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AN INVESTIGATION INTO THE NEED FOR
COUNSELLING SERVICE AT THE
CAPE COLLEGE OF EDUCATION

by

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ABSTRACT

Many students find that their greatest academic step is that from high school to college or university, and that it involves a transition affecting almost all aspects of their lives. In order to offer assistance to students experiencing transitional and other personal problems, Student Counselling Services have been established and are operative at most tertiary institutions in Southern Africa.

Currently no such service exists on the campus of the Cape College of Education, Fort Beaufort. This exploratory study attempts to determine whether there is a need for such a service and further, to establish factors which might encourage or discourage students from using such a service.

An open-ended questionnaire was administered to 178 students at the College in order to gain insight into their ideas and feelings and what they perceive their needs to be.

Through an explication of the student protocols, several major themes emerged and are discussed in detail.

The research findings suggest a need for the establishment of a counselling service, and shed some light on factors which need be considered should such a service be offered. The methodological approach is discussed as well as recommendations for improvements.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

"Greeting his pupils, the master asked:

What would you learn of me?

And the reply came:

How shall we care for our bodies?

How shall we rear our children?

How shall we work together?

How shall we live with our fellow men?

How shall we play?

For what ends shall we live?

And the teacher pondered these words,

And the sorrow was in his heart

For his own learning touched not these things."

(Crosby, Chapman and Counts, 1924, p.15)

Broadly speaking, education can be said to concern itself with the development of the human potential. The role of education institutions, therefore, is to foster this development. In particular, their role is to do this in such a way that students are better equipped to meet the demands of the society in which they will be functioning.

"Schools are preparing pupils not just for life today, but also for the problems they will face twenty years from now. Yet who in the schools exhibits interests and responsibility for engaging students in a process by which their life goals and purposes may be clarified and understood?" (Shertzer and Stone, 1981 p. 43)

Many might contend, however, that the primary goal of education institutions is to develop the academic potential of their students and not to foster their personal growth. This notion is understandable in view of the high failure and dropout rate in schools, colleges and universities. This problem is not unique to South Africa.

Kysar states that:

"American colleges lose half their students in the four years after matriculation. This high attrition rate with its waste of brain power and cost in human well-being suggests that our institutions of higher education are not very conducive to optimal development of students."
(1966, p.27)

Research into student failure suggests, however, that academic success cannot be viewed as an isolated identity but that it is integrally involved with the student's personal life and growth (Penny, 1979; Smit, 1987; Marais, 1980).

Students experiencing personal problems are distracted from their academic studies and unable to develop their academic potential to the full. It follows that in order for a student to fulfill his academic potential he need to maintain an optimal level of psychological harmony in his personal life (Super, 1974; Miller, 1970; Margrain, 1978).

Throughout history there has been a deeply embedded conviction that, under the proper conditions, some people are capable of helping others to come to grips with different problems in living. (Frank, 1973).

Although guidance and counselling services currently exist at most secondary schools and tertiary institutions in our country, the question needs to be asked whether these services are adequate.

Chuenyane concluded that they are not:

"A cursory glance at our educational institutions reveals an insufficient number of qualified counsellors and guidance workers. However this does not necessarily mean that all pupil's potential go unrealized. What it does imply is that the majority of pupils potentials do not develop to the fullest." (Chuenyane, 1983, p.26)

Counselling and Guidance is based upon meeting felt needs. Help is only help when it attends to a genuine problem. In order for any counselling service in an educational institution to be of any value it needs to address the students' specific needs.

Research done by Cilliers and Schutte with students at the University of Stellenbosch suggests that this does not necessarily take place in our schools. Fifty-six percent of the students interviewed felt that school guidance at their schools had been totally inadequate, while 45.6% felt that their teachers' knowledge and understanding of their needs was superficial and insufficient. The authors suggested that:

"School authorities should continually ask themselves whether they are still aware of their pupils' needs and experiences, and whether they are endeavouring to make the necessary adaptation." (Cilliers and Schutte, 1987, p.224)

Indeed, Pietrofesa et al., (1982) questions whether there is a close match between what a guidance program intends to achieve and what students actually need.

When one considers the developmental stages through which the adolescent passes and other societal pressures, it is clear that effective guidance services should continue through secondary school to tertiary level in order to ensure that the needs of the students are addressed.

Another issue which deserves consideration is that of proactive versus reactive counselling. Should education institutions offer counselling for those already experiencing problems (reactive counselling), or should services be offered which attempt to prevent the emergence of such problems (proactive counselling)?

Should, for instance, guidance and counselling occur only after a personal problem has presented itself, or before such problems exist as a way of educating people to those attitudes, knowledge and skills which will reduce the likelihood that the stresses and challenges of life will become problems?

Proactive counsellors are capable of providing resources to help students cope better in times of change (as from high school to college).

Guidance and counselling should not be seen as a *"frill or optional extra"* (Newsome, Thorn & Wyld, 1973, p. 3) for those institutions fortunate enough to be able to afford such services, but rather as a central and integral process accessible to all students. Easy accessibility to a well-qualified counsellor can enable relatively minor needs of students to be met before they develop into more serious problems. It should be borne in mind that normal developmental processes also create problems; it is not only the ill or maladjusted who need help.

1.2 PROBLEMS EXPERIENCED BY STUDENTS AT TERTIARY LEVEL

De Winter (1987) suggests that for a student, from any cultural group, enrolling at a university or college for the first time, the experience may even be traumatic since it involves surrendering dependence and encountering the unknown.

Smit (1971) maintains that it is generally accepted that the university or college environment is different from what the average student expects. From research conducted at the University of Fort Hare, Penny concludes that *"...the new student, whatever his background, generally finds some problem in the transition from school to university"* (1979, p.185).

For many students this may be the first time they live away from the home environment and are exposed to much more personal freedom and much less external discipline. They are also expected to make their own decisions relating to matters such as study time, sport activities, social engagements, etc. Many first-year students are so fascinated by the great contrast between school and college or university life, that they discover later in their course (and sometimes too late) that the new freedom of choice is not unattached to responsibility and personal accountability. Smit (1971) also believes that even the best balanced student experiences times of insecurity owing to his or her lack of experience in handling new situations.

Penny (1979) maintains that confusion is also caused by differing expectations, demands and teaching styles of lecturers. Such apparently simple issues such as whether or not to listen or copy down main points only or all that is being said, and how to use lecture material, particularly for revision, often cause problems and anxiety.

Dickinson (1980) found that a great many learning problems encountered by Black students could be attributed to the fact that they were being lectured in a language other than their home language. Makwetu (1978), however, compared the performance of Fort Hare students with that of students at Rhodes University (a predominantly white university) in certain aptitude tests and her findings are in conflict with Dickinson's:

"It would be noted, however, that any attempt to explain the poor language ability of Blacks as a reason for his poor performance is questioned because Blacks have equalled Whites on the Sentence Completion Test which is also a language test." (p.127)

University and College life often involves making new living arrangements, and life in hostels may be a first for many students. They must adjust to roommates, social pressure because of inter-residence competition, noise as many students share one hostel and less hours sleeping as a consequence.

Macleod (1981) found that students frequently blamed their low pass rates on a far heavier workload than anticipated, which they were unable to organise productively. In high school much "spoonfeeding" from teachers takes place and school lessons often cover in full the content to be mastered, while at College the lecture is only an extract from the subject matter and most of the content is to be mastered autonomously from additional reading.

Many first year students are also uncertain about tertiary examination procedures, and do not know how to prepare for them. Furthermore, they are unsure as to how exactly to answer questions in the examination room.

It may also be that some students embark upon a qualification in education, not because they are really interested in it as a career, but rather because departmental bursaries are substantial and readily available. A consequential lack of motivation often prevents success.

Brush and Schoenfeldt (1979) put it succinctly:

"If it is assumed that interests represent a kind of motivational construct, then it would seem to follow that there exists a relationship between interests and depth of course work." (p. 165)

Mehrens and Lehman (1973) and subsequent research confirms the common sense notion that people have a tendency to excel or at least devote more effort and energy to the activities they like.

Smit (1988, p. 127) points out in his article that at tertiary level the problems surrounding academic failure can be explained better by a systems approach than by a piecemeal analysis of individual factors. He identified five major systems - personal, family, orientation, social and didactic. According to him, individual factors of academic success seldom act in isolation, but are part of a greater system which, when taken together, exercise a more powerful influence than when taken in isolation.

1.3 THE PROBLEM

In the light of what has been written so far, it is now necessary to focus on the particular problem being investigated in this study.

Many students find that their greatest academic step is that from high school to college or university, and that it involves a transition affecting almost all aspects of their lives.

Most tertiary educational institutions recognise this and would agree with Palmer (1965) that:

"It becomes the responsibility of the college at this point to see that the young person on the threshold of adult life is not left without skilled guidance and human sympathy in meeting the demands of social and economic institutions which are themselves undergoing rapid change." (Palmer, 1965, p.xiv)

Who is to provide this help? Lecturers are not necessarily in a position to help students cope with these transitional problems, particularly with those outside their particular academic sphere. They are under constant pressure to expend their efforts in academic teaching and in the achievement of academic results. Furthermore they are usually unqualified and inexperienced to handle the difficult situations in which students may find themselves.

Student colleagues, while possibly more willing to help, may equally not have the counselling skills necessary and may supply incorrect information and poor advice.

Counselling should stay a professional relationship in which a person is helped to bring about his own adjustment to a situation to which he is not otherwise able to adjust. The difference between advice-giving and counselling is best encapsulated by Martin Katz, as quoted by Corey, who said that in guidance work we should be concerned not with helping people to make wise decisions, but with helping people to make decisions wisely (1986, p.19).

In order to offer assistance to students experiencing transitional and other personal problems at tertiary educational institutions, guidance and counselling service centres have been established at most such institutions. According to Palmer, the acceptance of the need for appointments of student counsellors as part of the normal education policy will result in the following:

- a) in the increasing well-being of our young people and therefore of our future generations,*
- b) in improving the intellectual efficiency of these young people and so adding to the amount of talent available to the nation as a whole,*
- c) in minimizing the diversion of ability into anti-social channels,*
- d) in the long run, in effecting a saving in time and emotional strain to other members of staff and so improving teaching and making education in these colleges more efficient in terms of results achieved for a given financial outlay." (1965, p.84)*

The duty of a student counselling service is to offer help to every individual so that he or she may derive maximum benefit from the time spent at college or at university.

No such service exists currently on the campus of the Cape College of Education, Fort Beaufort. Is there a need for one? What are the needs of students on this campus? Do the students want one? These are some of the questions which face the author in her association with this College, and which form the essence of the problem of this study.

1.4 AIMS OF THIS STUDY

The main aim is to establish whether there is a need for a counselling service on the campus of the Cape College of Education. Have students experienced any problems during the year that they would have liked to discuss with a student counsellor?

If there is a clear need for the establishment of such a service on this campus, an immediate question arises as to the nature of this service. What characteristics would be important for this unique educational and social milieu? A secondary aim, therefore, to this research is to establish factors which might encourage or discourage students from using such a counselling service.

As it is imperative that any helping service address the genuine needs of its clientele, it is important that their perceived needs be known. This study will thus focus upon the students' ideas and feelings and what they perceive their needs to be.

Chapter Two will give some explanatory background on guidance and counselling in general. Chapter Three will concentrate on the Cape College of Education. Chapter Four will deal with the methodology of the research and the strategies adopted. Chapter Five will give a description of the results, referring to the raw data contained in the appendices. Chapter Six will be the concluding chapter with an overview and discussion of some of the findings as well as a look at some of the implications and limitations of this research. Certain recommendations for further research will also be made.

CHAPTER TWO

BACKGROUND LITERATURE

2.1 WHAT IS GUIDANCE AND COUNSELLING?

Efforts to distinguish guidance from counselling have not met with universal approval. For the purpose of this study both terms will be used in a general sense, although true counselling may stay a specialized art and may not essentially be a part of many guidance services.

It may, however, be more appropriate at a tertiary level to use the term counselling, as it involves a more specialized function.

Counselling is a word used by many to describe what they do, with some dictionary definitions stressing advice-giving and the verbal exchange of ideas. These definitions usually identify a legal advisor at an embassy, a lawyer, and a person in charge of a group of children at a camp, as counsellors. The historical use of advice to define counsel is still dominant and is the cause of much conflict and confusion as counsellors in educational as well as non-educational settings generally insist that parcelling out advice is not their function.

Definitions of counselling contained in the literature in the past three decades reflect some of the subtle differences that have been emphasized over the years and should serve as a pointer towards a general concept of what is meant by the term.

"It is a process which takes place in a one-to-one relationship between an individual troubled by problems with which he cannot cope alone, and professional

worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties." (Hahn and Maclean, 1955)

A dictionary definition of counselling has been offered by English and English, who state that counselling is

"... a relationship in which one person endeavors to help another to understand and solve his adjustment problems." (1958, p.127)

Lewis defines counselling as

"....a process by which a troubled person (the client) is helped to feel and behave in a more personally satisfying manner through the interaction with an uninvolved person (the counsellor) who provides information and reactions which stimulate the client to develop behaviours which enable him to deal more effectively with himself and his environment." (1970, p.10)

Blocher describes it with a somewhat differing emphasis, stating that counselling is

"....helping an individual become more fully aware of himself and the ways in which he is responding to the influences in his environment. It further assists him to establish some personal meaning for his behavior and to develop and clarify a set of goals and values for future behavior." (1974, p.7)

Tyler (1969) explains the need for counselling in a way which we can apply more directly to guidance in all educational settings.

"The more complex, mobile and wealthy a society becomes, the more essential is the role counselling plays. In a simple society a child knows almost from infancy what his place in life is to be, and his education, formal or informal, provides him with the concepts and skills he will need." (p.3)

The factors which have increased the need for counselling are also, according to Tyler, those which increase the need for guidance at schools, as the Guidance teacher is supposed to be the students' counsellor in the school setting. The very same factors also play an important role at tertiary level.

The factors mentioned by Leona Tyler (1969, p.3) are:

- the complexity of the occupational world where adolescents and young adults now have a overwhelming number of occupations from which to choose, and where the dynamic technology is continuously creating new occupations as well as changing or destroying old ones,*
- rapid social change which ranges from broken homes to the threat of atomic destruction which causes instability and insecurity, plus some other factors like civil disturbances and unrest,*
- the loss of old certainties like the church and neighbourly interest."*

A widely accepted definition of guidance is the one expressed by Shertzer and Stone (1976), saying that it is

"the process of helping individuals to understand themselves and their world." (p.38)

Steffire (1965, p.15) is of the view that counselling denotes a professional relationship between a trained counsellor and client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help the client understand and clarify his view of life so that he may make meaningful and informed choices, consistent with his essential nature.

It is important to appreciate that the counsellor is merely a sort of catalyst, while it is the counsellee and not the counsellor who actually solves the problem.

A very broad definition of Guidance in Education is the presentation of knowledge, information and even sometimes advice, on a take-it or leave-it basis, so as to provide as much material as possible upon which the counsellee may base his or her choice and decisions. The implication here is that the relatively immature and inexperienced person finds great difficulty in solving his or her problem because of his or her lack of knowledge or experience.

The purpose of Guidance is for the more mature and experienced counsellor to provide the knowledge and to give the counsellee the benefit of his experience, so that the individual can make the right choice or decisions now, and not a few years hence, when it may be too late. But it is the counsellee and not the counsellor who makes the decision.

Most definitions highlight the following aspects about counselling:

- " - The process of helping individuals to understand themselves and their world:*
 - There is a person who is troubled (the client)*
 - He seeks help from a person whose function is to help the client (the counsellor)*
 - An interaction between client and counsellor transpires (firmly underpinned by a professional, permissive relationship)*
 - Counselling can be applied to an individual or to groups." (Naude and Bodibe, 1988, p.102)*

While looking at some of the different definitions of guidance and counselling, one fact always stands out, and that is that counselling is always aimed at helping. Help is defined as

"...providing conditions for people to fulfil their needs for security, love and respect, self-esteem, decisive action and self-actualising growth: help also means providing resources and skills that enable people to help themselves." (Brammer & Shostrom, 1982, p.3)

2.1.1 Group Counselling and Individual Counselling

2.1.1.1 *Group Counselling*

Group counselling is important for those individuals who prefer to involve themselves slowly in counselling and who can withdraw if it

becomes threatening. It has advantages as a

"vehicle for assisting people to make changes on their attitudes, belief about themselves and others, feelings and behaviours. One is that group members can learn more about the ways they relate to others and can improve certain social skills. By giving and getting feedback, members can come to understand how others perceive them." (Brown and Pate, 1983, p.99)

Group counselling, like individual counselling has heavy theoretical underpinnings, but its rationale is that the group, usually 5 to 10 members, can help each other develop and grow because of their interaction, and also because of the maxim "misery loves company" (Yalom, 1975,p.36).

Students with a common problem will more readily accept one another, and share experiences which might eventually help them solve their problems.

Shertzer and Stone emphasizes the need for group counselling:

"Group living seems to be an indispensable attribute of contemporary human beings. It is through groups that the social heritage is transmitted. Group life itself leaves substantial imprints upon an individual. Groups shape the personality and control a member's behavior in many ways." (1981, p.54)

Effective group counselling requires a very high degree of skill and ingenuity of the counsellor, and a considerable amount of experience. It should not be used in isolation, and most counsellors would probably agree that the most effective approach to counselling is to combine the principles from various approaches according to the circumstances. Sometimes a client derives optimum benefit by starting with individual counselling, and then going on to group counselling, while in other instances, in the group situation, a counsellor may perceive the needs of a particular counsellee for individual counselling of one kind or another. The skilful counsellor, gradually becomes more and more sensitive to the needs of individual counsellees.

Group counselling provides a secure environment in which to experiment with new ideas and new behavior patterns, and to receive reactions and feedback from other counsellees as well as from the counsellor. Those who are normally withdrawn and introverted may taste the sweetness of healthy interpersonal relationships and thus be encouraged to be less withdrawn.

2.1.1.2 *Individual Counselling*

Though similar to helpful conversation, "*psychotherapeutic*" counselling is distinctive enough to have its own identity. It helps individuals with developmental, career, and personal adjustment problems, and where there are no problems, counselling can foster healthy human development by increasing self-awareness and resourcefulness. Each counsellor must assume responsibility for developing his or her own approach to counselling without being rigid, treating each client as a completely new and unique individual. There are certain prerequisites for the establishing of a therapeutic climate. According to Patterson and Eisenberg (1982 p.12), "*effective helpers inspire feelings of trust, credibility and confidence in the people they help.*"

This generation of trust is of fundamental importance to the counselling relationship and without this basis counselling is doomed to failure.

Another important aspect is an accepting attitude, which implies that the counsellor can listen to the client's concerns without making judgements, regardless of the client's views, attitudes and values.

The most important tool the counsellors have are their personalities.

According to Egan (1986) they must have good common sense as well as good social intelligence and must feel at home in the social-emotional world: both their own and that of others. They respect their clients and genuinely care for those who come for help. They are at home with people and are also *"integrators"*:

"They help clients explore the world of experience, feelings, and behavior. As clients produce data about themselves, helpers assist them to integrate the data in a way that helps clients understand themselves and their behavior." (Egan, 1986, p.29)

It is important that clients realise that problems do not usually go away.

"They must be worked through or else they remain, forever a barrier to the growth and development of the spirit." (Peck M S, 1988, p.30)

There are specific procedures and skills that the counsellor should make use of during the interview, just as there are many barriers through which he/she should work. The following statement by George and Fistianis appropriately concludes this section:

"The counsellor's primary goal during the initial stage of counselling is to establish rapport with the client. The development of the therapeutic climate will depend primarily on the personality of the therapist and the extent to which the core conditions are communicated.

However, basic skills such as attending behaviours, open-ended leads, silence, listening, and summarization facilitate the initial stages of the process." (1986, p.152)

But, as Galileo said many years ago, one cannot teach a man anything, one can only help him to discover it in himself - and this is in a big way what counselling is all about.

2.1.2 Counselling and theoretical underpinnings

"What we listen to, hear and respond to...depends in part on us as persons and part on our orientation, that is, on theory which has made particular assumptions about the cause of problems and the methods of treatment."

(Hansen, Stevic and Warner, 1977, p.22)

Corey (1986) surveys nine approaches to counselling and psychotherapy. In his introduction he emphasises that counsellors should remain "open and consider both the unique contributions and the limitations of each therapeutic system." (1986, p.2)

He stressed that valuable dimensions of human behaviour can be overlooked if the counsellor is restricted to a single theory, but also warned that an "undisciplined eclectic approach can be an excuse for failing to develop a sound rationale for systematically

adhering to certain concepts and to the techniques that are extensions of them." (1986, p.2)

To be effective a counsellor should have not only supervised experience in counselling, but also a sound knowledge of counselling theory and techniques, as well as having certain human qualities that are imperative to successful counselling.

It also needs to be borne in mind that the same type of intervention does not result in the same response from all clients. Some clients respond better to one type while others are better able to develop by means of another approach. Furthermore the counsellor needs to find an approach which is compatible with his natural personality style and philosophy of people and life.

According to Corey the nine models of counselling fit into three general categories:

2.1.2.1 *The Psychodynamic approach:*

This approach is based largely on insight, unconscious motivation and reconstruction of the personality. The psychoanalytic model of Freud had some major influence on most other theories, and from a practical as well as historical vantage point, it continues to play an important role in contemporary psychotherapy.

Freud emphasizes the role of unconscious motivation and drives as determinants of behaviour, and accentuates the influence of past experiences on present behaviour. Attention is also given to the events of the first six years of life as determinants of the later development of personality.

2.1.2.2 *Experiential and Relationship-oriented therapies:*

Under this category Corey includes the existential approach, the person-centered approach and Gestalt therapy.

Frankl (like Rogers' person-centered therapy), contributed greatly to the "humanization" of the counselling process. His existential approach stresses a concern for what it means to be fully human, and focuses on the basic conditions of human existence such as choice, freedom and responsibility to shape one's life, and self-determination.

The person-centered therapy of Carl Rogers developed originally as a reaction to psychoanalysis. This approach maintains that the quality of the client/therapist relationship is the major determinant of the outcomes of the therapeutic process. It assumes that man is born with the potential for growth, development and self-actualization - a capacity for self-direction independent of active intervention and direction on the counsellor's part.

The Gestalt therapy of Fritz Perls stresses awareness and integration:

"It offers a range of techniques for helping clients focus on what they are experiencing now and become aware of the diversity of feelings within them at any moment."

(Corey, 1986, p.6)

2.1.2.3 *The Cognitively- and Behaviourally-oriented action therapies:*

Here Corey includes Adlerian therapy, transactional analysis, behavior therapy, rational-emotive therapy and reality therapy.

As a growth model, Adler stresses taking responsibility, creating one's own destiny and finding meaning and goals to give life direction.

Although Adler recognizes that there are biological and environmental conditions that limit our capacity to choose and create, he feels that humans are not merely determined by heredity and environment.

Transactional analysis founded by Eric Berne has contributed tremendously to the understanding of how people make early decisions in response to parental messages they receive. It is designed to help people evaluate those past decisions in the light of their appropriateness at present.

The Behavior therapies of Bandura and Skinner place emphasis on *doing* and on taking steps to make concrete changes. They also apply learning principles to the resolution of specific behavioral disorders.

Albert Ellis is the founder of Rational-Emotive Therapy. He highlights the necessity of learning how to challenge and apply logic to irrational beliefs that lead to human problems.

The Reality Therapy of William Glasser focuses on the present. It stresses the client's strengths as well as their acceptance of personal responsibility for changing themselves and for developing clear plans for adopting new behaviours.

2.1.3 Characteristics of the Effective Helping Relationship

The most important tool that the counsellor has, is his/her personality. A troubled person will not speak to just anyone concerning those things about which he or she is deeply concerned, but will look for someone who fulfils certain criteria.

According to Patterson and Eisenberg (1982:13), "*...effective helpers inspire feelings of trust, credibility and confidence in the people they help.*" The real power of counselling emanates from the creation of a warm, sincere, dependable relationship and the main counselling skill is offering such a relationship to each individual. It is this relationship which creates the safe psychological environment in which clients may shape or become aware of their own unique personalities through their choices and decisions.

The generation of a feeling of trust is of fundamental importance in the counselling relationship. Without this basis counselling is doomed to failure.

The more the counsellor evidences the following characteristics, the more likely the client is able to benefit from the encounter (Rogers, 1961; Peck, 1988; Egan, 1986; Corey, 1986).

2.1.3.1 Empathy:

The counsellor must try to understand the client's feelings. He must not judge from his own point of view, but must try to see the world from the client's perspective. It involves the effort to grasp clearly and completely the meaning the client is trying to convey. To be successful in doing this, the counsellor will have to listen very carefully to what the client says and put himself in the client's place. The counsellor, however, should always retain his own sense of identity.

"To sense the client's private world as if it were your own, but without ever losing the 'as if' quality - this is empathy, and this seems essential to therapy. To sense the client's anger, fear or confusion as if it were your own, yet without your own anger, fear of confusion getting bound up in it, is the condition we are endeavouring to describe" (Rogers, 1961, p.416).

2.1.3.2 Genuineness:

This means functioning openly, honestly and sincerely without hiding behind a mask or one's professional status. The counsellor must not pretend to be interested, to care or to be understanding if he is not, for this lack of sincerity will be picked up by the client at some level, and will mitigate against the formation of a trusting relationship.

"Genuineness means that within the relationship the counsellor is freely and deeply himself, with his actual experience accurately represented by his awareness of himself. It is the opposite of presenting a facade either knowingly or unknowingly..." (Rogers, 1957,p.75)

2.1.3.3 Open-mindedness:

Open-mindedness is the "...counsellor's ability to hear and accept the values of the other person without needing to distort them to meet his own needs" (Dimick and Huff, 1970,p.111). This ability frees the counsellor from fixed preconceptions which would limit his ability to perceive what the student is experiencing.

The open-minded counsellor is able to accommodate the student's values, insights, feelings and perceptions that differ from her own. She believes in the worth of the student and preserves the student's dignity in the relationship.

2.1.3.4 *Objectivity:*

It is also important that the counsellor be able to stand back and observe what is happening from a neutral or non-imposing frame of reference. This enables the counsellor to avoid being sucked into the subjective world of the client, while at the same time accepting it unconditionally as real for the client.

2.1.3.5 *Warmth:*

Warmth entails unconditional positive regard and genuine respect for one's client. It is the expression of involvement, concern and respect for someone else as he is, and not as he should be.

2.1.3.6 *Sensitivity:*

This is the capacity to detect emotional changes and respond appropriately to changes in interpersonal and social relationships, and is a basic factor contributing to counsellor effectiveness. The sensitive counsellor is one who is able to discern a student's feelings through verbal and non-verbal communication. This sensitivity promotes an understanding and comprehension of the client's feelings and worldview.

A psychologically healthy personality is not some fixed destination at which one finally arrives - it is rather a direction in which one can choose to travel. If individuals are interested in growing they will have to take the risks involved in facing that which they are sometimes working so hard to avoid. They need to have a sense of hope and a reason for living. Most people desperately want to believe in something - they feel the need to evaluate their total existence in terms referring to fulfillment or failure or whatever it is that they ultimately believe in.

Another important aspect of counselling is that growth usually takes place not only in the client - but also in the counsellor. This is demonstrated in the following quotation:

"Being a psychotherapist has meant having a window on the human soul. Such a hard thing to try to say what that means...It has given me what I think I always lacked before: a ground on which to stand in being alive, a foundation upon which to build, an outlook for my own life and on life and death as our common heritage and fate. I believe in my deepest heart that I have realised more of my possibilities through this life than I could have in any other way. And I am grateful." (Burgental, 1978 p.150)

2.2 COUNSELLING AROUND THE WORLD

"The study of guidance and counselling throughout the world provides the professional practitioner within any country a reassurance of the importance of guidance and counselling to human reclamation, to the personalizing of

mass education, to individual purposefulness. Such study puts the practitioner in the company of other like-minded individuals, without the barriers of language, who are applying their skills to the needs of their countrymen. It reinforces the fact that human needs know no political barriers."

(Excerpt from the foreword of E.L. Herr, as quoted in Drapela, 1979, p.iii)

Herr continues by saying that societies throughout the world are in transition, and the impetus to social change in many parts of the world reveals itself in striving for economic growth as the means to provide for rising mass aspirations for a better quality of life, for occupational mobility and also for greater personal options. There is a growing recognition that human capital is any nation's greatest treasure, and as the emotional stresses of life in society intensify under the influence of rapid change, nations throughout the world are turning to the implementation of counselling services to assist their populations in dealing effectively with the personal questions which may develop in such situations.

Counselling is generally perceived as an effort to help individuals master obstacles in numerous life situations. Although many features of this counselling effort are common to all societies, the operational patterns and the extent of these services differ from one country to another.

2.2.1 Counselling in the United States of America

The United States of America is a land of immigrants and guidance as a helping professional activity grew out of *"the vocational assistance provided for new immigrants by Frank Parsons and a group of idealistic people around him in the first decade of [this] century."* (Drapela, 1979, p.41)

Guidance has been integrated within the school educational system of the country and has also branched out into institutions of tertiary education. The guidance process is carried out by means of various services that overlap and complement each other - such as individual counselling, group counselling, psychological assessment, vocational information, placement, etc.

The major aim of American guidance is counselling which focuses upon the needs of clients as individuals. According to Drapela (1979) loud voices are heard in favour of extending guidance services to population groups whose needs have been neglected in the past.

Career development is considered a life-long process not only within the initially chosen field of work, but also by means of radical changes of occupational involvement, according to Super (1957). Such mid-career readjustments are accepted by society as every person's prerogative and this implies the need for guidance services far beyond high school, college or university level.

2.2.2 Latin America

When referring to Latin America we must keep in mind that it is not a single unit - there are differences in race, language, political and cultural values among the Latin American countries, and even within a Latin American country.

If anything, change may be said to be the common denominator in Latin America.

Appropriate vocational choices and educational advancement are seen not only as individual needs, but also as instruments for the betterment of society in general.

Guidance and counselling are viewed as part of the educational system.

"Most colleges and universities in Latin America provide their own student personnel programs, counselling centers for vocational and personal counselling and other activities and programs related to student welfare and students' adjustment to the institution and to their educational and professional goals." (Espin, 1978, p.60)

Espin, however, also stresses the need to develop models of guidance that are more relevant to the Latin American milieu, and not to consider only North American models of guidance.

2.2.3 Israel

Counselling is a respected and well-used discipline in Israel whose traditions strongly favour educational advancement, study and professional development.

According to Catterall (1977), the ratio of school psychologists to students is 1 to every 1000, one of the highest in the world.

2.2.4 U.S.S.R

Drapela (1979) states that although an official decree was published in 1969 on the vocational guidance of the youth, no vocational network was organized in the years that followed. This has resulted in a large percentage of young people making their career choices without professional assistance and most young Soviets enter the world of work with no information on the nature of their prospective jobs.

In the few instances where occupational guidance is offered, the career choice is not left to the person entering the world of work, but is rather made according to societal needs determined by those who represent socialist society. (Drapela, 1979)

2.2.5 Nigeria

Arene and Durojaiye (1979), state that the government at this time had implicitly recognized that for education to become truly the much celebrated instrument of human and national development, it needed to incorporate guidance in its processes of appraising and grooming the nation's talents. However, the counselling strategy preferred by most of the counsellors appears to be an active, interventionist, directive approach based on the traditional respect for elders, rather than the typical non-directive model promoted in the Western world.

2.2.6 Conclusion on Counselling around the world

Looking at counselling services around the world, it can be concluded that common aims are overshadowed by some significant differences. Although there is a general framework of assisting people, some national systems emphasize labour market needs, others societal concerns, while

yet others look at personal development of individuals as their top priority. Some make extensive use of counselling while others may neglect it.

Wren (1962) emphasizes that values in counselling philosophy are socio-cultural and that ignorance of cultural underpinnings will result in counselling failure.

However, as technological progress continues with its accompanying rapid changes in social structures, decline in values and increase in stress, guidance and counselling will be increasingly more in demand, not only by our youth, but also by others.

2.3 GUIDANCE AND COUNSELLING SERVICES IN SOUTH AFRICA

In South Africa, Guidance probably originated in the Cape with the establishment of the Cape Education Department's Psychological Services in the 1950's. Their goal was to assist pupils who were not coping academically.

It was, however, only later that guidance and counselling was officially introduced into some secondary schools, with the appointment of six teacher-psychologists at six schools in 1966. This was only after Dr N.J. Heyns, who was the head of Psychological Services of the Cape Education Department, emphasized that the approach to Guidance had to be broader, as adjustment problems affected the child's academic performance. (Naude and Bodibe, 1986)

Today most secondary schools have Guidance teachers, and this is largely the result of the National Education Policy Act of 1967. In White education there are major discrepancies between the four provinces.

For example, in the Transvaal Education Department the Guidance programme emphasizes vocational guidance, tutorship work and youth preparedness, while in Natal the major part of the work of the teacher-counsellor (as they prefer to be called) consists of group and individual counselling. (Dovey, 1980)

Because of a variety of factors, Guidance in Black schools falls abysmally short of the aims and recommendations of the HSRC (see below).

Hopefully this will become something of the past as more and more Black students are being trained to become Guidance teachers. This is also the case at the Cape College of Education, where School Guidance is offered as an ancillary subject.

In 1981 the HSRC Committee on Guidance did an in-depth study of the present Guidance system in South Africa and drew up extensive recommendations. They listed the aims of school Guidance as follows:

"...to realize that life and one's own existence are meaningful, to assess and understand oneself, to respect the human dignity of others and to have compassion, to make morally independent choices and act responsibly, and to live according to one's own structure of value "

(Quoted in Bodibe and Naude, 1986,p.6)

The basic structure of the Guidance system in schools is the same. It is an auxiliary service offered by the provincial education departments, centered around regional school clinics. The psychological services offered here are primarily clinical-remedial, i.e. they treat the more serious

psychological-educational problems referred by the school counsellors based in the various schools. Each clinic serves a number of primary and secondary schools, and the staff usually have postgraduate degrees in psychology or education (Naude and Bodibe,1986).

Student Counselling Services are found at the tertiary education level. The SSCSA (Society for Student Counselling in Southern Africa) defines "*Student Counselling Services*" in its constitution as those services at institutions for tertiary education in Southern Africa which render assistance and/or guidance to prospective and registered students regarding course and career selection, and academic and personal problems affecting adjustment to life on the campus.

Student counselling is often viewed as an on-campus activity concerned with the choice of study courses, orientation of new students, and personal problems of students. Generally it is classified as an advisory service supporting and guiding students with problems.

Student counselling services on campuses are continuously undergoing changes in name as well as in structure. While some institutions have established counselling services, some are still experimenting with programmes, or looking at the desirability of establishing such programmes. In 1988, 19 Universities were members of the SSCSA, 10 Technikons, 3 Colleges of Nursing and only two Colleges of Education (Edgewood College of Education and the East Rand College of Education).

At tertiary level the major concern is the needs of students who are entering an unknown adulthood, still very unsure of themselves and preoccupied with a search for self, identity and direction. Even the best students emerging from the Secondary school have not necessarily

resolved all their learning problems, a fact which is often exacerbated by the misconceptions of tertiary education and a certain lack of teaching and communication skills on the part of some College or University lecturers.

However, by this time students become pre-occupied with the major problems of being adults, with problems of sex and interpersonal relationships which interfere with the proper execution of their studies. Personal therapeutic counselling is therefore important in helping them work through these various life-stage challenges. It must be emphasized again that personal counselling is not a frill or optional extra or only for those who appear patently neurotic.

Some sort of professional counselling help need be accessible to all students. We should bear in mind that academics at tertiary level are not necessarily outstanding examples of emotional maturity, and a life devoted to scholarship does not automatically lead to the evolution of a balanced personality.

Most learning problems are inextricably bound up with emotional problems, but if help is forthcoming in the emotional area, then the student could be expected to become gradually motivated towards undertaking his own educational counselling.

2.3.1 Some Tertiary Counselling Services in the R.S.A.

2.3.1.1 *Introduction*

Behr (1987) emphasizes that:

"Student counselling at our universities must revolve essentially around student development and academic support." (p.7)

He also states that life at university (and probably at college too) provides an environment in which the student's cultural and social worlds undergo modifications.

Student counselling services differ from institution to institution, but all render assistance to students in one way or another. Some present workshops to address the social, personal and interpersonal areas of being a student. Other organize academic enrichment programmes to upgrade the students' general academic acumen. Some again assist in orientation programmes, assessment thereof, and related research. All offer some sort of individual counselling.

A brief look will be given at some student counselling services at tertiary level.

2.3.1.2 Fort Hare Student Counselling Service

This service originated in 1980. The aim is to assist students to gain a better understanding of themselves in order to make wise choices and decisions concerning their courses of study and their future careers. Another important function is to counsel students with problems of a personal nature, e.g. adaptation to university life, incompatibility with other students, matrimonial troubles, etc.

Interviews are conducted in private and the nature and content of discussions between counsellor and student are confidential. The counselling service is available to all students and is not confined solely to, for example, first year students. Quite a number of interviews take place during the orientation programme. According to the annual report on the activities of this service during the year 1988, the majority of interviews centered around bursary matters, constituting nearly half of the total interviews (Dr Theron, Head of the Student Counselling Service, private interview).

2.3.1.3 *University of the North Student Counselling Bureau*

This Bureau organizes and presents the yearly orientation programme and has implemented a comprehensive testing programme for students uncertain about career choice.

Individual counselling forms a vital part of the counsellor's activities and each counsellor keeps a record of every counselling session. The Bureau also presents support services to disabled students in the form of acquiring literature and equipment. Study-skills workshops are offered through-out the year with emphasis on helping students understand their own study habits and helping them maximise their strengths and minimize their weaknesses.

2.3.1.4 *University of Natal Student Counselling Centre*

The SCC caters for the special needs of students and prospective students. They firmly position the student as the key figure in their operations and this belief is firmly subscribed to by the entire staff.

Their services include group and individual counselling, curriculum planning, information distribution, study-skills courses, graduate placement assistance, vacation employment as well as referral to outside agencies. They also welcome contact with prospective students, parents and teachers.

2.3.1.5 *Edgewood College of Education*

The Counselling Service is now called "Student Advisory Service" and the Student Adviser has been scaled on Head of Department level. This entails being a full member of the Edgewood College Senate.

Individual counselling forms an important part of the Student Advisor's activities, however, with the over-subscription of teachers, the Student Advisory Service has become more closely associated with the testing of students on an equitable basis as well.

2.3.2 Cross-cultural Counselling

It is well known to anthropologists and sociologists that what is seen as a problem by one community, may be seen as something quite different by another community.

Because counselling cannot and is not practised in a vacuum, environmental factors and cultural experiences cannot be disregarded. Cross-cultural understanding is imperative in a multicultural and multiracial society such as our own. What is said about a person in the extract below may well be said about a community or culture:

"Everyman is in certain respects -

- like all other men,*
- like some other men,*
- like no other men."*

(Kluckhohn and Murray, 1954, p.144)

In recognition of cultural complexity it is imperative that different variables be considered in addition to nationality, such as age, sex-role, life-style, socio-economic status as well as affiliations which contribute to the contextual definity of culture. (Pederson 1983, p.184)

Sue (1981) has made significant contributions to the field of cross-cultural counselling. He calls for burying the assumption that the same therapeutic approaches will be effective with all clients, regardless of their cultural background.

"New programs must take into account cultural beliefs, as well as traditional theories of illness and methods of treatment." (Kiev, 1972, p.170)

The cultural and social environment is intricately related to adaptations taking place within their midst. It is important to note that social structure and social relationships change more slowly than do other aspects of culture, and that behavior may change before attitudes and beliefs are able to follow suit.

Counselling in a multicultural society necessitates understanding the cultures of other people as well as the way in which they develop them, live them and interpret them. The meaning of certain postures, gestures, and inflections used by cultures are important in communication. Counsellors need to also be aware of the impact of their own values on others and how this may impede the counselling process.

However, Bodibe and Naude (1988) stress that although one should be mindful of cultural differences, their importance need not be overplayed. At the same time, however, counsellors do need to broaden their conceptual framework and *"...refrain from wearing Euro-American spectacles to perceive African problems."* (p.145)

Sensitivity to language and language differences, family ties, background and social patterns should be coupled with accurate empathy, genuineness and unconditional positive regard (Naude and Bodibe, 1988). Dlamini (1984) insists that this calls for a counsellor who is

sufficiently grounded in the culture, social values, aspirations and ethos of the people he or she serves. This does not necessitate that the counsellor be of the same culture as the client, but it is important that a counsellor be aware of differences between herself and her client in terms of race and beliefs, and also be comfortable with this. Nevertheless, more research in cross-cultural counselling is urgently needed, particularly in the South African context.

CHAPTER THREE

THE CAPE COLLEGE OF EDUCATION

3.1 INTRODUCTION

South Africa has, as is well known, an national educational system which is differentiated according to race. There are separate educational bodies for the "so called" Whites, Indians, Blacks and Coloureds. Each racial education authority is responsible for its own educational institutions, and teacher education institutions are found in each group.

The Department of Education and Training (DET) is responsible for administering education for the bulk of South African Blacks. They have teacher training colleges under their jurisdiction in most parts of the country. These prepare students for various educational qualifications and entrance requirements vary according to the qualification sought.

One such training college, the Cape Teachers College, is found in Fort Beaufort, an inland rural town in the Eastern Cape, and is the focus of this study.

3.2 SOME BACKGROUND ON THE CAPE COLLEGE OF EDUCATION

The College was originally planned as a teachers' training school for approximately 450 students. It opened in January 1981 with only 150 students and 17 members of staff. The first principal was Mr M. Rademeyer.

Due to changes in Government policy, the concept of training schools have become outdated and have been replaced with Colleges of Education which have correspondingly larger enrolments.

In 1982, the current Rector of the College, Dr H.J.L. van Deventer, assumed his post, ".... overcoming the disadvantages which hampered the efficiency of the College as an institution of tertiary education at that stage, with not only determination and dedication, but also with a clear vision of the challenges that lay ahead." (Sibonile, 1982)

His foreword in Sibonile (the College magazine), written when he took up this appointment, reflects the tone which he wished to establish:

"Progress, prosperity and security, however, cannot be reached through a one-sided effort on the side of the authorities; it will only be accomplished with the active participation of all citizens in moving towards the common goal of a great and strong South Africa. We, the students and lecturers of the Cape College of Education, as future leaders in our respective communities, have an immense responsibility with regard to reaching this goal. As teachers we are responsible for helping children realise their potential and are a major influence in shaping their lives, as such we hold the key to the future of the Republic of South Africa in our hands." (Sibonile, 1982, pp.2-3)

Dr. van Deventer is of the opinion that the teaching profession is the mother profession and as such can be seen as to be the most noble of all professions. The College thus strives to maintain high standards in the training of candidate teachers. This is emphasized in the Prospectus

of the College:

*"The training of a teacher does not imply academic matters only, but also matters such as character and personality development. Persons admitted to this College will thus find that a high premium is placed on the student's conduct, attitudes and philosophies of life."
(1987, p.1)*

The College authorities pride themselves in living out their belief that the main component of the College is the student. Every student is seen an individual coming from his own milieu, finding himself in a new relationship with his fellow students and the staff of the institution. Although students attending the College come from various socio-economic backgrounds and vary in age and levels of maturity, no official differentiation exists with respect to treatment or discipline.

3.2.1 Courses offered at the Cape College of Education

Students can enrol for any of the following major courses at the Cape College of Education:

A Secondary Teachers Diploma (S.T.D.)

A Junior Primary Teacher's Diploma (J.P.T.D.)

A Senior Primary Teacher's Diploma (S.P.T.D.).

These courses are based on 780 hours of direct instruction per year. This is generally the same for all Colleges of Education that fall under the Department of Education and Training. These 780 hours are spread over 26 weeks which average out at 30 hours per week. Students attend 9 lectures of 40 minutes each per day. They are given a tea break of 20

minutes during the morning and a 50 minute break for lunch at about 12h30. College hours are approximately from 07h45 to 16h00.

Sporting activities offered includes soccer, tennis, rugby, cricket, boxing, softball, netball and athletics. The debating society offers lively discussions, while many students excel in the dramatic society's activities. Every year the Entertainment committee organize a Miss Freshette and a Mr Personality competition in the gymnasium. Dances, videos and music evenings are also arranged.

Over and above this students are expected to carry the normal homework load as well as to use their free time for some research or reading in the library.

3.2.2 The Students

In 1988 there were 920 students, which is also the figure for 1989.

The male-female ratio is roughly equal, although it varies insignificantly from year to year.

The student population is drawn from all quarters of the Cape Province, and includes some students from other parts of the country. The students are predominantly Xhosa-speaking although much English is used on campus by the students. English is also the medium of instruction. Most students are in the late teens early twenties age range, although some students, particularly upgrade students, may be a lot older. Socio-economic backgrounds vary considerably as does the degree of *"urban sophistication."*

The students can choose their own Students' Representative Council and there is evidence of a healthy relationship between the SRC, students and Administration staff.

Student unrest at the College during this turbulent decade has been minimal in relation to that taking place in other black educational institutions. No more than isolated week-long disruptions of classes have taken place, and no end-of-the-year examinations have been seriously affected. Student protests have in fact centered more around local institutional issues (eg. standard of hostel food) than national political matters.

All students have to live in hostels attached to the College.

Students resident within the Republic of South Africa (i.e. excluding the "homelands") are eligible for a bursary granted by the Department of Education and Training that covers all their costs. Most students apply for additional bursaries as well.

3.2.3 Prevailing Ethos

In an attempt to get more of an understanding of the way in which such Colleges of Education function and to get beyond the rather factual and "clinical" account so far provided, some extracts from DET and Cape College literature will be given. This will offer some sort of a "feel" for the prevailing ethos.

It is universally accepted that the education of students for a specific profession is evaluated in terms of its justification to the demands made by the profession, as well as the relevance of the education for the profession.

To meet the needs of the child, the pre-service education of teachers is regarded as having perforce to include special programmes to equip the teacher for these aspects of his future task. Great care is taken in the formation of the individual's attitude as part of his professional equipment.

The total developmental needs of the child are regarded as being very important, and the Headmaster is responsible for ensuring that teachers are involved in a wide range of educational activities. Regulation 3.3 of R819 of 16 April 1981 states that teachers shall be under the control of the principal and shall, in addition to complying with the requirements of the Act and these regulations, and performing the duties normally assigned to his post, perform the duties in connection with supervision at a hostel, supervising during examinations, sport, organization of games, youth activities and debating societies and other activities which the principal may from time to time assign to him. (Educamus, 1987, p.2)

Teaching is regarded by the educational authorities as being one of the most exacting and responsible professions which sets high and challenging standards to all prospective teachers. In the booklet, "*The Teaching Profession*" (1986), the ideal teacher is described as follows:

"The ideal teacher

- *is of good character, i.e. with a strong sense of responsibility and self-discipline, enabling him/her to maintain sound ethical standards;*
- *loves children, takes a genuine interest in their welfare and identifies with and become absorbed in the interests and needs of children and young people;*

- *has a commitment to self-improvement and continuous professional growth;*
- *is one who provides each child with opportunities to develop his/her own potential to the full;*
- *has the ability to promote good relations and to communicate with people;*
- *is endowed with the characteristics of patience, sympathy, a healthy sense of humor, self-confidence and above all compassion; and*
- *strives to gain wisdom..." (p.5)*

Posters such as the above description adorn many of the College walls, and are envisaged as being an inspiration to both students and staff alike.

Taking the above as an ideal into consideration it is thought to be the responsibility of the institution as a whole to guide and assist the new student to the time when, at the end of his or her studies, he/she will be a professionally qualified and dedicated teacher.

In his message in the College magazine, Sibonile, the Regional Director and Cape College Council Chairman, W.A. Staude, emphasized that educators are in the people business. He also stressed that the teaching-learning process is a shared activity, where it is the function of the lecturer to develop his/her student. It is, however, equally important that the student should not only be receptive but also to be co-operative and to contribute actively in and to the process of his own development.

"We are in education because we love children, and we see it as our God-given task to lead them from immature childhood to responsible adulthood. It is a privilege to have been assigned that task - a privilege to have been given the opportunity of contributing to the development of our nation by moulding and developing tomorrow's citizens along satisfactory lines... An awesome responsibility? True. But from my close observation of the body of corporate of lecturers and teachers-in-training of the Cape College of Education, I am fully confident that the responsibility reposes in capable hands."

(Staude, 1987, p.3)

CHAPTER FOUR

METHODOLOGY

4.1 CHOICE OF METHODOLOGY

Even before the official start of Psychology in 1879, John Stuart Mill responded to the confusion about human beings and their behavior by giving the following advice:

"The backward state of the moral (human) sciences can be remedied by applying to them the methods of physical science, duly extended and generalized."

(Mill, cited in Giorgi 1976, p.33)

At its inception psychology modelled itself on the nineteenth century natural scientific approach and thoughts such as Mills have continued to guide the social and behavioural sciences in methodological matters. In this approach considerable emphasis is placed on objectivity and measurement.

"In 1879 at his laboratory in Leipzig, Wilhelm Wundt gave birth to scientific psychology and baptized it with the experimental method." Colliazi (1978, p.50)

A number of writers such as Schults (1969), Kruger (1988) and Giorgi (1970) have examined the role of the human subject from the time of Wundt until the present. In attempting to follow the natural sciences, psychology has dehumanized the human subject, according to these writers.

Kruger (1988) has also criticized the measurement option, and points out that a psychology based on natural-scientific methods cannot be

successful as human existence cannot be quantified and exact replication of an experimental situation involving human beings is impossible.

The phenomenological approach to psychology has its origins in the writings of the European philosophers Kierkegaard (1813-1855), and Edmund Husserl (1859-1938). Martin Heidegger brought together these two streams of philosophy to develop a philosophy of being in his work Being and Time, 1962. Stones (1984) explains that Heidegger's existential phenomenology replaces Descartes's "*I think, therefore I am*" with "*I am, therefore I think*", emphasizing that our being in the world precedes any thinking we might do about the world.

When addressing a psychological problem, it is important that consideration be given to the above issues. Furthermore, as Romanyshyn (1971, p.107) states

"...it is the unique demands of the problem which indicate the method rather than the method which limits the problem."

The problem in this research demands that college students themselves be allowed to mention and discuss the problems, if any, that they experience, as well as indicating what factors would make it difficult and/or easier to go to a student counsellor if such a service should exist on campus.

Phenomenologists usually suspend preconceptions in order to enter the inner world of the other as they try to open themselves to the others direct experience. The phenomenological approach is appealing here for through it

"...one tries to suspend one's theoretical preconceptions and customary categories and tries to see people and

things as openly and freshly as possible - to see them as they really are."

(Crain 1985, p.268)

According to Hall and Lindzey (1978) phenomenology is the description of the data (literally the given) of immediate experience. It seeks to understand rather than to explain phenomena. They also state that:

"This method consists of describing or explicating experience in the language of experience. The language of experience is concrete rather than abstract; it's vocabulary is made up of commonplace, everyday words and not technical terms or neologisms." (p.332)

Euvrard (1987) maintains that although the natural scientific method with its positivistic emphasis on quantification makes it more susceptible to statistical manipulation, such an approach would mean that the entire content of the phenomena under investigation would have to be presented to the subjects as a given to which they would have to respond in some way, and not give them the opportunity to give their own perspective. This will mean that they will never be allowed to give their own viewpoint and thus researchers will never get an insight into the essence of their specific problems and needs.

It was therefore decided not to use the natural scientific approach but rather to choose a qualitative methodology which should ensure the validity of the findings. Existential phenomenology renders a sound philosophical basis and approach for just such a methodology. It is primarily concerned with an attempt to conduct research within a humanistic paradigm, where human experience is not reduced to statistics and where the richness and complexity of such experience is

retained and respected.

The ultimate concern of the research here is to present human reality as it actually exists *"to those under investigation rather than as the researcher imagines it to be."* (Filstead, 1970, p.4)

4.2 PROBLEMS IN APPLICATION

Phenomenological research aims at understanding and explicating the experience of being human - priority is given to the phenomenon under investigation without the researcher in any way predetermining the quality of the exposition of that experience. The researcher must, without interfering, gain insight into his subjects experience of the phenomenon - he cannot be viewed as an independent observer but must be seen as a participant observer (Stones, 1986).

By making use of an open-ended questionnaire the subject is given the opportunity to describe her experiences, problems and to make suggestions from her point of view. However, a subject may focus on one aspect of the experience and fail to describe others. These descriptions may also be incomplete or imperfect due to poor vocabulary or the inability to express oneself clearly. Stones (1986) suggests that this, however, can largely be overcome by including a number of subjects.

As the major aim of this study is to find out whether students at the Cape College of Education feel a need for a counselling service on campus, it seems to be advantageous to get as broad a perspective as possible on the viewpoints of the students. A survey in the form of a questionnaire was thus thought to be preferable to a small number of personal interviews.

4.3 DESIGNING THE QUESTIONNAIRE

A problem often occurs when an understanding of the concept of the phenomenon under consideration is not shared by both the researcher and subject. This can happen when there is a language barrier or cultural difference between the two parties involved.

In order to lessen any possible misunderstandings concerning the focus of the study, as well as to put students somewhat "in the picture" as to what is being attempted, a brief informative introduction prefaced the questionnaire.

Everyday concepts and terms need to be used. This is also accentuated in Cohen and Manion, 1988, who say that:

"An ideal questionnaire possesses the same properties as a good law. It is clear, unambiguous and uniformly workable. Its design must minimise potential errors from respondents and coders. And since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation, and eliciting answers as close as possible to the truth." (p.103-104)

It need not be stressed how important this is when respondents will be dealing with the questionnaire not phrased in their mother-tongue.

Open-ended questions do not offer a choice from a limited number of responses, but rather leave space for the respondent to answer in any way he or she feels is appropriate. They can also be used when the researcher does not know the full range of attitude positions in the population under study. As the students' perceptions are being sought in this investigation, it was felt that such questions would be most appropriate.

As any form of question implies a certain frame of reference, however, and thereby influences the answer given, we should remember that in all research "*...the virtual impossibility of posing a completely neutral questions must bias the results.*" (Nisbet and Entwistle, 1974, p.53)

The first question focused on the main aim of the study, viz. do the students feel that there is a need for a counselling service on their campus? In order to avoid a simple one-word answer and to get some information on the type of problems experienced, a second related question was tagged on to the first one.

For the sake of simplicity and ease of answering, the secondary aim was divided into two questions.

A copy of the questionnaire is found on page 55.

CAPE COLLEGE OF EDUCATION
QUESTIONNAIRE FOR STUDENTS

Being a student is not always easy, and there are often many problems with studying, feeling unhappy, troubled relationships with friends and family, etc. Most universities and training colleges have what they call counselling services, where trained staff are available to help students with whatever problems they might be having.

I am trying to find out whether we need such a counselling service on our campus, and if we do, what kind of service. You do not have to put your name on this sheet, so please be completely honest when you answer the questions. There are no right or wrong answers - what I want to know is what YOU think.

Thank you very much for your kind co-operation.

LANA L BLOM

Please answer all three questions in the space provided. If you need more space, please write on the back of this sheet.

A. Have you had any problems during this year that you would have liked to discuss with someone like a student counsellor? What have these problems been?

B. 1. What would make it difficult for you to go to a student counsellor if we had such a service on campus?

2. What would make it easier for you to go to a student counsellor?

4.4 SURVEY

Generally, researchers do not survey entire populations, as *"...such a survey is known as a census"* (Cates 1985, p.95). They usually obtain a sample which they hope will be representative of the population from which it is drawn. A survey covering a large number of students could offer a general idea of the problems students experience, if any. Of course, as Giorgi (1985, p.10) writes, *"...the more subjects there are, the greater the variations and hence the better the ability to see what is essential."*

Although the survey method has been used in needs-assessment studies before it has usually been in the form of a checklist (Gibson and Mitchell, 1986). Some other techniques used in surveys according to Cates (1985) are interviews, the examining of records and questionnaires.

According to Cohen and Manion (1986) there are 3 prerequisites to the design of any survey.

They are:

- *the specification of the exact purpose of the enquiry;*
- *the population on which it is to focus and*
- *the resources that are available." (p. 96)*

The main purpose of this research is to find out whether students at Cape College of Education have a need for a counselling service on campus, and the population on which it is to focus is all students at the College. Necessary resources were on hand.

First it was necessary to obtain the necessary permission from the Rector as well as from the staff involved during those lecture periods during which the questionnaire was to be answered.

An open-ended questionnaire was used. After informing the students that the researcher was busy with some research, and thanking them in anticipation for their cooperation, the questionnaires were handed out. The instructions were then read aloud to the students and they were thereafter asked if there was anyone who was not clear as to what to do. The students then began to write their responses. At the end of the period the questionnaires were collected by the researcher.

4.5 THE SAMPLE

After deciding upon a survey the question arose as to whom to include. When conducting research within the paradigm of existential-phenomenological methodology, it is possible to have a sample consisting of a single subject. However, when attempting to arrive at an essential description of community needs it is clearly advisable to use a larger sample.

There are currently three major study directions that students can choose from at the College. In each direction there are first-, second- as well as third-year students. Targetting any particular course or year might have introduced variables confounding the broad purpose of the study and hence invalidating any conclusions beyond those applying to the select population. It was thus thought imperative to include students from all the three major courses, as well as to include first-, second- as well as third-year students.

To reach this goal a stratified type of sampling was used.

From each year of each course, one class was randomly drawn from a hat, e.g. each of the five S.T.D. 1 classes were put in a hat, and one was randomly drawn. The sample thus consisted of

a S.T.D. I, II and III class;
a S.P.T.D. I, II and III class, as well as
a J.P.T.D. I, II and III class

In total nine classes were used in this research as a sample. These classes included both sexes and the sizes of the classes varied between 13 and 32 students.

178 students out of a total student population of 920 students, answered the questionnaire.

4.6 ANALYSIS OF DATA

4.6.1 Introduction

In Chapter One it was mentioned that it is the responsibility of the educational institution to see that the young student is not left without skilled guidance and human support in meeting the ever-changing demands of his/her new life.

This present study aims at finding out whether students at the Cape College of Education experience any problems that they would wish to discuss with a student counsellor if such a service existed on campus. It also attempted to establish what might encourage or discourage students in making use of such a potential service.

The data obtained in this study must be so collated and analysed that it can contribute to these aims. Giorgi (1985) maintains that to a large degree how the findings are presented depends very much upon the

audience to whom these findings are being communicated. If they are to be of any value to the policy-makers at the College, a picture which is clear to the lay-man must be presented. It is thus important that the data is categorised according to content which can most easily be understood by such an audience.

The raw data is available in the appendices for those who wish to subject it to a more complex interpretation and analysis.

4.6.2 Process of Explication

Firstly an attempt was made to procure a global understanding of what is being communicated by each subject. In order to arrive at an understanding of each subject's experience from his or her point of view, the bracketing of preconceptions is important. One should however stay as faithful as possible to the data throughout this exercise.

The process followed in this study was along the lines of that suggested by Giorgi (1985). In his article entitled "*Sketch of a Psychological Phenomenological Method*" (1985, p.10), he describes the four essential steps of this method:

"1. *One reads the entire description in order to get a general sense of the whole statement.*"

In this research all the protocols were read until the researcher felt more at home with the students terminology and the expressions used by them. This enabled the researcher to grasp the main ideas of what had been written.

"2. *Once the sense of the whole has been grasped, the researcher goes back to the beginning and reads through the text once more with the specific aim of discriminating "meaning units" from within a*

psychological perspective and with a focus on the phenomenon being researched."

Keeping the aim of this study in mind, the protocols were reread with a psychological perspective, and using this, certain themes began to emerge.

"3. *Once meaning units have been delineated, the researcher then goes through all the meaning units and expresses the psychological insight contained in them more directly."*

The commonplace expressions of the students were changed into a simple psychological discourse always bearing in mind the phenomenon being investigated. The actual content of the students' protocols was often deemed appropriate and so retained in the text, without correcting any spelling or grammatical errors made.

"4. *Finally, the researcher synthesises all of the transformed meaning units into a statement regarding the subject's experience."*

All transformed meaning units that relate to a particular theme were then blended or synthesised into a congruous statement regarding the students' declared needs in that area.

However, as already mentioned, constant reference was made to the actual comments in order to explain more specifically the transformations made.

An example of a breakdown of a section of a protocol is given in Table 1.

TABLE 1**QUESTION A.**

Have you had any problems during this year that you would have liked to discuss with someone like a student counsellor?

What have these problems been?

EXAMPLE STUDENT PROTOCOL

"I worry too much before the tests and then I don't do well" (Appendix 5.2.1 ; 15).

EXPLICATION

Firstly, it can be assumed that the student's response to the first part of the question is in the affirmative. The difficulties manifest themselves in the **educational** sphere, and appear to relate to **test anxiety**.

QUESTION B.1

What would make it difficult for you to go to a student counsellor if we had such a service on campus?

EXAMPLE STUDENT PROTOCOL

"It will be difficult if he is not approachable" (Appendix 5.3.2.2; 5).

EXPLICATION

A potential cause of difficulty for this student would lie in the perceived **personality** of the counsellor, and in particular in how **approachable** he appears to be.

QUESTION B.2

What would make it easier for you to go to a student counsellor?

EXAMPLE STUDENT PROTOCOL

"The student counsellor must have a private place" (Appendix 5.3.1.1 ; 3)

EXPLICATION

This student is concerned about the **facilities** of the possible counselling service, and in particular, about its **venue**. It would make it easier for this student to go to a student counsellor if this venue were **private**.

4.6.3 Categories and Themes Emerging

Initially, each question was taken separately and students' replies were read and a preliminary content analysis was done. When the students' protocols and explications were viewed together, certain common areas of concern began to be discernable.

In response to Question A many students wrote that they experienced **educational** problems, most relating to difficulties in studying. All comments that related to such problems were written onto a separate list and formed the basis of the first section on educational problems.

A second theme which emerged clearly was that of problems of a more **personal** nature. Others related to problems in **interpersonal relationships**.

Financial matters and problems experienced in this regard justified a separate section.

Relationships in, and problems directly related to, the **family** were clearly problematic for a number of students, and necessitated a section of its own.

In Questions B.1 and B.2 students were asked what would make it difficult or easier for them to go to a student counsellor if they had such a service on campus. Responses to these two questions were collated as they referred to two sides of the same coin, e.g. "a counsellor must be approachable", and "a counsellor mustn't be unapproachable" are responses which must obviously be considered together.

Here some students emphasized certain preferences regarding the nature of the **facilities** of a counselling service. Such comments were written on a separate list and formed the basis for this section.

Most students, however, emphasized certain **personality aspects** which they would either like or not like to see in a student counsellor. This formed the basis for the second section on personality characteristics.

In summary, these are the categories as they emerged from the analysis:

SECTION A : PROBLEMS EXPERIENCED

1. EDUCATIONAL

General
Concentration
Imposed difficulties
Test Anxiety
Lecturers

2. PERSONAL

General
Lack of self-confidence
Lack of motivation
Generalized anxiety
Alcohol abuse

3. INTERPERSONAL RELATIONSHIPS

General
With peers
With opposite sex

4. FINANCIAL PROBLEMS

Financial difficulties at home
Bursaries

5. FAMILY PROBLEMS

Family relationships
Marital difficulties
Care of children

SECTION B :**1. FACILITIES**

Venue
Time

2. PERSONALITY CHARACTERISTICS

Confidentiality
Approachability
Genuineness
Empathy
Competency
Unbiasedness
Friendliness
Sensitivity

These categories are presented in the next chapter as follows:

As an introduction a breakdown is given of the number of students that responded to the questionnaire in general and to the two sections separately.

Secondly the results were divided into Section A (Question A) and Section B (Questions B.1 and B.2). In both sections a numerical indication of the incidence of responses that occurred for that specific theme is given.

It should, however, be remembered that at times a student's protocol may render contributions to more than one subsection of a theme and be recorded accordingly in the appropriate category. The total of students contributing to a certain theme, therefore, will not always correlate with the total number of comments recorded in the appendices.

A description of a particular theme is then presented, proceeding from one sub-category to the next. All students' comments on a certain theme are found in the relevant appendix and are referred to continuously.

As the questionnaire was anonymous, no names are quoted in the study and students are referred to only as numbers. The number given to a student refers to his/her actual comment regarding the specific theme being discussed, and this is found in the relevant appendix, e.g. Quote (8) discussed in 5.2.3 *Interpersonal Relationships* refers to that found in the Appendix of the same name as comment no. 8.

The use of gender pronouns by the researcher is random as no distinctions were made between male and female responses.

CHAPTER FIVE

RESULTS

5.1 INTRODUCTION

A total of 178 questionnaires were handed out, of which 6 were not returned.

In Section A, 65 students said that they had experienced problems during the year which they would have liked to discuss with a student counsellor, and elaborated accordingly. A further 12 students responded that they had experienced problems which they would have liked to discuss with a student counsellor, but failed to elaborate upon the nature of these problems. 95 Students responded negatively, by simply answering "No".

Section B was made up of two questions, which, as already mentioned, are to be considered simultaneously. 58 students responded to this section, giving certain suggestions, while 12 wrote that "*nothing*" would make it difficult for them to make use of such a service.

5.2 SECTION A

The results are discussed in the following order of categories:

- Educational problems
- Personal problems
- Interpersonal relationships
- Family problems
- Financial problems

5.2.1 Educational Problems

Of the students that responded to Section A, 40% state that they had experienced some form of educational problem. A number of distinct categories emerge from the data although there are those which are very general.

The categories are:

General
Concentration
Imposed difficulties
Test anxiety and
Lecturers

5.2.1.1 *General*

"I had problems with my studying that I would like to discuss with someone. I did not perform as I wanted and I do not know what might be the reason" (1).

This student does not elaborate on the kind of problems being experienced, but expresses a need for some communication with another person like a counsellor. The student is aware of the fact that current performance is not as it should be.

Others have "*studying problems*" (2), wanting to know how to study (3), and how not to forget what has been learned (4,5).

Some students experience problems in certain subjects only, saying:

"I am very weak in some subjects, maybe because I am studying wrong. I am not sure why but this worries me" (6).

"I have a problem with two subjects and I have tried everything. Maybe someone like a counsellor can help me with this" (7).

Another student struggles "...to summarize as they tell me to do, then I just waste all my energy" (8), while one complains of headaches when studying (9).

5.2.1.2 Concentration

The most common complaint regarding any specific form of study difficulty is the inability to concentrate.

"I struggle a lot to concentrate on my studies" (10).

"I had lots of problems like lack of concentrating on my studies, maybe because I am worried about my child....." (11).

This is also emphasized by students who state that their concentration is "hampered" and that they can't keep their minds on their studies (12,13,14).

Another student explains it very aptly:

"Yes, my problem is the way of studying. When I am studying I get tired and do not have the interest of studying. When I force myself to concentrate I just find out that I do not understand what I have been reading" (15).

5.2.1.3 Test Anxiety

Five students complain that they experience anxiety which impedes their academic success.

"I worry to much before the tests and then I don't do well" (16) and, "Before tests I just go crazy with fear" (17).

One student laments that although he prepares well, he feels *"so anxious before tests"* (18). Another puts it more dramatically:

"The tendency of panicking whenever a test is to be written, even if I am well prepared for the test. This results in bad performance" (19).

5.2.1.4 Imposed Difficulties

Here students comment on institutional and bureaucratic difficulties which they perceive to be beyond their control.

" We struggle to get enough books for our assignments in the library, as some students take it quickly and leave us to suffer with poor marks" (20).

Sometimes students are also late for classes because of the *"uncontrollable que in the dining halls"* (21). A few students complain about the noise-factor in the hostels which results in study difficulties (22,23) and one student experiences a lack of coordination between lecturers concerning assignment planning:

"Sometimes you have to submit assignments more than one at the same time, and at the same time you must also learn for tests. If you do submit the assignments you get less marks than when you had only one. I think they must plan together" (24).

5.2.1. Lecturers

Some students experience problems with the perceived subjectivity on the part of the lecturer:

"This year I came across a problem in Afrikaans when my lecturer had taken sick leave. Her substitute was subjective to my work that made me submit my problem to one of my other lecturers who gave me some advice and encouragement, but even now I am still falling behind in my work" (25).

There are also misconceptions between lecturer and student which may need clarifying:

"This lecturer thinks I am almighty because I do not answer him, but I look like that while I am too afraid to answer. He makes lots of comments" (26).

5.2.2 Personal Problems

In this category, 25 % of the students maintain that they have certain personal problems that they would like to discuss with a student counsellor if available on campus.

The following categories emerge from the data:

General

Lack of self-confidence

Lack of motivation

Generalized anxiety

Alcohol abuse

5.2.2.1 *General*

Some students apparently don't want to put their personal problems on paper and only state that they are having personal problems which they would like to discuss with someone, without elaborating any further (1,2,3).

One student is afraid that she is pregnant and "...had no one to confide in or to ask for advice" (4), while another didn't know how to control her temper, saying that she "... always fly of my handle...." (5).

One student hears voices whenever he is worried (6) while another experiences a problem concerning personal cultural differences:

"I came across a terrible shock last year where I was told some rules about culture. Moreover the man section. They treated me like a child or the one who cannot comment or do anything because they claim I am a boy although I did do circumcition. Even if you call another man , I am told not to call him by his name or sir, I must simply say Brother. This even applied to the classroom situation when sometimes a lecturer asks something to be done and then the men in the class they simply call out my name to do it becaues they claim I am a boy. I hope the student counsellor can solve such problems to other coming students in this College.

I find most of the time that I am very lonely, even in the classroom situation" (7).

5.2.2.2 *Lack of Self-confidence*

Some students realise that they do not have the necessary self-confidence and want to remedy this, hopefully by going to a counsellor.

"I have this personal problem. I have no confidence to speak in front of other students. I really need some help" (8).

One student complains that he is too shy and that this leads to loneliness (9). Another student phrases his problem quite pathetically:

"I can't face people and I start to stutter and then everything is over" (10).

5.2.2.3 *Lack of Motivation*

Even though the factors that cause motivational problems are undoubtedly different for each individual, it is an area of concern for some students. This can be seen clearly in the following statements:

"Sometimes I just don't care about whether I fail or not. I am not sure what is wrong with me" (11).

"I am not sure about my career as I don't know whether I want to be a teacher. Maybe I will change my course but then I think of all the time I have wasted and I am not sure anymore" (12).

5.2.2.4 *Generalised Anxiety*

For some students there is a vague sense of unease that prevents them from relaxing, even though they are uncertain as to any possible causes (13,14):

"I feel so worried everyday even if we don't write tests and then I don't know whats wrong and I tell myself to stop this silly business but I can't" (14).

5.2.2.5 *Alcohol Abuse*

Some students experience problems related specifically to the abuse of alcohol. One student starts to use alcohol because he *"was so dammed frustrated"* (15), while another student says:

"My big problem is that I can't stop taking liquer and this causes big problems as it makes me aggressive" (16).

5.2.3 **Interpersonal Relationships**

The students state a number of problems relating to faulty interpersonal relationships. This category includes 18 % of the students' elaborated responses in Section A.

The following sub-categories emerge from the data:

- General
- With Peers
- With opposite sex

5.2.3.1 *General*

There are students who experience problems with forming satisfying interpersonal relationships in general. Two students state that they are very lonely and don't have friends, but do not elaborate (1,2).

Differences in background also lead to some problems and this is explained as follows:

"At campus students are very rude to each other because of the different homes that we are coming from. This results in lots of bad feelings" (3).

5.2.3.2 *With Peers*

There are students who experience difficulties in relating to their roommates and fellow-students. Some experience intense jealousy relating to personal belongings (4), and "looks" (5).

Good academic performance also results in problems:

"The main problem is what is called "Peer Pressure". That is because I excel in all subjects other students become jealous and they try to do all tricks to discourage me and try to change my good personality. I don't really have friends" (6).

In the hostels there are also difficulties between roommates for various reasons. This, however, leads to students experiencing tension which again may influence their work negatively. One student complains of "bullying type" of friends in the hostel (7).

Two students express their difficulties as follows:

"I have this problem with my roommate. We are not talking to each other. It had been going for a long time. I just don't know what to do" (8).

"To live tensely, to nurse conditions with your roommates because they've told you that they dislike you always passing remarks - threatening you that you won't be successful in your career. Telling you these things out of the blue" (9).

5.2.3.3 With opposite Sex

The forming of good relations with somebody of the opposite sex also causes problems, according to some students. For one student the big problem is that he never dates and this leads to loneliness (10), while another is experiencing problems with a very jealous boyfriend who drinks too much (11).

Rejection by someone close is experienced quite intensely by a student who writes the following:

"I was rejected by my child's father and I experienced something I never thought would happen as he used to rule my life. I nearly die, but I think only of him, because at any time he might loose his grandmother. Then I had to be brave as hard as I can and it is really true that "Hell has no fury like a woman lost in love." I nearly went mad" (12).

5.2.4 Financial Problems

Although the majority of students qualify for Departmental Bursaries, (with the exception of those not resident in the RSA), many students still experience financial problems with respect to clothing, pocket-money, travelling expenses, and so forth. 23% of the students' responses fall into this category.

Two sub-categories emerge here:

Financial difficulties at home
Bursaries

5.2.4.1 *Financial Difficulties at Home*

Some students are very concerned about the financial situations at their respective homes. In three cases the father used to be the breadwinner but has since passed away, which leaves them financially dependent on mothers, sisters or other family members who have other responsibilities (1-3).

One students' father lost his job (4), and another father left home:

"My father is not staying with us. Now we have financial problems because we've got to ask my mother for money and she doesn't get a lot" (5).

Another student is considering leaving College in order to get a job and assist her parents financially, as they have four other daughters as well (6).

5.2.4.2 Bursaries

Many students (7-10) worry that they might not qualify the following year for bursaries, and as one student phrases it *"It will then be a year of pains to me"* (10).

One Ciskeian student (11) is in need of a bursary to cover his fees, while four others are disillusioned as they struggle in vain to obtain private bursaries (12-15).

"All the private bursaries have regretted me, even though I am suffering a lot" (15).

5.2.5 Family Problems

Students can't easily separate themselves, once they are at College, from their family backgrounds. This leads to certain problems. This category is sub-divided into three categories and includes 14% of the students' responses:

- Family relationships
- Marital difficulties
- Care of children

5.2.5.1 *Family Relationships*

Two students experience problems relating to fighting and arguing that always occurs whenever they are at home (1,2). One student complains about the father's abuse of alcohol (3) while another fears her parents' impending divorce:

"My parents are getting divorced. I just don't know what to do. They are both over fifty years of age. I am so worried" (4).

5.2.5.2 *Marital Difficulties*

As married students also enrol at the Cape College of Education, problems with spouses are probably the inevitable result of the separation involved.

One student feels that her husband doesn't care for her studies (5).

Jealousy also occurs:

"I have a lot of problems with my husband. He drinks a lot. He is also very jealous and accuses me out of the blue. I can't stand this fighting any more, maybe one should quit" (6).

5.2.5.3 *Care of Children*

"Parent-students" are separated from their children for long periods of time, and need someone reliable to take care of their children while they are studying at College. Grandparents usually take care of these children but this can also be problematic:

"My parents are having some marital problems and they are considering divorce. The problem is that my mother looks after my children and now I am so worried about the frustration my children will get from them" (7).

One student is worried about her mother's health and hence her ability to care for her son (8). Concentrating on one's studies when one's baby is ill, is understandably a difficult experience:

"I had this problem with my baby. All the time he was not well. I had to leave College time and again, and went up and down to doctors trying to find out what is wrong and they still don't know. My work is falling behind and I stay worried about my baby" (9).

5.3 SECTION B

The results here are discussed according to two major categories:

Facilities

Personality Characteristics

5.3.1 Facilities

Students are more concerned about the personality characteristics of the potential student counsellor than about the physical and bureaucratic nature of any such service. Of the 58 students that responded with suggestions concerning factors that might make it difficult or easier for them to visit a counsellor, only 17% fall into this latter category. Some of these students, moreover, also suggest certain personality characteristics which they would like to see present in a counsellor.

Two distinctive categories emerge:

Venue

Time

5.3.1.1 Venue

Privacy is an important factor (1-5). One student is quite adamant about privacy:

"I won't go if the place is not private because then everybody will know your business" (5).

Additional features such as a "nice private office with a nice atmosphere" (1), are also mentioned.

5.3.1.2 Time

Being available to students after College hours, e.g. on Wednesday and Friday afternoons, is considered by some to be important (3,4). The students also feel that the counsellor should be available throughout the day (1,5):

"I see no difficulty, only if we can't see the student counsellor at any time during the day" (5).

One student suggests that they should get free periods to visit a counsellor (2).

5.3.2 Personality Characteristics

Of the 58 responses in Section B, 88% emphasize personality characteristics that they would like to see as part of the counsellor's personality. Some students clearly state which characteristics they wouldn't like at all and which they would regard as a difficulty or obstacle in making use of such a service.

5.3.2.1 Confidentiality

"It will be difficult if he or she distribute the problems to other people and then you will be know to everyone" (14).

Confidentiality is the personality attribute most desired by the students. 26% of the students mention confidentiality as being of the utmost importance. Many students are concerned that a counsellor might listen to their problems and then discuss them with others (1 - 15).

5.3.2.2 Approachability

16% of the students' responses fall into this category. Students want to "be at ease to go to him/her any time" (1), and prefer the counsellor not to be "in a hurry or keep on telling us to come again next week" (7), or to "..look busy so you are afraid to approach him" (6).

The main emphasis is on a counsellor who "is approachable and friendly" (3), prepared "to listen to your problems and show it" (2), and where a student feels at ease (1). If a counsellor is not approachable students will find it difficult to go to him/her (5). Mutual respect is important (8), as is humility:

"This person must respect everybody and not think of himself as almighty. Then I can approach him" (9).

The "right attitude" is also important and the "old stock with the conservative type of thinking" (4) are not thought to be appropriate counsellors by at least one student.

5.3.2.3 Genuineness

"I will go if this person means what he is saying and not only saying "yes" "yes" without meaning it" (1).

Genuineness is another important aspect that students consider should be part and parcel of any counsellor. This means that the counsellor must really care for other people (2,3,6). His advice must be sincere (5) for it will be difficult for students if this is not the case:

"It will be difficult if the counsellor is not sincere about helping you. To tell you they care but then to laugh behind your back" (4).

5.3.2.4 Empathy

Understanding a student's problem from his/her perspective is thought to be important:

"It can be easier if the counsellor can place him in your shoes and look at your problem from your point of view" (1).

Empathy means the ability *"to share"* the problems (3) and includes being sympathetic to the difficulties being experienced by the students (2,5,6), not simply telling them *"not to worry"* (6) when these are experienced for real.

5.3.2.5 Competency

The need for a competent and well-qualified counsellor is expressed by students. As one states, *"...he must have all the papers. He must look at our problems from all angles"* (6).

Education, knowledge and maturity form part of this description as well (1,4,5) and the *"counsellor must be able to give clear guidelines"* (2). The impossible is also expected:

"The student counsellor must be able to discuss any subject that involves mankind, not matter what it is" (3).

5.3.2.6 Unbiasedness

Some students state the need for a counsellor who has no favourites (1,2), and who doesn't take sides in interpersonal issues (5,4).

"This person, the counsellor must not take sides. He must look at the problem very clearly without taking sides" (4).

One states that it should be a non-political service (3).

5.3.2.7 Friendliness

"It would be difficult if this person is unfriendly and sour. I don't talk to such a person" (3).

A "nasty person" is out as a counsellor and will not be consulted (4). But if the counsellor is "a friendly person with warmth...such a person I can talk to anytime" (1). It is easier if the counsellor is one who can "smile and who is friendly" (2).

5.3.2.8 Sensitivity

As some students are reticent to discuss potentially embarrassing personal matters, there are those who would like the counsellor to be of a sensitive disposition (1,2).

CHAPTER SIX

DISCUSSION AND IMPLICATIONS OF RESULTS

6.1 OVERVIEW

The starting point for this research is that no counselling facilities exist at the Cape College of Education in Fort Beaufort. The question asked is whether there is a need for a student counselling service on the Campus. It is the opinion of the researcher that such a need does exist and that, should provisions not be made to assist these students experiencing problems, academic under-achievement may continue and even increase with students failing to realize their potential - to their own loss and also that of their community.

The results of this study confirm that many students do indeed experience problems and would welcome the services of someone able to help them.

6.2 DISCUSSION

6.2.1 Discussion on the Problems Experienced by Students

6.2.1.1 Educational Problems

The major problem of students was education-related. This could possibly be attributed to the insufficient school guidance pupils receive at secondary school level, even more so in Black secondary schools (Chuenyane, 1983; Penny, 1979; Smit, 1971). This might result in students being unsure about where they experience difficulties, as the less one understands something the more one talks in vague generalities. Penny (1979) states that poor study habits and study skills arise mainly from the

fact that success is achieved through rote learning of notes, usually prepared for them by the teacher at school. There is a clear need for guidance in study-skills. This can be as an individual response or as preventative (proactive) counselling, possibly in the form of evening sessions with all new students, etc.

Specific mention is made by students of **concentration problems**. Although this can be an educational problem in its own right, it is also one of the first symptoms of underlying anxiety - and this is hinted at in some of the responses. There exists a strong possibility that personal and social problems underlie these manifestly educational problems (Cattell and Sharp, 1970). A counsellor needs to be qualified and experienced in these areas too.

Test anxiety is a well-known phenomenon. Psychologists may say that a certain amount of tension can be conducive to study, but it should be remembered that there is a point at which tension acts to interfere with the learning process, rather than to facilitate it. Studying correctly over a period of time not only reduces anxiety but usually brings better results (Wrightstone, 1972; Robinson, 1979)

Problems relating to **imposed difficulties** and **lecturers** point to an important issue which needs to be addressed in staff meetings. Standards and criteria used by lecturers should be made explicit and the greater need for open channels between students and staff, as well as the role of the SRC in this, needs to be looked at. Students also felt that there were not enough copies of key reference books available for assignments, in the library.

6.2.1.2 *Personal Problems*

The wide range of problems experienced by students indicates the need for an experienced counsellor.

Many students experience a lack of self-confidence. The possibility exists that this could relate to their school experiences with regard to passivity where most teachers in Black schools (and possibly White schools as well), are untrained in the art of collaborative, two-way teaching, but rather have a repeat teacher-tell, authoritarian mode. This school system is based very much on a "correct answer system", where teachers praise children for correct answers and punish them for incorrect ones, a system that is very discouraging for thinkers (Holt, 1969). In order to change this, teachers need to have much self-confidence so that they can open themselves and what they say to comment and challenge. These students experiencing a lack of self-confidence need counselling urgently, as they are training to be teachers of the future.

A lack of motivation was also mentioned by some students. This is generally a widespread problem and research indicates that this might stem from a combination of factors (Cattell and Sharp, 1970). It could be, as was mentioned by one, that students could experience conflicting motivations where they have a goal, based on their own interests and desires, while parents or other influential adults in their lives have a different one, e.g. want them to enter the teaching profession.

The complexities of modern living combined with adverse physical and social factors on campus, could lead to generalized anxiety. Students express their problems here very vaguely.

Only two students mention problems related to alcohol abuse. It could be that other students are wary to mention this because of extremely harsh penalties if caught.

6.2.1.3 *Interpersonal Problems*

It is probably inevitable that putting students from different backgrounds etc. together, for 24 hours a day, will result in some interpersonal problems. Incompatibility with roommates, and peers could lead to much unhappiness and anxiety. (Penny,1979). Loneliness was singled out as a major issue experienced by students at Fort Hare University in his research, and this was also expressed by some students in the results of this investigation.

It is also natural that those going through the life-stage of young adulthood are developing relationships with those of the opposite sex, and that there is much to learn and social roles to try out. Difficulties in the forming of satisfactory relationships with the opposite sex could lead to unhappiness as well, as pointed out in the results. Workshops in interpersonal skills could prove to be very valuable as a form of proactive counselling.

6.2.1.4 *Financial Problems*

Education and expense go hand in hand today. Even though most students qualify for Departmental bursaries, many students are aspiring to obtain more "worldly goods" by applying for private bursaries as well. Quite a few students expressed a need for bursaries. Overdependence on the successful obtaining of bursaries could also result in a negative effect on studies.

Poverty at home also triggered some problems. Some students feel that they are not earning money for the family, but could be. This could result in the "poverty syndrome" where students leave school or college in order to help support family, rather than postpone this help until they are qualified and able to earn much more.

6.2.1.5 *Family Problems*

The (extended) family is an integral part of the African culture, and a Xhosa person never separates himself from the lives and concerns of his relations. This highlights the crucial need for the counsellor to understand the cultural and religious background of these students.

The above situation applies even more to married students and parent-students. The results of this investigation emphasize that the counsellor should have had more experience than simply that with school children and should feel at ease dealing with parenting and marital problems as well.

6.2.2 Discussion on suggestions made by Students concerning a Student Counselling Service

Students seem not to be so concerned about the nature of the counselling facilities, so long as they are private and easily accessible throughout the day. More attention is given to the desired **personality characteristics** of the student counsellor.

Confidentiality is a major concern of students. It always has been considered a core element of counselling, and this is confirmed by the students' feeling this to be a crucial aspect of any such helping relationship. Trust is implicit in this, and in some of the other characteristics mentioned. This has some implications for the establishment of a counselling service by the authorities. The question can be asked whether an existing member of the staff can become the counsellor or is he or she already too much part of the hierarchy according to students? Another question is how integrated with the authorities is the new counsellor going to be? If the counsellor breaks confidentiality or is perceived to do so, he or she could lose the trust of

the students and the service will most likely fail to be used. The above-mentioned desired characteristic could also relate to the students' wish for a private venue for the service.

Other important desired characteristics mentioned by students in this investigation are the following: approachability, genuineness, empathy, competency, unbiasedness, friendliness and sensitivity. These desired characteristics confirm what is already believed to be the core elements of an effective counsellor. It can reasonably be assumed that the more any counsellor is in possession of and evidences these characteristics, the more effective he or she will probably be.

It is interesting to note that no direct mention is made of the need for the counsellor to be of similar culture or background to the students. However, inherent in much of what has been written by the students is the necessity for the counsellor to have a deep, felt understanding for the world in which these people live.

6.3 LIMITATIONS OF THIS STUDY

A possible limitation is the use of certain concepts and terminology. The question can be asked whether students know what is meant by "student counsellor". The questionnaire assumed that the brief explanation given sufficed. This is debatable as many students come from secondary schools where no or little school guidance is given.

Another limitation is the language used in this investigation. Even though it is the medium of instruction and has been during their school-lives, it is not their mother-tongue.

A question mark must also hang over the format of the questionnaire. Despite the justification given for its design, it could have been more prescriptive than anticipated.

One could ask whether the reference to problems, and the fact that it was mentioned that most tertiary institutions had counselling services, tends to encourage students to make more of their problems and possibly exaggerate their magnitude and range?

Another weakness of this study is the question of how comfortable these students are with answering questionnaires and questions of this nature? Although assured of anonymity, were students so convinced of this that they felt free to share their very intimate and private concerns? The emphasis that they place on the issue of confidentiality suggests that students may have been cautious in expressing themselves.

The questionnaire doesn't allow any form of follow-up, as an interview does. Many of the responses are of a rather superficial nature, and it would have been informative to have been able to question certain students further.

A more detailed breakdown could have been made of student characteristics - academic level, sex, etc. More detailed results may have been had, and much more could be written and discussed on the implications of each theme. This was, however, beyond the scope of this study.

6.4 FURTHER RESEARCH

In order to generalize these findings, more research needs to be done. These findings refer to a specific teachers' training college, viz. the Cape College of Education and cannot be assumed to hold true for other such colleges. Similar research, rather, needs to be done at other such institutions. This investigation could also be complemented with one employing interviews, in order to follow up in greater detail many of the issues raised.

The results of this research indicates that there is a need for a counselling service on this campus. This confirms what has been found to be the case at most tertiary education institutions. The need for more research now concerns the implementation of such a service. Students in this study have made a number of suggestions, but a very close look needs to be taken at counselling services on other campuses - how they were begun, the teething problems experienced, the factors for success or failure, etc.

6.5 CONCLUSION

In the introductory chapter it was stated that easy accessibility to a well-qualified counsellor can enable relatively minor needs of students to be met, before they develop into more serious problems.

The trained and efficient counsellor can, through the counselling relationship, help students to utilize their own resources and their environmental opportunities in the process of getting to know and understand themselves. He can help them (the students) to develop planning and decision-making skills, while coping with problems relative to their developmental needs, their educational activities, and their endeavors to find a niche in society, to become economically self-supporting, to make the right choices of a mate, to raise families and to make their own individual contributions towards the development of their societies.

Counselling should be seen as a central and integral part of the education process, and hence should be made available to all students at all levels of education. This study certainly suggests that this should be so at the Cape College of Education.

5.2 APPENDICES

Recorded here are all the actual comments made by the students. They are arranged into the different categories as explained in Chapter Four and are referred to in Chapter Five.

The categories appear in the following order:

5.2 SECTION A

5.2.1 Educational Problems

5.2.2 Personal Problems

5.2.3 Interpersonal Relationships

5.2.4 Financial Problems

5.2.5 Family Problems

5.3 SECTION B

5.3.1 Facilities

5.3.2 Personality Characteristics

5.2 SECTION A

5.2.1 Educational Problems

1. I had problems with my studies that I would like to discuss with someone. I did not perform as I wanted and I do not know what might be the reason.
2. I have studying problems.
3. Yes,I have problems.How to study? How can I improve my studies?
4. My main problem is that I forget all I have read.
5. The problem of forgetting what I have studied in preparation for a test. Yet during the test I can recall bits and pieces.
6. I have a problem with two subjects and I have tried everything. Maybe a counsellor can help me with this.
7. I struggle to summarize as they tell me to do, then I just waste all my energy.
8. I get these headaches when I study.
9. I struggle a lot to concentrate on my studies.
10. I had lots of problems like lack of concentration on my studies, maybe because I am worried about my child. Sometimes I think I also have not the proper methods of studying.
11. My concentration is hampered. I can't concentrate on my studies.

12. I can't keep my mind on my work or studies.
13. I can't concentrate. This is my biggest problem.
14. Yes, my problem is the way of studying. When I am studying I get tired and do not have the interest of studying. When I force myself to concentrate I just find out that I do not understand what I have been reading.
15. I worry too much before the tests and I don't do well.
16. Before tests I just go crazy with fear.
17. I can prepare very well but I stay so anxious before tests.
18. The tendency of panicking whenever a test is to be written, even if I am well prepared for the test. This results in bad performance.
19. I am very weak in some subjects, maybe because I am studying wrong. I am not sure why, but this worries me.
20. We struggle to get enough books for our assignments in the library, as some students take it quickly and leave us to suffer with poor marks.
21. The uncontrollable queue in the dining halls make us late for classes, but the lecturers don't have any sympathies.
22. I can't study at night with all the noise in the hostel. It is difficult to get another place on campus.
23. The high turning of radios at night while we are studying make it so difficult.

- 24. Sometimes you have to submit assignments more than one at the same time, and at the same time you must learn for tests. If you do submit the assignments you get less marks than when you had only one. I think they must plan together.**

- 25. This year I came across a problem in Afrikaans when my lecturer had taken sick leave. Her substitute was subjective to my work that made me submit my problem to one of my other lecturers who gave me some advice and encouragement, but even now I am still falling behind in my work.**

- 26. This lecturer thinks I am almighty because I do not answer him, but I look like that while I am afraid to answer. He makes lots of comments.**

5.2.2 Personal Problems

1. I have this personal problem that I can't write but that I would like to discuss with someone.
2. I have this big problem but I am too shy to talk about it, but I need some help.
3. I have this very personal problem that I would like to discuss with someone.
4. I thought I was pregnant and I was so afraid and had no one to confide in.
5. I have this problem with my temper as I always fly off my handle for every little thing. And then I am sorry.
6. If a counsellor could help me with my personal problem I would be very glad. I am worried a lot about what's happening as I hear these voices and I keep hearing them when I am worried.
7. I came across a terrible shock last year where I was told some rules about culture. Moreover the man section. They treated me like a child or the one who cannot comment or do anything because they claim I am a boy although I did do circumcision. Even if you call another man, I am told not to call him by his name or sir, I must simply say Brother. This even applied to the classroom situation when sometimes a lecturer asks something to be done then the men in the class they simply call out my name to do it because they claim I am a boy. I hope a student counsellor can solve such problems to other coming students in this College. I find most of the time that I am very lonely, even in the classroom situation.

8. I have this personal problem. I have no confidence to speak in front of other students. I really need some help.
9. I am too shy and I have no self-confidence. I am very lonely and I cry a lot.
10. I can't face people and I start to stutter and then everything is over.
11. Sometimes I just don't care whether I fail or not. I am not sure what is wrong with me.
12. I am not sure about my career as I don't know whether I want to be a teacher. Maybe I will change my course but then I think of all the time I have wasted and I am not sure anymore.
13. I have such difficulty trying to relax. I keep feeling so tense the whole day.
14. I feel so worried everyday even if we don't write tests and then I don't know what's wrong and I tell myself to stop this silly business but I can't.
15. Since I became so damn frustrated I decided to drink and I only became worse.
16. My big problem is that I can't stop taking liquor and this causes big problems as it makes me aggressive.

5.2.3 Interpersonal Relationships

1. I am so lonely. I don't have friends.
2. I never have friends and I am always very alone.
3. At campus students are very rude to each other because of the different homes that we are coming from. This results in lots of bad feelings.
4. Some of the students are so jealous of my clothes and nice things that they always pass unfriendly remarks.
5. There were lots of problems in the hostel because of jealousy. I won this competition because of my good looks, and now they are very rude to me.
6. The main problem is what is called "*Peer Pressure*." That is because I excell in all subjects other students become jealous and they try to do all tricks to discourage me and try to change my good personality. I don't really have friends.
7. I have these troubled relationships with friends at the hostel. Some are of a bullying type.
8. I have this problem with my roommate. We are not talking to each other. It had been going on for a long time. I just don't know what to do.
9. To live tensely, to nurse conditions with your roommates because they've told you that they dislike you, always passing remarks- threatening you that you won't be successful in your career. telling you these things out of the blue.

10. I am very lonely because I never date.
11. My boyfriend is very jealous and he drinks to much. I don't know what to do.
12. I was rejected by my child's father and I experienced something I never thought would happen as he used to rule my life. I nearly die, but I think only of him, because at any time he might loose his grandmother. Then I had to be brave as hard as I can and it is really true that "*Hell has no fury like a woman lost in love.*" I nearly went mad.

5.2.4 Financial Problems

1. **My parents passed away, so my sister is responsible for the fees and she has her own kids too.**
2. **I am so worried about money, as my father lost his life and my mother doesn't get a big salary and I have two brothers at home who are suffering a lot.**
3. **My father was the only breadwinner at home and he lost his life in a car collision this year. I am now so worried about money.**
4. **My father has lost his job. This is the second time in a row and financial problems at home had me worried a lot.**
5. **My father is not staying with us. Now we have financial problems because we've got to ask my mother for money and she doesn't get a lot.**
6. **My parents struggle a lot to support me and I have four sisters. I worry a lot, maybe I should get a job to help but they don't want me to.**
7. **If I don't get a bursary I will have lots of problems.**
8. **I do not know how it works, but I am always so afraid I won't get a bursary again.**
9. **I was so worried about my marks that I didn't know whether I will get a bursary again.**
10. **I am so worried that it could happen that I don't qualify for a bursary next year. It will then be a year of pains to me.**

- 11. I need assistance for fees in my studies but I have this problem that I am a Ciskeian.**
- 12. My problems are the funds. All private bursaries have regretted me.**
- 13. I am still experiencing money problems and it seems as if I won't get extra bursaries. I can't keep my thoughts away from this.**
- 14. I am not sure how you get a private bursary, and I am in need of money.**
- 15. All the private bursaries have regretted me, even though I am suffering a lot.**

5.2.5 Family Problems

- 1. I have a lot of problems at home. They are always fighting and it makes me so unhappy.**
- 2. Whenever I go home, there is always this fighting and screaming going on. They make me sick and I think I must just leave everything.**
- 3. My father is drinking a lot and we have a broken home because of this.**
- 4. My parents are getting divorced. I just don't know what to do. They are both over fifty years of age. I am so worried.**
- 5. I feel so unmotivated. My husband doesn't care for my studies.**
- 6. I have a lot of problems with my husband. He drinks a lot. He is also very jealous and accuses me out of the blue. I can't stand this fighting any more, maybe one should quit.**
- 7. My parents are having some marital problems and they are considering divorce. The problem is that my mother looks after my children and now I am so worried about the frustration my children will get from them.**
- 8. My mother is looking after my son but she is not feeling well so I worry a lot.**

9. I had this problem with my baby. All the time he was not well. I had to leave College time and again, and went up and down to doctors trying to find out what is wrong and they still don't know. My work is falling behind and I stay worried about my baby.

5.3 SECTION B

5.3.1 Facilities

5.3.1.1 Venue

- 1. It will be easier if she/he has a nice private office, with a nice atmosphere.**
- 2. There must be privacy in such a venue. Not like a corner in the library where everybody can see you.**
- 3. The student counsellor must have a private place.**
- 4. If it is a public place and open to everybody it may be difficult.**
- 5. I won't go if the place is not private because then everybody will know your business.**

5.3.1.2 Time

- 1. It will make it easier if the counsellor is available throughout the day.**
- 2. If we can have some free periods to visit.**
- 3. If the student counsellor is on duty on Wednesday and Friday afternoons it will be a pleasure.**
- 4. It would be difficult if he/she is not available after college hours.**
- 5. I see no difficulty, only if we can't see the student counsellor at any time during the day.**

5.3.2 Personality Characteristics

5.3.2.1 Confidentiality

- 1. If he/she keeps everything as secret it will be easier.**
- 2. The counsellor should treat your problem confidential.**
- 3. Privacy and confidentiality must be top priorities.**
- 4. You must be able to trust this person with your problems, knowing he/she won't go and tell.**
- 5. If you don't have confidence in this person you may feel ashamed to discuss personal matters with him/her.**
- 6. Some problems are embarrassing and must stay confidential. If it does it will be easy to go to such a person.**
- 7. It will be easier if this person can keep a secret.**
- 8. It would be difficult if the student counsellor is not reliable with your problem.**
- 9. Being afraid of mentioning your name. I don't know what will be the end when others know about your problems.**
- 10. He/she must not discuss your problems with colleagues.**
- 11. They must not discuss your problems with other students or even their best friend.**
- 12. It would be difficult if what has been discussed with the counsellor is not treated confidential.**

13. Honestly, I see no difficulties, only if the counsellor keep confidences. I will go as soon as I can.
14. It will be difficult if he or she distribute the problems to other people and then you will be known to everyone.
15. I am afraid my problem will be know by everyone.

5.3.2.2 Approachability

- 1. I must be at ease to go to him/her any time.**
- 2. This person must be prepared to listen to your problems and show it.**
- 3. I will go if she/he is approachable and friendly.**
- 4. If the college appoints the old stock with the conservative type of thinking I could never confide in such a person. The counsellor must not look at who you are but have the right attitude.**
- 5. It will be difficult if he is not approachable.**
- 6. It will be difficult if this person always look busy so you are afraid to approach him with your problem.**
- 7. If he/she is not in a hurry or keep on telling use to come again the next day or next week.**
- 8. If he respect me and I can respect him it will be easy.**
- 9. This person must respect everybody and not think of himself as almighty. Then I can approach him.**

5.3.2.2 Genuineness

- 1. I will go if this person means what he is saying and not only saying "yes" "yes" without meaning it.**
- 2. This person must have a real feeling towards me and also motivate me, showing he really cares.**
- 3. I will only go if this person care for other people in a genuine way.**
- 4. It will be difficult if the counsellor is not sincere about helping you. To tell you they care but then they laugh behind your back.**
- 5. If his or her advice is not sincere.**
- 6. Some problems are embarrassing and then people must really care, if not it would be very difficult.**

5.3.2.4 Empathy

- 1. It can be easier if the counsellor can place him in your shoes and look at your problem from your point of view.**
- 2. He/she should be somebody who has a positive feeling toward you and also be sympathetic with your problem.**
- 3. The counsellor must be able to share your problem with you.**
- 5. If it is a person who has no sympathies it would be a problem**
- 6. It will be difficult if he can not sympathize with your problem and tell you not to worry.**

5.3.2.5 Competency

- 1. If he is an educated person with good personality who can handle my problems it will be easy to go.**
- 2. The counsellor must be able to give clear guidelines.**
- 3. The student counsellor must be able to discuss any subject that involves mankind, no matter what it is.**
- 4. It will not work if they just appoint anybody. This person should know of all the counselling policies and how to help.**
- 5. It will be difficult if this person is not an mature adult.**
- 6. What worries me is if they just use somebody from the staff. I feel if we go to a counsellor he must have all the papers. He must look at our problems from all angles.**

5.3.2.6 Unbiasedness

- 1. It will be difficult if the counsellor has favourites.**
- 2. He must also have no favourites. This may be a problem with our culture.**
- 3. The college must appoint someone who is not political. It will be difficult if it is not a non-political service.**
- 4. This person, the counsellor must not take sides. He must look at the problem very clearly without taking sides.**
- 5. He should not take sides and have favourites.**

5.3.2.7 Friendliness

- 1. A counsellor must be a friendly person with warmth. Such a person I can talk to anytime.**
- 2. A person who can smile and who is friendly to make me feel at ease will make it easier.**
- 3. It would be difficult if this person is unfriendly and sour. I don't talk to such a person.**
- 4. If he is a nasty and unfriendly person I won't go. That's for sure.**

5.3.2.8 Sensitivity

- 1. Some problems are embarrassing and not easy to discuss if the person is not sensitive.**
- 2. I have difficulties in talking to people. Maybe if he/she is sensitive I will go even if I can write my problems down first.**

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