SCHOOL GUIDANCE AND MULTI-MODAL COUNSELLING FOR SECONDARY SCHOOL STUDENTS

CHAPTER 1

INTRODUCTION TO THE RESEARCH PROJECT

1.1   INTRODUCTORY ORIENTATION

A careful view at local, national and international world civilizations reveals strikingly that considerable efforts, money and time have been, are being and will be commendably spent by theorists and/or practitioners of guidance and counselling to promote what they stand for and believe in. Consequent upon their attempts, sources of information have been organised to represent not only the particulars that have been experienced (Vriend, 1985), but also the experiences that have been particularized. Briefly stated, various convergent or divergent perspectives and views on guidance and counselling are suggestive of the difficulties, problems, controversies, preventive and curative measures surrounding human life and living. The perennial question here is about which theory or perspective can best be used by parents, teachers, guidance teachers and others to communicate their care, consideration and respect for their (school) children to these children (Keat, 1980). Equally important is the question about what guidance teachers and others in similar positions can do to strengthen positive feeling, responses, behaviour, actions, thinking, relationship-building, etc. in their [school]

children which will, in turn, bolster their lives meaningfully as worthy members of their community (Nelson-Jones, 1988).

At a local level, it can be observed and stated that very few South African secondary schools had up to date been formally provided with guidance and counselling services. Yet, the majority of the South African secondary schools under the control of many different education departments have had no option in this respect but to respect whatever guidance nominal guidance teachers could give whenever they found time to do so. In fact, it was not until 1987 that one of the nineteen education departments gradually introduced full-time guidance teachers' posts at high school level – a move that became fully completed at this level in 1992 notwithstanding sporadic vacancies due to lack of suitably qualified and interested guidance teachers to take up such posts.

It is, therefore, not surprising to note that various local communities are vociferous about regional autonomy in education in South African schools (Wednesday 27 January 1993 THE CITIZEN). According to the Education Renewal Strategy report (1992) such an arrangement will promote, facilitate and expedite the realization of specific communities' particular needs while at the same time it will promote and enhance national unity. At a national level, according to the statement by the Minister of Education, the evolvement of a single, non-racial, non-sexist, democratic education department to

replace nineteen ethinically-based and discriminatory education departments in South Africa (Education Policy ANC Discussion Paper, 1992; Education Renewal Strategy, 1992; The Star Wednesday January 27 1993; Wednesday January 27 1993 SOWETAN and Wednesday 27 January 1993 THE CITIZEN) has the potential - once it is in place - to unite and harmonize national interest in general. In particular, it has the potential to impact guidance and counselling delivery system more effectively than ever before. In brief, this would help secondary school students in particular and all school children in general to realize that "life at its best is a creative synthesis of opposites in fruitful harmony" (King, Jr., 1963 : 9). It will also motivate them to search for and to learn life skills that are necessary prerequisites for their lives to be worthy of being lived fruitfully. Stated differently, guidance and counselling service is about the only viable and alternative expedient through which not only life skills teaching can be effected efficiently, but also through which South African secondary school students can assert themselves within the international arena.

As suggested above, internationally the South African education system in general and the guidance and counselling service in particular form the bedrock from which the country as a whole can gain international standards of competitiveness. A brief exposition from Aiken (1988 : 408) confirms

the author's view: "Many nation-wide testing programs were inaugurated or expanded as a result of the National Defence Education Act of 1958. This act, passed during the period immediately following the launching of the first Sputnik by the Soviet Union, provided federal funds for approximately one-third of the testing conducted in the U.S. public schools during the 1960s. Much of that testing was concerned with identifying high-ability students who could help the United States catch up with and surpass the Soviets on several fronts". To sum this up, the American dream came to fruition about three years ago. It is up to South Africa to decide if or not she wants to take her rightful place in the world among other nations of the world as an equal, if not a better, member.

The choice, therefore, implies careful consideration of an introduction of an efficient, effective and caring guidance and counselling service at national level, in the first place. In the second place, such a service must be considerably cared for. Thirdly, a specific group from the entire population must be targeted for life skills teaching purposes.

1.2   STATING OF THE PROBLEM

1.2.1   <u>Introduction</u>

The need for each person to actualize himself has been endorsed by researchers such as Vrey (1979), Rogers (1961), Burns (1982) and Maslow (1950; 1971).

Maslow's observation in this matter merits very careful attention: "To make the growth choice instead of fear choice a dozen times a day is to move a dozen times a day towards self-actualization" (1971 : 47). However, for the person and/or the student to actualize himself, it is necessary, desirable and inevitable to establish and promote positive learning environments for the concerned person and/or student and to find out what works best, for whom and under which particular circumstances (Lazarus, 1985). These conditions delineate prior careful consideration of the efficiency, effectiveness and care of the specific service before rendering it.

In the light of the above-mentioned information, the questions arise: Which helping skills would facilitate the execution of an efficient, effective and caring service to South African secondary school students-in-need of life-sustaining life skills? Which life-sustaining life skills are necessary and sufficient conditions for South African secondary school students-in-need of guidance and counselling service to live more efficiently, effectively and caringly than ever before? Which of these students would respond to which type of service to boost their acquisition of which skills?

1.2.2   Stating of the hypothesis

The following postulates will hopefully help to guide this study in its attempt to search for acceptable and workable solutions and resolutions to the problems raised above:

* through guidance that is offered within
  the school set-up, students can be helped
  from experiencing unnecessary problems
  that may trouble them in their daily lives.

* through multi-modal counselling that is
  offered within the school set-up, students
  can be helped to manage their problems more
  effectively than ever before.

* both multi-modal counselling and life skills
  overlap with one another as they are also
  teachable and learnable.

* both multi-modal counselling and life skills
  are about the only skills capable of
  accommodating and satisfying the needs,
  aspirations and wishes of a large body of
  South African secondary school students.

* South African secondary school students who
  have been helped multi-modally to acquire
  life skills are more likely to live and
  function effectively than ever before.

* guidance teachers, school counsellors,
  teachers and other interested parties'
  thorough knowledge of, and clear insight
  into, both multi-modal counselling and life
  skills is of pivotal importance to these
  students' motivation and encouragement to
  acquire and utilize these skills
  effectively.

With the previous postulates in mind, the purpose of this study is given further attention for express purposes of clarifying the perspective.

1.3 AIM OF STUDY

Against the background of the preceding exposition, the purpose for undertaking this study is:

* to lay a solid foundation for the understanding of important concepts upon which further understanding and appreciation of the study as a whole is based.

* to show that guidance and counselling service has potential to prevent students from experiencing unnecessary problems in their daily lives.

* to show the impact that both multi-modal counselling and life skills can have on students' better management of their lives than ever before.

* to show the relationship between multi-modal counselling and life skills in terms of teaching these skills to the students as they learn.

* to show that helping students to acquire life skills multi-modally can lead to the leading of their lives more effectively than ever before.

* to demonstrate the significance of
guidance teachers, school counsellors,
teachers and other interested parties'
knowledge and understanding of both
multi-modal counselling and life skills
for the ultimate motivation and
encouragement of the students' acquisition
of these skills.

At this stage, attention will be given to ways and means of attaining the above-mentioned aims.

1.4 METHOD OF RESEARCH

Both the nomothetic and the idiographic methods as well as the literature and the phenomenological approaches will be employed as follows for purposes of attaining the above-stated aims:

1.4.1 Literature study

In the first place, a detailed and thorough study of the available and relevant literature on, and pertinent researches into, the theme will be disclosed. Careful attention will be given to the concepts of school guidance, multi-modal counselling, life skills, teaching, and South African secondary school students. The purpose for this is to clarify any ambiquities that may arise in the reader's mind. This will, in turn, facilitate meaningful reading of this study.

1.4.2 <u>The phenomenological approach</u>

In the second place, the essences of phenomena such as school guidance, multi-modal counselling, teaching, etc. will be fathomed through this method to establish and re-affirm their existence out there (Smit, 1981; Kilian and Viljoen, 1974; Sonnekus, 1977).

1.4.3. <u>Empirical research</u>

In the third place, the empirical research will be put to use in this study. This research is sub-divided into:

1.4.3.1. <u>A nomothetic research</u>

In the nomothetic section of the research, a systematically-selected sample of secondary school students from the South African secondary school students' population will be given 150 life skills teaching questionnaire items. The results of the questionnaire will hopefully shed more light not only on the students' needs such as "effective living, psychological health or high-level functioning" (Nelson-Jones, 1988:229), but also on the school guidance and multi-modal counselling service as being about the only viable and alternative expedient through which such needs can be adequately attained (Keat, 1980; Lazarus, 1985).

1.4.3.2. <u>An idiographic research</u>

In the idiographic section of the research, ten South African secondary school students - five male and the other female - will be randomly selected from the results of the nomothetic research explained above. An in-depth investigation, which will be explained fully in chapter five, will be applied on the ten subjects.

1.5.   PROGRAMME OF RESEARCH

Chapter one serves as an introductory orientation and states the problem of research, aim of study, method of research and plan of study.

In chapter two, available and pertinent literature will be reviewed for purposes of explaining important concepts on which understanding of this study centres.

The interconnectedness between multi-modal counselling and life skills will be given in chapter three to emphasize the necessity and desirability of their mutual realization for the benefit of students' more effective choosing, functioning and living.

Chapter four gives feedback on the nomothetic section of the research to stress the accommodative potential impact of both multi-modal counselling and life skills on the possible attainment of South African secondary school students' needs, aspirations and wishes.

Chapter five describes the idiographic section of the research with special reference to the in-depth investigation results of the ten subjects.

Chapter six outlines a life skills programmatic curriculum through which students' needs can be met for purposes of facilitating their effective functioning and living.

In chapter seven the summary of the first six chapers, recommendations, conclusions, etc. will be given for purposes of both study completion and implementation by interested education bodies.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

Confusion and uncertainty usually exist in instances where people in general and school children in particular are requested and/or expected to respond to ambiguous messages, instructions, directives, situations, etc. which are given by those in positions of power, influence and authority. In instances where the power, influence and authority of a particular person's position is under constant checks and balances, confusion and uncertainty usually cease to exist in school children's minds. Their misguided feelings often give way to guided feelings. Their unwarranted reasoning normally paves the way for their rational thinking, acting and behaving which, in turn, may reinforce their feeling good about themselves and others.

In the light of the foregoing background, a carefully-detailed explanation, discussion and/or definition will be given below in respect of each of the important concepts used in this study. This is done with the view towards obviating, preventing and minimally reducing any confusion, ambiguity and uncertainty that may arise from the reader's mind in the first place. In the second place, this is done for purposes of facilitating and enhancing the reader's meaningful reading and clear understanding of this study.

The following concepts merit serious, albeit careful, attention, for the sake of clarity: <u>school guidance</u>, <u>counselling</u>, <u>multi-modal counselling</u>, <u>life skills</u>, <u>teaching</u> and <u>South African secondary school students</u>.

2.2 SCHOOL GUIDANCE

The concept, school guidance, can be best understood within the broad meaning of <u>guidance</u> from which it originated. Guidance, in turn, "has been defined in so many ways that it appears to mean many things to many people" (Chuenyane, 1990 : 6). Notwithstanding such diverse meanings of guidance, it is necessary, desirable and inevitable to derive a single, convergent conception thereof for the sake of clarity.

2.2.1 <u>The meaning of school guidance</u>

Makinde (1984 : 4) contends that at face-value the meaning of guidance "derives from its root word <u>guide</u>", which means <u>direct</u>, <u>pilot</u>, <u>manage</u>, <u>steer</u>, <u>aid</u>, <u>assist</u>, <u>lead</u>, <u>inform</u>, <u>interact</u>".

In general terms, according to Chuenyane (1990 : 6), "guidance encompasses such divergent meanings as <u>directing</u>, <u>advising</u>, <u>persuading</u>, <u>talking</u>, <u>interviewing</u>, <u>analysing</u>, <u>disciplining</u>, <u>counselling</u>, <u>discussing</u>, <u>teaching</u>, or <u>therapy</u>." All of these are attempts, according to the researcher, to arrive at the ultimate convergent goal of helping someone who is in need of such an explicitly-implied help.

According to Jones and Hand (1938 : 3) guidance
"is peculiarly concerned with helping individuals
discover their needs, assess their potentials,
develop their life purposes, and to proceed to
their realization." Jones (1951 : 3) furthermore
concedes that "Guidance is founded upon the
principle of the conservation of human life and
human energy; it is based upon the fact of human
need."

In 1981 the Human Sciences Research Council's
Guidance work committee (quoted in Lindhard and
Oosthuizen, 1985: 19) offered the following
definition: "Guidance is a practice, a process
which brings the pupils into contact with the
real world in such a way that they acquire
life-skills and techniques which allow them to
direct themselves competently (i.e. become
self-actualizing) within the educational,
personal and social spheres and the world of work
in order to progress and survive effectively."
The researcher wishes to stress that guidance
also has the potential to bring the real world,
that is educationally, personally, socially and
vocationally, into contact with the pupils with
the view towards facilitating and enhancing their
acquisition of life skills especially through
multi-modal counselling approach.

Lindhard, Dlamini and Barnard (1987 : 1) maintain that "Guidance is an activity in which the teacher brings pupils or students into contact with the world as it really is and helps them to make choices wisely in the day-to-day lives." Note should be taken here that not all teachers have the ability, expertise and time to do what Lindhard et al expect of them. This is work that needs conscientious, confident and competent guidance specialists.

Aubrey (quoted in Chuenyane, 1990 : 7) analytically views guidance as "a comprehensive system of functions, services, and programs in the schools designed to affect the personal development and psychological competencies of students. As an educational concept, guidance is the sum total of those planned experiences for the students designed to achieve such developmental or educational outcomes. As an educational service, guidance, like teaching, consists of a number of functions and operations to be utilized by students in attaining developmental and educational outcomes."

Glanz (1965 : 5) defines guidance "as the process of helping individuals to solve problems and to be free and responsible members of a world community within which they live."

A similar view is expressed explicitly by Mortensen and Schmuller (1976 : 3) that guidance is "that part of the educational program that helps provide, as needed, the opportunities and specialized staff services so that all students can develop to the fullest of their particular abilities and capacities in terms of the democratic concept."

Shertzer and Stone noted the following dysfunctions implicit in the usage of the term guidance: "As a concept, guidance denotes a point of view about helping an individual; as an educational construct, it refers to the provision of experiences that help pupils to understand themselves; and as a program, it refers to procedures and processes organized to achieve certain educational and personal goals" (1981 : 40).

At this stage, it is necessary, desirable and inevitable to consider Napier's warning (quoted in Chuenyane, 1990 : 10) in terms of guidance provision within the South African context: "a society which fails to nurture the capacities and talents of its youth fails in its obligation to them and to itself."

Now, through use of the phenomenological approach, substantial attention will be given to some of the substantive elements as they manifested themselves in the previous definitions of, and views on, the concept, school guidance (Landman and Roos, 1973).

2.2.2   The essential elements of school guidance

Some of the essential elements that stand out there, waiting only to be revealed (Smit, 1981) include the following:

* guidance is always a tripartite word consisting of the helper, helpee and help; and each of these three components has its own special nature, relationship, structure, activity and aim (Landman et al, 1973).

* guidance is a purposeful, need-oriented, child-centred and goal-directed activity.

* guidance is both as (Sonnekus, 1977) teachable and learnable as both teaching and learning imply each other.

* guidance has more preventive than curative potential provided it is applied effectively and caringly by an efficient, competent provider.

* guidance provision presupposes the existence and acknowledgement of the democratic principles of freedom of thought, choice and responsibility.

* guidance is one of the international phenomena whose being-ness is internationally debatable (Herr and Cramer, 1988).

To this stage, the meaning of guidance has been given in terms of its broad application in daily human life generally and within the school environment specifically. Yet, the issue concerning the origin of school guidance, the researcher argues, needs further attention which will, in turn, help clarify where, why and how guidance emerged.

2.2.3 The origin of school guidance in the United States of America

School guidance is the brainchild of Guidance Progressive and Reform Movement which was conceived by primarily reformers and social workers during an era of social turmoil, strife and dislocation in the United States of America from 1898 to 1910 (Aubrey, 1977; Miller, 1961; Chuenyane, 1990). Stated differently, as a result of lack of a placid

transition from self-sufficient and agrarian society to a nation dependent on industry and mass production of goods, American social reformers emerged in an attempt to merge the two apparently-irreconcilable historical trends. A few examples are given below to clarify this matter further:

As early as 1895, a systematic vocational guidance program was developed at the California School of Mechanical Arts in San Francisco (Aubrey, 1977).

In 1898 Davis, who was troubled by the vocational and social problems of his students during his English periods, created a weekly guidance curriculum lesson through which his students' vocational, social and moral needs were addressed (Aubrey, 1977).

Parsons, often called the Father of Guidance, began his work with out-of-school young people as a social worker and gradually laid the foundation for vocational guidance to become a part of the public school system in every community (Aubrey, 1977).

Finally in this regard, the United States government supported the guidance movement to the extent that Springthal's apt comment (quoted in Chuenyane, 1990 :21) is note-worthy: "Resulting from the spasms of anxiety induced by Sputnik, the critical shortages of engineers, plus the need for trained personnel in general, the country at every level suddenly embraced guidance as the solution to all our national problems."

The spread of guidance from America to other countries, especially Europe, is outside the purview of this study. It is sufficient to give attention to the origin of guidance within the South African context in an attempt to clarify the meaning of this concept.

2.2.4   The origin of school guidance in South Africa

Various researchers give more divergent than convergent views about, and reasons for, the origin of guidance in South Africa. An attempt at a logical presentation of such views and reasons follows below.

The economic depression of the 1930s saw the rise of the National Institute of Career Guidance for white people in South Africa. According to Dovey (1983), this was in response to the large number of poor white and black people that drifted into urban areas in search of employment.

According to Prins and Roux (quoted in Shertzer et al, 1981), the present guidance service offered by teacher-psychologists in schools for white students owes its origin and existence to the 1930 National Institute of Career Guidance on the one hand.

On the other hand, Cloete and LeRoux (quoted in Shertzer et al, 1981 : 501) maintained in 1979 that "Guidance in the Black schools has only been introduced during the last decade by the Department of Education and Training, which is responsible for the education of Blacks living outside the semi-independent homelands or states. In many of these states no organized guidance services have as yet been introduced."

According to Msimeki (quoted in Chuenyane, 1990 : 26- 27) "the establishment of the first Psychological Services by the Department of Bantu Education" can be traced to 1960.

Dovey (1983 : 459 - 461) commented about the school inspectors and the services they have been rendering since the 1960s as follows: "Their work consists mainly in maintaining a superficial testing service. These tests constitute a form of social bookkeeping, used for statistical and research purposes rather than for guidance and aimed at guiding vocational decisions according to the manpower needs of the country".

The previous description of the origin of guidance and its provision in South Africa prompted a serious, albeit lamentable, contemplation by Walters (1976 : 35) that "an integrated service for all groups is not yet foreseen." Added to this is the fact that both Ndaba (quoted in Chuenyane, 1990 : 27) and, Cloete and LeRoux (quoted in Shertzer et al, 1981) concluded respectively that "there were no guidance services in African schools" and that their 1978 first-year university black students had received little or no official guidance before entering university.

Finally note should be taken that though the impact of guidance, including that of counselling delivery system, by externally-based organizations such as Career Research Information Centre, Rural Education Trust and Careers 2000 to black pupils in particular and others in general is acknowledged and appreciated, it does not, however, fall within the purview of this study.

To this end, the meaning of school guidance has been given not only in terms of various definitions and

views expressed by many writers, but also in terms
of its historical, albeit briefly-stated, origin,
development, role and function.

Now, meticulous attention will be given to the
concept of counselling within which the concept of
multi-modal counselling will be better understood
than otherwise.

2.3 COUNSELLING

A full, clear and unequivocal consideration of
the   meaning of counselling will be meaningless
unless it encompasses the context within which
counselling originated and developed.

2.3.1 The meaning of counselling

The following definitions of, and views on,
counselling are presented with hopes that their
understanding will form the necessary foundation for
gaining further clarity on, and thorough insight
into, the meaning of multi-modal counselling which
will be explained later than now.

According to Gustard's 1957 definition (quoted in
Brammer and Shostrom (1977 : 8) "Counseling is a
learning-oriented process, carried on in a simple,
one-to-one social environment, in which a counselor,
professionally competent in relevant psychological

skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel program, to learn more about himself, to learn how to put such under-standing into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of his society."

Muro and Dinkmeyer (1977 : 17) define "... counseling as an interaction between an adult and a child or group of children wherein the conditions that exist between them could be characterised by mutual concern, respect, warmth, and caring. It is a process designed to produce growth. Such growth may be in the direction of greater self-acceptance or greater self-worth, or it may involve a change in the child's perceptions, behaviors, attitudes, and convictions ... ."

Eisenberg and Delaney (1977 : 13) maintain that "Counseling is a human transaction process to help individuals achieve goals" such as self-understanding, important personal decision-making, acquisition of information about present and possible future environments, development of effective solutions to personal and interpersonal problems.

According to Shertzer et al, (1981 : 168) "Counseling denotes a professional relationship between a trained counselor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of their life space, to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature."

Warner (quoted in Gibson, Mitchel and Higgins, 1983 : 222) views counselling as a "therapeutic and growth process through which individuals are helped to define goals, make decisions, and solve problems related to personal-social, educational, and career concerns. Specialized counseling provides assistance with concerns related to physical and social rehabilitation, employment, mental health, substance abuse, marital and family problems, human sexuality, religious and value choices, career development, and other concerns."

Makinde (1984 : 44) maintains that "Counselling is a service designed to help an individual analyse himself by relating his capabilities, achievements, interests and mode of adjustment to what new decision he has made or has to make."

According to Hummel and Humes (1984 : 104) "Counseling may be defined as professional assistance given to individuals which helps them make wise choices, assists them in utilizing their potential, and aids them in becoming self-directive."

According to Lindhard et al (1987 : 1) counselling "is personal assistance for the individual in an interview situation." This definition does not take cognisance of the fact that job interview can be understood by the interviewee as both personal assistance for him and as taking place within an interview situation.

Nelson-Jones (1988 : 264) defines counselling and helping concurrently as "a process whose aim is to help clients, who are mainly seen outside medical settings, to help themselves by making better choices and by becoming better choosers. The counsellor or helper's repertoire of skills includes those of forming an understanding, relationship as well as interventions focused on helping clients change specific aspects of their feeling, thinking and acting."

On the basis of the above-stated definitions of, and views on, counselling, some substantive elements that manifested themselves herein merit serious attention.

2.3.2.   The essential elements of counselling

From the phenomenological point of view, the following essential elements manifest themselves (Smit, 1981; and Landman et al, 1973) within the previous counselling discussion context:

* counselling involves at least two people,
  namely the counsellor and the counsellee, who
  are bound together by their respective need to
  help and to be helped.

* counselling is a collaborative process in
  which both the helper and the helpee's
  roles, functions and expectations are
  brought in line with the ultimate goal(s)
  of helping.

* counselling is predicated upon a
  professional therapeutic relationship
  that is both free from duress and is
  goal-directed.

* counselling has more curative and remedial
  than preventive potential provided it is
  provided effectively and caringly by an
  efficient, competent counsellor.

* counselling is one of the international
  phenomena whose emergence and existence
  will always receive international
  attention (Herr et al, 1988).

* counselling has the potential to address
  and to resolve concerns from various areas
  of human life such as physical, personal,
  social, educational, career, interpersonal,
  and human sexuality.

* possession of ingredients such as caring,
  sensitivity, flexibility, warmth and
  respect by counsellors will facilitate and
  enhance the definition and attainment of
  mutually-agreed-upon counselling goals.

* whatever the nature and extent of the
  counsellee's concern may be, it is
  likely to affect his thinking, feeling,
  and acting both towards himself, others
  and his situation.

With the meaning of counselling now at the forefront,
attention will be given to its origin and development
in a further attempt to clarify why, where and how it
emerged.

2.3.3 The origin of counselling in the United States of America

The term <u>counsel</u> owes its historical connotation of mutuality from the Latin word <u>consilium</u> which means <u>together</u> or <u>talk together</u> (Baruth and Robinson, 1987). This sense of verbally-articulated, mutual relationship between the helper and the helpee is pervasive not only in all the above-stated definitions, descriptions and explanations of counselling, but also in each of the six influencial areas that contributed greatly towards the origin and development of counselling.

According to Aubrey (1977), Belkin (1988), Walz (1988) and Chuenyane (1990), the six areas that are summarised below due to space constraints are considered as the basic sources of counselling in the United States of America:

*<u>Firstly</u>, the beginning of modern psychology is usually traced to 1879 with Wundt's setting up of the first experimental psychology laboratory in Leipzig, Germany. James and his followers modified Wundt's introspectionist psychology and they developed what became known as structuralist-functionalist approach in the United States of America. Watson, commonly known as the founder of American behaviourism despite the uncommonness of common sense, suggested and supported the use of observable and measurable behaviour (Belkin, 1988) through which people with problems could be helped.

*Secondly, new approaches to the treatment of "mental and emotional illness in a humane, constructive, scientifically valid manner" (Belkin, 1988 : 12) arose from the works of psychiatrists such as Pinel, Charlot and Janet. Consequently, counselling received a long-lasting, impregnable impetus.

*Thirdly, it was Freud who, upon following his predecessor and his instructor Janet, revolutionized the field of psychology with his well-known psychoanalytic approach to human problems (Belkin, 1988). Many counselling theories such as the Adlerian, Gestalt, Rogerian, Existential and others mushroomed from the Freudian psychoanalytic approach.

*Fourthly, the mental hygiene movement impacted counselling in the United States of America greatly by bringing the enormity and seriousness of the mentally ill persons to the attention of the public. The case in point is that of Beers, a minor clerk in the financial district of New York City, who deserves special and judicious emphasis for impacting counselling tremendously. Beers, who spent a long time in mental institutions on account of schizophrenia, finally recovered and wrote a book, A mind that found itself, which became an influencial bestseller (Belkin, 1988). Beers vividly describes his personally

terrifying condition and recovery thereof as follows:
"My memory during depression may be likened to a
photographic film, seven hundred and ninety-eight
days long. Each impression seems to have been made in
a negative way and then, in a fraction of a second,
miraculously developed and made positive" (1956 :
152). In like manner, counselling as a curative
approach for mental health attracted world-wide
attention due to Beers' case.

*<u>Fifthly</u>, the testing movement which was started with
Wundt in Germany drew groups of students from all
over the United States. Consequently, one of those
students, Stanley, came back and became credited with
the establishment of one of the first psychology
departments in his country and with the organization
of the American Psychological Association (Belkin,
1988). It was through his influencial work that
(Belkin, 1988 : 5) "Counselors and counselor educators
began to recognize the value of testing, and the
testing movement became a significant part of
counseling from its very beginning." This, therefore,
implies that the marriage between counselling and
testing needs to be celebrated by the nations of the
world with the dignity it deserves.

*<u>Sixthly</u>, Parsons impacted counselling considerably through his founding of the vocational guidance movement. In the words of Cremin (quoted in Belkin, 1988 : 17) "Parsons ... believed not only in that vocational counseling would lead to greater individual fulfilment, but that people suited to their jobs would tend to be active in the creation of a more efficient and humane system."

At this stage, the stage is set for how and why counselling originated in South Africa.

2.3.4   <u>The origin of counselling in South Africa</u>

A discussion of the origin of counselling in South Africa cannot be completely divorced from consideration of the origin of guidance in the same country. This is mainly due to major differences in the origin of both guidance and counselling for both black and white South African secondary schools in particular and for other schools in general, in the first place. In the second place, this is due to the overlapping way of how guidance and counselling services are delivered in South Africa.

Pursuant to the state of guidance and counselling in South Africa, Watts (quoted in Chuenyane, 1990 : 25) remarked that "To move from considering guidance for Whites to a discussion of careers for Blacks is to move from one world to another. This is hardly surprising, in view of the vast differences in educational and employment opportunities for the two ethnic groups, in view of the fact that it has been the deliberate policy of the Nationalist government to maintain these differences."

With the above-stated information as background, it can be logically stated here that counselling in primary and secondary schools for white students owes its origin from the 1930 National Institute of Career Guidance. That is, the Department of National Education established and organized, according to Visser's statement in 1970 (quoted in Shertzer et al, 1981 :500) "two interrelated but separate branches, namely a psychological service and a school guidance service." According to Cloete and LeRoux (quoted in Shertzer et al, 1981 : 500 - 501) the psychological branch "performs mainly a clinical remedial function where the more serious psychological-educational problem cases are treated on an individual basis in a school clinic. Each clinic serves a number of primary and secondary schools and is not attached to a specific school. A major problem is that primary orientation of the professionals is geared toward the more seriously disturbed student who requires individual treatment ... ." This is undoubtedly the purview of the origin of counselling within schools for white students in South Africa.

Concerning the origin of counselling for black students in South African schools, according to Msemeki, the first psychological services organized since 1960 by the Department of the then Bantu Education, presently the Department of Education and Training, began to render services that "consisted chiefly of testing the aptitudes and interests of pupils in Standard Five, Eight and Ten" (quoted in Chuenyane, 1990 : 26). However, note should be taken that such services were rendered by a few, ill-prepared, would-be counsellors whose counsellor-student ratio was 1 : 124,382 (Chuenyane, 1990). It is logical to state that it was well-nigh impossible, if not improbable, for one to render effective, efficient and caring counselling services under such circumstances.

In the light of the above, it is sufficient to note that of the nineteen various departments of education in South Africa, less than six of them have created secondary schools' posts for guidance-counsellors on full-time basis.

At this juncture, further attention will be given to multi-modal counselling for purposes of shedding more light on this concept.

2.4   MULTI-MODAL COUNSELLING

Lazarus (1977 : 553), formerly of South Africa and pioneer of multi-modal therapy, stresses his position and conviction emphatically as follows: "I am opposed to the advancement of psychoanalysis, to the advancement of Gestalt therapy, to the advancement of existential therapy, to the advancement of behavior therapy, or to the advancement of any delimited school of thought. I would like to see an advancement in psychological knowledge, an advancement in the understanding of human interaction, in the alleviation of human suffering, and in the know-how of therapeutic intervention" in the form of multi-modal counselling approach.

Against the above-stated background information, Lazarus, Keat and Molefe's views on multi-modal counselling approach will be given for the sake of clarity.

2.4.1   Lazarus' views on the meaning of multi-modal counselling

Lazarus (1978 : 8) believes firmly that people, including secondary school students, "are biological beings who move, feel, sense, imagine, think, and relate to one another" so much that "each of these dimensions requires our attention when problems emerge". According to him, to "ignore any of these modalities is to practice a brand of therapy that is incomplete" (Lazarus, 1976 : 14). Cormier and Cormier

(1985 : 151) remark aptly that "it is important to remember that each modality described by Lazarus interacts with other modalities and should not be treated in isolation."

Lazarus goes on to state that (1985 : 2) "Multimodal therapy is pluralistic and personalistic. It emphasizes that human disquietude is multileveled and multilayered and that few, if any, problems have a single cause or unitary cure."

Multi-modal counselling approach addresses each of the above-stated dimensions squarely through Lazarus' (1977; 1978) use of the acronym BASIC ID or BASIC IB. Each of these letters that make up this acronym stands for each of the dimensions that require attention in order to help the troubled person effectively. That is,

B	stands	for	Behaviour
A	stands	for	Affect
S	stands	for	Sensations
I	stands	for	Images/Imagery
C	stands	for	Cognitions
I	stands	for	Interpersonal relationships
D	stands	for	Drugs, including Biological causes.

Each of these dimensions should receive attention in order "to come up with the best methods for each client rather than to force all clients to fit the same therapy", according to Zilbergeld (quoted in Lazarus, 1985 : 3).

It is equally important to note here that multi-modal counselling approach, like many other counselling approaches, also stresses rapport building, or problem diagnoses especially during the first three sessions of individual counselling. After this, the counsellee's profile can be drawn. Furthermore, while the multi-modal counsellor remains alert and sensitive to troublesome areas across the entire BASIC ID, his choice of intervention treatments is chartered in a modality profile that lists problems and proposed treatments across the BASIC ID. Again, both the counsellor and the counsellee jointly examine the profile and determine treatment preferences or priorities. Table 2.1 on pages 37 - 38 reflects an adapted modality profile from Lazarus' (1985 : 4) and it is meant to shed more light than ever on this matter as follows:

* The case involves a woman who depended on alcohol for her survival.

* The column entitled "P" represents priorities or preferences of treatment agreed upon between the counsellor and the counsellee.

* The other columns are self-explanative.

* Refer to page 38 for further information.

Table 2.1

An adapted modality profile of a woman with "Alcohol Dependence"

Mode	P	Problem	Proposed treatment
Behaviour	B	1. Excessive drinking 2. Avoids confronting most people 3. Negative self-statements 4. Always drinks excessively when alone at home at night 5. Screams at her children	1. Aversive imagery 2. Assertiveness training 3. Positive self-statements 4. Develop social outlets 5. Parenting Skills Instruction
Affect	C	1. Holds back anger, except with her children 2. Anxiety reactions 3. Depression	1. Assertiveness training 2. Self-hypnosis or Positive Imagery 3. Increase range of positive reinforcement

Sensa-tion	A	1. Butterflies in the stomach 2. Tension headaches	1. Abdominal breathing exercises 2. Relaxation training
Image-ry	E	1. Vivid pictures of parents fighting 2. Being locked in bed-room as a child	1. Desensitization 2. Images of escape and/or release of anger
Cogni-tion	F	1. Irrational self-talk about low self-worth 2. Numerous regrets	1. Cognitive disputation 2. Reduction of categori-cal imperatives, i.e. shoulds, musts, and oughts
Inter-perso-nal rela-tion-ships	D	1. Ambivalent responses to husband and child-ren 2. Secretive and suspicious	1. Possible family therapy and specific training in using positive reinforcement 1. Support group like Alcoholics Anonymous 2. Self-disclolure training
Drugs	G	1. Reliance on alcohol to alleviate depres-sion, anxiety and tension	1. Possible use of disulfiram and anti-drepresant medication

From the modality profile of Table 2.1 on pages 37 - 38, it can be observed that:

* there are seven dimensions used in accordance with Lazarus' <u>BASIC ID</u> therapy approach,

* there are seventeen problems juxtaposed to seventeen treatment proposals,

* following on Lazarus' listing of the first three modalities' treatment priorities, the researcher completed the prioritization of the remaining modalities; that is, labelling them A up to G preferentially for the sake of clarity,

* though the cause and nature of the counsellee's problem involves alcohol dependency, the multi-modal counsellor views it as multi-faceted, multi-layered and as in need of multiple intervention strategies,

* "by identifying problems in different modalities of a person's functioning, it is possible to gain a broader view of how well or how poorly the person is doing in life" (Belkin, 1988 : 288),

* the drawing up of the modality profile is
  subject to constant and continual review,
  re-adjustment and re-evaluation by both the
  counsellor and the counsellee, and

* this approach is not only comprehensive, but
  it is also systematic and holistic in the
  application of diagnosis and treatment.

Now, attention will be given to Keat's views on the
multi-modal counselling approach for the sake of clarity.

2.4.2   <u>Keat's views on the meaning of multi-modal
         counselling</u>

Keat, like Lazarus, recognizes and demonstrates that in the
final analysis people are biochemical and/or
neurophysiological entities whose human life and conduct are
products of ongoing health processes, emotional processes,
learning experiences, personal and/or interpersonal
relationships, images, needs and guidance for optimal growth,
development and functioning (Keat, 1980; Lazarus, 1985). For
Keat, the key word <u>HELPING</u> represents his multi-

counselling approach as follows:

<u>H</u> stands for Health

<u>E</u> stands for Emotions

<u>L</u> stands for Learning

<u>P</u> stands for People

<u>I</u> stands for Imagery

<u>N</u> stands for Need to know

<u>G</u> stands for Guidance of ABC, namely
        Actions, Behaviours and Consequences.

For the sake of brevity, Keat's drawing up of the counsellee's modality profile will not be presented here. It is sufficient, however, to state here that there are no major differences between Lazarus' and Keat's use of the multi-modal counselling approach except in the number of the dimensions as it is represented by each therapist's respective acronyms.

At this juncture, attention will be given to Molefe's views on the concept of multi-modal counselling for further clarity's sake.

2.4.3   <u>Molefe's views on the meaning of multi-modal
         counselling</u>

In an article entitled, <u>"TEACHIING", A Multi-modal
Counselling Approach</u>", Molefe (1989) gives some of the
following basic assumptions that underpin this approach:

* "People, including students, are more
  multi-modal than pluralistic entities
  that have to be approached from a multi-
  modal framework in order to understand
  and appreciate their viewpoints,
  experiences, ideas, actions, etc."
  (1989 : 23),

* "The comprehensive and systematic nature
  of this approach makes it practically easy
  for all students' concerns and problem
  situations to be addressed and/or explored
  in accordance with the set standards and
  guidelines of both individual and group
  settings ... ." (1989 : 23),

* "This approach ... is specifically
  structured in a way that ties up
  exploration of students' concerns
  on the nine modes to a specific
  intervention strategy that, in turn,
  has potential for outcome efficacy"
  (1989 : 23),

* "A choice over the use of a somewhat
  common conceptual acronym, TEACHIING,
  ... is, therefore, specifically meant
  to make teachers, parents, students and
  teaching control staff aware of the
  enormous contributions towards human
  relations development that this approach
  may make" (1989 : 24).

According to Molefe (1989 : 24), each of the letters in the acronym, TEACHIING, represents each of the following possible troublesome modalities of counsellees' concerns to which the multi-modal counsellor needs to be alert and sensitive:

T	stands for	Thoughts/Thinking
E	stands for	Emotions (and Feelings)
A	stands for	Actions (and Behaviour)
C	stands for	Career-related issues
H	stands for	Health-related issues
I	stands for	Imagery
I	stands for	Interpersonal relationships
N	stands for	Need to know, to learn and to be informed
G	stands for	Guidance of ABC, that is Antecedent, Belief and Consequences.

Each of these nine modalities is not explained further. Suffice to state here that this matter will be discussed in detail in chapter three where the mutual interconnectedness between multi-modal and life skills will be uncovered.

Now attention will be given to the concept of life skills.

2.5   LIFE SKILLS

Hopson and Scally (1981 : 63) aptly remarked as follows: "There has been much discussion recently about providing young people with 'life and social skills', and there appears to be considerable diversity of definition as to what these skills are. Theoretically, the addition of any skill to one's behavioural repertoire will make one potentially more self-empowered. In practice, however, certain skills will be more closely related to self-empowered living than others".

With the above-stated information in mind, it is essential to derive a single convergent conception of what life skills are in the first place. In the second place, it is also necessary to isolate life skills from other skills that may not necessarily impact and empower a person's life.

2.5.1   <u>The meaning of life skills</u>

Lindhard et al (1987 : 238) define life skills as "coping skills which can be taught - in guidance lessons in schools as well as in guidance seminars - to young people who will enter a world of economic uncertainty. They will need to develop capacities to become adaptable and flexible, to be able to cope with constantly changing situations and technology, with the learning of new jobs, redundance, part-time work, self-employment and unemployment".

Rooth (1989 : 1) defines life skills "as a person's ability to perform a certain function that helps him to cope with and overcome life's challenges".

McGuire and Priestly (quoted in Naude' and Bodibe, 1986 : 1) define both social and life skills as "those kinds of skills that we use when dealing with others, which are generally important for our ability to function successfully in society".

Nelson-Jones (1988 : 228) indicates that "one way of viewing life skills is to relate them to developmental tasks throughout the life span". He goes on to state that "Another way of viewing life skills, albeit interrelated with developmental tasks, is as the skills of effective living, psychological health or high level human functioning" (1988 : 229).

O'Bryant, the President of American School Counsellor Education, states that "We empower students to see life skills we teach (decision making, goal setting, peer relationships, feeling good about self, etc.) to develop themselves to their fullest potential" (ASCA, December, 1990 : 1).

Gazda (quoted in Baruth et al, 1987 : 74) lists six basic assumptions for life skills training used in primary prevention. Two of these are given below on account of their special relevance to this study:

* "Life skills are most effectively and efficiently taught in the small group and when the learners are developmentally at the peak of readiness", and

* "Life skills will be learned and transferred to out-of-group situations when the entire life skills curriculum is taught simultaneously at the age/stage level appropriate to the learner's readiness. In other words, in fashion similar to the teaching of reading, writing, and arithmetic at the age/stage levels, the dozen or so life skills should be so organized that they would be taught daily at all age/stage levels".

Hopson et al (1981 : 64) consider the following areas of life skills as both important for, and relevant to, effective human functioning and living:

* "skills I need to survive and grow
  generally",

* "skills I need to relate effectively to you",

* "skills I need to relate effectively to
  others",

* "skills I need in specific situations".

Nelson-Jones (1988 : 229 -231) lists "life skills in seven broad areas: feeling, thinking, relationships, study, work/handling unemployment, leisure and health".

Pursuant to the issue of clarifying the concept of life skills, further attention will be diverted to its essential elements.

2.5.2   <u>The essential elements of life skills</u>

* Life skills are amenable to both teaching
  and learning.

* Life skills acquisition is as basically
  important as the basic knowledge of
  reading, writing and arithmetic.

* Life skills training can be transferred
  to outside classroom situation to bolster
  more effective human living and wiser
  informed decision-making.

* The age or standard of the learners are
  prerequisites for the determination of the
  curricular content for a specific age or
  standard's teaching and learning of certain
  life skills.

* Life skills have self-empowering effects,
  which distinguish them from other skills that
  have no preventive impact on a person's life.

* A conducive therapeutic atmosphere is a
  prerequisite for the teaching and learning of
  life skills.

* Skilled multi-modal counsellors form the
  backbone of life skills' teaching and
  learning.

Now, in order for effective teaching of life skills
through multi-modal counselling approach to occur, it
is necessary to explain the concept of teaching.

2.6   TEACHING

The concept of teaching is as old as human nature itself. However, as used in the context of this study, the concept of teaching encompasses more than its fundamental-didactic connotations of a professional assisting a child-in-need of education (Griesel, 1985; Sonnekus, 1977). It means that a professionally, trained and registered counsellor competently and efficiently takes the responsibility of building a collaborative relationship with an individual child or small group of children with the view toward imparting life skills to them, as this child or small group of children also becomes actively involved in the said exercise. Equally important is the fact that the child or small group of children's concerns need to be viewed as multi-faceted, multi-layered and worthy of multiple intervention strategies. In brief, this is no more teaching of the body or the head or the spirit, but teaching the whole person in toto for his more effective human living, functioning and choice as well as its concommitant responsibility-taking (Lindhard et al, 1987).

2.7   THE SOUTH AFRICAN SECONDARY SCHOOL STUDENTS

In order to understand, and hopefully appreciate, the meaning of the concept of the South African secondary school students, sight should not be lost of the nineteen various departments of education that were referred to in chapter one. It is within this context that this concept be construed to mean students who are presently between

are presently between standards five and ten in the four provinces of the Cape, Natal, Orange Free State and Transvaal (Malherbe, 1925; Ruperti, 1979). In other words, the broad meaning of this concept should not be conjured by separatist-oriented, ethnic-oriented and racially-motivated attitutes, preferences, aspirations and wishes. The point is through diversity the South African secondary school students can be helped to achieve unity for their own more effective, harmoneous and healthy living, functioning and development. This is true especially in view of "further evidence that all great civilizations and races are heavily indebted to each other and that no race has a monopoly of enterprise and inventive genius" (Van Sertima, 1976 : 255).

To this end, important concepts that are used in this study have been defined, discussed and/or explained. It is hoped that in this way, the way forward has been cleared of ambiquity, confusion and uncertainty about the usage of these concepts in this study.

2.8   SUMMARY

Chapter two aims at defining, discussing and/or expaining the important concepts that are used in this study for the sake of clarity. The following concepts: school guidance, counselling, multi-modal counselling, life skills, teaching and the South African secondary school students received meticulous care.

The following points need to be borne in mind concerning the above-stated concepts:

* School guidance needs careful planning, implementation, development and establishment as well as maintenance so that its preventive potential can be fully realized.

* Though guidance and counselling imply each other, the two can be distinguished from each other.

* Counselling needs considerable and careful planning and implementation by professionally trained and registered personnel for its establishment and maintenance to advance curative and remedial benefits thereof.

* Multi-modal counselling approach is about the only way through which students' concerns can be understood and addressed as multi-layered, multi-levelled and as in need of multiple intervention strategies.

* Life skills form an integral part of the life of the people in general and students in particular.

* Life skills can be taught effectively to, and learned adequately by, students through the application and the practice of the multi-modal counselling approach.

* The teaching of life skills through multi-modal counselling approach requires collaborative efforts from the professionally trained counsellor and the counsellee.

In chapter three, further attention will be given to the mutual relationship existing between and among multi-modal counselling and life skills. That is, chapter three stresses how this mutuality can lead to the realization of the full potential of the students in general and those in secondary schools in particular.