

**An inquiry into counselling interventions and student  
support systems at a university in transition**

**by**

**Mandla Maurice Hlongwane**

**Reg. No. 800173**

**Submitted in accordance with the requirements for the degree of**

**Doctor of Philosophy (D. Phil)**

**in the subject**

**Psychology**

**in the**

**FACULTY OF ARTS**

**at the**

**UNIVERSITY OF ZULULAND**

**Promoter: Prof SD Edwards**

**May, 2006**

## **Declaration**

This is to declare that this dissertation represents my own work both in conception and in execution. All sources I have used or quoted have been indicated and acknowledged by means of complete references.



**M.M. Hlongwane**

**30 March 2006**

## **Abstract**

The study investigates counselling interventions used by staff at the Centre for Guidance and Counselling (CGC) from 1977 to 2006. Both location and situation of the University of Zululand (Unizul) in the rural north coast of KwaZulu-Natal, where poverty and political intolerance once reigned, presents unique challenges to students and staff, particularly the Student Representative Council (SRC) and Management. A number of significant discoveries were made as revealed by research techniques used i.e. narratives, selected qualitative and quantitative research methods and case studies.

After the 1976 national riots and communication breakdown between students and management, the University established a department to serve as a communication conduit between the two structures (Bengu, 2005). It is with that background that the Student Services Department (SSD) was conceived at Unizul. In spite of interruptions and difficulties from one period to another, there is evidence of hard work from previous headships. Unforeseen circumstances in each case prevented formal hand over. It is only recently, in 2003 that Unizul began to make provisions for change management strategy.

For the purposes of this study a survey on student experiences on campus life was conducted. From randomly selected members of the university community it is concluded that, all is not well with student life at Unizul.

Further, attitudes of students and staff in Student Services Department (SSD) were explored as they impact on service delivery (Ludeman, 1998; 1997; Worthen, 1987). The general view is that problems of de-motivation and academic indifference, political intolerance and domination, mob spirit and group-think are excessive between and amongst students. Student politics rules student affairs. Executive appointments in sports, societies and clubs are dominated by political placements of individuals that serve interests of political groupings.

Over the years, the operations of the SRC, Student Parliament and Senate, All Sports and Student Housing Committees have taken political stands. By accommodating and sometimes nursing political squabbles of students, management and staff are perceived to be aligned to one of two main political rivals in the country. SSD is faced with an ongoing responsibility of diffusing tensions to establish a healthy working relationship amongst students, and also between student governing structures and management.

The University is faced with challenges of normalizing conditions to enable effective teaching and learning to take place. A systematic, multi-pronged approach to deal with problems of political intolerance and domination, poverty and academic indifference is recommended. As problems will not vanish on their own, a need for an effective, well-thought management strategy and psychological intervention are strongly recommended.

## **Acknowledgements**

I wish to express my sincere gratitude to the following people for their contribution in the realization of this study:

- My promoter, Prof SD Edwards for his academic leadership, kindness, support, understanding, dedication to work and academic excellence. You have given so unselfishly of your time, wisdom and encouragement to all the students that have gone through you. Your name will forever live.
- My wife, Sibusile who has so passionately loved and supported me throughout. This work would still be incomplete without you. Thank you for being such a wonderful person. You are a very important part of my life and, you have brought life and soul in our family.
- Prof & Mrs SJ Maphalala, thank you for the love, support, home and family that you have given me. Thank you for your wisdom, leadership, and advice. You inspire many that look up to you.
- My mother, Hazel Hlongwane who waited so keenly and supported me throughout. Thank you for being strong and gentle. You have kept the family together and fires burning. Thank you for the life you shared with my father, Marcus Hlongwane. He would have been happy too.
- My brothers and sisters, Mdu, Sibongile, Nonhlanhla, Mpume and Wanda. Thank you for your support and encouragement. We are truly blessed.
- Peer counsellors and staff of the SSD, thank you for your support and participation in research. You are unsung heroes of the institution.
- Praise God, the Almighty for countless blessings and this work.

## **INDEX**

<b><u>Contents</u></b>	<b><u>Pages</u></b>
Title page	(i)
Declaration	(ii)
Abstract	(iii)
Acknowledgements	(v)
<b>1. Chapter 1</b>	<b>2</b>
<b>    Introduction</b>	
1.1 A view of student support service departments	2
1.2 Symbols unveiled, Figure 1.	5
1.2.1 Roots	5
1.2.2 Trunk	5
1.2.3 Branches	5
1.2.4 Twigs	5
1.2.5 Leaves	6
1.2.6 Fruit	6
1.2.7 Soil	6
1.2.8 Water	6
1.2.9 Sap	6
1.2.10 Nutrients	7
1.3 Meaning and interpretation	7

1.4	Purpose and significance of the study	15
1.5	Motivation	20
1.6	Context	22
1.7	Nature of students	24
1.8	Nature of problems	25
1.9	Interventions offered by the CGC	25
1.9.1	Individual and group counselling	25
1.9.2	Peer counselling	25
1.9.3	Mentorship	26
1.9.4	Career guidance and support	26
1.9.5	Work-study programme	26
1.9.6	Life-skills	26
1.9.7	Study methods and study skills	27
1.9.8	Academic and social support	27
1.9.9	Graduate recruitment and placement	27
1.10	Current challenges	27
1.11	Summary	28
<b>2.</b>	<b>Chapter 2</b>	<b>31</b>
	<b>Critical core areas</b>	
2.1	Introduction	31
2.2	Student life orientation	32

2.3	Guidance and information	33
2.4	Mentorship	34
2.5	Student counselling	35
2.6	Career counselling	36
2.7	Peer counselling	36
2.8	Aids education and counselling	37
2.9	Student governance, support and development	38
2.10	Student Representative Council (SRC)	39
2.11	Student Parliament and Senate	39
2.12	Student societies	40
2.13	Political formations	41
2.14	Sports and recreation	42
2.15	Student residences and house committees	42
2.16	Infrastructure and facilities	43
2.17	Summary	43
<b>3.</b>	<b>Chapter 3</b>	<b>45</b>
	<b>Literature review</b>	
3.1	Introduction	45
3.2	Theoretical framework	46
3.3	Understanding models	48
3.4	Empowerment theory	49



3.5	Organizational empowerment	51
3.6	Community empowerment	53
3.7	A comparison of the empowering process and empowered outcomes	54
3.8	Models of community psychology	55
3.8.1	Indigenous model	56
3.8.2	Mental health model	57
3.8.3	Social action model	59
3.8.4	Organizational model	60
3.8.5	Ecological model	61
3.8.6	Phenomenological model	62
<b>4.</b>	<b>Chapter 4</b>	<b>64</b>
	<b>Research methods</b>	
4.1	Introduction	64
4.2	Multi-method approach	65
4.3	Research design	67
4.3.1	Research questions	67
4.3.2	Delimitation of the problem	68
4.3.3	Approach	70
4.3.4	Aims	71
4.3.5	Methodology	72

4.3.6	Data collection and analysis	72
4.3.6.1	Narratives	72
4.3.6.2	Qualitative research	73
4.3.6.3	Quantitative research	75
4.3.6.4	Case studies	76
4.3.7	Results and discussion	76
4.3.8	Summary and conclusion	77
<b>5.</b>	<b>Chapter 5</b>	<b>79</b>
	<b>Results and discussion</b>	
5.1	Introduction	79
5.2	Narrative A	79
5.2.1	Questions asked	79
5.2.2	Synthesis and reflection on experiences	79
5.2.3	Synthesis and reflection on what was appreciated	83
5.2.4	Synthesis and reflection on what could be improved	84
5.3	Narrative B	85
5.3.1	Questions asked	85
5.3.2	Synthesis and reflection on experiences	85
5.3.3	<i>Synthesis and reflection on what was appreciated</i>	86
5.3.4	Synthesis and reflection on what could be improved	87
5.4	Narrative C	88

5.4.1	Questions asked	88
5.4.2	Synthesis and reflection on experiences	88
5.4.3	Synthesis and reflection on what was appreciated	89
5.4.4	Synthesis and reflection on what could be improved	89
5.5	Peer counsellors' responses	91
5.5.1	Questions asked	91
5.5.2	Background	91
5.5.3	Analysis of protocols and feedback from peer counsellors	91
5531	Respondent A	94
5532	Respondent B	100
5.5.3.3	Respondent C	102
5.5.3.4	Respondent D	106
5.5.3.5	Respondent E	109
5.5.3.6	Respondent F	112
5.5.3.7	Respondent G	114
5.5.3.8	Respondent H	116
5.5.3.9	Respondent I	118
5.5.3.10	Respondent J	120
5.5.3.11	Respondent K	122
5.5.3.12	Respondent L	123
5.5.3.13	Respondent M	125
5.6	Staff's responses: Experience of being a staff member	127
5.6.1	What does it mean to be a staff member at SSD	127

5.6.2	Student Residences	128
5.6.3	Wellness Centre	128
5.6.4	Financial Aid	129
5.6.5	Kitchen and Catering	129
5.6.6	Sports and Recreation	129
5.7	Student attitude scale	130
5.7.1	Justification	130
5.7.2	Statement of the problem	131
5.7.3	Aim	131
5.7.4	Selection of subjects	131
5.7.5	Procedure	132
5.7.6	Technique	133
5.8	Students' attitudes towards CGC	133
5.8.1	Data analysis: cut off points and response type	134
5.8.2	Results: Students; attitudes towards CGC	134
5.8.3	Results: Male female differences	135
5.,9	Discussion	135
5.10	Conclusion	136
5.8	Case studies	137
5.8.1	Selected cases of brief counselling and crisis intervention	137
5.8.2	Brief intermittent counselling	138
5.8.2.1	Career counselling	139
5.8.2.2	Inadequacy of the self and superiority complex	142

5.8.2.3	Problematic heterosexual relationship	145
5.8.2.4	Date rape	148
5.11.2.5	Conclussion	150
<b>6.</b>	<b>Chapter 6</b>	<b>152</b>
	<b>Conclusion and recommendations</b>	
6.1	Introduction	152
6.2	Overview	153
6.3	Narratives of previous Heads of SSD	156
6.4	Research context	156
6.5	Theoretical framework	158
6.5.1	Indigenous model	159
6.5.2	Mental health model	160
6.5.3	Social action model	161
6.5.4	Organizational model	161
6.5.5	Ecological model	162
6.5.6	Phenomenological model	162
6.6	Research methods	163
6.7	Brief intermittent counselling	163
6.8	<i>Significant areas of the investigation</i>	164
6.8.1	The three headships of SSD	164
6.8.2	The experience of being a peer counsellor	166

6.8.3	The experience of being a staff member in the SSD	167
6.8.4	The Students' attitudes toward the CGC	168
6.8.5	Student governance and politics	169
6.8.6	Student life	170
6.8.7	The minority views	170
6.8.8	Relationships between students and staff	171
6.9	Challenges	171
6.10	Weaknesses in the study	173
6.11	Areas for further investigation and future research	173
6.12	Recommendations	174
<b>REFERENCES</b>		<b>177</b>
<b>ANNEXURES</b>		<b>191</b>

## **Chapter 1**

### **Introduction**

#### **1.1 A view of student support service departments**

The Student Services Department (SSD) is at the centre of student life, teaching, learning and extracurricular activities in institutions of higher learning (Archer and Cooper, 1998; Bengu, 2005; Dlamini, 2005). At the University of Zululand (Unizul), the SSD is made up of the following sections: The Centre for Guidance and Counselling (CGC), Student Governance and Development, Campus Health Clinic, Financial Aid Bureau (FAB), Student Housing, Kitchen and Catering and Sports and Recreation. Minor structural changes have been recommended by the review committee to enhance performance as the SSD is currently undergoing restructuring with a three-year timeframe, from 2004 to 2006.

All sections work together to provide extracurricular support to students, particularly those who are at risk. First year students, newcomers, under-performers and students with special needs, adjustment and behavioural problems are often the target groups. The SSD was formally reconfigured in the year 2001 after its establishment in 1977. Narratives in Chapter 4 link events to history, and give meaning to experiences of different heads of department. Previously, support service functions of the SSD were performed by the CGC.

Traditionally, student support is provided mainly to speed up adjustment, foster independent as well as team work, improve thinking skills, and enhance academic performance and success. **Figure 1 p. 4** is symbolic of a healthy campus life. On the illustration is a university community made up of students, staff, management and council. Also indicated, are Academic Development (AD), the SSD and other support service departments in the institution, which are essential services of student life and academic success. For organograms of the SSD at Unizul as described above (**See to Figure 2 pp. 8-15**).



## **Figure 1**

*A healthy campus life*

# HEALTHY CAMPUS LIFE

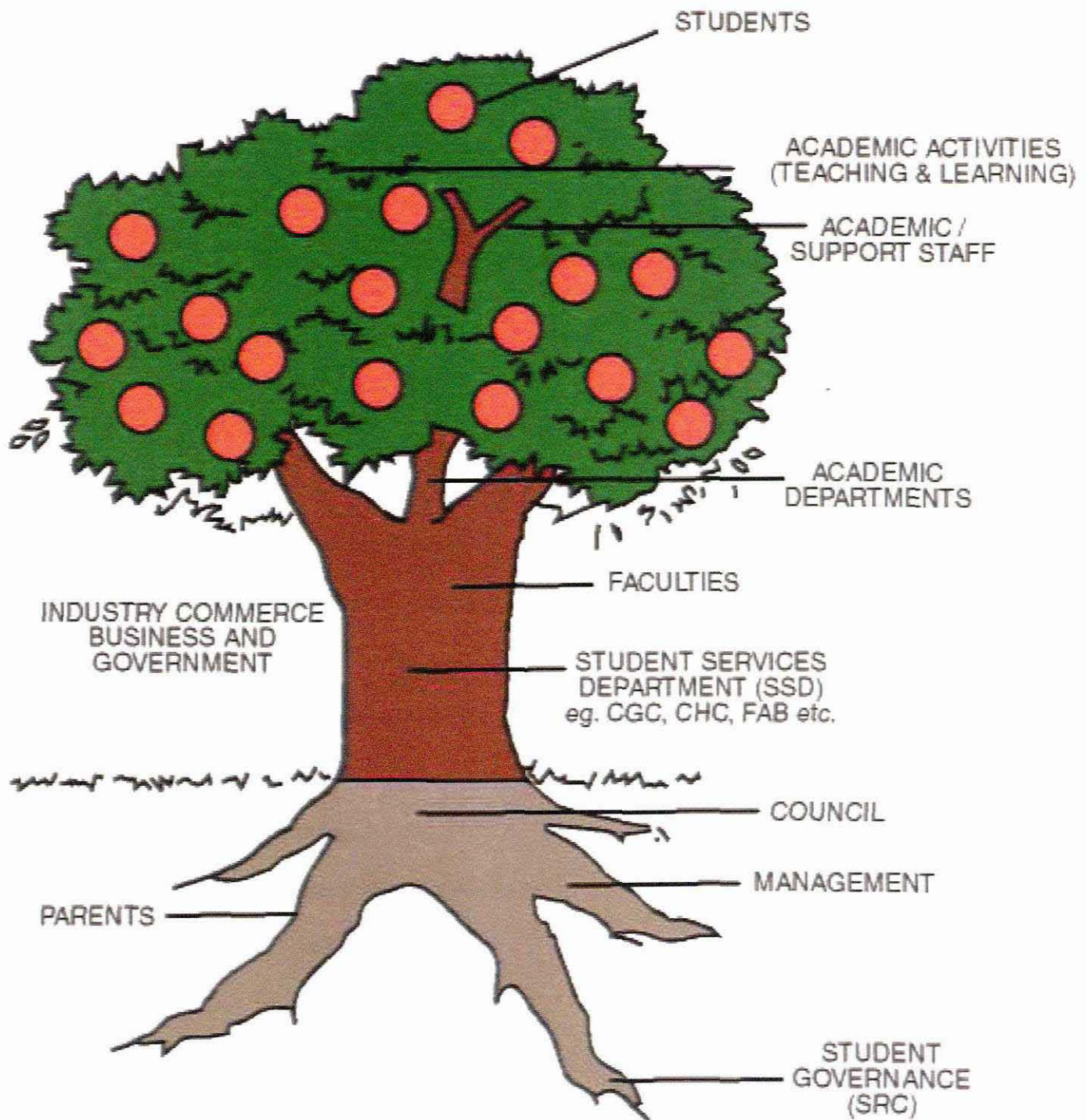


FIGURE 1.  
P. 4.

## **1.2 Symbols unveiled, Figure 1 p. 4.**

### **(a) Roots**

In the tree of life the roots represent:

- i. University council,
- ii. Management,
- iii. Student governance structures e.g. SRC and Student Parliament,
- iv. Parents.

### **(b) Trunk**

The trunk represents:

- i. Student Support Service Departments e.g. SSD, CGC and AD,
- ii. Academic faculties,
- iii. Government,
- iv. Business, industry and commerce.

### **(c) Branches**

- i. Academic departments,
- ii. Units and divisions.

### **(d) Twigs**

- i. Academic staff,
- ii. Support service staff.

**(e) Leaves**

- i. Students and staff,
- ii. Teaching and learning activities,
- iii. Interaction between students and staff.

**(f) Fruit**

- i. Students,
- ii. Graduation,
- iii. Finding and creating job opportunities.

**(g) Soil**

- i. Books, reading, writing, practicing and comprehension,
- ii. Study, discipline, work-habits, time management and work ethics,
- iii. *Assignments and exercises.*

**(h) Water**

- i. Academic life, career choice and professional training,
- ii. Academic independence and integrity,
- iii. Student life.

**(i) Sap**

- i. Creation of knowledge and excellence in work performance,
- ii. Academic success and achievements.

### **(j) Nutrients**

- i. Tests,
- ii. Exams,
- iii. Assessments and evaluations.

### **1.3 Meaning and interpretation**

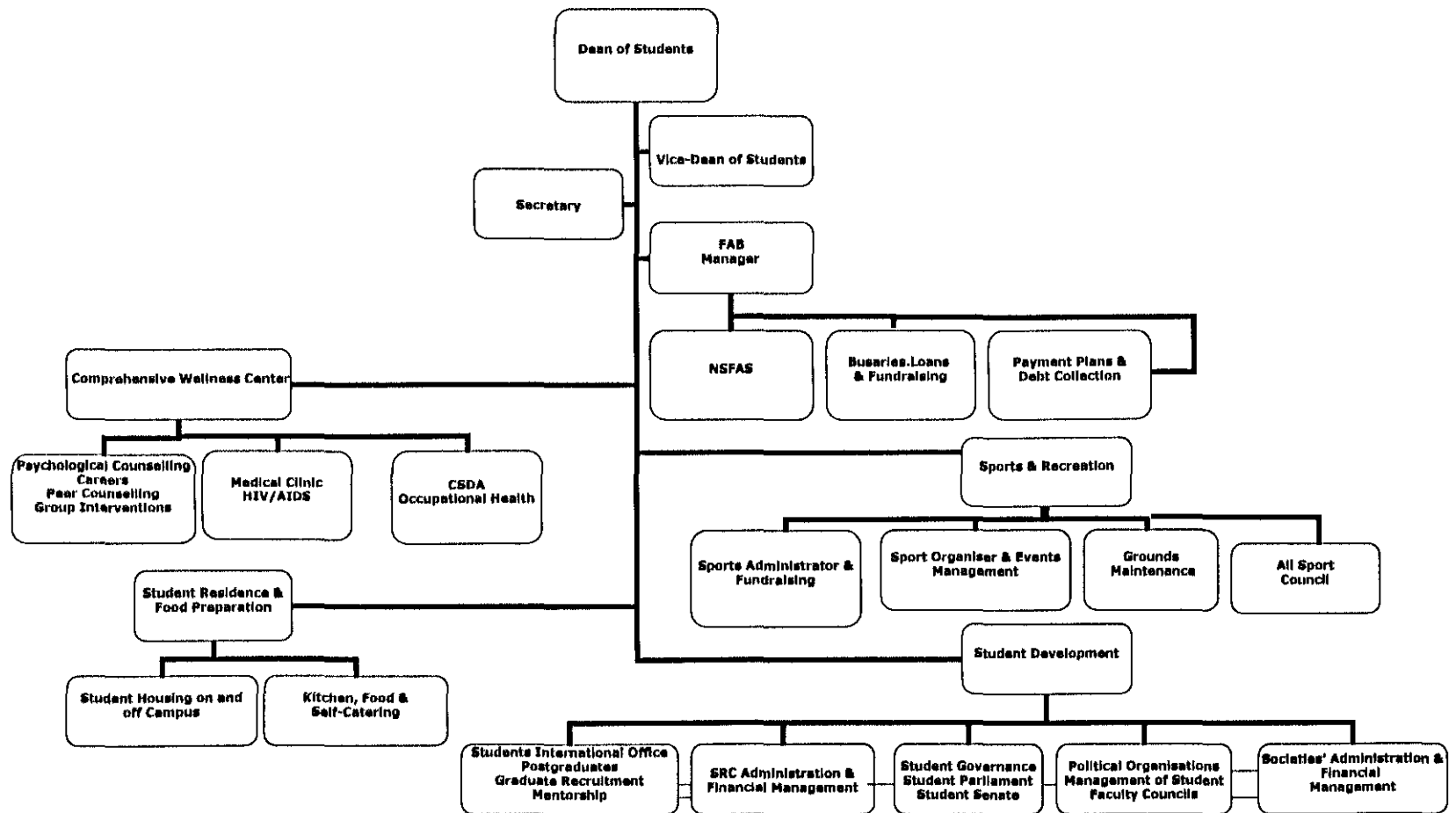
The tree represents the entire university community with its stakeholders that is, the university council, management, staff, SRC, students, parents, government and business and industry. In a healthy environment, all segments and structures cooperate with one another, each one playing its role but also dependent on others that they will do the same. The success of the university is therefore in its ability to carryout management's policies whilst taking care of the students' needs without one compromising the other. *The SSD is at the centre of this relationship and its function* its mainly to ensure that all systems work, policies and procedures take care of students' needs, and are adhered respected.

## **Figure 2**

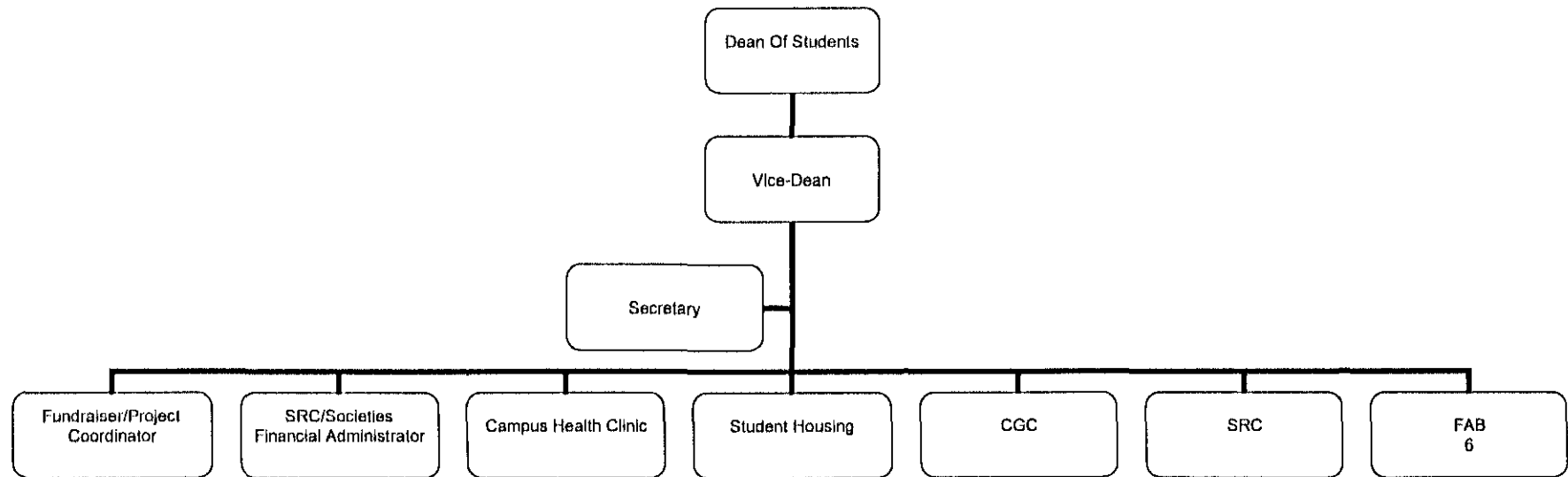
### **Organograms of SSD according to sections**

- Student Services Department (SSD)
- Office of the Dean of Students
- Centre for Guidance and Counselling (CGC)
- Campus Health Clinic (CHC)
- Financial Aid
- Student Housing
- Kitchen and Catering
- Sports and Recreation

# SSD STRUCTURE

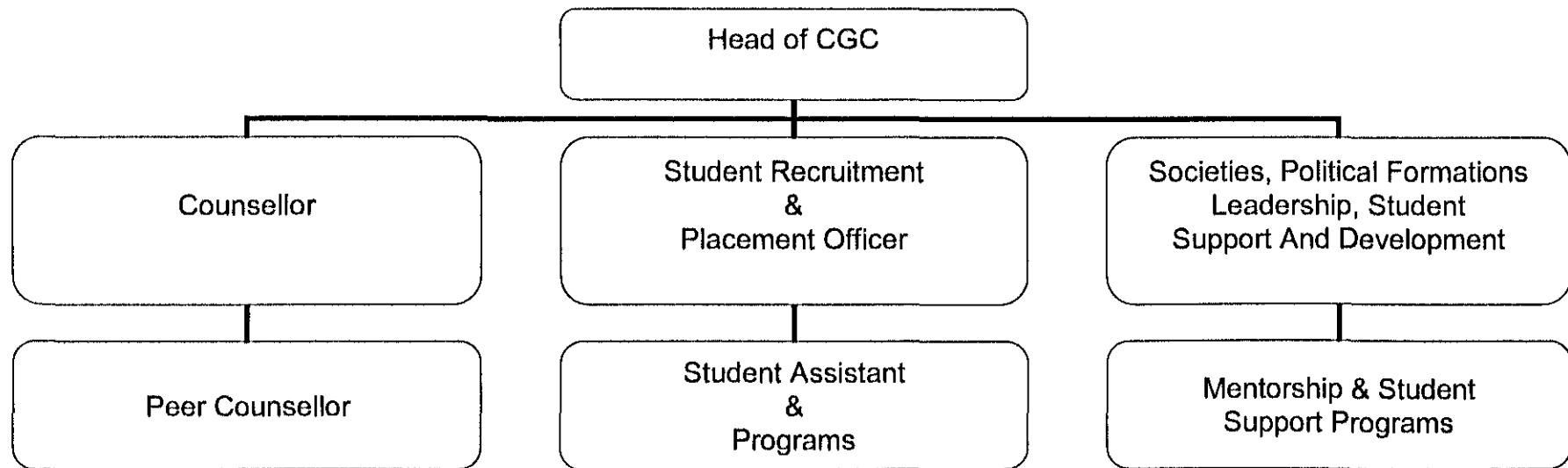


# Office Of The Dean Of Students

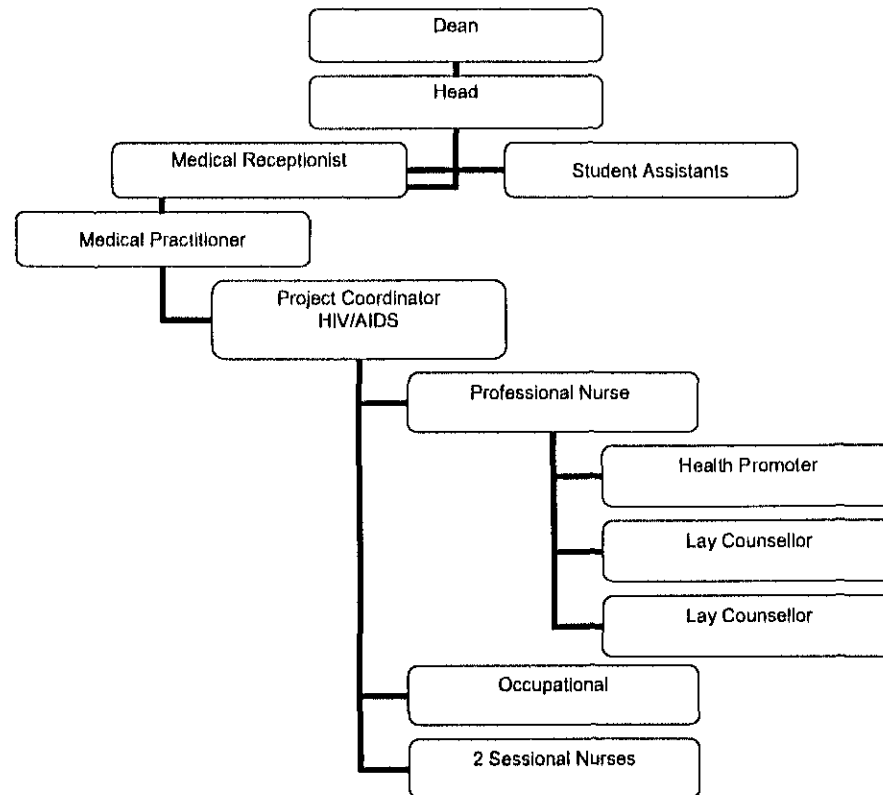




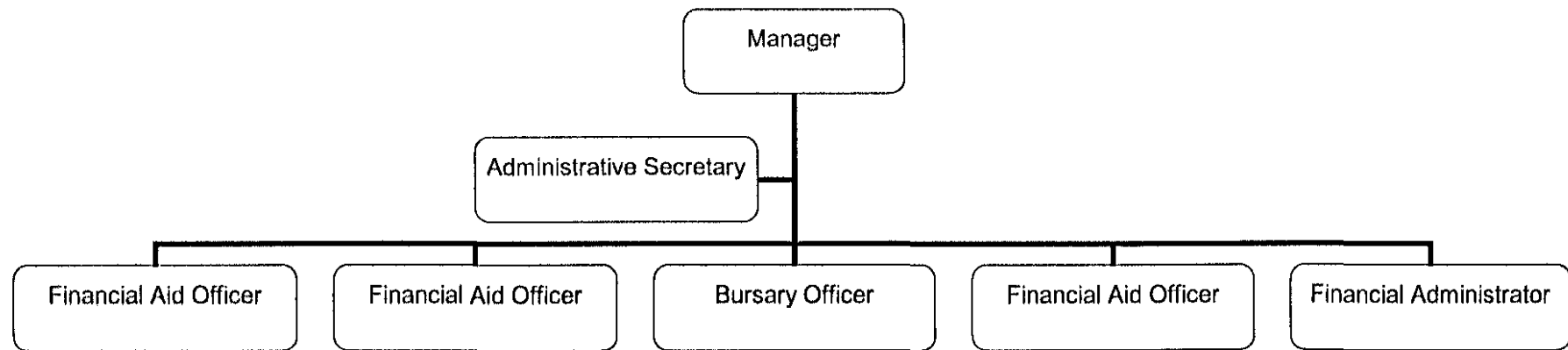
# CGC



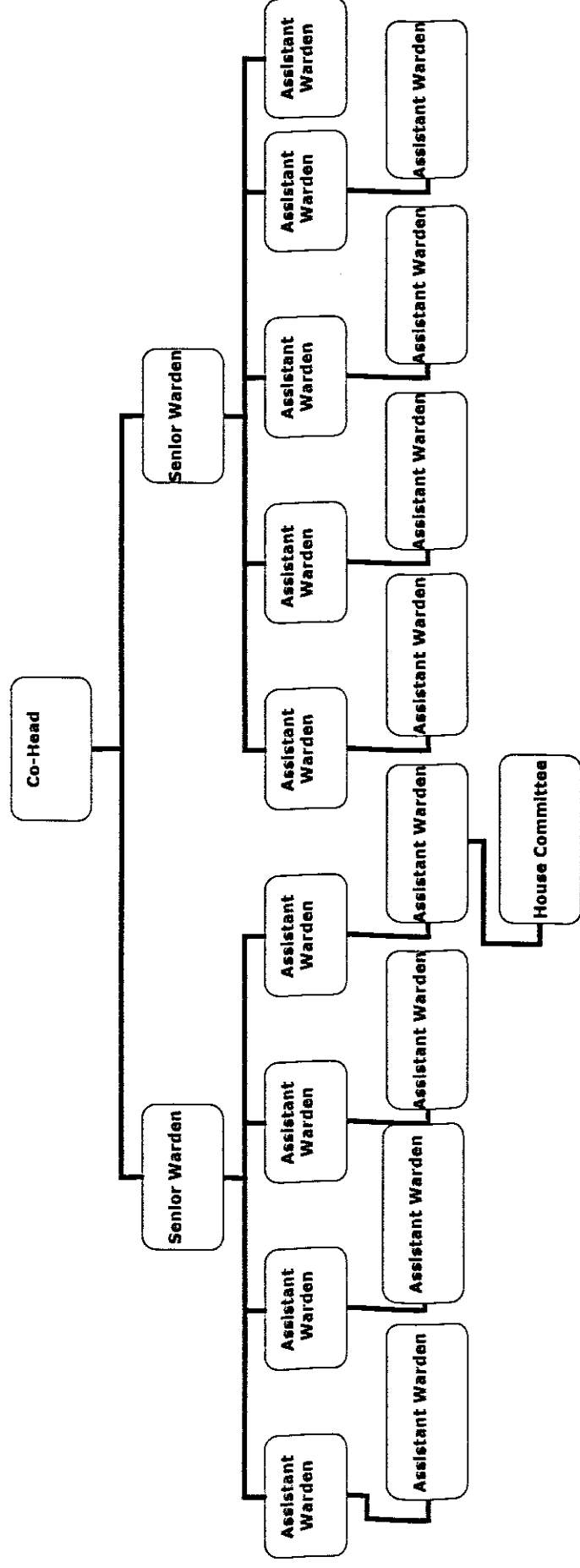
# Campus Health Clinic



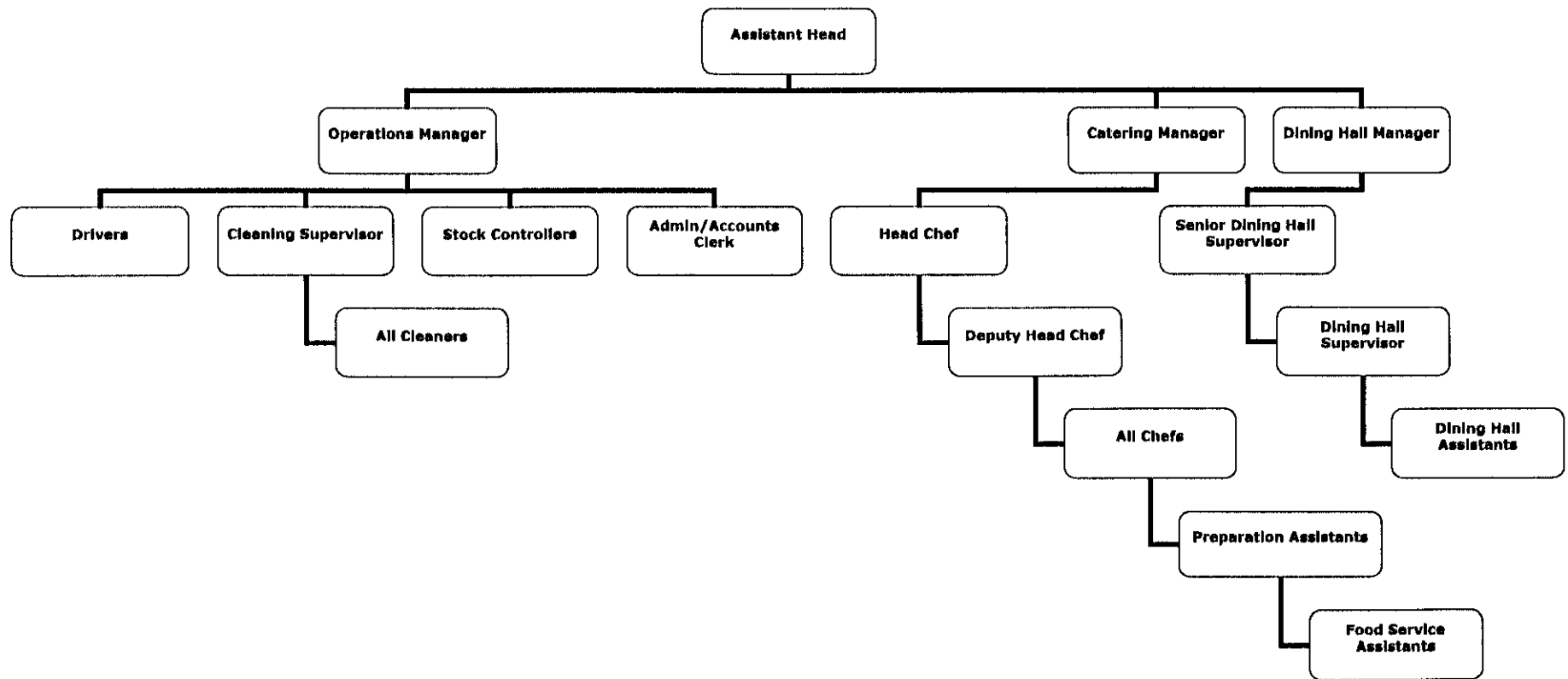
# Financial Aid Bureau



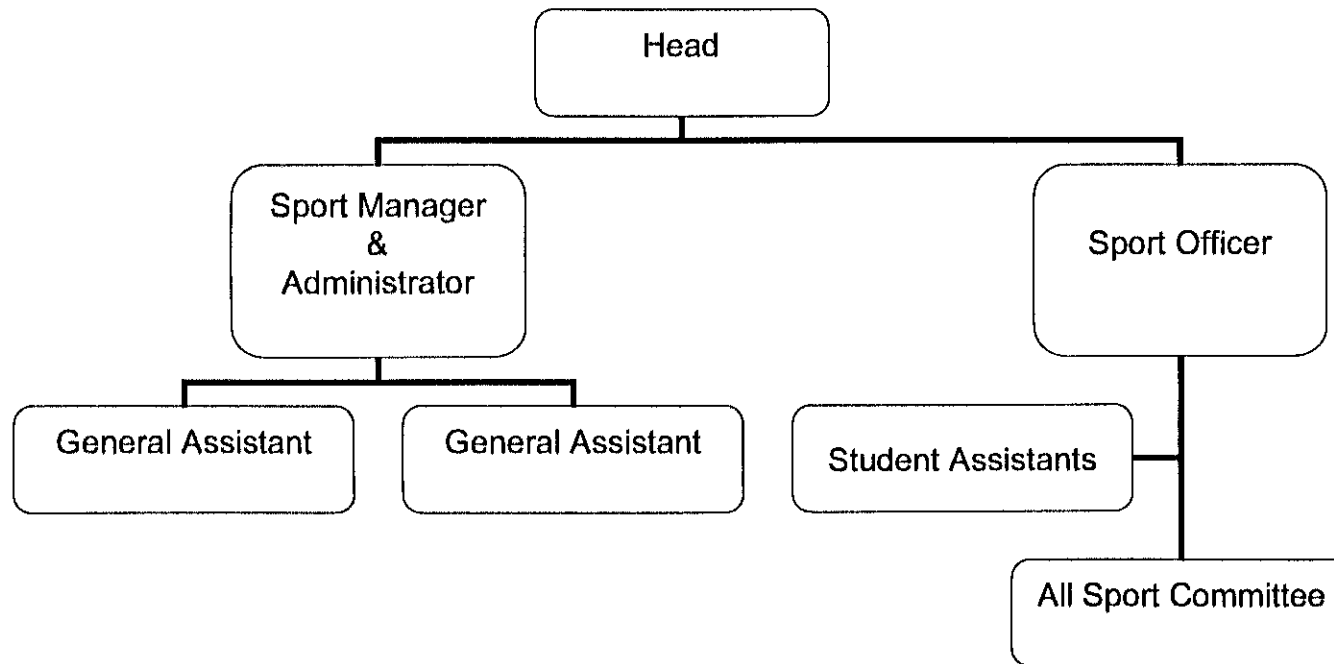
# STUDENT ACCOMMODATION



# CATERING DEPARTMENT STRUCTURE



# Sport And Recreation



#### **1.4 Purpose and significance of the study**

The main purpose of this study is to investigate, collate, explicate, record and preserve the work of the Centre for Guidance and Counselling (CGC) at the University of Zululand. It is through systematic collection, processing and interpretation of information that the gap between student needs and success can be bridged (Mandew, 2003; Ludeman, 1997; Worthen, 1987). The period under investigation extends over three decades from 1977 to 2006, and covers the work of three headships each with its own challenges which, prior to this study, were undocumented. Important functional and structural details will be discussed when indicated to clarify intricacies that impact on management of student services in general and, in particular, their performance and ultimate success in service delivery.

As this study has unfolded, it has become apparent that the success of the CGC rests on its ability to achieve what it set out to do in its vision and mission (Dlamini, 2000). As a critical core structure of the university, the CGC is set to deliver high quality co-curricular support services that ensure competitiveness for its students. The CGC aims to develop students in a holistic manner, thus enabling them to accomplish their educational and personal goals. CGC needs a lot more than a vision and mission to achieve its goals. It is therefore opportune to initiate a process of this nature and procedures that are cost-effective. Both challenges and gains are huge and so is the need for the study.

Previously a department on its own, and currently one of the seven sections of the Student Services Department (SSD), the CGC is designated to disseminate information and provide guidance and counselling services to all students. The CGC is pivotal to this study as a centre whose core functions entail the establishment, coordination, assessment and supervision of counselling intervention initiatives. The CGC further incorporates needs analysis and facilitation of student support and development programmes. An important component of the CGC that was necessitated by circumstance and modified by students' needs, is peer counselling, initiated in 1996. Peer counselling developed and became the cornerstone of student support and development at the University of Zululand and is reviewed in Chapters 2 and 5.

The method of investigation is broad-based and it involves narratives, qualitative and quantitative research methods, and case studies. The enquiry intends to demystify and integrate functions and structures, processes and systems of the CGC. In view of the period and scope of work under investigation, a multi-method approach is used to enhance integration and synergy as described under research methods in Chapter 4.

Another component of the SSD is the Campus Health Clinic (CHC) which is concerned with the provision of primary health care to both students and staff. Medical and outpatient concerns receive professional treatment by fully trained staff. The CHC further serves as a voluntary testing and management centre for students living with the Human Immunodeficiency Virus/ Acquired Immune Deficiency



Syndrome (HIV/ AIDS) on campus. The CHC and the CGC work hand in hand to address the HIV/ AIDS pandemic. A lot still remains to be done in this area to provide effective HIV/ AIDS awareness campaigns. The strategic thinking is that the two should merge to form a wellness centre.

The ethical and professional standards of the International Association of Counselling Services (IACS) include research as a core function of the counselling services of universities (Kiracofe et al. 1994). Along the same lines, the mission statement and vision of the University of Zululand stipulates that teaching, research and community outreach are the core functions of the University. The SSD and its sections have an obligation to do research and advance knowledge and information (SSD Workshop, 1999). This requirement will enable the SSD to comply in part with one of its major functions as a service department at a tertiary academic institution (Archer and Cooper, 1998).

Although there were a limited number of reports and records handed over from one head of CGC and SSD to the next, the previous heads viewed their department as a core section not only to student services but also to the entire process of student academic development and success. In depth interviews with three out of four previous heads of the CGC are discussed in full in the literature review in Chapter 3. Technical constraints prevented a smooth, homogeneous takeover from one head to another. As a result, important documents, such as records and reports were seldom received and used as a database and springboard by the new heads at orientation

and in planning their work. The new head had to start all reports afresh after a period of interruption and inactivity before each appointment. Like most business operations, student services are by their nature stressful and high-pressured in general and have high and low points as illustrated in Chapter 3, literature review, and Chapter 6, discussion and results.

The notion of a positive correlation between student support services and academic performance is well supported by Archer and Cooper (1998:145). As a significant step in understanding interdependent variables, relationships and co-relations, the authors maintain that all things being equal, programmes in student development were correlated to students' learning, vision and mission and success of their academic institutions.

The next level of the correlation found expression in the interdependence of the person, situation and change as described in the phenomenological approach (Stones, 1986). All three aspects of human existence referred to here, were investigated within the set parameters of research methods described in Chapter 4. This study explores different methods, procedures and practices used at the CGC to reconstruct and conceptualize human experience, context, situation and change. These are the same processes and procedures that underpin change and development that are highlighted by this study in Chapters 3 and 6.

Edwards (1988:30) describes change as “a given fundamental of human experience”. As services are provided, people and circumstances change accordingly. In brief, everything changes with time. It is for the same reason that Blocher (1973:42) writes, “we live in a world where the ultimate certainty has become the inevitability of change”. This study was undertaken at a time when the University of Zululand was going through a transformation process to become a comprehensive institution, hence a university in transition. In essence, the University is set to become career-focused with both university and technikon-type offerings (Africa, 2002).

The change placed more challenges on the staff of the CGC to cater for different types of student needs compared to those to which the CGC had become accustomed. As a logical consequence, the SSD is in the process of restructuring itself in preparation for a more challenging student population. It is expected that the new enrolment will include both more technically oriented younger students as well as older, matured students. Both, however, would initially be limited in terms of preparedness and tertiary qualification to explore and engage with university studies. Before 2003, both groups would not have been eligible to register with the University of Zululand without obtaining the Senate's endorsement to register and satisfy the requirements of a bridging programme before doing a fully-fledged university degree (Senate's minutes, 1998 give exact dates).

It is in the light of the above that the staff would need to be retrained and sensitized to deal adequately with the changing student, departmental and institutional needs.

Staff would have to undergo task reorientation, upskilling, retraining and development as dictated by the changing needs (Management workshop, 2004). It will be necessary to assess, adapt or discard outdated procedures in favour of new ones that have been tried and tested.

Whilst there is evidence of good work and effective leadership from the past, the CGC has limited reports and records at its disposal. Undocumented work could be lost if not supported by research and preserved scientifically for others to use, interrogate, develop, prove or disprove. This study is an attempt to bridge the gap between theory and research as well as student needs and success (Mandew, 2003; Ludeman, 1997; Worthen, 1987). It consolidates and augments reports, records and written work of the CGC.

Last but not least, this study is only a small fraction of theoretical and practical work initiated by the present and previous heads of the CGC and the SSD. It is intended to serve as record and guide to link the past, present and future initiatives of the CGC.

### **1.5 Motivation**

Similar to Maslow's hierarchy of needs (Maslow, 1956), the writer was motivated from within to conceptualize, structure and ultimately realize this study. At the top of the hierarchy of personal needs the writer had an urge to document, review and preserve the work of the CGC. It is widely accepted that research finds justification, usefulness and meaning when it is interrogated, compared and contrasted at a local and

international platform (Archer & Cooper, 1998). The study certainly enabled the writer to consolidate ideas and explore literature beyond the confines of student counselling, support and development. Although there is evidence of good work from the past and present heads of the CGC, most of it was not documented. As a result this study is an attempt to provide a record of knowledge and skills used. The work presented is a significant source document for the University and other institutions of higher learning in and outside the country.

Just below the first need to document, the next level of significance aimed at enhancing chances of student success after receiving help from the CGC. Many students, particularly the first years and those in distress, visit the CGC to seek help. Without adequate information and expertise from practitioners, helping students in distress could be a futile exercise (Archer & Cooper, 1998). It is mainly through such systematic work and record keeping that the CGC can improve its output and ascertain the effectiveness of its services.

Further below in the hierarchy, this study was an opportunity for stocktaking on the activities of the CGC. Consequently the challenge to replicate the same with other sections of the SSD is high on the agenda. The previously expressed need to motivate others and build capacity in order to improve student counselling, support and development is no longer a daunting task, but a reality and priority for the SSD.

Finally, this study was also motivated by a need to complete a doctoral research project after many years of selfless work at the CGC. Consequently its rigorous work succeeded in disciplining the mind to stop and think. This study is certainly a culmination of self-fulfillment and a step towards self-actualization. It is a dream come true.

## **1.6 Context**

The war against apartheid in South Africa formally ended in 1994 with the first democratic elections (African National Congress, 1994). Whilst some scars will heal with time, others will take a whole lifetime to disappear. At the end of the apartheid era, a new one began (Mandela, 1994). The new era saw a concerted effort by the South African government, which declared war against hunger, poverty, crime, abuse of women and children, and HIV/ AIDS. Of all the challenges facing South Africa after apartheid, the fight against HIV/ AIDS is extremely grave (AIDS Training and Information Centre, 1989). The pandemic affects students and staff alike and has ceased to be confined to health circles only. It has multiplied to such proportions that it has become a development issue, and everybody's business (Dube, 2002).

In a study by Edwards, Ngcobo and Pillay, (2004) it is reported that black university students in South Africa displayed low levels of psychological wellbeing compared to subjects in the United States. The researchers maintain that the social and political factors, present and past, contribute to differences in psychological wellbeing. In an individual's personality make-up, distal as well as proximal environmental factors

determine psychological wellbeing (Hagan & Smail, 1997). Although there is a common understanding that student problems are universally similar in some ways, situational factors compound problems at the University of Zululand. Basically there are three broad types of student problems: political, financial and familial. These will be discussed in more detail in the literature review, Chapter 3.

### **1.7 Nature of students**

The University of Zululand is located on the rural north coast of KwaZulu-Natal and is 20 kilometres away from the nearest town, Empangeni. Poor rural communities surround the University and are dependent on it for survival.

Students of the University of Zululand generally come from low socio-economic status. Eighty percent of the student population is mainly dependent on bursaries, loans and grants from governments, businesses and industries. Ten percent are unable to pay university fees because the family has no regular income with both parents unemployed, deceased, never married or separated (Dlamini, 2001). University records also indicate that there are students who are sponsored by their grandparents with their pension money. There are students who study at the University of Zululand but cannot afford a meal a day. Some of these students are assisted through the Rector's Discretionary Fund. Less than 5% of students are successfully sponsored by their parents (Hlongwane, 2005). **Annexure A, Cover 1**, shows student enrolments, bursary and loan sponsored students at Unizul.

It is common for poor students to repress feelings and deny family values under peer pressure. Students often make huge blanket demands that are meant to intimidate and disrupt the normal course of events. Typical examples are free education, free accommodation and free meals for all.

Contrary to their claims, the student leadership often spends a large portion of their budget on entertainment. In 2005, 80% of a total budget of R1.3 million was spent on entertainment. In one day of a “mega bash”, i.e. outdoor party for all students characterized by loud music, flame roasted meat and intoxicating drinks, a sum of R120 000 (one hundred and twenty thousand rand) is easily spent on the same day and function. Money from student levies is used to pay for the function, attendance on the day is therefore, free to all. An attempt to change the mindset is weakened by groupthink and politicking by students who provide entertainment and braai packs as a means to canvass votes for the SRC office. In the past, the SRC refused to spend some of its budget towards the education of the poor. The student body chooses to support this type of behaviour.

### **1.8 Nature of student problems**

University work was designed to promote critical, lateral and independent thinking. Enrolling at university could pose challenges for under-prepared and under-motivated students. Although there is a common understanding that student problems are universally similar, cognitive, emotional and socio-political inadequacies compound student problems at the University of Zululand. The following concerns are some of



the student problems recorded in the annual report of the Centre for Guidance and Counselling, 2003,

“Academic underachievement; external forces (mainly political) threatening management and administration; political intolerance; politicking and misdirected political leadership; abuse of public funds; improper appeasement of the student body; over partying and bashing; alcohol and drug abuse; unwanted pregnancy and sexually transmitted illnesses; disrespect for authority and rules governing student life”.

As indicated, student problems will be discussed in more detail in Chapter 2.

## **1.9 Interventions offered by the CGC**

### **1.9.1 Individual and group counselling**

This is provided by professional staff to individuals and groups who visit the CGC. Common problems often seen are emotional, cognitive and behavioural in nature. Very often, the type of problem determines the type of treatment that will be given. Treatment programmes are both remedial and preventative in nature.

### **1.9.2 Peer counselling**

In peer counselling, students are trained to provide basic support to other students in distress. This is an effective way to reach many students, particularly when there is a staff shortage.

### **1.9.3 Mentorship**

Mentorship provides ongoing support to students particularly the first-year students and those at risk. A junior student is assigned to mentorship by a senior student in the next level of study. As a consequence of the present system, there are cascading levels of mentorship from the most senior student to the junior students. Mentorship is indicated in the absence of organized academic support.

### **1.9.4 Career guidance and support**

The majority of first-year students are given career counselling before they choose a field of study and make career choices. Ongoing support is given to first year students throughout their first year of study.

### **1.9.5 Work-study programme**

This is an attempt to assist needy students. As an incentive for good performance, students are given limited employment in and outside the university in order to pay for their studies.

### **1.9.6 Life skills**

The CGC provides workshops throughout the year in order to train students in life skills. Major areas of interest are communication, time management, job creation, leadership and assertiveness training. Life skills are essential in every student 's development and success at the University whilst studying and outside in the world of work.

### **1.9.7 Study methods and study skills**

There are on-going study methods and skills programmes run by the CGC for all students. First-year students in particular, are required to attend programmes in study skills and study methods.

### **1.9.8 Academic and social support**

Social and academic support is a subsection of student mentorship. Every first-year student is assigned a mentor, at least one throughout the first year of study.

### **1.9.9 Graduate recruitment and placement**

This programme assists final year students with job hunting and job creation skills. Various companies are strategic partners in graduate training, recruitment and placement.

### **1.10 Current Challenges**

- i. Restructuring of the SSD to be in line with the currently changing student and institutional needs.
- ii. De-politicization and inculcation of political tolerance amongst students.
- iii. Addressing issues of diversity amongst students and staff.
- iv. Addressing the needs of disabled students.
- v. Dealing adequately with real cases of poverty and deprivation.
- vi. Emphasis on academic excellence and success, and fighting indiscipline, reckless and indiscriminate behaviour.

- vii. Strengthening initiatives and reinforcing mentorship, academic support and development programmes, and reducing chances of failure, under-performance, impulsive and irresponsible behaviour.

**Figure 3 p.30.**

Current challenges facing CGC.

To be read in conjunction with Figure 1 p.4, a healthy campus life.

**1.11 Summary**

This chapter provides a synopsis of the student support service department and highlights the purpose and significance of the study. Whilst the CGC is expected to deliver effective, high quality, co-curricular support service to students, there are major challenges that have to be resolved. At Unizul, students are highly politicized and often polarized into rival political camps. Whilst students are expected to cooperate in matters of general interest, for example registration, residence life and administration, student governance, societies, sports, and entertainment, they often fail to do so because of political differences. The opposing student groups exploit each other's weaknesses to the detriment of the entire student body. In this way, students at Unizul operate on the principle of politics before education, as was characteristic of the pre-democratic era in South Africa (Chikane, 1986: 333-344).

Students are a microcosm of the society. The national and provincial political tensions characteristic of the 1980s continue to resurface in different places and gatherings of

students. The CGC has the responsibility of changing the situation and enabling basic living conditions of civil society to apply. As an ongoing intervention strategy the CGC employs different counselling methods to deal with problems. It is necessary that both the past and present need to be understood in context in order to plan and reconstruct the future. The evidence that is collected is recorded and preserved in order to strengthen the CGC's foundation. Strengths and weaknesses are described in greater detail in the next two chapters.

The following chapters are a roadmap and give a systematic account of the process just described above. In brief, Chapters 2 and 3 introduce critical core areas depicting daily operations, problems and challenges in relation to supporting background and a theoretical framework. The latter guides and informs practical application of knowledge to solve problems and also to deal adequately with challenges. Chapter 4 addresses research design and methodology whilst Chapters 5 and 6 deal with data analysis, results and discussion. Follow the signposts: the road ahead is hopefully clearly marked and delineated. Enjoy the ride.

**Figure 3**

Challenges in campus life

# CHALLENGES IN CAMPUS LIFE

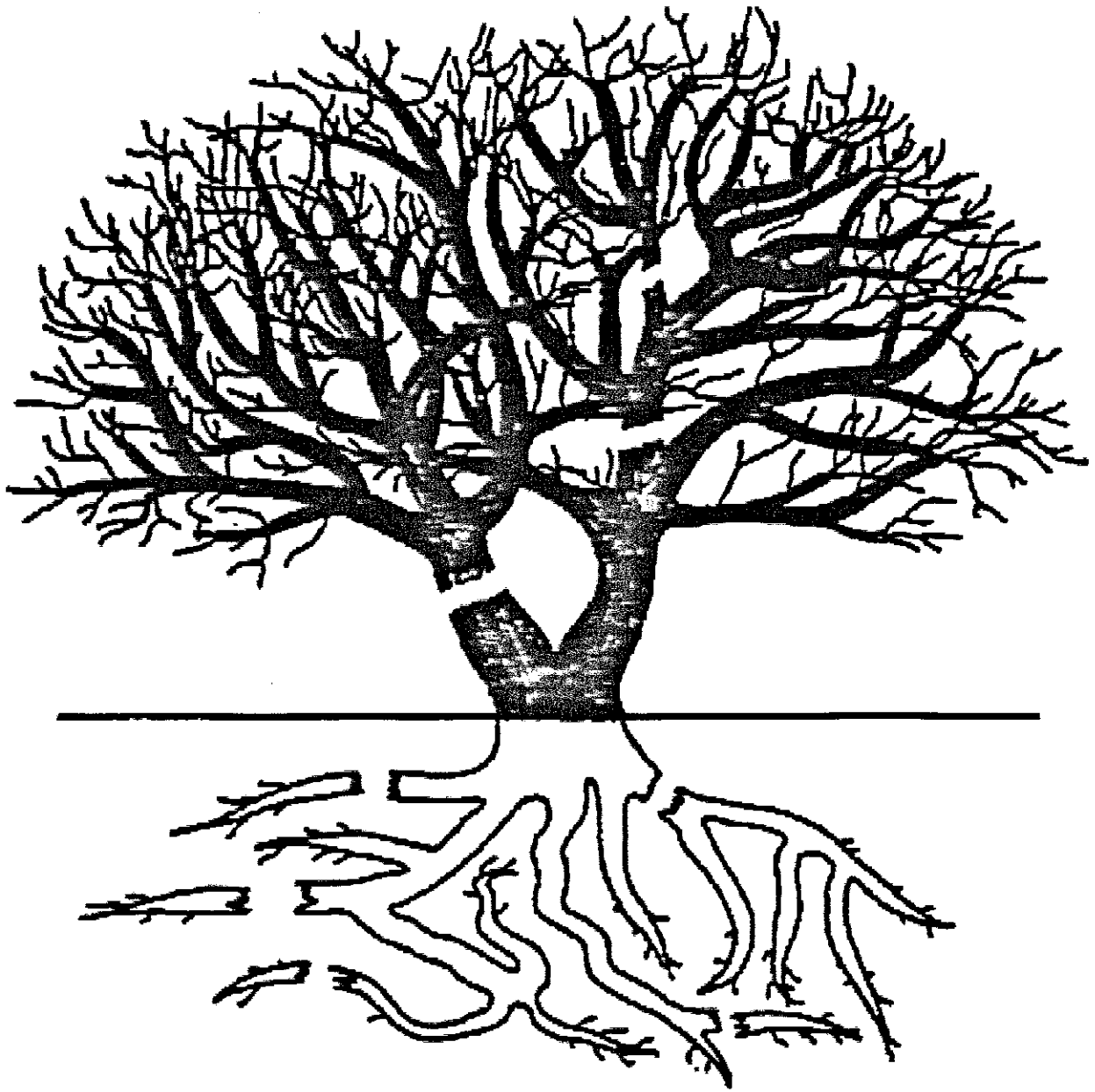


FIGURE 2.  
P. 30.

## **Chapter 2**

### **Research context**

#### **2.1 Introduction**

Chapter 1 highlighted the purpose of the study as over encompassing, inquiring, appreciating, tracing, developing, recording, preserving and linking methods and procedures of present and past experiences at the Centre for Guidance and Counselling. It was necessary, and enlightening to take stock, assess and consolidate present and past efforts of three decades of headship. Though not much was formally recorded and handed over from one head to another, the work done at the CGC is in fact a product of four headships that evolved from 1977 to 2006. Chapter 2 explores the research context as well as critical core areas central to the study. A narrative is used for this purpose.

Three of the living heads including the writer were interviewed with the same set of questions. The third head in sequence, passed on a few years back. As a result, information around her world was gleaned from reflections on experiences with her, official documents and references verified with staff. Because of relatively constant factors such as job requirements, professional qualifications, related problems and management strategies, a pattern emerged. After extensive interviews with the previous heads, common factors running through became particularly vivid, thus shedding more meaning. It came as a pleasant surprise that core experiences of the four heads stretching over twenty-nine years were similar in some ways as well as



different in others. As a result, critical core areas were examined within the scope of the theoretical framework of student counselling interventions. The special areas of interest are student life orientation, guidance, mentorship, counselling, student support and development, infrastructure, facilities and sports and recreation. The description hereunder is a combination of existing structures and expertise supported by opinion surveys and interviews with students and staff at Unizul.

## **2.2 Student life orientation**

The very first physical point of contact for a new student at the University is through a Student Services Department official and peer counsellors. This encounter marks the beginning of campus life. **Annexure B, Cover 2**, provides a copy typical of an orientation programme. New students are given a week's intense academic orientation awareness and training. Academic orientation is immediately followed by social orientation on campus life.

For management purposes and effectiveness, the two parts are kept separate. Academic orientation is led by the CGC staff, and social orientation whilst supervised by staff, is headed jointly by student leadership structures: the Students' Representative Council (SRC), Peer Counsellors (PCs) and House Committee Members (House Com). In the orientation of new students into campus life, the sole purpose is to prepare new students for both the academic and social challenges of being a university student. Different writers view this process as bridging student needs with personal success (Ludeman, 1998; Thembe, 1984). Research studies

indicate that there is a high failure rate amongst the first year university students (Gwalla-Ogisi, 1984; Thembela, 1984).

The current strategic thinking is to provide sound academic support and reduce the failure rate beginning at first year level (Sibaya, 2005; Thembela, 1984). If for example, the failure rate dropped in subsequent year levels as assumed, but continued to be high at first year, it strongly suggests and warrants intervention at first year level. Counselling interventions are tailored to equip new students with relevant life skills to enable them to deal adequately with challenges. If investments in human capital are maximized (Mandela, 1994; Molekwa, 2003), more students would become responsible members of the University of Zululand community.

### **2.3 Guidance and information**

The intense academic orientation period of one week is immediately followed by ongoing orientation for all new students which runs throughout the year. From this point on, the process of student support and integration into campus life is referred to as student information and guidance. Students are given information and guidance in various areas of counselling ranging from: individual to group counselling; individual consultation to peer counselling; career inquiries to career counselling; empowerment to clinical counselling; family to community counselling; general to personal counselling and lay to highly specialized professional counselling. As an extension of student orientation, there are focused programmes of student support and development that new students have to go through. Students make formal

appointments to receive regular, fixed time sessions with counsellors on matters of their concern.

As an alternative, students know that they are free to call in at the CGC and request for help, especially when they feel threatened, under pressure and/ or unable to help themselves or receive help from others. Student guidance is aimed at helping both individuals and groups to achieve according to their capabilities. This approach addresses both preventative and remedial needs of students. Counsellors at the CGC are occupied throughout the day, each of the three with an average of five clients per day excluding regular appointments and routine work.

## **2.4 Mentorship**

Although previously casually talked about on campus, a formal mentorship programme was only introduced in 2003. The first recruited group of 120 senior and postgraduate students worked extremely well. The concept involved senior students assisting junior students in a cascading model. Once fully established, all levels will be mentored.

Mentorship was firmly established at first year level. It addressed both the academic and social needs of students. Before consolidation and strengthening of the programme, its own weak points crippled it. Issues of resources, particularly lack of funding to pay student mentors, worked against the system. Students expected monetary incentives even though they had agreed on the concept of volunteering.

As a norm, students in support and development programmes expect to be paid as many come from deprived environments. Due to lack of monetary incentives student mentors lost interest and resigned on a large scale. The staff component had also been recently introduced. The staff expressed a need to participate but felt under-prepared as many saw themselves as academics knowledgeable mainly in their areas of specialization. Staff mentors requested training before any involvement. As a result, participation was initially low when it was most needed.

There is however, evidence to suggest that mentorship is an effective academic support structure for university students at risk (Dinath, 2004). It is for this reason that the mentorship programme will be revived, particularly in the absence of other academic support service structures for students who experience problems with their studies.

## **2.5 Student counselling**

Student counselling addresses specific psychosocial concerns of individual students and groups. As this section is mainly professional, it feeds from information and clientele received through the general process of guidance, orientation and mentorship of students described in previous sections. In addition to general professional psychological counselling, the CGC offers training and other specialized types of counselling such as career, peer and AIDS counselling. In cases of emergency or when departmental counsellors cannot see students, they are referred

to the Psychology Community Clinic operating on campus. If necessary, students who have means are referred to private practitioners.

## **2.6 Career counselling**

Career counselling addresses the career needs of students. Needs range from personal enquiry to dissatisfaction with a chosen field of study; requests for additional information on different careers; poor performance on chosen modules; and degree requirements versus academic exclusion. Career counselling is intense at first year level but tend to continue to shape and influence students' personality makeup, preparation and development throughout the period of study. It is a common problem to find first year students with limited and inadequate knowledge of the self, abilities, interests and careers. As a result, career counselling is an essential component of counselling and aspect of the CGC

## **2.7 Peer counselling**

Peer counselling is well developed at Unizul and is an essential service of the CGC. It arose out of two main concerns; on the one hand a need to use peers to reach students when staff battled to achieve expected results, and on the other, the CGC staff shortage to deal with requests for help from students in distress.

Peer counselling emphasizes professional training, supervision and a referral system to staff should students or their problems present indicators that a professional counsellor needs to be involved. Peer counselling is, therefore, not a substitute to

understaffed departments. As a student support, wing, it has helped in attracting more students to come for counselling and has certainly enriched staff understanding and knowledge of students. There are however, challenges of selection, confidentiality and ethical behaviour that go with the use of peer counsellors. These are addressed consistently, continuously and vigorously in order to improve general performance of peer counselors. **Annexure C, Cover 3**, is a record on the activities of peer counsellors.

## **2.8 Aids education and counselling**

Through peer counselling, the CGC staff run a strong HIV/ AIDS education and counselling programme. The CGC often collaborates with the University's HIV/ AIDS awareness committee on campaigns as the pandemic is a national concern (Dube, 2002). The CGC's wing of AIDS education and counselling is in the forefront of student education and dissemination of HIV/ AIDS information. On the counselling side, peer counselors have worked hand in hand with professional counsellors to assist students who either want to test their HIV/ AIDS status, disclose or cope with their HIV/ AIDS status after testing. A greater part of work is coordinated through the Comprehensive Wellness Center (CWC). In the CWC there are health promoters, some of whom have openly disclosed their status and are positively living with HIV and AIDS. Even though campaigns have been intensified both at the local and national level, unofficial campus statistics on unplanned pregnancy and sexually transmitted infections (STIs) indicate that the war is far from over. **Annexure D**,

**Cover 4**, gives an analysis of clinic visits and ailments and results of voluntary counselling testing (VCT).

## **2.9 Student governance, support and development**

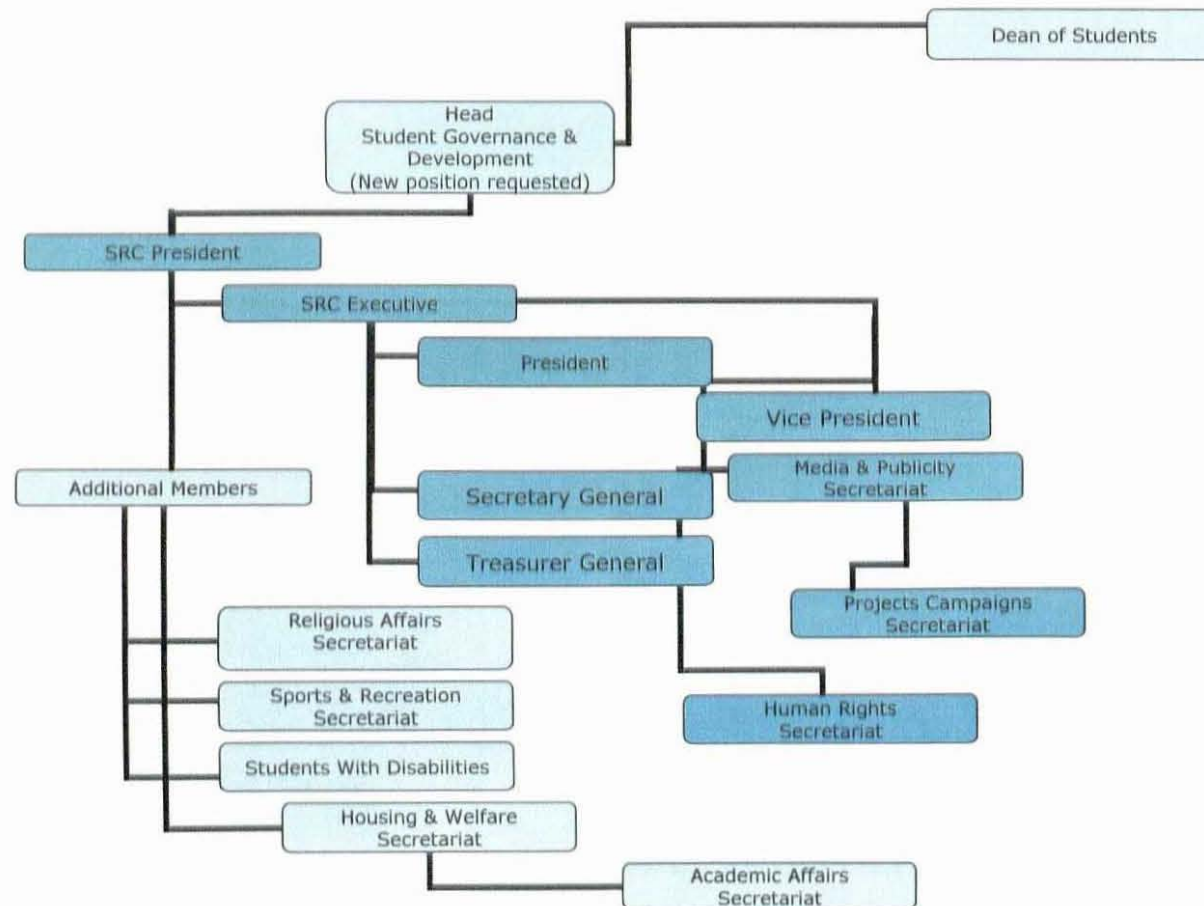
The Student Services Department (SSD) was formally established in the year 2001 to amalgamate student-related services, including the incorporation of the CGC. Essentially, the SSD is a one-stop shop for students' academic and extracurricular needs. It deals with the advancement of student life in general but pays special attention to alleviating negative living conditions whilst advancing management's policies and procedures that govern the institution. The area of student governance is of relevance and will be given more attention in Chapters 5 and 6. **Figure 4, pp. 41-43** provides organograms for the SRC, Student Parliament and Student Senate.

## **Figure 4**

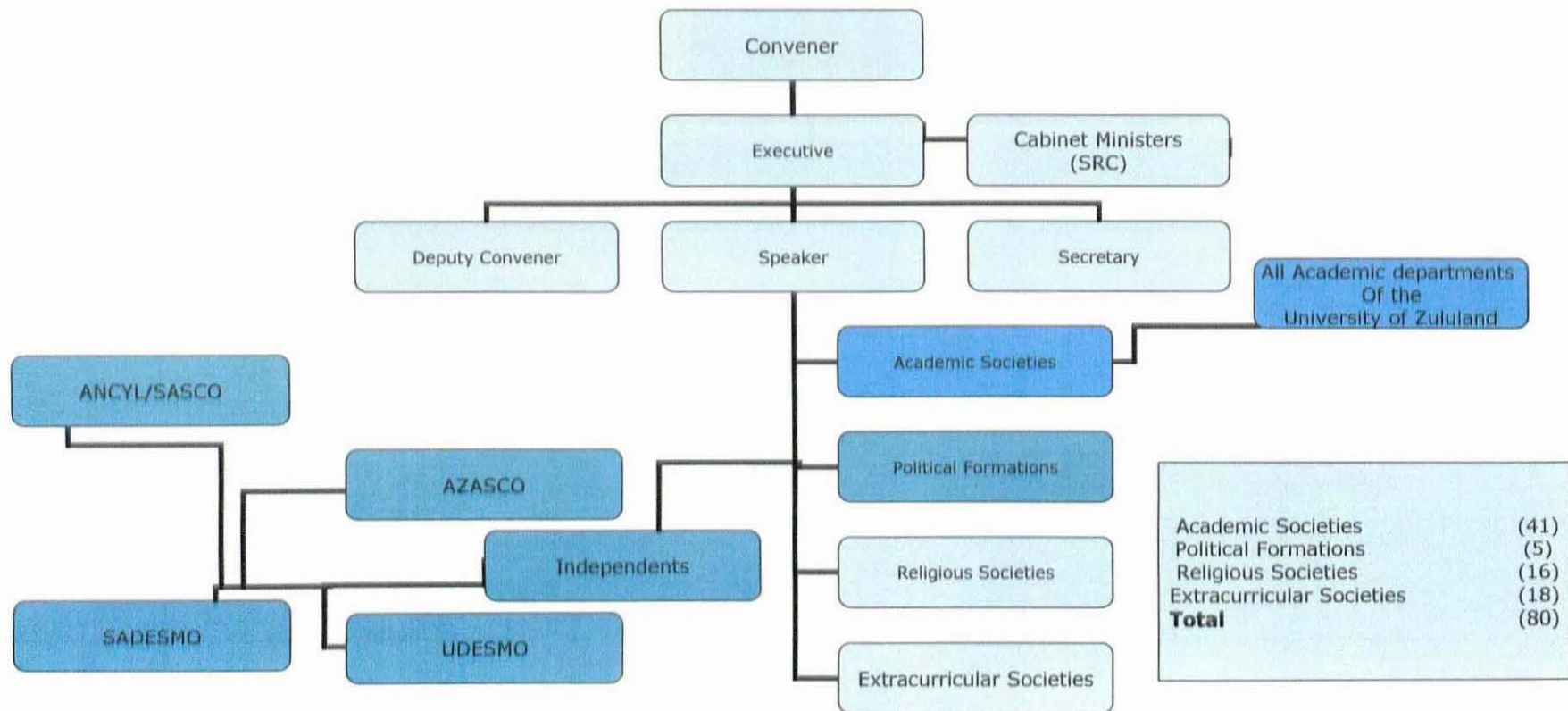
- Student Representative Council
- Student Parliament
- Student Senate



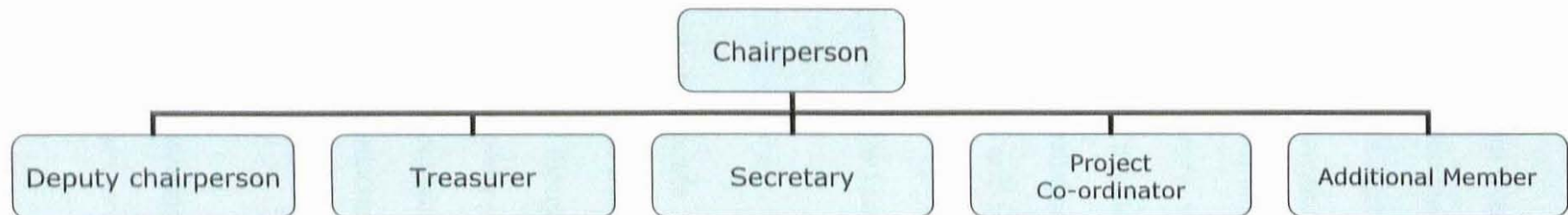
# SRC Operational Structure



# Student Parliament Operational Structure



# Student Senate



## **Consistency: Faculty Councils**

1. ARTS
2. Commerce, Administration & Law
3. Education
4. Science & Agriculture

## **2.10 The Students' Representative Council (SRC)**

The SRC is not only the first but also the main structure that represents the needs of students from the student side. As such, the SRC is an *ex officio* executive of all student structures. The SRC Constitution, as amended in 2003, describes the SRC as the executive of Student Parliament (SRC Constitution, 2003:49). The SRC represents students in all university structures and has a direct link with top management through the Office of the Dean of Students. The SRC leads the student delegation in all management negotiations. The interest is mainly on academic and nonacademic matters that shape and influence student life. The SRC is also an important structure that relays management's decisions, policies and procedures to students. It is, therefore, important to keep a good relationship between the SRC and Management.

## **2.11 Student Parliament and Senate**

The Student Parliament (SP) is the policy maker for students on special academic and extracurricular matters. Even though the SP makes institutional policies, it is expected to work within the parameters of the SP's jurisdiction, not be in conflict with management's decisions and demonstrate fair play, logical reasoning and democratic principles. This condition is particularly emphasized as political tension and intolerance are relatively high (Matiso, 2005).

There is an explicit level of cooperation expected from both the SP and Student Senate (SS). Whilst the SP focuses on general concerns of students outside the

lecture-room, the SS concentrates on academic concerns of students as reflected on policies, processes and procedures in the teaching and learning environment. Members of the SS are also members of SP but operate from faculty councils. The SS is, therefore, a representative organ and substructure of the SP that deals with academic needs of students.

## **2.12 Student societies**

Student societies are active and have been operating since the inception of the department. Society operations are, however, approved and supervised by management through the Office of the Dean of Students. There are guidelines and broad categories for establishing new societies. The distinction is made between academic and nonacademic societies. Academic societies are formed along departmental lines and only one per department qualifies to receive funding from management. Every department is entitled to establish its own student society and cooperation between students and staff members is encouraged to maintain good relations and coexistence.

Student representatives from any interest group such as religious groups may form nonacademic societies. Any group of students can establish a nonacademic society as long as they meet requirements. There is an expressed need and consensus amongst students that all societies should represent genuine interests of students and may not be duplicated.

### 2.13 Political formations

Political formations exist as societies but have special interest in politics. They are formed along the national party political lines. Whilst political formations were effective and instrumental in toppling apartheid in the country, they continue to give political grooming to their supporters. Students at Unizul have taken party allegiance to extremes to the detriment of academic success and integrity. Five national political parties have their student wings operating on campus. Of the five, two are arch rivals and fail to cooperate on important student matters.

Although the administration of the SRC elections was out-sourced to the Independent Election Commission (IEC) at the end of 2003, two years later political groups still fiercely contest the outcome. **Annexure E. Cover 5**, provides a report of the Independent Electoral Commission (IEC) on the SRC 2005/06 Elections. Even though the IEC announced the results of the elections as free and fair, there were student disturbances, which led to criminal charges of members of both groups and temporary closure of the institution.

There is a need to reconsider and evaluate the role, scope and operations of political formations on campus. The greatest challenge that Unizul has had to face is managing conflicting, rival political groups. Staff members unwittingly maintain the stalemate by supporting one group over the other. A series of workshops and various intervention strategies with all stakeholders are underway to address the crisis.

## **2.14 Sports and recreation**

Sports and recreation are essential services in student life, support and development. It has been suggested that effective student support and development programmes are delivered through sport and recreation. It is for the same reason that emphasis in student support and development is done through sport. The departmental motto is: "The SSD delivers through sport. A healthy mind in a healthy body".

There are 24 sporting codes, which represent the majority of sports played in the country. The sporting activities extend beyond the boundaries of the university and participants often partake in both the provincial and national tournaments. There is a need to further improve sports and recreation on campus. The SSD is currently engaged in campaigns to encourage mass participation in sports. The target is to turn around, and triple the current level of sports participation, which stands at below 30%. The idea is to make sports an important aspect of students' lifestyles. Regular meetings with Sports and Recreation section have been arranged and a new post of sports coach advertised, and filled at the beginning of 2006.

## **2.15 Student residences and house committees**

It has been indicated that successful student support and development is done through proper residence administration and management of house committees (Mkhize, 1998). The two structures can cooperate in facilitating and improving student life, particularly on matters of student support, development and entertainment. There is still work that needs to be done to improve residence administration and house

committee management in order to impact positively on student development and entertainment. **Annexure F, Cover 6**, provides a report on the review of student housing, assessment of student problems and political conflict, November, 2005.

## **2.16 Infrastructure and facilities**

Infrastructure and facilities are the vehicles to advance student development. Lack of infrastructure and poorly managed facilities will adversely affect student support and development. It is for this reason that facilities need to be utilized optimally. It is also upon institutions to provide them as they have multiple benefits (Ncwane, 2005).

At the University of Zululand, the challenge is to provide adequate facilities, upgrade and maintain the existing ones. Another challenge is to train and motivate students to participate actively in extracurricular activities. Sports and recreation are important, as they are part of students' academic moulding, preparation and grooming for independent life. Ncwane (2005) maintains that sports training and participation are effective not only in encouraging but also enforcing discipline and behaviour change amongst students.

## **2.17 Summary**

The critical core areas are focus areas of the CGC. Some areas are flash points as indicated with political formations. Critical areas also represent service areas of the CGC for example, orientation to support new students and guidance and information to assist students with relevant sources of information. Peer counselling is a support



service of peers for peers by peers themselves. Peer counsellors are trained and supervised by professional counsellors.

Counselling interventions are directed towards normalizing conditions in specially selected areas. Without adequate control in core areas, student support becomes unmanageable. Student governance and political formations are the most sensitive of all areas. This study seeks to investigate student-related problems in order to find solutions as this process entails clarification and insight linked to a clearer understanding and analysis of problems (Molekwa, 2003).

## Chapter 3

### Literature review

#### 3.1 Introduction

The purpose of this study, as described in previous chapters, is to build capacity and improve the support systems of the Student Services Departments (SSDs) in general, but particularly counselling intervention strategies of the CGC at the University of Zululand. Whilst there is a need to improve efficiency and service delivery of the SSDs, academic institutions are faced with the challenge of doing more with less, and *providing quality support services in spite of decreasing financial support (Archer & Cooper, 1998).*

As a result, institutions of higher learning continuously review their work procedures. Community psychology is particularly relevant as it provides a theoretical framework that addresses current challenges of the SSD. The essence of this revolutionary approach is its intention to “improve human conditions and promote psychological wellbeing” (Seedat, Duncan and Lazarus, 2001). The creative elements of community psychology and their relevance to student counselling are central to the argument in this thesis.

It is documented that there is a connection between the client and his environment (Ngubane, 1977; Edwards, 1999). The environment in this case refers to both human and physical surroundings. Whilst it can not be denied that students in tertiary

institutions are a distinct community of their own, with a uniquely identifiable student culture, student life is in essence a miniature of regional and national communities. Students are an integral part of their communities. They are extensions of larger communities to whom they belong. It is therefore argued that happy people make happy couples, happy couples make happy families and happy families make happy communities. The opposite is also true. A change in the students' behaviour and attitudes will result in a change in the community and vice versa (Nene, 1990).

### **3.2 Theoretical framework**

The core area of this study addresses counselling interventions as they were employed at the University of Zululand from 1977 to 2005. Two sets of theories are selected to understand and clarify counselling interventions, namely:

- i. Empowerment theory and
- ii. Community psychology theories.

It is argued that it is a tall order for tertiary institution to achieve effective teaching and learning without sound student guidance and counselling functions. Student counselling not only provides programmes for under-prepared students, it also equips them with skills to excel in a challenging academic environment. Counselling involves mediation to disadvantaged learners whose potential has to be unlocked in order to overcome the long-standing effects of deprived environments (Skuy, 1986). It is therefore necessary to put student counselling in perspective as an offshoot of

general counselling. Student counselling at the University of Zululand is an intervention strategy of choice to improve student life.

Tertiary institutions in general are plagued by various deficiencies such as student under-preparedness, alcohol and substance abuse, promiscuity, peer pressure, teenage pregnancy, unrealistic expectations, deprivation, poverty, criminality and violence (Matiso, 2005). The University of Zululand is no exception in this regard as other tertiary institutions have reported the same in their campuses. Student counselling is essential to deal with such problems. The nature of problems indicates a need for student empowerment to deal with their challenges. Because student counselling is a component of community counselling, the theory of community psychology has been selected as a theoretical base for the study. Student counselling will be used to explore issues of empowerment *vis-a-vis* the theory of community psychology.

It has already been indicated that there is a correlation between the students' community found in tertiary institutions and the constituent communities of which students are members. For intervention to be effective, students will need to be assisted in the context of their communities using methods that will be culturally sensitive and appropriate. Within this community psychology approach, intervention can still be tailored to suit the individual, couple, family or micro-community.

Students are an integral part of their families and communities. As such they are expected to serve them on completion of their studies, as illustrated in the Zulu saying, “*umuntu ngumuntu ngabantu*”. The literal meaning of the saying is, “a human being becomes a person through others”. The figurative meaning is, “I am because we are”. Included in the interpretation is the value that African culture places on the group, particularly co-existence and interdependence amongst people of the same family and community. Community psychology demonstrates succinctly the fine realities of student counselling, individual and group behaviour against the background of a communal existence and African culture.

Community psychology represents a scientific revolution and a paradigm shift in the theory and practice of professional psychology. “It has extended mental health services to all citizens particularly the underserved communities” (Seedat, Duncan & Lazarus, 2001:3) It proposes that psychological interventions are equally effective in the hands of trained nonprofessionals. This slant makes the provision of psychological help not only the preserve of a privileged few. Community psychology is all- encompassing as it covers African indigenous healers, Western treatment methods, different perspectives and schools of thought. It is sensitive and culture friendly. A brief description of community psychology models follows hereunder.

### **3.3. Understanding models**

Models are abstract representations of reality and constitute a diversity of contexts through which reality can be viewed (Edwards, 2002:10). Various models of

community psychology exist (Mann, 1978; Seedat, Cloete & Sochet, 1988; Orford, 1992; Levine & Perkins, 1997). Models are useful in-so-far as they accommodate two critical factors, namely, timing and context, as these in particular determine their effectiveness. The fact that one model is currently effective and appropriate with one group does not necessarily confirm that it will be so with another, if timing and context were to change drastically. A theory of empowerment in combination with models of community psychology will be used to describe work and counselling interventions at the CGC. There is a close relationship in conception and application between empowerment theory and the theories of community psychology (Kelly, 1970, Edwards, 1999).

### **3.4 Empowerment theory**

The main function of the CGC is to arm and empower students with skills in preparation for academic work and life after their university studies. Mechanic (1991:43) defines empowerment as a process where individuals learn to see a closer correspondence between their goals and a sense of how to achieve them, and a relationship between their efforts and life outcomes. Another view of empowerment is that it is intentional, community centred, and it involves mutual respect, critical reflection, caring and group participation (Zimmerman, 2000).

Through empowerment, an alternative approach for developing interventions and causing social change is suggested. Empowerment is directed towards health, adaptation, competence and natural helping systems. It enhances wellness instead

of fixing problems and it identifies strengths instead of risk factors (Zimmerman, 2000). Individuals and groups involved in empowering themselves become active participants in efforts towards social change. The empowerment theory redefines the professional's role relationship with the target population.

The professional becomes a facilitator and collaborator rather than the expert, professional or counsellor in traditional role functions of psychologists (Rappaport, 1995). As facilitators and collaborators, professionals learn from the cultures, worldviews and the meaning of life and existence from their clients. Professionals work as empowerment agents with participants through the people themselves instead of advocating for them. Professionals become resources for skills, support and change (Themba, 1984).

It is further noted that empowerment may be described as context and population specific. It is dependent on the place and people receiving it. To clearly understand what underpins empowerment it is necessary to make the distinction between the process and outcomes of empowerment. Zimmerman (2000) states that the process is empowering if it helps people develop skills to become independent problem-solvers and decision-makers. The outcome of empowerment, on the other hand, refers to operational aspects including consequences of the empowerment process. The effects of intervention strategies designed to empower participants and the consequences of a community's attempt to gain greater control of their own affairs are, therefore, illustrations of outcomes of empowerment. Mechanisms of

empowerment include individual competencies, proactive behaviours, natural helping systems, organizational effectiveness, community competence and access to resources.

When empowerment is analyzed at an individual level it is referred to as psychological empowerment (Rappaport, 1995; Zimmerman, 2000). Psychological empowerment includes beliefs about one's competence, efforts to exert control and an understanding of the socio-political environment. The empowerment process includes both individual and community experiences to exert control, participation in decision-making and solving of problems in the environment.

### **3.5 Organizational empowerment**

There is a distinction between what an organization provides to its members and what the organization achieves in the community. Organizations that provide opportunities for people to gain control over their lives are empowering. On the other hand, organizations that successfully develop and influence policy decisions and offer alternatives to service provision are empowered organizations. Even though the distinction is made, some organizations may have elements of both (Zimmerman, 2000).

The SSD and the CGC work hard to empower students in preparation for academic and nonacademic challenges on campus. Through development and co-curricular activities, students are further prepared and empowered for life outside the university



in the world of work. The University of Zululand and its subsections, the Student Services Department as well as the Centre for Guidance and Counselling are empowering to the extent to which they make students feel empowered. As empowered institutions, each is expected to be able to influence policy-making decisions and to cooperate with one another, as well as other institutions at their level and in their business (Nxumalo, 1990). Universities influence policy decisions through the Department of Education (DoE) of which the Minister of Education is a Member of Parliament. Financial aid in universities for example, is government sponsored through the DoE as both bursary and loan to needy students depending on individual student success.

At another level, when new students arrive at the University of Zululand, they may be vulnerable to many external, negative forces operating on campus, for example, crime. During orientation, first year students are made aware of the new environment and are empowered to assess and analyze threatening situations before they become dangerous. As an intervention to reduce crime, outsiders including unauthorized senior students are not allowed into the residences during the orientation period. New students are trained to be aware of their surroundings and to take care of one another by reporting suspicious people and activities at all times. Through student awareness programmes in which students themselves are directly involved in crime prevention initiatives, crime has been drastically reduced on campus. In the year 2000, Management resolved that any form of initiation directed towards new students was forbidden. Any student found guilty may be suspended or

expelled from student residences. Initiation, which used to be a serious problem, was as a consequence completely eradicated.

### **3.6 Community empowerment**

The university is a community made up of other smaller communities, for example, students, staff and local communities. An empowered university community is one that initiates efforts to improve itself in part or as a whole depending on need and circumstance. If empowered, a community will respond to threats to the quality of life and will provide opportunities for community participation and change. Empowered communities have skills, resources and desire to engage in activities that improve community life.

At Unizul, problems are around the area of community competence through which the Management and the SRC should be cooperating on shared leadership. Whilst in some areas there is evidence of shared leadership, for example, poverty alleviation and support to needy students, there are many areas in which the two governing structures fail to reach consensus. The areas of discontent in the last three years are: the limits to the powers of the SRC especially when demands are made, perceived political bias of staff in the management and administration of student affairs, and political interference by external forces in student politics. There is a need at the University of Zululand to find common ground to negotiate shared leadership and improve university competence. The level of institutional competence will be achieved if and when Management and the SRC are able to resolve differences amicably

without the SRC resorting to violence. Management will also need to create conditions for the SRC to perceive them as nonpartisan. Currently this is the challenge that the CGC is addressing at different levels using various intervention strategies of training, counselling and information gathering-including, this study.

The table hereunder summarizes the empowering process and empowered outcomes for the individual, organizational and community level of analysis.

### **3.7 A comparison of the empowering processes and empowered outcomes (Zimmerman, 2000: 47)**

<b>Level of analysis</b>	<b>Process</b>	<b>Outcome</b>
1. Individual	<ul style="list-style-type: none"> <li>• Acquiring decision making skills</li> <li>• Managing resources</li> <li>• Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of control</li> <li>• Critical awareness</li> <li>• Participatory behaviours</li> </ul>
2. Organizational	<ul style="list-style-type: none"> <li>• Opportunities to participate in decision making</li> <li>• Shared responsibility</li> <li>• Shared leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Networking and effective competition for resources</li> <li>• Policy influence</li> </ul>
3. Community	<ul style="list-style-type: none"> <li>• Access to resources</li> <li>• Open government structure</li> <li>• Tolerance for diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Coalitions</li> <li>• Pluralistic leadership</li> <li>• Residents' participatory skills</li> </ul>

An empowerment approach to evaluation focuses the same amount of attention on both process and outcome. This approach suggests that both qualitative and quantitative methods are necessary for evaluation (Zimmerman 2000). Kelly (1988) describes a process for prevention research that is consistent with the empowerment approach. Other researchers (Israel Schulz, Parker & Becker 1998; Rappaport, 1977, 1995) describe a participatory approach to research, which is consistent with empowerment. With a background of student counselling as empowerment, models of community psychology as they relate to counselling interventions at the CGC are discussed hereunder.

### **3.8 Models of community psychology**

Various models of community psychology have been proposed in the literature (Levine and Perkins, 1997; Mann, 1978; Seedat, Cloete and Sochet, 1988; Orford, 1992). Even though models of community psychology are separate and distinct in principle, they are inextricably interrelated and often overlap (Edwards, 1999:4). Community psychological models are characteristically heterogeneous (Levine and Perkins, 1997). Whilst they can be identified and distinguished as indigenous, mental health, social action, organizational, ecological and phenomenological models, they can co-exist and, more often than not, overlap. The discussion hereunder is a brief description of community psychology models typical of counselling situations experienced with students. As abstract representations of reality, models constitute a

diversity of contexts through which community psychological reality may be viewed (Edwards, 2002).

### **3.8.1 Indigenous model**

Indigenous community psychology is mainly practised by traditional African and Eastern healers and is largely located and practised by traditionalists in rural communities. Rural traditional communities often consult traditional healers before referring patients to Western trained medical doctors. There are different types of indigenous healing practitioners, for example, *inyanga* (traditional doctor), *isangoma* (diviner) and *umthandazi* (faith healer). In the African culture, the indigenous healers are mediators and, through special means, they are able to see and make sense of the supernatural world, suggest appropriate treatment or prescribe medication as well as communicate with, and interpret messages of *amadlozi* (the living dead). Since the encouragement of professionalization of indigenous healing as from 1994, more co-operation exists between traditional healers and their modern, Western oriented and European counterparts, particularly in the management of HIV/ AIDS and *ukusoka* (circumcision).

It is common for students to request to be referred to a traditional healer. Sometimes students request to be referred to a traditional practitioner if the modern Western oriented treatment method is perceived to be falling short. It is common for students to consult a traditional healer, do a ritual, perform a traditional ceremony or take traditional medicines if the belief is that the illness is traditional. As already indicated,

traditional healers are mediators for healing the body, soul, surroundings, family, community or environment that could be perceived as polluted or bewitched. In June 2005, the exams of the Drama students at the University of Zululand were interrupted and had to be rescheduled because of an apparent traditional illness, *umhayizo*. In a letter to the Management of the University, the Head of Drama studies indicated that students heard voices, screamed hysterically and were not fit to write the June exams (Luthuli, 2005).

Recently, faith healing has grown tremendously, particularly in urban areas (Edwards, 2002). It is interesting to note that faith healing is typically African and, faith healing aspects of traditional healing are well accepted by western culture. Consequently, most people, particularly urbanites, find it acceptable and less threatening to consult with faith healers, hence the increase in their practice. Other types of indigenous healing were once associated with the harmful use of medication, sorcery and witchcraft and therefore less appealing to outsiders. Indigenous traditional healing is a common treatment method, particularly if this is practiced and inherited from the family of origin. It is therefore popular with some students, whom it helps connect with their spirit, environment and living dead.

### **3.8.2 Mental health model**

The mental health model is based on the clinical view of psychopathology and operates in the same way as hospitals and clinics. The model is aimed at helping people by treating mental disorders within a clearly distinguishable geographical

catchment area. In the case of the University of Zululand, the entire student body is serviced the Student Serviced by the SSD. The (CGC), in particular, is responsible for ensuring mental health of all the students on campus.

The psychologist and counsellors are expert professionals that are consulted by students with problems. In a traditional mental health model, the professional was expected to “fix” the patient by working with him or her directly as it was believed that the patient had the problem as he or she was the symptom bearer. Contrary to earlier belief, counsellors and therapists using the mental health model, consider important other aspects of human functioning, mental health and psyche such as systemic, environmental, ecological, behavioural, emotional and cognitive factors.

Whilst the professional is still important in treatment because of his or her expertise, he or she has flexibility and a wide scope to plan and effect treatment. The approach is to treat problems in context, and situations in which they occur. In using the mental health model at Unizul, the counsellor consults with other role players, for example, lecturer, parent, traditional healer, family doctor, roommate, boyfriend or girlfriend, if warranted. Counsellors involve those indicated in the treatment plan. For example, a student who drank excessively and abused alcohol was treated successfully over six months of individual counselling coupled with group therapy. People involved in therapy included his mother, co-counsellor, family doctor, lecturer, warden, assistant warden, roommate, friend and support group.

Treatment was successful mainly because of a multi-pronged approach. The same student had been seen individually several times before, but the breakthrough only came about when a group of people worked as a team to solve the problem.

### **3.8.3 Social action model**

The social action model emphasizes the structural inequalities in society and their impact on communities, and individuals in those communities. It aims at pressurizing governments and people in authority to bring about the necessary changes for communities to benefit and grow optimally without structural and governmental impediments.

The Student Representative Council (SRC) is structured along the same lines as the social action model and works both as mouthpiece and mobilizing agent for students. The SRC represents the interests of students, and gets its mandate from the decisions of students in a student body meeting. After consultation with students in 2005, the SRC refused to pay 6% of stipulated registration escalation fees. After considering all options, Management acceded to the demand with conditions. The increase was effected as arranged. Students were, however, allowed to pay either the suggested fee by Management (complete payment) or pay the minimum as recommended by the SRC. The unpaid difference was then added to the current student debt. The problem was resolved in an amicable way to the satisfaction of both parties.



Political formations in general and the SRC in particular, often work as interest groups. In South Africa the social action model was popularized by the success of the *liberation struggle against apartheid*. As a result of mass mobilization and social action, a repressive government system was challenged and ultimately overcome in favour of an all-encompassing, world-acclaimed national democracy. Through social action the apartheid government in South Africa was formally ended in 1994 (African National Congress, 1994:7).

#### **3.8.4 Organizational model**

The organizational model has its roots in organizational settings wherein leadership training, change management and group processes are managed and facilitated as human resource capacity building and development strategy. It aims to improve selection, placement and compatibility based on personal and technical skills as determined by the needs of the organization.

The CGC is structured and functions along the lines of the organizational model. From top to bottom, staff are selected through policy and procedures based on performance, eligibility, skills and competence for a job. Unless the selection panel is able to reach consensus and agree on the candidate, appointment may not be effected. For all new appointments, the Rector, who is the Chief Executive Officer (CEO), has to append her signature to conclude all appointments. The organizational model ensures that the organization functions in a systemic form with subsystems

inter-linked showing coexistence, interdependence and connectivity between parts of the organization and the organization as a whole.

The organizational model ensures checks and balances. It enables structural arrangements and formal operations to function according to the policy of the organization. A misfit that retards performance is easily identified, retrained or eliminated from the system within a reasonable time before damage is done.

### **3.8.5 Ecological model**

The ecological model acknowledges interdependence between people and between people and the environment. It is founded on the principle of the systems approach in that a disturbance in one area affects another, and can result in the disruption of the system in part or as a whole.

The use of the ecological model in the management of cases has special relevance for students of the University of Zululand. A significant number of students are traditional, African, rural, and hence amenable to the ecological model. The central theme in the African worldview is its cosmological connectedness through which all else is interrelated. The belief in the interdependent balance of natural, social and spiritual forces run through traditional African people (Donald & Hlongwane, 1989). It becomes possible to work and understand African students in therapy when their worldview is understood. *Umkhondo omubi* (a dangerous track or ecological health hazard) like lightning could be very real and can immobilize a traditional African

person who seeks help but is misunderstood (Edwards, 1989; Donald & Hlongwane, 1989).

It has proved helpful, effective and therapeutic to deal with students in a manner that will make them feel understood in terms of their problems, circumstances, background, culture, neighborhood, resources, health, family and personal needs. The ecological model has certainly contributed in extending counselling and psychotherapy to African people (Donald & Hlongwane, 1989).

### **3.8.6 Phenomenological model**

The phenomenological model is partly grounded on Heideggerian philosophical foundations (Edwards, 2002). It is concerned with improving experienced sense of community relationships between and amongst people, popularly known as *ubuntu*. The phenomenological model essentially deals with the question: What does it mean to be a community? The question is a seeking question to which there are no final answers (Edwards, 1999). Different people in different contexts answer the question in different ways, giving different meanings. It is more of a matter of contexts of diversity in a diversity of contexts (Edwards 2002).

The phenomenological model relates meaning to existence and gives people a sense of belonging and reason for living. Many questions such as the following have been asked to help students reflect on matters of concern, as well as change experiences:

- i. What does it mean to be a peer counsellor?

- ii. What does *ubuntu* mean to you?
- iii. What does it mean to be African?
- iv. What does it mean to be a student?
- v. What does friendship means to you?

Different answers have been received from different people. The questions are seeking questions; they seek more questions, and seeking answers ask for more answers (Edwards, 2002). Whilst peer counsellors are seen as homogeneous in terms of selection, training, supervision, work expectation, and commitment, they gave various answers which went beyond the uniformity of training.

Peer counsellors saw themselves as helpers, friends, assistants, leaders, facilitators, enzymes, precipitators, spanners and shapers of human potential, talent, and life before and after school .

## **Chapter 4**

### **Research methods**

#### **4.1 Introduction**

The present study is a reflection on methods, procedures, processes and intervention strategies developed and improved over time at the CGC as described in Chapter 1. Because of the wealth of unpublished raw data that already existed and the need to integrate parts into a coherent scientific research publication, choosing an appropriate research design and methodology was difficult, and yet educative and enriching. The experience truly involved divergent and convergent, critical and creative operations (Edwards, 1990).

Knowledge is acquired in different ways. It is accumulated through experience, authority, induction, deduction, and scientific research methods. This study contains a mixed bag of interventions from behavioural to humanistic, and phenomenological perspectives. Stones (1986) argues that phenomenological methods are strong at providing rich, concise sources of information. Giorgi (1970:166) succinctly describes the differences in qualitative and quantitative research methods by stating that the scientist is inevitably in science and the researcher in research. In view of the above, and also the types of information available, a multi-method approach was used to collect data. A brief description of what the multi-method approach entails is given hereunder.

## **4.2 Multi-method approach**

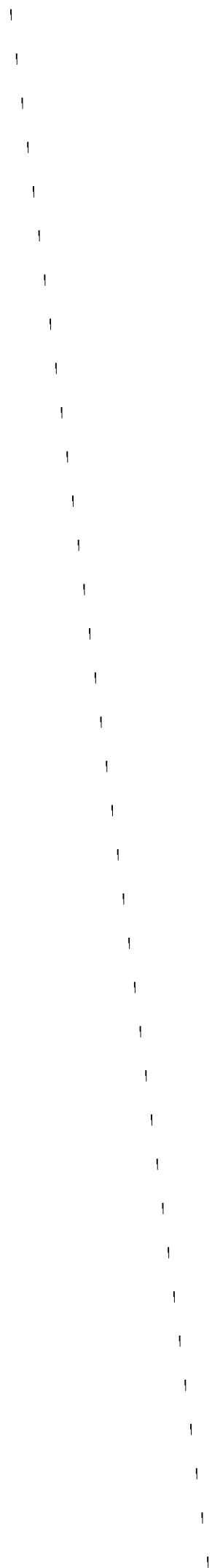
As Stones (1986:120) points out, research “must proceed with the solid conviction that what is logically inexplicable may be existentially real and valid. In view of limitations of both traditional natural science and phenomenology when considered separately and exclusively, it is appropriate that I should take aspects of each and use them critically and creatively. Each method was used mainly to complement the other (Zimmerman, 2000). A limitation in one is strength in another (Stones, 1986; Edwards, 1990). The multi-method approach was chosen for its meaningfulness, continuity, coherence and simplicity in presenting different points of view. As a point of departure, this study uses narratives, both the qualitative and quantitative research methods as well as case studies to glean meaning from experience.

**Figure 5 p. 72.**

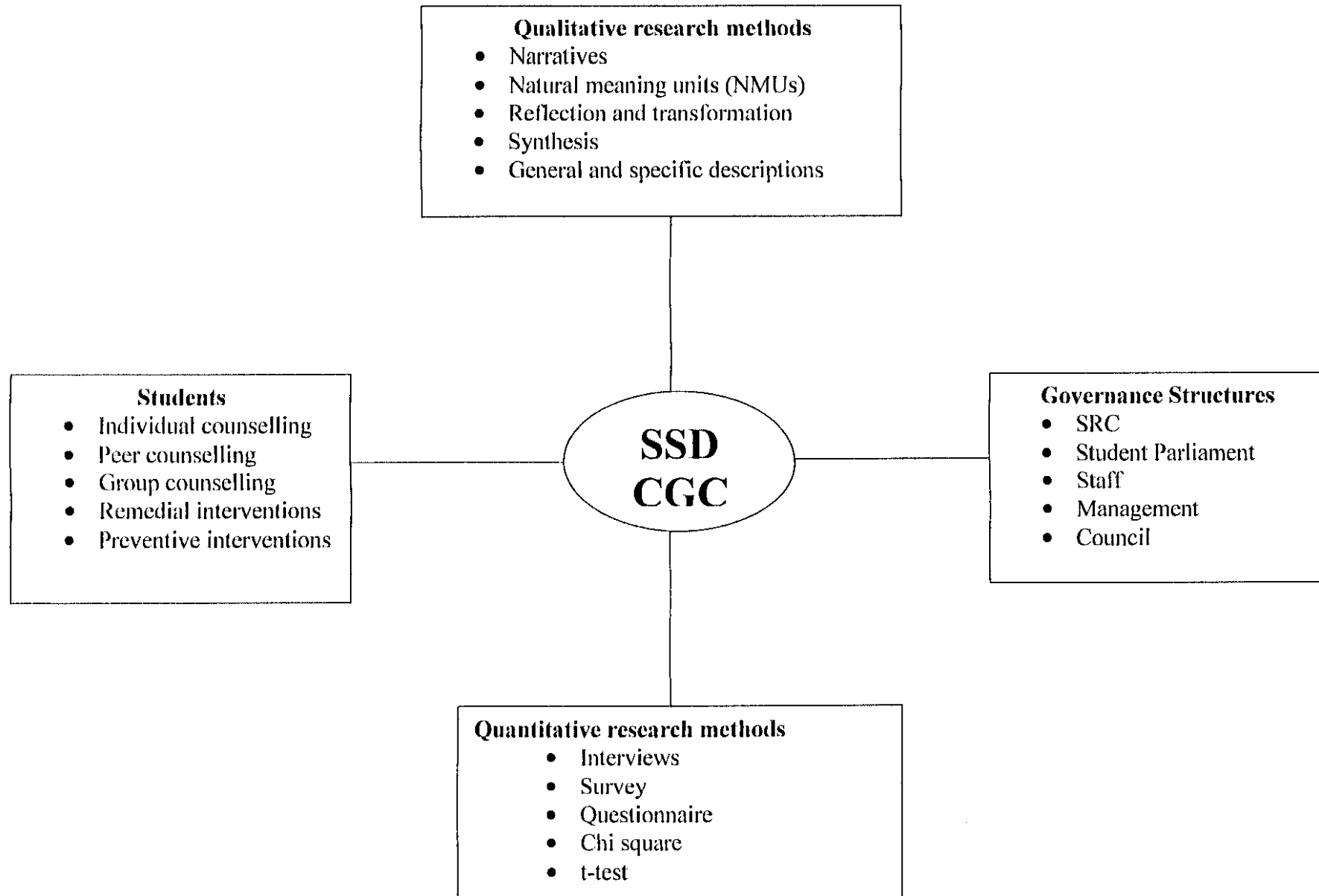
**Research design**

## Figure 5

Research design



# RESEARCH DESIGN





### **4.3 Research design**

A research design is a research plan (Kerlinger, 1978:300) and the plan includes the research proposal (Edwards, 1990:55). Research tends to follow a sequence of interrelated research steps beginning with research questions followed by delimitation of the problem, approach, aim, method, plan, data collection and analysis, interpretation of results, discussion and conclusion. In the present study the following steps are followed in sequence.

#### **4.3.1 Research questions**

The study attempted to find and give answers to the following questions:

- i. What challenges face campus life at the University of Zululand (Unizul)?
- ii. What challenges face the students at Unizul?
- iii. What challenges face staff and management of Unizul?
- iv. What are the students' perceptions of their problems?
- v. What are the staff members' perceptions of problems?
- vi. What role can peer counsellors play in improving the quality of student life on campus?
- vii. What can the SSD and CGC do to facilitate change?
- viii. What can the students, the SRC, staff and management do to solve problems?

#### **4.3.2 Delimitation of the problem**

As early as the year 2000, and every year thereafter, the CGC staff observed that the SRC elections were a fierce battle amongst contesting political groups, particularly two rival political formations. These were the South African Student Congress (SASCO) which is aligned to the African National Congress (ANC), and the South African Democratic Student Movement (SADESMO), which is aligned to the Inkatha Freedom Party (IFP). Violence was particularly associated with the announcement of election results. The bigger parties always rejected the election results even though they had participated and had been fully involved in the election process. The entire SRC elections had been out-sourced to the Independent Electoral Commission (IEC) as a control measure. Despite the experience, professionalism and expertise with which the IEC conducts elections, the rival political groups always find a reason to complain.

Students also report on a large scale that they are unhappy with campus life. Many report that they are forced to choose, and belong to, political groups against their will as nondisclosure to one is interpreted to mean membership of other political groups. It then became necessary to delimit problems with the scenario just described:

- i. What are challenges to campus life?
- ii. What problems do students experience in the residences?
- iii. What causes rivalry between the two warring political groups?
- iv. What causes political intolerance on campus?

- v. What creates problems to revolve around the SRC elections?
- vi. What are SSD staff members' views of problems?
- vii. What do students recommend as a solution to their problems?
- viii. What are the experiences of peer counsellors?
- ix. What are staff members' views on working at the SSD?
- x. What can be done to improve the situation?
- xi. What can the SSD and the CGC do to reduce or alleviate problems?

It has been indicated that the study investigated various elements of campus life and counselling interventions at the CGC. As a result, a multi-method approach was chosen for this purpose as it will "fit the pragmatic requirements of the study rather than being informed by one specific model or method" (Partington-Nel, 2004:78). As indicated in Edwards (1990:55) the study will explore and investigate problems as described using narratives. Both phenomenological, qualitative, ideographic and universal methods, and positivistic, quantitative, nomothetic and empirical methods, will be used. In addition, case studies will be used to illustrate some individual and group problems students present. All the selected research methods and techniques are used to compliment one another in collecting, analyzing and interpreting research data accurately and appropriately. A warning however, is sounded that there is no finality known as the absolute truth.

### **4.3.3 Approach**

As it has already been indicated, the scientist is inevitably present in science and a researcher in research (Giorgi, 1970:166). Research only assist to get as close as possible to the truer truth (Edwards, 1990:58).

Edwards (1990:58) states that in Psychology, immediate truths as revealed in human relations are truer than more "objective" distant truths from scientific research. Objectivity is the extent to which a given presence can be accurately reported. An open attitude is, therefore, required in all investigations of a research nature. The outcome of research is inherently a function of its approach.

The approach to this study is human, social, logical, theoretical and practical. Hence, the narrative, qualitative and quantitative research methods and case studies were selected as research techniques. The investigation further took empowerment theory as well as the theory of community psychology as models of psychology to conceptualize reality and construct knowledge. The chosen approach further accommodates the human, scientific, social and relational nature of the investigation to be expressed. In essence, empowerment and community psychology theories are meaningful and relevant in addressing the questions posed in the study.

#### **4.3.4 Aims**

Aims in research studies refer to the understanding, meaning, description, explication explanation, prediction, modification and change of human experience, behaviour or relationships (Edwards, 1990). Aims of the present study are listed hereunder.

- i. Understand challenges in the Student Services Department (SSD).
- ii. Learn from the narratives of predecessors in the SSD.
- iii. Get feedback from staff in the SSD.
- iv. Understand causes of political intolerance.
- v. Reduce the level of political intolerance.
- vi. Collect relevant information from students and staff.
- vii. Assess the attitudes of students towards the CGC.
- viii. Assess the significance of peer counselling.
- ix. Inform management and form partnerships with interested parties and stakeholders.
- x. Improve the relationships between the SRC and Management.
- xi. Understand problems from the students' perspective.
- xii. Think more about remedial interventions.
- xiii. Plan preventative interventions.
- xiv. Improve co-curricular support to students.
- xv. Improve the quality of student life at Unizul.
- xvi. Contribute towards the improvement of academic performance at Unizul.
- xvii. Draw up and implement an intervention strategy.

## **Figure 6**

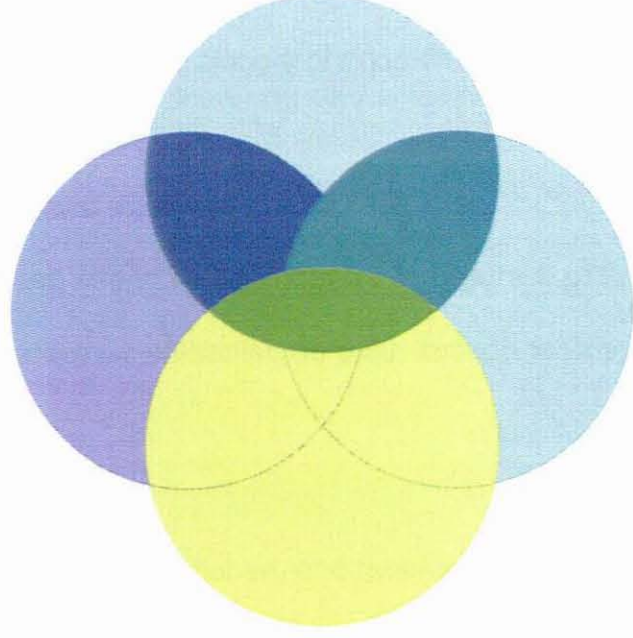
- Methods of data collection
- Analysis and interpretation

# DATA ANALYSIS AND INTERPRETATION

Qualitative research methods

Narratives

Case studies



Quantitative research methods

### **4.3.5 Methodology**

The choice of research methods depends on the problem, approach and aim of research. Research may be basic that is, purely concerned with theory and knowledge construction, or applied when it works towards solving a specific practical problem. There is also research that is both pure and applied. The present study has elements of both, hence the choice of a multi-method approach. Further, the methodology that has been chosen is used in a critical, evaluative and descriptive sense along a phenomenological perspective.

### **4.3.6 Data collection and analysis**

Data was collected and analyzed as illustrated in **Figure 6 p79**. A discussion of processes and procedures is presented on p.80, through to Chapter 5.

#### **4.3.6.1 Narratives**

The previous heads were each phoned, and request made for an appointment to interview each of them on their experiences as heads of the SSD. On the day of the interview, each one was informed that the interview was part of research towards a doctoral study. Information was, however, needed to learn and build from their experiences, to improve understanding and operations of the SSD.

Three sets of questions were asked to the previous heads, including the present head of SSD. These questions were:



- a) What were your experiences as the head of the Student Services Department (SSD)?
- b) What did you appreciate in your work as the head of the SSD?
- c) What would you improve, if you were head now?

All three heads were given ample time to talk without interruption in respect to each question that was asked. All three interviews were recorded on tape and notes were also taken during the interview. The analysis of the interviews considered the following as essential elements of the narrative:

- a) Main experiences,
- b) Similarities in experiences,
- c) Differences in experiences,
- d) Challenges of the time,
- e) Appreciation,
- f) Positive attitudes, and
- g) Negative attitudes.

#### **4.3.6.2 Qualitative research**

a) **Peer counsellors** were requested to participate in research. They were given questions to answer on paper, each person working individually without discussing with others. After the written section of data collection they were interviewed individually to talk about their responses. The questions were:

- a) What are your experiences of peer counselling?

- b) What do you appreciate about peer counselling?
- c) What would you improve in peer counselling?

Data on the experiences, appreciation and improvements by peer counsellors were analyzed in great detail. Fine elements of their responses were recorded.

The sequence hereunder was followed when analyzing data:

- a) Raw data in the concrete language of the respondent,
- b) The natural meaning units,
- c) Themes of the description,
- d) Synthesis and insight, and
- e) Special and general descriptions.

#### **b) Staff members of the SSD**

The SSD staff members were asked to participate in this research. They were informed that the research was both personal and departmental. Whilst research was used towards this doctoral study, it was also going to inform planning. It was an attempt aimed at understanding the working environment and associated staff problems. Staff members at the SSD were asked four questions. These were:

- a) What is your experience of the SSD?
- b) What do you appreciate about the SSD?
- c) What would you like to improve at the SSD?
- d) What is your general attitude towards the SSD?

Staff responses were analyzed considering the following as essential elements of their descriptions:

- a) Main experiences,
- b) Similarities in positive experiences,
- c) Similarities in negative experiences,
- d) Differences in positive experiences,
- e) Differences in negative experiences,
- f) Appreciation,
- g) Challenges,
- h) Positive attitude, and
- i) Negative attitude.

#### **4.3.6.3 Quantitative research**

Six student assistants distributed an attitude questionnaire to a total of 60 students, randomly selected, 30 males and 30 females, in pre-selected areas on campus. Each student assistant was responsible for 10 respondents, 5 males and 5 females.

The respondents were given an option to respond on the spot or have the questionnaire collected with 24 hours of the date of issue. The respondents were given the freedom to participate or not to participate in research. A maximum of 40 responses were expected from the 10 questions that were asked. All responses were classified, analyzed and verified. The opinion statement was classified and analyzed separately. The following cutoff points were used to categorize responses: strongly

disagree (SD), 1-10; disagree (D), 11-20; agree (A), 21-30 and strongly agree (SA), 31-40.

#### **4.3.6.4 Case studies**

Four case records were selected for presentation. The first contact with individuals was from a referral initiated by the person himself or herself or another who was aware of, and concerned about, the problem. All cases included assessment and counselling a psychologist. Cases represent typical problems seen at the CGC. Common amongst them was the fact that they were brief, intermittent or crisis-management interventions.

The following cases were presented and general conclusions were made:

- a) Career counselling,
- b) Inadequacy of the self and superiority complex,
- c) Problematic sexual relations, and
- d) Date rape.

#### **4.3.7 Results and discussion**

The two sections can be treated separately as two sections or jointly as one section, depending on the need and arrangement in the study. Regardless of the choice, it is important that data in the results section are allowed to speak for themselves that is, results should be presented correctly and accurately before attaching any particular interpretation to them. Results should ensure authenticity, accuracy, clarity, objectivity and repeatability by other researchers.

Results are interpreted to the extent that accurate meaning is attached to them. In the discussion section results are discussed in more detail, giving the generalizability of findings and their significance or non-significance in relation to other studies discussed in the literature review. The ongoing dialogue between the approach, method and data is explicated in full under the discussion. The coherence and relatedness of each stage of research is discussed in order to evaluate internal validity. The limitations of the study are discussed to allow the reader or any member of the scientific community to judge the validity of conclusions.

The questions that will be answered include the following:

- a) What is the value of the study?
- b) What are the strengths and weaknesses of the study?
- c) What are the theoretical and practical implications of the study?
- d) What are the implications for benefit of humanity?
- e) How best can the findings be implemented?

#### **4.3.8 Summary and conclusion**

The conclusion will consist of all the findings, strands of interpretation and themes of research to complete the circle of the research event. Both the specific and general outcomes of research will be presented at this point. The conclusion is the final evaluative stage of the ongoing problem-solving research event. Edwards (1990)

points out that no research is truly completed as new research is always suggested along the way before current research is completed.

## **Chapter 5**

### **Results and discussion**

#### **5.1 Introduction**

As already indicated under Methodology in Chapter 4, four research methods were used in collecting and analyzing data: narratives, qualitative and quantitative research methods and case studies. The same sequence will be followed in the discussion of the results. Findings from narratives are presented hereunder.

#### **5.2 Narrative A**

##### **5.2.1 Questions asked:**

- i. What were your experiences as the Head of the Student Services Department?
- ii. What did you appreciate in your work as the Head of the Student Services Department?
- iii. What would you improve, if you were Head now?

##### **5.2.2 Synthesis and reflection on experiences**

- i. The job of Dean of Students required a different mindset.
- ii. It required someone who had been exposed to higher education in other countries.
- iii. The service required a student-centred approach.
- iv. It needed to give first priority to students.

- v. There is no education without students.
- vi. The Dean of Students is a spokesperson for students.
- vii. As a Dean of Students I prayed for two things: love, and exercise of strictly parental love for students I served.
- viii. It was more difficult to create the first ever SSD. The crisis arose from the way the Office of the Dean of Students was created to try and prevent the struggle for liberation.
- ix. The critical problem for students was that many of them found themselves no longer in a position to continue with their studies because the security police harassed them.
- x. Some had irreconcilable clashes with their lecturers and opted for termination of their studies.
- xi. Because of the political climate of the time, some students on their own opted to skip the country to join the struggle against oppression outside the country.
- xii. The decision to leave the University and ultimately the country was the student's own personal decision.
- xiii. Professionally and ethically, I respected and loved my job and abided by its principles.
- xiv. The conditions for establishing the SSD were borne out of desperation to control rather than to manage students after the 1976 riots at the University of Zululand.



- xv. It soon became clear that the University management did not want a facilitator for understanding between management and students but some kind of spy that would suck up and pass on information on students.
- xvi. The Advisory Council of the University of which I was a member used offensive methods to do their day to day work.
- xvii. Members of staff were in shock after the uprisings and wanted a buffer to manipulate and control the students after a six month closure.
- xviii. Senior students required somebody to channel them to the University and through their programmes.
- xix. Whilst the Vice-Chancellor of the time had a better understanding of the SSD, his colleagues were staunch supporters of the apartheid regime.
- xx. I reported to the Rector who had a broad understanding of what the SSD would or should do.
- xxi. Management, as well as the actual running of the institution, was not transparent.
- xxii. There were secret forces that operated at the University to advance the apartheid system.
- xxiii. The sinister forces wanted to clamp down on students by using the powers and the Office of the Dean of Students to control student affairs.
- xxiv. Students were screened on the basis of a secret, security list that was not tested for authenticity and fairness.
- xxv. The list was not even discussed with the Dean of Students but was used and kept by the Registrar's Office.

- xxvi. Though the post I occupied was academic, I was given a very small teaching load of two periods per week. I was bitter because I could not be allowed to fulfill some of the stipulations for my employment contract.
- xxvii. The irony of it was that it was neither Political Science nor History, which were areas of my specialization.
- xxviii. I ended up teaching Educational Psychology, which was not my specialization. I was, however, happy that I could teach and meet with students in a teaching and learning environment.
- xxix. Students stood in long queues waiting for help. They would stand from morning untill afternoon, day after day.
- xxx. Management's exclusion of pregnant women from the University was a sore spot as all the students were adults, some of whom were married.
- xxxi. My view was that a high school looks after children and young people but a University trains adults, older and mature persons. Differences of opinion caused friction between Management and the Office of the Dean of Students.
- xxxii. My relationship with management was a difficult one. There were too many obstacles on the way that prevented me from doing my work as best as I could.
- xxxiii. At one time I was forced to choose between my professorial appointment and the community-building work that I was involved in.
- xxxiv. Because of distrust from management, I left the University of Zululand as a dog.

xxxv. I was not appreciated for the contribution I was making, but I was stifled in order to distract me from the job that I was supposed to do.

xxxvi. Problems in my work were both structural and systemic:

- Structural to the extent to which relevant structures were denied, for example not being allowed to attend meetings of Senate and not being allowed to sit in meetings with the Vice-Chancellor when the Vice-Chancellor met with the SRC.
- Systemic to the extent to which the entire university management operated in nontransparent, secretive, unprofessional, biased, undemocratic, selective and unfair ways.

xxxv. The University of Zululand lacked academic freedom and was stifled by political interference perpetrated by management that was aligned to and supported by the apartheid regime.

xxxvi. It was a problem to have a service that was not fully utilized.

### **5.2.3 Synthesis and reflection on what was appreciated**

- i. Status of the Dean of Students: very high, part of senior management with other Deans.
- ii. Professor and Head: should be the basic requirements for the position.
- iii. Report straight to the Rector.
- iv. The post is a combination of both academic and administrative functions.
- v. The Dean of Students is a spokesperson for students and he is there to ensure that students are accorded their rights.

- vi. Solve student problems on the spot.
- vii. My relationships with students was exceptionally good.

#### **5.2.4 Synthesis and reflection on what could be improved**

- i. Once a Dean of Students always a Dean of Students.
- ii. Provide full service to the students and the institution and not half measures.
- iii. An efficient and fully functioning SSD is critical to the success of the institution.
- iv. The post of Dean of Students and his senior staff should have both academic and administrative duties.
- v. Management has to acknowledge as well as accord appropriate status and respect to the office and position of the Dean of Students.
- vi. This Office needs professionalism from the people who work in it.
- vii. Staffing has to be adequate and appropriate for the SSD to be able to deliver what is expected from it.
- viii. There is a need to reduce mismanagement in all its forms and at all levels.
- ix. Enhance proper, effective management of the SSD.

## **5.3 Narrative B**

### **5.3.1 Questions asked:**

- i. What were your experiences as the Head of the Student Services Department?
- ii. What did you appreciate in your work as the Head of the Student Services Department?
- iii. What would you improve, if you were Head now?

### **5.3.2 Synthesis and reflection on the experiences**

- i. When you are Head of Student Services you have an important role to play in the University.
- ii. You are the link between management and students and both should trust that you are capable of doing your job.
- iii. As Head, you walk on a thin rope as you guide students and advise management accordingly.
- iv. Often you are at loggerheads with both management and students but your ability to negotiate with both should help you do your work. It is for the reason I said earlier you must be trusted by both, otherwise it becomes impossible to do your work.
- v. As Head, sometimes you will make decisions for management and management should be able to see that those decisions were made with good intentions for the university.
- vi. Often you will have to discipline students but you do that with reason and within set parameters.

- vii. You explain, and apply sound and balanced rules to students.
- viii. As Head, you advocate the students' course and you defend them, but you do that within the policy of the institution.
- ix. Deal with the policy first, and advise management on what makes you want the policy reviewed if needed.
- x. It is important that you become true to the profession and apply professional standards to your work. You will then not go wrong.
- xi. You should also ask God to help you. You must be a believer in and messenger of God.
- xii. You should have morals and must be able to apply them.
- xiii. Apply rules, bring together opposing sides and find solutions to problems.
- xiv. Your job is very difficult, especially if management does not support you.

### **5.3.3 Synthesis and reflection on what was appreciated**

- i. I appreciated helping students, especially if and when they had what seemed unsolvable problems. It always blessed my soul.
- ii. I also appreciated getting in touch with parents when I had to talk to them and intervene at a family level.
- iii. I appreciated helping students get bursaries, as many could not pay for themselves.
- iv. I was very happy when I saw that problems were sorted out.
- v. I appreciate that God always supported me. He fought my battles.
- vi. The wisdom I had came from God and it was God's wisdom at work.

#### **5.3.4 Synthesis and reflection on what could be improved**

- i. Meet regularly with residence staff and work closely with them.
- ii. I could have made management more supportive and more understanding.

## **5.4 Narrative C**

### **5.4.1 Questions asked:**

- i. What were your experiences as the Head of the Student Services Department?
- ii. What did you appreciate in your work as the Head of the Student Services Department?
- iii. What would you improve if you were to be the Head now?

### **5.4.2 Synthesis and reflection on the experiences**

- i. The responsibility of heading a student services department is both satisfying and fulfilling. Although there is a mixture of good and bad experiences, the general picture is positive.
  - ii. I found joy in helping and counselling students that were in distress. There were significant therapy cases that were successful that stand out as having been the highlight of my responsibility as a professional counsellor.
  - iii. The journey travelled with clients was sometimes long and hard.
  - iv. Working with groups also provided mental stimulation, wellness and wellbeing.
- Other significant experiences were:
- Formulation of policies and implementation thereof.
  - Restructuring and providing strategic plans for the department.
  - Collaboration with other departments for a common purpose.
  - Giving direction, guidance and counselling to student governance structures.



- Interacting with management and the SRC.
- Hard work and team effort.

#### **5.4.3 Synthesis and reflection on what was appreciated**

- I appreciate working with students and helping them. I also appreciate playing different roles, for example, mediator, role model, leader, teacher, planner and learner.
- I appreciate the work I do for others, for example, the students I have guided and supervised. I appreciate forward planning and solving problems.
- I appreciate the influence of good, helpful, caring, and supportive friends in my environment.
- I appreciate the goodness in the work done by my predecessors at the CGC/SSD.

#### **5.4.4 Synthesis and reflection on what could be improved**

- I would like to improve trust, working relations, commitment and responsibility and the use of public funds by the student leadership.
- I would like to assist management to build a better working relationship with student leadership regardless of political affiliation.
- I would like to build a sound, trusting, strong working relationship between top management and the Office of the Dean of Students.

- iv. I would like to enjoy freedom to make more responsible decisions, use creativity and ingenuity to do work, exercise discretion, and make management understand causes of problems better.
- v. Personal growth towards self-actualization.

## **5.5 Peer counsellor's responses**

### **5.5.1 Questions asked:**

- i. What are your experiences of peer counseling?
- ii. What do you appreciate about peer counseling?
- iii. What would you improve in peer counseling?

### **5.5.2 Background**

Peer counsellors were interviewed in addition to their protocols that were analyzed. As a result, a rich well of information was unveiled. In accordance with Mouton (1984:8), a major distinguishing, characteristic feature of qualitative research is to understand people in terms of their worldview. Peer counsellors' genuineness and openness in their responses was highly appreciated. It would certainly benefit the institution if the peer counsellors' concerns are given the attention they deserve as that group serves as a strong link between the students and the CGC.

### **5.5.3 Analysis of protocols and feedback from peer counsellors**

The responses of the peer counsellors were analyzed using the three-phased phenomenological research method as recommended by Giorgi and co-workers at Duquesne University, Pittsburg (Giorgi 1975, 1985) Kruger and co-workers at Rhodes University, Grahamstown (Kruger 1984, 1988; Stones 1986). All the respondents' protocols were collected and read in order to acquire what Giorgi (1975:87) describes as, "a sense of whole"

The respondents' protocols on experience, appreciation and improvements were then analyzed individually in terms of the smallest natural meaning units (NMUs) of experience that occurred. Cloonan (1971:117) describes the nmu as, "a statement made which is self definable and self delimiting in the expression of a single recognizable aspect of experience". Although the protocols are analyzed in terms of single NMU's these are all interrelated in the lived sense of experience as recorded in the dialogical interview situation. The NMUs were then amplified into psychological language in order to allow self-revelation of and by the phenomena in question. Phenomenological analysis allows phenomena to speak for themselves both in concrete and psychological language. Finally the experience is synthesized into an essential summary profile.

In brief, the following high reading levels could be distinguished even though boundaries are superficial:

- i. The first-level reading, which occurred several times before understanding and fully appreciating the meaning that each respondent brought. As it will be observed, the meaning got clearer, deeper, and better with each reading and clarification of the original transcript. The purpose at this level, however, was to keep the analysis concrete, preferably in the client's own words.

- ii. The second-level reading went a step further, and analyzed the responses by rigorous reflection and transformation of the expressed experience. As already indicated, the concrete language of the client was reflected upon and transformed into psychological language in order to ensure understanding and meaning without changing the core content. This experience has the effect of providing deeper meaning and insight on phenomena that are investigated.
- iii. The third-level reading was concerned with psychological synthesis of the original description as well as the reflection and transformation process. The end result of reflection transformation of NMUs was the essential summary themes, which explicate the meaning of the original experience. It is through synthesis that general and specific descriptions of meaning are revealed, explicated and amplified.

The analysis followed the same sequence as described above. The sequence was the analysis of individual transcripts, reflection, transformation and synthesis. Group analysis, a derivative from reading across individual protocols, gave a summative analysis of all experiences as revealed by phenomena. All responses follow hereunder.

### **5.5.3.1 RESPONDENT A**

#### **1. Natural Meaning Units (NMUs) in the experience of being a peer counselor**

The following are the NMUs analyzed and interpreted by the writer. Peer counsellor protocols appear in **Annexure G**.

- i. Peer counselling has helped the respondent as a person, student and counsellor.
- ii. He has been helped to help others.
- iii. Through helping he experiences a feeling of well-being.
- iv. Peer counselling has increased his information and knowledge base.
- v. There is a feeling of capacitation and greater knowledge of Student Affairs.
- vi. Training and development of leadership skills in himself and others.
- vii. Development of interpersonal skills.

#### **2. Refection and transformation**

- i. Shared and lived world of helping.
- ii. Experience of helping.
- iii. Self fulfillment.
- iv. Sense of wellness and well-being.
- v. Improved personal, intra-personal and interpersonal relations.

- vi. Moving towards personal adequacy and completeness and yet inadequate and incomplete.
- vii. Realization of personal growth.
- viii. Opportunity for self-advancement; advancement of others in the lived world of opportunities.

### **3. Synthesis**

Respondent A, feels that he has been taught many things.

- i. There is an expressed feeling of fulfillment and contentment.
- ii. There is contradiction in the expression of success on the one hand, dissatisfaction and feelings of inadequacy on the other.
- iii. Implicit and explicit are self-instruction and development.
- iv. Learning from others and the training received in peer counseling.
- v. Lessons learned from previous experiences in helping in general and peer counselling in particular.

### **4. Description**

#### **a) General**

- i. Helping is universal, from the self to the other and sometimes from others to the self. It works between and amongst people, across communities and cultures.

## **b) Specific**

- ii. Peer counselling has worked for respondent A and those students who worked with him.

## **5. Appreciation of peer counseling (NMUs)**

- i. Resource for others.
  - ii. Helping towards adjustment of others to the University.
  - iii. Helping students select modules and their future careers.
- i. Facilitation of problem-solving and working through problems as opposed to working against problems.
  - ii. Sense of trust in himself and trusted by others.
  - iii. Boosting confidence in self, and others.
  - iv. Opportunity to improve relations with other students.
  - v. Inadequate academic support.
  - vi. Lack of day-to-day monitoring of academic progress.
  - vii. Distance between the peer counsellors and assisted students as the year goes by.
  - viii. Decrease in the use of services and facilities by students.
  - ix. Feeling of being left out and forgotten.
  - x. Feeling of being used.
  - xi. Expectation that they should know all, and solve all problems.
  - xii. Students' expectation of peer counsellors to make decisions for them.



## **6. Reflection and transformation**

- i. Continuum from being under-prepared to becoming effective in helping and from receiving training to limited training.
- ii. Helping from the heart and being exploited from and by the situation.
- iii. Expression of concern about boundaries between the peer counsellor and students receiving help (me and them).
- iv. Denial of individuation, independence and personal growth towards other needs.
- v. Difficulty of providing peer counseling in the absence of formal academic support.

## **7. Synthesis**

- i. Sharp dichotomies are significant:
  - Helping vs. Personal inadequacies.
  - Counselling vs. academic support.
- ii. Need for differentiation between natural dependence, individuation and independence.
- iii. Need for establishing healthy helping relationships and boundaries between the peer counsellor (respondent) and students.
- iv. Danger of wanting to control and take over others' life challenges. The opposite is equally true, especially when personal inadequacy is also present.

- v. Unrealistic expectation from wanting to solve all problems.
- vi. Unrealistic expectation of knowing everything.
- vii. Feeling of desertion and discomfort of being left out.

## **8. Description**

### **a) General**

There is a feeling that help is seen as a greater goodness.

### **b) Specific**

There is a feeling of depletion, which appears to be associated with lack of appreciation from students, and feelings of personal inadequacy.

## **9. Suggested improvements (NMUs)**

- i. Commitment to the process.
- ii. Building lasting relationships.
- iii. Encourage frequent interactions.
- iv. Promote trust and confidence in peer counselors.
- v. Assist students improve academic performance.
- vi. Do academic counseling.

## **10. Reflection and transformation**

- i. In the shared world there is an expressed need for help.
- ii. Healing is self directing and regulating.

- iii. Nature does not allow for a vacuum. Even though man's knowledge is limited, nature has its way of closing gaps.
- iv. Shared lives and existences are filled with uncertainties.
- v. Personal limitations and deficiencies in content and systemic impurities cause lags, gaps and systemic imbalances.
- vi. Training and/or underpreparation of peer counsellors is related to success and/or failure in their work.

## **11. Synthesis**

- i. Need to do more than peer counselling in helping students.
- ii. Need to combine counselling and student academic support.
- iii. Vacuum caused by lack of academic support when there are significant student problems.
- iv. Inadequate training and preparation of peer counsellors.

## **12. Description**

### **a) General**

Movement is towards completeness, wholeness and fulfillment.

### **b) Specific**

Personal inadequacies limit personal development.

### **5.5.3.2 RESPONDENT B**

#### **1. Experience (NMUs)**

- i. Peer counselling gives support in different ways as seen in psychological, social and academic support.
- ii. It gives a student a sense of belonging in relation to others.
- iii. It provides a safe place to open up for students with problems.

#### **2. Reflection and transformation**

- i. The support (concrete terminology) referred to by the respondent is both the vehicle and the product of the helping (technique meaning) of one student by another. In a group it would be a group of needy students (concrete) that are cared for, and given basic counselling by another individual (s) and/or group(s).
- ii. Students rely (concrete) on the CGC for support (psychological) as an infant or any weak person would do to a mother.
- iii. Students have an opportunity to share (concrete) their experience, feelings and thoughts with their peers (psychological).

#### **3. Appreciation (NMUs)**

- i. Counselling bridges open communication between and among students (concrete).
- ii. There is a realization that one can help the other and that people can be there for each other (concrete).

- iii. Peer counselling is broad and interesting.
- iv. Peer counsellors are both visible and available when needed.

#### **4. Reflection and transformation**

- i. Counselling bridges a gap between the known and unknown (concrete) and assists to overcome problems (psychological).
- ii. Through helping, one is helped in turn (psychological) and people learn to rely on their resources, and on each other (psychological).
- iii. Learning is not only life-long, it is also meaningful (psychological).
- iv. Counselling and helping are meaningful helping experiences.

#### **5. Envisaged improvements**

- i. Provide formal academic support to students (concrete).
- ii. Provide qualified staff to provide academic support (concrete).

#### **6. Reflection and transformation**

Counselling should extend its focus, scope and application to cover students with academic and/or achievement problems (psychological).

#### **7. Synthesis**

Counselling is personal, private and self-oriented. It is flexible in that it also caters for groups.

## **8. Insight**

It would enhance treatment and recovery if the necessary conditions for academic support are provided to students at risk. Because of academic and/or personal under-preparedness such students, referred to as students at risk, and are likely to fail or dropout from the university unless assisted.

## **9. Description**

### **a) General**

Common to all students at risk is a need for help. In the present environment help needs to be formalized as academic support.

### **b) Specific**

Counselling provides social and academic support.

## **5.5.3.3 RESPONDENT C**

### **1. Experience (NMUs)**

- i. Peer counselling is challenging.
- ii. It involves working with other students.
- iii. It helps students solve their problem.
- iv. A helper provides assistance.
- v. Peer counsellors work with students and staff at different levels.
- vi. Students are encouraged to use time fruitfully.
- vii. Peer counsellors grow and become better people by helping others.

## **2. Reflection and transformation**

- i. Peer counselling is a challenging inquiry (concrete) into the other's world (psychological).
- ii. It involves working with students (concrete) by sharing experiences at an interpersonal level by availing oneself truly to the other (psychological).
- iii. It helps students solve problems (concrete) thereby finding meaning for their existence (psychological).
- iv. A helper provides assistance (concrete) for the student to identify alternatives thereby solving what initially appeared as a challenge (psychological).
- v. Peer counsellors work with students and staff at different levels (concrete). Peer counsellors acquire skills that enable them to deal effectively with different people and situations (psychological).
- vi. Students become time conscious and plan appropriately as required by task and circumstance (psychological).
- vii. In helping others (concrete), peer counsellors further benefit by becoming effective and competent counsellors (psychological).

## **3. Appreciation**

- i. Peer counselling academically equips students that are fresh from school(NMUs).
- ii. Students are assisted in choosing a life career.
- iii. They are given skills to deal with social challenges.

- iv. They are given coping skills to deal with university life, thereby averting problems such as unwanted pregnancy.
- v. Senior students also get support with their academic and social problems.
- vi. It is a cornerstone for student support.
- vii. Peer counsellors act as brothers and sisters to new students.
- viii. New students are given unlimited access to help provided by peer counsellors.
- ix. With peer counseling, new students are made to feel at home.
- x. It helps peer counsellors create new friends.
- xi. Friends treat each other with dignity and respect.

#### **4. Reflection and transformation**

- i. Peer counselling provides the necessary academic support to help students particularly those at risk (psychological).
- ii. As individuals and groups, students receive appropriate career counselling and development (psychological).
- iii. Peer counsellors receive multiple skilling.
- iv. They are exposed to a multiplicity of problems.

#### **5. What needs improvement**

- i. Peer counsellors need more workshops on teenage problems.
- ii. Areas of concern are alcoholism, problems with dating and interpersonal relationships.



- iii. There is a need to publicize the work done by peer counsellors to all departments.
- iv. There is also an indication for interdepartmental support and assistantship for students.
- v. Increase the time that the Dean of Students spends with peer counsellors.
- vi. Improve the orientation programme of new students at the University of Zululand.

## **6. Reflection and transformation**

- i. There is a need to provide more skills training to peer counsellors (concrete). As a support group peer counsellors are catalysts and change agents (psychological).
- ii. Peer counselors, unlike professional counselors, are limited in their skills and level of support (concrete) and therefore need regular training, supervision and support (psychological).
- iii. There are scientific techniques to assess and measure the effectiveness of procedures that are used (psychological).
- iv. Students require help that will be integrated into their academic departments, programmes and modules (psychological).
- v. There is a need for support at different levels of supervision (psychological).
- vi. There is a need to review and improve the content and offerings of the student orientation programme.

## **7. Synthesis**

Peer counselling is the medium and base (concrete) upon which students are helped. It serves both as the theory and therapy that helps and supports students (psychological).

## **8. Specific description**

Peer counselling is a dual process.

## **9. General description**

Counselling knows no culture, language, colour, sex or age restriction. It is cross-cultural and multifaceted.

### **5.5.3.4 RESPONDENT D**

#### **1. Experience (NMUs)**

- i. Great challenge by the work done by peer counsellors.
- ii. Work with different people from different backgrounds and cultures.
- iii. Realization that people are unique and therefore need to be treated differently.
- iv. Subject-related advantage of being a student of social work involved in peer counselling.
- v. Dual, double and prior preparation by one for the other.
- vi. Learning the skill of working under pressure.
- vii. Work hand in hand with others.
- viii. Benefit to the future.

- ix. Commitment to work.

## **2. Reflection and transformation**

- i. Peer counselling is a specialized counselling area in which young people are trained to help their peers (psychological).
- ii. As one matures in counseling, one learns the art and skill of dealing with people who are as diverse as two worlds apart (psychological).
- iii. Each person is unique, different and diverse.
- iv. Professional training and exposure to the desired environments provide the necessary practical and experiential training to reinforce competence and enhance professional output (psychological).
- v. Social work and peer counselling share a mutual and interdependent relationship (psychological).
- vi. Peer counselling is a necessary preparatory training for professional counsellors and therapists (psychological).
- vii. Cooperation amongst peer counsellors is an essential group skill.
- viii. Learning is meaningful when it involves solving problems of the future.
- ix. Conscientious work and commitment to it often go together (psychological).

## **3. Appreciation (NMUs)**

- i. I like the way in which peer counsellors are treated.
- ii. Treatment is with respect and dignity.
- iii. Recognition of others as human beings.

- iv. High intensity and level of interaction with leaders and staff members.
- v. Flexible and all-accommodating leadership.
- vi. Strong leadership.
- vii. Unity amongst the workers.
- viii. High involvement of peer counsellors in the work for the department.
- ix. Feelings of belonging to the CGC by peer counsellors.

#### **4. Reflection and transformation**

- i. Peer counsellors are treated (by staff) as equals (psychological).
- ii. Peer counsellors enjoy two fundamental human virtues: respect and dignity (psychological).
- iii. Recognition of peer counsellors as human beings has far-reaching consequences by way of motivation, commitment and support.

#### **5. Improvements (NMUs)**

- i. Farewells of peer counsellors need to be done in decent places.
- ii. Places away from campus are preferred for holding functions, especially farewells.

#### **6. Reflection and transformation**

- i. It should not be assumed that the venue to hold farewell functions will always be the University of Zululand.

- ii. Efforts should be made to make functions a combination of education and entertainment.

## **7. Synthesis**

Learning is more effective when it is observed and lived.

## **8. Specific description**

The uniqueness of individuality makes new experiences unique, personal and not similar to any other.

## **9. General description**

Individuals are unique; together they form groups that are more similar in experience, language and culture (concrete). Man is like some in some ways, and unlike others in other ways (psychological) (Mbiti, 1970).

### **5.5.3.5 RESPONDEN E**

#### **1. Experience (NMUs)**

- i. Peer counselling is hard work.
- ii. It is a challenging kind of professional activity.
- iii. Some students expect peer counsellors to come up with solutions to problems.
- iv. Peer counsellors are expected to render help even when they are not at work.
- v. Peer counsellors are of great help not only to students but to staff as well.

- ii. Efforts should be made to make functions a combination of education and entertainment.

## **7. Synthesis**

Learning is more effective when it is observed and lived.

## **8. Specific description**

The uniqueness of individuality makes new experiences unique, personal and not similar to any other.

## **9. General description**

Individuals are unique; together they form groups that are more similar in experience, language and culture (concrete). Man is like some in some ways, and unlike others in other ways (psychological) (Mbiti, 1970).

### **5.5.3.5 RESPONDEN E**

#### **1. Experience (NMUs)**

- i. Peer counselling is hard work.
- ii. It is a challenging kind of professional activity.
- iii. Some students expect peer counsellors to come up with solutions to problems.
- iv. Peer counsellors are expected to render help even when they are not at work.
- v. Peer counsellors are of great help not only to students but to staff as well.

## **2. Reflection and transformation**

- i. It is not easy to work when one is under prepared.
- ii. All work needs to be supported by relevant professional training and should provide enough stimulation and challenge without causing frustration and resentment due to unrealistic goals and overestimation of capability (psychological).
- iii. Whilst a popular view is a misconception that counsellors should provide solutions to problems, it is equally true that due to personal inadequacy and insufficient training, beginning counsellors are tempted to solve problems for clients because of failure to steer and negotiate the counselling process (psychological).
- iv. Helping professions are essential services whose activities run for 24 hours.
- v. Peer helpers gain skills and provide help beyond their immediate area of focus. As already indicated, the skills are transferable and applicable to a wide variety of situations and circumstances.

## **3. Appreciation (NMUs)**

- i. Helping people.
- ii. Helping even when one is off duty.
- iii. Gaining experience through and whilst helping is a great experience.

#### **4. Reflection and transformation**

- i. People drawn into helping have a need, and thrive by and through helping others.
- ii. Helping goes beyond the walls and time of office hours.
- iii. Experience gained through training and helping is beyond the scope of measurement; some of it is accessible when dictated by need and circumstance.

#### **5. Improvements (NMUs)**

- i. Peer counsellors need to be assisted to develop close relationships.
- ii. Peer counsellors need to help one another as friends and colleagues in training.
- iii. Help to other peer counsellors should also be extended to times even when peer counsellors are off duty.

#### **6. Reflection and transformation**

- i. Peer counselors, like other people, have their shortcomings. Evaluation, review and additional training are always indicated in training of the helping professions and in behaviour modification and management (psychological).
- ii. There is a need for skilling to the level at which trainees are able to apply and integrate acquired skills as their own, without acting in a rigid, stereotypical manner.
- iii. There is a need to extend the scope and the horizons of help beyond the known and expected.



- iv. Clients should be assisted so that one day they themselves become providers of help to others.

**7. Synthesis**

- i. Hard work and good work are timeless.

**8. Specific description**

- i. Meaning is help extended beyond duty hours.

**9. General description**

- i. Giving and receiving are two sides of the same process, and people receive as much as they give.

**5.5.3.6 RESPONDENT F**

**1. Experience (NMUs)**

- i. The experience is most challenging.
- ii. Deal with peers.
- iii. Be a person with integrity.
- iv. Understand the diversity of people.
- v. Maintain good relationships with peers.
- vi. Communicate with peers within and outside the university.
- vii. Quickly bring together thoughts of wisdom as the person explains his or her problem.

- viii. Make people feel welcomed.
- ix. Make people settle down.
- x. Expose them to good things at the university.
- xi. Peer counsellors are in the forefront of the orientation of new students.

## **2. Reflection and transformation**

- i. It is fulfilling to work with peers.
- ii. As a counselor, one should possess good qualities and be a person of integrity.
- iii. Counsellors work with diverse groups.
- iv. They establish good relations with their clients.
- v. They rely on communicating well and clearly.
- vi. They possess the skill and art of counselling demonstrated in their ability to find the right mix for dealing with different people and problems.
- vii. They take away fears and defenses from people and make them feel welcomed.
- viii. Peer counsellors are in the forefront of the orientation of new students and they emphasize both the good and the bad about the University of Zululand.

## **3. Synthesis**

Counselling is positive transference and restoration of integrity to people and individuals with problems. Perception and experience are two sides of the same coin. Whilst they are opposites they share similarities and differences.

#### **4. General description**

Counsellors work with diverse groups and problems, and have the responsibility to demonstrate not only their skills, but also the integrity that goes with their profession.

#### **5. Specific description**

Counsellors assist new students during the orientation period, and are expected to make them settle down and feel welcomed.

#### **6. Emerging themes: appreciation**

- i. Help students deal with problems before and after their occurrence.
- ii. Peers help one another in a helping, supportive environment.

#### **7. Emerging themes: improvements**

- i. Advertise the service more to all students.
- ii. Provide enabling workshops to peer counsellors in order to do better.
- iii. Encourage more reading including newspaper reading.

#### **5.5.3.7 RESPONDENT G**

##### **1. Experience (NMUs)**

- i. Peer counselling is a structure that helps students.
- ii. It helps students utilize their potential.
- iii. It is helpful when students are involved.
- iv. It helps the givers as much as it helps the recipients of counselling.

- v. It is well organized and managed by leaders.

## **2. Reflection and transformation**

- i. Peer counselling is an appropriate student support structure.
- ii. It taps potential and enables students to perform at their level best.
- iii. Peer counselling is helpful and meaningful to participants.
- iv. Peer counselling is a two-way process, and each side is mutually dependent on the other.
- v. Peer counselling is well-structured and supervised.
- vi. It helps peers confront their own ignorance and deficiencies.

## **3. Synthesis**

Peer counsellors could be as effective as professionals, if given adequate support, training and supervision.

## **4. General description**

All people have potential but some have more than others.

## **5. Specific description**

Students benefit more when working with their peers.

## **6. Emerging themes: appreciation**

Peer counselling has helped individuals to have a positive attitude towards people.

## **7. Emerging themes – improvement**

Instead of getting involved in general student assistantship functions, peer counsellors should perform more counselling activities.

### **5.5.3.8 RESPONDENT H**

#### **1. Experience NMUs)**

- i. My experience of peer counselling is knowing how to help others solve different problems.
- ii. One improves one's skills as one works with others.
- iii. The secret of helping is to keep on helping.
- iv. Helping means giving people light.
- v. It means taking them away from their darkness.
- vi. Helping means giving others hope.
- vii. Hope enables people with problems to continue.

#### **2. Reflection and transformation**

- i. Peer counselling is empowerment of the self in order to help people of the same age group.
- ii. It is inevitable that one will become better and acquire more skills as one is involved in helping others.
- iii. The more one helps others, the better one becomes in helping and in being helped.

- iv. Helping enhances the quality of life, meaningful living and quality in existence.
- v. Helping makes people radiate light even in darkness.
- vi. Helping fills empty people with hope.
- vii. Hope gives people a reason to try, land to live and die peacefully in hope even in situations of hope against hope.

### **3. Synthesis**

Help begins with giving others hope, which is the essence of helping. It is helping and hoping that things will be alright..

### **4. General description**

Hope is to the future that which is a soul is to a person. A hopeless person is a person without a soul and future.

### **5. Specific description**

Unless one receives help completely and truly, one is under prepared to help others truly and completely.

### **6. Emerging themes: appreciation**

One appreciates the different ways in which the same person could solve similar and yet different problems. The same could be true of different people solving the same problem.

## **7. Emerging theme: mprovement**

In addition to the art and skill of helping, peer counselling helps students develop self confidence.

### **5.5.3.9 RESPONDENT I**

#### **Experience (NMUs)**

- i. My experience of peer counselling is the kind of interaction we have with different people.
- ii. We assist students in and outside of the University.
- iii. We help peers and sometimes matured and older people
- iv. Peer counselling is about giving personal counselling to others.
- v. We help those that are troubled by problems.
- vi. Peer counselling helps me to deal with my own situation and problems.

## **2. Reflection and transformation**

- i. Peer counselling has extended personal boundaries, and eliminated deficiencies and personal inadequacies.
- ii. Through peer counselling one is able to work beyond the limitations of training.
- iii. Through peer counselling one helps everyone in need of help regardless of the age of a person.
- iv. Others are assisted to be at peace with themselves.
- v. The lived world of students with problems is sad and unhappy. The world around us can not be separated from the lived world.

- vi. The beneficiaries of peer counselling are people and students who are unable to help themselves.

### **3. Synthesis and insight**

Skills gained in peer counselling are transferable and could be expanded in other areas of the department.

### **4. General description**

Peer counselling is mental health at its best, and it gives life to the human body and soul.

### **5. Specific description**

Peer counselling is the most effective way to help others help themselves.

### **6. Emerging theme: appreciation**

Peer counsellors are sometimes critical of themselves and their work. They help those that come for help and those that are unidentified suffer as a consequence.

### **7. Emerging theme: improvement**

Some students do not quite know the range and depth of services available at the CGC even though they come to the department for different reasons every now and then. There seems to be a need to engage students in different ways to attract their attention.



### **5.5.3.10 RESPONDENT J**

#### **1. Experience (NMUs)**

- i. One gains experience by becoming a peer counsellor.
- ii. It is a challenging job.
- iii. I am experienced in communicating with people at different levels.
- iv. When I talk to my peers I need to talk to them at the same level of peers.
- v. I am exposed to different things.
- vi. I do career counselling for all students and all departments.
- vii. Students expect peer counsellors to know everything, even information from other departments.
- viii. I am highly motivated and proud to be a peer counsellor.
- ix. I look forward to learn more.

#### **2. Reflection and transformation**

- i. It is challenging to be a peer counsellor. It is an experience of its own.
- ii. As part of training, it is expected that peer counsellors should learn to communicate with different people at different levels.
- iii. I am able to deliberate intelligently with peers at the level expected of us.
- iv. I do career guidance and counselling to help others.
- v. Whilst I am exposed to different things, other students know very little.

- vi. Peer counsellors are expected to know it all, from courses to modules. Peer counselling makes me safe and content. As a result, I am highly motivated and proud to be a peer counsellor.
- vii. Every day there is something new to be learnt, and I look forward to be part of this learning experience.

### **3. Synthesis**

There is more to learn at the CGC than most students would realize. Students visit the department but hardly learn anything.

### **4. General description**

There are opportunities to learn every year.

### **5. Specific description**

The CGC is the best playing field and training ground for students.

### **6. Emerging theme: appreciation**

I appreciate learning new things, and the CGC is ideal for me.

### **7. Emerging theme: improvement**

Improve activities and participation by students in counselling programmes offered by SSD.

### **5.5.3.11 RESPONDENT K**

#### **1. Experience (NMUs)**

- i. I have learnt to manage my time.
- ii. I can now plan my work ahead.
- iii. I now keep separate diaries.
- iv. I am now familiar with my work environment.
- v. I have learnt to talk to different people coming from different backgrounds.
- vi. I have learnt how to handle people well.
- vii. I can now face my challenges.
- viii. I have regained my confidence.

#### **2. Reflection and transformation**

- i. I have gained time management skills.
- ii. I do preparation, and plan for my work.
- iii. I keep different dairies.
- iv. I mix and deal well with different people.
- v. I have since opened up, and I talk to different people from different backgrounds.
- vi. I handle people a lot better now.
- vii. I confront whatever challenges I might have.
- viii. I am improving, and have regained my confidence.

### 3. Synthesis and insight

Take charge of your personal life, present and future; you will feel great as you regain your confidence.

### 4. General description

Each day brings light and new meaning into life experiences.

### 5. Specific description

After having not used a diary, I now keep two.

### 6. Emerging themes: appreciation

Assist students and get that feeling of satisfaction.

### 7. Emerging themes: improvement

Provide more activities and variety for peer counsellors.

## 5.5.3.12 RESPONDENT L

### 1. Experience (NMUs)

- i. Peer counselling has exposed and moulded me in different life experiences.
- ii. Peer counselling has been an eye-opening experience.
- iii. In helping others I am often reminded of the Zulu saying, "*Umntu ungumuntu ngabanye*".
- iii. I feel good if I put a smile in another person.

### **3. Synthesis and insight**

Take charge of your personal life, present and future; you will feel great as you regain your confidence.

### **4. General description**

Each day brings light and new meaning into life experiences.

### **5. Specific description**

After having not used a diary, I now keep two.

### **6. Emerging themes: appreciation**

Assist students and get that feeling of satisfaction.

### **7. Emerging themes: improvement**

Provide more activities and variety for peer counsellors.

## **5.5.3.12 RESPONDENT L**

### **1. Experience (NMUs)**

- i. Peer counselling has exposed and moulded me in different life experiences.
- ii. Peer counselling has been an eye-opening experience.
- iii. In helping others I am often reminded of the Zulu saying, "*Umntu ungumuntu ngabanye*".
- iii. I feel good if I put a smile in another person.

- iv. Peer counselling has given me an opportunity to do what I do best.
- v. This is the opportunity to talk and interact with people.

## **2. Reflection and transformation**

- i. I have been moulded in many areas and dimensions of my life.
- ii. As a peer counsellor I have learnt and gained a lot more than I expected.
- iii. I can see reconciliation and integration of counselling and my culture.
- iv. I feel good after assisting others.
- v. Through peer counselling I am able to do what I enjoy and do best.
- vi. In my work I get an opportunity to talk and interact with people.

## **3. Synthesis and insight**

- i. I am able to perform better because I do what I enjoy.
- ii. It is part and parcel of my cultural background and experiences.

## **4. General description**

Counselling is the heart, soul, thought and action of healing and helping.

## **5. Specific description**

*“Umntu ungumuntu ngabanye”.*

## **6. Emerging themes: appreciation**

It is an opportunity to do what I do best. I grow through professional training and supervision.

## **7. Emerging themes: improvement**

As a group we need to emphasize group work, dedication and keeping the work that we do in confidence.

### **5.5.3.13 RESPONDENT M**

#### **1 Experience (NMUs)**

- i. I have gained interpersonal skills in peer counselling.
- ii. I now interact a lot more and a lot better with other people.
- iii. I have been exposed to the reality of HIV/ AIDS.
- iv. I am also aware that HIV/ AIDS has to be dealt with and taken seriously.
- v. I am now able to work with people coming from different cultural backgrounds.
- vi. I am now aware that people are equal and the same, in their diversity.

#### **2. Reflection and transformation**

- i. I have developed and improved my interpersonal relation skills.
- ii. I talk and I am a lot more confident in my interactions with people.
- iii. I am now fully aware of the effects of HIV/ AIDS and how the endemic should be addressed.
- iv. I have learnt to work with different people from different cultural backgrounds.

- v. People may be different. What is more significant, though, is what is similar amongst them.

### **3. Synthesis and insight**

In the South African context there is more meaning in unity in diversity.

### **4 General description**

Through helping we enter the other's world and make it more meaningful when it becomes accessible once again.

### **5 Specific description**

The peer counselling structure is gender and culture sensitive.

### **6. Emerging themes: appreciation**

One become strong for those traumatized by painful life stories and experiences.

### **7. Emerging themes: improvement**

Visiting and sharing ideas with peer counsellors from other institutions could be used as a training strategy for the future.



## **5.6 Staffs' responses: Experience of being a staff member at the SSD**

The study was interested in both the process and the outcome of the investigation. It was therefore necessary to analyze staff responses using both qualitative and quantitative methods (Zimmerman, 2000).

### **5.6.1 What does it mean to be a member of staff at the SSD?**

A total of 46 staff members in the SSD (20 from Student Residences, 10 from the Wellness Centre, 6 from Financial Aid, 6 from Kitchen and Catering and 4 from Sports and Recreation) were asked to respond to four main questions, namely:

1. What is your experience of the SSD? Represented as, (Q1)..
2. What do you appreciate about the SSD? Same as, (Q2).
3. What would you like to be improved in the SSD? Same as, (Q3).
4. What is your general attitude towards SSD? Same as, (Q4).

All respondents are expected to provide counselling of some kind hence their appointment in the Student Services Department. A quantitative analysis of staff's responses was done and the following tables are summaries thereof:

### 5.6.2 Staff in Student Residences

(N=20)

- Q - Question
- P - Positive response
- N - Negative response

Question number (1-4)

Type of response

P

N

Q1	18	2
Q2	19	1
Q3	20	0
Q4	19	1

### 5.6.3 Staff in the Wellness Centre

N=10

Q1	10	0
Q2	10	0
Q3	10	0
Q4	09	1

#### 5.6.4 Staff in Financial Aid

N=6

Q1	5	1
Q2	6	0
Q3	6	0
Q4	6	0

#### 5.6.5 Staff at the Kitchen and Catering

N=6

Q1	6	0
Q2	6	0
Q3	6	0
Q4	6	0

#### 5.6.6 Staff in Sports and Recreation

N=4

Q1	3	1
Q2	4	0
Q3	4	0
Q4	4	0

## **5.7 Student attitude scale**

An need to assess the validity of students' attitudes towards the CGC arose from a previous study by Moalusi and Nene (1994) whose findings were that students did not adequately use the CGC. The attitude scale used in the study appears in **Annexure H, Cover 8**, A research plan is provided hereunder.

### **5.7.1 Justification of the attitude study**

After 27 years of existence not only did the CGC need to justify its usefulness, but also its effectiveness needed to be demonstrated beyond doubt as it was under the spotlight. Archer and Cooper (1998) point out that funding for student counselling services continues to be sparse and yet the responsibility and need to provide effective support service is in demand. The staff are expected to do more with less.

The work of Moalusi & Nene (1994) raised several issues for further investigation with regards to the attitudes of students towards the CGC. Students' attitudes can determine future planning of what needs to be done? What areas need attention? When? and how? These questions were important and needed answers. Hopefully this study will shed light on students' problems and influence planning appropriate courses of action.

### **5.7.2 Statement of the problem**

After empowering its management team, the University of Zululand and its strategic partners identified capacity building and restructuring of administrative and support service departments as a first priority for the institution.. Management needed feedback from the CGC in order to justify its expenditure and/or existence. As questions were raised in the past, it was a logical consequence to ask the same questions once again as they are as relevant, as they were in the past. In accordance with Kazdin (1980), this research cautiously attempts to make general statements about the population on the basis of subjects that were investigated. The method of choice becomes quantitative research.

### **5.7.3 Aim**

- i. What are the students' attitudes towards counselling interventions of the CGC?
- ii. What do students think of the CGC?

### **5.7.4 Selection of subjects**

- i. Each student assistant had to randomly select ten students, 5 males and 5 females, in his location. The students were mainly chosen randomly, in pre-selected areas. The total number was 60.
- ii. For the fact that each student on campus had been given an equal chance of being chosen, this is an example of random sampling (Neale and Liebert, 1980).

- iii. The fact that students gave informed consent and could refuse to fill in the questionnaire if they so wished satisfied ethical requirements.

#### **5.7.5 Procedure**

A group of 6 student assistants were selected to distribute, supervise and collect questionnaires. For consistency and uniformity, the student assistants were asked to follow instructions to the letter (van Eeden, 1991).

The instructions were:

- i. Go to a pre-selected area. The areas were popular meeting points for students, and had been suggested by a random group of students.
- ii. Each of the following venues had an assistant:
  - student centre
  - men's residence, east, randomly selected
  - men's residence, west, randomly selected
  - female's residence, east, randomly selected
  - female's residence, west, randomly selected
  - Freedom square
- iii. Ask any student to respond to the questionnaire, which took 5-10 minutes to complete. There were five males and five females chosen for each of the ten student assistants to make a total random sample of 60 respondents.

### **5.7.6 Technique**

There were 10 questions in the questionnaire with 5 positive and 5 negative statements. Each of the ten questions had four possible responses from which responses could be selected: strongly agree, agree, disagree and strongly disagree. A total of 40 possible answers were generated in order to cater for all expected student responses.

### **5.8 Students' attitudes towards the CGC**

An attitude questionnaire was distributed by 6 student assistants to 60 randomly selected, registered students consisting of 30 males and 30 females in pre-selected areas on campus. Each student assistant was responsible for 10 respondents, 5 males and 5 females.

The respondents were given an option to respond on the spot or have the questionnaire collected within 24 hours of the date of issue. Respondents were given freedom to participate or not to participate in the study. A maximum of 40 responses was expected from 10 questions asked. All responses were classified, analyzed and verified. The opinion statements were classified and analyzed separately. The cut-off points listed hereunder were used to categorize responses according to attitude type:

### 5.8.1 Data analysis: Cut off points and response type

Group	Response type	Score
1	Strongly disagree (SD)	0-10
2	Disagree (D)	11-20
3	Agree (A)	21-30
4	Strongly agree (SA)	31-40

### 5.8.2 Results: Student attitudes towards the CGC

Category	1	2	3	4
Score	0-10	11-20	21-30	31-40
Attitude	SD	D	A	SA
Number	4	21	32	3
Percentage	6.7	35	53.3	5

Chi square = 39.33; df 3;  $p > 0.01$



### 5.8.3 Results: Male-female differences

	Number (N)	Mean (M)	SD
Total	60	15.2	4.8
Males	30	14.2	5.3
Females	30	16.1	4.3

t test      t      =      1.48

p < 0.05

### 5.9 Discussion

The results indicate that the attitudes of students towards the CGC are positive as 53.3 % fell on the (A) & (SA) response type. A look at the opinion statements further confirmed the view that students have a fairly positive attitude towards the CGC. There is, however, a worrying number of students, 35%, who fell in the (D) response type which indicates a negative attitude. There were no significant differences between the male and female responses as indicated by their mean scores of 14.2 and 16.1 respectively. This study therefore, arrived at similar findings as those of Moalusi and Nene (1994) that the students' attitudes towards the Centre for Guidance and Counselling were relatively positive.

### **5.10 Conclusion**

The result seems to be a fair reflection of students' attitudes toward the CGC. Whilst students reflect a generally positive attitude towards the CGC, negative responses are a cause for concern. The results will certainly enhance future strategic planning of the CGC as attitude change will not happen by itself. A programme to train student leadership has been approved.

## **5.11 Case studies**

### **5.11.1 Selected cases of brief counselling and crisis intervention**

The staff shortage at the CGC predetermined the current policy and inclination towards developing programmes of group counselling. Group counselling ensures savings on time, money and limited resources (Hamblin, 1974; Hansen at al., 1980; Sue, 1981). The policy emphasizes group counselling to cater for more students with limited resources. Individual cases for counselling and therapy, however, continue to be seen by qualified staff.

Students at a university are a special group for different reasons. First, they have a culture of their own, which is similar for most institutions of higher education. Second, their academic work is stressful and some months, especially exam times, are more difficult than others. The generally busy life of a student reduces the amount of time spent studying. Whilst many students are aware of student counselling services, taking action for self-help has proved difficult (Hlongwane, 2005). In general, students come voluntarily for help. Others are referred by academics or other members of staff who might be concerned about the students' well being. Students generally do not have time for extended counselling. Even when counselling is highly recommended, because it is voluntary some students find it easy to postpone, or cancel, as soon as precipitating factors are removed from the immediate concern of the student. Students have, however, responded well to short forms of counselling. In the following brief intermittent counselling and crises interventions are used to illustrate individual counselling and therapy. Identities are withheld for reasons of confidentiality.

### **5.11.2 Brief intermittent counselling**

The CGC is not in a position to provide long term individual counselling and therapy because the focus is largely preventative management. Students who have special needs that can not be catered for are referred to the Community Psychology Clinic on campus, or outside agencies at reduced rates. The majority of individual cases at the CGC are for brief, intermittent counselling and emergencies. An account of experiences with students is given hereunder:

### 5.11.21

#### **Career counseling: Case of Mr X**

Mr X arrived at the University in 2002 and registered for a bridging programme in science. Mr X was the sixth child in a family of nine children. Because both his parents were pensioners, his elder sister, who was the breadwinner at home, supported Mr X.

Although Mr X had obtained a matriculation endorsement, he could not be admitted straight into a first year BSc programme due to his poor matric results in science. The bridging programme he had to pass stipulated that out of eight modules, four were going to be for academic enrichment and development whilst the other four were going to be for science foundation. Also prescribed by the registration conditions was the fact that Mr X may not transfer his registration privilege to another field of study but was limited to Biochemistry and Microbiology as majors.

After four years of study, Mr X had a mixed academic record with both superior passes and dismal failures, even though the latter outnumbered the former. In the same period, Mr X had only completed one and a half-years of a three-year programme. The other two and half-years were a complete loss as the student failed the registered modules. Mr X quoted loss of motivation and interest in the chosen field of study as major causes for failure. Looking deep into the problem, it transpired

that Mr X had made, or rather agreed, to a career that he did not really like. After a few months, when he realized that he was no longer interested in Biochemistry and Microbiology, he tried to change fields but his registration conditions disallowed him. In his words, Mr X was “stuck in the wrong field”. Even though he had access to counselling services and was exposed to a peer counselling support group, he never really sought help. He postponed looking for help until the very last moment.

Counselling revealed that Mr X could have registered for B Agric, B Paed (Science) or BSc (Biochemistry and Microbiology). Instead of using his potential and understanding his limited home conditions, Mr X allowed himself to be lost in the mist of students with better circumstances and choices.

The outcome of the case is that Mr X was forced to leave the University as his sister was no longer able to pay for lack of progress. It was estimated that in order for Mr X to continue, he would need another two years in addition to the four already used to complete his studies, provided he did not fail. This choice was remote as Mr X showed low levels of self-motivation in the same field. Changing to an appropriate field of study would mean at least another four years, provided Mr X was able to find external financial support and also passed all modules. In desperation, Mr X even considered repeating matric after four years of university exposure. Mr X considered counselling alternatives to reconstruct his future.



### **5.11.2.2**

#### **Inadequacy of the self and superiority complex: Case of Mr M**

As a child, Mr M grew up in the care of relatives and friends. His parents were never married. He was fortunate to have caring friends and relatives who supported him with his studies. He passed well at school.

When he presented for therapy, a victim image of a child that had survived harsh environmental conditions and family neglect emerged. His life story was truly traumatic. He was born out of wedlock and felt deprived of parental love even though both parents were living separate lives. The grandmother tried hard to be a parent substitute but fell short due to old age, ill health and limited financial resources. Mr M subsequently lived with a caring school teacher, then later a male father figure who paid his university fees. Even though Mr M could have acquired financial assistance through the National Student Financial Aid Scheme (NSFAS), he chose to use his acquired father figure, who was well off, to pay for his fees. The father figure saw this task as a social responsibility towards his community, and therefore, was able to reconcile with the additional commitment and responsibility. Not only did he pay for the student but he literally adopted Mr M to live with him, though the process was kept unofficial.



Mr M displayed low levels of self-concept, self-identity and social involvement. He only attended therapy for limited sessions and felt that he really did not have a problem and did not need counselling.

Mr M became an instant hero when he got involved in student politics. He was involved in destructive student mobilization and campus destabilization. He had ambitious political goals. From initially having been insignificant in student affairs and politics, he quickly weaved his way into becoming a leader who fabricated stories and distorted reality to suit his needs and perception of reality. It was unfortunate that Mr M could not be helped in time to save him from self-destruction, manipulation of others and distortion of reality. His personality changed from personal inadequacies and poor images of the self to an inflated superiority complex. In one heated management meeting, Mr M declared himself a compatriot that was prepared to die for the students that he purported to represent.

The way forward for the case was to invite Mr M to reconsider therapy as observations indicated that he was a student in need of help, even though he would not admit to it. This case suggests a superiority complex which was negative in as far as it distorted reality to compensate for personal inadequacies and shortcomings. Once Mr M's approval to receive help is acquired, it will be the first step towards making a counselling breakthrough to use psychological procedures to intervene at a student's personal and political level of participation and sophistication.



### 5.11.23

#### **Problematic heterosexual relationship: Case of Ms J**

Miss J was 23 years of age and she was very much conscious of her age when she came in for counselling.

Interviews indicated that Miss J was a well-behaved student, passed her modules well and was a regular churchgoer. At the time that Miss J came for help, she was emotionally strained by her relationship with her boyfriend.

Miss J confided that she had been going out with her boyfriend for a year but the relationship became bumpy at the beginning of the second year. The two had several separations in the relationship before they ultimately broke it off. She realized that he was a “player” as he loved women in general. He had other girlfriends on the same campus that he denied having although there was enough evidence to suggest that he was dating other women. On realizing that her boyfriend was not committed, Miss J withheld her love. She admitted that she deeply loved her boyfriend during those times. All that she asked was for him to “sort himself out”. If he still wanted to continue with Miss J he would then terminate the extra relationships so that they *could focus more on their own relationship*. Miss J admitted that she patiently waited for her man. She had really meant it when she said she was going to wait for him to end all other affairs before they could continue to build and to focus on their

relationship. The last straw that left Miss J devastated, however, was when her boyfriend impregnated one of his other girlfriends. At that point Miss J decided that enough was enough as she had already given room for her boyfriend to sort himself out and come back into the relationship. From that point on after talking to her boyfriend, Miss J admitted that finally the relationship was officially over even though she still had very strong feelings for this man.

The road had not been easy for Miss J but she finally broke off with the man that she loved dearly. In counselling she was able to reconstruct and reintegrate her life around her personality, successes, friends and family that supported her. Although she was reserved in relationships, she was able to join two support groups, the peer counselling and revival groups.

Regular sessions of therapy enabled Ms J to recover completely. She stabilized and settled down after the upheaval with her boyfriend. Her needs remained largely on finding a marriage partner and good husband. She felt that she was ready to be a wife, mother and raise a healthy happy family. Performance in Ms J's studies picked up and her emotional swings were eliminated. She sometimes wrote sad messages but on the whole felt happier and better. Miss J reported feeling as having benefited from counselling.

Miss J officially terminated her contract on full recovery. She occasionally called in to give feedback about her progress and development in life in general. The last report

on file was that Miss J was excited that she was completing her postgraduate studies and was actively searching for a job.

#### 5.11.24

##### **Date rape: Case of Ms K**

Ms K reported to her lecturer that she had been raped. The lecturer immediately approached the Centre for Guidance and Counselling for help.

From the interviews with Ms K, it became apparent that the alleged perpetrator was a person known to her. In fact, the perpetrator was a close friend of Ms K. Further investigations revealed that the couple had been seen together a number of times in compromising situations. Reports confirmed that Ms K and her friend were observed holding hands as they walked down the road. The friend would spend long hours at Ms K's room and would only leave after midnight. Once or twice other students commented that Ms K and her friend were in love but did not want to admit it. They would give an impression that they were not lovers when everything else confirmed the relationship.

On the day in question, Ms K was wearing a towel when her friend was in the room. The very same towel was used to prevent sperm from messing the bed. Ms K revealed that she did not feel any pain during penetration as she was already wet at the time as they had been holding each other in a manner that indicated closeness, intimacy and sensuality.

In her report Ms K alleged that her friend penetrated her without her consent. She was very upset and was hysterical about what had befallen her. As a consequence, she was afraid that she could fall pregnant because of unprotected sex. She was also worried that she could be infected with the HIV/ AIDS virus as she did not know the status of the perpetrator. Ms K required anti-pregnancy and anti-infection treatment. Relevant medical treatment and psychological counselling were arranged in order to ensure that Ms K did not encounter any further suffering from her ordeal.

Ms K's friend insisted that he did not rape Miss K as they were lovers. The penetration was not for the first time either. Ms K refused to inform her parents about her experience. She decided not to lay criminal charges against the friend that raped her. The two made an out of court settlement that her friend would pay for all the medical and hospital expenses that would be charged to Ms K. Subsequently, the friend defaulted and Ms K wanted to follow the university's disciplinary route not *incriminating the perpetrator*.

Ms K had to go through intensive psychotherapy in order to empower her after the debilitating experience. Very slowly she recovered as she began to accept that she needed to take full responsibility for her life. Whatever happened, intentional or otherwise, date rape can never be justified. As soon as Ms K progressed in psychotherapy, her mood changed from having been depressed and hysterical to being open, positive and eager to engage life and embrace others. Ms K succeeded in finding a full-time job whilst she continued with her studies part-time. Her ability to

find a job and keep it, as she has done, is indicative of the recovery and success that Ms K had been able to internalize.

The case of Ms K was difficult to handle as there were indications and suggestions that the two were lovers. Ms K recovered fully, moved on with her life and was able to accept that things could have been worse. She was grateful that she was neither pregnant nor infected with HIV / AIDS.

#### **5.11.25 Conclusion**

Mr X's behaviour reflects the superficial level at which students deal with their problems. Like many students, Mr X lacked adequate career counselling. Even though he had full access to counsellors at the Centre for Guidance and Counselling, Mr X delayed a meeting for counselling with all counsellors until the very last moment when choices were severely limited. The report by a senior counsellor revealed that after four continuous years of study, Mr X could not qualify for full credit at the second year level of his study. Because Mr X lost his sister who was the sponsor, he had to terminate his studies.

Although Mr M's behaviour was inappropriate, he could not see any problem with it. Highly political student leadership groups typically work for their organizations and not for the university (Shongwe, Edwards, Nene and Hlongwane, 1991).



Unlike Miss J who became sexually inactive in a problematic relationship, the majority of students have active relationships with their partners regardless of problems in the relationship. As a result, the CGC and other stakeholders have intensified efforts to fight women abuse. Rape and date rape are common amongst young people. There is a need for the CGC to devise ways and means to deal with rape, which occurs more often than it is reported. Miss K did not want to press charges against the perpetrator. She has, however, recovered almost completely.

## **Chapter 6**

### **Conclusion and recommendations**

#### **6.1 Introduction**

This study is a reflection on student counselling, particularly counselling interventions used at the CGC when dealing with student concerns. As such, it is an inquiry that seeks to link the past, present and future methods, practices, processes and procedures of the SSD. As Edwards (1990) points out, all questions are essentially seeking questions and answers seeking answers. In the present study, several seeking questions were asked and seeking answers given; the process continued and reverberated in a typical research project with endless questions and answers.

As contributing towards co-curricular support and development of the SSD in general, particularly the CGC, a number of selected research questions were asked. The study, however, generated more questions and answers. Although not all questions were answered, there are some clearer questions and a few unclear answers. The questions hereunder are some of those asked:

- i. What fuels political intolerance amongst students at Unizul?
- ii. What can the SSD do to reduce tensions and solve problems on campus?
- iii. What is the attitude of students towards the CGC?
- iv. What are peer counsellors' experiences of the CGC?
- v. What do peer counsellors appreciate about the CGC?
- vi. What do peer counsellors want to improve at the CGC?

- vii. What are staffs experiences of the SSD?
- viii. What do staff appreciates about the SSD?
- ix. What are staff recommendations for improvement at the SSD?
- x. What were past heads' experiences of the CGC in their time?
- xi. What is the role of student counselling?
- xii. What are students' problems?
- xiii. How far is the SSD/ CGC towards solving student problems?

## **6.2 Overview**

As indicated in the methodology in Chapter 4, the study served multipurposes encompassing inquiring, investigation, collation, explication, recording and preservation of the work of the Centre for Guidance and Counselling (CGC) at the University of Zululand. The need arose as a result of gaps in historical and current records of the CGC. The records reflect a somewhat disjointed and weak collection of documents lacking in depth, perspective, continuity, systemic preservation and utilization of intellectual and professional property. The reasons for the lag are historical, political and institutional (Bengu, 2005; Dlamini, 2005).

Although there was the limited number of reports and records handed over from one head to the next, two previous heads were interviewed directly, and one indirectly through source documents. All heads viewed their departments as essential to student life and university functioning. A common experience was one of starting afresh after a period of interruption and inactivity in the department. Just like the

establishment: of the University of Zululand in 1969, the initial conception of the Student Services was incorrect, misleading, repressive and reactionary. After the National Student Riots of 1976, commonly known as "June 16, 1976", the establishment of the Student Services was meant to feed Management with useful information on handling and management of black students who had become defiant of the apartheid system and the University authorities (Bengu, 2005).

Whilst there is evidence of good work and effective leadership of the different heads, there are also limitations and disparities from the past. Undocumented work, for example, could be lost if not supported and preserved through research. The study is, therefore, an attempt to bridge the gap between theory and research, qualitative and quantitative, cognitive-behavioural and phenomenological-existential approaches used at the CGC. It is both a construction and consolidation of knowledge.

As described by Maslow (1954) in his hierarchy of needs, the motivation to do the study came from within. Documentation of information, enhancing the chances of student success, building staff capacity and achieving a personal goal were amongst the strong motivating factors toward the conceptualization, execution and realization of this study. The context was already set. Whilst South Africa overcame the struggle against apartheid, the future is still not bright as the majority of people live in poverty; die of crime, hunger and diseases; and are infected and affected by HIV/ AIDS more than ever (African National Congress, 1994).

The poor students that the Unizul attracts displace many of their negative attitudes and behaviours. They display opposite behaviours than what could be expected, for example, by wearing expensive clothes when they can hardly afford them; becoming defensive when they should work through their problems; and extravagance in the SRC office with public funds, while fellow students are hungry with huge student debt. The political tensions that exist amongst rival political parties in the country still find dominance and expression on campus life and student politics.

After considering challenges faced by the University of Zululand, political intolerance and polarization of political groups still remain together a top priority. The rural location of the university, its attraction of students from poor rural communities and the provincial political tensions have had negative effects on individual and group academic performance. In order to improve the quality of student academic life, counselling interventions and client-centred student support programmes are often used. The popular ones are professional individual and group counselling, peer counselling, mentorship, career guidance, life skills, work-study, study methods and work habits, graduate recruitment and placement. The following challenges were identified: restructuring currently taking place at the CGC; inculcation of a culture of political tolerance; understanding diversity; poverty alleviation; student politics and depolarization of political groups; and needs of students with disabilities.

### **6.3 Narratives of previous heads of SSD**

All three heads expressed mixed feelings and attitudes towards the SSD and the University. Each head had specific challenges of the time. There were leadership issues that made work difficult for both students and management. All are in agreement that the head of the SSD is a resource and works collaboratively with both the students and management for the advancement and betterment of institutional goals. Success in the position lies in maintaining good working relations with both parties. It is a given that institutional policy will be respected whilst advocating for student needs within set parameters.

### **6.4 Research context**

Critical core areas are the daily business and focus areas of the SSD and the CGC. The special areas of interest are: student life orientation; HIV/AIDS; student guidance, information, support, counselling and development; mentorship; infrastructure and facilities; sports and recreation.

As soon as new students arrive for registration, staff members and peer counsellors of the CGC meet, receive and welcome them. The very first meeting marks the beginning of life orientation at the Unizul. A day after arrival, intensive academic and social orientation begins. The students are given general information about the university. They are guided and counselled on what is expected from them and what they can expect from the University. This is done in order to assist first-year students in adjusting to the demanding academic and social environment.

As the orientation programme progresses beyond the first, one-week period of intense preparation, the second phase of a year-long, ongoing orientation with the first-year students begins. At this point, students are seen initially as a group once a week for a month. At the end of the month all first-year students are each assigned a mentor. The mentor is a senior student who is able and willing to assist first year students with their academic and adjustment needs. Mentors are in turn supervised by the CGC staff as well as faculty representatives.

The CGC also works closely with the Wellness Centre, faculties and outside agencies to intensify pro-life activities beyond HIV/AIDS awareness campaigns. The fight against HIV/AIDS is a big challenge as numbers of infected people continue to increase in South Africa in general, and in the Province of KwaZulu-Natal in particular.

Sports and recreation are used to assist students restructure their leisure time. On weekends, residence block matches and games are organized for students to play and compete in groups of their choice. The Student Representative Council (SRC) and House Committee are responsible for organizing general entertainment for students on campus. A dysfunction in a critical core area is sufficient to cause disruption in the operation of the entire system of student support and development. It is therefore, essential that the staff of the Student Services Department (SSD) be on alert as they are the guardians of student life, support and development.

## 6.5 Theoretical framework

The Centre for Guidance and Counselling is described as an essential department in the University tasked with the responsibility of maximizing the potential of every student. The expressed objective is going to be achieved by creating suitable conditions for effective teaching and learning; by conscientizing and sensitizing students to their need for help; and enabling the majority to accomplish their educational and personal goals within record or reasonable time (Hlongwane, 2005). Even though students mainly have an academic goal to achieve above all others, it is the responsibility of the CGC to provide a stimulating environment that is able to support multi-skilling. Accordingly, CGC is therefore expected to deliver to students high quality, co-curricular service that ensures competitiveness (Dlamini, 2001).

The Centre for Guidance and Counselling, like any research-oriented department, needs an appropriate theoretical framework to serve as a base to explicate current practices and perspectives, and to link theory and practice through research and scientific writing. Two sets of theories were selected to understand and to clarify counselling interventions at the CGC. Empowerment theories as well as theories of community psychology were preferred as the two that describe the activities of the CGC well, in theory and practice. Common amongst the students that go through the CGC are requests for a variety of services, mainly guidance, support and development. These services are given by providing an empowering environment, which enables students to become more independent and academic in outlook and



their approach to life and studies. Students are further empowered with skills in preparation for academic work and life after university studies (Dlamini, 2005).

For meaning and basic understanding, Mechanic (1991:43) defines empowerment as a process through which individuals learn to forge a close relationship between the goal and its achievement, and the relationship between effort and outcome. At the CGC, students are empowered through guidance, counselling, information and mentorship. Counselling interventions should, therefore, result in student empowerment. Counselling interventions short of empowerment are inadequate and unsustainable (Zimmerman, 2000).

Alongside empowerment theories are various models of community psychology which are closely related in conception and application (Kelly, 1970 cited in Zimmerman, 2000). Even though models of community psychology are separate and distinct in principle, they are inextricably interrelated, and do co-exist and overlap. As already indicated, models of community psychology are characteristically heterogeneous. Further, models are approximations of reality which help clarify experience through a theoretical perspective of human science (Edwards, 2002). A brief description of each of the models of community psychology is given to illustrate context and relevance.

#### **6.5.1 Indigenous model**

The indigenous model allows traditional African students an avenue to express unique cultural values and needs which have a therapeutic effect. It is therefore

important to acknowledge the value that traditional African cultural beliefs play in the ultimate success and/or therapy of traditional African students. Indigenous traditional healing is a popular treatment method for some traditional African students and has helped them connect with the environment and ancestral spirits of the living dead (Donald & Hlongwane, 1989; Edwards, 1985; Ngubane, 1977).

The traditional Zulu religion embodies the essence of all religions in its reverence for elder kinship, both living and dead. The African spiritual component of being indicates that: "The relationship with the ancestors and through the ancestors with God permeates all being" (Holdstock, 1981:28). Faith healing is part of traditional African healing methods. It is equally popular in urban and rural areas. Because faith healing methods were largely accepted by western culture, most people, particularly urban, educated people and religious groups, continue to consider them as part of their treatment options even though they may have relinquished other forms of traditional African healing methods which were perceived to be anti-Christian.

#### **6.5.2 Mental health model**

The mental health model operates in the same way as hospitals and clinics. It is aimed at helping people by treating and preventing mental disorders within a clearly distinguishable geographical catchment area. The psychologist works as an expert with individuals, groups and organizations and can therefore bring about change by engaging and mobilizing community structures (Seedat, Duncan & Lazarus, 2001).

organizational model with every head of section, or department, linked and reporting to a senior line manager.

#### **6.5.5 Ecological model**

This model acknowledges the interdependence between and amongst people and their environment. It is founded on the principle of the systems approach in that a disturbance in one area can affect another and could result in the disruption of the system in part or as a whole. Because of the interdependence between life, health and environment, traditional African students are amenable to the ecological model as expounded in the African worldview (Berglund, 1976; Uzoka, 1980; Donald & Hlongwane, 1989).

#### **6.5.5 Phenomenological model**

This model is concerned with improving relationships between and amongst people as they connect with individuals, couples, families, communities and society. The critical question that the phenomenological model seeks to answer is: "What does it mean to be a community?" (Edwards, 1999). Counsellors at the CGC often use this model when working with students in general, particularly students that are referred for assessment, counselling or therapy. The phenomenological model is basic to all counselling consultations with students at the CGC.

## **6.6 Research methods**

A multi-method approach was selected because of its appropriateness, wide application and relevance to work done at the Centre for Guidance and Counselling, to cover a period just less than three decades, from 1977 to 2006. This approach makes use of triangulation of data gathering methods to ensure that all aspects of the field of study are addressed thus promoting a detailed and comprehensive investigation based on different sources of information. The following research methods were used in the study: narratives, qualitative and quantitative research methods and case studies. Each method was used with examples and/or experiences that staff gained at the SSD.

## **6.7 Brief intermittent counselling**

The demands of academic work on students and the limited number of available staff members restrict the number of individual cases that each staff member can take. Students who cannot attend long-term counselling sessions also determine the length of counselling. Two types of counselling procedures are common at the CGC: brief intermittent counselling and crisis intervention.

Four cases typical of problems experienced at the CGC were presented. The cases were used to illustrate the significance of identifying and addressing students' concerns quickly and appropriately. Case studies were presented in order to highlight challenges when providing counselling to students. The areas covered in case

presentation addressed issues of career counselling, inadequacy in the self and superiority complex, problematic sexual relations and date rape.

## **6.8 Significant areas of the investigation**

### **6.8.1 Three headships of SSD**

The Student Services Department (SSD) is recognized as an essential service department in tertiary institutions. At the University of Zululand, the SSD was established for the wrong reasons. Not only was it created to serve as a buffer between management and students, it was also expected to feed management with required information after the National Student Riots of 1976 (Bengu, 2005).

The post of Dean of Students was resuscitated in 2001, after it had been frozen in 1978, and replaced with a directorship with reduced status, responsibility and benefits. The third head in sequence filled it for only 2 years. The period was stressful and extremely difficult to manage. Students continued to make demands and management responded with conditions. The head worked hard to change attitudes of both management and students toward each other as their relationship was largely adversarial over the years. Like her predecessors, she advocated for a student-friendly environment, through which students are able to achieve their academic and personal goals without prejudice. At the end of 2 years, the head retired a dejected person without having achieved her goals and aspirations she had set herself when she took office in the SSD.

The fourth head is currently serving as Dean of Students. Political intolerance amongst students is at its highest level. Students in different political groups hardly ever cooperate across the political divide. They argue and disagree on almost every matter on the agenda. As a consequence, office bearers in nonpolitical formations such as academic, community, sports and recreation and clubs and societies also align themselves along rival political party lines.

The students' political problems on campus are inherited from the national political parties who fight fiercely at the provincial level. Politicians at the national and provincial level take a keen interest in student political life on campus. The University of Zululand is strategically situated and political parties fight hard for control. The amount of political tension amongst students is unhealthy, volatile and unmanageable. Often the Office of the Dean of Students serves a mediating role between management and the SRC. Often each party makes unrealistic demands over the other. A solution is often reached by compromise, which helps to resolve the impasse. The biggest challenge that the CGC is facing is to resolve political differences amongst students and the adversarial relationship between students and management. A programme of action designed to reduce and resolve political tensions was approved by management, and will be rolled out throughout the course of 2006.

### **6.8.2 Experience of being a peer counsellor**

A lot has been learned through the participation of peer counsellors in the study. Peer counsellors have generally had pleasant and positive experiences with CGC. Ninety-five per cent of peer counsellors were grateful that they were selected, trained and given an opportunity to become counsellors. As student helpers, peer counsellors reported gains in confidence and improvements in their helping skills. Sixty per cent of peer counsellors surveyed further reported gains in their own academic work.

There is ample evidence to suggest that peer counsellors at the CGC provide a necessary service to students at the University of Zululand. Initially, when peer counselling was introduced it was out of a need to alleviate staff shortage. There were however, benefits that were sought. The CGC required young people to counsel others in order to reach students who might be hidden in the process.

The majority of peer counsellors gave a positive response when they were asked to comment on their experiences of becoming a peer counsellor. Ninety five per cent were grateful that they were selected as peer counsellors. Sixty per cent per cent reported gains in their own work after assisting other students.

Peer counsellors are an important component of the CGC. They need further mentorship, support and training in special and general counselling to empower and enable them work well, both as students and peer counsellors. As a group, they identified their shortcomings, and requested for additional training to equip peer

counsellors to deal with more challenging situations as they are not professional counsellors. This request is an indication of growth, need for help and commitment from peer counsellors. The findings can be trusted and generalized as a true reflection of peer counsellors in the CGC.

### **6.8.3 Experience of being a staff member in the SSD**

Staff members who serve in the Student Services Department (SSD) in areas of Student Residences, Wellness Centre, Financial Aid, Kitchen and Catering and Sports and Recreation were given four sets of questions to answer. The questions were analyzed using qualitative methods.

The results indicated that staff members are generally happy to work at the SSD. A significant number of staff members expressed positive attitudes towards their work, department and the University of Zululand. About 90% of the staff members expressed positive experiences and appreciation for working at the SSD.

There are, however, conflicting messages when the staff views are compared with information obtained from the survey of students' attitudes towards the CGC. Whilst the staff appear content, students are not happy with some staff members perceived as student-unfriendly. The critical questions become:

- What do students mean by student unfriendliness? Is it the inability to work with students? Or staffs adherence to rules which often are interpreted negatively by students when applied by some and not other staff members.



The questions and issues raised above will still have to be investigated when addressing issues of human relations and code of conduct between and amongst students and staff.

A small number of staff members, less than 10%, gave negative answers. Even though the number is insignificant, it is necessary that the staff members concerned should be assisted as their concerns could affect work performance if ignored. In 2006, the SSD approved a series of workshops for staff to address issues of performance, rights and responsibilities of workers.

#### **6.8.4 Students' attitudes towards the CGC**

The study indicated that the students' attitudes toward CGC is generally positive. The results indicated that more than 50% of the student population hold positive attitudes toward the CGC. There were however, 35% that were outright negative. Specific items indicated that some staff members were not perceived as student-friendly, and there was dissatisfaction with overcrowding in the residences.

Staffing problems in the department could have contributed to the high number of negative responses. Overcrowding and unhelpful behaviours are a cause for concern and will be addressed as a matter of urgency. The results can be trusted as a fairly true reflection of students' attitudes toward the CGC. The study will assist in resolving current problems and planning for the future.

### **6.8.5 Student governance and politics**

All three groups, the students, peer counsellors and staff members, agreed that student life at the University of Zululand is influenced by unaccommodating, adversarial student politics. The difficulty experienced by many students is that political groups often make their own special demands difficult to satisfy. Faced with a deadlock, political formations on campus emphasize social action and student mobilization more than they call for studies and academic work. Aspirant student leaders fall prey to persuasion and manipulation by political parties who want to control the university for their own party benefit. Students' political programmes often overshadow their own academic programmes. Shongwe, Edwards, Nene and Hlongwane (1991) found similar results.

The conditions, as they stand in student governance, indicate an urgent need for change. There is a need to rethink the strategy of management and administration of student services as it relates to student governance. Rules, regulations and code of conduct of all student leaders need to be reintroduced and applied consistently to all students by all in management and administration of student governance and development.

Students will need a lot of encouragement, persuasion and discipline to modify their inclination towards negative and destructive behaviours on campus. Lack of consistency, preferential treatment and staffs involvement in student politics were identified as some of the reasons for the apparent defiance of the SRC and

breakdown in student governance, law and order. Management will need to make a policy on the issue of affiliation and participation of staff members in national politics *vis-a-vis* student governance, management and student politics. A clause in the staff code of conduct is necessary to sensitize staff members to what they may or may not do when dealing with, and managing student affairs.

#### **6.8.6 Student life**

Student life on campus has not been easy for many students. Before the establishment of the democratic government in 1994, students played a significant role denouncing and demonstrating against the apartheid government. The post-1994 era presents other challenges of HIV/AIDS, political intolerance and division along political lines, drugs, insubordination, and disrespect for others, authority and property. Whilst the majority of students want to study and then leave, a small powerful minority demand and dictate to the silent majority. Again, Shongwe, Edwards, Nene and Hlongwane (1991) found similar results.

#### **6.8.7 Minority views**

Whilst research results indicate that the majority of students hold positive attitudes toward the CGC, a minority were unhappy. They felt that service was inadequate as it took a long time for them get assistance, and they further expressed unhappiness about staff members that were not student-friendly. Similar results were obtained from staff where the majority was happy to be in the SSD and the minority of less than 10% expressed unhappiness.

The views of the minority are helpful in as much as they will assist in planning and improving the management of student affairs in general, particularly the relationship between students and staff. The results will further guide and inform short to medium term management strategy of the SSD. Immediate intervention on current problems will be initiated, and review of interpersonal relations, work performance, students and staff concerns will be top priorities.

#### **6.8.8 Relationship between students and staff**

About 90% of staff respondents in the Student Services Department were happy with their relationship with the University. There is a need to harmonize relations and reconcile differences between students and staff. Staff members expressed positive attitudes with regard to Unizul and the SSD in general, particularly sections where they are stationed. The negative feedback was insignificant but was seriously considered in order to help staff members who might be dissatisfied for different reasons. Positive feelings about the self and factors in the environment are associated with increased performance and positive self-evaluation. Identifying and examining what works for the company can pay as much if not more than spending resources on what does not work (Molekwa, 2003).

#### **6.9 Challenges**

- i. The three decades of headship saw a trend in which management was suspicious of the role, responsibility and involvement of students with the Office

of the Dean of Students. There is a need to clarify functions, roles and responsibilities for all structures to work in harmony, as a team.

- ii. Democracy and political education need to go hand in hand. The biggest challenge is to empower student leaders to change focus and emphasize education, instead of downplaying it.
- iii. There is a need to improve staffing and service delivery in order to increase the total performance of the SSD.
- iv. Winning the support and cooperation of academic staff members is essential in order to improve the referral system and support programmes offered by the CGC.
- v. Achieving positive results in the fight against the HIV/AIDS pandemic, as well as reducing or eliminating further infections, is critical.

The following external factors threaten internal stability of the University of Zululand and are of particular concern to the study:

- i. The SRC elections are mainly contested along external party political lines.
- ii. Politicians have total control over students and use them to fulfil their political objectives without any connection to university work.
- iii. The Province of KwaZulu-Natal was hit by political violence just before the first democratic elections in 1994 and is still suffering from the same.
- iv. What is observed at the University of Zululand are spillovers from national and provincial politics with rival political parties.

- v. The University of Zululand has not found a permanent solution to political problems ravaging the institution.

#### **6.9. Weaknesses in the study**

- i. The scope of the study was rather wide, from 1977 to 2006. Some areas could only be treated broadly to highlight areas for further research.
- ii. The samples used in some areas were very small. As an important consideration in research, it is better not to make generalizations if the sample is small and not representative of the population.
- iii. The study is localized and would benefit from national and international comparisons.

#### **6.10 Areas for further investigation and future research**

The following are areas for future research and investigation:

- i. What is the root cause of problems at Unizul?
- ii. What does political tolerance mean to students?
- iii. To what extent does family background influence education, achievement, performance and behaviour of students?
- iv. What are the family support structures of students?
- v. What is the experience of studying at Unizul?
- vi. What makes some sections work better than others?

## 6.11 Recommendations

- i. Restructure the work plan and schedule of the SSD/ CGC according to the priority list of findings by seeking additional information, and involving students and staff in the planning stage and then implement changes as planned.
- ii. The support service staff in the SSD should extend their cooperative work with the academic staff. There is a need to consult or be consulted by academics in order to provide high quality co-curricular to both students and staff.
- iii. The office of the Dean of Students can only succeed in helping students where it receives management support. It is critical that the relationship of distrust traceable from inception in 1977 to 2006 should be addressed as a matter of urgency. This will involve redefining and agreeing on the roles and responsibilities of the office of the Dean of Students *vis-a-vis* line function, particularly the Registrar and Rector, as the two are the next senior levels and line functions of the SSD.
- iv. Large-scale training and workshops of both students and staff directly linked by work with the students' co-curricular programmes. These workshops will cover areas such as: democracy education, diversity in unity, political tolerance, participation and co-operation, public funds and public service. A code of conduct will be drawn up, accepted and signed by all participating student societies, political formations and student leadership structures.

- v. Retrain student leadership at different levels and structures and expose them to what is happening outside the University at local and international levels.
- vi. Offer information and assistance to management to acquire first hand information on relevant issues where there could be differences of opinion.
- vii. Supervise all training support and development programmes. Give and receive regular feedback from students, staff and management.
- viii. Popularize sports by extending and increasing participation to the majority of students. Students should be encouraged and drawn to programmes that will enable them to adopt sports as a lifestyle. This could be done in different ways.

The basics will involve:

- Provide and improve sports facilities.
- Increasing sports training and development opportunities for students, administration and coaching staff.
- Employ more coaches and encourage specialization and competition in different sports codes.
- Sponsor more tournaments and competitions at different levels in general, particularly at the institutional level.
- Provide of incentives for excellence in sportsmanship.
- Plan, manage and control underperformance.



- Punish unprofessional behaviour in sportsmen and sportswomen.
- ix. Emphasize more staff development programmes and workshops that link the entire department around sports participation, for example, counselling and sports, student housing and sports, campus wellness and sports.
  - x. Introduce a multi-pronged approach in student development that will involve other stakeholders. Together with students, stakeholders should identify negative and destructive behaviours that students need to change, as well as establish new ones, that are desirable. The programme should be linked to a reward system.
  - xi. Provide a clear reward system and circulate it to all participants to note.
  - xii. Improve the students' general entertainment in order to impact the students' quality of life in general.
  - xiii. Brief reports on progress on each item or section under review should be submitted regularly. At most, the reports should be submitted and discussed fortnightly by supervisors or heads of section, and weekly by all staff in different sections under the guidance of the respective supervisors.

## References

Africa, H. (2002). *What it means to the University of Zululand to become a comprehensive university*. Unpublished public address to staff of the University of Zululand. Kwa-Dlangwezwa: University of Zululand.

African National Congress (1994). *The Reconstruction and Development Programme: A policy framework*. Johannesburg: Umanyano Publishers.

AIDS Training and Information Centre (ATIC). (1989). *Aids information and guidelines for nurses*. Pretoria: Department of National Health and Population Development.

Archer, J. & Cooper, S. (1998). *Counselling and mental health services on campus*. San Francisco: Jossey-Bass Publishers.

Bengu, S.M.E. (2005). *The importance of cultural identity and cultural coexistence in South Africa today*. Unpublished paper and public address. Kwa-Dlangwezwa: University of Zululand.

Bengu, S.M.E. (2005). *Experiences as Head of the Student Services Department at the University of Zululand*. Unpublished interview on experiences as Head of the Student Services Department. Durban, South Africa.

Berglund, A.I. (1976). *Zulu thought-patterns and symbolism*. London: C Hurst and Company, Ltd.

Blocher, D.H. (1973). *Social change and the future of vocational guidance in career guidance for a new age*. Ed. H. Barrow. Boston: Houghton Mifflin.

Bushe, G. (2003). Appreciative inquiry. [www.WINDOWSITE.MPLapping.htm](http://www.WINDOWSITE.MPLapping.htm).

Centre for Guidance and Counselling, (2003). *Annual report*. Kwa-Dlangezwa: University of Zululand.

Cherney, J.K. (2003). Appreciative teambuilding: creating a climate for great collaboration. [www.teambuildinginc.com/article.aihtm](http://www.teambuildinginc.com/article.aihtm).

Chikane, F. (1986). Children in turmoil: The effects of the unrest on township children. In: S. Burman & P Reynolds (Eds.) *Growing up in a divided society*. Johannesburg: Ravan Press.

Cloonan, T.F. (1971). Experiential and behavioural aspects of decision making. In: Giorgi A., Fischer, W.F. and Von Eckartsberg (Eds). *Duquesne studies in phenomenological psychology*, 1 112-131. Pittsburgh: Duquesne University Press.

Communities: A new approach for new millenium (2001). CARE Nepal.

[www.panasia.org.sg/nepalnet/socio/partnerships.htm](http://www.panasia.org.sg/nepalnet/socio/partnerships.htm).

Cooperrider, D.L. and Whitney, D. (2003). What is appreciative inquiry? Appreciative inquiry commons. [www.appreciativeinquiry.cwru.edu/intro/whatisai.cfm](http://www.appreciativeinquiry.cwru.edu/intro/whatisai.cfm).

Cowen, E.R. (1994). The enhancement of psychological wellness: Challenges and opportunities. *American Journal of Community Psychology*, 22,149-179.

Cowen, E.R. (2000). Psychological wellness: Some hopes for the future. In D. Cicchetti, J. Rappaport, I. Sandler & R.P. Weissberg (Eds.) *The promotion of wellness in children and adolescents*. Thousand Oaks, CA: Sage

Dlamini, N.M-R. (2005). *Personal interview on experiences as Head of Student Services at the University of Zululand*. MM Hlongwane. KwaZulu-Natal, South Africa.

Dlamini, P.M. (2000). *Handbook and Policy Document*. Kwa-Dlangezwa: University of Zululand, KwaZulu-Natal, South Africa.

Dlamini, P.M. (2001). *Support functions of the Student Services Department*. Unpublished workshop address of departmental staff. Kwa-Dlangezwa: University of Zululand.

Dube, A.T. (2002). *HIV/ AIDS policy of the University of Zululand*. Kwa-Dlangezwa: University of Zululand.

Dinath, M.Y. (2004). MESAB (SA) workshop. *Mentorship in tertiary institutions*. Unpublished paper. Stellenbosch: Cape Town.

Donald and Hlongwane, (1989). Issues in the integration of traditional African healing and Western counselling in school psychological practice. Three case studies. *School Psychology International*. 10, 4.

Edwards, S.D. (1985). Some indigenous South African views on illness and healing. *Journal of Psychology*, B, 49.

Edwards, S.D. (1987). The importance of an interview in the counselling process. *Journal of Psychology*. Second semester, 3(2) 32-41.

Edwards, S.D., (1988). The relationship between students, education and society. *Journal of Psychology*, First semester, 4(1) 37-45.

Edwards, S.D. (1989). Some thoughts on community therapeutic psychology in South Africa. *Journal of psychology*. Kwa-Dlangezwa: University of Zululand.

Edwards, S.D. (1990). A model of research stages. *Journal of Psychology*, Second semester 6(1) 54-64.

Edwards, S.D. (1999). *Community Psychology: A Zululand perspective*. Kwa-Dlangezwa: University of Zululand.

Edwards, S.D., (2000). Exercise and mental health promotion - the natural partnership. *International Journal of Mental Health Promotion*, 2,16-18.

Edwards, S.D. (2001). Phenomenology as intervention. *Indo-Pacific Journal of Phenomenology*, 2, 1-10.

Edwards, S.D., (2002). *Health promotion; community psychology and indigenous healing*. Kwa-Dlangezwa: University of Zululand.

Edwards, S.D., Ngcobo, H.S.B. and Pillay, A.L. (2004). Psychological well-being in South African university students. *Psychological Reports*, 95, 1279-1282.

Financial Aid Bureau (FAB) reports. (2005). *Annual report of the Financial Aid Bureau*. Unpublished annual report of FAB. Kwa-Dlangezwa: University of Zululand.

Giorgi, A. (1970). *Psychology as a human science, a phenomenological based approach*. New York: Harper and Row.

Giorgi, A. (1975). An application of the phenomenological method in psychology. In: Giorgi, A., Fischer, C. and Murray, E. (Eds.) *Duquesne studies in phenomenological psychology*, 2,82-103.

Giorgi, A. (1985). *Phenomenology and psychological research*. Pittsburgh: Duquesne University Press.

Gwalla-Ogisi, R.N., (1984). *Learning and motivational problems*. Paper presented in a seminar on Development and enrichment strategies for disadvantaged children. Kwa-Dlangezwa: University of Zululand.

Hagan, T. & Smail, D. (1997). Power-mapping I Background and basic methodology. *Journal of community & applied social psychology*, 7257-267.

Hall, J. & Hammond, S. (2003). *What is appreciative inquiry?* [www.thinbook.com](http://www.thinbook.com)

Hamblin, D.H. (1974). *The teacher and counselling*. Britain: Basil Blackwell.

Hansen, J.C. Warner, R.W. and Smith, E.J. (1980). *Group counselling. Theory and process*. Boston: Houghton Mifflin Company.

Hlongwane, M.M. (1989). *Enhancing the self concepts of black adolescents using transactional analysis in a group context*. Unpublished masters dissertation. Pietermaritzburg: University of KwaZulu-Natal.

Hlongwane, M.M. (2005). *A report on the Student Services Department at the University of Zululand*. Unpublished report. Kwa-Dlangezwa: University of Zululand.

Holdstock, T.L. (1979). Indegenous healing in south Africa: A neglected potential. *South African Journal of Psychology*, 9, 118-124.

Holdstock, T.L. (1981). Psychology in South Africa belongs to the colonial eras. Arrogance or ignorance? *South African Journal of Community Psychology*, 62, 97-99.

Israel, Schulz, Paeker and Becker (1988). In: Zimmerman M.A., (2000). *Empowerment Theory: Psychological, Organizational and Community Levels of Analysis*. 2,43-64, New York: Kluwer Academic.

Kiracofe, N, et.al. (1994) In Archer, J. and Cooper S. (1998) *Counselling and mental health services on campus*. San Francisco: Jossey-Bass Publishers.

Kazdin, A.E. (1980). *Research design in clinical psychology*. New York: Harper and Row.



Kerlinger, F.N., (1978). *Foundations of behavioural research*. Delhi: Surjeet.

Kelly, J.G. (1988). Context and process: an ecological view of the interdependence of research and practice. *American Journal of Community Psychology*, 14,581-589.

Kruger, D. (1984). Towards an existential –phenomenological psychotherapy. In D. Kruger (Ed.) *The changing reality of modern man*. Cape Town: Juta.

Kruger, D. (1988). *Introduction to phenomenological psychology*. Cape Town: Juta.

Leibler, C.J. (2001). Getting comfortable with appreciative inquiry. [www.geminitiative.org/getting.html](http://www.geminitiative.org/getting.html).

Levine, M. and Perkins, D.V. (1997). *Principles of community psychology*. New York: Oxford university Press.

Ludeman, R. (1998). *The role of student affairs and services in higher education: a practical manual for developing, implementing and assessing student affairs programmes and services*. Paris: UNESCO

Ludeman, R. (1997). *Quality student services around the world: bridging student need and student success*. Chicago: NASPA.

Luthuli, T. (2005). *Request to postpone student examinations. Umhayizo*. Unpublished interdepartmental communication. Kwa-Dlangezwa: University of Zululand.

Makunga, N.V., Edwards, S.D. & Nzima, D.R. (1997). Harmonizing traditional and modern forms of community psychology in Zululand, South Africa. In Madu, S. & Pritz, A. (Eds). *In quest of psychotherapy for Africa*. Sovenga: University of the North.

Mandela, N.R. (1994). Preface. In: *The Reconstruction and Development Programme: A policy framework*. Johannesburg: Umanyano Publishers.

Mandew, M. (2003). *A guide to student services in South Africa*. Pretoria: CHET/DoE.

Mann, P.R. (1970). *Community psychology. Concepts and applications*. New York: The Free Press.

Matiso, K. (2005). *Student Housing Review of the University of Zululand*. Unpublished report. Umtata: Nelson Mandela Metropolitan University.

Mbiti, J. S. (1970). *African, African religion and philosophy*. London: Longman.

Mechanic (1991). In: J. Rappaport & E. Seidman (2000). *Handbook of community psychology*. New York: Kluwer Academic.

Mkhize, C.Y. (1998). *A blue print for the management and administration of student housing*. Unpublished report of the Student Housing. Kwa-Dlangezwa: University of Zululand.

Moalusi, J.M. & Nene, L.M. (1994). Attitudes of students of the University of Zululand towards Students Guidance Services. *Journal of Psychology*. Second semester. 10(1) 49-54.

Molekwa, S.M. (2003). *An appreciative inquiry into BP Africa's wellness programme*. Unpunlished research proposal. University of Zululand: South Africa.

Ncwane, J.P.S. (2005). *Fitness and Human Health*. Unpublished paper. Kwa-Dlangezwa: University of Zululand.

Neale, J.M. & Liebert, R.M., (1980). *Science and behaviour: An introduction to methods of research*. EnglewoodCliffs NJ: Prentice-Hall.

Nene, L.M. (1990). Attitudes towards university education. Kwa-Dlangezwa: University of Zululand. *Journal of Psychology*, 6, (1) 86-99.

Nene, L.M. (1990). Attitude towards mixed residence. Kwa-Dlangezwa: University of Zululand. *Journal of Psychology*, 6, (1) 73-85.

Ngubane, H. (1977). *Body and mind in Zulu medicine*. London: Academic Press.

Nxumalo, O.E.H.M. (1990). Education, social change and empowerment. Unpublished inaugural address. Kwa-Dlangezwa: University of Zululand.

Orford, J. (1992). *Community Psychology. Theory and practice*. Chichester: Wiley.

Partington-Nel, K., (2004). *An evaluation of the Ticor SA Holdings (PTY) Ltd employee assistance programme*. Unpublished doctoral thesis. Empangeni: University of Zululand.

Rappaport, J. (1977). *Community psychology. Values, research, and action*. New York: Holt, Rinehart and Winston.

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology*, 9,1-25.

Rappaport, J. (1995). Empowerment meets narrative. Listening to stories and creating settings. *American Journal of Community Psychology*, 23, 795-808.

Rappaport, J. & Seidman, E. (2000). *Handbook of community psychology*. New York: Kluwer.

Seedat, M. Cloete, N. and Sochet, I. (1988). Community Psychology: panic or penacea. *Psychology in society*, 1!, 39-54.

Seedat, M., Duncan, N. & Lazarus, S. (2001). *Community Psychology: Theory, Method and Practice*. Oxford University Press: Cape Town.

Shongwe, B.V., Edwards, S.D., Nene, L.M. & Hlongwane, M.M. (1991). Staff and students perceptions of the Student Representative Council. *Journal of Psychology*, First semester, 7(1), 86-101.

Sibaya, P.T. (2005). *American education vs South African education: a comparison of the systems*. Unpublished paper presented at the University of Zululand Manco and Extended Manco meeting. Kwa-Dlangezwa, Empangeni.

Students Representative Council, (2003). *Constitution of the Students Representative Council of the University of Zululand*. Kwa-Dlangezwa: University of Zululand.

Skuy, M. (1986). *Instrumental enrichment and learning potential assessment*. Johannesburg: Wits University.

Stones, C.R. (1986). Phenomenological praxis: a constructive alternative in research in psychology. *South African Journal of Psychology*, 16, 117-121.

Sue, D.W. (1981). *Counselling the culturally different*. New York: John Wiley and sons.

Thembela, A.J. (1984). *Development problems and the culturally disadvantaged child. Paper presented in a seminar on development and enrichment strategies for disadvantaged children*. Kwa-Dlangezwa: University of Zululand.

Uzoka, A.F. (1980). The African child and the dilemma of the changing family functions. A psychological perspective. *African Social Research Journal*. December, 1980.

van Eeden, R. (1991). *Manual for the Senior South African Individual Scale R*. Pretoria: Human Sciences Research Council.

Webb, C. (1991). Action research. In: Cormack, D.F.S. (Ed.) (1991). *The research process in nursing*. Oxford: Black Well Science.

Worthen, B.W. (1987). *Educational evaluation: alternative approaches and practical guidelines*. New York: Longman.

Zimmerman, M.A. (2000). Empowerment theory. Psychological organizational and community levels of analysis. In: LJ Rappaport and E. Seidman (Eds.) *Handbook of community psychology*. New York: Kluwer Academic.

## **Annexure A**

### **Cover 1**

1. Student enrolments, 2002-2006
2. First year enrolments, 2002-2006
3. NSFAS allocations 2002-2005
4. Active sponsorships, 2005/ 06



# UNIVERSITY OF ZULULAND

## REGISTRATION STATISTICS 2002

	FULL- TIME		PART - TIME	
RACE	MALE	FEMALE	MALE	FEMALE
BLACK	1766	2189	246	359
WHITE	75	145	1	30
COLOURED	1	3	4	1
INDIAN	7	12	8	4
<b>TOTALS</b>	<b>1849</b>	<b>2349</b>	<b>259</b>	<b>653</b>

# UNIVERSITY OF ZULULAND

## REGISTRATION STATISTICS

2003

	FULL - TIME		PART - TIME	
RACE	MALE	FEMALE	MALE	FEMALE
BLACK	2114	2948	294	508
WHITE	17	17	26	17
COLOURED	4	5	4	0
INDIAN	15	21	9	6
<b>TOTALS</b>	<b>2150</b>	<b>2991</b>	<b>333</b>	<b>531</b>

# UNIVERSITY OF ZULULAND

## REGISTRATION STATISTICS

2004

	FULL - TIME		PART -TIME	
RACE	MALE	FEMALE	MALE	FEMALE
BLACK	2607	3972	372	764
WHITE	16	27	19	23
COLOURED	5	10	6	1
INDIAN	13	22	9	6
TOTALS	2641	4031	406	1200

# UNIVERSITY OF ZULULAND

## REGISTRATION STATISTICS 2005

	FULL - TIME		PART - TIME	
RACE	MALE	FEMALE	MALE	FEMALE
BLACK	2614	4428	411	930
WHITE	17	26	20	26
COLOURED	5	12	7	3
INDIAN	221	366	11	8
<b>TOTALS</b>	<b>2857</b>	<b>4832</b>	<b>449</b>	<b>967</b>

**UNIVERSITY OF ZULULAND**

**FINANCIAL AID BUREAU (FAB)**

**INFORMATION FROM THE NATIONAL STUDENTS  
FINANCIAL AID SCHEME (NSFAS)**

YEAR	TOTAL ALLOCATION	STUDENTS ASSISTED
2000	17 197 000	1514
2001	21 800 186	1806
2002	26 041 970	2053
2003	23 082 225	2824
2004	19 745 604	3205
2005	35 434 000	3565

**UNIVERSITY OF ZULULAND**

**FINANCIAL AID BUREAU (FAB)**

**ALLOCATION PER STUDENT**

YEAR	RESIDENT	NON RESIDENT
2000	14 600	10 000
2001	15 000	8 000
2002	16 000	8 000
2003	10 500	8 000
2004	9 000	4 000
2005	12 000	8 000

<b>ACTIVE SPONSORS AND SPONSORED STUDENTS - 2005</b>											
<b>SPONSOR</b>		<b>NO. OF STUDENTS</b>		<b>MALE</b>	<b>FEMALE</b>	<b>EDUCATION</b>	<b>COMMERCE</b>	<b>ARTS</b>	<b>SCIENCE</b>		
MPUMALANGA AGRIC		5		4	1	0	0	1	4		
KZN BOARD OF TRUSTEES		1		0	1	0	0	0	1		
ATTORNEYS FIDELITY FUND		8		5	3	0	8	0	0		
LEGALWISE		1		1	0	0	1	0	0		
TIBIYO TAKA NGWANE		12		3	9	0	4	5	3		
MEDICAL RESEARCH COUNCIL		2		2	0	0	0	0	0		
DEPT OF ENVIRO AFFAIRS		1		1	0	0	0	0	0		
FOSKOR		5		2	3	1	2	1	1		
TELKOM		9		6	3	0	1	2	6		
BTSWANA CONSULATE GEN		1		0	1	0	1	0	0		
TEASA		1		1	0	0	1	0	0		
KZN DEPT OF HOUSING		2		2	0	0	2	0	0		
UNIVERSITY OF TRANSKEI		1		1	0	0	1	0	0		
JACOB ZUMA TRUST		26		9	17	5	8	10	3		
JB MARKS TRUST		5		4	1	0	2	0	3		
DEPT SOCIAL DEV		3		1	2	0	3	0	0		
ALEXANDER FORBES TRUST		5		0	5	0	4	1	0		
DEPT OF HOME AFFAIRS		6		3	3	0	6	0	0		
MACSTEEL		1		1	0	0	0	0	1		
R E A P		3		0	3	0	0	3	0		
INDUSTRIAL DEV CORP		1		0	1	0	1	0	0		
FRIENDS OF MOSVOLD		8		3	5	0	0	6	2		
M E S A B		6		0	6	0	0	6	0		
NATIONAL PROSECUTING AU		2		1	1	0	2	0	0		
KZN EDUC P/T		104		30	74	104	0	0	0		
HILLSIDE ALLUMINIUM		7		3	4	0	0	0	7		
KZN EDUC F/T		74		34	40	56	3	14	1		
LAND BANK		6		4	2	0	4	1	1		
ITEMBA LABS		24		18	6	0	0	0	24		
S A NAT MUSLIM BURS		1		0	1	0	1	0	0		
STUDIETRUST		3		2	1	0	2	0	1		
UGU DISTRICT MUNIC		2		1	1	0	1	1	0		

EKURHULENI MUNIC	1		0	1	0	0	1	0
KZN DEPT OF WORKS	5		1	4	0	5	0	0
ALBERT WESSELS TRUST	1		1	0	0	1	0	0
KZN HEALTH	62		18	44	0	1	60	1
DEPARTMENT OF JUSTICE	12		5	7	2	5	4	1
KZN DEPT OF AGRICULTURE	14		7	7	0	0	1	13
DEPARTMENT OF JUSTICE	1		0	1	0	0	0	0
DEPT OF WATER AFFAIRS	3		1	2	0	0	0	3
NATIONAL ECON EDUC TRUST	2		1	1	0	0	0	2
NATIONAL PORTS AUTHORITY	7		0	7	0	6	1	0
CL RENAUD SCHOLARSHIP	3		0	2	0	1		
CORRECTIONAL SERVICES	3		3	0	0	1	1	0
MPUMALANGA HEALTH	24		6	18	0	0	22	2
FREE STATE LOCAL GOVT	1		1	0	0	1	0	0
LESOTHO NMDS	45		20	25	0	18	11	16
S A FORESTRY	1		1	0	0	0	1	0
ASSEMBLIES OF GOD C.T.	1		1	0	0	1	0	0
MPUMALANGA EDUCATION	25		15	10	14	8	0	3
INKATHA FREEDOM PARTY	11		7	4	1	6	2	2
RBCT	1		1	0	0	0	1	0
SUGAR INDUSTRY	8		1	7	0	0	0	8
S A INSTITUTE OF RACE REL	8		5	3	0	1	4	3
NRF	51		39	12	0	1	7	43
RICHARDS BAY MINERALS	3		2	1	0	3	0	0
FNB TRUST SERVICES	1		0	1	0	1	0	0
MONDI BUSINESS PAPER	3		1	2	0	2	1	0
AFRICA FOUNDATION	11		5	6	7	1	1	2
ESKOM HEAD OFFICE	5		1	4	0	1	2	2
REPUBLIC OF NAMIBIA	5		1	4	0	0	0	5
KZN TRADITIONAL AFFAIRS	13		5	8	0	11	2	0
NATIONAL INTELLIGENCE	2		1	1	1	1	0	0
INKANDI A MUNICIPALITY	8		7	1	2	4	1	1
UTHUKELA DISTRICT MUNIC	13		3	10	2	2	3	6
UNILEVER	1		1	0	0	0	1	0
GAUTENG TRANSPORT DEPT	1		1	0	0	1	0	0
THANDA GAME RESERVE	1		0	1	0	0	0	1



[illegible]

## **Annexure B**

### **Cover 2**

- Copy of an orientation programme

## ***CENTRE FOR GUIDANCE AND COUNSELLING***

### **Staff members**

Senior Psychologist	:	Mr M.M. Hlongwane
Cultural Officer	:	Mr C.B. Hlatshwayo
Secretary	:	Ms T Mtshali
Orientation Team	:	Peer Counsellors

Important places and presentation venues during Orientation:

- \* Centre for Guidance and Counselling (CGC) Basement, Admin. Building
- \* Chapel, Centrally located within the Residences in the West on Campus.
- \* AL 11,12, 13 and 14, Lecture Halls in Arts Block, Inkanyiso Complex.
- \* NE 5 in the Education Building.
- \* SC 101, 106, Lecture Halls in the Science Block.
- \* University Library, Centrally situated on Campus.
- \*Bhekuzulu Hall.
- \*Sporting Facilities

### **NOTE:**

Throughout the orientation, members of staff at the CGC and peer counsellors will be available to assist students decide on modules and career options. Please, consult staff individually or in groups if you are hesitant or uncertain with your choice. It is essential that students should know what they intend doing before finalising their registration.

# Orientation Programme of New Students, 2003

20 January 2003, Monday  
8.00 – 16h00

Report at King Bhekuzulu Hall

Reception  
Check-in and record update  
Payments and financial registration

## *Table 1. Student Affairs*

- i) *Students with invitation letters*
- ii) *Self application*
- iii) *School leaving certificates*

## *Table 2. Student Housing*

- i) *Allocation of rooms*
- ii) *Housing rules and regulations*
- iii) *House Committee's role*

## *Table 3. Student Health*

- i) *Physical/ Medical health*
- ii) *Sexuality education and HIV/ Aids*

## *Table 4. Guidance and Counselling*

- i) *Peer counselling*
- ii) *Career guidance*
- iii) *Personal counselling*

## *Table 5. Financial Aid*

- i) *Bursaries/ Loans*
- iii) *The Rebate System*
- iv) *NSFAS and Set conditions*

## *Table 6. Sport and recreation*

- i) *Sporting codes on campus*
- iv) *Enrolment for sports participation*

## *Table 7. Student Societies*

- i) *Operating societies*
- ii) *Membership*

## *Table 7. SCF and Church Service*

- i) *Daily meetings*
- ii) *Sunday worship*

**21 January 2003, Tuesday**

**Chapel**

**7h45**

**All students meet for the day's briefing**  
Team leader and Peer counsellors

*8h00-10h00*

**Financial Aid Bureau (FAB), Presentation by Mr Miya and Staff**

*10h30-13h00*

**Library orientation, Mr Mdletshe and staff**

*13h00-13h55*

**LUNCH**

**LUNCH**

**LUNCH**

*14h00-16h00*

**Presentations by Student Political Formations on Campus - Session led by Mr CB Hlatshwayo**

- ◆ Azasco
- ◆ Sadesmo
- ◆ Sasco

**Special arrangements by academics to see student groups**

**22 January 2003, Wednesday**

**8h00 – 9h00**

**Campus experiences**  
**Peer counsellors**

**9h00 – 12h00**

**Bhekuzulu hall**

**Standardized Tests – English test by all students**

**14.00 – 17h00**

**Math test by Science Students only**

**Chapel/ NE 5?AL13 and 14**

**Career counselling - remaining**

**23 January 2003, Thursday**

**8h00 - 9h00**

**Campus experiences**  
**Housing Committee**

**9h00 - 1200**

**Science test by all Science students**  
**Career counselling - remaining**

**24 January 2003, Friday**

**8h00 – 10h00**

**Dean's Address**

**Acting Dean of Students**

MM Hlongwane  
CGC

Student counselling  
and support

Peer counselling  
Nosipho Cwele and her team

*Student societies*

*CB Hlatshwayo*

*10h30-11h25*  
**Clinic**

*Students Health, HIV and Aids*  
Dr BN Vilakazi

*11h30-12h30*  
**Student Housing**

Mrs TT Nxumalo, Residence Staff  
and House Committee

*12h35-13h55*

**LUNCH**

**LUNCH**

**LUNCH**

**Afternoon**  
*14h00-14h55*

First year experience  
*Housing committee*

**25 January 2003, Saturday**

**Extra curricular activities**

**- Sports and recreation**

To be arranged in collaboration with the SRC, All  
Sports and Student Housing Committee.

**26 January 2003, Sunday**

Church services and religious functions will be arranged in collaboration with Mr CB  
Hlatshwayo and the SCF.

**27 January 2003, Monday**

**Introduction to the Modular System**

**Morning**

**Chapel**

**7h45**

**All students meet for the day's briefing**  
Team leader and Peer counsellors

*8h00-8h55*

**Modules**

**: Prof MF Coetsee or his representative**  
**What is entailed in the modular system?**  
An address to all new students

*9h00-9h55*

**Arts**

**: Courses on offer and career opportunities in Arts**

**Dean or Vice Dean**

*10h00-10h25*            **BREAK      BREAK      BREAK**

*10h30-11h25*  
**Commerce**            : Courses on offer and career opportunities in **Commerce and Administration**  
                              **Dean or Vice Dean**

*11h30-12h30*  
**Education**            : Courses on offer and career opportunities in **Education**  
                              **Dean or Vice Dean**

**12h30 – 13h20**            **LUNCH      LUNCH      LUNCH**

**Afternoon**  
*13h30-14h25*  
**Law**                    : Courses on offer and career opportunities in **Law**  
                              **Dean or Vice Dean**

*14h30-16h00*  
**Science**                : Courses on offer and career opportunities in **Science**  
                              **Dean or Vice Dean**

**28 January 2003, Tuesday**                    **Chapel**

**7h45**                    **All students meet for the day's briefing**  
                              Team leader and peer counsellors

**Theology**  
*8h00-10h00* (First session)  
Lecturing Staff of Theology: Appointments made by the Dean or Vice Dean  
**Faculty rules and course combinations**

*10h00-10h25*            **BREAK      BREAK      BREAK**

**Science**  
*10h30-12h30* (First session)  
Lecturing Staff of Science: Appointments made by the Dean or Vice Dean

## **Faculty rules and course combinations**

*12h30-13h25*            **LUNCH**        **LUNCH**        **LUNCH**

### **Science**

*13h30-16.00* (Second session)

**Lecture Demonstration:** Science staff appointments made by the Dean or Vice Dean

**29 January 2003, Wednesday**

**Chapel**

**7h45**

**All students meet for the day's briefing**

Team leader and Peer counsellors

### **Law**

*8h00-10h00* (First session)

Lecturing staff of Law: Appointments made by the Dean or Vice Dean

## **Faculty rules and course combinations**

*10h00-10h25*            **BREAK**        **BREAK**        **BREAK**

### **Education**

*10h30-12h30* (First session)

Lecturing staff of Education: Appointments made by the Dean or Vice Dean

## **Faculty rules and course combinations**

*12h35-13h25*            **LUNCH**        **LUNCH**        **LUNCH**

### **Education**

*13h30-14h25* (Second session)

**Lecture Demonstration:** Staff appointments made by the Dean or Vice Dean

### **Law**

*14h30-15h25* (Second session)

**Lecture Demonstration:** Staff appointments made by the Dean or Vice Dean



**30 January 2003, Thursday**

**Chapel**

**7h45**                      **All students meet for the day's briefing**  
Team leader and Peer counsellors

**Commerce**

*8h00-10h00* (First session)

Staff appointments made by the Dean or Vice Dean

**Faculty rules and course combinations**

*10h00-10h25*              **BREAK**              **BREAK**              **BREAK**

**Arts**

*10h30-12h30* (First session)

Staff appointments made by the Dean or Vice Dean

**Faculty rules and course combinations**

*12h35-13h25*              **LUNCH**              **LUNCH**              **LUNCH**

**Arts**

*13h30-14h25* (Second session)

**Lecture Demonstration:** Staff Appointments made by the Dean or Vice Dean

**Commerce**

*14h30-15h25* (Second session)

**Lecture Demonstration:** Staff appointments made by the Dean or Vice Dean

**31 February 2003, Friday**

**Chapel**

**7h45**                      **All students meet for the day's briefing**  
Team leader and Peer counsellors

**7h55 – 8h30**

**Arts: Students Faculty based Academic Support**

**Staff appointments made by the Dean or Vice Dean**

**8h30 – 9h35**

**Commerce and Administration: Students Faculty based Academic Support**

**Staff appointments made by the Dean or Vice Dean**

**9h45- 10h15**

**Education: Students Faculty based Academic Support**

**Staff Appoints made by the Dean or Vice Dean**

**10h20 –10h45**

**BREAK**

**BREAK**

**BREAK**

**10h50- 11h25**

**Theology: Students Faculty based Academic Support**

**Staff appointments made by the Dean or Vice Dean**

**11h30 - 12h05**

**Science: Students Faculty based Academic Support**

**Staff appointments made by the Dean or Vice Dean**

**12h10 – 12h45**

**Law: Students Faculty based Academic Support**

**Staff appointments made by the Dean or Vice Dean**

**13h00-13h55**

**LUNCH**

**LUNCH**

**LUNCH**

## **ADDRESSES BY STUDENT LEADERSHIP**

**14h00-14h30**

**Address by the President of the House Committee**

**14h35-15h05**

**Address by the President of All Sports Committee**

**15h10-15h40**

**Address by the SRC President**

**Gugu-Mapule Mashiteng**

### **1. February 2003, Saturday**

Extra mural activities to be arranged in collaboration with the SRC, All Sport and Housing Committee

### **2. February 2003, Sunday**

Church services and religious functions to be arranged in collaboration with Mr Hlatshwayo and the SCF

### **3 February 2003, Monday**

### **Chapel**

**7h45**

**All students meet at the Chapel for the day's briefing**  
*Team leader and Peer counsellors*

**8h00**

Academic Registration – Mr T Leshoro and Mr SC Mzimela  
Briefing on the registration procedure and important check points

Team leader	:	Mr MM Hlongwane
Staff	:	Mr CB Hlatshwayo
Orientation Team	:	Peer Counsellors
Organizing Section	:	Center for Guidance and Counselling (CGC)

Contact Telephone Numbers : 035 - 9026346  
Fax : 035 - 9026338

***Welcome to the University of Zululand,  
May your stay be happy and fruitful!***

## **Annexure C**

### **Cover 3**

1. Activities of peer counsellors, 2005
2. Peer counsellors' code of conduct
3. Centre for Guidance and Counselling

Annual Report

Centre for Guidance and Counselling (CGC)

2005

## **Introduction**

Every year the Centre for Guidance and Counselling recruits a group of students who are willing to be Peer Counsellors for the following academic year. A group of students is selected through sifting of CVs and also through interviews and academic performance to select the best and deserving candidates. The number of students to be selected is usually determined by the number of Peer Counsellors who will not come back in the next academic year.

### **Starting of the programme of the day.**

The programme of the day started with a meeting of the interview panel. The meeting was scheduled to be at 8h00 am to prepare for the interviews that were scheduled to start at 8h30. The panel consisted of five people, viz: Ms. N N Makalima, Mr. PD Mbatha (appointed as the chairperson of the panel), Mr. S. Biyela, Miss. A. Gosa and Mr. G. Buthelezi.

Since the candidates were not allowed to send the copies of their certificates with their CVs, they were requested to bring them to the interview should they be short-listed. Miss. B. Ncube was requested to verify that all certificates are correct as stated in the CV of each candidate. Miss. G. Ngwenya and Miss. M. Mphohoni were requested to take care of the catering for the whole staff which was working on that particular day.

The interviews started a bit later due to the meeting of the interview panel. However the first candidate was on time and ready for the interview.

### **Overview of the interviews**

The interviews were successful and the team worked excellently including the catering team. The food was purchased as platters and it was ready made. We therefore had tea in the first break and lunch in the second break.

The competition among the candidates was high, although it appeared that some of them did not take the interviews seriously judging from their dress code and their presentation. Their presentation lacked research and general knowledge as well as disregard of the criteria of people who should apply (see attached).

The interviews ended at 16h15. The panel had to calculate all the scores to get to consensus about candidates who made it in the interviews. After a long process of counting the panel came up with 15 successful candidates (see attached).

The reason for selecting 15 candidates was based on the number of Peer Counsellors who are final year students and also dismissal of Peer Counsellors who contravened the code of conduct as stated by the Dean of Students (copy of code of conduct attached). However the process of those who should be dismissed is still under process and the Dean will be notified about the outcomes.

## Conclusion

The interviews started in the morning and the process was long and exhausting. We would like to thank the department for the support offered to make our job easier. We would also like to thank Peer Counsellors who were also supportive throughout the process. The role of Peer Counsellors in this department is noticeable and worthwhile. Without them working here will somehow be more stressful, we therefore see a great need of such a programme as well as it is means of developing students.

## **INTERVIEW RESULTS.**

The below mentioned students are new Peer Counselors for 2005/06.

<b>Surname and Initials</b>	<b>Student number</b>
1. Mbatha, N	043463
2. Mbatha, NS	034093
3. Memela, NP	041820
4. Mkhize, E	044387
5. Mthethwa, RM	032218
6. Ndwandwe, KL	034094
7. Nemudzudzanyi, AO	030023
8. Ngobese, MG	043224
9. Nthabane, N	042758
10. Ntuli, L	043710
11. Qwabe, AA	042757
12. Sekhotho, NS	040113
13. Sengwayo, SF	054679
14. Yase, X	043585
15. Zwane, X	036162

**Student Services Department (SSD)**



## **INTERVIEW RESULTS.**

The below mentioned students are new Peer Counselors for 2005/06.

<b>Surname and Initials</b>	<b>Student number</b>
1. Mbatha, N	043463
2. Mbatha, NS	034093
3. Memela, NP	041820
4. Mkhize, E	044387
5. Mthethwa, RM	032218
6. Ndwandwe, KL	034094
7. Nemudzudzanyi, AO	030023
8. Ngobese, MG	043224
9. Nthabane, N	042758
10. Ntuli, L	043710
11. Qwabe, AA	042757
12. Sekhotho, NS	040113
13. Sengwayo, SF	054679
14. Yase, X	043585
15. Zwane, X	036162

**Student Services Department (SSD)**

# TO ALL STUDENTS

## NEW PEER COUNSELLORS 2005/06 CENTRE FOR GUIDANCE AND COUNSELLING

All students who meet the requirements below are invited to apply for **Voluntary work as Peer Counselors** at CGC for the year 2005/06.

Required skills	Priority		
• Academic performance		Good	
• Communication		Good	
• Leadership	Average		
• Non-political activist			Excellent
• High moral standards		Good	
• General knowledge of the campus	Average		
• Time management			Excellent
• Problem solving		Good	
• Self motivated			Excellent
• Ability to work under pressure		Good	
• Quick learner		Good	
• Listening		Good	
• Confidentiality			Excellent
• Team work		Good	
• Interpersonal		Good	

NB: All registered full time students are eligible to apply.

Procedure: Submit a comprehensive 3 page (excluding cover page) CV and a motivation letter to the SSD Secretary: Mrs. N P Mkhwanazi, on or before the closing date: 14 October 2005 14h30 (2h30 PM).

Issued by:

Counsellor-CGC

HOD-CGC

Student Services Department

# **Student Services Department**

## **Code of conduct for Peer Counsellors**

1. Peer counsellors are expected to attend all meetings and training workshops for the group.
2. Peer counsellors are expected to report to their leaders any absenteeism from work.
3. Peer counsellors are expected to do their work in honesty and dedication to, and for all students and the Student Services Department (SSD).
4. Peer counsellors guide and counsell other students. If anyone of them takes advantage or abuse students they are supposed to serve, they will be subjected to sanctions and disciplinary hearing.
5. Peer counsellors serve all students without any political bias and discrimination.
6. Peer counsellors will not use SSD to spy for their own personal/ individual/ group needs.
7. Peer counsellors will forfeit their membership should they become politically by membership, office bearing, and dress code, active in any political group or organization during and after working hours.
8. Peer counsellors who do not abide by the code of conduct shall be sanctioned.

## **Introduction**

The Peer Counsellors who were part of Guidance and Counselling in 2005 did a good work in terms of assisting this particular department. Listed below are some of the activities performed in the 2005 academic year.

### **1. Registration and Orientation.**

The team of Peer Counsellors merged with the team of Peer Educators and the House Committee to make an effective Orientation team. We had a two-day workshop which was aimed at consolidating the orientation team. The purpose of the orientation team is to assist first year students with registration and to give them required knowledge about the campus. This work is very much helpful to the University in terms of disseminating information to first year students.

### **2. Workshop mentorship**

In March 2005 Peer Counsellors attended a workshop in the Durban Institute of Technology (DIT) with the Peer Counsellors. The workshop was on Mentorship. It was meant to equip peer counselors with Mentorship skills.

### **3. Workshop on Basic Counselling Skills**

In the same month of March we had a workshop on Basic Counselling skills for Peer Counsellors. The purpose of the workshop was to train the team on counseling skills, as it is our core business.

### **4. Career guidance**

Peer counselors also assist in career guidance. They were also very instrumental in terms of assisting first year students to choose their careers. We also had an outreach programme where by Peer Counsellors were organized into groups to go and give career guidance to nearby high schools. Principals appreciated the programme and they requested that such a programme should be enhanced and done every year. The reason behind such a request is that they receive students from other institutions to do it for them, and by so doing they recruit all the best students for their institutions.

### **5. Faxing and photocopying**

The other task that peer counselors assist in is faxing and photocopying for students. Peer counselors have been very effective in that area and we cannot do without them. Their assistance helps staff members to be able to focus on their work in the offices.

## **6. FAB delegation**

Every term a certain number of Peer Counsellors is delegated to work at FAB and assist in whatever work is available. The strategy is that they should rotate so that they will all get the same opportunity and that has created good working relations with the staff at FAB.

## **7. Pasting of posters**

Peer counselors also assist in terms of disseminating information to students on campus. That is done through pasting of posters all around the campus, on notice boards just to make sure that the information is displayed for the consumption of targeted students. They have done that work with diligence and dedication. Posters include: bursaries, scholarships, job opportunities and other posters from FAB.

## **Conclusion**

The above listed activities are carried out by Guidance and Counselling. The presence of Peer Counsellors has in that regard very instrumental. We look forward to improving our standards and to focus more on outreach to University students.

## Graduate Recruitment

The graduate recruitment programme for the academic year 2005 was a success. Although there were some challenges due to some companies who could not come because of some clashes with dates.

The following companies were available to recruit our graduates:

1. Accenture	21 <sup>st</sup> April 2005	3 students
2. Maersk	17 May 2005	0 students
3. Standard Bank	27 July 2005	0 students
4. Auditor General	24 August 2005	not yet reported

Other means to help students with employment were through advertisement of posts from outside to students through our offices. Most of job opportunities were advertised on notice boards and also through e-mails to students. The following posters or notices were pasted:

1. Umsobomvu internship programme
2. Companies of the future
3. BP graduate recruitment
4. CASE internship programme 2006
5. Volks Wagen of South Africa graduate trainee programme
6. Four teaching posts from Obukwe high School
7. Grad-X Magazines
8. ABI for marketing students
9. Agriculture internship programme
- 10 KZN Provincial Treasury

In the above, students had to apply for themselves as a result there are no statistics available as to how many students were successful in their applications.

## Peer Counselling.

We had about 22 Peer Counsellors for the 2005 academic year. Mr. S. Biyela and Miss. G. Ngwenya were elected last year (2004) as Leaders of the team. Meetings are held every Monday of the week to discuss matters that pertain to the work of Peer Counsellors. The duties of Peer Counsellors include counseling of students, career guidance for prospective and registered students of the university, assisting students with faxing and photocopying, pasting of notices around the campus and serving as messengers of the department.

Peer Counsellors together with other two staff members attended a Mentorship workshop, which was held at DIT (Durban) on the 5<sup>th</sup> of March 2005. The workshop was aimed at equipping them with mentorship skills. A training also on basic skills of counseling was conducted to train Peer Counsellors on counseling since some of them do not have such skills. The training was held at SSD boardroom and it was a success.

In the programme of action drafted by the Peer Counsellors, there was a school visitation item. Three schools at KwaDlangezwa were visited. Those schools were KwaDlangezwa High School and Ongoye High school. Before they were released to those schools they were first given a training on how to do career guidance and then they were divided into teams of 3 for those who were available. Some could not go because of academic commitments. The programme was a success and it got appreciation from principals who mentioned that such programmes are needed and they want us to arrange something of this kind for next year (2006).

The Peer Counselling Programme for this year was a success although there were some misunderstandings, but through cooperation with the Peer Counsellors they were resolved.

## **Open day**

The Centre for Guidance and Counseling took an active part in the open day with the help of dedicated peer counselors who went all out using their creativity improvising in the absence of banners and any other thing to have in their stand, they painted a banner and came up with beautiful charts.

Thanks again to the Dean who gave his blessings when we had to use the limited financial resources to print flyers for the learners.

## **SATAP's**

This centre had to post back scripts which were written beginning of the year to George van der Ross the co-ordinator and we felt it was important to attend the workshop to gain insight to the program.

Besides the Foundation program adopted by the Science Faculty these tests left a challenge to this section of designing a program to cater for the students who are at risk of failing or dropping out. The life skills training seems to be the best solution at present.

The SATAPS will be run concurrently with the orientation program because the Science Faculty will use the results in placing their students

either in the mainstream or in the Foundation Program. The other faculties might not use the test scores for placement but the data might be used to identify students who are at risk.

The peer counselors have been requested to offer a helping hand in invigilating, as they are believed to be trained in many aspects including confidentiality and impartiality.

## **Orientation**

At the beginning of the year (2005) as the Centre for Guidance and Counselling we organized and executed the orientation programme for first year students. The orientation programme was a success and well supported by SSD and PRO. The orientation team consisted of Peer Counsellors, House committee and Peer Educators.

\*

Mr. PD Mbatha and Dr. PAN Nkosi-kaNbaba ran a two day workshop in order to equip the team with team work skills which were so much important at that stage. The orientation was a success except that the time was too short, it was only one week. However the team was very dedicated and worked tirelessly even up to sacrificing their own luxuries. They worked up to the early hours of the morning and still had to wake up early to start the day.

The use of such a combination of student teams is important and they are a reliable team, we hope that even for next year (2006) we will have the same support and the work will be easier.

The plans for next year's (2006) orientation are almost complete. The program is expected to be continuous and in consultation with other sections they seemed to be having comprehensive programs. With the library registration in the library will be allowed after undergoing their full program. The science students will be writing their Maths and Science tests on the 17 and 18 January 2006, which excludes them from the other sections of the orientation.

The peer counsellors will be part of the orientation team and have a greater role to play and even the final years among them have promised to come back for the orientation in January 2006.

## **Bursaries**

The Centre for Guidance and Counselling also looks for and distributes bursaries to students as a way of helping those who are financially needy. The following bursaries were distributed this academic year (2005):

\*



\*

1. Bursary in mechanical engineering, Electrical engineering, chemical engineering (Illovo sugar)
2. Department of Social Department Scholarships for 2006
3. Scholarship in Journalism by Premier Soccer League
4. Department of Agriculture bursary award
5. Eskom bursaries
6. Vice Rector's merit bursary
7. Mandela Rhodes Scholarship by the Mandela Rhodes Foundation
8. Provincial department of Health Bursaries

To compensate for the small number of bursaries we got a Career Centre guide computer programme, it has a list of bursaries and careers, and a career guidance programme.

\*

## Death Claims

This year saw a number of students who passed away before they could finish their degrees. The following list is of registered students who passed away in the academic year 2005:

### STUDENT DEATHS 2005

Student no.	Student name	Date of death		Cause N/U
1. 055274	Thimpa MA	30 January	2005	Unnatural
2. 054891	Mdletshe D	07 February	2005	Unnatural
3. 033893	Magwaza SN	09 April	2005	Natural
4. 045147	Majola FN	09 May	2005	Natural
5. 041987	Mokoena SO *	16 May	2005	Natural
6. 033658	Dlamini ZI	18 May	2005	Natural
7. 020483	Sithole PZ	20 May	2005	Natural
8. 033738	Gumbi SS	06 June	2005	Natural
9. 055266	Mavuso KS	09 June	2005	Unnatural
10. 055210	Mavuso KE	09 June	2005	Unnatural
11. 056071	Khathi AM	04 July	2005	Unnatural
12. 042413	Nzimande SO	20 July	2005	Pneumonia
13. 055745	Sithole NT	20 July	2005	Natural
14. 043941	Hadebe S	27 September	2005	Unnatural
15. 044983	Shembe ZV	22 September	2005	Unnatural
16. 011731	Msimango S	20 October	2005	Cardiac failure

\*

## Workshops attended.

Through the support of the institution and the department the CGC staff was able to attend the following workshops:

1. Mentorship	05 March 2005	DIT
2. SSCSA Meeting	07 April 2005	UKZN
3. SSCSA	23-24 June 2005	UKZN
4. SSCSA conference	6-9 September 2005	WITS
5. NASDEV conference	19-21 September 2005	Nelspruit
6. SSCSA	13 October 2005	UKZN
7. CHE	10 October 2005	DIT

(Copies of reports are available on request)

All the workshops were successful and relevant to the services of our section. The challenge that always remain is to implement what has been learned. However with the support of the institution we hope that the implementation process will be a success.

## Presentations made

There are some presentations that the department was requested to make especially to prospective students ie matriculants from the surrounding schools and through invitations from societies on campus. The following schools made use of our career guidance services for their learners:

1. Tisand Technical High School
2. Qantayi high school
3. Ongoye high school
4. Qhakaza high school \*
5. and other schools from Kwa Ngwanase, Ingwavuma, Vryheid, Escourt.
6. Personal Empowerment Campaign (Society on campus).

The above schools were very much grateful for our services and promised to bring their learners almost every year.

## Report on therapeutic cases (01/07/05 to 31/10/05)

Males	Presenting problem	Tentative diagnosis	No. Of sessions per person	Outcomes
2	Academic	Academic	2	Successful
3	Financial	Financial	1	Successful
3	Substance abuse and relationships	Substance abuse	3	Successful
2	Family and financial problems	Psychosocial and financial problems	3	Successful
2	Psychological and academic problems	Psychological and academic	+4	Continuous consultation
<b>Total</b>			<b>Total</b>	
<b>12</b>			<b>12</b>	
Females	Presenting problem	Tentative diagnosis	No. Of sessions per person	Outcomes
5	Financial	Financial	2	Successful
2	Financial and family problems	Psychosocial	3	Successful 1 Unsuccessful
1	Academic	Academic	3	Unsuccessful
1	Alcohol and family problems	Substance abuse and psychosocial	2	Successful
1	Academic and family problems	Academic and psychosocial	4	Successful
1	Relationships and relating to others	Psychosocial	2	Successful

1	Family and relationship problems	Psychosocial	3	Successful
1	Psychological and academic	Psychological and academic	3	Successful
Total			Total	
13			22	

- Grand total (females, males) : 25
- Grand total (consultants) : 25
- **Total sessions** : **34**
- Total hours : 34

## Report on therapeutic cases (18/02/05 to 31/10/05)

<b>Males</b>	<b>Presenting problem</b>	<b>Tentative diagnosis</b>	<b>No. Of sessions per person</b>	<b>Outcomes</b>
1	Alcohol	Substance abuse	2	Unsuccessful
1	Alcohol and family problems	Substance abuse and Socio-economic	4	Successful
3	Academic	Academic	4	Successful
2	Relationships	Social	4	Successful
2	Financial	Financial	3	Successful
1	Alcohol	Substance abuse	3	Successful
1	Academic	Psychosocial	4	Unsuccessful
1	Relationships	Social and trauma	2	Unsuccessful
1	Academic	Academic and financial	2	Successful
Total			Total	
13			37	
<b>Females</b>	<b>Presenting problem</b>	<b>Tentative diagnosis</b>	<b>No. Of sessions per person</b>	<b>Outcomes</b>
3	Bad memories and dreams	Trauma	4	Successful
1	Financial	Socio-economic	2	Successful
1	Academic and relationships	Academic Social	3	Unsuccessful
2	academic	Academic	3	Successful
2	Academic and relationships	Academic and social	4	Successful
1	Academic and financial	Academic and financial	3	Successful
1	Physiological	Psychosocial	2	Successful
1	Anger	Emotional	2	Unsuccessful

<b>Total</b>			<b>Total</b>	
<b>12</b>			<b>29</b>	
<b>Support groups/workshops</b>	<b>Presenting problem</b>	<b>Tentative diagnosis</b>	<b>No. Of sessions</b>	<b>Outcomes</b>
1	Academic	Academic	4	Successful
1	Lack of support	Leadership skills	1	Successful
<b>Total</b>			<b>Total</b>	
<b>2</b>			<b>5</b>	

- Grand total (females, males) : 25
- Total people (Support groups) : 11
- Grand total (consultants) : 36
- **Total sessions : 71**
- Total hours : 71

\*

71

71

2	Academic and relationships	Academic and social	4	Successful
1	Academic and financial	Academic and financial	3	Successful
1	Physiological	Psychosocial	2	Successful
1	Anger	Emotional	2	Unsuccessful
<b>Total</b>			<b>Total</b>	
<b>12</b>			<b>29</b>	
<b>Support groups/ workshops</b>	<b>Presenting problem</b> ✖	<b>Tentative diagnosis</b>	<b>No. Of sessions</b>	<b>Outcomes</b>
1	Academic	Academic	4	Successful
1	Lack of support	Leadership skills	1	Successful
<b>Total</b>			<b>Total</b>	
<b>2</b>			<b>5</b>	

- Grand total (females, males) : 25
- Total people (Support groups) : 11
- Grand total (consultants) : 36
- **Total sessions** : **71**
- Total hours ✖ : 71

## Report on therapeutic cases (01/07/05 to 31/10/05)

Males	Presenting problem	Tentative diagnosis	No. Of sessions per person	Outcomes
2	Academic *	Academic	2	Successful
3	Financial	Financial	1	Successful
3	Substance abuse and relationships	Substance abuse	3	Successful
2	Family and financial problems	Psychosocial and financial problems	3	Successful
2	Psychological and academic problems	Psychological and academic	+4	Continuous consultation
<b>Total</b>			<b>Total</b>	
<b>12</b>			<b>12</b>	
Females	Presenting problem	Tentative diagnosis	No. Of sessions per person	Outcomes
5	Financial	Financial	2	Successful
2	Financial and family problems	Psychosocial	3	Successful 1 Unsuccessful
1	Academic	Academic	3	Unsuccessful
1	Alcohol and family problems	Substance abuse and psychosocial	2	Successful
1	Academic and family problems *	Academic and psychosocial	4	Successful
1	Relationships and relating to others	Psychosocial	2	Successful



1	Family and relationship problems	Psychosocial	3	Successful
1	Psychological and academic	Psychological and academic	3	Successful
Total			Total	
13			22	

- Grand total (females, males) : 25
- Grand total (consultants) : 25
- **Total sessions : 34**
- Total hours : 34

# **Annexure D**

## **Cover 4**

- Clinic visits and statistics
- Voluntary Counselling Testing (VCT)  
statistics, February – November 2005

Annual Report  
Campus Health Clinic (CHC)  
2005

## Annual Report – 2005

As 2005 unfolds the Campus Health Clinic has the following challenges.

- The report will be looking at the following;

- ## 2. Section 2005 Objectives

**Briefly the objectives were as follows:**

- To increase accessibility and availability of health service, information and support to students and personnel.

By adjusting the hours to ensure accessibility and availability of service. Adjustment of hours has been impossible as a result of manpower shortage. As from the 1<sup>st</sup> August 2005 the above objective was achieved after ensuring that authorization regarding payment for overtime/service rendered was clear. The Campus Health Clinic now operates from 08h00 – 18h00 during weekdays. Dr B.N. Vilakazi has been requested to be available in case of emergency after hours.

➤ **To promote health awareness programme with regard to Sexually Transmitted Infections as well as HIV/AIDS infections.**

- ❖ Health education on an individual basis during consultation has been conducted.
- ❖ Health education literature has been made available to students.
- ❖ Special health education projects have been undertaken namely:
  - Condom week
  - Human rights defined (21 April 2005)
  - Protecting and empowering women (19/08/2005)

➤ **To upgrade information technology**

The above objective has not been achieved this year because of financial constraints. A comprehensive health software programme called PMS – Eminence has been motivated since 2004. This is a stable system to ensure a comprehensive administration and management information. The Information Technology (IT) is still in process to have a standardize software programme.

### **3. Staff structure**

Campus Health Clinic includes:

Dr. B.N. Vilakazi – Head of Section – Full time  
Dr. V.J. Mashaba – Full time Medical Practitioner  
Sr. H Mkhwanazi – Professional nurse – Full time

Secretary

Miss Thembi Mtshali, staff no. 5897 Senior Secretary commenced duties in July 2005. Thanks a million Sir, for the support and care you give us at the Campus Health Clinic. As the Health Centre is in need of having Miss T. Mtshali to function as a medical secretary as well, we hope that funds will be available next year 2006 to improve her skills.

Sessional Professional Nurses.

Sr B. Nene  
Sr N. Mbuli  
Sr L. Madela

**VCT**

Mr. B Dhlamini – Health Promoter – permanent post  
Mr. S Mafuleka – Site counsellor – contract post  
Miss T Mjadu – Site counsellor – contract post

#### 4. Highlights at quarterly intervals

##### \* Clinics permit and licence to dispense

The above have been obtained and the Campus Health Clinic has been designated as a Health Care Provider. The permit is renewable every three years

##### \* Certificate in Dispensing Course

The course has been of great need to all health care professionals in order to be able to dispense medicines in accordance with requirements of Section 22 C (1) of the Medicines and Related Substances Act 101 of 1965, as amended. As the HOD, certificate of competent to prescribe and dispense medication has been obtained.

##### \* Supply of Family Planning and Sexually Transmitted Infection (STIs)

During the past +/-20 years, Campus Health Clinics were not taken into consideration to get the above supply of drugs.

There has been an extensive negotiation between Campus Health clinics in Tertiary Education and the Department of Health. Authorization dated 26 September 2005 was granted. The Provincial Medical Supply Centre (PMSA) has been authorised to supply all Campus Health clinics in KwaZulu-Natal with Family Planning and STI medicines.

Special budget has been allocated to each District office and District Pharmacist will be responsible for monitoring stock control and requisition for supplies. There are Health Guidelines and Standard Operating Procedure regarding Family Planning and Sexually Transmitted Infections (STIs) medicines.

The major guidelines or principles are;

- Services must be **Free of Charge**
- Inspection of the Campus Health Clinic before the supply is initiated – has been crucial. The inspection was done by the District Pharmacist – Mr M. Mntambo on the 5<sup>th</sup> October 2005 and was quite a success.

##### \* Campus Health Clinic Extension Project.

The process started late in November 2004. The plan consists of three consultation rooms, emergency/ treatment room, and a dispensary room. The dispensary room has been a pressing issue in order for one to be able to ensure Good Dispensing Practice as well as to comply with the requirements of the Medicines and Related Substances Act 101 of 1965, as amended.

Extension of the Campus Health Clinic has also been of great need to cater for our disability students. The current clinic has steps inside the building as a result it has been difficult for students on wheel chairs to reach one of our consultation rooms.

The construction has been finished. This was the first phase of the project. Second phase will consist of the upgrading of the reception area and will take off early next 2006.

\* **South African Association of Campus Health Congress (SAACHC)**

The above is a professional body that is held annually. The annual congress was held in Port Elizabeth in January 2005. The theme of the conference **Educate vs. Medication- A better life for all**. We as Health Professionals need to push hard on **Education vs. Medication** to win behavior change.

The conference was based on the following

- Nutritional supplements in HIV/AIDS.
- Leaving healthy vs. ARTs and Drug interaction.
- Alcohol and drug abuse.

The above major presentations were quite informative and educative. There were also other two papers that were important, namely;

- Role of medicinal plants in HIV/AIDS
- The safe medicinal plant products that are used to treat ailments such as,
  - Fungal infection
  - Severe inflammation of the skin
  - Nerve damage
  - Prevent further and possible infection experienced by the patient.

The next SAACHC will take place from 11 – 13 January 2006.

***Theme : The role of Campus Health Clinic at Institutions of Higher Education in South Africa.***

Conference Venue: Gold Reef City. Protea Hotel, Johannesburg.

➤ **Workshop**

Venue: Airport Grand Conference Center, Boksburg

Dates: 10 - 12 May 2005

Theme: HIV/AIDS Expansion Programme

Body Organizing Conference: HEAIDS (HIGHER EDUCATION HIV/AIDS PROGRAMME)

## **Purpose of the Workshop**

National VCT strategic planning and consultation workshop for capacity building in the areas for monitoring and evaluation skills, pre and post test counselling developments, links to ARV provision, way to improve services, integration of VCT services on campus.

Person invited to attend workshop: Campus Health Manager.

Suggestions emanating from the workshop for the Campus Health Department.

### **VCT is an entry point to prevention and care:**

PREVENTION:      TB (Tuberculosis)  
                         STIs (Sexually Transmitted Infections)  
                         F.P. (Family Planning)

CARE:            Treatment care  
                         Management and support  
                         Support groups

The beneficiaries being,

Women e.g. STI's and Family Planning

Youth e.g. Love Life Centres, youth and recreation

Men e.g. Unions, traditional healer

The workshop was quite informative.

- **Health Promoter**

Mr. M. Dhlamini Staff no: T1377 has been granted approval to be on a permanent post as a Health Promoter with effect from first of May 2005. Thanks to management and the University of Zululand as a whole.

- **Lay/Site Counsellors**

Mr. S. Mafuleka and Miss. T. Mjadu commenced their duties in the VCT site as Counsellors on first April 2005. We thank the Department of Health- uThungulu Region for the support.

## **5. CHALLENGES.**

- \* **Contract/Service level agreement**

There will be a contract/service level agreement that must be entered into between the Department and the service provider that will specify conditions under which medicines can be used for example: **service should be FREE OF CHARGE** as per



EDL Guidelines and based on the principles of supply. Awaiting necessary documents from the Department of Health. District Pharmacist is the co-ordinator.

Other principles are:-

- Batho Pele principles should be observed.
- Service providers must have the technical and professional competency to ensure a quality service – hence a Primary Health Care (PHC) Nurse who is competent in diagnosis and management of Sexual Transmitted Infections (STIs) and Family Planning (FP) clients is crucial.
- All complaints about health care services rendered to students will be fully investigated by the Department of Health.

\* **Current software programme**

Eminent software programme: Full version is required to help us as health providers to render quality health care service. This is an ideal system to use and to manage the clinic as effectively as possible. The Information Technology (IT) is still in process to have a standardise software programme for the entire University.

\* **Anti-Retro-Viral Drugs (ARVs) and Nutrition**

The HIV/AIDS Team – are in the process of having a plan in place with HIV/AIDS team Ngwelezana Hospital, so that necessary arrangements are in place to have Campus Health Clinic as approved site for ARVs supplies.

The nutrition programme and the management of individuals on ARVs should form part of the overall HIV policy and programme provided in the workplace.

\* **RAPED VICTIMS**

There is no policy in place and yet the issue of raped victims is still a major problem in the campus. The management of such clients is of poor quality. The plan to improve management of raped clients is being looked at.

Standing Operating Procedure (SOP) or policy is being formulated and will be forwarded for discussion before implementation.

\* **Termination of Pregnancy (TOP)**

True records are not available as most of the time students come to the Health Service with severe abnormal vaginal bleeding then we refer them to NPA- Gynae Clinic for further investigating and management. However, it has been estimated that 80 percent of our female students do visit NPA-TOP clinic and do not present themselves for post counselling sessions which deal with the post traumatic effects following TOP.

We are looking forward to have a committee in place to look at means to lower the high rate of TOP as well as unplanned teenage pregnancy.

Statistics on the above will be provided towards end of this report.

**\* HIV Infections**

Management is symptomatic. The true picture of records of infections and deaths is still unavailable as in most cases our students attend traditional healers or terminate registration. The follow up treatment and care become impossible.

**\* Campus Health Care Vehicle Policy**

As the new cars are on the way, Policy regarding care and management need to be in place. Meeting to be scheduled before year-ends.

**\* Ambulance conversion**

Two quotes have been received. One from Capilano Industries in Pinetown, R66,800.00 excl. VAT and second one from KwaZulu Trading – Durban= R38,000.00 excl. VAT. We hope the ambulance vehicle will be in the minimum expected standard beginning of the 2006 academic year.

**6. Student Matters**

**Enrolment in 2005 = 10 774**

**Health profile**

**Annual Clinic Statistics**

The statistics will reflect a summary of health status of students who visited the Health Centre during the academic year 2005. The following table will include repeat visits as well.

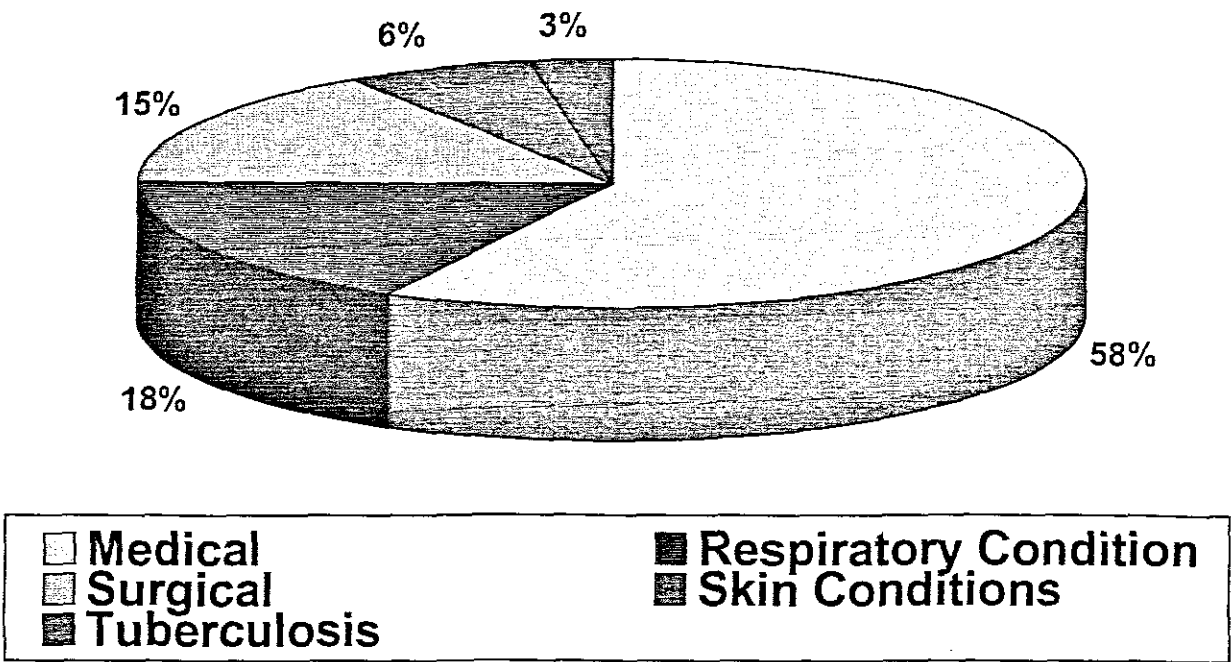
Table 1

Total number of attendance = 6980

Category of disease profile	Number	Percentage %
Medical	3258	47%
Morning after pill	168	2.4%
Gynae (P.V. Bleeding)	148	2.1%
Teenage Pregnancies	280	4%
Termination of Pregnancy (TOP)	48	0.7%
Respiratory condition	991	14.2%
Sexually Transmitted Infection and UTI	699	10%
Skin conditions	365	5%
Surgical	868	12.4%
Tuberculosis	155	2.2%
Total	6980	100%

Figure 1

# Minor Ailments



In analysing the above pie or bar graphs – medical (58%) – minor ailments e.g. Flu, Tension headache, stress are leading health conditions thus more funds needed to manage the above conditions. At times such conditions may lower the health status of the individual thus leading to opportunistic infections – for example tuberculosis. The Respiratory condition (18%) and Tuberculosis 3% will not be considered as low in the sense that some of our students use local clinics and when they are diagnosed as Pulmonary Tuberculosis (PTB) and started on Anti-TB treatment, we miss them. Only few report to the clinic. Others take the treatment on their own without supervision. Method of contact need to be in place.

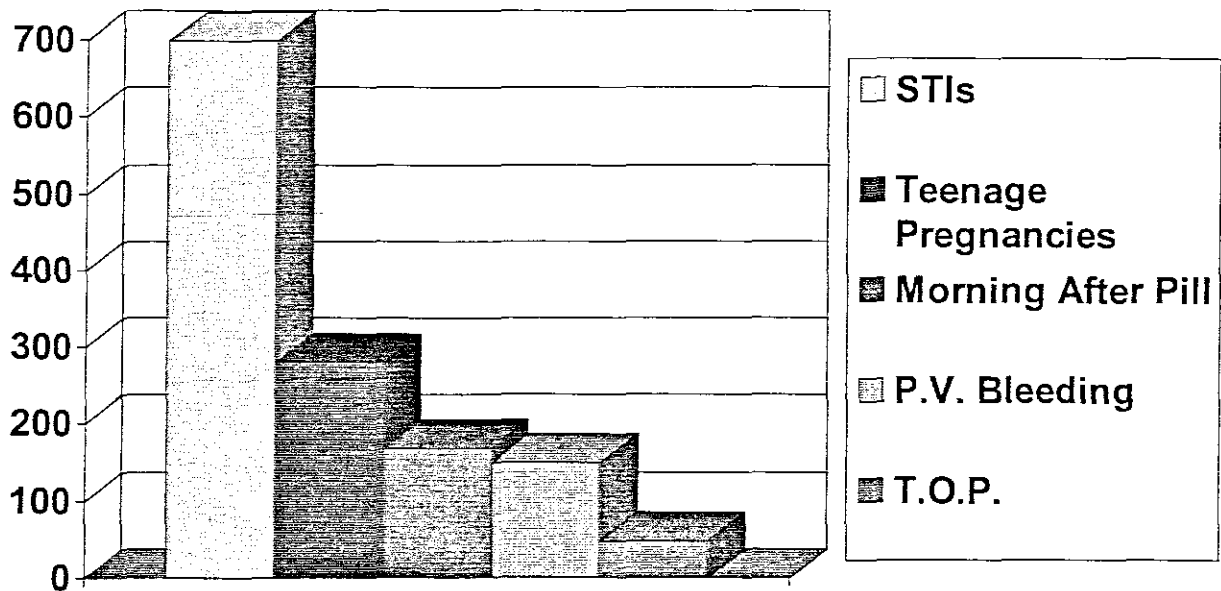
## 7. Sexually Transmitted Infections and Gynae conditions

Table 2

Conditions	Total
STIs	699
Morning after Pill	168
Teenage Pregnancy	280
Per Vaginal Bleeding	148
Termination of Pregnancy (TOP)	48
Grand Total	1343

Figure 2

STIs and GYNAE Conditions



The numbers of STIs (699) as well as Teenage Pregnancy (280) cause a great concern when one bear in mind the HIV/AIDs infections. Using **Morning After Pill (MAP)** as a method of contraceptive is problematic and a serious concern as failure of the method may lead to abnormal vaginal bleeding, later Termination Of Pregnancy (TOP) not by choice. In short, one of the above conditions leads to another especially when one fails to observe **ABCD lifestyle** namely;

- / A = Abstain,
- / B = Be faithful,
- / C = Change your lifestyle,
- / D = Danger.

It is essential to note that true records of TOP are not available; however it is important to note that P.V. bleeding (148) and TOP (48) are sisters – means to lower the rate is crucial when one consider the most traumatic effect of TOP.

## 8. Staff matters

### Health profile

**Total attendance = 172**

The annual Clinic statistics will reflect UZ employees who visited health centre in 2005. The following table will include repeat visits as well.

Table 3

MALES	FEMALES	TOTAL
73	99	172

Campus Health Clinic has been capable to do the best to cater UZ employees. The total of 172 attendance shows that the UZ employees do visit Campus Health Clinic for minor elements.

### Annual medical surveillance

The above is done annual for all food handlers.

Catering sites are as follows;

Catering Site	Total
UZ Main caterers	83
Hlengs caterers	7
Mavis caterers	2
Thabani caterers	4
Makhobas caterers	5
Zips Caterers	4
<b>GRAND TOTAL</b>	<b>105</b>

Reports submitted to the respective managers.

## 9. Family Planning

Oral contraceptives and injectables were available Free of Charge for six months this year. By the third term, it was impossible to get oral contraceptives and the Nur-Isterate injectable method from the Department of Health – uThungulu region. The total number of clients was 745 till June 2005.

The number dropped for the next four months – July to October 2005 = 341. The major reason being that the Campus Health Clinic could only cater clients on the three months injectable i.e. Petogen.

The Campus Health Clinic will be able to cater Family Planning clients with success next year 2006, as the negotiation has been successful with the Department of Health. Special budget has been allocated to each District Office to buy Family Planning and STIs medicines. All Campus Health Clinics in KwaZulu-Natal will benefit.

#### **10. Voluntary Counselling and Testing (VCT)**

VCT is now well established. For details see attached document.

#### **11. Death Rate**

Records indicate 9 students who died from natural causes and remaining 7 students deaths considered unnatural. Total from 30 January 2005 to 20 October 2005 being 16 students.

#### **11. Recommendations**

##### **\* Primary Health Care (PHC) nurse**

Bearing in mind the Principles of Family Planning and STI supplies and to ensure that a quality service is delivered – a PHC nurse who has the technical and professional competency in the management of STI and FP clients is crucial.

Also in order to ensure that a FREE SERVICE is rendered for STI clients, all the steps must be taken to ensure proper diagnosis and management. Two to three years experience and exposure in a clinic situation will be highly appreciated for the PHC nurse.

##### **\* Medical receptionist**

The Health Centre is in great need of a medical receptionist, a person who has been exposed in a health care setting or doctors' rooms so that he/she is able to cope with the needs of a comprehensive service – for instance, handling Medical Aid issues.

##### **\* Paramedics**

As the UZ ambulance conversion is in process, two paramedics personnel with basic qualifications would be ideal to ensure full compliance to al minimum medical regulatory criteria. Supply of paramedics to be on contract basis.

##### **\* Driver**

Permanent driver for not the Campus Health Clinic only but also for all other sections under the Dean's Department.

Current - Mr N.A. Ngema Staff P4838 is assisting as a driver temporarily – awaiting formal approval to be permanent for the post.

**12. Conclusion**

Each year has its own challenges that are quite extensive at times. However, the Campus Health Care personnel always try their level best to cope with the challenges. One of the major challenges being the major guidelines to be followed with regard to the provision of Family Planning and STI medication to Campus Health Clinics. The service provider must have the technical and professional competency in F.P and STIs management to ensure a quality service.

HIV/AIDS epidemic being other challenges, staffing requires urgent attention in order to ensure a well managed health care system.

\*\*\*\*\*

**VOLUNTARY COUNSELLING AND TESTING**

**Overview**

The University of Zululand VCT site has grown very rapidly in the last three years. The feeling around the campus is that every student is quite aware of the VCT at the clinic. We have done enough to market the VCT as part of our services that we offer to clients (students).The reality is that going for the test is a scary assignment for many people .It is not surprising that we have not reach all the masses but its not our fault .It is now more of individual choice and decision.

Having said that and looking very closely on our statistics for the last three years, there's an excellent improvement. In May 2003, 191 students tested. In 2004 from January – December we had 534 students who visited our VCT site. While looking at this year's statistics from Jan – Oct 2005, we have already passed that figure. This year, we already have 590 who tested. Refer to Statistics below. The following tables and graphs will give a clear picture to support the above statement.

Table 1

VCT Statistics

Months: May 2003 – May 2004

	MALE	FEMALE	TOTAL
Self-referred	50	141	191

Figure 1

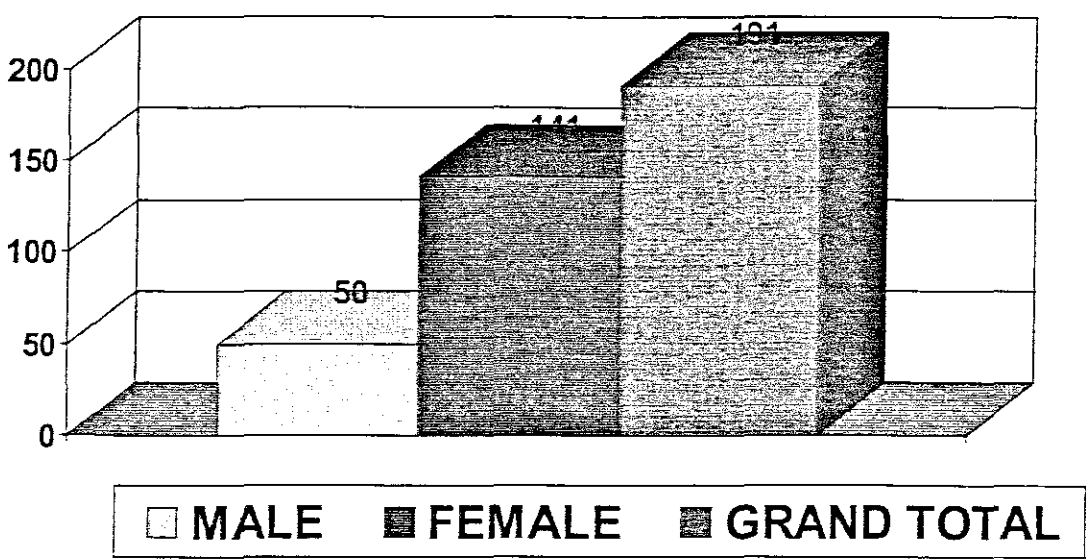




Table 2  
VCT clients

Months: January To December 2004

	MALE	FEMALE	TOTAL
Self-referred	181	353	534
Total Tested	181	353	534
Total not Tested	0	0	0
Total Tested positive	26	34	60
Total Tested negative	155	319	474

Figure 1  
Bar Graph

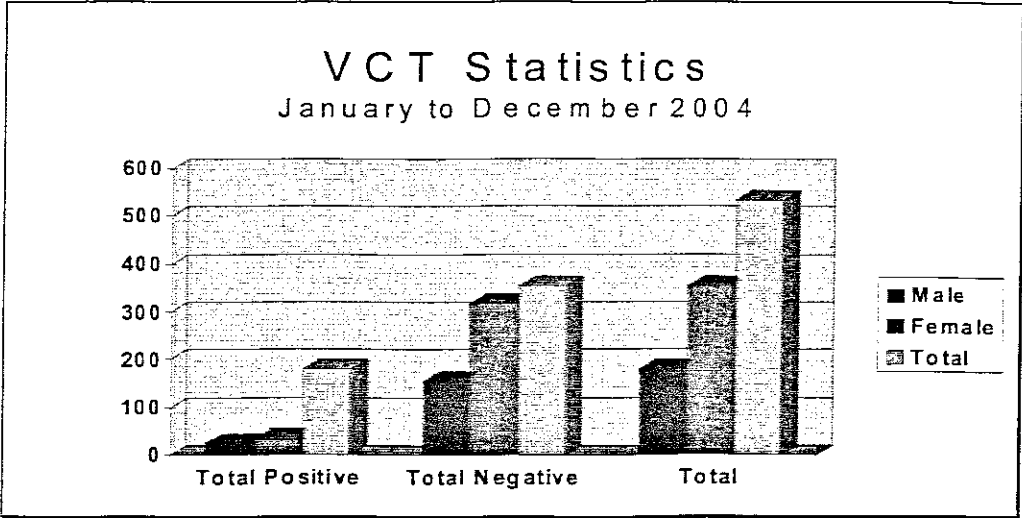


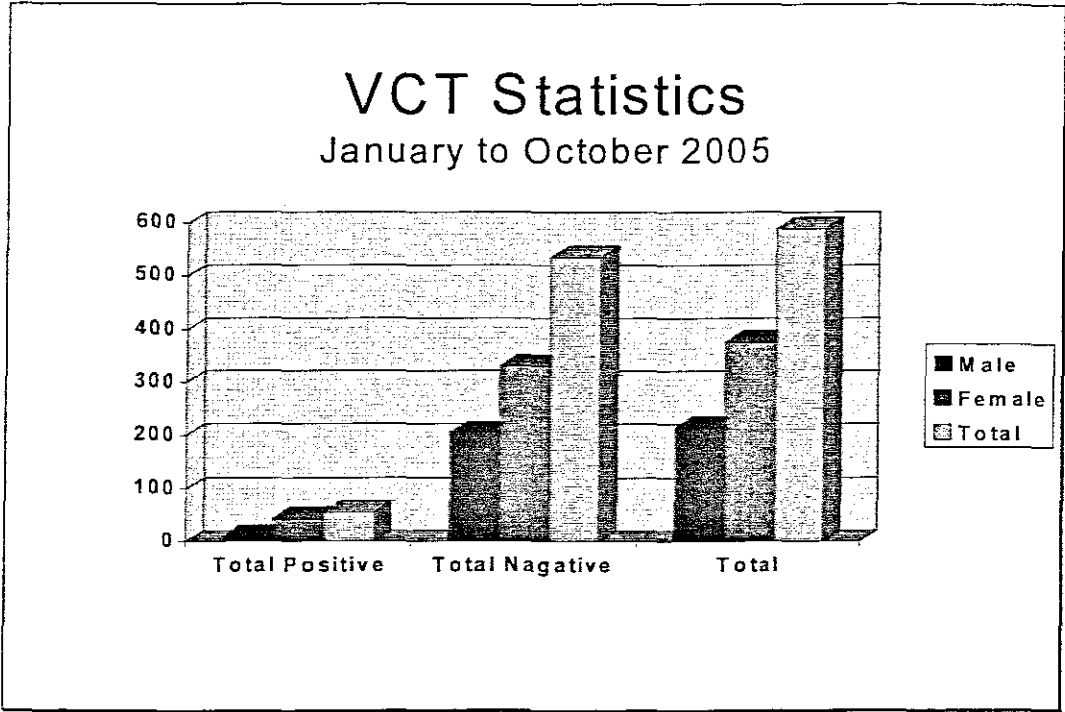
Table 2

VCT Clients

Months: January To October 2005

	MALE	FEMALE	TOTAL
Self-referred	215	375	590
Total Tested	215	375	590
Total not Tested	0	0	0
Total Tested positive	10	44	54
Total Tested negative	205	331	536

Figure 2



While we can acknowledge our improvements the trend shows clear that nothing has changed in terms of females and male .The number of male students is still down and females is still up. Again one needs to accept in principle that this is not a true reflection of our students in of students we have in our campus. The good thing is that we have made a good foundation to build on. Other concern is the unwillingness of staff members to test; we believe there are many factors that are personal. But it is a point that needs to be address together with HR Department.

Our monthly statistics are not consistance due to too many factors. One of the most important tool for us is to consistently remind students about VCT by using different

methods like health education every morning during their visit at the Campus Health Clinic and organize functions where we invite people from outside to do presentation.

**HIGHLIGHTS:**

This year we had few functions that we can highlight as being important.

- \* In **21 April 2005** we invited **Musa Njoko Director of Khanya Aids Interventions** to be part of our campaign.

The theme : **“HUMAN RIGHTS DEFINED”**

Musa has been living with HIV for the past 8 years. We invited her as part of our HIV/AIDS Communication Campaign as a means to deal with stigma and discrimination that still exist around the campus. Her visit had a huge impact on all students.

One of the highlights on the day was the **march by male students**, marching **against women and child abuse in our society**. Other institutions that were part of the march were DIT, Mangosuthu Technikon and UKZN represented by law expert Prof. McQuid-Mason. The marchers presented the **Rector Prof .RV Gumbi** with a signed pledge by all men who took part.

- \* In **19 August 2005** we invited **Mrs. Zondi** from Cape Town who is:
  - ❖ PASTOR
  - ❖ HIV/AIDS ACTIVIST
  - ❖ BUSINESSWOMAN
  - ❖ MARRIED WOMAN

She has been leaving with HIV for last 10 years. The logic behind the invitation was to have a new approach that will challenge the religious formation around the campus.

The theme: **“EMPOWERING AND PROTECTING WOMEN”.**

**Summary**

Summarily, it is still very difficult to establish a support group. Students are not comfortable of forming UZ campus support group. But we have decided to refer them to other support group off-campus. We’ve made arrangements with few active support groups that exist around **Mhlathuze Municipality, one from Richards Bay, Ntuze, Ngwelezane Nseleni and one from Ocilwane**. From the response we received, our clients are very much comfortable being part of those support groups.

\*\*\*\*\*

Prepared by Mr M. Dhlamini (Health Promoter)

## Student matters

### Health Profile

**Table 1**

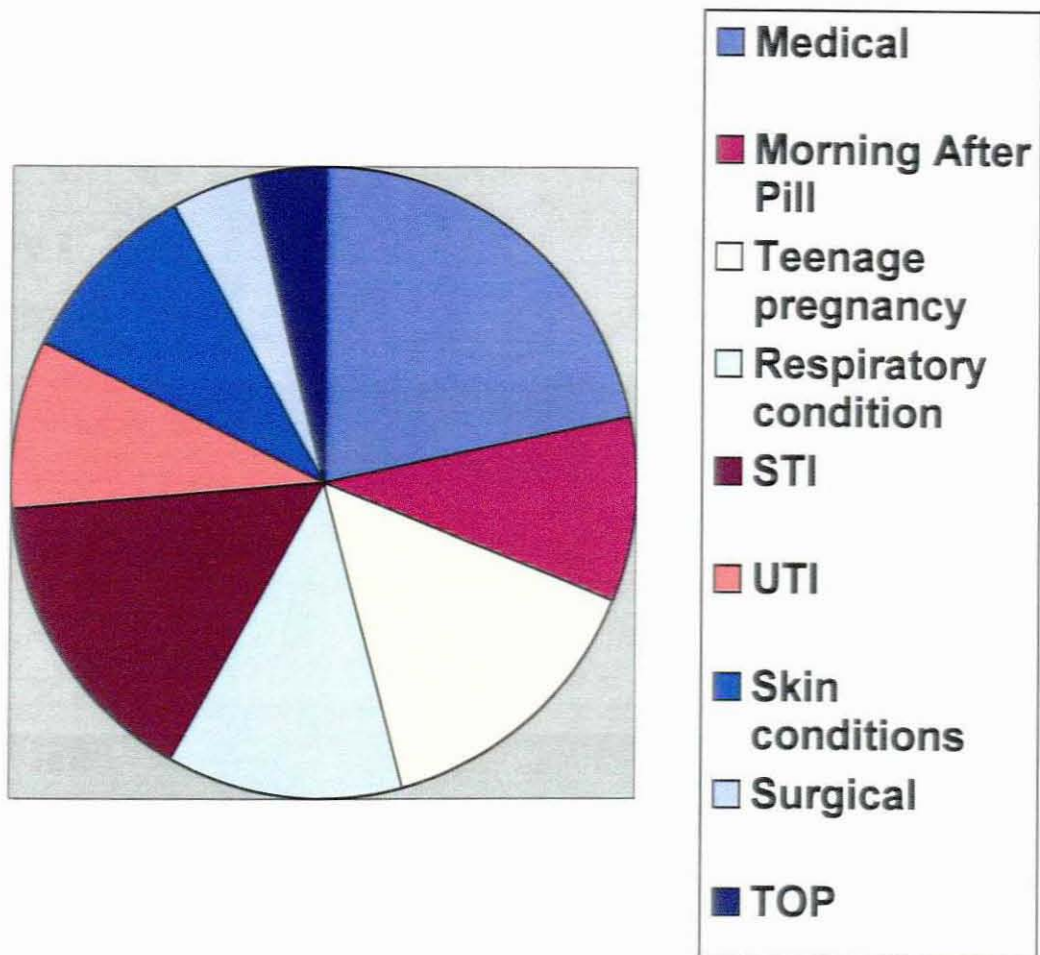
#### **Total number of attendance in November 2005 - 414**

<b>Category of Disease profile</b>	<b>Number</b>	<b>Percentage</b>
		<b>%</b>
Medical	124	21.53
Morning after Pill	55	9.55
Gynae (P.V. bleeding)	0	0
Teenage Pregnancies	85	14.66
Termination of Pregnancy (TOP)	22	3.81
Respiratory condition	70	12.15
Sexually Transmitted Infections	90	15.63
UTI	50	8.68
Skin conditions	55	9.55
Surgical	25	4.33
Tuberculosis	0	0
	<b>576</b>	<b>100</b>

**Figure 1**

**Minor Ailments**

**Pie Graph**



In analysing the above table and the pie graph - medical (21%) - minor ailments e.g. Flu, Tension headache, stress are leading health conditions thus more funds needed to manage the above conditions. At times such conditions may lower the health status of the individual thus leading the opportunistic infections - for example tuberculosis. The respiratory condition (12%) and Tuberculosis (0%) will not be considered as low in the sense that some of our students use local clinics and when they are diagnosed as Pulmonary Tuberculosis (PTB) and started on Anti-TB treatment, we miss them. Only few report to the clinic. Others take the treatment on their own without supervision. Method of contact needs to be in place.

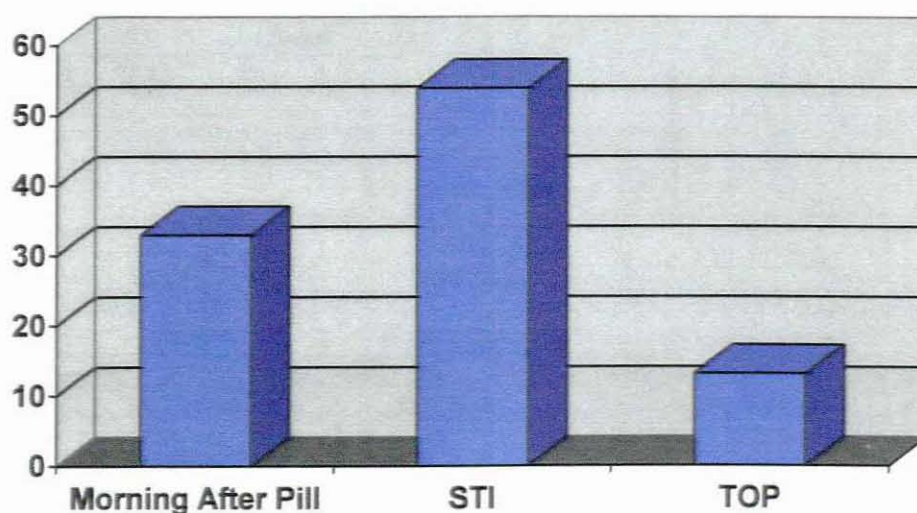
## Sexually Transmitted Infections and Gynae conditions

Table 2

Category of Disease profile	Number	Percentage
		%
Morning After Pill	55	32.93
Sexually Transmitted Infections	90	53.89
Termination of Pregnancy (TOP)	22	13.18
<b>Total</b>	<b>167</b>	<b>100</b>

Figure 2

Bar graph



The numbers of STIs (90) as well as Teenage Pregnancy (85) cause a great concern when one bears in mind the HIV/AIDS infections. Using Morning After Pill (55) as a method of contraceptive is problematic and a serious concern as failure of the method may lead to abnormal vaginal bleeding, later Termination Of Pregnancy (22) not by choice.

**Staff matters**

**Health profile**

**Total attendance November 2005**

The summary is as follows:

**TABLE**

<b>MALES</b>	<b>FEMALES</b>	<b>TOTAL</b>
08	09	17

**VCT - October to November 2005 (see attachment)**

UNIVERSITY  
OF ZULULAND

CAMPUS HEALTH CLINIC

<http://www.uzulu.ac.za>

Private Bag X1001

KwaDlangezwa

3886

Tel: 035 902 6157/8

**MONTHLY VCT STATISTICS SUMMARY  
FORM**

**Campus Health**

**FROM [Name of Site] : University of Zululand**

**Date : 18 October to 30 November 2005**

	MALE	FEMALE	TOTAL
Self-referred	36	70	106
Total Tested	36	70	106
Total not Tested	0	0	0
Total Tested positive	0	5	5

**RESPONSE FROM CONFIDENTIAL QUESTIONNAIRE**

**How did you come to know about the University's voluntary counselling and testing [VCT] service?**

	PERCENT	NUMBER
1. The University's "We know our Status - Do you?" poster campaign		
2. From a friend		
3. From a notice		
4. Other (please specify		

**NB: In December there no students who came for VCT because most had already left the campus for holidays.**



# **Annexure E**

## **Cover 5**

- IEC's Report on the SRC 2005/ 06 Election results

# **REPORT ON UNIZUL SRC ELECTIONS 2005/2006**

## **1. BACKGROUND**

The Independent Electoral Commission provincial office was again approached by the University of Zululand management to manage their SRC elections 2005/2006.

IEC agreed on managing the elections on condition that there was no interference from the students or management. They were to be solely responsible for managing the election using the same guidelines and procedures that are used during government elections.

The procedure to marry the Electoral Act, Constitution of South Africa and the SRC Constitution was adopted again for the 2005/2006 SRC elections.

## **2. OBJECTIVES**

The Independent Electoral Commissions main objective was to provide free and fair elections with no loop holes. Making sure that every process is transparent.

## **3. PROCESSES**

The first step was to meet with the PLC members of different formations to inform them of the return of the Independent Electoral Commission and to set the date for elections.

The date set was the 20<sup>th</sup> of October 2005.

### **3.1 ESTABLISHMENT OF AN IEC OFFICE**

The Independent Electoral Commission decided to exclude the students and anyone who is directly affected by the results of the SRC elections from running the elections.

Miss Stella Nokuthula Dlamini (Electoral Projects Co-ordinator of uMhlathuze Municipality) was again appointed as Chief Electoral Officer, and Bheki Nzabe (Municipal Field Co-ordinator) and Girly Qwabe (Municipal Field Co-ordinator) as her Deputy CEOs.

Miss Nonhlanhla Nyongo (Ass. Manager Electoral Matters) and Mr. D. Dlamini (EDDE Co-ordinator) were appointed as advisors within the electoral body.

Mr Hlongwane (Dean of Students) and Dr P. Nkosi ka Ndaba were a liason in matters concerning the institution.

The Electoral body was to make decisions on objections and if any person or party objects to the decisions that might arise from the decisions made by the CEO on the advice from the Advisors of the electoral body, it would then be referred to the Registrar and then the Rector who would make a final decision. If the person or party was still not satisfied with the decision of the Registrar and the Rector, they were at liberty to take the matter to an external component that being the High Court of South Africa, taking into account that cost incurred on this route would be at the cost of the individual or party lodging the objection.

IEC was then allocated an office within the university to use whilst preparing for the elections. The IEC services were terminated 48 hours after the elections; this time was to allow the electoral body to attend to all objections that might have arisen from the Election Day.

### **3.2 NOTICE OF THE ELECTIONS**

The notice for SRC elections was published in all notice boards within the university on the 13<sup>th</sup> of October 2005.

The notice also included important dates to note in preparation for the elections.

### **3.3 VOTERS' ROLL**

The CEO verified the voters roll on the 13<sup>th</sup> October 2005 and it was published for inspection from the 13<sup>th</sup> to the 16<sup>th</sup> of October 2005.

Objections to the voters roll were to be received up until the 17<sup>th</sup> of October 2005 at 12h00.

No objections were received concerning the voters roll thus it was certified to be used on the Election Day.

### **3.3 CANDIDATE NOMINATION**

From the 13<sup>th</sup> – 17<sup>th</sup> October 2005 political formations had to submit their intention to contest the elections, nomination and acceptance forms of candidates including copies of student cards.

Four political formations submitted their intention and the list of candidates i.e. ANCYL- SASCO, AZASCO, SADESMO and UDESMO. One Independent group also submitted as mentioned above with the inclusion of 50 signatures of registered students. In total we had 5 formations intending to contest the elections.

Five candidates were disqualified as they did not meet the 50% pass rate to qualify as candidates. The affected formations were informed and they replaced the candidates with qualifying candidates.

A notice of candidates contesting in the elections was then publicized in notice boards around the university on the 18<sup>th</sup> of October 2005.

#### **3.3.1 OBJECTION OF CANDIDATES**

One objection was received from ANCYL – SASCO with regards to the SADESMO presidential candidate.

Their objection was in accordance with clause 7(a) of the SRC Constitution 163 of 2003 as amended, which provides that:

*A student must have completed at least one semester in order to stand for SRC elections.*

Their objection was disproved as the said candidate did register on the 25<sup>th</sup> of January 2005 and he had been a student to date.

The ANCYL-SASCO was dissatisfied with the decision of the CEO and they took the matter further to the Registrar.

By the time of reading of the manifestos to the time of the election date no response had been received from the Registrar. The election timetable continued as planned.

The candidates were issued with certificates on the 18<sup>th</sup> October 2005 and the parties contesting the elections signed the code of conduct and pledged themselves to ensuring that the election were to be free and fair.

### **3.4 VOTER EDUCATION**

As the DCEOs main function in the IEC office is conducting voter education there was no need to employ voter educators. They conducted voter education in conjunction with the political formation's campaigns and religious gatherings around the university. This was successful as they were able to disseminate information to students as the campaigns were well attended.

### **3.5 SECURITY**

A meeting was held with the Protection Services Department to discuss matters of security during the reading of manifestos which were to be held on the 19<sup>th</sup> of October 2005 and the actual Election Day.

The PSD was to work directly with the SAPS Mtunzini so as to enable them to better strategize for the elections.

These meetings were successful as the presence of the SAPS was felt during the manifesto readings and the elections.

### **3.6 RECRUITMENT AND TRAINING OF ELECTORAL STAFF**

As per IEC recommendations 20 members of the electoral staff were recruited from the IEC database. These were experienced staff who had worked in previous elections.

They were given refresher training on the 18<sup>th</sup> October 2005. Also invited to the training were the party agents from political formations contesting the election.

### **3.7 READING OF MANIFESTOS**

The IEC was requested to also manage the manifesto readings by the formations contesting the election. Mr. Sipho Cele (Municipal Electoral Officer – Durban Metro) was again requested by the CEO to chair the manifesto reading which took place on the 19<sup>th</sup> October 2005. The process started at 21h00 which was four hours later than the scheduled time of 17h00. The whole process finished at 02h00 a.m. the next day.

All general members were given 3 minutes to present and 3 questions from the floor. The presidential candidates were given 6 minutes to present and 5 questions from the floor. The process was smooth but emotionally charged.

### **3.8 VOTING**

The voting process was scheduled to take place from 06h00 to 22h00 at the Student Centre Hall. The voting station opened at 06h50 and it was agreed with party agents that the time won't be extended but if there were still people in the queue they will be allowed to cast their vote.

Long queues did not deter students from casting their votes. The queue remained unchanging and it was decided in consultation with party agents to add ballot papers as we had originally requested 7000. 2000 ballot papers were then requested from the printing centre.

#### **3.8.1 OBJECTIONS DURING THE VOTING PROCESS**

Four written objections/complaints were received from SADESMO and one request from ANCYL-SASCO i.e.

- ANCYL-SASCO was requesting the IEC to allow students without student cards to vote as long as they had proof of academic record. This request was rejected as we had clearly stated in the previous meetings we had with PLC members that only a student card will be used to identify students in a voting station so as to eliminate discrepancies.
- The objections from SADESMO were questioning the following:
  - a) Ballot papers that were carried by ANCYL-SASCO members to the voting station
  - b) Misconduct & irresponsible statements of the IEC staff who allegedly informed student to vote for 5 general members.
  - c) Special votes for nursing students
  - d) One page ballot paper for general members given to its member.

The abovementioned objections were dealt with and resolved on time.

At 22h20 the CEC and the party agents went to check whether there were still people in the queue so as to close the voting station. There was still a short queue outside the voting station and those voters were allowed to cast their vote. The voting station was then closed.

A few students that arrived after the voting station was closed were not allowed to vote as the CEO in consultation with the Party Agents had agreed to close noticing no voters around the station.

### **3.9 COUNTING**

The station was then arranged to better enable the counting process. The counting started soon after closure and was finalized at midday the following day.

There were five sealed ballot boxes, 3 for general members and 2 for presidential candidates. They were all opened in the presence of party agents.

We started counting for the general members. The ballot paper was designed in a way that allowed the voters to vote for the general member of their choice, thus when counting we had to count for each member.

There were voters who made our task easy by voting for everyone representing one political formation, but there were also those who voted choosing from the five formations represented in the ballot paper.

Immediately after the counting of general members, there was a short meeting with the party agents. This was to inform them of the appeal made by ANCYL-SASCO. The counting process for presidential candidates continued. The counting for the president was an easy task as there were only five representatives.

The results reflected victory for SADESMO for both the Presidency and the General Members of Council. All formations participating signed the result slip with the exception of ANCYL-SASCO.

#### **3.9.1. OBJECTION AFTER COUNTING**

Two Verbal objections raised by ANCYL-SASCO were the following:

- Their Appeal had not been finalized which was objection on the eligibility of SADESMO Presidential candidate.
- At reconciliation of Ballot Papers a shortfall One Hundred and Forty One was realized. This relates to the discrepancy between papers issued and those used.
- The discrepancy was in fact far less than the winning margin for both the Presidential and General Member candidates for the two parties i.e. SADESMO and the ANCYL-SASCO.

### **3.9.2 EXPLANATORY FOR THE DISCREPANCY**

- When the ballot papers were brought to the Voting Station the boxes were sealed and were opened in the presence of Party Agents.
- The reason for the above could be the non-accounting of returned ballot papers when voting stopped.
- The other reason could be that of double accounting in terms of ballot papers issued to Ballot paper Issuers within the Voting Station.

Concerning the above matter even if the number of Ballot Papers in question were to be allocated to the aggrieved party the results would not be affected.

### **4. RECOMMENDATIONS AND OBSERVATIONS**

- A high level of political intolerance and tension was observed.
- It is important that the Appeal be finalized as a matter of urgency as this might compromise our position and the legitimacy of the process.
- There is a need to re-visit the SRC Constitution to accommodate present prevailing conditions.
- There is an opportunity of introducing an Electronic system of voting and counting which the Commission is prepared to pilot with the Institution.
- More time is needed to plan for the elections so as to have enough time in between activities preparing for the elections.



## 5. RESULTS

### 5.1 RESULTS FOR GENERAL MEMBERS OF SRC ELECTIONS

<b>ANCYL - SASCO</b>		
<b>STUDENT NAME</b>	<b>STUDENT NUMBER</b>	<b>NO. OF VOTES CAST</b>
1. NONKULULEKO MDLOVU	034 442	2386
2. PHIWE MHLONGO	022 888	2490
3. TESSA MKHUNGO	041 600	2430
4. XOLANI MTHIYANE	034 577	2432
5. THULANI NGUBANE	022 559	2384
6. XOLANI ZUMA	023 198	2553
<b>AZASCO</b>		
<b>STUDENT NAME</b>	<b>STUDENT NUMBER</b>	<b>NO. OF VOTES CAST</b>
1. BHEKI KUNENE	022 397	56
2. MNQOBI MKHIZE	032 499	48
3. STHEMBILE MKHWANAZI	033 821	81
4. HLANGABEZA MTSHALI	034 871	34
5. MFANFIKILE THABETHE	045 177	47
6. AYANDA ZULU	034 315	55
<b>INDEPENDENTS</b>		
<b>STUDENT NAME</b>	<b>STUDENT NUMBER</b>	<b>NO. OF VOTES CAST</b>
1. STHEMBISO KHANYILE	022 393	52
2. SINDILE KHUMALO	033 671	43
3. MARY LETSIELO	041 640	42
4. LINDOKUHLE BHENGU	040 972	39
5. EMMANUEL RADEBE	021 006	43
6. ZWELISHA SHANDU	033 387	27
<b>SADESMO</b>		
<b>STUDENT NAME</b>	<b>STUDENT NUMBER</b>	<b>NO. OF VOTES CAST</b>
1. ZIPHO MAHAYE	034 800	2692
2. STHEMBISO MAJOLA	032 743	2612
3. NOBUHLE MAKHANYA	030 291	2717
4. STHABISO MKHWANAZI	034 309	2611
5. NOTHANDO MCHUNU	021 049	2607
6. CHRISTIAN NTULI	022 532	2639
<b>UDESMO</b>		
<b>STUDENT NAME</b>	<b>STUDENT NUMBER</b>	<b>NO. OF VOTES CAST</b>
1. MUZI MATHABELA	054 619	38
2. SIMANGELE MHLONGO	042 895	48
3. MANDLAKHE MSWELI	043 993	22
4. SITHEMBILE NDLELA	043 142	30
5. SKHUMBUZO NDWANDWE	050 521	19
6. NHLAKANIPHO NKOSI	033 886	41

## 5.2 RESULTS FOR PRESIDENT OF THE SRC

STUDENT NAME	STUDENT NUMBER	NUMBER OF VOTES CAST	POLITICAL FORMATION
DAVID DLAMINI	031 945	2455	ANCYL-SASCO
KENNETH MORIPE	020 832	26	AZASCO
MANDLA LUKHELE	021 221	20	INDEPENDENTS
IVAN BARNES	011 589	2961	SADESMO
MFANUFIKILE MAGIGABA	031 703	19	UDESMO

## **Annexure F**

### **Cover 6**

- Independent assessor's report on the review of student residences and
- Assessment of problems including political conflict on campus

# **Student Housing Review**

**University of Zululand**

**Report by:**

**Khaya Matiso**

**Executive Director: Student Affairs**

**Nelson Mandela Metropolitan University**

**November 2005**

# CONTENT

1. Introduction
  - 1.1 Statement of the problem
  - 1.2 Clarification of terms
  - 1.3 The nature of the report
2. Importance of the investigation
3. Methodology
  - 3.1 The brief
  - 3.2 Literature review
  - 3.3 Interviews
  - 3.4 Official Unizul documents
4. Results
  - 4.1 Presentation and analysis
5. Strategic recommendations
6. Concluding remarks
7. List of references
8. Annexure

## INTRODUCTION

I was approached by the University of Zululand to investigate and report on the problems facing the Student Housing department. I realised that implementing this task will be complex, time consuming and very challenging. Furthermore, I was convinced that part of my professional responsibility is to develop, implement and assess student affairs programmes, structures and services. I also realised that the management of Residences, places enormous challenges on institutions of higher education, given the capacity constraints that are both institutional and systematic.

### 1.1 Statement of the problem

It is important to understand what prompted the request for an investigation. Indeed, determining the purpose is probably the most important question an evaluator will raise. The key questions are:

- What is to be investigated or evaluated?
- Why is the investigation or evaluation requested? What is the purpose?
- Who will participate in the investigation?
- What is the political climate and context surrounding the investigation?

I concluded that the terms of reference, outlined below, is clear, relevant and the benefits justify the cost.

The brief, as outlined in a letter signed by the Dean of Student Services dated 28 September 2005, indicates that the investigation should focus on the following aspects of Student Housing:

1. The contentious nature of Student Housing **leadership/management**
2. The ineffective **supervision of staff** in the Residences
3. The constant and disruptive **tensions and conflicts** among staff
4. The problem of staff **performance** that is below the required standards
5. The **demographical** problems at the Residences (age and gender)

Two basic questions need to be asked:

- (a) Are the issues/problems raised above the only challenges facing the Residences?
- (b) What are the underlying factors or causes of the identified problems?

This report presents a preliminary review, and strategic recommendations are provided as a possible way forward.

## 1.2 The nature of the report

It is of critical importance to clarify what is included and excluded in the report. It may be easiest to start by saying what this report is not. It is not a comprehensive systematic evaluation report, a set of prescriptions, a manual or a “cookbook”. Rather, its purpose is to map out the essentials, the generic guidelines and processes that could be explored. A formal external evaluation could be requested and costed appropriately.

The report will acknowledge that each higher education institution has its own unique features derived from the character of the institutions and their regional location. How the guidelines or recommendations are taken up and used, is, for most part, a matter of choice. You will find some suggestions are more helpful than others. Attempts will be made to make the report simple but educational.

## 1.3 Clarification of terms

For the sake of clarity and consistency, a number of terms to be used in this report need to be defined.

- ***Effectiveness:*** The ability to produce the desired results
- ***Efficiency:*** The ability to produce results with little waste of effort, time and cost
- ***Accountability:*** The obligation to answer for actions taken or decisions made
- ***Management:*** Refers to the structures responsible for the overall running of the Residences or the University eg Residence management, Student Services management

## 2. THE IMPORTANCE OF THE INVESTIGATION

The Residences are a home away from home where an environment conducive to **learning** is cultivated. The central objective in student housing

is to create a healthy, learning environment where students from diverse backgrounds can co-exist and enjoy basic rights. The issue of student housing has received a great deal of attention from University Councils, Student Organisations, Department of Education, SAASSAP and NASDEV.

Perhaps the main reason for this, stems from the following general considerations:

- The high rate of crime in the Residences
- The potential for the promotion of cultural diversity
- The opportunity to promote political debates and tolerance

Universities, therefore, do not only fulfil an academic or research function. They are also responsible for affording students an opportunity to develop certain personal and social skills which one does not learn these from a textbook. Skills such as those pertaining to leadership and critical thinking are learnt best when students participate in house committees and other student structures.

Positive elements, stemming from this investigation on student housing could culminate in the formulation of policies, which could be applicable to many institutions. Thus, other universities could benefit from this report.

### 3. METHODS OF INVESTIGATION

In achieving the objectives, mentioned under point 1.1 above, the following process was followed:

- 3.1 The terms of reference for the investigation by the Dean: Student Services were studied
- 3.2 Literature on Student Housing and Student Affairs in general was studied
- 3.3 Consultation with five Deans or Directors of Student Affairs in South Africa was initiated.
- 3.4 The following participants were selected as part of the consultation process:
  - All assistant wardens



- All wardens
- Acting Heads of Housing
- Dean of Students
- Human Resources
- Registrar
- The Rector

Unfortunately, the main University clients, the students, were not available during the two day visit. The views of the student leaders were therefore not solicited.

- 3.5 The short questionnaire was aimed at wardens and assistant wardens. The aim was to solicit more views pertaining to the functioning of the Residences, the key challenges and potential solutions from a Residence point of view.
- 3.6 Some official University documents pertaining to Residences and Student Services in general were also available for analysis.

#### 4. **MAIN FINDINGS**

The following section of the report will provide an overview of points that were raised during the interviews and in the questionnaire, as well as information contained in the official university documents.

##### 4.1 **Category one: Management of the Residences**

- 4.1.1 An effective student housing system as defined by the wardens and assistant wardens has the following components:

- Cleanliness and safety
- Good/consultative communication
- Effective teamwork (no infighting, gossip or division)
- Good maintenance of buildings and facilities ie immediate repairs of doors, windows, toilets, bathrooms, etc
- Training of staff
- Entertainment of students
- Renovations to keep Residences attractive

#### 4.1.2 *Main challenges/priority areas that need urgent attention*

- Equal treatment of students and staff (no favouritism)
- Control or deal with squatting and overcrowding effectively
- Provide adequate security for students
- Promote political tolerance and understanding
- Eliminate substance abuse
- Clarify lines of reporting (who is in charge of the Residences? Is it the manager of the department or the SRC or both?)

#### 4.1.3 *Proposed solutions (from the assistant warden's point of view)*

- Good teamwork
- Elimination of overcrowding
- Appointment of a leader
- Good communication between the wardens, assistant wardens and the Dean of Students
- Strengthen house committees
- Payment of Residence fees

### ✓ 4.2 **Category two: Political issues**

From both the interviews and documentation, it became evident that there are clear but fundamental political questions that must be resolved. Some of the issues can easily be identified as follows:

- Party political affiliation
- Political divisions amongst students (according to party lines)
- Political understanding and tolerance
- Confusing political matters with professional ethics and standards, particularly regarding appointment of staff and management of student governance
- Tensions and conflicts during SRC elections

Please note that all these political points raised under point 4.2 are not unique and isolated. The key question or difference is how the leadership of the university should address these matters.

### 4.3 Category Three: Human Resources policies and their impact on Residences

Through reading of official documents and interviews with assistant wardens, it can be observed and concluded that:

- The conditions of service for Residence staff is a source of dissatisfaction among assistant wardens
- Specific concerns raised include working hours, overtime payment and cell phone allowances
- Other HR matters raised and observed are the appointment process, disciplinary procedures, training of staff and motivating staff.

Once again, these are not abnormal concerns. They are all common challenges that are found in many university departments or units and in many organisations. The solutions lie in an effective Employee Relations system that is provided for by the Labour Relations Act and the Basic Conditions of Employment Act. All employee relations matters need a central bargaining chamber that negotiates and resolves salaries and conditions of service for all staff.

## 5. STRATEGIC RECOMMENDATIONS

### 5.1 Recommendations pertaining to Residence Management

- 5.1.1 The University should consider appointing a qualified manager, as head of Student Housing as a matter of urgency. The main consideration must be the **core competencies** that are needed in such a position. More information in this regard has been handed over to the Dean of Students. If this is done immediately, it will remove the feelings of uncertainty and confusion over reporting lines.
- 5.1.2 The University's HR division must develop a **performance management system** and apply it vigorously in the Residences. Residences staff must understand their priorities and roles and regular supervision must be part of the system. Nobody should be allowed to undermine authority. Staff must learn to put students first. Unpopular decisions must be made by university management in the interest of students' welfare and learning.

5.1.3 The Residence management, supported by the Dean of Students and the whole University leadership must be in control of the **Residence budget**. Actually, in most institutions Residences are regarded as a cost centre ie balancing their budget is their responsibility. There are no state subsidies for student accommodation in South Africa. The main sources of income for the Residences are the fees, vacation accommodation income and sometimes financial support from Council. In order for control of the budget to happen, the sources of income for Residences must be resolved by University Council and staff training on financial management must be undertaken.

5.1.4 A new revised **strategic plan** for Student Housing must be initiated and costed as early as in 2006. The existing Student Housing document needs some refinement. The new plan should include the following key issues:

- Costing must be done for all elements of student housing
- Building of new residences
- Service level agreement with Physical Planning or Technical Services regarding timeframes for repair work. It is high risk to allow students, who have paid fees, to live under unhygienic and unsafe conditions because of lack of efficiency in the University
- Admission policy based on stopping overcrowding, squatting and favouritism
- Strengthening of House Committees
- Consolidation of income through vac accommodation
- And very critical, promotion of student learning and development

## 5.2 Recommendations pertaining to Student Affairs Management

5.2.1 The University management must provide **strategic support and direction** to the division of Student Affairs. This should include amongst others the following interventions:

- The senior Student Affairs and Services Officer must participate in the Executive Management of the University. In highly developed Student Affairs models in South Africa, the most senior officer is referred to as the Executive Director Student Affairs or DVC: Student Affairs. It is proposed that the University, as part of its long-term vision accepts a student centred approach to learning, teaching and administration of student services.

- A strategic investment of University resources in service delivery, financial aid, sport, counselling and career services, residences, student societies is money well spent.
- Staff development and general professionalization is provided for by Student Affairs organisations such as SAASSAP, NASDEV and many others. The role of University management is to allow staff to be part of national networking, collaboration with other universities and to participate in study tours.

### 5.3 General recommendations

5.3.1 Regarding the University's political context, it is strongly recommended that:

- The top leadership of the University must take a leading role in promoting political understanding and tolerance among staff and students.
- High professional standards and ethics be adhered to rather than a partisan approach to university administration. If this is impossible at present, more work must be done in developing a future that is based on the constitution of the country and on promoting human rights at all levels of university life.



Student elections must be free and fair, and the outcomes (irrespective of the winner or loser) must be accepted as a true reflection of student views.

## RECOMMENDATIONS

Finally, a number of factors that presented themselves during the investigation indicated that the University has its own strengths that must be consolidated. The main focus of the investigation was to identify problematic areas that need attention and provide recommendations. One very important strength is the willingness to listen to good advice, learn from others and openly admit shortcomings that need attention. Furthermore, **continuous improvements** of policies, procedures and systems are part of good, visionary and innovative management.

## 6. CONCLUDING REMARKS

It is common practice for reports of this nature to deal with confidential information, produce value judgements, affect the work and well-being of others, give people a “bitter pill” to swallow, and address moral issues. Furthermore, no report of this nature can be value-free or bias-free. However, it is hoped that the report will provide food for thought or confirm decisions that have already been taken.

On a personal level, the opportunity to visit the University of Zululand, consult with key stakeholders and read important official documents is highly appreciated. The challenge is to strengthen collaboration between our two institutions.

Let us get down to work, to build safe and clean Residences in a democratic university.

Whatever the setbacks of the moment, nothing can stop us now!

Whatever the difficulties, our Universities shall be at peace!

However improbable it may sound to the sceptics, South Africa will prosper!

Our background and circumstances may have influenced who we are, but we are responsible for who we become!

**KHAYA MATISO**  
**INTERIM EXECUTIVE DIRECTOR: STUDENT AFFAIRS**  
**NELSON MANDELA METROPOLITAN UNIVERSITY**

7 November 2005

## REFERENCES

1. Ludeman, R. 1997. **Quality Student Services Around the World : Bridging Student Need and Student Success.** NASPA : Chicago.
2. Ludeman, R . 1998. **The role of Student Affairs and Services in Higher Education : A practical manual for developing, implementing and assessing Student Affairs programmes and services.** UNESCO : Paris.
3. Mandew, M. 2003. **A guide to Student Services in South Africa.** CHET/DOE : Pretoria.
4. Fretorius, D. 2002. **A critical evaluation of Student Governance system at the University of Port Elizabeth.** UPE : Port Elizabeth.
5. Worthen, B.W. 1987. **Educational Evaluation : Alternative approaches and practical guidelines.** Longman : New York.

## 6. OTHER DOCUMENTS CONSULTED

- Higher Education restructuring and transformation, 2003, DOE.
- Bill of rights and code of conduct of student, University of Zululand, no date provided.
- Residences Rules and Regulations, University of Zululand, no date provided.
- Job descriptions from Rhodes University, revised in 2005.

## **A CRITICAL EVALUATION OF THE STUDENT HOUSING SYSTEM AT THE UNIVERSITY OF ZULULAND**

Dear respondent

I have been approached by the University of Zululand, to conduct an investigation regarding the effectiveness of the Student Housing department.

In order to obtain more information in this regard, it is important to ask some crucial questions concerning your views and experiences. Please provide answers to this questionnaire.

Thank you for your time and assistance.

Sincerely

**KHAYA MATISO  
PROJECT LEADER**



1. How long have you been at the University of Zululand?

\_\_\_\_\_ Years \_\_\_\_\_ months

2. How long have you been involved in Student Housing?

\_\_\_\_\_ Years \_\_\_\_\_ months

3. Please provide us with a brief understanding of your idea of an effective or well-functioning Student Housing system (possible 3 criteria).

.....

.....

.....

.....

.....

.....

4. In your assessment, what are the 3 main challenges / problems facing the Student Housing system?

.....

.....

.....

.....

.....

5. Do you feel that students are meaningfully represented within the Student Housing system?

Yes ☐ No ☐ Don't know ☐

6. How often are Student Housing meetings held?

Every \_\_\_\_\_ month's \_\_\_\_\_ weeks

7. Do you participate in these meetings?

Yes ☐ No ☐

If no, why not? .....  
.....

8. How would you rate the management system of the Residences?

Poor ☐ Average ☐ Fair ☐ Good ☐

9. List five possible solutions for the problems you have identified under point 4 above.

- 9.1 .....
- 9.2 .....
- 9.3 .....
- 9.4 .....

10. Are you willing to be part of the process of resolving the problems faced by the Student Housing department?

Yes ☐ No ☐

If no, please motivate .....  
.....  
.....  
.....  
.....

***Thank you for completing this questionnaire***

# **Annexure G**

## **Cover 7**

Peer counsellors' protocols

The experience of peer counseling is amongst the most challenging.

1. The first and foremost is that we deal with peers and the demand of being a person of integrity.
2. Be in a position to understand the diversity of the people you serve so that you can easily attend to their problems.
3. To maintain good relationship/communication with peers, within the working environment and outside.
4. To be able to quickly bring together thoughts of wisdom which can help somebody as a person explains her problems in order to get help.
5. During orientation period, one had to do his best to first make somebody feel welcomed as well as making sure that they settle and get to know something good about Unizul as we mainly in the front when it comes to the orientation.

What do you appreciate about peer counseling?

First of all the tertiary institution is amongst the place where you find that most people find themselves being victims of the decision they take. This includes social group one associates with, relationships, wrong career path, etc. This therefore signifies the importance of the Centre that will work to first help students avoid those things in the beginning or help to solve problems occurred already.

1. Peer counseling therefore allows people of the same group to work together in solving problems. This makes it easier for the peers to open up for others because mainly we solve common experiences.
2. Having Mr Mbatha as a professional counselor has improved much the service of the Centre and of Peer counsellors, we always refer to him as he is so supportive.
3. Incentives and treatment we get in Peer counseling is outstanding.

Things to be improved:

1. The peer counseling service is not fully utilized as it is supposed on campus. There are so many things that affect students from social, academic, etc. It seems as if students are not well-versed with the service we provide as they do not trust our capabilities think there must be a way of eliminating that, unfortunately nothing in mind as yet.
2. More workshops need to be arranged as soon as new group joins us especially in the fourth term in career guidance in particular.
3. Working environment need to be more welcoming (good atmosphere) for students to come.
4. Peer counselors are the people who need to be familiar with the things that happen all over places, so at least a daily newspaper need to be provided in the Centre.

After all it's a wonderful experience.

1. What is your experience of peer counseling?

I will like to put it in point form:-

- I've learn to manage my time, i.e planning ahead for my daily duties. This has encouraged me to make use of my diary, now I'm having three different types of diaries whereas before I had one.
- I am now familiar with environment at work where there are different people from different background and attitudes. I know how to handle them respectively, in a good manner.
- I am now able to attempt any challenges I have regained my confidence.

2. What do you appreciate about peer counseling?

- Warm working environment
- Assist students with problems (difficulties)
- To be recognized as a reliable person, i.e. when people sees me (or any peer counselor) they turn to see their problems solved.
- Having incentives at the end of the day, this has seriously assisted me financially.

3. What can we improve in peer counseling?

- Farewell function (raise the standard)
- Activities (to be increased as we have already started)
- Recognition (by officials)

## ANSWERS

I think that peer counseling is of great help in that it has taught me as a student and a peer counselor many things amongst others: experience a feeling of well being and accomplishment from helping a student, increase information and greater knowledge of university affairs. Training and development of leadership and interpersonal skills. It has provided me with an opportunity to improve my relationships with students.

On the other hand the peer counseling is currently not dwelling much on academic support for students. The day to day of monitoring the student's academic progress is lacking while the new students are welcomed by us peer counselors to the university. I find that as year progresses they forget our services and a distance are created between them and us. The other thing, the students want us to know everything solve problem for them, make decision for them and want to do thing for them.

As a peer counselor become the source of information and other resources provide students with the information needed to adjust better to University to proceed with their studies and to select courses and future careers. I also appreciate problem solving by helping students work through problems, students putting their trust in me and boosting their confident and independence.

Commitment to the counseling process and to aim of the programs and build a lasting relationship with students by interacting with them more frequently to keep their trust and confidence in us. Communication with other staff members, Lectures most of all to assess the academic performance of students in general as to pick up some possible problems which allow us to do academic counseling in a progressive way

1

My experience is of being greatly challenged by the work as a whole and of course working with different people from different ethnic groups has made me realize that people are unique and have to be treated differently. As a student social worker, peer counseling has helped me in advance to be able to work under pressure at times. Working hand in hand with my fellow colleagues is one of the things I have learnt and is gonna help me in future. Commitment is one of the greatest things that I have learnt from the peer-counseling department.

Well, first of all I like the way the peer counselors are treated. Being treated with dignity and respect makes one see that he or she is recognized as a human being in a place. I like the level of interaction between the peer counselors and their leaders are using. The leaders are always flexible to associate themselves with every peer counselors. I greatly appreciate the unity that is amongst the workers, their leaders and Mr. Hlongwane. I also like the involvement of the peer counselors in the activities that are done because it makes one to feel the sense of belonging.

I would be very glad if the peer counselors could be given a chance of having their farewells in descent places for instance going out maybe to Durban or Richards Bay.

My experience in peer counseling is of the interaction that we have with different people. Being able to assist a person from the university and also people who come from outside the university environment, is highly giving me an opportunity to be able to let them know that peer counseling or C.G.C. is not only about academically counseling. Also we do personal counseling to those who are troubled by family and social problems.

I appreciate peer counseling in the fact that whatever is said or whatever is being shared with is confidential. Also I appreciate that peer counseling do not only focus on young people but also with those students who are elders, who comes from their own families (e.g. married) to look for help. Peer counseling also gives me strength whenever I come across a problem, because I can now be able to solve my problems (i.e. if I can help others what can make me fail to help myself).

Although we have a high rate of people coming to the Centre for Guidance and Counseling, still not all of them knows that the center gives a range of service in terms of academic problems, financial problems, stress, etc. I think there should be something that will keep on reminding students about C.G.C. for example booklets, special days for peer counseling etc.



1. What is your experience in peer counseling?
2. What do you appreciate about peer counseling?
3. What can we improve in peer counseling?

1. The great experience I have had with peer counseling is gaining interpersonal skills, this include social interactions. Being part of peer counseling has made me to know that issues like HIV and AIDS are real and they need to be dealt with seriously. Working with peers from different cultural backgrounds is one thing I have gained. Accepting peers in their differences has made me to know that we are all equal and same in our diversity.
2. Firstly to be in a team of peer counselors at UniZul is one thing I appreciate. Peer counseling is not gender biased I do appreciate that male students can actually come and approach me as a female for help. Wow, I just love the challenge it brings. I know I have to be on my feet every time because help should be rendered to someone. It is challenging that I have to bring the best service to whosoever coming for help.

Sometimes it becomes painful when my peers come with touching and sensitive issues. This is a challenge because I have to be strong and be on the person's shoe to give the best. I think I also enjoy the exposure I get in everyday matters.

3. More training should be rendered to peer counselors especially workshops based on counseling e.g. the characteristics that are required from a counselor, and ways of handling matters to counseling. I think meeting with peer counselors from other institutions will stimulate our involvement in peer counseling. Through these workshops we can attain new strategies of peer counseling.

## My experience as a peer counselor

There are number of things which I have gained experience from being a peer counselor is very challenging. I have gain the experience of communicating with different people in different ways, e.g. when talking with peers you have to be in their level. The experience of being exposed in the things on campus knowing different courses and other programmes.

Challenge is that student expect the peer counselor to know everything even if you don't belong to that department. I am very motivated and proud of being a peer counselor and looking forward to learn more.

I appreciate knowing new things everyday and having an access on asking for new information to our peer leaders. I have been deligated to work at FAB. I appreciate when they give me something to do everyday because I learn a lot. I'm doing social work in my course the computer only start at level 2, second term but I have a basic skill of a computer just because I'm exposed in office work.

Things must be improving the activities to be done for the year must be achieved. People must be more committed but to me well done I'm happy.

- a) What is your experience of peer counseling?
- b) What do you appreciate about peer counseling?
- c) What can we improve in peer counseling?

1. Peer counseling have exposed me in many dimensions of life. It has been an eye opening experience. The fact that when a person walk in, in our offices look at me and expect me to help out have reminded me that a person is a person because of another person. Knowing that when I reach out to help and offering to help someone, I put a smile on that person's face makes my day. Peer counseling have given me an opportunity to interact with people.
2. I appreciate the fact that peer counseling give me an opportunity to do one of the things that I do best, talking while working with people. I also appreciate the mental insight that you also get so a professionalism.
3. Workshops on teamwork, dedication, confidentiality and the basics of counseling can do the trick.

- 1) What is your experience of peer counseling?
- 2) What do you appreciate about peer counseling?
- 3) What can we improve in peer counseling?

1. It very hard to work and challenging because people just hear the counselor and they think you can come up with solutions to their problems. Another thing is that one is expected to be a peer counselor even when one is not at work. As peer counselor I find that we are great help even to the staff of this university.
2. The fact that I help people even when I am not at work and the fact that I gain experience.
3. Peer counselors need to have a close relationship. We need to help each other even when we are out of work.

Being a peer counselor is very challenging. I've experience working with peers, I've seen that students are encountering lot of problems that need to be solving by assistance of another peer. I've experience working with people of high status (management) that other students perceive as untouchable. I've experience how a student should utilize his/her time at the university, not as a student only but also participating in other things. It has outgrown, as well as my behavior towards other peers, people of higher authority.\*

It is very beneficial to 1<sup>st</sup> year students specially because they are still fresh from school, so we equip them academically ( where we give them guide lines in choosing their careers) and socially on what to expect at the university and how to cope with university life

## **Annexure H**

### **Cover 8**

An attitude scale used in the study

**QUESTIONNAIRE 02/101**

There are no right or wrong answers. Any answer is acceptable. Please respond honestly to the questionnaire as you may have experienced CGC.

Answer by choosing only one of the four possible answers per question as follows:

Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD)

1. I visit CGC when I have problems.

SA	A	D	SD
----	---	---	----

2. Members of CGC are approachable

SD	D	A	SA
----	---	---	----

3. Members of CGC have pleasant personalities.

SA	A	D	SD
----	---	---	----

4. Members of CGC know how to handle student problems.

SD	D	A	SA
----	---	---	----

5. Members of CGC do not allow exchange of ideas when helping students.

SA	A	D	SD
----	---	---	----

6. I feel very bad about having to wait for attendance by a CGC member.

SA	A	D	SD
----	---	---	----

7. Members of CGC are always too busy to attend to our problems.

SD	D	A	SA
----	---	---	----

8. CGC is understaffed.

SA	A	D	SD
----	---	---	----

9. Not all students are aware of the existence of CGC.

SD	D	A	SA
----	---	---	----

10. After registration of students members of CGC should explain all services the offer.

SA	A	D	SD
----	---	---	----

UNIVERSITY OF ZULULAND  
Student attitudes towards CGC

Response scale

Question		Highest response		Sliding scale
1.	1	Strongly agree	4	3A 2D 1SD
2.				
3.				
4.				
5.	2	Strongly agree	4	3A 2D 1SD
6.				
7.				
8.	3	Strongly agree	4	3A 2D 1SD
9.				
10.				
11.				
12.	4	Strongly agree	4	3 A 2D 1SD
13.				
14.				
15.	5	Strongly disagree	4	3D 2A 1SA
16.				
17.				
18.				
19.	6	Strongly disagree	4	3D 2A 1SA
20.				
21.				
22.	7	Strongly disagree	4	3D 2A 1SA
23.				
24.				
25.				
26.	8	Strongly disagree	4	3 D 2A 1SA
27.				
28.				
29.	9	Strongly disagree	4	3D 2A 1SA
30.	10	Strongly agree	4	3A 2D 1SD



**UNIVESIRTY OF ZULULAND**  
**Student Services Department**

**Key:**  
**Marking scale**

**Students attitudes toward CGC**

1. SA	A	D	SD
2. SA	A	D	SD
3. SA	A	D	SD
4. SA	A	D	SD
5. SD	D	A	SA
6. SD	D	A	SA
7. SD	D	A	SA
8. SD	D	A	SA
9. SD	D	A	SA
10. SA	A	D	SD