

UNIVERSITY OF SWAZILAND



FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

FINAL EXAMINATIONS PAPER DECEMBER 2014

TITLE OF PAPER: FUNDAMENTALS OF GUIDANCE

COURSE NUMBER: EDF 632

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: THERE ARE TWO SECTIONS IN THIS PAPER –
SECTIONS A AND B.

SECTION A IS COMPULSORY. CHOOSE TWO
QUESTIONS FROM SECTION B.

TOTAL MARK ALLOCATION: 100

Do not open until told to do so by the chief invigilator

SECTION A: COMPULSORY

You are a new guidance and counseling teacher at a school that serves a community with diverse cultures but with a non-functional guidance program. The staff and community members at this school think having guidance and counseling program is a waste of time and tax payers' money. Discuss how you would respond to this situation through addressing the community and staff members on the importance and need for guidance and counseling in their school. *(40 Marks)*

SECTION B

Answer any two (2) questions from this section.

Question 1 *(30 marks)*

Cite and explain any **six (6)** factors that necessitate the provision of guidance and counseling in schools in Swaziland.

Question 2 *(Total 30 marks)*

- I. Enumerate and illustrate with examples the main challenges in the implementation of guidance and counseling programs in schools in sub-Saharan Africa. *(20 marks)*
- II. How may the practice of school guidance and counseling in Swaziland be enhanced? *(10 marks)*

Question 3 *(Total 30 marks)*

- I. What counseling needs may students in Swaziland present in school settings? To what extent are these needs being addressed? *(8 Marks)*
- II. As a guidance and counseling teacher, how would you facilitate choosing right careers by students in your school? *(12 marks)*
- III. Evaluate narrative theory as an approach to the career development counseling of students of African ancestry. *(10 marks)*

Question 4 (Total 30 marks)

- I. A curriculum supervisor in the school system reports to your principal that guidance and counseling teachers should not see students in individual counseling for more than three sessions because to do so would be considered “therapy” and guidance and counseling teachers are not therapists. Discuss how you would respond to this situation. Highlight the main points of your discussion with the curriculum supervisor and principle. (8 marks)
- II. Identify and discuss using examples three (3) effective ways of teaching guidance lessons. (12 marks)
- III. Legal and professional services for school guidance and counseling in sub-Saharan Africa are non-existent to elementary in their development. Critique this statement. (10 marks)