BLACK HIGH SCHOOL PUPILS' PERCEPTIONS OF THE USEFULNESS OF GUIDANCE TEACHERS

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DECLARATION

Unless otherwise indicated in the text, this dissertation represents my own work.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

The aim of this study was to investigate more specifically the extent to which Black secondary school pupils (a) would perceive the extent to which they actually receive guidance services in twelve areas listed in official syllabi (b) would prefer to receive the twelve areas listed in official syllabi (c) would choose the guidance teacher as preferred helping agent in comparison to other potential helping agents in various areas of concern (d) would consider their guidance teachers to be approachable and (e) would consider their schools to provide adequate guidance assistance.

A self administered questionnaire was utilized. This questionnaire consisted of a section of a questionnaire compiled by Skuy, Hoar, Oakley-Smith and Westaway (1985) and, a section of a questionnaire compiled by Oakley-Smith, Skuy and Westaway (1988). The questionnaire included a section which was designed to determine pupils perceptions regarding the extent to which they were receiving and would like to receive, guidance on the dimensions offered in a guidance syllabi. In the other section pupils had to indicate from a list of five helping agents (teacher, parent, friend, guidance teacher), whom they would approach if they were experiencing difficulties in seven areas of concern,(future careers, friendships, family, school-work, teachers and appearances). The last section of the questionnaire required pupils to indicate with a Yes or a No whether their school provided adequate help with their personal concerns.

The sample consisted of 199 pupils, 97 from standard 9 classes and 102 from standard 7 classes.

The results of various separate ANOVAs and Chi Squares indicated that; firstly, standard 7 and standard 9 pupils have similar perceptions of guidance presented to them in all dimensions rated, except two, which were, leisure and alcohol and drug abuse. Secondly, there were significant differences between boys and girls with regard to the perceptions of some of the topics presented to them. Thirdly,standard 7 and standard 9 pupils perceived a similar need to receive more guidance in some topics except in three, which were, understanding self, decision-making and school rules and regulations. Fourthly, pupils did not perceive the guidance teacher as the preferred helping agent in any of the seven areas listed. Fifthly, although there was no difference between the number of pupils who indicated that the school was giving them enough help with regard to their personal concerns and those who disagreed, pupils reported that they would feel comfortable approaching the guidance teacher with their concerns.

The findings of this study were compared and contrasted with those of other studies and some recommendations for future researchers were made.

The research findings indicated a number of issues and limitations in the study. Caution must be exercised in applying the results of this study to a wider population.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The education system in the past years in South Africa has been criticised for serving the policy of the government. School guidance, as part of the education system, has been no exception to this criticism. The guidance services for Black South African schools have been particularly criticised in literature (Dovey, 1980; Dovey and Mason 1984; Skuy Hoar, Oakley-Smith and Westaway, 1985; Oakley-Smith, Skuy and Westaway, 1988). The main criticism relates to the fact that school guidance was designed as a means of social control, that is, to serve the needs of the socio-political ideology rather then the needs of the pupils.

The literature seems to agree that the main aim of an effective school guidance programme is to address the needs of the pupil population it is meant to serve (Shertzer and Stone, 1981; McGregor, 1988; Fredericks, 1991; and Euvrard 1992). In order for this to happen, guidance needs have to be systematically identified so that the school guidance program reflects the uniqueness of the population it serves, and the environment in which it seeks to render this service.

1

In an attempt to assess pupils needs for guidance, some studies have investigated the pupils' perceptions of the usefulness of the guidance teacher; for example, Leviton, (1977), Hutchinson and Reagan, (1989), O'Leary, (1990), Skuy et al, (1988), Haffajee, (1991), and Euvrard, (1992). This has been done following the hypothesis that if pupils perceive guidance teachers as useful, it is likely that the school guidance they receive is meeting their needs.

Despite research on South African high school pupils' needs for guidance, little research on the Black pupils' perceptions of the usefulness of their guidance teachers has been done. No published work could be located by the researcher on this issue. This is significant in light of the fact that research has maintained that the guidance programme has been used as a social control strategy. More importantly this has been despite the fact that, presently, South africa is experiencing a large scale revision of its entire educational system.

Given this context, it appears that there is a need for a study in particular to investigate Black pupils' perceptions of the usefulness of the provision of guidance they have experienced.

1.2 AIMS OF THE STUDY

This study aims to investigate perceptions of a sample of Black high school pupils with regard to the usefulness of the guidance

provided in their schools. This will be done partially by replicating previous studies by Skuy et al (1985); and Oakley-Smith et al, (1988); and Haffajee, (1991). The results of the present study will then be compared with that of other studies.

The studies by Skuy et al, (1985) and Haffajee, (1991) investigated the extent to which high school pupils:

a)   would choose, in various areas of concern, the guidance teacher as a preferred helping agent in comparison to other potential helping agents;

b)   would perceive their school counsellors to be approachable and;

c)   would consider that their schools provide adequate assistance with their personal concerns.

The findings of these studies indicated that the guidance teacher was not chosen as a preferred helping agent by pupils in any major area of concern.

The Oakley-Smith et al study (1988):

a)   investigated the perceptions of pupils regarding the actual content of guidance sessions.

b)   determined the preferences of students regarding content of
     the guidance sessions.

Black and White South African high school pupils' preferences
were then compared.

It is hoped that the findings of the present study will
contribute to the formation of a database. This will hopefully
contribute to the examination of the present position of school
guidance and school guidance teachers in Black high schools where
guidance is presently offered in an organised way, and will also
be of assistance to those high schools where it still has to be
introduced in a formal manner.

1.3   DEFINITION OF TERMS

1.3.1 School Guidance

The term guidance has been defined in many ways. For the purpose
of this study it will be defined in relation to its function in
a school setting.

A definition of school guidance that can be regarded as a
framework within which all the definitions fit, is one given by
Makinde (1987), that school guidance is the process of helping
an individual understand him/herself and his/her world.

The term "process", as used in this definition, means that

4

guidance is not a single event but it evolves in a series of actions or steps progressively moving over time towards a goal. This is supported by Van Hoose and Pietrofesa (1970) who define guidance as a process but not an end result. They emphasise the point that helping pupils learn how to solve problems is more important than the solution of a specific problem.

Kowitz and Kowitz (in Knight and Euvrard, 1992) also define school guidance as "a strategy which focuses on meeting the pupils' needs in such a way that the pupils recognize and develop their potential, and achieve a level of mature ego functioning and healthy personal organization which would in their present and future situation aid them to find their places in the world." (p 92).

The inclusion of the term "help" in a definition of guidance is supported by Shertzer and Stone (1981), who state that school guidance should be seen as an activity aimed at assisting pupils to make and carry out adequate plans and to achieve satisfactory adjustment in life.

"Understanding himself or herself and his or her world", according to Makinde (1987), means that an individual comes to know who he or she is as an individual; is aware of his or her personal identity; that the nature of his or her world is perceived as an aggregate of the surroundings and the people with whom he or she comes into contact; and this world is experienced deeply and completely. Pietrofesa, Bernstein, Minor and Stanford

5

(1980) agree with this point of view by defining school guidance as "an inseparable aspect of the educational process that is particularly concerned with helping individuals... assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization" (p 64).

School guidance in schools is offered as an individual or a one to one activity as well as a group activity.

1.3.1.1 Individual Guidance

Individual guidance, or one to one guidance, is an activity whereby the guidance teacher attends to or helps one pupil at a time. The guidance teacher can opt for a one to one guidance for a number of reasons, for instance, when the problem is seen to be unique to the particular pupil, and when a problem involves privacy and confidentiality.

1.3.1.2 Group Guidance

Gibson and Mitchell (1986) define group guidance as a process which focuses on providing information on developmental experiences of a group of pupils. By helping pupils as a group, the guidance teacher allows pupils an opportunity to learn from one another. The goal of group guidance is to provide pupils with accurate information that will help them make more appropriate plans and life decisions.

6

Pietrofesa, Bernstein, Minor and Stanford (1980) define group guidance as "primarily an educational process designed to prevent anticipated problems and enhance the personal, social educational and vocational development of all pupils" (p 70).

In South African Black education departments, school guidance has been conceptualised mostly as an integrated component of the curriculum more than an auxiliary service. A major deficiency in the current thinking about school guidance in Black schools is that although it is meant to be part of the curriculum, school guidance is not seen as part of mainstream education. (National Education Policy Investigation, 1992). School guidance has been, as a result, a marginalized service in Black schools and this has resulted in its non-existence in some of the schools. The National Education Policy Investigation, (1992), attribute this firstly, to a general crisis in education in South Africa. Secondly, they attribute it to resistance, particularly by Black pupils to an education which has been perceived to perpetuate social control through the political ideology of the government. Thirdly, there appears to have been lack of sensitivity by school guidance providers with regard to alternative views of mental health and healing, for instance, traditional healing and African cultural values. Lastly, the investigation refers to the evident inadequacy of training of a large number of guidance teachers.

1.3.2 Counselling

Counselling is an integral part of school guidance and they compliment each other. While guidance is more of a preventative activity, counselling tends to fulfil a primarily curative function.

Hamblin (1983) and Nielsen (1987) argue that guidance teachers need to have additional special training for them to use counselling at schools. For instance, they have to rely on psychological approaches to resolve certain problems. It is likely that most guidance teachers in Black schools are presently ill-prepared in the use of counselling skills.

Burks and Steffre (in Shertzer and Stone, 1981) define counselling as "a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve$ more than two people. It is designed to help clients understand and clarify their views of their life space, and to learn to reach their self and determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature" (p 168).

Since counselling is likely to have been minimal in Black schools due to a lack of teacher training, or an understanding of counselling aims and scope, it will not be investigated per se in depth.

8

1.3.3   The Guidance Teacher

A wide range of titles are used for the teacher responsible for providing school guidance services in schools. In South Africa, for instance, such terms as teacher-counsellor, guidance counsellor, school counsellor, teacher-psychologist, and guidance teacher are used and sometimes used interchangeably.

The term "guidance teacher" is commonly used in Black schools. It is for this reason that the researcher has chosen to use it for the purpose of this study. For the purpose of the present study whatever term is used in the literature consulted will be substituted with the term guidance teacher.

Guidance teachers are basically qualified teachers who are expected to have studied the methodology of teaching school guidance as part of their professional studies. However in some schools the school principals use their discretion   when allocating teachers to the duties of rendering school guidance services, regardless of teacher qualifications.

The role of guidance teachers, according to Lombo (1993) can be said to be both didactic and therapeutic. It is didactic in the sense that guidance teachers are expected to conduct guidance lessons which should follow the course of general teaching, and it is therapeutic in the sense that the guidance teacher has to plan programmes and conduct interviews with the pupils to promote psychological growth in the pupils.

9

1.3.4 Black High School Pupils

The term "Blacks" is used internationally to describe people of African origin. However, in this country it has previously been used inclusively for Africans, people originally from Eastern countries and "Coloureds".

For the purpose of this study the term "Blacks" shall be used to refer exclusively to pupils of African origin.

The term "high school" is used interchangeable with the term secondary school. However, since it appears as if the term high school is more commonly used in Black schools, the researcher has opted for it throughout this thesis.

Although the laws promulgating separate amenities and differentiated education have been repealed in South Africa, it is likely that most of the present Black high schools are to continue existing as they were for a long time, due to geographical settings and language barriers.

1.4 AN OUTLINE OF CHAPTERS

Following on from Chapter One, which is an introductory chapter outlining the background, aims of the thesis and description of terms, Chapter Two covers a discussion of related research literature. Chapter Three outlines the research design and the methodological procedures followed in this study. In Chapter

Four results and statistical analyses of the data collected are presented. Chapter Five deals with the discussion of the findings, linking them to the theoretical background reviewed earlier, as well as a discussion on limitations and recommendations. Chapter 6 is the conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this chapter is to base the study to be described in relevant literature. The characteristics of high school pupils and the community they come from will be discussed first, views on adolescents' needs for guidance will then be discussed, followed by a review of research findings with regard to perceptions of guidance provision.

2.2 EXPLORING ADOLESCENTS' NEEDS FOR GUIDANCE

Research studies concerned with needs assessment in guidance at schools, (e.g. Cole, 1988; Bergin, 1990; Euvrad, 1992), emphasise the importance of finding out what the pupils' needs for guidance are. It is indicated that pupils' characteristics as well as the characteristics of their communities have an impact on pupils' perception of their guidance needs. A description of these needs helps to identify what may be required of a guidance programme. In this way the guidance programme can be a negotiated rather than an imposed activity.

2.2.1 Adolescence as a Developmental Phase

Fredericks (1991) defines adolescence as a transitional stage when young people are no longer children, yet not mature enough to be treated as adults. The time of occurrence and the duration of this stage is defined differently by different disciplines.

For the purpose of this study adolescence is seen as "a process rather than a rigid age category" (Gilbert, 1982, p 6). The reason for this as Gilbert (1982) states, is that if one defines the adolescent stage in terms of chronological age (13 - 18), then a large number of Black pupils presently in high schools who are 18 years or older cannot be defined as adolescents. Whereas, if the adolescence stage is defined as a process, there is a sense in which even the oldest pupils may be seen as adolescents. Adolescence as a process can be defined as a continuous development or change with no rigid parameters between the beginning and the end. While the beginning of adolescence is often measured by physical maturity, the end of adolescence is often measured by the adolescents' degree of interaction with the social world.

A number of changes occur during the period of adolescence. Gerdes (1988) mentions eight salient features of adolescence, that is: physical growth spurt, sexual maturity, discrepancy between preoccupations and social demands, narcissistic orientation and problems with identity, absolute idealism as well as dependency on peers.

13

An individual's last dramatic growth spurt occurs during this period of growth. Some develop pimples caused by a glandular imbalance. Some develop a huge appetite that seems insatiable and the quality of their voice changes. Normally these changes cause inner emotional turmoil for the adolescent who does not understand these physical changes. The adolescent has to make great psychological adjustments to the new physical demands made by the changing body. He or she becomes self-conscious and is sensitive to what are considered negative remarks about the body. That is why adolescents need accurate and appropriate information to understand themselves (Chuenyane, 1990).

During this developmental period sexual maturity is also attained. Reactions to sexual development, as Gerdes (1988) states, may range from consternation to pride.

During adolescence there is generally a gap that occurs between the adolescent and their parents. This gap results from a conflict in priorities about life. Parents tend to put much emphasis on school achievements and preparation for a future occupation, whereas the adolescent's preoccupation tends to be with self, social matters, peer friendship and sexuality. It is during this period that relations between adults and adolescents are likely to be strained and difficult.

According to Chuenyane (1990) all the things that are happening to the adolescent and the different responses from others may cause great emotional stress and strain which, if not handled

14

properly, could lead to improper and undesirable behaviour which in turn, could cause shame and anguish. The positive side of the gap between adults and adolescents is that the adolescent is becoming more independent, self-directed and makes more decisions for himself or herself.

Gerdes (1988) also mentions that narcissistic orientation manifests in adolescents during this developmental phase. She defines narcissism as "the investment of energy in oneself as the focal source of interest and concern" (p 277). This narcissistic orientation relates to the adolescents' sense of identity, that is, how adolescents perceives themselves and how they believe themselves to be perceived by others.

The process of identity development begins in early childhood, but becomes a developmental crisis demanding resolution during the period of adolescence if a clear definition of identity is to be achieved.

Erik Erikson is the theorist who most clearly addresses the stage of identity development. He defines identity in three ways. Firstly, as a sense of identity involving a consistent view of ones's public identity related to one's place in a society and the roles one fulfils, for instance, as a pupil, as a son or daughter, as a member of a political organisation, etcetera. Secondly, Erikson defines it as a conscious sense of one's personal identity, that is, the feeling of continuity and of being one and the same person throughout life in different

situations.   Lastly, Erikson suggests that identity can be
defined as a sense of individual identity which relates to
perceptions of one's personal characteristics and uniqueness as
well as to an awareness of what one has in common with certain
other individuals and groups (Erikson, 1968).

Erikson (1963) also suggests that in order for an adolescent to
resolve the identity crisis it is necessary for him/her to go
through a stage of transition called the psycho-social
moratorium. He defines this period as a time during which the
individual has few definite commitments and is able to search,
to question, and to experiment with different roles and belief
systems.

Ego fluidity, according to Gerdes (1988) is manifested in wide
fluctuations in mood and temperament and is related to the
adolescents' many uncertainties. This vacillation indicates both
a certain vulnerability and high recuperative power, so that
"object despair may be followed quite soon by exhilaration and
joy". (Gerdes, 1988, p 291).

According to Bocknek (in Gerdes, 1988) absolute idealism is
found in the adolescent's values, which are abstract and
absolute. Because of limited experience of the realities and
complexities of adult life, the adolescent has a tendency to
simplify matters and to ignore subtle but important differences.
As a result judgements are often in terms of strongly polarised
extremes, for instance, a person is either beautiful or ugly,

16

truthful or a liar, totally acceptable or completely
unacceptable.

Peer groups play a greater role than that played by adults in
influencing adolescent pupils' attitudes and behaviour. However,
according to Santrock (1986) it is the person's attitudes, rather
than the general skills or specific capacities or basic personal
characteristics, that are most likely to be influenced directly
by peers. It is natural, as Gerdes (1988) states, that
adolescents should feel more comfortable in the presence of peers
who are going through changes similar to those they are
experiencing.

Adolescence seems to be characterised by many complex issues with
which the adolescent has to deal. A major tasks for the school
then is to understand all these issues and be able to offer an
environment that accommodates the special characteristics and
needs of the adolescents. One particular need is for school
guidance programme to be matched as much as possible to the
developmental needs of pupils.

2.2.2 Social Changes in South Africa

A review of literature reveals that pupils' perceptions of
guidance they are receiving from schools links to the society
from which they come. (Dreyer, 1980; Dlamini, 1983; and Donald,
1990). Pupils do not live an isolated life, they are members
of a society and are profoundly affected by it. It is therefore
imperative to look at the impact that the nature of society has

17

on pupils' perceptions of guidance at schools.

2.2.2.1   Changes within Family Systems

The notion of parenting in South African Black society has undergone a number of changes. The most pervasive factor affecting parenting in this society is the shift away from traditional child rearing responsibilities and practices. "The process of transition from traditional beliefs, values and customs to a more western orientation is extremely widespread and is impelled by powerful and irreversible sociological forces." (Donald, 1990, p 42).

This process of transition itself may be accompanied by a multiple set of problems. There has been a breakdown of kinship systems of traditionally sanctioned values, roles, and responsibilities without the substitution of integrated alternatives or firm nuclear family models.

There has also been a move from extended families to satellite independent families. Families are no longer as interdependent. Also there have been changes in the roles of parents, for example, homes often have working mothers and travelling fathers. This, according to Ezekowitz (1981), is likely to affect adolescents' perceptions of their needs.

2.2.2.2   Changes in the Broader Society

Within Black society there has been a profound shift recently from the social emphasis on keeping children at school, followed by getting employment and then training to be a servant or to take a subservient role in society. This societal point of view was largely influenced by the governmental policy which provided legislation prohibiting Blacks from performing certain forms of labour. As Molteno (in Dovey and Mason,1984) stated, there were legislation geared to "prepare Black children for subordinated positions that awaited them in such a way that they were appropriately equipped with limited skills as well as ready to resign themselves to their exploitations." (Dovey and Mason, 1984, p 18).

Instead in a contemporary South African society where old legislation has been repealed, children are now faced with an environment where they can choose whatever career they wish to follow and whatever role they wish to play in society. They are now in a position to have responsibilities in society which demand high self-esteem, leadership skills and responsibility. School guidance, therefore, has a role to play in preparing pupils for these new demands.

The shift from traditional society to a more affluent society has also resulted in children being more exposed to social problems such as substance abuse, crime and delinquency, family discord and tension (von Horsten, 1990). These are the problems that are

19

likely to affect adolescents' needs with regard to school guidance.

Chuenyane (1990) further states that ahead lie difficult times. As the orientation of jobs changes from simple manufacturing to more complex manufacturing and service, higher order analytical and critical skills will be required. Current advances in science and technology, political, social and economic developments will continue to complicate career decision making as well as social life in general. Competition for limited resources seems destined to intensify and this is likely to channel pupils' concerns and needs for school guidance.

Furthermore, due to the legacy of the past, Black adolescents have a limited number of occupational role models. They are now faced with a situation where they have to make career choices that very few of the older generations have ever had to make. In addition, this is likely to result in a gap where parents and adults are unable to advise their children on matters pertaining to career choices because of lack of experience.

Black adolescents in South Africa have lived in times of violence and many of them have been exposed to such violence. Davis (1987) states that these traumatic experiences must have left psychological and emotional wounds, and scars on many adolescents. This indicates a special need for effective and appropriate guidance services in schools. Again, as a result of political violence and unrest in schools for Blacks, there has

20

been a lack of culture of learning among the youth. School guidance can play an important role in reviving this culture of learning.

2.3 IMPLICATIONS FOR SCHOOL GUIDANCE PROGRAMMES

For school guidance to remain effective and useful it is important that its aims and implications are continuously monitored. Gibson and Mitchell (1981), Hamblin (1983), Makinde (1987) and Chuenyane (1990), mention the following principles upon which school guidance programme can be designed.

High school pupils are in a developmental process. As a result the school guidance programme needs to be regarded as a continuous, sequential and educational process. It needs to cater for pupils' present as well as future needs. Whereas, in the past the role of school guidance teacher has been to give first-aid guidance assistance, it is clear that school guidance needs to be preventative as well. This also implies that school guidance should be made available to all pupils and not only those who are experiencing crisis. It should not be seen as the "prerogative of the dull, delinquent and disadvantaged, disturbed and deprived pupils" (Hamblin, 1983, p 2).

Adolescents are faced with special needs and problems that they never had before. They have certain unpredictable developmental tasks which must be mastered properly. For guidance to be

21

effective it, therefore, needs to cater for the unique problems of adolescents. As Chuenyane (1990) states, the school guidance programme should be flexible and adjustable to changing needs and opportunities of the adolescents in order for it to remain relevant and effective.

In the process of assistance adolescents should not be treated as separate from their communities. Adolescents should be helped to understand their roles in society as well as the norms and values of that society. Furthermore, as adolescents are going through a transition from childhood to adulthood, they need to be equipped with acceptable social and life skills, such as decision-making skills, skills to relate to others, etcetera. (Hamblin, 1983). Adolescents should be helped to understand interpersonal behaviour within their society that influences their developmental processes (Gibson and Mitchell, 1981 and Makinde, 1987).

Career guidance for adolescents should also attempt to clarify lifestyles in relation to both work and unemployment to reinforce the preservation of a positive identity (Hamblin, 1983). This is necessary to enable pupils to cope with future demands and pressures.

School guidance programmes should also be integral parts of the total educational process and should not exist in a vacuum. Viewed as integral parts of the educational process, school guidance programmes have the potential to contribute

substantially towards the attainment of the principal goals of education, namely: the development of people who are capable of creating new things, not simply emulating what others have done; and the development of people with analytical and critical minds who will not accept everything they are offered without evaluating its merits and demerits (Chuenyane, 1990).

2.4 PROVISION OF GUIDANCE FOR ADOLESCENTS

School guidance began in a formalised and structured way much earlier in this century in America. It was in the late 1960's that it was officially introduced into South African high schools for Whites only by means of The National Education Policy Act 1967 (Euvrard, 1992).

It was, however, as recent as 1981 that school guidance was introduced in Black secondary schools. This resulted in the creation of posts for guidance teachers which had to be filled by teachers who were not adequately trained to facilitate school guidance.

2.4.1 Past Provision in South Africa

During the time when school guidance was introduced in Black high schools the purpose of social control by the government of the day was very explicit in the provision of black education in South Africa. School guidance was no exception to this.

The school guidance syllabus had a powerful normative message: "Pupils should be guided to be responsible, helpful towards others, well disciplined, obedient, a good example to others, and generally well behaved... Character traits such as loyalty, honesty, and responsibility should be developed.... Matters such as time consciousness, dependability, willingness, productivity, thoroughness, and obedience are stressed" (Dovey and Mason, 1984, p 19). There were clear indications that this syllabus was aimed at preparing Black pupils for their officially "pre-destined" place in the economy of the country, in line with the government policy of the time. This stated that jobs above a certain manual level were reserved for Whites (Dovey, 1980). The school guidance syllabus therefore limited discussion of those forms of work that were open to Black people.

In addition, the school guidance syllabus for Blacks was aimed at excluding Black people from access to the cultural norms and identity of White people. (Dovey and Mason, 1984)

Because school guidance was designed to serve the interest of the White government, it did not escape being locked into the Western cultural philosophy of life. School guidance was meant to prepare Black pupils to fit into the Western cultural system and, was therefore deliberately not conscious of the traditions, values and behaviour systems of Black people. These are, according to Dlamini (1982), essential in order for society to maintain its identity and its integrity, as well as to maintain the creative function which provides for change or adaptation to

24

meet the demands of a dynamic, progressive society.

2.4.2 The new Core Syllabus

The new political dispensation in South Africa has brought about changes in the education system as a whole. This has resulted in a new core syllabus for school guidance being designed. (See Appendix 2).

The new core syllabus, which is seen as an interim measure to ensure uniformity within one education system in South Africa, seems to be covering a wide range of pupils' developmental and adjustment needs, without aiming at serving the interest of any one group of people. It is also designed to meet the dynamic social, educational and work environment in which the pupils exist. The principles guiding the implementation of this syllabus are explicit. This syllabus aims to be non discriminatory, sensitive to human rights, social and cultural diversity and to promote active, critical and dynamic individuals.

The interim core syllabus for guidance mentions the following guidance needs for pupils: The need for personal and interpersonal development, family and sexuality education, guidance on education and training, guidance regarding work and unemployment, and citizenship education.

2.5   PERCEPTIONS OF GUIDANCE PROVISION

High school pupils' perceptions of the usefulness of guidance teachers, since the introduction of school guidance, have been extensively researched abroad, and to a limited extent in South Africa.   However there has been little research done on Black high school pupils' perceptions in South Africa.

Research has indicated the influence of a number of correlates on pupils' perceptions of the usefulness of their guidance teachers, for example, race, sex, age and socio-economic background.   (Pinchot, Riccio and Peters, 1975; Juggath, 1984; Cherry and Gear 1987; Bolarin, 1989; and Hutchison and Reagan, 1989).   Studies that investigated the effects of such variables as sex, age and school standard will be reviewed because these variables are considered for the purpose of this study.

An overview of literature by Haffajee (1991) reveals the various difficulties involved in determining pupils perceptions of the guidance teacher.   Much of the difficulty lies in the different researchers use of the term "school guidance teacher" to refer to a population that differs widely in terms of training, qualification and expertise.   Another source of difficulty is that researchers have used various terms of reference and have used diverse samples stratified according to race, sex, cultural background, nature of schools attended and socio-economic background.

2.5.1 The role of the Guidance Teachers' Understanding of their Functions

Perceptions of school guidance teachers by pupils may be at variance with the roles or functions of the guidance teacher (Patterson, 1967).

Belkin (1977), Leviton (1977) and Murgatroyd (1977), examined the effects of how guidance teachers understand their function and the way they understand their role in influencing their pupils' perceptions. A study by Belkin (1977), for instance, found that pupils, whose guidance teacher devoted him/herself mainly to pupils who experienced academic and social problems and excluded those pupils who did not experience these problems, perceived the function of the guidance teacher as that of dealing with social and academic problems only.

Van Riper (1971) and Wells and Ritter (1979) supported the fact that pupils' perceptions of the usefulness of their guidance teacher is influenced by the roles of their guidance teachers as displayed by the guidance teacher himself or herself. Their studies revealed that pupils perceive the guidance teacher by virtue of the functions the guidance teacher seems to be performing.

Rich, Brook and Yechieli (1989) found that although pupils seemed to be confused as to the role of their guidance teacher, they reported positive perceptions. It is noteworthy that their

perceptions were however again influenced by the role seen to be performed by their guidance teacher.

In his study, Murgatroyd (1977) reported that the guidance teacher was seen by a participating sample of high school pupils to be a school authority figure, more concerned with discipline in the school.

A study by Leviton (1977) linked the guidance teacher with duties relating to curriculum planning, academic problems and post-school planning as the major functions. She concluded that this could be attributed to the guidance teacher's role as perceived by pupils.

The role of the guidance teacher in relation to other teachers at school was also found to be an influential variable. As Patterson (1967) states, this may be caused by a problem of combining teaching with school guidance where the guidance teacher is expected to teach other subjects in addition to offering school guidance.

Van Riper (1971) in his study with standard nine pupils, reported that guidance teachers are identified by the functions they emphasize, and that changes in emphasis can bring about changes in identity. In this study it appeared that the function of the guidance teacher does not provide him or her with a role which is easily distinguished from that of other teachers or the principal and, as a result, prevents the guidance teacher from

attaining a separate identity.

Lombo (1993) in his research done with Black high school pupils, pointed out that pupils do not perceive a clear distinction between the roles of guidance teachers and that of other teachers at school. He attributed this to the fact that guidance teachers in many Black high schools have a number of other responsibilities to perform. For instance, they often teach other subjects, they are often involved in discipline, and are often members of school management committees.

In terms of the guidance teacher's role being perceived as that of a disciplinarian, research has shown contradicting results. A study by Guilford (in Miller and Weigle, 1970) concluded that pupils tend to perceive guidance teachers as disciplinarians and tend to confuse their guidance teachers' advice with discipline procedures. Another study by Atkinson and Schwartz (1984) came out with contradicting results. Pupils in this study perceived the guidance teacher's credibility as not being affected in any way by the guidance teacher's role in enforcing discipline at school. On the other hand, a study done by Remley and Albright (1988), in the following year, supported the idea that pupils confuse their guidance teachers advice with discipline procedures.

Siann et al (in Haffajee, 1991) in their research to determine whether pupils perceived their guidance teacher to be different from their subject teachers revealed that pupils perceived

29

guidance teacher more positively then other teachers on the attributes of "fairness", "unselfishness", helpfulness", "sympathy", "friendliness" and "displaying encouragement and interest". However, in areas related to their school-work, subject teachers outranked guidance teachers. These attributes were "effectiveness", "cleverness", and the "ability to make pupils do what they expect".

In conclusion, it is noteworthy that Bolarin (1989) suggested that results supporting the influential role of the guidance teacher's function as perceived by pupils, indicate that the guidance teacher needs to actively publicize his/her services to the pupils so that he/she appeals to their interests. This, the guidance teacher can do by convincing their pupils that he/she is efficient and professional.

2.5.2 Pupils' Experiences of Help Received

Research examining pupil's perceptions of the usefulness of guidance teachers concluded that pupils' experiences of counselling received has a role to play. O'Leary (1990) in his research of high school pupils concluded that the duration of stay at school with the same guidance teacher and the number of years spent with the guidance teacher at school has an impact on pupils' perceptions. He reported that final year pupils in his study perceived their guidance teacher to be more useful than pupils who had 2 or 3 more years to spend at school. He attributed this to the possible fact that final year high school

pupils need to discuss their post school plans with their guidance teachers.

Haffajee (1991) in her research review found that various researchers had related pupils' negative perceptions of the school guidance teacher to the guidance teachers' approachability. Skuy and van Schoor (in Haffajee, 1991) reported that pupils perceived their guidance teachers as someone with whom they could not freely discuss personal problems. Some of the reasons for this was because they found their guidance teacher to be unapproachable, they perceived a lack of interest and understanding on the part of the guidance teacher. Haffajee (1991) also reported that pupils were concerned with the lack of confidentiality and trust. A study by West, Kayser, Overton and Saltmarch (1991) reported similar results. In this study such responses as "I do not like to tell a stranger about personal things" and "I am afraid counsellors will pass information about me to other people", received highest rankings.

2.5.3 Pupils' Preferences

Research in the area of pupils' preferences will be reviewed as follows: Firstly, pupils' preferences of guidance teachers in comparison to other helping agents, and secondly, pupils preferences and desires with regard to the content of the guidance programme they are receiving.

31

2.5.3.1 Guidance Teachers versus other Helping Agents

Among early studies done abroad of high school pupils'
perceptions of the guidance teacher as the preferred helper done
abroad, studies by Leviton (1977), Murgatroyd (1977), Hutchinson
and Reagan (1989), and O'Leary (1990), were reviewed by the
present researcher.

Leviton (1977) in his study requested high school pupils to state
whom they would prefer to approach in such areas of concern as
personal problems, poor work, truancy and indecision. They had
to make a choice between such helping agents as the guidance
teacher, parents, friends or relatives and ordinary teachers.
The result of this study revealed that 54 percent of pupils would
prefer to contact a friend or relative if they had personal
problems. 29 percent said they would approach their parents and
only 4 percent indicated that they would prefer to approach their
guidance teacher with regard to personal problems. With regard
to poor work, a majority of pupils (42 percent) would prefer
subject teachers while only 27 percent would prefer the guidance
teacher. It was only with regard to truancy that the guidance
teacher was significantly preferred. With regard to career
indecision, 45 percent would prefer to contact their parents
while 26 percent would prefer the guidance teacher.

Leviton (1977) regarded the results of his study as an indication
that the guidance teacher was perceived as more preferred in the
areas directly related to school work and least preferred in

32

areas of personal concerns.

Murgatroyd (1977) in a sample of British high school pupils found relatively similar results to Leviton's. With regard to such areas as personal concern, career concern and school related concern, results indicated that pupils would prefer the guidance teacher to help them with problems related to career and school only, while they would prefer their parents and friends to help them with personal concerns. Recent studies done abroad have indicated similar results. Research by O'Leary (1990) in Britain and research by Hutchinson and Reagan (1989) in America are examples.

Hutchinson and Reagan (1989) found that pupils preferred to discuss school related concerns with their guidance teachers but were not comfortable discussing their personal concerns with guidance teachers. O'Leary's study (1990) which was a follow-on from Murgatroyd (1977) also revealed similar findings.

Amongst research conducted in South Africa, van Schoor, (1981), Skuy et al, (1985); and Haffajee, (1991) revealed results following similar trends as those of studies abroad.

The large majority of matric pupils who were participants in van Schoor's study (1981) indicated that they would not prefer to consult the guidance teacher for help with regard to their personal problems.

Skuy et al (1985) in their study comparing standard 7 and standard 9 pupils from White and Black high schools, reported that guidance teachers have "a very poor image" (p 271) compared to parents, other teachers and friends as helping agents in any major area of concern. This was attributed to a lack of faith in the guidance teacher.

A recent study by Haffajee (1991) with a sample of standard 9 pupils from an Indian secondary school in South Africa indicated that pupils do not perceive the guidance teacher as a helpful agent with regard to educational, vocational or emotional concerns. This was "despite the fact that the majority of the pupils reported their guidance teacher to be approachable" (p 91).

Because, as far as the researcher is aware, not much research has been done in South Africa regarding Black pupils' perceptions of guidance teachers, the researcher decided to consult research that was done in other African countries. The inclusion of this research is deemed necessary in order to indicate the possible difference in the kinds of concerns as perceived by Black pupils.

Studies by Ahia (1983) and Denga (1983) in a sample of Nigerian pupils found that pupils seem to have more vocational problems than personal problems. This was attributed to the fact that elders in the African community are more readily available for help on personal problems. However it was not clear in these two studies whether the sample was from rural areas, which are

34

assumed to be still advocating an extended family system, or from urban areas, which are assumed to be more inclined towards a nuclear family system.

2.5.3.2 Content of the Guidance Programme

In terms of pupils' preferences and desires with regard to the content of the guidance programme they receive, Siann, Draper and Cosfor (1982); Williams and Haynes (1984); Harris (1987); Oakley-Smith et al (1988) and Euvrard (1992) were reviewed.

Siann et al (1982) in their study indicated that pupils prefer categories dealing with personal or familial matters more than other categories.

Williams and Haynbes (1984) reported that a significant majority of pupils in their study indicated that the school guidance they were receiving was inadequate to meet their needs.

Harris (1987) in his study abroad indicated that pupils prefer to have more guidance to help them in their needs. Pupils indicated that due to inadequate school guidance they were receiving, they ended up having to make important decisions without the help of their guidance teachers.

A study by Oakley-Smith et al (1988) with a sample of South African Black and White pupils, found that particularly Black pupils would like to receive more guidance generally than they

35

were receiving at the time of the research. In rank ordering the most perceived and desired topics, marriage and parenting came out as the most neglected topic by guidance teachers. This was attributed to the fact that in the past such areas as sexuality education have not been permitted in schools, particularly in Black schools.

Euvrad (1992), in a sample of mostly White upper and middle class pupils from 3 private schools found that the majority of pupils (58 percent) indicated that they would like to have more career guidance that any other topic. The second most preferred topic was relationships. Pupils wanted to have more help in such areas as child-parent relationships, families and boy-girl relationships. The least preferred topic was that dealing with school as an institution, that is, how education is presented to them, their relationship with the teachers, and other matters relating to everyday school life.

From the above studies, it seems that pupils have made a variety of responses with regard to the content of guidance programmes they are receiving.

2.5.4 The Role of Gender on Adolescents' Preferences

Research by Feingold (1992) contends that the influence of gender differences on any kind of preferences cannot be compared to the amount of variability within each sex. This research suggests that even in areas where true gender differences are

suspected, these differences are so small and so variable that they have little influence on expectations and norms.

However, there are differences in early socialization into what parents and society regard as appropriate gender-role behaviour. This has been researched as a possible contributing factor to gender differences which have been noted in pupils' perceptions of the usefulness of their guidance teacher.

Studies by Sadker and Sadker (1985) and Torrance (1986) which looked at the role of the school in socialisation revealed that teachers tend to promote sexual stereotypes. Studies by Buxton, (1973), Fagot (1973) and Serbin et al (1973) found that teachers' genders have influence on gender preferences. Teachers, depending on their gender, tend to support behaviours that are part of their own behavioural system.

Landsbaum and Wills (1971) and Crocket, Losoff and Petersen (1984) reported that sex differences have effects on an adolescent's susceptibility to peer pressure although there was no clear pattern. Girls were found to be more susceptible to peer pressure than boys.

Josselson, Greenberger and McConochie (1977) and Bernard (1981) found that identity formation in males has reflected the cultural expectations of autonomy and differentiation from others, whereas female identity has reflected the cultural expectation of connectedness and the establishment of intimate relationships.

37

Erikson (1968) when looking at the classical treatment of identity formation found that males' aspirations were typically directed toward career ideological commitments, whereas females' aspirations centred around marriage and child rearing. Erikson's results link with the cultural values of Black South Africans which has maintained that men are to look for work outside home and woman to remain at home and look after children.

2.2.3 The Role of Age on Preferences

The literature suggests that child development is a process rather than a rigid stage-by-stage progression. This suggests that the pace with which development is progressing may vary from individual to individual (Clark-Stewart and Friedman (1987).

It is for this reason that authors find it difficult to clearly differentiate characteristics of early, middle and late adolescents. Clarke-Stewart and Friedman (1987) and Slavin (1994) suggest that early adolescence which begins roughly from 11 or 12 to 16 or so, is a time of rapid physical and intellectual development. These changes lead to worries more about leisure, social issues, rules and fairness. During this stage the desire for conformity to peers also is likely to increase, creating in its wake concerns about popularity. Middle adolescence is regarded as a more stable period of adjustment to and integration of the changes of early adolescence. Late adolescence is marked by the transition into the responsibilities, choices and opportunities of adulthood.

2.6 SUMMARY

In this chapter relevant literature has been discussed. The literature review has highlighted a number of issues requiring further research. Some of these issues will be addressed in the study to be described in the following chapters.

CHAPTER THREE

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter examines the methodology utilized in the study. It begins by stating the aim of the study. Thereafter, research instruments, the research procedures and the sample are described.

3.2 AIM OF THE STUDY

This study is a partial replication of the first part of the study that was done by Skuy et al (1985) and replicated by Haffajee (1991) as well as the study by Oakley-Smith et al (1988).

Studies done by Skuy et al (1985), Oakley-Smith et al (1988) and Haffajee (1991) indicate that high school pupils do not perceive guidance teachers as effective helping agents, and perceive the topics taught in guidance to differ from what they would prefer.

As a partial replication of the above mentioned studies, the present study aims to investigate more specifically the extent to which Black secondary school pupils:

(a)   perceive the extent to which they actually receive
        guidance services in twelve areas listed in official
        syllabi;

(b)   prefer to receive the twelve areas listed in official
        syllabi;

(c)   would choose the guidance teacher as a preferred helping
        agent in comparison to other potential helping agents
        (teacher, parent, guidance teacher, friend and other) in
        various areas of concern;

(d)   would consider their guidance teachers to be approachable;

(e)   would consider their schools to provide adequate assistance
        with their personal concerns;

3.3 METHOD OF RESEARCH

3.3.1 Research Instrument

A self administered questionnaire was devised with part of the
questionnaire that was used by Skuy et al (1985) as well as part
of the questionnaire devised by Oakley-Smith et al (1988).

Questionnaires are research instruments that are largely
preferred for collecting data because, as Herbert and Herbert

(1990) put, they can be given to large numbers of people simultaneously. They are therefore regarded as a relatively speedy way of collecting data and they are preferred if the researcher wishes to obtain a small amount of information from a large number of population.

Questionnaires, such as the one used for this study, typically entails several questions that have structured response categories. There is always time to examine questions for bias, sequence, clarity and face validity (Marshal and Rossman, 1989).

Fraenkel and Wallen (1990) add that standardised wording and order of questions means that each question will mean the same thing to everyone and that responses can be compared. Responses can be generalized to a larger population with known limits of error.

Questionnaires are also recommended because, as Herbert and Herbert (1990) state, they allow the respondent to answer from his or her point of view, selecting what is relevant to him or her.

Questionnaires are also relatively inexpensive in terms of cost and time and easy to administer and score.

Although questionnaires are largely used, they have their weaknesses. One weakness, which may have had an impact on the responses to the questionnaire used for this research, is that

respondent may not be able to reply because the questions do not use the concepts, the constructs or vocabulary that are meaningful to him or her. There is no way of checking whether respondent has understood questions in ways intended. (Herbert and Herbert, 1990). If respondent does not understand the question he is likely not to respond to it. This then makes it difficult for the researcher to know if the findings would have been different had there been responses to all questions asked.

Behr (1973) states that questionnaires are on the whole instruments that provide information of a subjective nature, the validity and reliability of which are difficult to determine. Bias, according to Herbert and Herbert (1990), results from the fact that the questionnaire designer includes his/her choice of questions and , in some cases a range of pre-specified answers in a questionnaire for his/her study. Behr (1983) says bias may arise from the respondent's misunderstanding of questions, resentment of interference in their personal affairs, or falsification for reasons associated with the sample of the research.

Finally, another problem with questionnaires is that they may be filled-in under widely different non-standard conditions, during different non-standard times.

The researcher was aware of the above limitations. The questionnaire items had been used in previous studies cited above, and the researchers had not noted respondents'

difficulties with the questions. It is noteworthy that no mention was made by the previous researchers about validity and reliability of the items of this questionnaire and, the present researcher did not calculate reliability and validity estimates of this questionnaire.

The setting was standardized for the respondents in this research, similar classrooms were used, the time of the day was the same, and the pupils were given assurance of their anonymity. The researcher was also present during administration to clarify any language difficulties which might arise.

The questionnaire for this study comprised four parts. (See appendix 1). Parts One, Three and Four of the questionnaire were devised by Skuy et al (1985) and were also used in a study by Haffajee (1991). There were two parts that were left out of the original questionnaire because of difficulties and uncertainties encountered by previous researchers in analysing them. Part Two of the questionnaire was devised by Oakley-Smith et al (1988).

In Part One, pupils were asked to give demographic data pertaining to sex, level of education, date of birth, home language, father's occupation and mother's occupation. This was done so as to be in line with the previous studies so as to allow comparison between the present study and the previous studies.

Part Two of the questionnaire was designed to determine pupil's

perceptions regarding the extent to which:

(a)   they were receiving, and

(b)   would like to receive, guidance on the twelve dimensions
      offered at school (Oakley-Smith (1988).

The twelve dimensions covered the following topics that are
listed in guidance syllabi: understanding self, understanding
others, school rules and regulations, subject choice, career
choice, study skills, examination techniques, alcohol and drugs,
marriage and parenting.   Three items were assigned to each
dimension or topic and this gave a total of 36 items.

Pupils' perceptions of how often each item was discussed in a
guidance class were rated on a four-point scale ranging from
frequently, sometimes, rarely to never.   For ease of analysis
this part was named Group A.

Group   B   comprised   tapping   the   perceived   importance   or
desirability to pupils of each of the same 36 items. Pupils were
requested to indicate in each case whether they would or would
not like to have that topic discussed.

The following other provisions were added:

1.   Instructions were altered as an attempt to make them more
      understandable. The word "cross" was substituted with the

word "tick".

2.   An example of how pupils are required to complete Part 2 was added as an attempt to help pupils to understand what is required of them.

3.   In item number 35 the word "work" was substituted with the word "successful" since it was perceived as possibly confusing to the pupils.

4.   In item number 37 the word "topics" was added as an attempt to help pupils to understand what is required of them.

In Part Three of the questionnaire a list of six major areas of adolescent concerns were given. These included school work, making and keeping friends, family relationships, physical appearance, relating to some teachers and your future career. For each of these areas pupils were requested to indicate whom they would approach for help from a choice of four helping agents. They had to choose from the following helping agents: teacher, parent, guidance teacher, and friend.

("Other" included in previous studies as preferred helping agent was left out since it was perceived as possibly confusing to the pupils.)

In Part Four there were two questions asked. The first question required pupils to indicate by means of a cross whether they felt

the school offered them enough help with their personal concerns. They were required to indicate with a cross in either the yes block or the no block whether their school provided adequate help with their personal concerns. In both questions pupils were requested to give reasons for their answers.

3.3.2 Procedures

Once the research site was chosen, the principal of the school was contacted for permission to conduct research. A copy of the research questionnaire was given to the principal.

Permission was not obtained from the department of education because it was during the transitional period in the provincial department of education. The ex-Department of Education and Training under whose supervision the school used to fall did not hold responsibility for permission at the time of this study.

The principal then arranged that the administration procedure and other related arrangements be discussed with the Head of Department of guidance at the school. A meeting was then held with the Head of Department of guidance and an appointment was made to administer research questionnaires in two sessions, one per day, over two days. During this meeting it was agreed that:

(a)   Pupils' participation in the research was to be on a voluntary basis.

(b) The completion of questionnaires was to be done after school. The researcher was to be there to distribute and to collect questionnaires to pupils and to provide necessary explanation whenever necessary. The guidance teacher was also present during the sessions. Since the school is a boarding school, pupils were willing to cooperate in the research.

On the day of an appointment pupils were requested by their guidance teacher to come back to their classes after lunch to complete the research questionnaires. It was made clear to them that participation in the research was on voluntary basis and they were informed that they were free to decline. As a result some of the pupils declined.

No pilot study was done as parts of the questionnaire had been used by its developers before. It is noteworthy that some pupils, especially standard 7 pupils expressed difficulties in understanding some of the items in Part Two of the questionnaire. The researcher had to verbally translate some of these items into Zulu for pupils to understand. In Part Four of the questionnaire the researcher allowed those pupils who found it difficult to explain reasons for their answered in English to give their explanations in their home languages.

It took an average of 40 minutes for pupils to complete questionnaires. Completed questionnaires were collected immediately by the researcher and the guidance teacher who was

48

helping the researcher.

3.3.3 The Sample

The sample for this study was drawn from Standard Nine and Standard Seven pupils of one high school for Blacks. The school selected was a government school in an ex-Black education department which has a guidance teacher and which offers guidance in an organised way.

The final sample consisted of 199 pupils, 97 from Standard 9 classes and 102 from Standard 7 classes. Table 1 and Figure (a) indicate the distribution of the sample according to standard as well according to sex.

TABLE 1   Distribution of the sample by sex and school
              standard.

	Boys	Girls	Totals
Std 7	51	51	102
Std 9	42	55	97
Total	93	106	199

**FIGURE   (a)   Distribution of the sample by sex and school
standard**
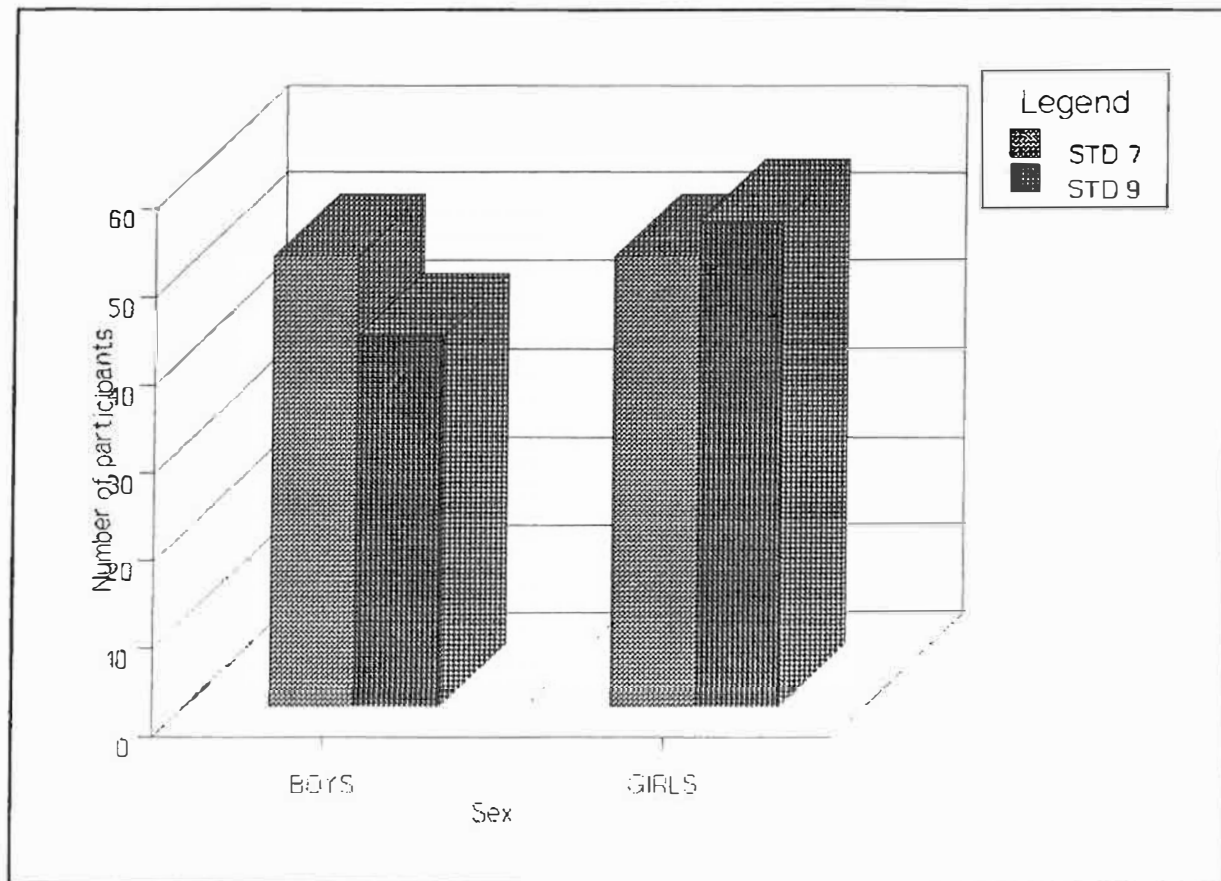
Standard 9 and 7 pupils were selected so as to be in line with
previous studies. As Haffajee (1991) states, standard 9 pupils
were selected because they would have been in their school for
a duration of at least three years, during which time they would
have been exposed to the services of a guidance teacher.

No effort was made to ensure that both sexes were equally
represented.   46.7 percent (n≈93) of the sample were boys and
53.3 percent (n=106) of the sample were girls.   51 of the boys

50

were from Standard 7 class and 42 of the boys were from Standard 9 class. On the other hand there were 51 girls from standard 7 and 55 girls from standard 9 classes.

Details related to the occupations of the pupils' parents was also collected so as to be in line with the previous studies. This was also done so as to show how comparable are the samples of this study with those of the previous studies in terms of socio-economic factors.

Table 2 and Figure (b) show the distribution of parents' occupations.

TABLE 2   Distribution of Parents' Occupations
based on Haffajee's Classification (1991)
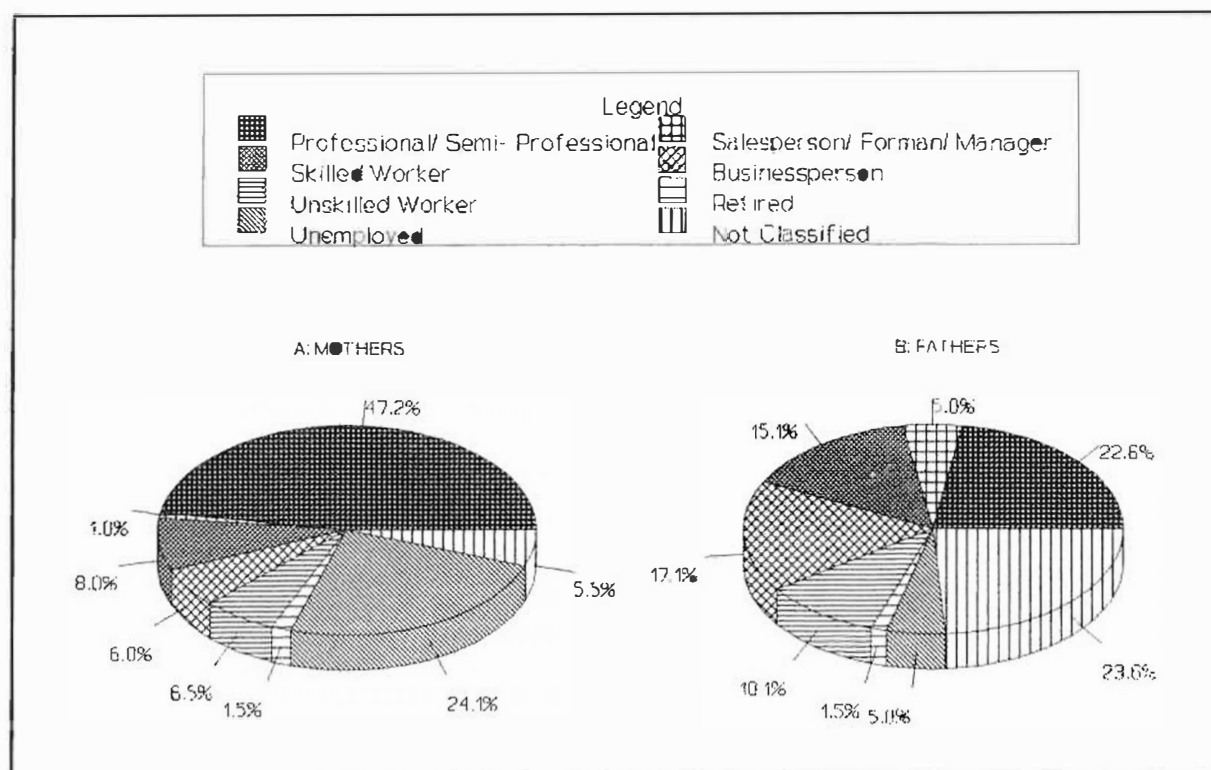
FIGURE (b)   Distribution of Parents' Occupations based on Haffajee's Classification (1991)
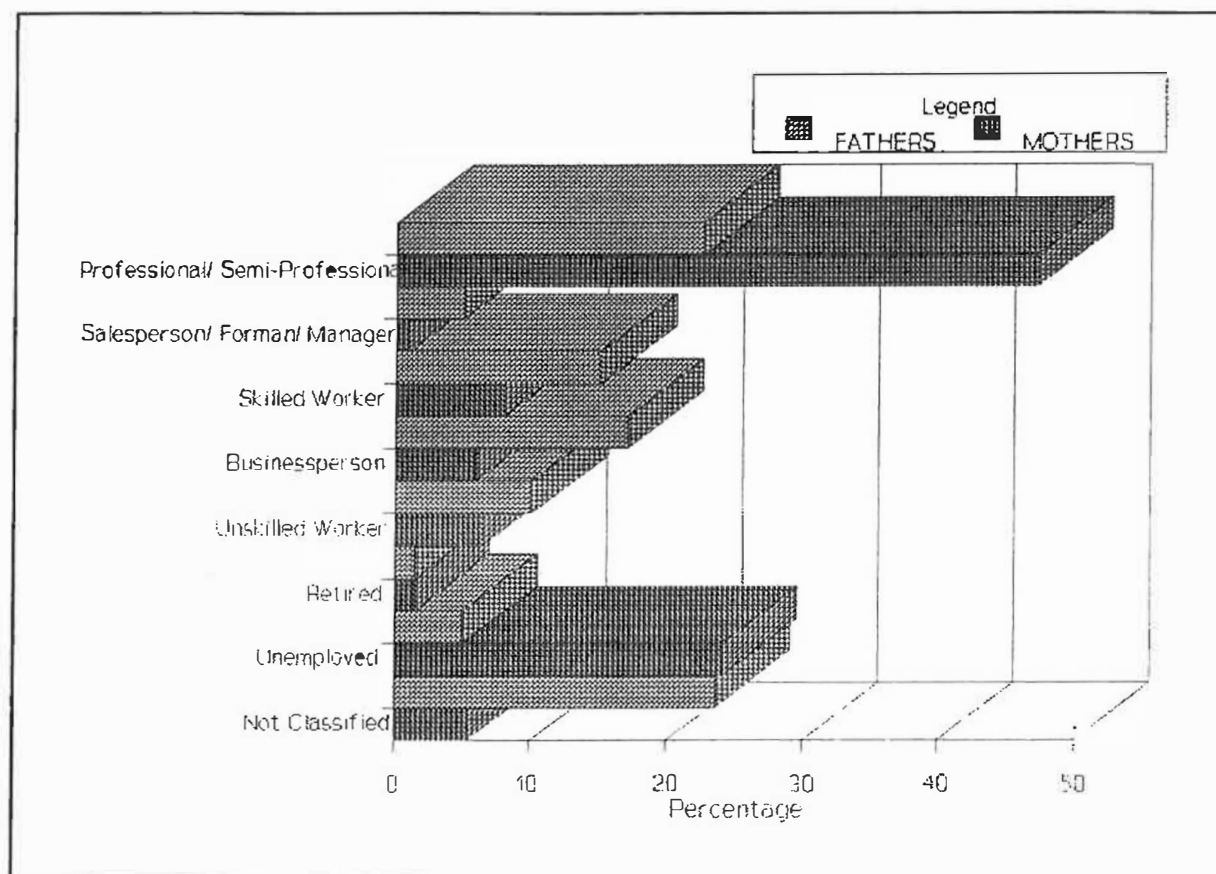
More mothers   47.2 percent (n=94) of pupils were either professional or semi-professional. Other pupils described their mothers as salesladies/foremen/manageress 1.0 percent (n=2), skilled workers 8.0 percent (n=16), businesswomen 6.0 percent (n=12), unskilled workers 6.5 percent (n=13), retired 1.5 percent (n=3) and, unemployed 24.1 percent (n=48).

Out of 199 pupils 11 failed to indicate their mother's occupations. Some pupils did not state a reason for this. Those who did mentioned reasons revolving around three categories namely;

(a)   mothers deceased,

(b)   parents   never married and,

(c)   parents divorced.

Out of 199 pupils 47 failed to indicate their father's occupations and those who stated reasons gave the same reasons as with mothers above.

There were some variations on the occupations of fathers if compared to that of mothers. Although like mothers, more fathers were described as professional/semi-professional, less fathers, 22.6 percent (n=45), were described as professional/semi-professional than mothers 47.2 percent. The second highest percentage of fathers 17.1 percent (n=34) were described as businessmen.   5.0 percent (n=10) fathers were salesmen, 15.1 percent (n=30) were skilled workers, 10.1 percent (n=20) were unskilled workers, 1.5 percent (n=3) were retired and, 5.0 percent (n=10) were unemployed.

One possible reason for a large percentage of parents being professionals and semi-professionals may be that the target school is a boarding school and fees paid are higher than those in a day school. Therefore only parents who earn higher salaries are likely to send their children to a boarding school.

CHAPTER FOUR

ANALYSIS OF DATA

4.1 INTRODUCTION

In this chapter the data gathered during the course of the investigation is analyzed. The analysis is undertaken according to the sections of the questionnaire. It includes a discussion of the statistical differences between standard 7 and standard 9 pupils as well as the differences between girls and boys.

In Part Two of the questionnaire the significance in differences was measured with one-way analysis of variance (ANOVA) which was extended to two-way ANOVA when the effects of two variables, that is, sex and standard, and the possible interaction between them was analysed. In Part Three of the questionnaire the significance differences were measured with Chi square statistics.

The assumptions underlying the ANOVA are essentially the same as those underlying the t-test in a two sample situation. The researcher, therefore, used the ANOVA instead of the t-test which was used by Oakley-Smith et al (1985) in their study, because it was more readily available.

McCall (1994) states that there are four assumptions underlying

54

the ANOVA. Firstly, groups involved in the analysis must be composed of randomly and independently sampled sample.

Secondly, the group of scores being analysed must be independent. This is the case if sample in one group is not the same sample in the other group. The third assumption required for the ANOVA is homogeneity of within-group variances. That is, it is assumed that the populations from which the groups are drawn have equal variances. However, moderate violations of this assumption do not alter the results of the analysis of variance very much. Fourthly, each sample should have a relatively normal distribution. The population distribution must be normal so that the two variance estimates will be independent. Violations of the assumption of normality are not terrible damaging if the departure from normality is not severe.

As mentioned earlier, the Chi square test was used in Part Three of the questionnaire. The Chi square is base on a comparison between observed frequencies and expected frequencies, that is, between the given facts and the theoretical anticipation, in order to assess whether facts support the theoretical considerations. (Bless and Kathuria, 1993).

4.2 DESCRIPTION OF RESULTS

4.2.1 Part Two of the Questionnaire

Table 3 shows the results for standard 7 and standard 9 pupils

regarding their perceptions of the extent to which they receive

the various topics contained in the guidance syllabus.

TABLE 3. Mean scores, standard deviations and analysis of variance comparisons for standard 7 and standard 9 pupils on the perceived frequency of the 12 guidance topics.

TOPIC	STANDARD 7		STANDARD 9		
	M	SD	M	SD	p
Understanding self	7.43	2.44	7.66	2.50	.558
Understanding others	7.70	2.37	7.82	2.40	.733
Decision-making	8.04	2.08	8.10	1.66	.836
Leisure	7.67	2.21	6.70	2.16	.003*
Social skills	8.29	2.51	8.02	2.57	.467
School rules\regulations	8.88	2.31	8.71	2.31	.607
Subject choice	8.58	2.49	9.20	1.96	.062
Career choice	7.89	2.63	8.47	2.38	.128
Study skills	7.05	2.72	7.02	2.74	.941
Exam techniques	8.20	2.59	8.63	2.19	.227
Alcohol\Drug abuse	6.82	3.20	7.96	2.77	.010*
Marriage\Parenting	6.54	3.13	5.92	2.66	.150
* < 0.05					

The significance of the differences was determined between mean ratings achieved on each of the topics by standard 7 and standard 9 pupils.

There was no significant difference between standard 7 and

standard 9 except in two topics. This indicates that pupils from both classes are likely to receive these topics from their guidance teacher as part to their guidance lessons. The significant difference at the significance level of .05 was only in two topics, that is, leisure (p = 0.003) and **alcohol and drug abuse** (p = 0.010).

The mean and standard deviation on the topic **leisure** were significantly higher in standard 7 ($\overline{X}$ = 7.67) than in standard 9 ($\overline{X}$ = 6.70), suggesting that this topic was frequently dealt with in standard 7 guidance lessons that in standard 9. On the other hand mean and standard deviation of standard 9 pupils were significantly higher ($\overline{X}$ = 7.96) on the topic **alcohol and drug abuse** than that of standard 7 ($\overline{X}$ = 6.82) indicating that standard 9 pupils receive the topic more frequently than standard 7 pupils.

Two-way analysis of variance was used to analyze the interactive effects of sex and standard on the differences between the means of the two samples on the perceived frequency of the 12 guidance topics. Table 4 presents the p scores of the significant sources of differences in means of the two groups of samples on the perceived frequency of the 12 guidance topics.

TABLE 4. The p scores of the significant sources of differences in the means of the two groups of samples on the perceived frequency of the 12 guidance topics.

TOPIC	STD	Sex	Interaction
Understanding self	--	0.015	--
Understanding others	--	0.003	--
Decision-making	--	0.041	--
Leisure	0.025	--	--
Social skills	--	0.005	--
School rules\regulations	--	--	0.00
Subject choice	--	--	--
Career choice	--	0.015	--
Study skills	--	0.001	--
Exam techniques	--	--	--
Alcohol\Drug abuse	0.025	--	--
Marriage\Parenting	--	--	0.001

Table 4 indicates that the differences between means of standard 7 and standard 9 on the perceived frequency of the topics **leisure** and **alcohol and drug abuse** is significant due to differences in standards rather that differences in sex.

In Figure (a) it is indicated that both boys and girls in standard 7 thought that the topic **leisure** was handled more frequently in class than boys and girls in standard 9 thought. Figure (b) shows that both boys and girls perceived the topic **alcohol and drug abuse** as being emphasised in class more than

standard 7 boys and girls perceived.

FIGURES (a) - (b)

(a) Leisure

(b) Alcohol & Drug Abuse
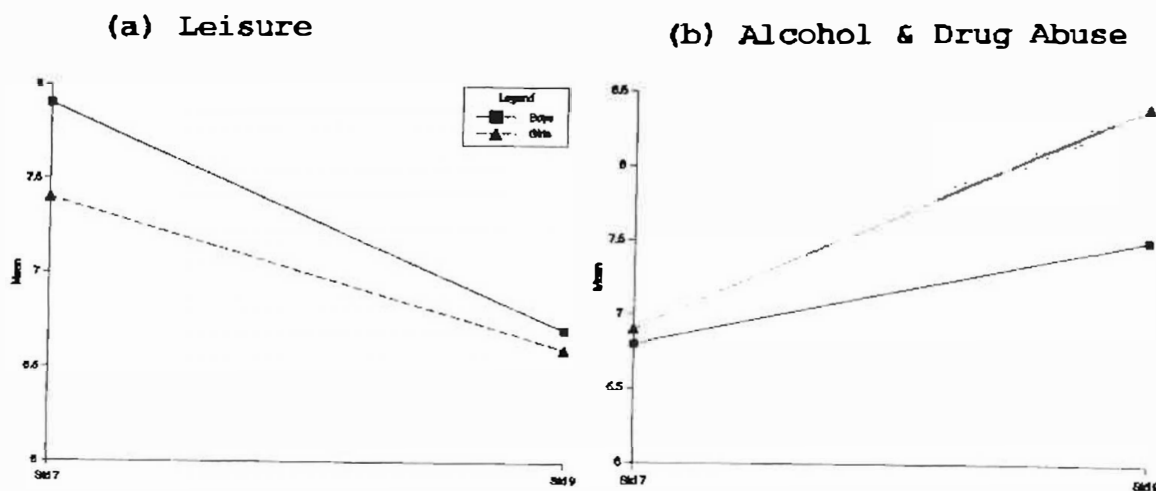
As indicated in Table 4, there were six topics in which there were significant differences in the perceived frequency between boys and girls irrespective of their standards. These topics were: **understanding self** ($p = 0.015$), **understanding others** ($p = 0.003$), **decision making** ($p = 0.041$), **social skills** ($p = 0.005$), **career choice** ($p = 0.015$) and, **study skills** ($p = 0.001$). Figures (c) to (h) reveals that in all these topics, boys thought their guidance teacher dealt with them more frequently in guidance lessons then girls did.

FIGURES (c) - (h)

Legend
■ Boys   ▲ Girls

(c) Understanding Self
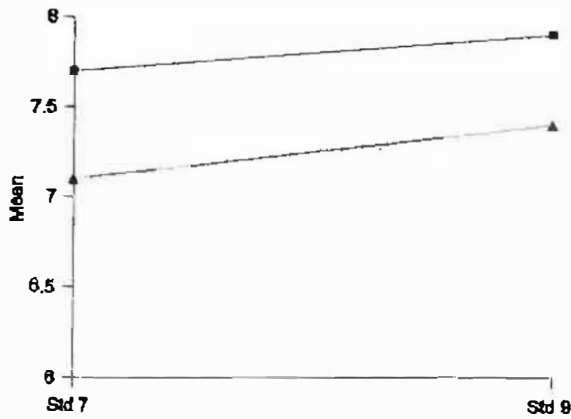
(d) Understanding Others
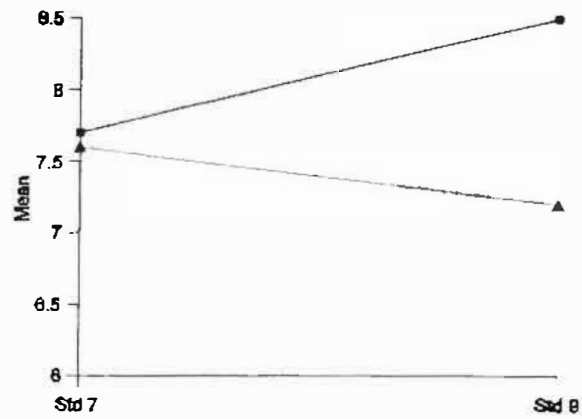
(e) Decision-Making
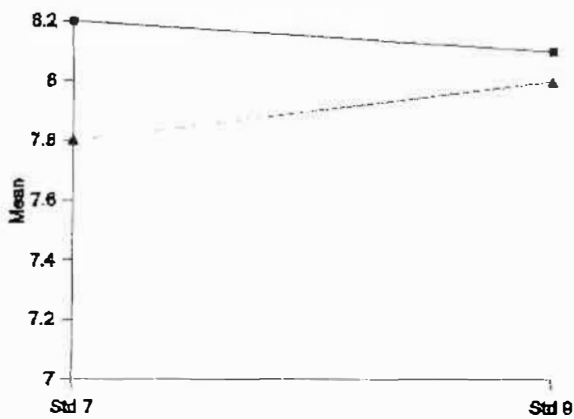
(f) Social Skills

(g) Career Choice

(h) Study Skills

60
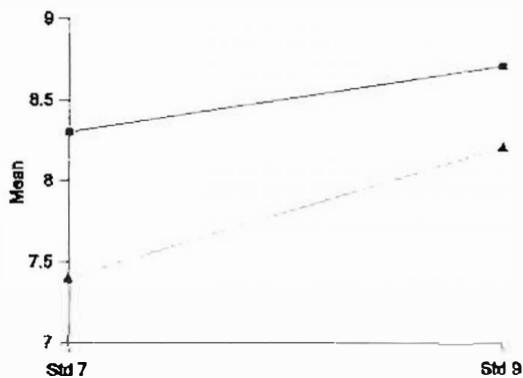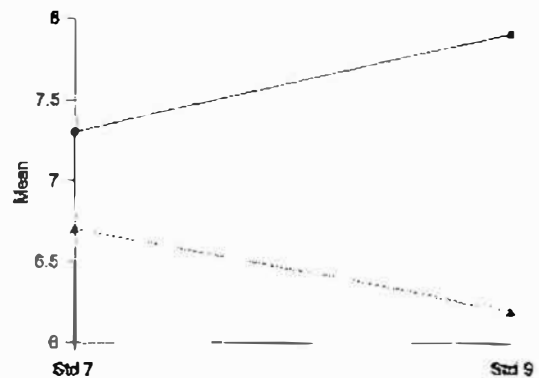
Differences between means of the two groups of samples on the topics school **rules and regulations** (p = 0.000) and **marriage and parenting** (p = 0.001) was due to interaction between sex and standard.

Standard 7 girls thought they were getting more of the topic **school rules and regulations** than boys in the same class, whereas girls in standard 9 thought they were getting more of the same topic than boys in the same class did. **Marriage and parenting** was perceived by standard 7 boys to be more frequently dealt with in guidance lessons than girls in the same class did. Contrary to this, standard 9 girls perceived more frequency of the same topic than boys in the same class did.

Table 5 presents the results of the frequency with which standard 7 and standard 9 would like to receive each of the 12 guidance topics, that is, the desired frequency. Again p scores were used to determine the significance of the difference between desired frequency for standard 7 and standard 9 pupils at the significance level of < .05.

TABLE 5. Mean scores, standard deviations and analysis of variance comparisons for standard 7 and standard 9 pupils on the desired frequency of the 12 guidance topics.

TOPIC	STANDARD 7		STANDARD 9		
	M	SD	M	SD	P
Understanding self	2.53	0.74	2.80	0.48	.006*
Understanding others	2.59	0.66	2.69	0.63	.288
Decision-making	2.67	0.59	2.43	0.73	.018*
Leisure	2.54	0.74	2.36	0.73	.110
Social skills	2.58	0.74	2.61	0.72	.728
School rules\regulations	2.64	0.69	2.31	0.86	.004*
Subject choice	2.76	0.47	2.63	0.72	.155
Career choice	2.63	0.77	2.66	0.74	.779
Study skills	2.47	0.90	2.28	0.95	.173
Exam techniques	2.74	0.57	2.65	0.88	.430
Alcohol\Drug abuse	2.36	1.11	2.50	0.97	.377
Marriage\Parenting	2.55	0.79	2.54	0.99	.960
* < 0.05					

Table 5 indicates that there were significant differences in only three of the 12 topics. These topics were understanding self (p =.006), decision-making (p = .018) and, school rules and regulations (p = .004). Standard 7 pupils indicated that they prefer to have more on decision-making and school rules and regulations from their guidance teacher than standard 9s. Standard 9 pupils preferred to have more on understanding self than standard 7 pupils did.

The results presented in Table 6 refer to the significant sources of variations between the mean scores of standard 7 and standard 9 pupils on the desired frequency of 12 guidance topics.

TABLE 6. The p scores of the significant sources of differences in the means of the two groups of samples on the desired frequency of the 12 guidance topics.

TOPIC	Std	Sex	Interaction
Understanding self	0.023	-	0.025
Understanding others	-	-	0.001
Decision-making	0.004	-	0.007
Leisure	0.034	-	0.007
Social skills	-	-	-
School rules\regulations	0.002	-	0.000
Subject choice	-	-	-
Career choice	-	-	0.005
Study skills	-	-	0.000
Exam techniques	0.050	-	0.001
Alcohol\Drug abuse	-	-	0.001
Marriage\Parenting	-	-	0.000

The results in Table 6 show that differences in sex was not a single significant reason for pupils to desire to receive any of the 12 guidance topics from their guidance teachers.

Standard 7 girls indicated that they liked to have more of all these topics more than their male classmates. However, these differences were not significant.

63

Differences in standards played a significant role in the desired frequency of five topics, namely; **understanding self** (p = 0.023), **decision-making** (p = 0.004), **leisure** (p = 0.034), **school rules and regulations** (p = 0.002) and **examination techniques** (p = 0.050). Standard 7 girls indicated that they liked to have more of all these topics more that their male classmates. Figures (i) to (m) reveal the extent of the influence of the differences in standard on the desired frequency of the 12 topics.

FIGURES (i) - (m)

Legend
■ Boys   ▲ Girls

(i) Understanding Self

(j) Decision-Making
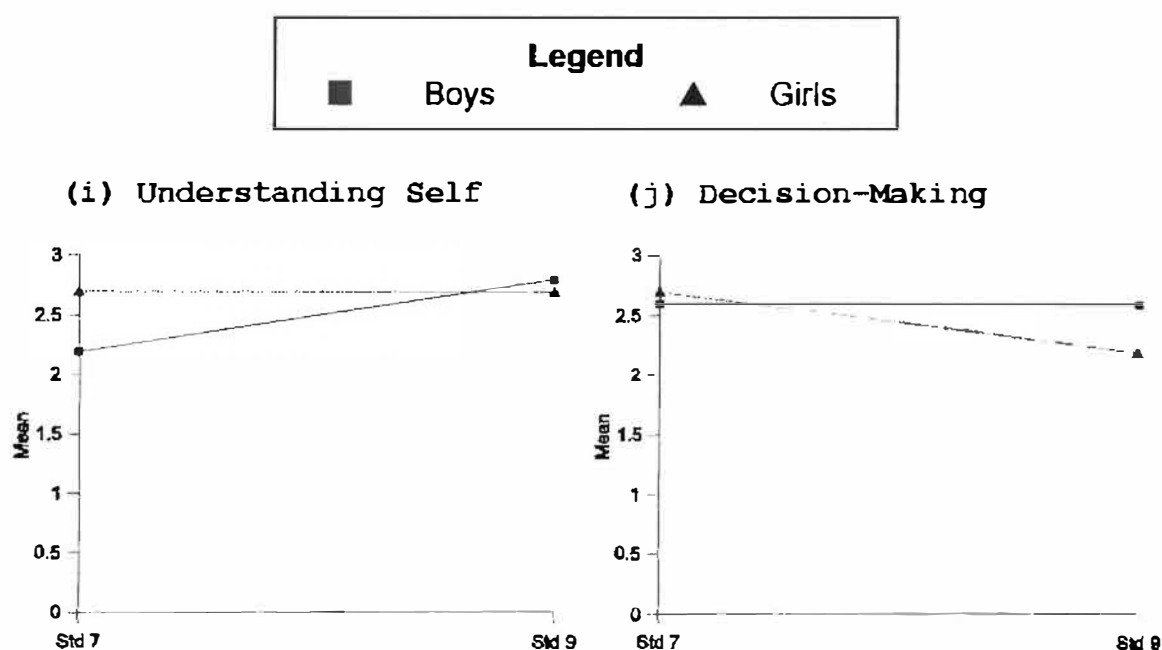
(k) Leisure
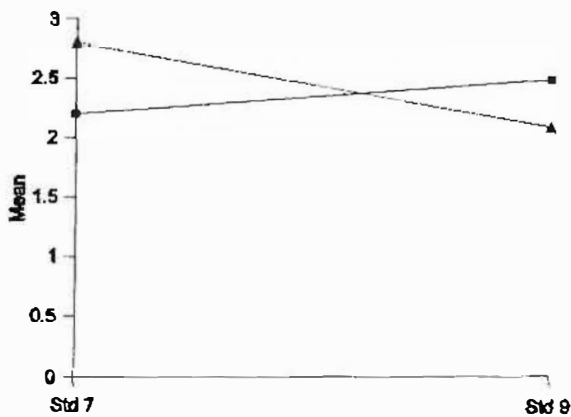
(l) School Rules/ Regulations
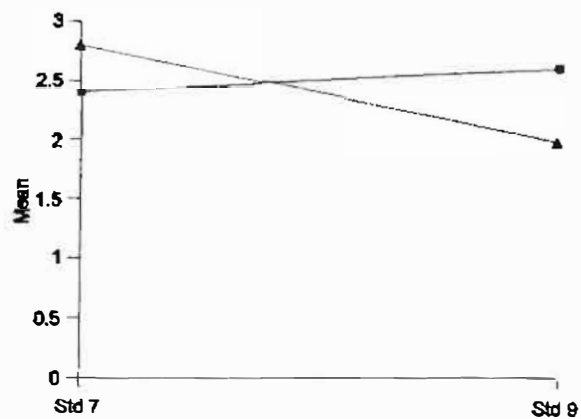
(m) Exam Techniques
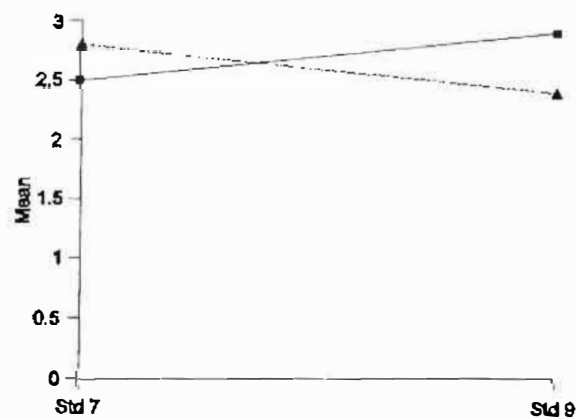
Understanding **self** and **examination techniques** were more important to standard 9 pupils than to standard 7 pupils. While standard 7 pupils indicated that they would like to hear more on **decision-making, leisure** and **school rules** and **regulations** from their guidance teacher, more that standard 7's did.

In Table 6 it is indicated that interaction between sex and standard was a significant source of variations in the means of standard 7 and standard 9 pupils on 10 guidance topics, with the exception of **social skills** and **subject choice**. These topics were; **understanding self** ($p = 0.25$), **understanding others** ($p = 0.001$), **decision-making** ($p = 0.007$), **leisure** ($p = 0.000$), **school rules and regulations** ($p = 0.000$), **career choice** ($p = 0.005$), **study skills** ($p = 0.000$), **examination techniques** ($p = 0.001$), **alcohol and drug abuse** ($p = 0.001$) and, **marriage and parenting** ($p = 0.000$). In all these ten topics standard 7 girls were more interested in receiving more of them from their guidance teacher than boys in their class did. On the other hand standard 9 boys were more interested in receiving more of them from their guidance teacher than girls in their class did.

Table 7 presents the rank ordering by standard 7 and standard 9 pupils of the 12 guidance topics in terms of their perceived frequency and their desired frequency. Ranks were determined by the mean scores obtained from each topic.

66

TABLE 7. Rank ordering by Standard 7 and Standard 9 of the 12 guidance topics in terms of perceived and desired frequency.

TOPIC	STANDARD 7		STANDARD 9	
	Perceived	Desired	Perceived	Desired
Understanding self	9	10	9	1
Understanding others	7	6	8	2
Decision-making	5	3	5	9
Leisure	8	9	11	10
Social skills	3	7	6	6
School rules\regulations	1	4	2	11
Subject choice	2	1	1	5
Career choice	6	5	4	3
Study skills	10	11	10	12
Exam techniques	4	2	3	4
Alcohol\Drug abuse	11	12	7	8
Marriage\Parenting	12	8	12	7

The results in Table 7 indicate that there was not much difference between standard 9 perceived and desired topics. In as far as standard 7 was concerned, most of the topics that were perceived as more emphasised were also more desired.

Alcohol and drug abuse and study skills topics were not only much less desired by standard 7 pupils, they were at the same time less perceived as being dealt with by guidance teachers.

67

Standard 9 pupils placed school regulations and study skills lowest on the list of desired topics although they perceived these topics as being the most frequently dealt with in guidance lessons.

The topic school rules and regulations and subject choice were perceived by both standard 7 and standard 9 pupils to be more emphasised by their guidance teachers. On the other hand when it came to which topic they would desire in guidance lessons only standard 7 pupils mentioned subject choice and examination techniques. Standard 9 pupils prefer their guidance teachers to give more attention to the topics understanding self and understanding others more than all the other topics.

Marriage and parenting which was perceived by both standard 9 and standard 7 pupils to be given the least attention by their guidance teachers was placed fourth and fifth positions higher on the list of preferred topics by both standards respectively.

The topic leisure appeared more to be important to standard 7 pupils than to standard 9 pupils.

4.2.2 Part Three of the Questionnaire

The percentage of pupils who opted for each of the various helping agents in relation to each of the areas of concern is presented in Table 8 below.

TABLE 8. Helping agents selected by pupils in various areas of concern.

Area of Concern	Pupils' Choices* (%)			
	Teacher	Parent	Guidance Teacher	Friend
Future	7	46	39	9
Teacher	11	22	21	45
School-Work	69	5	13	13
Friendships	2	28	27	43
Family	2	72	20	6
Appearance	7	48	26	19
* Mean Percentage	16.3	36.8	24.3	22.5

From Table 8 it can be seen that the guidance teacher was rated by the total sample the second most favoured helping agent. Although there was no significant difference in percentages between guidance teacher and parents, parents were the most favoured helping agent and, they were overall the most favoured helping agent overall. Parents were seen as the best helping agent in three areas of concern, that is, future, family and appearance. Teachers were the least favoured helping agent of them all.

There were no significant differences between other teachers and the guidance teacher in four areas of concern; school-work,

69

friendships, family and appearance.

For concerns revolving around their future, an area most expected to be associated with the guidance teacher, guidance teachers were significantly the helping agent of choice compared to other teachers (chi square = .183, p .05). However guidance teachers were the second preferred in this area compared to parents.

Although friends were the most frequently chosen agent when it comes to problems that pupils might have with teachers, guidance teachers were selected significantly in comparison to ordinary teachers (chi square = .008, p .01). Pupils had the tendency to value friends significantly more than their guidance teachers in areas revolving around friendship and problems with their teachers (chi square = .019, p .05). Regarding school-work there was no difference between preferences for guidance teachers and friends as helping agents. Guidance teachers were more preferred then friends in concerns related to future and appearance.

Other teachers were the least favoured helping agent of them all. They were more favoured than other helping agents when it came to school-work.

Results of a comparison between standard 7 and 9 pupils in the areas of concern is presented in Table 9.

TABLE 9. Helping agents selected by Standard 7 and Standard 9 pupils in various areas of concern.

Area of Concern	Pupils' Choices* (%)							
	Teacher		Parent		Guidance Teacher		Friend	
	Std 7	Std 9	Std 7	Std 9	Std 7	Std 9	Std 7	Std 9
Future	6	7	50	42	35	43	9	8
Teacher	32	31	21	13	41	42	6	14
School-Work	70	68	5	4	12	13	12	14
Friendships	1	2	35	22	23	30	41	46
Family	2	1	73	70	17	24	8	5
Appearance	5	8	55	42	25	28	15	22
* Mean Percentage	19.3	19.5	39.8	32.1	25.5	30	15.1	18.1

Table 9 indicates that a comparison of results for standard 7 and 9 pupils revealed similar trends. The only difference was in areas of friendship and future. Standard 7 pupils tended to choose their parents (n = 35) more than their guidance teachers (n = 23), whereas standard 9 pupils did not made this differentiation. Standard 9 pupils preferred guidance teacher more then parents for help in areas related to their future. There was no difference in standard 7 responses in relation to this.

Overall, guidance teacher was preferred by both standard 7 and 9 pupils as the second most important helping agent.

71

Table 10 provides an analysis of responses according to sex.

TABLE 10. Helping agents selected by Boys and Girls in various areas of concern.

Area of Concern	Pupils' Choices* (%)							
	Teacher		Parent		Guidance Teacher		Friend	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Future	2	10	60	35	32	44	6	11
Teacher	37	27	20	15	32	49	11	9
School-Work	74	65	5	5	8	17	13	14
Friendships	2	1	25	32	35	20	38	46
Family	1	2	78	66	17	23	4	9
Appearance	5	8	50	50	27	26	18	19
* Mean Percentage	20.1	18.8	39.6	33.8	25.1	29.8	15	18

Results in Table 10 indicate that although there were some differences between the attitudes of boys and girls towards their guidance teachers, guidance teachers were still the second most preferred helping agent by pupils of both sexes. For their concerns about their future girls tended to prefer to contact their guidance teachers more than their parents, whereas boys preferred their parents more than their guidance teachers in the same area of concern. In relation to school-work boys indicated that they would approach their friends more so than their guidance teachers. On the other hand girls were more likely to

choose their guidance teachers more than their friends. Again girls selected guidance teacher less than their parents in concerns revolving around friendship, whereas boys tended to prefer their guidance teachers more then their parents.

4.2.3 Part Four of the Questionnaire

In Part Four of the questionnaire pupils had to respond with either "yes" or "no" to two questions. They were also required to give reasons for their answers. The two questions were;

1. Do you feel your school offers you enough help with your personal concerns?

2. Would you feel comfortable to approach your guidance teacher with any of the these concerns?

Question One

An analysis of pupils' responses to the first question is presented in Table 11.

TABLE 11. Distribution of Standard 7 and Standard 9 pupils'
responses to question one of Part Four of the
questionnaire.

| | Responses | | % |
	Yes	No	
Std 7	52	47	52.4
Std 9	42	48	47.6
Total	94	95	
Total %	49.7	50.3	
Missing 10			

In Table 11 it is revealed that there is no difference between
the number of "no's" and that of "yes's". Of the 189 pupils, 50
percent of pupils (n = 94) indicated that they were given enough
help with their personal concerns. 52 percent of these pupils
were from standard 7 classes and 48 percent were from
standard 9. Ten pupils failed to respond to this question.

The other 50 percent of pupils who responded to this question
felt that the school was not providing adequate assistance with
their personal concerns. A chi square analysis of results
according to sex and standard revealed no significant
differences.

A qualitative analysis of the reasons provided by pupils for
their responses to question 1 was done. Since all the positive

answers generally indicated one theme, that is, satisfaction with the efficiency of the guidance teachers by pupils, the reasons for positive answers were not discussed.

Negative responses to question one centred around three categories. Firstly, pupils felt that their guidance teachers were teaching guidance as lessons but were not practising it enough to help pupils with their personal concerns. They felt that their guidance teachers tended to be of an idea that teaching guidance lessons was enough to deal with pupils personal concerns. For example, reasons given were: "They don't allow us to talk about our personal concerns", and "They tell us to consult our guidance books for help".

Secondly, some pupils stated that their school was far too academically oriented. They stated that not enough time and attention is given to their personal well being as too much time was given to their classroom learning. On the other hand, some pupils put blame on bureaucracy within the school which they saw as interfering with their guidance teachers' duties. For instance, they gave such reasons as: "They are too serious about school-work", and "The principal orders other teachers to use guidance periods for their lessons".

Thirdly, some pupils expressed concern about the unavailability of their guidance teachers to them. Some stated that this was due to the fact that their guidance teacher spent more time playing a role in school administration duties than helping them.

75

Some pupils indicated that their school needed more guidance teachers than it had during the time this research was done. For instance, reasons given were: "He is always busy with school management committee meetings", and "We are too many for our guidance teachers to help us all effectively".

Although pupils were allowed to give their reasons in any language they felt comfortable using, 15 pupils failed to give reasons for their answers.

Chi square was calculated on sex and standard on the bases of the above themes and there were no significance differences.

Question Two

Table 12 presents the results for standard 7 and 9 pupils regarding their perceptions of the approachability of their guidance teacher with any of their personal concerns.

TABLE 12. Distribution of Standard 7 and Standard 9 pupils' responses to question two of Part Four of the questionnaire.

	Responses		%
	Yes	No	
Std 7	56	43	52.4
Std 9	64	26	47.6
Total	120	69	
Total %	63.5	36.5	
Missing 10			

76

The chi square statistics revealed significant differences (chi square = .038, p .05) between the number of pupils who responded with "yes" and those who responded negatively.

Out of the total sample, 64 percent of pupils (n = 120) indicated that they are likely to feel comfortable approaching their guidance teachers with their personal concerns, whereas 34 percent (n = 69) indicated that they would not feel comfortable to do so. Ten pupils failed to respond to this question.

Here again, chi square statistics were utilised to determine the significance of the differences between the responses of girls and boys as well as those of pupils from different standards. The chi square statistics did not reach significance in both of these variables.

Qualitative analysis of pupils' reasons for positive responses revealed one central theme. Pupils responded "yes" because they felt their guidance teachers were efficient and caring enough.

Pupils reasons for negative responses were also qualitatively analyzed. The researcher managed to summarise them to the following themes.

Firstly, pupils did not trust their guidance teacher to treat their concerns confidentially. Their guidance teacher was seen as being likely to disclose their concerns to other people, such as teachers and other pupils. Some pupils showed a degree of

maturity in posing such controversial issues as confidentiality versus loyalty to the school on the part of their guidance teachers. For example, pupils gave such reasons as: "Because the guidance teacher is employed by the principal, he is forced to go to the office and discuss what we tell him with the principal, and "He makes it a joke and shares it with others".

Secondly, some pupils felt they were confident enough to deal with their personal concerns on their own. As a result they did not see a need for approaching their guidance teachers for these reasons. One reason for this, as some pupils put, was that their guidance teacher was not seen as being competent enough to be able to help them with their personal needs. For instance, reasons given were: "I can solve my own problems", and "He is not good therefore, he is failing to help us".

Thirdly, some pupils were concerned with lack of privacy in their school. They stated that there was no way one could escape from being seen by others while approaching the guidance teacher. This, they said, often resulted with stigmatisation. For instance, they gave such reasons as: "Others see you talking to a guidance teacher and they say you are a 'rotten' child", and I don't want my friends to see me talking to the guidance teacher".

Fourthly, some pupils lacked confidence to approach their guidance teacher. "I am afraid", and "I am too shy", was often given as reasons.

There were 14 pupils who did not give reasons for their responses.

Chi square calculated on sex and standard on the bases of the above four themes indicated no significant differences.

In this chapter the data collected was analysed.   In the next chapter, the results of the data analysed will then be discussed.

CHAPTER FIVE

DISCUSSION

The structure of this discussion is arranged within the context
of the present study as outlined in Section 3.2. The first part
of the discussion will reflect an integration of the findings of
the present study and findings of previous studies, linked to
the theoretical background reviewed in Chapter 2. In the second
part of the discussion, limitations of this study will be
considered and then recommendations for further research will
be discussed in the light of the findings of the present study.

5.1 REVIEW OF RESULTS

5.1.1 Perceptions of Guidance Topics Presented

Firstly, a comparison of standard 7 and standard 9 pupils will
be made.

The findings of the present study have indicated that
standard 7 and standard 9 pupils have similar perceptions of
guidance presented to them in all the dimensions rated except
two, which are, leisure and alcohol and drug abuse.

With reference to the topic leisure, results indicated that the
topic was significantly more frequently dealt with in

standard 7 than in standard 9. These results may have been influenced by the fact that guidance teachers are likely to choose topics related to perceived needs of pupils at each level of development. This view is based on Clark-Stewart and Friedman's suggestion (1988) that adolescence is a developmental stage ranging from early adolescence, through middle adolescence, to late adolescence. They contend that each stage appears to have its own characteristics.

Standard 7 pupils, according to Clark-Stewart and Friedman (1988) and Slavin (1994), are likely to fall within the early adolescence age range. Early adolescents are said to be more worried about leisure, social issues, and rules and fairness.

On the other hand, standard 9 pupils reported that they were getting significantly more of the topic alcohol and drug abuse than standard seven pupils. This finding is also likely to be consistent with the suggestions made by Clark-Stewart and Friedman (1988) and Slavin (1994). Standard 9 pupils are likely to fall within the ranges of middle and late adolescence. These stages are said to be characterised by an increased desire for conformity with peers which is likely to go hand in hand with engagement in peer habits such as using alcohol and drug abuse. It may be for this reason that the guidance teacher chooses to deal with this topic more frequently in standard 9 classes than in standard 7 classes.

A comparison of boys' and girls' perceptions will now be made.

The present study found that there were significant differences between boys and girls with regard to six of the twelve guidance topics presented to them. These topics were, understanding self, understanding others, decision making, social skills, and career choice. These results were consistent with the results of the study by Feingold (1992) which indicated that there are differences in early socialization of what parents and society regard as appropriate gender-role behaviour. This may be the case in Black South African cultures where boys and girls have been raised particularly to have different understandings of their roles in the society.

In South African society males and females have been socialised to assign themselves to different careers. Certain careers have been taken to be for males only and certain careers have been thought to be for females only. For example, careers in mechanics have been for males and careers in nursing have been regarded as for females. Furthermore, studies by Sadker and Sadker (1985) and Torrance (1986) found that teachers also promote sexual stereotypes in schools.

In the rank ordering of the guidance topics in terms of perceived frequency, the results of the present study appeared to be consistent with the results of the study by Oakley-Smith et al (1988). Four of the perceived topics which occurred in the top

82

five in their study were also chosen in the top five in the present study. These topics were: decision-making, social skills, school rules and regulations and exam techniques. This may be due to the fact that although the school guidance syllabus has changed (in the early part of 1995) since their study was conducted, guidance teachers' training backgrounds may have not changed yet, they still find themselves ill-prepared. The guidance teachers' emphasis on school rules and regulations, for instance, may be due to their training background which "emphasised guidance as a means of social control (and)... served to confirm the effects of the subordinate status occupied by Blacks in the society and highlight the passivity and conformity (and)... inducing effects of the previous (Black) education system" (Oakley-Smith et al, 1988, p 112).

The topic leisure which was in the top five in Oakley-Smith et al's study (1988) was substituted by the topic decision making in the present study. The reason for this could lie in the fact that in the new South Africa, Blacks are now faced with a number of choices and opportunities in their social lives, careers, and political lives. As a result there may be more emphasis on the need to make decisions about the future.

5.1.2 Guidance Topics Desired

With regard to comparisons of standard 7 and standard 9 pupils, the findings of the present study have indicated that standard 7 and standard 9 pupils perceived a similar need to receive more

guidance in certain topics. However there were differences in three topics, that is: understanding self, decision-making and school rules and regulations.

The present study found that standard 7 pupils significantly preferred to receive more topics on decision making and school rules and regulations. Contrary to this standard 9 pupils significantly preferred the guidance teacher to offer them more on understanding self. These results, again seem to be in line with the ideas by Clark-Stewart and Friedman (1988) and Slavin (1994) that, since standard 7 pupils are likely to fall within the early adolescence range, they are likely to worry more about school rules and fairness. On the other hand standard 9 pupils are likely to be more concerned about their responsibilities, choices and opportunities of adulthood. This is likely to influence their interest in the topic "understanding self".

In the rank ordering of the guidance topics in terms of desired topics the results of the present study indicated some consistencies as well as some inconsistencies with the results of the study by Oakley-Smith et al (1988).

One finding consistent with the Oakley-Smith et al findings (1988) was that the topic marriage and parenting, was ranked as the most neglected but more desired topic by Black pupils in that one study received the same rankings as was the case in the present study. This may be due to the fact that traditionally, sex education has been a taboo topic in Black South African

84

cultures, therefore guidance teachers may feel inadequate to discuss it with pupils. This needs to be attended to, especially if educational planners are to deal with such a pertinent issue as the presently incurable Aids disease.

Another consistent finding was that the topics subject choice and exam techniques were ranked within the top five by both standard 7 and standard 9 pupils. This indicates the academic orientation of the school studied in terms of pupils' needs.

The discrepancy between Oakley-Smith et al's (1988) study and the present study was with regard to the topic understanding self and understanding others. Standard 9 pupils in the present study indicated that they would like to have more of these topics from their school guidance teachers, more then any of the other topics. These results were in line with the findings of the study by Siana et al (1982), which indicated that pupils prefer categories dealing with personal matters more than other categories. This may serve to confirm two things. Firstly, the fact that pupils, as adolescents who are undergoing rapid physical and intellectual changes, desire to understand more about themselves and the society around them. Secondly, this may be due to the fact that political changes in the country may have made Black youth realise that Blacks have been deliberately led to have misconceptions about themselves.

5.1.3 Pupils' Attitudes Towards Guidance Teachers

With regard to pupils' attitudes towards the school guidance teacher, the results of this study were consistent with the previous studies by Skuy et al (1985) and Haffajee (1991) in that the guidance teacher was not chosen as the most preferred helping agent in any of the seven areas of concern investigated. This finding was also consistent with the findings that parents are overall preferred to guidance teachers as sources of help.

However, contrary to the findings of the previous studies by Skuy et al (1985) and Haffajee (1991), pupils in the present study indicated that overall they prefer help from their guidance teacher above their friends. Contrary to the earlier studies, the guidance teacher was preferred to friends when it comes to concern about appearance. However, this may be due to the fact that pupils may have confused physical appearance to the appearance with regard to wearing of school uniform.

Another finding of the present study which differs from earlier studies revealed that the majority of the pupils reported that they would feel comfortable approaching the guidance teacher with their concerns. This finding may be linked to the studies by Van Riper (1971) and Wells and Ritter (1979) which indicated that pupils perceived the guidance teacher by virtue of the functions the guidance teacher seemed to perform. According to the findings of these two studies, if pupils feel comfortable approaching their guidance teacher, they are likely to perceive

him/her as being more helpful than other helping agents.

The above mentioned findings of the present study are contrary to the findings by Skuy et al (1985), which indicated that the majority of the pupils in their research did not feel comfortable approaching the school guidance teacher with their concerns.

The present study also found no difference between the number of pupils who indicated that the school was giving them enough help with regard to their personal concerns and those who disagreed. This was inconsistent with the findings by Skuy et al (1985) and Haffajee (1991) who indicated that the majority of pupils did not see the school as giving them enough help with regard to their personal concerns.

Another finding of this study was that there were surprisingly no significant differences between standard 7 and standard 9 as well as between boys and girls with regard to whether they felt that their school provided adequate assistance with their personal concerns. This finding was contrary to the findings of the original study by Skuy et al (1985) which found that significantly more girls felt that the school did not provide adequate assistance with their personal concerns than did boys.

5.2 DISCUSSION OF RESULTS LINKED TO SYLLABUS

The findings of the present study with regard to desired guidance topics seems to compare well with the recommendations in the

Interim core syllabus for school guidance (1995). This could be a reflection of an attempt which has been made by this syllabus to reconceptualise school guidance.

The findings of the present study, that pupils' needs seem to differ from one developmental level to the other are supported by the interim core syllabus's provision that "teachers need to determine the levels and extent to which each of the sections outlined, need to be focused on. The needs and level of development of the learners, and socio-economic demands should inform this process" (p 5). Allowance is also made for guidance teachers to be open to alternative ideas and other matters of immediate importance to the pupils within the new syllabus guidelines.

However, it is noteworthy that the syllabus does not provide strategies of how to be flexible in decisions about lesson topics. For instance no guidelines are provided for guidance teachers to determine which part of guidance is more relevant to which developmental level. Considering the likelihood that some guidance teachers are ill-prepared, it may be a fruitless exercise to give them such a responsibility without clearly outlining techniques or methods of carrying them out.

In line with the discussion in 5.1.1 on the impact of social stereotypes linked to sex differences in pupils' perceptions of guidance topics, the interim core syllabus also states one of its principles as non discrimination. This reflects a commitment to,

among other things, a non-sexist society aimed at challenging prejudice and discrimination in terms of sex.

5.3 LIMITATIONS

The limitations of the present study will be discussed in terms of the sample, and the measuring instrument used.

5.3.1 The Sample

The fist major limitation of this study is that the sample was very small, and therefore largely unrepresentative of the South African population of Black pupils. As a result, this would compromise the ability to generalise the results. Although the sample appeared to be spread across all three socio-economic levels, they were in a boarding school away from their communities and parents. This may have affected their perceptions of their guidance teacher in comparison to their friends with whom they were spending most of their time in the school boarding establishment. Caution should therefore be exercised in generalizing the results of this study to Black high school pupils from all over the country.

Also, since the pupils lived on the school property, it is likely that more provision would have been made for the meeting of their needs for help than in a day-school. This may have influenced the relatively positive results with regard to pupils' attitudes

to the guidance teacher and to the school's provision of help.

It must also be noted that the school chosen for this study is probably the best resourced Black school in the region. This school has been seen as a "model" school, and guidance teaching has been an integral part of the school curriculum for a number of years. The guidance teachers in the last five years have also been people with sound training in the field. The study has therefore been done in a school which has had adequate provision of school guidance. Very different results may have been found in other schools.

Secondly, the sample group appeared to have limited ability to understand the English language. This resulted in a number of them not responding to some of the questions in the questionnaire. This may have influenced their responses as well. It is possible that a lack of clear understanding of what was asked of them led to affirmative answers since they would prefer to give affirmative answers to anyone perceived to be of greater status. It would be difficult to find out if the pupils were not tempted to answer in terms of what ought to happen instead of what is actually happening. School pupils have also not been encouraged to think or respond critically, and this may have influenced the results.

Although the sample group appeared to be spread across all three socio-economic levels, as mentioned earlier, the present study, like the previous studies, failed to consider their

differences with regard to, for instance, the extent of westernisation in their families and communities, family background, and religious affiliations. This may have had effects on the responses.

Lastly, such extraneous variables as the time of testing, the environment under which testing took place, the presence of the researcher during testing, the pupils' understanding of the seriousness of the task of completing the questionnaire, and the number of years that the respondents have spent at the school may, as well, have affected the samples' responses.

5.2.2 The Measuring Instrument

A major limitation of the questionnaire that was utilised in this study, is that it was written in English which appeared to be too difficult for some of the respondents. As a result the researcher had to verbally translate some of the questions into isiZulu. Where the respondents had to give reasons for their responses the researcher had to allow them to use their home languages. A large number of pupils did not respond to questions in different parts of the questionnaire. Those who responded may have given unintended responses.

Another limitation is that validity and reliability estimates of the questionnaire used in this study were not culculated to spell out the extent to which this questionnaire can validly and reliably capture what it was meant to measure.

Notwithstanding these limitations, it is noteworthy that the results of this study are generally consistent with those of the previous studies. This suggests that these findings may be useful to some extent in the population under investigation.

5.4 RECOMMENDATIONS

The present study has led to the proposal of the following recommendations:

1. With regard to the sample, the following emerged from the present study:

    a) Although the demographic details were collected in this study, the researcher felt that some of the details were not thoroughly and clearly analysed to identify its influences. Future research might need to further explore parents' occupations as an influential variable. This may, for instance, help to better differentiate between parents who may have enough skills and knowledge to substitute the role of the guidance teacher as a helping resource. Secondly, this may help to explore differences in guidance preferences of pupils from different socio-economic backgrounds.

    b) To establish a generalised pattern, larger samples should be included in the future research. It is also

92

recommended that future researchers include samples from schools where school guidance is not yet offered, to act as a control group.

c)   One of the weaknesses of the present study was the reliance on pupils' opinions.   Democratisation of schools has been a slow process and pupils' responses may have been influenced by fears about giving honest opinions.   Pupils in Black high schools presently lack training in critical thought.   It would be interesting to replicate such a study in a school where pupils have been encouraged to be more outspoken.

2.   Regarding the instrument utilised for the present study the following recommendations are made:

a)   The survey method that was employed in collecting data for this research appears to have limitations which may have hampered the results in a number of ways. For instance, the questionnaire might have been slightly prescriptive and therefore pupils might not have elaborated enough on comments made.   It is therefore recommended that future researchers consider utilising other methods of collecting data such as probing qualitative interviews.

b)   There were also indications that the English language used in the questionnaire, especially in Part One, may

93

have been difficult for pupils to understand. If the same questionnaire is used in subsequent research, substitution of some parts of the questionnaire with easier to understand English language should be considered. Furthermore researchers may also have to examine reliability of all the subsections of the questionnaire when used with pupils who are not first language English speakers, and standardise it.

c)   In Part Three of the questionnaire the future researchers may have to explain the term "parent" as used in the questionnaire. Presumably the term "parent" utilised in the questionnaire refers to biological parents or guardians only, it is important to consider the fact that it is likely that some Black children still define parents as one's biological parents, as parents by relation, for instance, brother to father, and as all adults of the same age and older than one's parents (Dlamini, 1983). In the African culture the family has always been defined as "a clan... not as in Europe "mum, dad and the baby",... but the sum total of all persons, living and dead, who acknowledge a common ancestry" (Dlamini, 1983, p 7). In this questionnaire Black pupils may have defined "parent", as any other adult person other than their teachers at school.

d)   In Part Two and Part Three of the questionnaire used

94

for this study, pupils were allowed to mention their own areas of concern and their own topics respectively. However, it is not clear as to how, in the previous researchers by Skuy et al, (1985) and Oakley-Smith et al, (1988) these were incorporated into the analyses of pupils responses. They were, therefore, not included in the analyses of data in the present study. It is recommended that future researchers take this factor into consideration.

e) Future researchers will have to calculate the reliability and validity estimates of the questionnaire used for this study.

3. The present study supported the notion of flexibility by the guidance teacher as recommended by the interim guidance core syllabus. Future research, therefore needs to take measures to ensure that the guidance topics utilised to investigate pupils' preferences are linked to and were responsive to the environment in which the service is rendered.

4. Future research is needed to provide additional information about how guidance teachers in Black high schools view their roles as well as information about guidance teachers' personalities and training as well as those effects on their competency.

5.   Future research might also consider the western orientation still evident in the new syllabus guidelines. It is possible that some important cultural issues are overlooked, and consideration to adaptations with regard to socio-cultural background may need to be given.

6.   The present study also revealed pupils' desire for more information on sexuality. This may be due to irreversible social changes and demands, such as the outbreak of incurable Aids, which compel youth to have information on this issue. Programmes addressing sexuality need to be instituted and well researched in terms of wider application.

This chapter has considered the results in the light of previous studies and literature. Some limitations are discussed, and recommendations for more comprehensive future research are given.

CHAPTER SIX

CONCLUSION

Research is useful in that it helps to investigate whether the services (school guidance services in this case) rendered to people are adequately serving their purposes. During this period in South Africa when the system of education is undergoing transition, studies such as the present one are likely to assist in determining what is likely to meet pupils' needs and preferences. Presently, attempts are made in the field of education to address the imbalances of the past and to ensure uniformity within one education system.

An important aim of the present study was to contribute to the database investigating means of improving the guidance services so that they become more useful and relevant to the Black high school pupils they are there to serve. This is important because in the majority of Black high schools, at least in the KwaZulu Natal province, are not yet offering school guidance in an organized fashion. In these schools guidance services still have to be formally introduced.

The findings of this study give some indication that the mere inclusion of school guidance in schools and the mere presence of a guidance teacher does not necessarily guarantee the usefulness of the services. Instead there are various factors involved that

need to be considered as well.

The difference in sex and the developmental age of the high school pupils as influential were revealed by the findings of this study. The implication here is that those who are involved in designing guidance programme should be aware of the different demands of adolescents and strive to accommodate them.

Another implication of the present study relates to the finding that, instead of the guidance syllabus being more Western oriented, it needs to be linked more to the social and cultural backgrounds and environmental circumstances of the pupils. Integration of African cultural values and beliefs and Western oriented approaches may need to be considered (Donald and Hlongwane, (1989).

There is no doubt that a large number of guidance teachers in Black high schools may be presently ill-equipped to render guidance services. A strategy of in-service training needs to be designed to improve the teaching of those who have already been rendering guidance services. Furthermore guidance teachers should be helped to organise workshops, lectures and meetings with other guidance teachers so as to establish effective communication and facilitate understanding and sharing of ideas.

The findings of this study also indicate that pupils tend to prefer friends, parents and other teachers in certain areas of

concern. There is therefore a need to involve, inform and educate the school teachers and parents about the roles and functions of a guidance teacher. There is also a need to train peers to become effective helpers.

Guidance teachers find themselves immersed in a variety of activities such as teaching other subjects and other activities that are managerial and administrative in nature. This is the case in many Black high schools where school guidance becomes marginalised and its time slot in the timetable ends up being used for other subjects. Those who are involved in the design of guidance programmes in Black high schools must take this into consideration.

Finally, challenging questions raised by Euvrad (1992) seem to be an appropriate conclusion for this study.

> "Should preparing pupils for adulthood be such an explicit aim? So much time can be spent on preparing for tomorrow that one can lose out on living for today. And isn't it in mastering the challenges and problems of today that one develops the skills, confidence and wisdom needed to handle tomorrow? (p 219).

This is the challenge for guidance teachers, to be able to perceive the current needs of the adolescent, and to be able to respond to these in ways which provide for present coping skills and for the learning of skills to equip pupils for the future.

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100

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APPENDIX

UNIVERSITY OF NATAL, PIETERMARITZBURG

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

PUPIL QUESTIONNAIRE

This is an anonymous questionnaire. You do **not** have to give your name. It is **not** a test of any kind. Please answer as honestly as possible.

PART ONE

We would like to have a few brief details from you.

SEX   : | MALE | | FEMALE |

STANDARD   : | Std. 7 | | Std. 9 |

DATE OF BIRTH : _____

HOME LANGUAGE : _____

FATHER'S OCCUPATION – Please give details _____

_____

_____

MOTHER'S OCCUPATION – Please give details _____

_____

_____

PART TWO

Each item is a statement of a topic which might be discussed in a guidance lesson. In GROUP A, you need to show how much each topic has been discussed in your class guidance lessons. Show this by placing a tick (✓) in the column you choose. In GROUP B, show with a tick (✓) whether you would like or would not like the topic to be discussed.

	GROUP A				GROUP B	
	FREQUENTLY	SOMETIMES	RARELY	NEVER	WOULD LIKE	WOULD NOT LIKE
EXAMPLE: Learning about AIDS		✓			✓	
1. Understanding myself						
2. Accepting myself						
3. Understanding and accepting my abilities						
4. Understanding others						
5. Accepting others						
6. Relating to others						
7. Choice of friends						
8. Choice of subjects						
9. Choice of leaders						
10. Social activities						
11. Sporting activities						
12. Amusing myself						
13. Learning to get on with family and friends						
14. Learning to get on with teachers						
15. Learning to get on with people						

113

| | GROUP A | | | | GROUP B | |
	FREQUENTLY	SOMETIMES	RARELY	NEVER	WOULD LIKE	WOULD NOT LIKE
16. Understanding school rules						
17. Accepting school rules						
18. Participating in school activities						
19. Knowing how to choose subjects						
20. Relating abilities to subject choice						
21. Subject choice related to further education/ careers						
22. Knowledge of occupations						
23. Matching interests with career						
24. Matching abilities with career						
25. Making effective use of time available						
26. Learning to understand the material						
27. Learning to organize material						

	GROUP A				GROUP B	
	FREQUENTLY	SOMETIMES	RARELY	NEVER	WOULD LIKE	WOULD NOT LIKE
28. Understanding what is required in an examination/test						
29. Learning how to answer systematically						
30. Learning how to use available time						
31. Understanding alcohol abuse						
32. Understanding drug abuse						
33. Understanding the legal implications of alcohol and drug abuse						
34. Learning how to choose a marriage partner						
35. Learning how to make a marriage successful						
36. Learning what is involved in bringing up children						
37. Other topics (please specify)						

PART THREE

Teenagers sometimes have concerns about these aspects of their lives.

A School work
B Making and keeping friends
C Family relationships

D Physical appearance
E Relating to some teachers
F Future career
G Other aspects (please explain)

_____

_____

If you are concerned about any of these areas in your life, to whom would you go for help? Put a cross (X) over your choice. You may cross more that one person.

A (School work)	Teacher	Parent	Guidance teacher	Friend
B (Friendship)	Teacher	Parent	Guidance teacher	Friend
C (Family)	Teacher	Parent	Guidance teacher	Friend
D (Appearance)	Teacher	Parent	Guidance teacher	Friend
E (Teachers)	Teacher	Parent	Guidance teacher	Friend
F (Future)	Teacher	Parent	Guidance teacher	Friend
G (Other)	Teacher	Parent	Guidance teacher	Friend

PART FOUR

1. Do you feel that your school offers you enough help with your personal concerns?

   [YES]   [NO]

   Please give reasons for your answer

_____

_____

2. Would you feel comfortable to approach your Guidance teacher with any of these concerns?

   [YES]   [NO]

   Please give reasons for your answer

_____

_____

Thank you for your help!

Appendix 2

DEPARTMENT OF EDUCATION

INTERIM CORE SYLLABUS

FOR

GUIDANCE

GRADE 1 TO STANDARD 10

IMPLEMENTATION DATE: GRADE 1 TO STANDARD 10:   JANUARY 1995

117

INSTRUCTIONAL OFFERING : GUIDANCE

NAME:	CODE:	STANDARD:	CODE:
GUIDANCE	210601811	GRADE 1	611
GUIDANCE	210601912	GRADE 2	612
GUIDANCE	210602001	1	601
GUIDANCE	210602102	2	602
GUIDANCE	210602203	3	603
GUIDANCE	210602304	4	604
GUIDANCE	210602405	5	605
GUIDANCE	210602506	6	606
GUIDANCE	210602607	7	607
GUIDANCE	210602708	8	608
GUIDANCE	210602809	9	609
GUIDANCE	210602910	10	610

INTERIM CORE SYLLABUS FOR GUIDANCE

1. INTRODUCTION

The complexities of a rapidly changing contemporary South Africa have resulted in the formal education system being called upon increasingly to deal with issues which would previously have been considered to be the exclusive responsibility of the family. A disintegration of family and community life, a simultaneous challenging of many traditional values, and a growing need for specialist knowledge in many new areas, has resulted in schools having to deal with issues as diverse as Sexuality Education on the one hand, and Education for Democracy on the other.

The apartheid policy has further created disparities and discrimination in all aspects of society which had a profound impact on the nature and provision of education, guidance and counselling. As a consequence a range of personal and socio-

economic problems were created for the majority of people in this country.

Some aspects of Guidance were introduced to the various education departments which were unacceptable. This has resulted in the rejection of and marginalised status accorded to the subject by many students and teachers. The curriculum was prescriptive and largely not relevant to the needs and experiences of the learners. It did not adequately dealt with the diversity of issues it needed to address and has not kept abreast of current changes and developments relevant to the South African context.

The situation is exacerbated by the unequal provision of Guidance and counselling services and resources in schools. Being a non-examinable and non-evaluated subject, it was neglected and in other cases excluded from the school curriculum.

Guidance focuses on the total development of the child and includes both service and subject components. Guidance and counselling should be an integral part of the schooling system. The recognition of the importance of the subject as a support for the holistic development of the learner and its role in addressing the social, personal, academic and economic problems which were reflected in the school environment, necessitated a reconceptualisation of the subject.

The commitment and concern of some Guidance teachers, the informal organisation of Guidance teacher fora, in-service training and resource support offered by many non-governmental organisations, stimulated and promoted an innovative approach to Guidance.

It is this energy and expertise that needs to be tapped to reconceptualise and develop an entirely new Guidance curriculum within schools to meet the needs of the dynamic social,

educational and work environment. At present there are numerous syllabi which are clearly disjointed, irrelevant and inappropriate for the needs of a changing, democratic society. The respective expertise of all roleplayers (teachers, parents, NGOs, teachers unions, private sector, support services personnel, relevant departments, etc.) who contribute to the development of human resources, resource material, curriculum development and service delivery needs to be actively involved in this reconceptualisation process.

This document should therefore not be seen as replacing this process, but as an interim measure to ensure uniformity within one education system and serve as a basis for future bottom up policy development.

In this document Guidance is defined as:

* a promotive, developmental and preventative pro-
  gramme aimed at large groups of learners
* an integral part of the school curriculum
* being contextually sensitive to the democratic
  ideal, needs of the learner and society
* systematically assisting the learner through perso-
  nal, social, academic and career development so that
  s/he can play a meaningful role in society.

Counselling refers to:

* individual and small group intervention aimed at
  giving support to those with specific problems/needs
  to adequately deal with the challenges facing them.

* a process which is primarily developmental but also
  promotive, preventative and developmental and
  curative.

This interim core syllabus should serve as a basis for the implementation of Guidance in schools. Existing Guidance programmes and syllabi should be assessed and adapted in accordance with this core syllabus. Teachers need to determine the levels and extent to which each of the sections outlined below, need to be focused on. The needs and level of development of the learners, socio-economic demands, aims and principles of this core syllabus should inform this process.

2. PRINCIPLES

The implementation of this core syllabus must be guided by, developed from, and evaluated against the following principles:

*   non-discrimination which is reflected in a commitment to a non-racial and non-sexist society;
*   democratic values and implementation of the Guidance programme, taking the needs and interests of the learners as well as the community at large into account;
*   a multi-sectoral approach which draws on the resources of other education support services (vocational and general guidance and counselling, specialised education, school health, social work and psychological services); the NGO sector, private sector, government programmes, trade unions, teacher organisations and bodies, and various community structures for Guidance implementation;
*   an assessment of the developmental needs of children and adolescents in terms of social, emotional, cognitive and physical domains;
*   an awareness and implementation of human rights and responsibilities within a democratic society;
*   contextualising relevant issues in terms of community concerns, changes in the working environment, environmental and global issues;
*   an awareness of and respect for diversity whereby the syllabus reflects a commitment to non-discrimination.

non-sexism and the bill of rights and constitution of the
country;
* the development of national identity and reconciliation;
* affirmative action and redress whereby inequalities and
imbalances at all levels are addressed;
* a facilitation whereby the primary approach to teaching
is based upon acknowledging and drawing on existing
competencies and resources in the students as well as
broader community;
* access to appropriate and innovative resource material;
* classroom methodology that empowers the learner to
participate at all levels in school and society,
demystifies social relations of power and promotes
active, critical and dynamic learner based education.

3. AIMS OF THE CORE SYLLABUS

The following aims should serve as a basis for the
implementation of the core syllabus:

* the holistic development of the learner;
* the provision of effective Guidance and counselling at
all levels in schools;
* the development of democratic values and competencies;
* to challenge prejudice and discrimination on all fronts
i.e. gender, race, religion, sexual orientation,
location, et cetera;
* the promotion of generic and transferable skills in the
learner (refer to section on skills development);
* to develop practical and intellectual creativity and
innovation in the learner;
* to motivate learners to develop an interest in their
studies and education in general and promote a culture of
learning and work ethic;
* to locate the learner within his/her social context
* to promote the integration and relationship between all
aspects of Guidance;

*   to highlight the relevance of all aspects of Guidance to broader social, economic and political developments in relation to reconstruction and development, human resource needs locally and nationally;

*   to promote nation building and tolerance.

4. SUBJECT CONTENT

4.1 INTRODUCTION

The subject components of the proposed core syllabus for Guidance is founded on a recognition that communities differ in their needs and priorities. It recognises too that flexibility rather than prescription should inform both content and process in any effective programme. ·Its ultimate objective is to equip the child with life skills which should promote self-actualisation, emotional stability and social sensitivity, and render the child competent to make successful career choices, to build a stable family and to live with respect and tolerance of self and others.

Within the contemporary South African context both the service and subject components of Guidance must be able to adapt rapidly to new situations. Since flexibility and adaptability are central to this Guidance core syllabus, a bottom-up, community based approach to subject contents selection is proposed - an approach in which needs are identified and outcomes are evaluated at the local community level.

4.2 PERSONAL AND INTERPERSONAL DEVELOPMENT

4.2.1 Skills development

The development of these core skills are pertinent to personal and interpersonal development within the family, community, world of work, etc. It should therefore be reinforced throughout the Guidance curriculum. The methodology and

resource materials used should promote the development of these skills.

Core skills

* decision making skills
* cognitive skills (critical. lateral, creative thinking, etc.)
* problem solving
* communication skills (e.g. listening skills, empathy, etc.)
* goal setting and planning skills
* assertiveness skills
* information skills (accessing and processing information).

4.2.2 Self awareness

* interests and hobbies
* abilities
* qualities
* values and beliefs
* goals and aspirations
* talents
* weaknesses and strengths
* problems/concerns
* promoting self esteem

4.2.3 Crisis management skills

* separation and loss in families and relationships)
* suicide
* dealing with violence
* dependencies/addictions
  ** drug education and substance abuse
* conflict resolution

4.2.3   Relationships

* prejudice and stereotypes
* developing leadership skills
* team building
* a family and siblings
* peers/friendships
    ** group dynamics
    ** peer pressure
* need to belong
* understanding cultural differences
* with other adults; dealing with authority
* with members of the immediate and broader community.

4.3 FAMILY AND SEXUALITY EDUCATION

4.3.1   Family and parenting

* decision-making skills
* new responsibilities
    * coping strategies
* family values
    ** noting and respecting different expectations and demands
* single parenthood
* unwanted pregnancy
    ** decision making; options
    ** coping with stress and societal pressure
* divorce and the effects on the child
    ** how to cope with tension and separation
* conflict and accord in the family
    ** family violence
    ** coping with problems in the family
* abuse in the family
    ** child, physical, sexual and emotional abuse

125

        ** substance abuse and its effects on the family
        ** coping with abuse
        ** resource people/programmes that can assist
        ** rights and statutory procedures
    * roles and responsibilities in the family
        ** challenging stereotypes and gender division of labour
        ** the contribution of family members to the effective functioning of the family
        ** legislation that protect the rights of family members
        ** income and budgeting
    * child care and development.

4.3.2   Relationships and dating

    * puberty/adolescence
        ** changes and crises
        ** self image and independence
        ** identity
        ** stages of physical, emotional and social development
        ** handling emotions
    * establishing meaningful relationships
        ** sexual orientation – coping with problems and pressures in heterosexual and homosexual relationships
        ** how to initiate and sustain relationships
        ** responsible decision making
    * dealing with sexual abuse
        ** rape, sexual harassment, etc.

4.3.3   Family planning

* responsible decision making
* contraception
  ** methods
  ** effects
  ** role in relationship
* sexually transmitted diseases
  ** AIDS education.

4.4 EDUCATION AND TRAINING

4.4.1   Time management

* setting up a study time-table
* how to use time constructively
* utilising leisure time
* goal setting
  ** clarifying aspirations
  ** short and long term goals
  ** planning to realise goals.

4.4.2   Study methods

* rote learning versus critical thinking
* short and long term memory
* developing ones own study method
* conditions for effective studying
* examination skills
  ** how to read and answer questions
  ** allocating time
  ** dealing with stress
* learning styles
* the importance of exercise and balanced meals.

4.4.3   Guidance regarding subject choice at school

*   Factors which play a role in subject choice
        **   Ability, aptitude and interest
        **   Scholastic achievement
        **   Available subject choice
        **   Parental preferences/pressures
*   Subject choice possibilities
        **   Direction of study
        **   Available subject sets
        **   Grade or level of subjects
        **   Suitability of subject sets
*   Pass requirements and role of the year mark
*   Certification options

4.4.4   Education institutions

*   the importance of lifelong learning
        **   early school leaving
*   post secondary study
        **   the importance of all levels of training
        **   challenging the status attributed to
              university study
        **   promoting technology and technical
              training
*   access to and entrance requirements for further
        study
*   tertiary institutions (technikons,
        universities, colleges, technical colleges,
        technical colleges, private colleges, etc.)
*   implications of distance learning
*   work and study – coping with the demands of
        both
        **   apprenticeships.

4.4.5   Financing one's studies

* bursaries, loans and scholarships
  ** possibilities
  ** pros and cons
  ** state funding
* application procedures
  ** interviews
  ** writing letters of application
* information and contacts
  ** access to information
  ** deadlines
  ** conditions for bursaries, loans and
     scholarships
* budgeting
* family and private contributions to one's
  studies
  ** education assurances
  ** savings
  ** budgeting
* student accommodation
  ** preparation - separation from family,
     relocating to urban areas
  ** implications for living in residences -
     rules and regulations, management of
     residences, student bodies.

4.5 WORK AND UNEMPLOYMENT

4.5.1   Preparation for the work place

* clarification of concepts such as work,
  occupation, career, vocation, job, profession
* work and career awareness
  ** exposure to alternative and a wider range
     of careers

- ** sectors of work - private, public, small business sectors
- ** key industries - mining, service, manufacturing, etc.
- ** breaking down gender stereotypes
- ** breaking the barriers between mental and manual labour
- * relations in the workplace
  - ** differing skill levels
  - ** mobility between various levels of employment
  - ** career pathing and planning
  - ** salary implications
  - ** tolerance at the work place
  - ** communication skills
  - ** how work is organised
  - ** work ethic and productivity
  - ** affirmative action in the workplace
- * career decision making skills
  - ** information gathering
  - ** integrating self awareness, academic achievement, training and career options
  - ** selecting more than one career option
  - ** career fields
  - ** human resources needs in our economy - job trends and opportunities
  - ** responsibility to contribute to self development as well as community development

4.5.2   Job hunting skills

- * where to look for a job
  - ** job leads and networking
  - ** reading and responding to advertisements

    **   responsibility to contribute to self development as well as community development
* the importance of doing research on the company/ organisation as well as the job you are applying for
* letters of application
* CV writing
* completing application forms
* interview preparation
    **   typical questions asked by interviewer and interviewee
    **   documentation presented at an interview
    **   do's and don'ts during interviews
    **   your rights in an interview.

4.5.3   Work-experience

* the importance of gaining practical work experience
* doing part-time, voluntary work and community service.

4.5.4   Self employment

* enterprising skills and entrepreneurship
* how to start your own business
    **   business plan
    **   advantages and disadvantages
    **   resource organisations (e.g. Small Business Development Corporation, etc.)
    **   financial assistance
* the contributions of the small and medium enterprise sector to economic growth
* role models
* employers rights and labour legislation

4.5.5 Workers rights and responsibilities in the workplace

* dealing with sexual harassment and abuse
* working conditions
* conditions of service
    ** leave
    ** over-time
    ** pension
    ** medical aid
    ** grievance and disciplinary procedures – dismissal procedures
* trade unionism
    ** what is a trade union
    ** their role, advantages
    ** structure and functioning of trade unions
    ** collective bargaining and negotiation.
* labour rights and labour legislation
    ** labour legislation
    ** labour unions and societies
    ** occupational health and safety

4.5.6 Unemployment

* causes, effects and solutions
* government strategies to address unemployment – job creation, RDP
* coping skills
    ** emotional stress
    ** family pressures
    ** coping with the demoralising effects of unemployment
    ** promoting a positive self image
* getting work experience – voluntary work
* unemployment benefits – UIF, contributions to the fund, how to apply for benefits, department of labour.

4.6   ECONOMIC EDUCATION

4.6.1   Consumer education

* consumer rights and responsibilities
    ** consumer councils
    ** small claims courts
* advertising and the media
    ** influence on society and the consumer
    ** misleading advertising
* hire purchase
* awareness of credit agreements and contracts.

4.6.2   How the economy works

* understanding economic systems in the world
    ** how they are inter-linked
* global economy
* SA economy
    ** private sector, small and medium sized enterprises
    ** job creation
    ** taxation and payment for municipal services
* job trends
* areas for economic growth and development in SA
* human resources needs
* productivity.

4.6.3   Financial planning

* loans, savings accounts, investments, etc.
* banking and how it works
* budgeting, use of accounts
* financial institutions
    ** assurance and insurance companies
    ** banks including community banks

**   credit unions.

4.7 CITIZENSHIP EDUCATION

* street law
* political education
  ** political systems
  ** right to protest
  ** dealing with intimidation
  ** mediation and negotiation
  ** tolerance for differing political viewpoints
* democracy
  ** a safe society and the responsibility of citizens
  ** social responsibilities of a citizen
* bill of rights
  ** rights of women
  ** discrimination
  ** charter of children's rights
* constitution
  ** why we have a constitution
  ** main premises in the SA constitution
  ** constitutional responsibilities of a citizen
* reconstruction and development
  ** nation building
* involvement in national, provincial and local government
* law enforcement
  ** how it should be structured and operated
  ** protecting human rights.
* Health and safety
  ** road safety
  ** fire awareness
  ** personal safety
  ** first aid

  **   nutrition and general health care (e.g.
    T3, etc.)

4.8 ENVIRONMENTAL EDUCATION

4.8.1   Factors influencing the environment
*   global warming
*   pollution
*   waste management
   **   nuclear waste, recycling and energy
    conservation

4.8.2   Conservation

*   endangered species
*   protection of forests
*   protection of flora and fauna
*   soil erosion

4.8.3   Urbanisation and population growth

*   effects
*   trends

4.8.4   Urban and rural development and planning.

*   Ecology
**   Eco-tourism.

5. GUIDELINES FOR STRATEGIES FOR TEACHER-LEARNER INTERACTION SO THAT LEARNING MAY BE EFFECTUAL

5.1 METHODOLOGY

The following aspects should be considered when teachers select teaching-learning strategies:

*   Optimal participation of learners

* experimental use of learners' experiences
* teaching-learning should be learner centred
* allow creative and free expression
* facilitate, inter alia, co-operative learning
* the sharing of ideas, e.g. by
    ** role play
    ** group discussions.

5.2 THE ROLE OF THE TEACHER AND TEACHING STYLES

The teacher as facilitator of learning should

* be open to alternative ideas
* be guided by learners' needs
* be non-judgemental, but put the pros and cons of a view point.
* provide a suitable teaching-learning environment
* try to involve parents and the community
* encourage mutual feedback.

6. RESOURCES

The following guidelines should be kept in mind when selecting and utilising resource materials:

* Resources should promote critical thinking, co-operation, active learning. It should also promote a sense of social responsibility;
* Resources should be attractive, fun and appropriate for the level of development of the learner;
* Resources should promote the aims and principles of the syllabus.

7. TIME ALLOCATION

It is essential that a minimum of two periods per week should be allocated for Guidance teaching at all levels of schooling.

The Guidance teacher should be allocated additional time for individual counselling and referral within the school time-table.

8. EVALUATION

There should be ongoing evaluation of the Guidance programme through an openness to feedback from learners, school personnel, peers and other roleplayers.

Ongoing developmental and summative assessment of the learners should be seen as feedback on learner progress and preparation for future roles in society. Records of development should be kept so that it could be incorporated in references, curriculum vitae, portfolios, etc. and thereby promote access to work, further study, etc.

Creative methodology and tools need to be developed to assess progress through projects, compilation of portfolios, work experience, community service, etc.

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