

TR 89-60

AN INVESTIGATION INTO THE
SOCIAL/PERSONALITY GUIDANCE NEEDS
OF A GROUP OF
SECONDARY SCHOOL PUPILS.

Submitted in Fulfillment of the
Requirements for the Degree of

MASTER OF EDUCATION

in the
Department of Education
at
Rhodes University

by

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1988

ACKNOWLEDGMENTS

I am very grateful to a number of people for their invaluable help, advice and encouragement which made this research possible:

- i) The many people who gave assistance in small but vitally important ways.
- ii) My supervisor, George Euvrard, for much needed direction, as well as advice of a practical nature throughout the entire project. His assistance was outstanding and deeply appreciated.
- iii) Dr. Jeff Illsley, for time freely given on occasions too numerous to mention, both to give advice and guidance on content, as well as invaluable assistance with presentation and the joys of do-it-yourself printing. I value his help and friendship highly.
- iv) My son, Kody, who had to spend the first year and a half of his life putting up with what hopefully was "quality time", and even then having often to share that with a word processor.
- v) Finally, to Cheryl, who took on more responsibility in the home than is fair; who managed a great deal of typing, proof-reading and collating in the midst of her own busy schedule; who so often arranged her circumstances to suit my programme; and who, through it all, remained supportive, loving and stable. She is my unfair advantage in life.

ABSTRACT

School Guidance aims to meet the Social/Personality, Educational and Vocational needs of pupils, and the curriculum, organised and drawn up by the relevant State education departments, attempts to address these needs.

This investigation set out to discover the Guidance needs of pupils specifically in the Social/Personality area, and further, to state these needs in such a way as to allow the logical development of Guidance Programmes.

Group and individual interviews were conducted using a sample of 72 high school pupils, selected from standards six to eight.

The results show clearly the areas in which the pupils perceive their needs to lie. It is also apparent that further research in this area is strongly indicated.

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

Humankind has always had a need for advice, and help, and guidance. There is an abundance of evidence that individuals have throughout the ages sought the advice and counsel of others.

The historical origin of guidance can probably be identified in early Grecian society, where emphasis was placed on the development and strengthening of the individual through education, so that each could fulfil his greatest potential for himself and his society.

Books intended to help young people choose occupations began to appear in the seventeenth century, such as Powell's "Tom of all Trades" published in 1631 in London.

Powell gives much information on the professions and how to gain access to them, even suggesting sources of financial aid and the preferred schools in which to prepare.

(Zytowski, 1972, p 447)

It was, however, in America in the early 1900's that the first formalised steps were taken to introduce guidance systems. Many adults were turning to their family physician, minister or employer for guidance, but it was becoming obvious that young people needed, and were failing to receive, assistance in decision-making, particularly with reference to entering the career market.

In 1908, Frank Parsons organised the Boston Vocational Bureau. Its two main aims were to provide vocational assistance to young people, and perhaps more importantly, to train teachers to serve as vocational counsellors. By 1913 this organisation had grown to such an extent that it warranted the establishment of the National Vocational Guidance Movement. The introduction of standardised group-administered psychological tests at about this time, as well as the emphasis on mental health, added much impetus to the guidance movement.

Organised guidance programmes began to emerge with increasing frequency in schools in the 1920's, and from then onwards the establishment and advancement of programmes has continued unabated.

In South Africa, it was not until the National Education Act No. 37 of 1967 that Guidance was officially introduced on a formal basis in White schools. Indian and Coloured schools introduced Guidance formally only in 1973, and Black schools only as recently as 1981.

In reality, however, a number of Education Departments controlling White education were involved in guidance services long before the 1967 Act.

Guidance, and in particular Vocational Guidance, in white state schools in the Cape Province has a history stretching back nearly fifty years. In 1941 the first Inspector of Vocational Guidance was appointed in the Cape, with two officers to assist him. Even at that time, this was considered a fairly modest step, and it was proposed that organised vocational guidance in schools would merely take the form of

*...assistance and advice to principals
and teachers in regard to such guidance*

work as is already being undertaken by them...

(Cape of Good Hope, 1941, p 47)

The aim was that in time each pupil should be able to receive expert assistance with career choice, but that for the meantime

...it will...be necessary for principals and teachers to fulfil duties that will gradually be assigned to trained counsellors.

(ibid, p 48)

It was probably not foreseen that the fulfillment of this aim would take nearly thirty years!

In 1951 this small group was expanded to include ten school guidance workers. Their main functions were

- 1. The maintenance of the vocational information service, which consisted mainly of a careers library;*
- 2. The distribution, and administration, of standardised psychological tests;*
- 3. The development of in-service training courses for teachers, with respect to teaching guidance in the schools;*
- 4. Interviews with parents and pupils, mainly for careers counselling.*

(Cape of Good Hope, 1951, p 66)

In 1964 the post of School Psychologist was established, and each such person was responsible for a particular district. His function was much the same as had been that of the school guidance worker. In time, however, it was found that the

nature and quantity of the work was not suited to an itinerant type post. Apart from the careers guidance work which was being carried out, more and more pupils were being referred for personality or adjustment problems, which made extra demands on the worker's time. Then, too, problems of this type often demanded that the guidance worker be immediately available, and for fairly lengthy periods.

Thus in 1967 the Education Department decided as an experiment to grant six high schools an additional post, that of Teacher-Psychologist. This person would be attached full-time to the particular school. The experiment proved to be so successful that it was then decided to appoint a Teacher-Psychologist to all secondary schools with an enrolment of at least 400 pupils. In 1971 this was changed so that secondary schools with 300 pupils or more were entitled to such a post.

In 1987, the title of Teacher Psychologist was changed to Teacher-Counsellor, and in the literature these two terms are synonymous. These people were, and are, largely responsible for the development and co-ordination of the Guidance programme at the school, although naturally working within a framework of directional advice from various educational personnel. Generally stated, their role has been to devise a programme

...to meet the [guidance] needs of the developing individual during the Secondary School Phase.

(Cape Ed., 1981, p 1)

1.2. What is Guidance?

Guidance is that range of services offered within the school context which aims at

*...helping an individual to know himself
and to understand and accept...facets of
his personality and personal circumstances.*

(ibid, p 1)

This definition of guidance focuses on those strategies of the guidance worker aimed at helping the pupil to develop his potentialities to the full, and to achieve a healthy personality. In order to do this, however, it is essential to have insight into the particular facets of an individual's development which require particular attention. Guidance, therefore, must take into account the needs of the pupil, and must structure itself around those needs as far as possible. If it does not do this, it runs the risk of becoming irrelevant.

In order to develop his potentialities and develop a healthy personality, the pupil must take many factors into consideration, both about himself, and the possibilities that exist for him. In this regard, guidance makes two basic assumptions:

- 1. More than one choice is available to the student; and*
- 2. Care and wisdom in making decisions among the choices can have a profound effect on his future.*

(Kowitz and Kowitz, 1971, p 14)

Naturally therefore, a vital aspect of the service offered is providing information on the various options available, and the pupil needs instruction in how to choose between various possibilities. This may involve a careful consideration of the likely outcomes of the various choices.

Kowitz and Kowitz (1971, pp 92 - 96), in summarizing a number of authors, suggest that the following are all essential conditions of guidance:

1. Guidance is based on respect for the dignity and worth of the individual.
2. Guidance must be student-centred.
3. Guidance is an integral part of education.
4. Guidance is based upon a study of the individual in his own cultural setting.
5. Guidance is a continual process from childhood to adulthood.
6. Guidance is assistance given in making choices, plans and decisions.
7. Guidance must help the student to realize and put into action his best self.

Within the South African context, Guidance consists structurally of two components. Firstly, the teacher-counsellor offers a counselling service to pupils and parents. Secondly, pupils attend weekly classroom lessons, called "Guidance", when the counsellor is expected to conduct discussions, workshops, information-giving sessions etc. on topics of relevance to the pupils' needs.

The obvious question arises, then: to which needs must Teacher Counsellors address themselves? The Cape Education Department provides their answer to this in a document directed mainly at the teacher-counsellor, namely the Manual and Scheme of Work for School Guidance.

1.3. The View of the Cape Education Department on "Pupils' Guidance Needs".

The MANUAL AND SCHEME OF WORK FOR SCHOOL GUIDANCE of the Department of Education of the Cape Province (1981) is divided into two main sections; the first deals with some

assumptions the authors make as to the basic principles of guidance, and a summary of the duties and responsibilities of the various guidance personnel in the educational structure; the second provides a scheme of work for implementation in schools mainly by teacher-counsellors.

In the first section, namely "Basic Principles of Guidance", the Manual places emphasis on meeting the needs of the individual pupil, and divides these needs into three general categories.

1.3.1. Need for Educational Guidance.

This section proposes that with regard to educational concerns, the pupil must be helped in two distinct ways: firstly, by provision of information regarding different types of schools, courses, subjects etc.; and secondly by providing the types of services which will help him to

...evaluate himself and his achievements.

(Cape Ed., 1981, p 4)

This last point is made to indicate that the pupil should find it possible to integrate the information in such a way that he will be better able to make decisions, and choices between alternatives.

1.3.2. Need for Career Guidance

He needs help in obtaining insight into his own capabilities and limitations in relation to career opportunities, and in evaluating thoroughly the possible implications.

(ibid, p 6)

The authors suggest that this is best achieved by a study of

the world of work in general, a study of specific careers in detail, and an insight into those aspects of the personal self which relate to career decisions e.g. abilities, interests, values, etc..

1.3.3. Need for Social/Personality Guidance.

This section refers to the development of personality and social adjustment

*...in their search for self identity...
and the development and fostering of a
realistic self image.*

(ibid, p 7)

It is clear, then, that the suggestion being made is that the pupils' guidance needs will fall into these three broad areas. Current literature in Guidance indicates that this is indeed so, and further identifies some specific needs which fall under the general area of Social/Personality needs.

The ideas of Gunter (1980), Cilliers (1975), Vrey (1979), Stark and Traxler (1974), Offer et al (1970), Rothman (1978), La Voie (1976), Coleman et al (1977), Erikson (1958, 1963, 1968), Zaccaria (1965), Havighurst (1953) and Garrison and Garrison (1975), when collated suggest the following:

- a. The need to be recognized as a person.
- b. The need to be recognized and treated as an individual.
- c. The need for assistance with further growth and development.
- d. The need for further development of the sense of identity and self concept.
- e. The need for opportunities to exercise choice.
- f. The need to experience a sense of meaning.

- g. The need for acceptance and a sense of belonging.
- h. The need to acquire an appropriate sex role.

So the Cape Education Department correctly (according to current literature) suggests some areas of general needs which must be addressed in Guidance programmes. The issue, however, does not end there, as will be demonstrated.

1.4. The Problem

1.4.1. The Necessity for Specific Needs Assessment in Guidance Programme Development.

Zaccaria (1969) identified a number of approaches to Guidance in contemporary education. While differences in approaches relate to which needs or population should be the focus of programmes, or how the needs can best be met, all approaches aimed at meeting needs. These needs, therefore, must be identified.

This point is strongly emphasized in the literature eg: Shaw (1968), Peters and Farwell (1959), Miller (1965), Mosgrove (1966), Garrison and Garrison (1975), Celotta (1977), Aubrey (1977), Froehle and Fuqua (1981), Burke and Peterson (1975), and Hammons (1975).

Ballast and Shoemaker (1978) state that

School counselors should deliver services aimed directly at meeting the needs of all students assigned to them. In order to do this, Guidance needs must be systematically identified.

They consider that identifying needs is the foundation of successful programme development, and make the important point that the guidance worker

...must focus on student needs, rather than the problem of the guidance department, the curriculum, the school or the effectiveness of the present process or programme.

(p 22)

Peters and Shertzer (1969) also stress this.

The guidance function must be organized around the needs of the pupils.

(p 25)

and Coleman (1952) suggests that if we are to provide an adequate guidance service, then

...we must understand children as individuals, know their personal needs...

(p 474)

Romig and Cleland (1972) make the same point strongly:

The first task of the school is to facilitate the child's attempts to have his...needs met.

(p 290)

And finally

It is generally agreed that some form of needs assessment activity should precede and accompany programme development.

(Froehle and Fuqua, 1981, p 511)

1.4.2. The Present Situation of Needs Assessment in South African Contexts, and in the Cape Province in Particular.

In 1980 the Human Sciences Research Council was requested by the government to conduct an investigation into all aspects of education in South Africa. Its findings were published in 1981, and one of the main documents produced was the Report of the Work Committee: Guidance. This report looks at various aspects of the then-existing Guidance system, and makes recommendations for structural changes to the administration of Guidance, for syllabus directions, and for the training of Guidance personnel.

In a manner which seemingly ignores the general literature on the subject of guidance programme planning, the report makes no mention at all of the importance of needs assessment as a prerequisite to planning. In fact, it appears that the committee presumes to know what the pupils' needs are, without making any attempt to find out what the pupils themselves think.

The committee has decided that the major need of the pupils...

(HSRC, 1981, p 13; emphasis added)

The report does, in this regard, state that

The provision of formal guidance shall be the responsibility of the state, provided that the individual, the parents and society shall have a joint responsibility, say, and choice in this regard.

(ibid, p 8; emphasis added)

They take this point no further, however, nor do they give any guidelines as to how this should be done, either nationally, or at the local level.

In the Cape Province specifically, the situation is much the same. In the section "Basic Principles of Guidance" in the Manual (1981) the authors point out that although guidance programmes must be directed at the general needs of the larger group of pupils, nevertheless

...individual uniqueness must also be recognized and respected and kept in mind when the needs of secondary school pupils are considered.

(Cape Ed., 1981, p 3)

Emphasis is thereby placed on the acknowledgment of individual differences and needs which must be met within the context of the overall programme.

In the preliminary comment to the second section of the Manual, the "Proposed Work Scheme", it is stated that

The following work scheme is a guide for the Teacher psychologist to draw up his

own schemes...to suit the local needs and circumstances.

(ibid, p 19)

In other words it is expected that the teacher counsellor should firstly keep the needs of the individual in mind, and secondly, in agreement with the literature, it states that he should have some idea of the needs of the particular population with which he is dealing before he develops his programme. And yet, while this point is stated in the Manual, and while the Manual does give suggestions as to general needs, the issue of the assessment of specific needs has been relegated to a place of relative unimportance in the whole: the Manual follows on with suggested content of the guidance course - no further mention is made of the assessment of needs of a specific community, or how this should be done.

The problem, therefore, becomes this: on the one hand we have the experiential world of the pupil, and on the other hand we have the suggested guidance programme. Whether the latter meets the needs of the former is a matter of speculation, and some doubt. The fact that assessment of needs is paid some lip service in the Manual seems to be a serious oversight. Then, too, as can be seen from the earlier consideration of the literature, the majority of the needs of the adolescent are concerned with the Social/Personality areas. Yet in South African schools, far more attention is given to meeting the needs of pupils with respect to their Educational and Vocational concerns.

Evidence for this viewpoint is threefold. The brief of the HSRC (1981) investigation was

...primarily to suggest ways that education could contribute to fulfilling the manpower needs of the country.

(Euvrard, 1987, p 15)

Therefore the report itself is loaded strongly towards Vocational Guidance, and the type of Educational Guidance needed for a careers decision.

Secondly, in the literature on guidance, far more attention is given to the theory and practice of Careers Guidance than to social or personality concerns. Workbooks and teaching strategies relating to careers choice have been available for decades. The same type of material dealing with social and personality issues have appeared, comparatively speaking, fairly recently.

Thirdly, the researcher's own experience of more than a decade in guidance work, and the resulting contact with a variety of other guidance workers and situations, strengthens this belief.

It is therefore possible, in fact quite likely, that specific needs within the Social/Personality areas are largely being ignored in South African guidance settings today.

1.4.3. Summary and Aims of this study.

In this chapter, it has been shown that virtually all guidance programme development strategies begin with the identification of needs, and that these needs must be specific enough to relate to individual differences.

Furthermore, the curriculum for Guidance in the Cape Province considers it necessary that Teacher Counsellors evaluate and

recognise local needs in developing their guidance programmes.

It has also been suggested that the area of guidance needs which is given the least attention in South African schools is that of Social/Personality needs.

The aim of this study, therefore, is to attempt to discover the specific needs of a group of secondary school pupils in a co-educational setting, which fall within that area of needs previously identified as Social/Personality.

Although this study will not attempt to develop an actual Guidance programme, an attempt will be made to state the identified needs in such a way as to facilitate the development of possible programmes.

In addition to this primary aim, the issue of sex-related and age-related differences in needs will be addressed, with the possibility existing that suggestions for different programmes for different sexes and age groups can be made, or at the very least suggested guidelines for differing emphases based on these two factors.

CHAPTER TWO

ADOLESCENCE

2.1. Introduction

As stated in the previous chapter, the aim of this study is to discover certain guidance needs of high school pupils. Therefore a clear understanding of their life world becomes essential. As will be demonstrated by definition, their life world is referred to as "Adolescence". Consequently, the aim of this chapter is a careful consideration of the nature of Adolescence in order to appreciate more fully the context in which their guidance needs arise.

2.2. Definition

Adolescence has been described as a time when young people

...begin to assert themselves as distinct human beings.

(Bandura, 1964, p 2)

While it is understood that development is a continuous process from birth, certainly from both a physical and non-physical point of view, the period of adolescence stands out as a major period of growth towards a qualitatively different outcome, namely adulthood.

Definitions of adolescence vary and emphasize different aspects and approaches. They range from the Psychological (Ambron 1975) to the Social (Landis 1945; Erikson 1963); from the Maturational (Rogers 1972) to the Cognitive (Piaget 1947); and from the Physiological (Flaherty 1969) to the Cultural (Benedict 1938). For the purposes of this study, however, a less specific view is needed, one that will

generally include the range of situations and developmental events that characterize adolescence. Manaster (1977) suggests a comprehensive definition based on studies of over one hundred definitions, and this is more suited to the purpose at hand. He suggested that:

The onset of adolescence...

- 1. is based on physical change i.e. puberty;*
- 2. may be facilitated by social factors, i.e. change in group belongingness that is self-perceived or desired;*
- 3. is defined by age and related social situations.*

(p 25)

McCandless (1970) provides us with the necessary age limit range of puberty when he reports that the age range for girls reaching puberty is 10-14 years (average approximately 12 years) and for boys 11-15 years (average about 13 years).

It is difficult to pin down the beginning of changes in social situations, as these are a process of development. However, by the time the child reaches high school,

- a. the age qualification for adolescence exists, and
- b. the process of social and physical change has almost certainly begun.

Just as it is difficult to pin down the exact lower limit of adolescence, so it is difficult to suggest the upper limit. There does not seem to be a major developmental change that signals this, as puberty tends to do with the lower limit.

The best that can probably be suggested is that adolescence

ends at the time of certain changes in social situations.

...such factors as when an adolescent leaves home, gets a job, and can vote, determine when his transition from childhood to adulthood is complete.

(Blair and Jones, 1964, p 3)

...it is held that adolescence ends when an individual attains emotional and social maturity, and has acquired the requisite experience, ability and willingness to assume consistently over a large range of activities the role of an adult as is defined by the culture in which he lives.

(Horrocks, 1976, p 13)

Many of these changes only become apparent as the adolescent leaves high school.

For the purposes of this study, therefore, 'Adolescent' will refer to that child presently in High School.

During this period of growth, adolescents show some basic psychological characteristics that are consistent and fairly stable, in the sense that they are experienced by many, if not most, adolescents. A consideration of eight of the more important characteristics will give a fuller picture of this stage of development.

2.3. Characteristics of Adolescence

2.3.1. Introspection and Self-Consciousness.

The adolescent is an introspective being. Perhaps more than at any other time in human development, this seems the age for prolonged self-examination and exploration.

It is they who question "Am I normal?" while too young to have a clue to the answer from personal experience, yet old enough to pose the question for the first time in a conscious way.

(Clarke-Stewart and Koch, 1983, p 293)

This questioning is necessary if the adolescent is to come to some knowledge and understanding of who he is. He needs to know something about his strengths and weaknesses, his likes and dislikes, his values etc., and specific aspects of his personality which make him think, feel, and act in certain ways. Because the adolescent has a vastly extended intellectualising ability, he is now able to consider the facts of his own personal past, and interpret present reality in terms of these. For this integration of past experiences and current realities to be meaningful and effective, the adolescent has to feel that his previous history is in some logical order, which makes sense. This can only be achieved, however, through self-examination.

Self-examination takes place in a number of ways, and leads to self-evaluation, although this evaluation is often not a conscious process. For instance, he compares himself in a multitude of situations and different environments with others, and observes his differences and similarities. He notices his own reactions in certain situations, and how his reactions change from mood to mood. He sometimes quite painfully becomes aware of the extreme swings in his personal

feelings towards people and things. In all of this he evaluates himself and makes certain judgements about himself.

Arising from this intense concern with the self is one of the more noticeable characteristics of adolescence, that of self-consciousness.

The obligation now to commit oneself with a sense of free will to one's autonomous identity can arouse a painful all over ashamedness...such shame...adheres to one's having a public identity exposed to age mates and to be judged by leaders.

(Erikson, 1968, p 183)

This self-consciousness leads the adolescent at times to behave in ways not consistent with his real desire or even his real personality. He feels that everyone else is as aware and concerned with himself as he is, and, as a result, he feels constantly observed. He will therefore modify his behaviour at times in order to seek approval, rather than run the risk of censure, either by peers, or by adults.

...a fear of departing from some vague norm is widespread among adolescents.

(Clarke-Stewart and Koch, 1983, p 404)

For example, he may not always be totally honest about his own personal views or beliefs. It is not suggested that he deliberately modifies his opinions to suit the situation, but that this may be an unconscious reaction to his feeling of being "under the spotlight."

2.3.2. Self-concept Formation

Burns (1982) defines the self-concept as

...the sum total of the views that a person has of himself, and consists of beliefs, evaluations and behavioural tendencies.

(p 29)

Uniqueness of the self-concept is stressed by Shaffer's (1985) definition.

One's sense of oneself as a separate individual who possesses a unique set of characteristics.

(p 469)

It is clear from the literature that the self-concept is generally regarded as learned, as opposed to the view that it may be innate. (Mahler et al 1975; Lewis and Brooks-Gunn 1979; Brooks-Gunn and Lewis 1981). It is formed as a result of experiences , and Hansen and Maynard (1973) suggest that

....it seems to be almost a by-product of other learning experiences. It could be said that to a real extent it is the result of incidental rather than planned learning.

(p 26)

The self-concept seems to become recognizable when the child is able to view himself in relation to other people, and when he has an appreciation of the ways in which others view him.

By adolescence his understanding of his "self" has become more abstract. Selman (1980) suggests that even young adolescents are aware of the fact that they have self-awareness, and that they believe that they can control their feelings. Adolescents are also able to distinguish between their public and private selves, and to note that these selves often differ.

Two aspects of the self-concept must now be considered.

2.3.2.1. Self-Esteem.

Self-esteem is

*.....a person's feeling about the qualities
and characteristics that make up his...
self-concept.*

(Shaffer, 1985, p 473)

Harter (1982) proposes four aspects to self esteem, namely Cognitive competence; Social competence; Physical competence; and General self worth. A combination of these will lead to the individual's self esteem. Harter's research indicates that a child's level of self esteem is well established by middle childhood.

During early adolescence, self esteem seems to decline (Simmons et al 1973) and then it gradually increases over the next years. (McCarthy and Hoge 1982; O'Malley and Bachman 1983). Explanations for this drop in self-esteem in early adolescence point out that, with the onset of puberty, adolescents become critical of their changing body image. Then, too, with the move from primary to high school, they suffer a status change from being the oldest, and in some ways most important, to being the youngest, and in some schools the least important.

Erikson (1963) believes that this decline in self worth is due to the fact that adolescents are re-evaluating themselves as they search for a stable identity, and are thus less sure of their worth than they were at an earlier, less questioning age.

2.3.2.2. The Identity Crisis.

The identity crisis is Erikson's term for the uncertainty and discomfort adolescents face when they become unsure about their present and future roles in life.

Marcia (1966) analysed and summarized Erikson's views of the identity crisis, and concluded that adolescents can be classified into one of four identity stages.

a. Identity confusion.

No commitments have yet been made to important attitudes, values or goals for the future, because the adolescent either has not yet faced the identity crisis, or has not yet resolved it.

b. Identity foreclosure.

The adolescent here has made commitments to goals, beliefs etc., not as a result of having resolved an identity crisis, but rather through adopting the values of others without much questioning.

c. Moratorium.

This describes a person who is experiencing an identity crisis at present, and is therefore in an exploratory stage, where various values, beliefs etc. are being considered.

d. Identity achievement.

This person achieves an identity, and thus resolves the

crisis, by making a firm commitment to a career, a sexual role, and an ideology.

American research (Meilman 1979; Archer 1982) has suggested that the identity crisis usually occurs in late adolescence, in contrast to Erikson's view that it occurs in the early stages of this period.

Two aspects of the self concept stand out as being important in the understanding of adolescence.

Firstly, as Purkey (1970) notes,

...the self is not instinctive, but is developed as a process of experience [and therefore] is remarkably plastic, changeable, and possesses infinite capacity for growth and actualization.

(p 30)

Secondly, it may be that

...many of the difficulties which people experience in most areas of life are closely connected with the ways they see themselves and their world.

(ibid p 2)

2.3.3. The Issue of Storm and Stress

For many, if not most adolescents, this time is not a period of total confusion and uncertainty. Indeed, the teenage years can be happy, relaxed and productive. This thought is in contrast to the idea that the time of adolescence is

necessarily one of conflict and emotionally difficult experiences and behaviours.

The idea of adolescent turmoil has been one which has been widely supported in the literature from earlier years. [Gallagher and Harris (1958); Hurlock (1955); Josselyn (1948); Mohr and Despres (1950); Parsons(1950); Pearson (1950) and Warshaw (1978)]. It has been suggested, however, that available data indicate that the concept of storm and stress has been exaggerated (Conger 1973). Naturally it is clear that many adolescents do go through emotional turmoil, but the universality of this phenomenon may be in doubt.

Not all societies experience this storm and stress during adolescence, as has been demonstrated by the study of the Cheyenne Indian by Hoebel (1960), and the now classic New Guinea society study by Mead (1935), to mention a few. But in these instances the issue does seem to be confused. Garrison and Garrison (1975) point out that in those societies where there does not seem to be a conflict between the adolescent and society, the adolescents do not seem to show the same personality characteristics as in the American/Western teenager. Nevertheless, with reference to our Westernized society, views such as those of Offer(1969) and Bandura(1964) hold that adolescence is not necessarily a time of emotional upheaval for the majority of adolescents. Bandura (1964) in fact goes so far as to describe the traditional views of storm and stress as "Mythology". Despite the fact that his views were made nearly twenty five years ago, they still have relevance in a society which popularly still believes that disturbed difficult teenagers are the norm.

He cites seven sources of this Mythology (pp 227-231):

a. Over-interpretation of superficial signs of non-conformity, particularly "fad" behaviour.

b. Mass media sensationalism in which the atypical teenager is portrayed, rather than the normal, average, and (from a media point of view) unexciting teenager.

c. Generalisation from samples of deviant adolescents, where professionals base their accounts on their own dealings with largely delinquent groups.

d. Inappropriate generalisation from cross-cultural data, where the typical American/Western tradition is a slower process, problems are anticipated and expected.

e. Over-emphasis of the biological determinants of sexual behaviour. The increase in heterosexual problem activity is as much due to social conditioning and expectations as to any biological change or development.

f. Stage theories of personality development which propose special characteristics, and by so doing, label an entire population.

g. Self-fulfilling prophecy. A society that labels its youth as rebellious, etc. may well drive them into the role of rebels.

If one accepts, then, that the idea of adolescent turmoil may have been exaggerated, it leaves one free to observe that many adults look back on adolescence with fond memories.

Berzonsky (1981) takes what is perhaps the more practical approach to this issue, when he suggests that, rather than

decide on whether the time is or is not a period of storm and stress,

it seems more reasonable to ask the following: what are the factors and events that contribute to stress and crises during adolescence, and why are some adolescents better able to handle these events than others?

(p 124)

2.3.4. Indecisiveness

Notwithstanding what has been suggested regarding the storm and stress issue, the adolescent does experience indecisiveness. The very nature of this indecisiveness is caused by the fact that, while the adolescent is trying to understand who he is, he is also very clearly faced with the problem

...of discovering who one can be, and ... who one will choose to be.

(LeFrancois, 1976, p 380)

The adolescent, in considering his future, is faced with many more alternatives than ever before, and it becomes necessary not only to consider these various possibilities but also to try out as many of these roles as possible. This "role experimentation" is a means of discovering where his true talents, abilities and interests lie. However, role fixation may occur if the adolescent is faced with too many possibilities, because he may experience tension and stress at having to decide from many options. This can also occur if he is limited to a consideration of too few, because he is then not aware of the range of other possibilities that may

be open to him. As a result, the adolescent may choose an inappropriate role. This adolescent may

...derive a sense of identity out of a total identification with that which he is least supposed to be, rather than struggle for a feeling of reality in acceptable roles that are unattainable with his inner means.

(Erikson, 1968, p 178)

That this role experimentation is possible is evidence of the fact that society at times accepts what in other circumstances (e.g. at an older age) may be termed "delinquent behaviour". This type of experimentation is not necessarily anarchistic, however, for it

... follows the unwritten codes of adolescent subsocieties and thus is not lacking in a discipline of its own.

(Erikson, 1968, p 184)

Often the fact that many young people in early to middle adolescence who have been considered by their peers and adults to be normally functioning members of their society, rather suddenly start exhibiting anti-social behaviours, or begin to get into the type of "trouble" that seems out of character for them, indicates the multitude of possibilities that the adolescent faces, and from which he has to choose. He will often be unsure of what to do, of right and wrong, and of which way he should go.

It is important, however, to keep the role of indecisiveness in context, so that the adolescent is not seen mainly as

...a cloud drifting about in accord with the pressures and currents surrounding it...

(Mitchell, 1971, p 6)

Adolescents are much more than the passive "takers-in" of social roles and mores. Notwithstanding indecisiveness they are

...self-directing human beings...they can [and do] act, and react.

(ibid, p 6)

2.3.5. Independence

In normal circumstances, the child who arrives at adolescence has learned to be dependent, mainly on his parents, but also on many other significant adults. In this period of his life, however, it is necessary for him to become progressively more independent and it is perhaps in this aspect that the most problems occur, both to himself, and to those around him, particularly his parents.

Achieving independence from one's parents is not a painless process...and can cause considerable distress, particularly if one or both parties are not prepared.

(Ralston, 1974, p 70)

Then, too, if the adolescent does not resolve adequately the conflict between the two extremes of dependence and independence, it is likely that he will experience problems

of a general nature with many other facets of his development.

Conger (1973) suggests that the degree of difficulty the adolescent experiences in attaining independence depends largely on

1. *The consistency, the rate, and the extent and complexity of independence training sanctioned by the society as a whole; and*
2. *the child rearing practices and models of behaviour provided by the parents.*

(p 203)

In the first instance, Conger refers to the fact that some societies have formalised, ritualised "rites de passage" whereby a child is initiated into the adult society. The Xhosa-speaking people are a good local example of a group which still practises these formalised rites, during which

...the boys are instructed on...adult behaviour...In this way they become men.

(West, 1976, p 18)

In our Westernised society there is not this formalised experience, and the adolescent is left to fend for himself, often having to face conflicting ideals and beliefs, as well as inconsistently applied rules.

In the second instance, Conger emphasises the vital role the parents play in the process of preparing the child for

independence, by the way in which they deal with his demands to be

...independent from parental evaluation of behaviour.

(Mitchell, 1971, p 69)

The fostering of independence from a parental point of view seems to have much to do with the parents' overall attitude and approach to the issue of control and independence. Trojanowicz (1973 pp 72-74) links methods of parental control directly to juvenile delinquency, emphasising the vital role played by the parents in the successful attainment of independence by the teenager.

Naturally, the parents themselves are dependent on the child for the gratification of certain needs, such as love, a need to be needed, to be important, etc., and parents often struggle as a result to grant or encourage this independence-gaining process.

Mitchell (1971) suggests that the areas most affected by the drive for independence are:

1. *Economic independence (having some sort of outside income);*
2. *Sexual independence (having a certain amount of sexual behaviour);*
3. *Independence from the rules, regulations and timetable of the household;*
4. *Independence from authority in general;*

5. *Independence from the specific authority figures which must contradict certain impulses;*
6. *Independence from supervision;*
7. *Independence from parental evaluation of behaviour;*

(pp 68 - 69)

It must not be thought though that adolescence is a constant drive for independence - on the contrary, the adolescent by nature is still dependent to a large extent, and desires this. Bowlby (1980) examined the adolescent's need for attachment, and found that while a teenager may move out from his parental base more often than he used to in earlier years, he nevertheless wants the security of knowing that the base is there. In fact, until the adolescent is ready to move out of the household and establish autonomy, he will be dependent in many areas. The success to which he adapts to complete independence will depend largely on the successful handling of this dependence/independence conflict during his adolescent years.

2.3.6. Idealism

An ideal...is an attitude or a series of attitudes towards one's own or others' behaviour and motives...that endeavours to have such behaviour and motives embody perfection...The idealistic person is one who emphasises ideals over reality.

(Horrocks, 1976, p 280)

That the adolescent as a person is highly idealistic is

supported fairly generally in the literature. He will often hold a high standard of values and these values may occupy a good deal of his thought time. He is concerned with world peace, honesty in politics, social issues and various other areas which lend themselves to an idealistic approach.

*New national and international issues
will continue to challenge youth.*

(Sebald, 1984, p 99)

Various ideas have been suggested as to why this idealism develops during adolescence. Eisenmann (1968, p 184) suggests that the adolescent not only has to define himself during this period of his life, but also has to define the world around him. He may then generalize from the question "What could I become?" to "What could the world become?". Activism among young people is a good example of this type of idealism.

*Youth activism...in our age is essentially
a search for alternative realities that
make more sense and offer clearer
identities than the present system.*

(Sebald, 1984, p 310)

Another view is put forward by Stone and Church (1970), who suggest that idealism may be the result of resistance to growing up. The adolescent uses it as a defence against facing the realities of the adult world, which includes responsibilities, commitments and many imperfections.

A third view is that put forward by Block et al (1969), who believe that emerging idealism during adolescence may be the result of heightened cognitive abilities.

With the development during adolescence of propositional, hypothetical thinking, it becomes possible to articulate a set of ideals based upon what could be real for one's self and one's society.

(p 205)

They point out that the development of an ideal concept is only possible when the individual is capable of

...future oriented reflective thinking...

(p 205)

All three explanations, however, emphasize personality characteristics which seem mainly to be peculiar to adolescents.

Idealism in adolescence leads to a number of problem attitudes and behaviours. In this regard Mitchell (1974 p 172) identifies two different types of idealism.

1. That which borders on the philosophical and is worthy of serious attention, and could be creative; and
2. that which is not much more than childhood naivete (as when parents are thought to be, and expected to be, perfect).

Problems resulting from these two forms of idealism are often of an interpersonal nature. For example, his relationships may suffer if he becomes intolerant of views other than his own, or when he forgets the fact of individual differences and begins to generalize, often from single examples. This may lead to disillusionment and even cynicism.

On the other hand, Dacey (1982) suggests that

...in the young person's search for a person or an idea to be true to, he is building a commitment to an ideology that will help him unify his personal values.

(p 45)

The idealistic component of adolescence is important because idealism can be a creative, action-encouraging motivator in later life. It is important, however, that a balance be found and that the adolescent eventually should arrive at a point where he can

...see and accept people as they are and maintain a high personal standard of values while he works out an acceptable relationship between his values and the realities he encounters in daily living.

(Horrocks, 1976, p 261)

2.3.7. Sexuality

During the years immediately prior to the age of about ten, the amount of hormones secreted in both males and females begins to increase. This secretion leads to the physical changes that characterise puberty, namely rapid physical growth, changing bodily proportions, and changes in the primary sexual organs and reproductive system. With these changes comes a growing awareness of what it means to be a sexually mature person, and it is with this emerging

sexuality that the adolescent has to grapple, in terms of the fact that

The course of sexual maturation gives rise to strong forces of motivation which lead behaviour into new channels.

(Sandstrom, 1966, p 214)

Of course, the crucial manifestation of this emerging sexuality is sex role development, where the adolescent is forced to identify with and accept as his own all the facets of his gender. Certainly, as Shaffer (1985, p 522) points out, development of the concept of gender, and sex role stereotyping, have already begun by the age of two, and sex-typed behaviour even earlier than that. Research by Brooks-Gunn and Lewis (1981 and 1982) confirms this. By the time adolescence arrives, he already has a gender identification in slightly deeper than biological terms, but it is during the period of adolescence that this is worked through into practical forms, both in terms of the way he thinks about himself, as in the way he behaves sexually. This "sexual socialisation" can be defined as

...the process of becoming sexual, taking on a gender identity, learning sex roles, understanding sexual behaviour, and generally acquiring the knowledge, skills and dispositions that allow a person to function sexually in a given culture.

(Lerner and Spanier, 1980, p 289)

Spanier (1977) suggests that there are five important components of sexual socialization.

2.3.7.1. Development of sex object preference.

Adolescence is a time when an individual learns to direct his sexual interest towards persons of the same or opposite sex. Various factors explaining this choice have been postulated. Spanier (1977) proposes that both Biological-Hereditary and Social-Psychological factors contribute towards the determination of sex object preference, but this does not seem to be borne out by research. As Conger (1973) states

...while deviant hormonal or other biological factors may occasionally play some role in fostering personality characteristics or drive patterns more typical of one sex than another, there is currently no indication that they significantly affect overall heterosexual or homosexual life styles or choice of partners.

(p 274)

and further

...what appears most clear on the basis of research to date is the dominant role... that psychological and social forces play in the sexual orientation for most individuals.

(p 274)

2.3.7.2. Development of Gender Identity

In adolescence this usually consists of an affirmation of earlier developed gender beliefs about the self. Gender identity itself, according to some research (Money and

Ehrhardt 1972), seems to be fixed during a period of a few years, beginning at about 18 months and ending by age 4 or 5 years.

A great many adolescents who may experience problems in this area do so not because of abnormal development or particularly unusual or unique experiences, but rather because sexual identification may be mainly emotional in nature, and

...remarkably free in many of its manifestations from cognition (sometimes disconcertingly so).

(McCandless, 1970, p 411)

2.3.7.3. Development of Sex Roles

This component involves the process by which individuals learn to define roles in gender or neutral terms, and how adolescents conceptually identify with these behaviourally orientated roles. On the basis of initial stereotyped observations of the way people of different gender behave, the adolescent's behaviour is then perpetuated in a direction consistent with the stereotype. As a result, a self fulfilling prophecy is developed which maintains the stereotype.

2.3.7.4. Acquiring Sexual Skills, Knowledge and Values.

This component consists of three aspects. Firstly, the adolescent learns about sex. This can be formally, as in sex education classes, or informally, from peers, family, etc.. Secondly, adolescents learn how to be sexual - how to engage in sexually appropriate actions. Thirdly, the adolescent has to acquire values to guide his behaviour.

2.3.7.5. Development of Disposition to act in Sexual Contexts.

This part of sexual socialisation is the link between the theoretical information on sexual matters and values, and actual behaviour - in other words how to translate theory into practice in a socially acceptable manner, and also in a way which will not bring the adolescent into conflict with his own emerging beliefs.

These, then, seem to be the factors involved in sexual socialisation. Its acquisition is facilitated by the fact that

Adolescence is a time of greater behaviour fluidity than the immediate preceding or following years...

(McCandless, 1970, p 436)

2.3.8. Peers

The beginning of pre-adolescence is noticeably marked by the appearance of a new type of interest in another person, which is different in quality from that interest expressed in others, prior to this age. As a result, one of the major tasks of adolescence becomes that of social maturation. As the individual's independence from the family becomes more pronounced, so his social contacts increase, and the level of mature socializing which is expected from him also increases. This social maturing is facilitated by contact with peers, and it is during this stage of development that the adolescent becomes group conscious.

Hartup (1979) points out that peers have often been seen as a problem in terms of the negative influence they may have on an individual.

This is perhaps an unnecessarily negative view. In fact, it seems that

Dominant peer influence promotes social learning; that is, it helps an adolescent break away from childhood behavioural patterns and facilitates his learning of more diverse social behaviours.

(Thornburg, 1975, p 144)

Adolescent peer-group relationships are also an opportunity to compare and evaluate the values instilled by parents.

Dunphy (1963) suggests five stages of group development in adolescence. Starting with the pre-crowd stage, stage 1, where groups are typically unisexual in composition, development moves on to stage 2 in which these unisexual groups interact with each other, and find each other acceptable. This is the first true peer group. Stage 3 sees the socially more mature members of these unisexual groups beginning to emerge in individual heterosexual interaction. It is important to note that these adolescents nevertheless retain membership of their own unisexual groups during this stage. The reorganizing of these groups into heterosexual cliques comprises stage 4 which disintegrate during stage 5 as couples are formed at an age where it is both socially more acceptable, and practically possible, for more serious "love" relationships to exist.

Thornburg (1975) proposes a number of reasons why group identification is important to adolescents.

a. It helps in the process of emancipation.

- b. Group identification spurs competition.
- c. It promotes heterosexual attachments.
- d. It promotes conformity.

Ausubel (1954) would add a fifth:

- e. It provides the adolescent with the chance to demonstrate his competence through his own status, rather than through the derived status of a child (derived from adults).

It becomes clear when considering these facts that the adolescent becomes very concerned with

....acceptance and rejection by certain groups; trying out various roles or status positions within groups; and mediating between parental and peer group pressure.

(Haviland and Scarborough, 1981, p 200)

Exactly how much of an impact the peer group has on adolescent behaviour and values is difficult to judge. Thornburg (1975) contrasts two opposing views, both of which are fairly well supported in the literature. The first view maintains that parents continue to have the major impact on their children during this time.

...most adolescents are not militantly at odds with the values of the parent generation...

(Clarke-Stewart and Koch, 1983, p 413)

The second view proposes just the opposite, and suggests that adolescents tend to follow their peers to the point of rejecting their parents' views and norms.

It seems safe to conclude that there has never before been so massive a recession of the young from the adult society into their own subsociety, which is not only different, but opposed to adult standards.

(Sebald, 1984, p 318)

Whichever is proven to be the more accurate view, this does not alter the fact that the peer group becomes of vital importance during this time, as the adolescent becomes more group-conscious and more aware of his relationships.

2.4. Conclusion.

Adolescence, and early adolescence in particular, can be seen as a time of transition, and overlaps to a large extent with childhood. It is a time when new experiences abound.

Every aspect of the person is changing, growing and modifying during these critical years. The stability of childhood vanishes before the eyes of the early adolescent to be replaced by the uncertainty and unpredictability of teen existence.

(Mitchell, 1971, p 1)

The extent to which the adolescent successfully deals with this uncertainty, to a large degree depends on the success or otherwise he has in relating new events into a total structure.

....man is influenced and guided by the personal meanings he attaches to his experiences.

(Hamachek, 1975, p 24)

Therefore, a basic characteristic running through all these various aspects of adolescence is the need to understand. This need is linked to the increased intellectualizing powers which the adolescent has at his disposal, and relates to his need to sense what significance individual events and people have in relation to his life, and life in general.

The need to understand consists of a number of components. Firstly, he needs information. Secondly, he needs a structure of values in which to understand this new information.

Values can be likened to guidelines that give direction to life. When a person's guidelines are blurred, he or she is conflicted and has difficulty making decisions.

(Dacey, 1982, p 400)

Thirdly, he needs the opportunity to act on the newly-acquired information.

The adolescent tries out numerous self-images and behaviours and accepts or rejects them.

(Dacey, 1982, p 28)

Fourthly, and finally, he needs feedback from significant others, other than his peers.

When these conditions are met, his understanding of himself in relation to the world, with respect to the characteristics previously discussed, can enable him to work positively through this period of his life.

In conclusion, it needs to be stressed that this chapter is a discussion of the general characteristics of adolescence. Sight must never be lost of the uniqueness of the individual.

Basically, adolescence is an existential problem deeply felt by the individual. It is not a collective problem. The collective problem, is the subculture that emerges as a consequence of adolescence.

(Sebald, 1984, p 2)

CHAPTER THREE

RELATED RESEARCH

3.1. Introduction

The assessment of the needs of particular groups, individuals, or organizations, has received wide research attention in the last decade or so. The research literature abounds with needs assessment studies in the widest possible range of situations.

The aim of this chapter is:

- a. to examine this research, in order to gain insight into needs assessment in education in general, and Guidance in particular;
- b. to determine the nature of any needs assessment research in South Africa;
- c. to examine methods of assessing needs in order to gain insight into possible designs for this study.

3.2. Needs Assessment Research in Educational Settings other than Guidance.

The assessment of needs has had an important function in general curriculum planning, with a number of researchers undertaking this on behalf of various educational bodies. (e.g. Starnes 1977; Gault 1978; Gowen 1980). Marshall (1980), for example, designed a study to determine the educational needs of adolescents in a particular rural setting in the United States, with the intention of suggesting directions for curricula in similar rural settings.

Also within the field of curriculum planning, Epstein (1983) sought to develop a survey instrument to be used in assessing needs of Jewish school communities, and to assess the use of this instrument in regional planning of Jewish School education. Through an extensive survey of related literature, the use of needs assessment in Jewish education was examined, and the Jewish Community Educational Needs Survey (JCENS) was developed. The JCENS was used in three separate Jewish schools, and the researcher came to the conclusion that the survey did, indeed, yield a basis for the development of guidelines for Jewish curricula planning.

Mitchell (1983) utilized three methods of investigation to determine the critical educational needs of the Los Angeles Southwest College Community:

- a. a review of the literature related to needs assessment;
- b. a questionnaire survey of students.
- c. interviews with key college personnel and community representatives.

He found that this method was successful, particularly in identifying unmet educational needs, and was thus able to make representations which were compatible with the college's mission and goals.

In the South African context, Du Preez (1979) designed a study the purpose of which was twofold. Firstly, he aimed to give a description of the historical development of education in Transkei, and secondly, to indicate the present and future educational training needs, so as to be able to formulate directives which could serve as a foundation for future educationally justifiable system planning.

His method of investigation consisted of six aspects:

1. Personal observation by means of visits to educational institutions and organisations.

2. Interviews and discussions with people familiar with the educational system of Transkei.
3. The study of primary sources consisting of statistics, official publications and circulars of the Transkei Education Department and Department of Internal Affairs.
4. The study of secondary sources covering the historical development of education in Transkei and the planning and development of educational systems.
5. The study of forecasts of pupil figures and estimations of the supply of teachers and physical facilities.
6. The study of secondary sources supplying information about the natural and cultural circumstances which influence the structure of the Transkeian educational system.

As a result of his analysis he was able to suggest areas of concern which needed immediate and/or long-term attention.

Needs assessment studies have also addressed themselves to specific educational areas.

Pearsall (1980) designed a questionnaire to discover the needs of ninth-grade music pupils, through identifying areas of designated interest. He felt that, because individual differences among students are magnified in junior high school, their needs would be as different as their backgrounds. Areas of Designated Interest were identified by the students, from questionnaires developed by the teacher. On the basis of this, individual learning packets were created, designed to come closer to meeting differences in needs.

The needs assessment process itself has been the subject of research. Johnson (1980) attempted to develop and implement a systematic needs assessment of reading/communications arts in a small rural school, in order to focus on the needs assessment process itself, as well as the people involved in that process, so as to address the problems encountered in each phase of needs assessment procedures. His survey instruments consisted mainly of questionnaires, with some recourse to interviews with school personnel.

Harriman (1981) designed research of which the purpose was threefold; the first was to identify the groups who help ascertain educational needs in Illinois Community Colleges; the second was to identify the needs assessment techniques used; and the third purpose was to examine the effectiveness of these techniques. He found that the needs assessment technique used by most colleges and ranked overall as the best (by the directors of the colleges) was the citizens advisory council/committee. This type of council usually consists of interested and informed persons from the larger community in which the institution is based, and may also include members of the staff.

It is significant that, of the needs assessment techniques ranked among the top six for effectiveness (ranked by the colleges), none included any direct response from the students. This is in direct contrast to most other studies of needs assessment, where the students' views are usually taken into some account.

Staff training and development have received attention. Bohun (1984) designed a study to identify training and development needs of teachers within a work setting. The study focused on a comparative analysis of the discrepancies between the current and intended work practice and expectations of the principal participants within the social context of the work process. It was the first study to

utilize the interview format for perspective discrepancy assessment. Bohun found that his results not only provided information with respect to training and development needs, but also enabled recommendations to be made for major policy and procedural changes.

Another needs assessment study in this area involved programmes for a teachers' centre. By gathering data, through the use of a 176-item questionnaire, and systematically selected interviews, Schullery (1977) was able to make recommendations for the composition of courses.

Needs assessment has played a part in the comparing of different educational environments. By measuring the extent to which schools meet students' needs, Jackson (1983) attempted to determine whether students in alternative environments had more favourable attitudes and perceptions of their educational experience than did students in conventional school settings. The instrument used to assess the needs was the Statement About Schools Inventory (SASI), an 84-item questionnaire yielding scores relating to students' conception of school as well as to their ideal conception of school. Jackson found that environment did have an impact on perceptions and attitudes, and suggested that further study in this field was indicated.

So it is clear that needs assessment research in educational settings has been extensive and varied.

It now becomes necessary to examine some of the research trends in the field of Guidance.

3.3. Needs Assessment Research In Guidance.

Needs assessment research in Guidance seems to be a fairly world-wide phenomenon, although its frequency of occurrence in major Western countries is easier to establish than in developing nations, where needs assessment may be of a more informal nature.

Burch (1979), Jones (1979) and Kesner (1977) all designed studies to determine the guidance needs of high school students in selected areas of the United States.

Burch's (1979) project specifically was to develop an instrument which could be used by high school counsellors to identify the general needs of their high school populations. Using the input from students, teaching personnel, counsellors and parents, from a large suburban school, several types of instruments were designed. From these, guidance professionals developed the Maryland Students Needs Survey, in questionnaire form. The questionnaire has four factors: Personal/Interpersonal needs; Career/Post High educational needs; Academic needs and Cultural/Adjustment needs. After extensive administration of the questionnaire, the author came to the conclusion that the survey did appear to be valuable in assessing student needs.

Jones' (1979) study displayed a two-fold purpose: firstly, to determine the discrepancies between the amount of guidance and counselling help certain secondary students need, and the amount of help their schools are providing; and secondly, to arrange perceived discrepancies in priority order. The data-gathering instruments were similarly-worded rating scales developed for three major groups of respondents - students, parents and school staff members. The rating scale contained items representing six areas of student needs: academic, career development, educational, personal, social and vocational. The main finding of their study was that overall, in this particular district, respondents appeared to

be satisfied with the help they were receiving, with the students being the most satisfied of the three groups.

Kesner's (1977) research had as its aim the assessment and comparison of the guidance needs of pre-adolescent and early-adolescent students in different districts. The instrument used to assess needs was the Guidance Needs Assessment Inventory (GNAI), which focused on five areas of needs:

1. Academic skill development
2. Educational/Vocational development
3. Interpersonal relationships
4. Intrapersonal understanding
5. Career development

He found significant differences in expressed needs between districts.

Many Guidance needs-related studies in Western countries have, however, focused on more specific aspects of guidance than general needs. This is perhaps because guidance has been an accepted and practised concept in the West for a number of decades, and therefore research becomes more specific as refinements in approach are sought.

One example of this type of research is that conducted by Maier (1984). In order to determine the counselling needs of female children from divorced families, he conducted an investigation using 321 high school adolescent females, of whom approximately one half were from situations of divorce. All the girls were given the Tennessee Self Concept Scale, in questionnaire form. In addition, they were asked to respond to researcher-designed items pertaining to, among other things, counselling needs. These items were also administered in questionnaire form. Results failed to show any clear direction, however, and Maier suggests that more research be done to systematically isolate personal variables which are altered as a result of parental separation and

divorce. In this way he feels that the counselling needs of this group of girls will become more evident.

In developing countries, guidance needs assessment has typically been of a more general nature, mainly because guidance, in the Western sense of the word, is relatively new to third world nations. Two examples of such research are examined.

Omar(1983) explored the personal, social, educational and vocational problems of secondary school students in Kuwait, as perceived by the students themselves. 265 boys and 255 girls from four boys' schools and four girls' schools were given the Problem Check List, a questionnaire containing 240 items and covering the following sub-areas: personality traits, physical and mental health, morality and religion, relationships with the opposite sex and marriage, home conditions and family relationships, leisure activities and finances, value of education and study habits, school subjects and activities, post school situations, work values, preparation for occupation, and labour force. Based on his findings he recommended full guidance programmes with trained specialists, and expanded curricula in secondary schools.

Dossary (1981) designed a study to determine the guidance needs of secondary school students in Saudi Arabia, in order to develop an effective guidance programme. His survey respondents included students and school personnel. The students were given the Mooney Problem Checklist, while a researcher-developed questionnaire was given to the educational authorities, and informal interviews were conducted with them in order to obtain their opinions and attitudes regarding the application of the guidance programmes. Dossary reported success in identifying specific areas of guidance needs, and, as a result, was able to recommend guidelines for developing and initiating the guidance programmes for secondary schools.

3.4. Needs Assessment Research in Guidance Settings In South Africa.

A thorough search of the literature of both South African and overseas sources uncovered only a few research studies carried out in a South African setting.

Chuenyane (1981), working from Michigan State University, designed a study, the primary purpose of which was to describe the most important career guidance needs of black male and female secondary school students in the Transvaal. Additional purposes were to determine the extent to which these services were being met, and the extent to which guidance services exist.

A sample of 600 black students were given the Guidance Needs Assessment Survey developed by the American College Testing Services. This questionnaire consists of three parts. The first part is designed to obtain demographic information about the respondents, such as sex, geographic location and grade level. The second part consists of sixty items which determine the subjects' perceptions of their personal needs. The third part is open-ended and allows subjects to express needs they feel should have been included in the questionnaire.

In addition to the administration of this questionnaire to the students, ten black school principals were interviewed regarding the state of guidance services in their schools.

The main findings of this study were that, while black secondary school pupils need careers guidance, the students felt that this need was not being met by the available services. In addition, it was found that guidance services in black schools were generally not adequate. The recommendation arising from this study was that a common comprehensive programme of career guidance should be designed for black secondary schools.

Hanyane (1982) addressed the problem of the creation of a Guidance service in Gazankulu. Unfortunately, her study falls short of making a meaningful contribution to Guidance curriculum planning on a very basic issue: at no stage does she attempt the assessment of needs in any empirical way.

Chapter 2 of her thesis describes the educational system of Gazankulu, and looks at its historical development and general structure. In the following chapter, she then lays out a detailed syllabus for guidance in the classroom. But where does this syllabus come from? Seeing that no form of needs assessment separates these two chapters, it can only be concluded that she has simply assumed needs on the basis of her own perception of conditions in Gazankulu. As will be observed later, the work of Jones (1978) would call into question the relevancy of a syllabus constructed in this manner.

The omission is made more puzzling by her criticism of the Report of the Work Committee: Guidance (1981) of the Human Sciences Research Council, on the grounds that

This [HSRC] view gives absolutely no recognition to the interests of the pupils.

(p 272)

An interesting study, but one which in the admission of its author also falls short of fulfilling all its aims, is that of Juggath (1984). His research, titled "Counselling Needs of Adolescents in certain South African Sub-Cultures." aimed to provide a contemporary view of adolescent concerns.

He developed a "Checklist of Teenage Concerns" which contained four sections. Section 1 contained 14 statements about work; Section 2, 15 statements relating to personal

identity; Section 3, 17 statements on relationships; and Section 4, open-ended questions, allowing pupils to write down concerns that they felt were not included in the checklist.

The subjects were 221 pupils from Std 7 and Std 9 from three schools - one Jewish, one English-speaking, and one Coloured/Indian. Each pupil was asked to respond on a four point scale to all the statements in the checklist. They had to reflect whether each concern affected them always (or very often); quite often; not often (infrequently); or seldom (or never).

His results indicated that there was a need for

Clarity about personal identity.

(p 41)

and indicated that

The concerns that were seen by the pupils as affecting them related to parents, the opposite sex, and teachers.

(ibid, p 42)

Unfortunately, these needs are so general as to give little specific direction for syllabus planning. Juggath himself observed that

The measure used was not sufficiently comprehensive to cover some aspects that are regarded as vital issues in the lives of adolescents, that is, drugs, alcoholism, role conflicts, sex, and smoking. The use of additional techniques such as interviews and open-ended questionnaires

could have provided more in depth information about problems.

(p 46)

It is also interesting to note that in terms of methodology, he suggested that if the administration of the checklist had been carried out by the pupils' own school counsellor, rather than by an unknown outsider, pupils might have responded more fully.

From the open-ended section of the checklist [and the lack of response] it appears that another limitation of the study was the lack of a relationship between the administrators of the checklist and the subjects. Perhaps, counsellors who had worked with pupils regularly as groups could have elicited a more widespread and open response. The open-ended section of this checklist reveals the reticence of the subjects to communicate openly with [those who] administered the checklist.

(ibid, p 46)

This would certainly support the feasibility of school counsellors doing their own guidance needs assessment.

The only South African study which succeeds in identifying specific needs of pupils (as opposed to general needs) is that by Euvrard (1987). His research was in the nature of an exploratory study and aimed to find out what school pupils say they would like to learn in guidance classes.

As such, it breaks new ground in the South African context of Guidance Needs Assessment in that firstly, it approaches the

pupils directly in order to establish their specific needs, rather than merely describe some general categories of needs; and secondly, it is the first South African study which investigates these needs specifically enough to enable relevant guidance programmes to be developed from it.

A secondary aim of his study was to pilot a methodological approach to the problems of this type of investigation, with the hope that his approach might be viable for guidance teachers to use in local settings.

Euvrard developed his own open-ended questionnaire, and this was administered to 189 Std 8 pupils from three English-speaking predominantly white private secondary schools in the Eastern Cape.

The responses from the pupils were then explicated and divided into general needs categories, and the following emerged:

1. *Career.*
2. *Education.*
3. *School*
4. *Relationships:*
 - a. *Boy - Girl*
 - b. *Child - Parent*
 - c. *Family Life*
 - d. *General*
5. *Finance.*
6. *Drugs.*
7. *National Service.*
8. *Politics.*
9. *Personal Lifeskills.*
10. *Adulthood and Responsibility.*
11. *Philosophy, Religion and Morality.*

Euvrard's research, and this study, ran more or less concurrently, and because they are so similar in aims, it should prove valuable to compare the two sets of results. Euvrard himself makes this point:

It will be interesting to compare the two studies, taking into account the different populations and methods of investigation.

(ibid, p 20)

He also gives extra momentum to this research when he states that

...this study is the valid beginning of a vital process, and one which should be repeated in all schools.

(ibid, p 21)

3.5. Needs Assessment Techniques.

3.5.1. Questionnaires and non-interactive surveys.

This method, in one form or another (e.g. direct questions, open-ended questions, sentence completion, multiple choice etc.) is clearly the favoured method of research in this area. Roth (1978) systematically examined 108 needs assessment studies conducted prior to that date, and found that the non-interactive survey was the most common form of needs assessment technique used.

3.5.2. Advisory committees.

These usually consist of accepted "experts" or other knowledgeable persons in the educational process such as teachers and principals.

Where the organization does not have a formal method of needs assessment, it seems that the advisory council approach is then relied upon, often in a very informal and unstructured way. For example, it can only be assumed (because of the lack of published research) that South African Educational Authorities have relied on some form of advisory council in drawing up suggested guidelines for programmes.

That this can be an unsatisfactory method of assessing needs is well illustrated by Jones' (1978) research. He attempted to determine the health needs of developing adolescents in Philadelphia public schools. A student needs questionnaire was administered to teachers and students, and it was found that there was a significant difference between the students' needs as perceived by the teachers, and the needs as perceived by the students themselves. If the Philadelphia school system had relied on the advisory council approach only, their programme would obviously have been highly inappropriate in many respects. Similarly, if our South African guidance programmes rely on this advisory committee approach, how relevant can they be?

3.5.3. The Interview.

That the interview can be used on its own as a research tool is, of course, undoubted. The literature on research methodology fully endorses its value. But despite the fact that as a data-gathering instrument it has some major advantages, it has not been widely used as a technique in needs assessment research.

Where it has been used, it has mostly been combined with the questionnaire method. Helms (1982), for example, used the non-directive interview technique to verify and/or clarify in-service training needs of principals, these needs having earlier been identified by questionnaire. His conclusion was that this technique did, in fact, facilitate the confirmation, clarification and expansion of the needs he identified.

Bloomer (1981) reported much success with a student-to-student interview technique, in order to assess students' perceptions of whether their high school programmes were meeting the needs of most students.

The interview thus allows the researcher to investigate more deeply into the issues raised by the survey method.

That it is not used very often is, no doubt, due to the fact that it is a very time-consuming, and therefore also very expensive, method of data collection. Because of this, populations are necessarily smaller than if the data were being gathered by questionnaire.

3.6. Summary and conclusions.

a. Needs assessment research in educational fields is a widely accepted prerequisite for the development of educational programmes, and for the assessment of the relevance of existing programmes.

b. Guidance programme development has relied to a large extent on needs assessment as a starting point.

c. In the assessing of needs it is almost always considered essential to consider, by some form of direct questioning, the views of the subjects under discussion.

d. South African guidance programmes, in comparison with those of other Western nations, show a remarkable lack of research into the needs of the pupils with whom they concern themselves.

e. The research literature reveals three main methods used to assess needs in educational settings:

- a. Questionnaires and non-interactive surveys.
- b. Advisory committees.
- c. The interview.

CHAPTER FOUR

METHODOLOGY

4.1 Introduction

In Chapter One, a study of the literature suggested areas of general pupil needs which researchers should address. These general needs were identified by a study of the adolescent, and Chapter Two attempted to clarify and understand the context in which these general needs arose. In Chapter Three a review of related research uncovered the most common methods used for the assessing of needs.

The aim of this research, however, is to discover the specific guidance needs of pupils as they themselves experience them, and so an appropriate methodological structure is necessary.

Euvrard (1987) sums up the crux of the methodological problem when he states:

...the problem here demands that the children themselves be allowed to decide upon which needs they wish to express... Only in this way is one going to get an insight into the essence of these needs.

(p 11)

He then goes on to point out the disadvantages of the natural scientific method, with its emphasis on quantification and statistical manipulation, and comes to the

conclusion that in this type of study

...what is sought is the children's perspective of the phenomenon, not their rating of someone else's perspective.

(ibid, p 11)

As a result , he advocates a phenomenological approach, with the limitation being expressed of the need for some broad boundaries to be described in order to focus on

...a particular phenomenon in a particular context.

(ibid, p 13)

The challenge, therefore, is to find a methodology which most appropriately addresses these issues.

4.2. Gathering the Data : The Interview.

When one wishes to know someone's opinion, it is logical to ask that person. Hammons (1975) was commissioned to develop an orientation programme for a particular college, and stated:

The committee approached its first task, that of determining goals and objectives of the ...programme, through the logical... procedure of asking the students what they thought.

(p 522)

Fox (1969) makes the same point:

*More than 40 years ago the psychologist
Floyd Allport noted that if one wanted to
know what someone thought, the best way to
find out was to ask him. This is still true.*

(p 525)

Obviously though, there are various ways of asking. The questionnaire is one of these, and as the study of related research revealed, it is the most common method used.

The present study, however, used the interview as the sole data gathering technique. Euvrard (1987) himself, although not using the interview in his own research, states:

*...there are...great advantages in doing
an interview style phenomenological study
with a few articulate pupils.*

(p 19)

What are these advantages?

Firstly, the nature of the data to be gathered in this study lends itself ideally to the interviewing technique.

*Many types of information can be secured
only through face to face contacts with
people, especially data relating to...
opinions and attitudes.*

(Good, 1966, p 288)

Secondly, it allows for greater depth of information, because it allows the researcher to

...follow up issues that arise.

(Tolbert, 1967, p 71)

This is one of the major weaknesses of the questionnaire in this type of research - the researcher often desires clarification of a particular response, which is then not obtainable.

Thirdly, it allows for greater flexibility in questioning, which is often essential if the researcher is going to gain real insight into the interviewee's responses.

Perhaps its principal advantage is its adaptability. The well trained interviewer can make full use of the responses of the subject to alter the interview situation.

(Borg, 1981, p 86)

Finally, if the interviewer manages to establish a good relationship with the interviewee, it will assist the latter in expressing personal opinions which he may hesitate to do when confronted by a questionnaire.

By this method [the interview] the researcher in education establishes a confidential relationship and is able, as by no other means, to obtain information from...his pupil.

(Mahlangu, 1987, p 87)

It was for these reasons that the interview was adopted as the research strategy most appropriate for the problem.

4.3. The Population.

The aim of the present research was to find out the guidance needs of pupils at the researcher's school, in order that a guidance programme for that school could be developed. No major generalization to other populations was intended, although guidance teachers in similar schools may find the results worth considering. A description of some of the main features of this school therefore is necessary.

It is a Government, white, English-speaking, co-educational city high school consisting of approximately 850 pupils, almost equally divided between the two sexes. Each standard is divided into six classes, and at the time of the research, pupils in each standard were "gently" streamed i.e. the "top" class was on average academically better than the "bottom" class, but because of the fact that this "streaming" was not intended to be very strict, there were many pupils in "lower" classes who did better academically than pupils in "higher" classes.

The bulk of the pupil population comes from a middle-class background, in terms of socio-economic-cultural factors, with a smallish tail at each end of upper and upper-middle, and lower-middle backgrounds.

The school has a generally highly-motivated, well-organised staff, who share most of the values of the active and supportive parent body. Thus the pupils are constantly being exposed to the broad value system commonly associated with the middle class, such as the work ethic, upward mobility, and mainly Protestant ethical standards.

The researcher is the guidance teacher at the school, and all the pupils have had exposure to him, and to a guidance system

and programme. As will be discussed later, this became both a strength and a weakness of the study.

4.4. The Sample.

The first question which needed to be addressed was the age range of the sample. As the aim of the study was to provide information about the needs of the pupils at this particular school, in order for a more meaningful guidance programme to be developed, and as regular formal guidance lessons only take place in standards six to eight, this was the obvious target population. There were approximately four hundred and fifty pupils in these three standards.

The second question that needed to be addressed was the size of the sample. One of the disadvantages of the interview technique is that it is time-consuming, and this therefore limits sample size.

It was felt, however, that because of the school's streaming system, there should be representatives in the sample from each class, and because of the co-educational nature of the school, an equal number of boys and girls. However, if there were to be as few as two boy and two girl representatives from each of the eighteen classes, this would then give a sample of 72 pupils. Constraints of time and the nature of this thesis made it impossible to hold individual interviews with so many pupils, and so a method had to be found to overcome this difficulty, without losing the principle of representation.

It was decided, therefore, to have two types of interviews. The first was group interviews in which a total of 72 pupils participated (6 in each group), thus providing a fairly large initial sample base; the second was individual interviews with twelve selected pupils, thus keeping the individual interview sample to a manageable size. The actual selection

of these pupils then became the next step.

In using the interviewing technique, it is essential that articulate pupils who can clearly express their thoughts and feelings are selected. Selecting a random sample would inevitably frustrate this demand. However, how are the individuals to be chosen?

Many of the more articulate pupils in a class are easily identified because of their tendency to speak out publicly on issues. Yet teachers are well aware of the fact that many highly articulate pupils are often not easily identifiable in a classroom setting, due to a number of factors, such as pressure of numbers and scarcity of "articulation time", classroom atmosphere, group cohesiveness or lack of it, etc.. Nevertheless, many of these quieter pupils have a very important contribution to make if given the opportunity.

In an attempt, therefore, to identify some of these articulate "non-talkers" and include them in the sample, the following procedure was adopted.

Each class was asked to divide itself into two groups, the "Talkers" and the "Non-Talkers". The "Talkers" were those pupils who generally spoke out in class, made comments, passed observations publicly etc.. The "Non-Talkers" were those pupils who generally did not do those things, and who were known to be quieter in class.

Each "Talking" and "Non-Talking" group in each class in each standard was then asked to nominate one boy and one girl from their group, who would represent the class on a committee. It was explained to the pupils that this committee would meet to give the Guidance teacher ideas on what issues the pupils wanted discussed in guidance lessons.

In the discussion which follows in Chapter Five, where a specific pupil is quoted, the letter "T" will be used to

indicate that that pupil is from a "Talkers" group. Similarly, "NT" will indicate a "Non-Talking" group.

The representatives were then grouped according to sex and standard and the Talking/Non-Talking criterion, so that each standard had "Male Talkers", "Female Talkers", "Male Non-Talkers", and "Female Non-Talkers" groups, each group consisting of six pupils - one from each class. This gave the total initial sample of 72.

In the group interviews which followed, individual pupils naturally emerged as particularly articulate. One such pupil from each group was selected by this criterion by the researcher, and these twelve pupils formed a sub sample who participated in individual interviews.

4.5. The Procedure.

The researcher met with each individual group of six pupils on one occasion for approximately one hour. This meeting took place in the afternoons, at the school, at times mutually agreed upon. The pupils were given the opportunity of withdrawing if this seemed inconvenient to them, but none did. In fact, they all seemed very willing to attend this meeting, possibly because it had been explained to them that they were contributing in an important way to their own future guidance programme.

At this meeting, the researcher thanked them for attending, and assured them of confidentiality. He explained that he wanted their views on what topics they felt they needed to discuss in guidance lessons.

An immediate problem arose, however, in that all these pupils had already been exposed to a guidance system, and so might tend to think in terms of their experiences, which might have been good, bad or irrelevant. So merely to introduce the

topic as such would be leading at the most, and prescriptive at the least. In order to overcome this problem, the pupils would need to be clearly instructed as to the boundaries of the task. Consequently they were asked the following:

"Suggest as many topics as you can which you feel could be included in a guidance programme, whether you think it is a very important topic or not. Mention anything you can think of, whether it is usually covered in guidance or not."

During this initial suggestion time, for which about fifteen minutes was allowed, the pupils were made aware of a few simple rules which normally apply when brainstorming:

1. Pupils did not need to expand on ideas - the mere statement of a topic was sufficient.
2. Pupils were not allowed to comment, either positively or negatively, on the suggested topics of others, other than to suggest related topics which might occur to them.

The application of these two rules ensured a free flow of ideas from the pupils, who then had little fear of possible negative responses from others in the group. Appendix A shows one group's list, and is typical of those produced by all the groups.

Once the group felt that they had exhausted all possible suggestions, the researcher asked them to eliminate, by group consensus, any topics which in retrospect they felt to be "unnecessary" i.e. which they felt they did not need to deal with in guidance lessons. The remaining topics were then grouped together according to obvious similarities, and then each category and topic was discussed with the following two questions in mind:

1. Which topics did the group feel were the most important to be discussed in guidance lessons?
2. Why did they feel this need?

Detailed records were kept of these discussions.

Once this procedure had been completed with all twelve groups, the researcher invited certain pupils to an individual interview. There was one girl and boy "Talker", and one girl and boy "Non-Talker" from each standard, who in the opinion of the researcher had stood out in the group discussions as being articulate and thoughtful in their responses.

Each such interview lasted 30 minutes, and the pupil was presented with the topics which his or her own original group had suggested and discussed. Although there was some discussion in the groups as to why certain topics were felt to be important, the aim of this interview was to understand in more depth why this was so. Questions which the researcher commonly asked were:

How do you feel about this or that particular topic?

Do you have a problem in this or that area?

Why do you have a need for help in this or that area?

At the end of each interview, the researcher once again thanked the pupil for his or her participation, and assured each once again of confidentiality.

CHAPTER FIVE

RESULTS

5.1. Introduction.

The aim of this study was to identify certain areas of Guidance needs of pupils, and then to state them in such a way that a guidance programme could logically be developed from the information.

To a large extent how the findings are presented depends very much on the audience with whom one is communicating.

(Giorgi, 1985, p 20)

In this case it is the guidance teacher who will use the information, in order to assist him in designing a programme which is relevant to the needs of his pupils. Therefore, the identified needs must be able to be translated into terms of content or process.

For example, if a need is expressed for assistance with respect to sexual developmental concerns, this may emerge as a need for certain biological information, or learning strategies for coping with sexual pressure, etc..

A very wide range of needs was suggested by the pupils, many of them being suggested by only one group. This indicated by implication that the other three groups in that standard did not feel that area to be a need. (Not that groups had an opportunity at any stage to compare findings or to discuss their feelings with each other. There might have been more agreement if they had. This point will be discussed in more detail later.)

Therefore, while all the mentioned topics are indicated in the tables on pages 76 to 78, it was decided to limit the discussion to those topics which were suggested by at least two out of the four groups, thus indicating some consensus of opinion - i.e. 12 pupils (2 groups of six) as opposed to only one group of six.

The specific investigation area of this study was Social/Personality Type Needs. In the interview situations, however, the pupils were not restricted in any way, and so a number of topics were suggested, which while being relevant to Guidance, were outside the boundaries of this research. Nevertheless, these topics - Study methods, School issues, Careers, and Religion - have been included in the Summary of Topics on pages 76 to 78 for general interest, but have not been included in the discussion.

Giorgi (1985, p 10) suggests four steps in the process of explication of the results.

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

This the researcher did until a clear picture of the content and feelings of the pupils was obtained.

2. Once the sense of the whole has been grasped, the researcher goes back to the beginning and reads through the text once more with the specific aim of discriminating 'meaning units' from within a psychological perspective and with the focus on the phenomenon being researched.

To a degree this step had already been accomplished in the group interviews, when the pupils had grouped issues under general topics and expounded further on these. Therefore,

certain themes emerged spontaneously at the group interview level, and the researcher's task became merely to shift certain specific needs statements to more appropriate general headings appropriate in this instance, referring to where they would be more logically grouped in terms of common concerns.

Occasionally, a general heading for a section was changed, when it became apparent that the content under discussion was the same as had been discussed by another group under a different heading. This change was made to make later comparisons more logical.

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

As far as possible, the actual statements made by the pupils in the private interviews were used in order to illustrate the psychological insights contained in the various topics suggested in the group interviews, with commentary and observations made where necessary. All direct quotations of pupils, therefore, are from the private individual interviews.

4. Finally, the researcher synthesises all of the transformed meaning units into a consistent statement regarding the subjects' experience.

This step was applied by stating the need being expressed, and then translating that need into terms of content.

5.2. Summary of Topics suggested by the pupils.

Tables 1, 2 and 3 on pages 76, 77 and 78 indicate the themes that emerged from each standard, and show which specific groups suggested them. A complete list of the content under each general heading in the tables can be found in Appendices B, C and D. These specific topics become the basis for the discussion to follow.

5.3. Discussion.

5.3.1. Specific Needs; Std 6.

5.3.1.1. Introduction.

The two major themes that emerged as being essential from the pupils' point of view were the areas of Girlfriend/Boyfriend relationships, and the Sexual area, with specific topics in these two general areas overlapping at times. This is not to say that there were no other main needs identified, but merely to indicate that these were the two areas that were suggested by all four groups.

As was discussed in Chapter Two, the physical changes of puberty result in two main concerns, which are reflected in these themes - how to understand the new sexual feelings and experiences, and the problems associated with the working out of these changes, mainly in romantic relationships.

TABLE 1

SUMMARY OF TOPICS SUGGESTED BY THE PUPILS

STD 6

	BOTH GIRLS' GROUPS	ONE GIRLS' GROUP	NO GIRLS' GROUP
BOTH BOYS' GRP'S	<ul style="list-style-type: none"> - Sexual - Girlfr/Boyfr. relationships 	<ul style="list-style-type: none"> - Drugs (Incl. smoking & alch.) - Study Methods 	
ONE BOYS' GRP	<ul style="list-style-type: none"> - Black/White relationships - Security and safety - Friendships - Family Issues 	<ul style="list-style-type: none"> - Careers 	<ul style="list-style-type: none"> - Teacher/Pupil relationships - Handling conflict - Leadership - Improving personality - money managem.
NO BOYS' GRP'S		<ul style="list-style-type: none"> - Video and TV - Exercise 	

TABLE 2

SUMMARY OF TOPICS SUGGESTED BY THE PUPILS

STD 7

	BOTH GIRLS' GROUPS	ONE GIRLS' GROUP	NO GIRLS' GROUP
BOTH BOYS' GRP'S	<ul style="list-style-type: none"> - Drugs (Incl. smoking & alch) - Girlfr/Boyfr. relationships - Careers - Study Methods 		<ul style="list-style-type: none"> - Sexual
ONE BOYS' GRP	<ul style="list-style-type: none"> - Friendships 	<ul style="list-style-type: none"> - Parent/Child relationships - Black/White relationships - Coping with problems - Religion 	<ul style="list-style-type: none"> - Devil Worship - Teacher/Pupil relationships - Emotions - Leadership - Money management
NO BOYS' GRP'S	<ul style="list-style-type: none"> - Personality 	<ul style="list-style-type: none"> - Dieting and exercise - Coping with pressure - Peer pressure 	

TABLE 3

SUMMARY OF TOPICS SUGGESTED BY THE PUPILS

STD 8

	BOTH GIRLS' GROUPS	ONE GIRLS' GROUP	NO GIRLS' GROUP
BOTH BOYS' GRP'S	<ul style="list-style-type: none">- Sexual- Parent/Child relationships- Girlfr/Boyfr. relationships- Careers	<ul style="list-style-type: none">- Black/White relationships- Drugs (Incl. smoking & alch)	<ul style="list-style-type: none">- Teacher/Pupil relationships
ONE BOYS' GRP		<ul style="list-style-type: none">- Family Issues- Study Methods	<ul style="list-style-type: none">- English/Afr. relationships- Unemployment- Crime and its consequences
NO BOYS' GRP'S		<ul style="list-style-type: none">- Financial problems	

The fact that all four groups did indicate these areas bears this point out, and a number of comments from the individual interviews further emphasise this.

"In earlier years everything [sexual and romantic concerns] is taken as a joke. Now, because of physical changes, things are more serious."

(Garth Std 6 Boys NT)

"When you are in Primary School, you don't go out seriously - or never see signs of physical affection...In High School you see these things and it starts making you think...Most Std 6 girls do think a lot about this topic."

(Megan Std 6 Girls NT)

"Most Std 6 girls are very aware of this."

(Lee Std 6 Girls T)

Other areas that were identified by at least two of the four groups were: Black/White Relationships; Security and Safety; Friendships; Family Issues; and Drugs (including Smoking and Alcohol). All other topics were suggested by only one group, and as such are excluded from discussion here. Details of these topics nevertheless can be found in Appendix B.

Although many of these areas logically flow from others, it was decided rather to discuss the topics in order of importance as indicated by the pupils i.e. those topics which were suggested by all four groups will be discussed first, followed by topics suggested by three groups, and so on. In

this way, it remains clear for the developer of guidance programmes to identify the main areas of concern in each standard.

5.3.1.2. Sexual.

There was reasonable agreement between the boys and the girls about the specific issues of importance. Girls Group NT presented somewhat of a problem to the interviewer in that, while they all strongly agreed that sexual issues needed to be discussed in detail, they seemed reluctant to suggest specific topics. The interviewer was left with the impression that they were embarrassed to mention specific issues. This is, to an extent, to be expected, and is a problem of this type of subject matter in a face-to-face interview. It will be dealt with in more detail later, when the limitations of this study are discussed.

An examination of the specific topics suggested indicates that the content can be divided into three broad groupings:

- a. An explanation of the physical changes that occur as a result of puberty.
- b. Issues of a physical nature arising from this:
Sexually transmitted diseases; Contraception;
pregnancy; masturbation.
- c. Problems of a non-physical or ethical nature: sex before marriage; the social and practical results of pregnancy; parental attitudes; sexual pressure.

Even at this comparatively early age the girls indicated that

they needed help in coping with sexual pressure, as

"...Std 6 girls are influenced by older people."

(Lee Std 6 Girls T)

As has been discussed, and as will be seen by a consideration of the material in the next two standards, this pressure becomes stronger as the girls (and their boyfriends) become older.

5.3.1.3. Boyfriend/Girlfriend Relationships.

"Std 6's rush into things."

(Stuart Std 6 Boys T)

"The majority are interested in boyfriend/girlfriend relationships."

(Garth Std 6 Boys NT)

"A girl wants a boyfriend and so gets involved in situations she doesn't know how to handle."

(Lee Std 6 Girls T)

If puberty provides the means, then High School provides the opportunities for romantic relationships, although this is more true for girls than boys.

Those girls in Std 4 or 5 who are more advanced with regard to romantic relationships are, from a practical point of view, mainly confined to a smallish population from which to

choose a boyfriend, mainly because the upper age-limit of primary school is Std 5, and so most of the "eligible" boys will be approximately the same age as these girls. The general society norm of girls going out with older boys would largely ensure that they do not look much to the lower standards. A few might make contacts outside their own school environment, but practically speaking, for most of the girls this would not be possible, owing to the disproportionate amount of time spent at school, as well as parental restraints.

Early-developing boys in these standards are in much the same situation. Girls in standards lower than 4 are rarely interested in anything resembling the "serious" relationships of Std 5.

When these pupils arrive in High School, the situation changes dramatically. The romantically-inclined Std 6 girl now discovers that every boy in the school is eligible from an age point of view. While the newly-arrived Std 6 boys are not quite so well off, they nevertheless now have the opportunity of looking at a much larger population of Std 4, 5, 6 and even in some cases Std 7 girls.

These widening horizons, and the consequent problems, are clearly reflected in the number of individual topics suggested, (more than any other single area), and indicate the very real need for guidance in this direction.

The specific content falls into four sections:

- a. The introductory phase: how to approach the opposite sex; how to ask a person out; what to say on a first date; what to do on a first date.
- b. Dating itself: what to talk about; respecting feelings; problems of dating; sexual pressure; maintaining self respect.

- c. Dealing with family attitudes: teasing by older siblings; when parents do not like the partner; parental restrictions.
- d. Ending relationships: breaking up; coping with feelings; how to be honest without hurting

5.3.1.4. Black/White Relationships.

Of all three standards, the standard 6's were the most concerned, the most idealistic, and the most open to the possibility that change in the South African situation was not only a good thing, but a strong possibility.

"The future is changing...We've never made up our own minds; we've never had the chance. You need to decide for yourself what is right."

(Megan Std 6 Girls NT)

"We need to discuss this because of the times we're living in, with apartheid - if you get to know the blacks and get a better relationship, it may help improve the situation."

(Stuart Std 6 Boys T)

These groups expressed the need to

- a. Understand about the nature of discrimination and racism.

- b. Understand the meaning and background of racial events in South Africa, particularly the reasons for unrest.
- c. Understand the background, culture, problems and language of blacks.
- d. Know how to get along with blacks on a daily basis.

The pupils clearly felt the polarisation of the races in South Africa. One girls' group suggested that self-defence should be a part of the section on Black/White relationships, and another group suggested the topic

"If you see some blacks approaching, what to do."

(Std 6 Boys T)

This was said also in a self-defence context. In other words, it was clear that for them, "black" quite often meant danger.

5.3.1.5. Security and Safety.

In the week prior to these interviews, the State President had announced a State of Emergency in the country, with the many reasons for it, and conditions attached to it, receiving wide media coverage. It is not surprising, then, that this issue was reflected in the fears of the pupils.

The issues that the pupils raised refer, without exception, to coping with physical danger, e.g. bomb threats and evacuation procedures.

It is suggested that this topic as expressed by the pupils is not relevant to the guidance framework. Certainly most schools in South Africa today have emergency procedures for coping with security problems, and it would usually be

handled by someone in the school as a specific portfolio.

The reason for the inclusion of this topic in the discussion is to illustrate the need to be flexible in the guidance programme and to be able to accommodate transitory needs.

5.3.1.6. Friendships.

In common with the Std 7's, this topic was seen to be more important by the girls than the boys. One boys' group did feel it was necessary, but struggled to suggest topics. Both girls' groups, however, considered it to be very important.

Nevertheless, there was general agreement between the boys and the girls that having a friend, or friends, was essential, and that one could not function properly if one did not.

"You need to make friends - a friend can help you in times of trouble to go the right way."

(Garth Std 6 Boys NT)

"I think it is very important to have a friend - a friend is someone special."

(Lee Std 6 Girls T)

"You can't go into the world alone. You need friends to help you...you wont be alone...Friends of your own age understand you more sometimes than parents do."

(Megan Std 6 Girls NT)

It is not surprising, therefore, with the emphasis that is placed on the need to belong and be liked by someone, that the main content of this section is twofold:

- a. How to make friends, overcoming lack of self - confidence and shyness.
- b. How to deal with the relationship problems that occur in friendships, such as jealousy, loyalty, trust.

5.3.1.7. Family Issues.

There was some quite strong feeling that this area needed attention:

"Most Std 6 boys would say that their family is more important than their friends - about half would say they have problems here."

(Garth Std 6 Boys NT)

"There are quite a lot of Std 6's who have problems in their families - not only divorce, but other problems also. Some children don't know how to handle it."

(Lee Std 6 Girls T)

It was clear from the specific topics suggested, that the pupils felt a need for help in two areas:

- a. General problems of the 'normal' family; understanding parents' point of view;

dealing with fighting between family members; learning to share.

- b. Dealing with problems which could not be considered part of the dynamics of a normal family: divorce; unemployment; death; alcoholism; child abuse; coping with a step-parent.

5.3.1.8. Drugs (Including Smoking and Alcohol).

The three groups that mentioned this topic were all quite clear as to where their needs in this area lay.

- a. A need for factual information: identifying drugs; the effects and consequences.
- b. Where to get help for a drug problem.
- c. How to cope with pressure from (mainly) friends, and mainly with regard to smoking and drinking.

"You get into High School and all the other children are into it - you want to be with the crowd and it's difficult to say no."

(Stuart Std 6 Boys T)

"When you come to High School you make new friends, and if you mix with the wrong people they tempt you, and then you don't feel part of the group, so you give in."

(Garth Std 6 Boys NT)

"You're still young, and you mix with older people who influence you - Std 6's are influenced, especially at parties."

(Lee Std 6 Girls T)

These three comments were all made in the context of drugs.

5.3.2. Specific Needs: Std 7.

5.3.2.1. Introduction.

Some interesting trends emerged in Std 7. The only two topics which were suggested by all four groups were Drugs (including Smoking and Alcohol), and Boyfriend/Girlfriend relationships.

Perhaps the most striking observation was that both boys' groups expressed the need to discuss sexual matters, while the girls mentioned only having to cope with sexual pressure - no other sexual topic at all. On the other hand, both girls' groups emphasised relationships, both boy/girl and friendships, while the boys paid this only slight attention. This trend on the part of the boys toward an interest in the physical has been discussed in an earlier section. Two comments from the individual interviews will serve to stress the point.

"When you're in Std 7 you're starting to mature and will come into contact with things that you haven't before - most Std 7 boys are aware of sexual topics."

(Steven Std 7 Boys T)

"You've matured more since Std 6 - in Std 7 you're more mature, not so stupid about it [sexual matters]."

(Neville Std 7 Boys NT)

Perhaps this finding is as a result of the boys' later arrival at puberty than that of the girls, or it may be a characteristic of the male experience.

Another difference in needs which became apparent is the fact that while both the girls' groups indicated a need to discuss aspects of their developing personalities, and how to make the most of their non-physical selves, none of the boys mentioned this.

Other areas which were considered important by more than one group were: Family Issues; Black/White Relationships; and Coping with Problems. Details of specific content of all these areas, as well as of the areas suggested by only one group, can be found in Appendix C.

5.3.2.2. Drugs (Including Smoking and Alcohol).

With reference to drugs, the Std 7's had this to say:

"In Std 6 you don't really get involved. Std 7's have a bigger problem, because the older you get the more you hang around with older people."

(Steven Std 7 Boys T)

"In Std 6 you're still a bit scared.-
In Std 7 you're not so scared of getting
involved in things."

(Neville Std 7 Boys NT)

"In the higher standards this becomes
more important."

(Nicky Std 7 Girls T)

There was general agreement on these points, that while the Std 6's are on the edge looking in, the problem of drugs was greater for Std 7's, because of their advancing age and therefore older contacts, as well as the fact of not being "scared" any more.

It is clear from the discussions, though, that most of the pupils had mainly Alcohol and Smoking in mind for this topic. They did not see other illegal drugs as a very large problem.

In terms of specific needs, similar issues were suggested as in Std 6.

- a. The effects (physical) and consequences (legal).
- b. Understanding why people take drugs; the effects on life in general e.g. school life.
- c. How to avoid drugs; how to help others with drug problems.

The emphasis was placed on the last two points, indicating a greater feeling of involvement in the problem itself than was evident in the Std 6 groups.

5.3.2.3. Boyfriend/Girlfriend Relationships.

As was discussed in the introduction to this section and elsewhere, the girls showed a greater interest and need for discussion than the boys. Those topics which were suggested by the boys, however, are similar to the thinking of the girls. Four general areas emerged.

- a. Understanding the opposite sex - how they think, feel etc..
- b. How to initiate a relationship; how to let someone know you're interested; how to start a conversation; what to talk about.
- c. Setting limits to a relationship; deciding how much time to spend together.
- d. Problems resulting from the relationship: age -related problems e.g. young girl, much older boy and the pressures resulting; how to break up, and how to cope with the emotional results.

5.3.2.4. Friendships.

The trend indicated in Std 6 by the number of specific issues identified by the boys, as opposed to the girls, is continued in the same way in Std 7. The girls give it far more importance.

The boys do, however, also see friends as vital.

"Most Std 7's would see their friendships as more important than their parents, because parents don't totally understand."

(Steven Std 7 Boys T)

"Your friendships will start becoming more important than parents."

(Neville Std 7 Boys NT)

Yet they seem to experience fewer day-to-day issues with friendships than the girls. The boys indicated only two areas:

- a. How to make the right friends; choosing people suited to you.
- b. How to restore a friendship after a fight.

This definite trend could indicate one of two things. Either the boys take their friendships far less seriously than girls, or alternatively, the girls react far more sensitively to comments, slights, etc., by their friends than the boys do. The comments of the boys regarding friendship, and the specific topics suggested by the girls, indicate that this second possibility is probably closer to the truth.

The girls seem to see friendship more as a love relationship.

"You need friends so that you don't feel left out or unloved."

(Tracy Std 7 Girls NT)

A combination of those needs mentioned by the boys and the girls, indicates three main areas of content.

- a. Initiating friendships: choosing the right friend; the nature of friendship; how to make friends if you're quiet.
- b. Coping with the problems of friendship: trust; jealousy; fighting.
- c. Handling peer pressure; helping friends with problems.

5.3.2.5. Family Issues.

Despite the fact that Std 7's are aware of a movement away from their parents towards their friends, as was indicated in the section on Friendships, nevertheless the family remains an important structure for them. (This was discussed in general terms in Chapter Two.) These Std 7's felt a strong need for coping with two main types of family issues, and the content is very similar to Std 6.

- a. The 'normal' type of problems concerning relationships, e.g. family disagreements, sharing with others etc.; and how to handle the conflict arising from the increasing demand for independence.
- b. The problems arising from family breakdown of some kind: physical abuse; divorce; extra-marital affairs; alcoholism. In all of these areas, general information to increase understanding, and strategies for coping, are needed.

5.3.2.6. Black/White Relationships.

The issue of Black/White relationships has been discussed, and will be discussed at length elsewhere. No further comment, therefore, is necessary here.

The areas of concern were similar to those of Std 6.

- a. Understanding what discrimination is, and why it occurs.
- b. Understanding blacks: their culture; their situation.
- c. Learning how to live with blacks; how to behave in the presence of people of other races.

5.3.2.7. Coping with Problems.

One of the two boys' groups suggested that they needed a theoretical discussion of problem solving.

"You have more problems than when you were younger, you understand more, and so you see more problems, and you need to know for later life what you can do about problems."

(Neville Std 7 Boys NT)

A girls' group agreed that the topic was very important, but suggested that it should be dealt with under specific problem areas, not just as a general theoretical discussion.

Nevertheless, the content which was suggested can be divided into three areas.

- a. How to prevent problems.
- b. The causes of problems.
- c. Solving problems.

5.3.2.8. Sexual.

This was the one topic that was suggested by both boys' groups, but not by the girls. In this section, the only topics suggested which can be seen in the light of relationships were:

What is love?

and

Girls' feelings about virginity.

For the rest, their expressed needs centred around more factual information. They felt that they needed:

- a. Information about general sexual functions of the body.
(They indicated that seeing that they had 'done' this in Std 6, it was probably not necessary. But there was some disagreement, with a few suggesting the need for a 'refresher' course.)
- b. The problems associated with sex: understanding and coping with issues such as consequences; pregnancy; homosexuality.

As has been pointed out, where the girls did mention sexual issues, they did so in the context of relationships, and referred to the need for help in coping with pressure.

5.3.2.9. Personality.

Both girls' groups, but no boys', indicated the need for help with the development of their personalities.

"In Std 6 you've just arrived and you don't know who you are and that. In Std 7 you start finding yourself, you start going up the ladder in the school, and need to know how to get on, not to be shy."

(Nicky Std 7 Girls T)

"You must have a nice personality to get on in life. If you don't know yourself you won't get on in life. In Std 7...you do care what you are going to become. In junior standards you don't really care."

(Tracy Std 7 Girls NT)

Many specific topics were suggested, and they can be classified in the following categories.

- a. Getting to know and understand yourself.
- b. How to understand yourself and feel comfortable with the type of person you are.
- c. Coping with emotions.
- d. How to act and react in relationships and social situations.

5.3.3. Specific Needs: Std 8.

5.3.3.1. Introduction.

Three main areas of needs were suggested by all four Std 8 groups, namely Sexual; Boyfriend/Girlfriend Relationships;

and Parent/Child Relationships. These general headings suggest the further development of two trends.

Firstly, the tendency of the boys in the lower standards to see more of a sexual motivation in relationships in contrast to the girls, is not evident to the same extent in the Std 8 data. There was a great similarity between the boys and the girls under the sexual heading, and with reference to Boyfriend/Girlfriend relationships.

With respect to Parent/Child Relationships, they all indicated problems, which is to be expected, considering that as they get older their drive for independence from their parents increases. The Std 8's indicated so strongly the existence of problems concerning relationships that it was decided to leave it under this heading as they had suggested, and include other matters under the heading Family Issues. In Std 6 and 7 all these topics were grouped under Family Issues, because the main type of problem identified in those standards was not to do with the relationship between the parent and the child so much, but with family breakdown originating from the parents' problems.

Other topics considered to be important by more than one group were Black/White Relationships; Drugs (Including Smoking and Alcohol); Family Issues (mainly marriage and divorce); and Teacher/Pupil Relationships. Specific topics mentioned under all these areas, as well as those areas suggested by only one group, can be found in Appendix D.

5.3.3.2. Sexual.

In the Std 6 sample, the girls expressed a need for guidance on sexual matters, but struggled to suggest specific topics. The Std 7 girls hardly mentioned the issue at all. It is interesting then that not only did the Std 8 girls express a need in this regard, but when asked to suggest specific

topics, they identified very similar topics to those of the Std 8 boys, and in fact similar to what the Std 6 and 7 boys identified i.e. many physically related topics.

This is unusual, considering that the girls reach and enter puberty about a year or so before the boys. Yet the girls in Std 6 and 7 did not show much need for sexual guidance of a directly physical nature. They indicated rather a greater interest in the "love relationship" aspects. It is also interesting to note that the Std 8 girls state that they require general biological information, despite the fact that all the girls in the sample had been given this information as part of a sex education programme in Std 6. Perhaps it was not relevant to their experience then, and so perhaps they did not recall much. Reasons for these unusual trends do not seem to be clear from this research.

A combination of topics suggested by the boys and girls can be divided into five areas.

- a. Biological details; physical development during puberty; pregnancy; giving birth etc..
- b. General sexual information: abortion; contraception; legal aspects e.g. age limits.
- c. Setting personal sexual standards.
- d. Problems of sex: information on, and how to cope with sexual abuse; homosexuality; AIDS.
- e. Coping with sexual pressure; and the psychological consequences of sex.

5.3.3.3. Boyfriend/Girlfriend Relationships.

Most of the specific topics mentioned by both the boys and

the girls indicated their growing involvement in more serious, longer-term relationships, and the issues arising out of them. There was great similarity in thinking between the boys and the girls as to their needs in this area. This is an indication that the boys, to an extent, are catching up with the girls in terms of a deeper interest in relationships.

The suggested categories arising from the specific content are as follows:

- a. Finding a partner; initiating a relationship; age difference problems; how to overcome shyness and lack of confidence.
- b. Understanding the opposite sex in terms of how they feel and think.
- c. The problems arising from serious long-term relationships e.g. sexual pressure; isolation from other friends; setting sexual standards; the nature of faithfulness and how to be faithful.
- d. How to recognise love.
- e. Dealing with the problems of breaking up e.g. depression, bitterness etc..

5.3.3.4. Parent/Child Relationships.

Three main themes emerge from the discussions.

Firstly, the drive for independence is clearly reflected in the topics suggested, and in comments from the individual interviews.

"There are more problems as you get older. You are growing up and thinking about other things that your parents don't like so arguments often happen."

(Adrian Std 8 Boys T)

"You're getting more mature and want to have your own way, which causes quarrels."

(David Std 8 Boys NT)

Secondly, these Std 8's indicated that as they grew older, they came to understand their parents more, and started to see themselves more as partners in the family, in terms of providing support and help to their parents. The individual topics that were mentioned illustrate this point, specifically point (a) below.

Thirdly, a salient point made in Chapter Two is confirmed here. Despite the movement away from parents increasing at this age, the need for a firm base from which to operate remains very important.

"Teenage problems now occur, and you need to have someone to turn to, to talk to, someone to share your joy and your problems and those things. In Std 8 you have more problems."

(Susan Std 8 Girls NT)

These Std 8 groups suggested five areas of content.

- a. Understanding, appreciating, supporting and communicating with parents.

- b. How to achieve independence.
- c. The cause of stress in Parent/Child relationships, and the solving of problems.
- d. Sources of help for family problems.
- e. Dealing and coping with family breakdown problems: alcohol; step-parents.

5.3.3.5. Black/White Relationships.

In keeping with the Std 6's and 7's, the Std 8 sample indicated much the same type of concerns. They felt a need to deal with the following.

- a. The reasons for Apartheid.
- b. Understanding Black culture and way of life.
- c. The causes of inter-racial problems.
- d. How to deal with these problems, including personal behaviour in multi-racial situations.

It is interesting that whereas the Std 6's and 7's were optimistic about the future in this regard, the Std 8's showed clear signs of pessimism.

"It's not really important to discuss this because Apartheid is going to keep going anyway."

(David Std 8 Boys NT)

"It's not necessary to do this because everyone has their own point of view, and speaking about it doesn't help."

(Angela Std 8 Girls T)

Perhaps these comments and feelings can be seen as indicating some "cracks" in earlier idealism, as the realities of the world become more apparent with the increasing intellectualising power available to the Std 8 pupil.

5.3.3.6. Drugs (Including Smoking and Alcohol)

"The more outgoing Std 8's hang around with older people who are involved in alcohol and drugs."

(Angela Std 8 Girls T)

"When you're in Std 8 you start socialising without your parents, and wherever you go there are drugs that you are faced with."

(Susan Std 8 Girls NT)

The suggested content was very similar to that of the lower standards.

- a. The short and long-term physical effects.
- b. The dangers of drugs, including the legal consequences.
- c. Reasons why people take drugs.
- d. Rehabilitation procedures, and sources of help.

- e. How to deal with pressure from others to take drugs.

5.3.3.7. Family Issues.

"If you don't know how to get along with your partner there will be disaster and the children will suffer. You need to plan a marriage. Teenagers need to know what marriage involves."

(David Std 8 Boys NT)

"There is a lot of divorce today. I didn't know how to react [when my parents got divorced]."

(Angela Std 8 Girls T)

These two comments sum up the areas of concern expressed by the Std 8's.

- a. How to choose a partner, and deciding on marriage.
- b. The problems of raising children and supporting a family.
- c. Dealing with 'normal' family problems.
- d. Dealing with divorce - how to cope with the build up, and the results.

5.3.3.8. Teacher/Pupil Relationships.

This topic was suggested by both boys' groups, who felt quite

strongly that friction existed, and that the friction needed to be eased, because they felt it often affected pupils more than it did the teacher.

"Sometimes you don't do well because you don't like the teacher."

(Adrian Std 8 Boys T)

"You need to know how to overcome friction."

(David std 8 Boys NT)

They suggested two broad areas of need.

- a. How to understand teachers, and get your point across to them.
- b. How to deal with problems in the relationship.

5.3.4. Peer Pressure as a General Need.

Only two groups out of the twelve specifically mentioned peer pressure. This is despite the fact that the term "Peer Pressure" and its meaning were clear to all the pupils from previous use in guidance lessons. Yet, although little specific mention of this topic was made, it was a theme that ran through many other topics, so strongly in fact that it is suggested that the topic "Dealing with Peer Pressure" should be an essential one for all standards.

"You make new friends, and...they tempt you, and then you feel you are not part of the group, so you give in."

(Garth Std 6 Boys NT)

5.3.4.1. The Areas of Pressure.

There are three areas of pressure of which the guidance teacher must be aware.

a. Drugs, Alcohol and Smoking.

"You want to be in with the crowd. It's difficult to say no. [This said with reference to Drugs]"

(Stuart Std 6 Boys T)

b. Boyfriend/Girlfriend relationships.

"Many girls think now they're in High School they must find a boyfriend, because everyone else has one."

(Lee Std 6 Girls T)

"A lot of older guys go for younger girls which puts pressure on younger girls who are not sure how to handle it."

(Nicky Std 7 Girls T)

c. Sexual.

"In case you get involved in a situation where he wants you to go to bed - many Std 8 girls find themselves in this situation."

(Angela Std 8 Girls T)

"When you go out with a guy you're put under a lot of pressure to have sex."

(Susan Std 8 Girls NT)

5.3.4.2. Pressure on Girls.

It is abundantly clear that as far as sexual pressure goes, the girls have by far the worst time of it. Not one boys' group, or any boy in an individual interview, indicated that he was aware of being pressurised sexually. Obviously, of course, boys are pressurized by the media, and by their own image of what it means to be male, to mention only two, but this pressure is not so obviously apparent to them. The girls, on the other hand, were only too aware of the extreme pressure they are put under, and made many comments suggesting they needed help.

"Mainly it's girls who should know how to deal with sexual pressure and how to react."

(Angela Std 8 Girls T)

This research also indicated that of the three standards, it was the Std 8 girls who experienced the most sexual pressure. The six girls in one Std 8 group strongly agreed with each other that Std 8 was the year when sexual pressure becomes extreme, and individual comments further bear this out.

"Pressure in Std 8 is quite strong because you're getting involved with an older group. You become accepted by them and are then pressurised."

(Angela Std 8 Girls T)

"It's very important to know about [sexual] things at this time because you're put under a lot of pressure. The pressure in Std 8 is more than in Std 6 because you're socialising more."

(Susan Std 8 Girls NT)

It is important to note that as far as sexual pressure goes, not only do the girls have to cope with the same subtle pressure from the media, etc., as the boys do, but they have to cope with very direct pressure from the boys, and usually a boyfriend.

Also important to emphasise is the fact that the girls indicate clearly that they need help in coping with this pressure.

5.3.5. Some Observations arising from the Specific Needs.

5.3.5.1. Social/Personality Needs.

Even a cursory examination of Tables 1, 2 and 3 indicates quite clearly the feeling of the pupils that the majority of their needs lie in the Social/Personality area, and not in the Vocational or Educational areas, even though they did indicate needs existing in these latter two areas.

This point is further borne out by the following: each of the twelve pupils who participated in the individual interviews was asked at the conclusion of the interview to indicate which two topics he/she considered to be the most important out of all the topics which had been identified by his/her group, and discussed in some detail in the interview. Answers varied, but not one of the twelve mentioned anything to do with Vocational or Educational concerns. All suggestions fell

within the Social/Personality needs spectrum.

It must be borne in mind, however, that pupils may have taken for granted that the topics culled for the individual interviews must be the important ones, and that the other ones were seen by the researcher to be less important.

Nevertheless, this seems to bear out the assertion made in Chapter One, that pupils have more pressing needs in this latter area than in other areas, and that guidance officers must address themselves more to meeting these needs, and less to the former two, in terms of the amount of time and value allocated to each component.

5.3.5.2. Abstract Thinking.

The growth of the ability to intellectualise and think abstractly was discussed in Chapter Two. Comments made by the pupils in the individual interviews illustrated this growth quite clearly.

"You hear things from others and on T.V.
and you start to understand things."

(Stuart Std 6 Boys T)

"In the lower standards, you don't really know what's going on. You never take an interest in other things...In Std 6 you hear more, watch more news, you take more in than, say, in Std 3."

(Megan Std 6 Girls NT)

"You have more problems than when you were younger. You understand things and so see things. You're older and so you notice more problems."

(Neville Std 7 Boys NT)

"In Std 6 you don't really think of the future. In Std 7 you start setting goals; your mind is developing more and expanding."

(Tracy Std 7 Girls NT)

"In Std 8 you get to the age when you start thinking about these things. In Std 6 and 7 you might be a little young to understand."

(Adrian Std 8 Boys T)

Guidance teachers must take this matter carefully into consideration when planning the specific content of a lesson. As will be seen in a number of areas, the Std 8 groups, for example, suggested very similar content to the Std 6's. The difference in dealing with similar content in varying age groups clearly lies in the depth to which the class is able to go, rather than just the breadth of information involved.

5.3.5.3. Independence

In Chapter Two the drive for independence was discussed in some detail and it was pointed out that, as the adolescent grows older, and seeks more independence, so conflict in the family often arises, as the parents struggle with their own needs and the demands of their children in this regard.

This development can be seen by the specific topics suggested in each standard, and by comments made in the individual interviews.

In Std 6, for example, none of the pupils considered it very necessary to discuss relationship problems with their parents arising from a demand for independence, whereas some of the Std 7 group did, and all of the Std 8 groups considered it essential, indicating the progression of this development. The Std 8's also emphasised this in individual comments.

"There's more of a problem now, because you're growing up and want to show them you're maturing."

(Adrian Std 8 Boys T)

"Everyone goes through a stage of not getting on with parents."

(Angela Std 8 Girls T)

"You don't argue so much when you're younger...You start going to places with older guys and parents don't approve."

(Susan Std 8 Girls NT)

5.3.5.4. Black/White Relationships.

Considering the mainly conservative political background of the parents of the pupils in the target population, it was somewhat suprising to hear the strong feeling of many groups in all standards that the issue of improving Black/White

relationships was essential.

"This is quite important because of the political situation now; we should know about black people. If you know about them then you may feel differently to the usual opinion."

(Lee Std 6 Girls T)

"The country may do away with Apartheid and we will need to learn about it. The future of the country depends on us. If we understand we may be able to make it better."

(Steven Std 7 Boys T)

"A lot of people are prejudiced against blacks - we need to discover that they are people."

(Nicky Std 7 Girls T)

"We need to understand them [blacks], become friends, become one country...We've never known what they're like...We can't say we don't like them if we don't know them."

(Susan Std 8 Girls NT)

The possibility of a slight hardening of attitude in Std 8 is apparent, but this will be discussed later.

5.3.5.5. Sexual Issues.

The specific topics suggested by the groups in all three standards indicate that, generally, the girls are more interested in the relationship side of sexual issues, and the boys more interested in the physical side. In Std 7 this was the most noticeable, with the girls indicating almost no need to discuss sexual issues, (other than how to deal with sexual pressure), and the boys showing less need than the girls to discuss relationship issues. This trend is not very clear from the Summary of Topics Suggested by the Pupils on pages 76 - 78, but it becomes clear from a study of the specific data in Appendices B, C and D.

5.3.6. Summary of Suggested Content.

In order to make it easier to use the material which was identified in the discussion, for the planning of programmes, the areas of content are repeated in summary form in Table 4 on pages 113 - 115, without any commentary.

5.3.7. Comparison of results with other research.

As was discussed in Chapter Three, the only other piece of comparable research in a South African setting is that of Euvrard (1987). In referring to this study, he suggested that

It will be interesting to compare the two studies, taking into account the different populations and methods of investigation.

(p 19)

TABLE 4

SUMMARY OF SUGGESTED CONTENT

STD 6	STD 7	STD 8
<p style="text-align: center;">SEXUAL</p> <ul style="list-style-type: none"> - understanding puberty - consequences of sex - ethical and social issues 	<p style="text-align: center;">SEXUAL</p> <ul style="list-style-type: none"> - physical info. - consequences of sex 	<p style="text-align: center;">SEXUAL</p> <ul style="list-style-type: none"> - physical info. - general sexual information - consequences of sex - setting standards - problems of sex - coping with pressure
<p style="text-align: center;">GIRLFR/BOYFR. REL.</p> <ul style="list-style-type: none"> - issues of dating - family attitudes - dealing with breaking up 	<p style="text-align: center;">GIRLFR/BOYFR. REL.</p> <ul style="list-style-type: none"> - issues of dating - understanding the opposite sex - setting limits - dealing with relationship problems 	<p style="text-align: center;">GIRLFR/BOYFR. REL.</p> <ul style="list-style-type: none"> - issues of dating - understanding the opposite sex - problems of long-term relationships - recognising love - dealing with breaking up
<p style="text-align: center;">BLACK/WHITE REL.</p> <ul style="list-style-type: none"> - understanding discrimination - understanding black culture - how to interact - political awareness 	<p style="text-align: center;">BLACK/WHITE REL.</p> <ul style="list-style-type: none"> - understanding discrimination - understanding black culture - how to interact 	<p style="text-align: center;">BLACK/WHITE REL.</p> <ul style="list-style-type: none"> - understanding Apartheid - understanding black culture - how to interact - causes of problems

TABLE 4 (cont.)

STD 6	STD 7	STD 8
<p style="text-align: center;">FAMILY ISSUES</p> <ul style="list-style-type: none"> - normal family problems - abnormal family problems 	<p style="text-align: center;">FAMILY ISSUES</p> <ul style="list-style-type: none"> - normal family problems - abnormal family problems 	<p style="text-align: center;">FAMILY ISSUES</p> <ul style="list-style-type: none"> - normal family problems - abnormal family problems - issues of marriage - issues of raising children
<p style="text-align: center;">DRUGS</p> <ul style="list-style-type: none"> - factual info. - sources of help - coping with peer pressure 	<p style="text-align: center;">DRUGS</p> <ul style="list-style-type: none"> - factual info. - helping others - how to avoid drugs - why people take drugs 	<p style="text-align: center;">DRUGS</p> <ul style="list-style-type: none"> - factual info. - rehabilitation - dealing with pressure - why people take drugs
<p style="text-align: center;">FRIENDSHIPS</p> <ul style="list-style-type: none"> - making friends - dealing with friendship problems 	<p style="text-align: center;">FRIENDSHIPS</p> <ul style="list-style-type: none"> - making friends - dealing with friendship problems 	
	<p style="text-align: center;">COPING WITH PROBLEMS</p> <ul style="list-style-type: none"> - preventing problems - causes of problems - solving problems 	
	<p style="text-align: center;">PERSONALITY</p> <ul style="list-style-type: none"> - understanding oneself - accepting oneself - coping with emotions - social behaviour 	

TABLE 4 (cont.)

STD 6	STD 7	STD 8
		<p>PARENT/CHILD REL.</p> <ul style="list-style-type: none">- understanding parents- achieving independence- causes of stress- solving problems- sources of help- dealing with family breakdown <p>TEACHER/PUPIL REL.</p> <ul style="list-style-type: none">- communicating with teachers- dealing with problems

He made the assumption in his study that Std 8 was a representative year:

...the younger and less mature of them would express needs similar to those of the lower standards, while the older and more mature would express needs similar to those of the higher standards. Thus focussing on this 'middle' standard should yield data with a degree of applicability to the junior and senior section of the high school.

(ibid, p 21)

A combination of all the themes discussed in this study yields the following:

Girlfriend/Boyfriend Relationships.
Sexual Issues.
Black/White Relationships.
Friendships.
Family Issues.
Parent/Child Relationships.
Drugs (Including Smoking and Alcohol)
Personality.
Coping with problems.
Teacher/Pupil Relationships.
Peer Pressure (as a general theme)

How do Euvrard's results compare with these areas? In those cases where his results compared favourably, discussion was usually felt to be unnecessary.

5.3.7.1. Girlfriend/Boyfriend Relationships.

A large percentage of pupils...want to know more about relationships with the opposite sex.

(ibid, p 45)

5.3.7.2. Sexual Issues.

A number of pupils want sex education... [discussion on] sex before marriage...how far to go...how to control sexual urges... the hazards involved in sex...birth control...affairs...homosexuality.

(ibid, p 47)

5.3.7.3. Black/White Relationships.

Many pupils realise that they don't know what is going on in South Africa, and want to know about the state in which we find ourselves...These pupils apparently do not share the sentiments of those in authority (school and state) who limit the free flow of information and discussion.

(ibid, p 64)

It is interesting to note that pupils in Euvrard's study did not see a need to discuss a number of the issues that were important to the pupils in this study, in this general area of concern. This study identified concerns such as "How do you get along with blacks; How to behave;" etc.. His study identified more problems of a political kind.

The difference may well be due to the fact that his sample was drawn from three multi-racial schools, where "getting on with blacks" is not such an issue as it would be in a white school, because it is part of the pupil's experience. It is a fact of life and therefore quite natural. This point will be discussed further when the implications of this study are considered.

5.3.7.4. Friendships.

A large number [of pupils]...want to know how to relate to others, and be able to communicate with them, how to overcome certain problems in a relationship...

(ibid, p 52)

This observation was made under the heading "General Relationships", and specifically excluded Boyfriend/Girlfriend, and Parent/Child relationships, so it is fair to conclude that the pupils were indicating a need in the general friendship area.

Lionel wants to learn how to stop arguing with his friends, while others are concerned about trusting others...

(ibid, p 53)

5.3.7.5. Family Issues.

Marriage is a topic which many pupils want to discuss...they are concerned about divorce...[about] the problems married couples face...how to communicate.

(ibid, p 48, 49)

...How best to rear their children.

(ibid, p 51)

5.3.7.6. Parent/Child Relationships.

Only 12% of the pupils in Euvrard's study mentioned this as a specific need.

Their interest in this issue falls into two major areas: they want a clearer insight into their parents' perspective, and closely aligned to this is their desire to improve their relationship with their parents.

(ibib, p 49)

This small group of 12% is in contrast to the strong feeling of the Std 8's particularly in this study, that this was an important topic.

Why is there this difference? The explanation may lie in the differing circumstances of the two schools. Euvrard's sample included many boarding school pupils, while this study's sample was from a day school. Thus it is perhaps to be expected that children in boarding school, who see their parents only occasionally (relative to a day school situation) would not experience the same type of day-to-day conflicts. Their parents would be involved to a much lesser extent in dealing with the demands for independence.

Whatever the reason for the difference, it does illustrate clearly a fundamental assumption of both studies: that different children have different needs, and that applying an

overall guidance syllabus will often lead to irrelevancy of material. In other words, it illustrates the need for needs assessment in local settings.

5.3.7.7. Drugs (Including Smoking and Alcohol)

A number of pupils wrote of the need for more information and discussion on drugs, drinking and smoking...Whilst a few pupils simply request some information on drugs in general, the vast majority...imply that they see drug taking in a potentially negative light and wish to know how to resist it...An important point to emerge from the data is that drugs, drinking and smoking are often viewed in the same light.

(ibid, p 60)

5.3.7.8. Personality.

Euvrard deals with this section under the heading "Personal Lifeskills".

Some pupils specifically want to understand themselves better...the wish for self control...how to be able to control their tempers [and other emotions]...how to take positive steps towards improving themselves... [overcoming] feelings of inferiority in becoming more self confident.

(ibid, p 67 - 70)

5.3.7.9. Coping with problems.

Much has been written about the need to solve particular problems. Some pupils, however, have expressed the wish to learn how to solve problems in general.

(ibid, p 69)

This observation agrees exactly with the findings of this study in this regard.

5.3.7.10. Teacher/Pupil Relationships

Teachers are a very important part of a pupil's school experience and many comment on this relationship...almost every pupil who comments on a problem of teacher/pupil relationships wishes to know what he/she can do to improve the situation.

(ibid, p 43)

5.3.7.11. Peer Pressure.

Some pupils are very aware of the pressures to conform to their peers' standards of behaviour.

(ibid, p 54)

As in this study, he found that the issue of peer pressure was a need discussed in a number of other more specific areas.

5.3.7.12. Conclusions

Generally speaking, Euvrard's results correlate very well with those of this study, and indicate remarkably similar concerns of the two populations. Differences in concerns were pointed out under the relevant headings. Differences in terms of the strength of a need are difficult to establish, because Euvrard did not make an attempt to establish this in his study.

One important observation is that the specific topics identified by his Std 8's correlate better with those identified by the same age group in this study, than they correlate with the lower standards. In other words, it may be that his assumption that the std 8 pupils are a representative age group, is called into some question.

The favourable correlation between the two studies has an important bearing on the generalisation of the combined results. In his discussion of the limitations of his study, Euvrard states:

The first major limitation is that of the very specific sample used. This causes serious problems when one tries to generalise from these findings..."

(ibid, p 85)

He then suggests that his results can be seen only as relevant for

...these particular types of schools.

(ibid, p 85)

The additions of the findings of this study therefore mean that the generalisation of results can go somewhat further, to include the type of school represented in this study. This point is discussed further at a later stage.

However, one must never lose sight of the fact that generalisation must never go too far, because in being too general, the information becomes less applicable to specific situations. This point was highlighted, for instance, when Parent/Child Relationships were discussed. Guidance teachers need to discover the specific needs of the pupils in their schools.

CHAPTER SIX

IMPLICATIONS AND RECOMMENDATIONS

6.1. Introduction.

The main aim of this study was to discover what school pupils feel their needs to be in a specific area of guidance. It was argued that this information is essential for the planning of any meaningful and relevant programme. This aim has been accomplished, i.e. the pupils have been given the opportunity and the means to make their needs, as perceived by them, known.

A second aim was to state these needs in such a way that they make sense from a content point of view i.e. to provide the guidance teacher with specific guidelines as to what to deal with in the guidance lesson itself. The Summary of Suggested Content on pages 113 - 115 is an attempt to fulfil this aim.

Other aims were to observe and comment on any age-related or sex-related differences in needs which became apparent. This was attempted in the Discussion.

It is important to note that it is not suggested that these expressed needs should form the sole basis for the development of a guidance programme. Certain developmental needs, of which the pupil might be unaware, emerged in the discussion of Adolescence in Chapter Two. These must be taken into account.

Then, too, a concern for, and study of, the future would also indicate certain issues which will be important, and which will be included in a programme. By "future" is implied the scenario in our country (and to an extent the world) in which pupils will find themselves in years to come.

And then, of course, if the pupil is to be educated in the widest sense of the word, then there will be certain issues which do not fall at present within the experience and knowledge of the pupils, which would be considered essential.

These four aspects, then, need to be taken into account:

- Expressed needs of the pupils.
- Developmental concerns.
- Future concerns.
- Educational concerns.

The contention made in Chapter One was that, too often, guidance programmes are based on the last three concerns mentioned, without taking into any account the feelings and thoughts of the pupils.

6.2. Comparison with the existing Guidance Syllabus.

The school in this study falls under the Education Department of the Cape Province, and as such follows the suggested syllabus as laid down in the Manual and Scheme of Work for School Guidance (1981), a publication which was discussed in some detail in Chapter One.

A contention made in that chapter was that the syllabus might not be relevant to the needs of specific groups, if indeed it was relevant at all, and so it is necessary to compare the findings of this study with that syllabus.

The themes which were identified by each standard in this study will be listed, followed by an indication of whether or not the syllabus covers that area.

6.2.1. Std 6.

Sexual.

No mention is made of this at all.

Boyfriend/Girlfriend Relationships.

No mention is made of this at all.

Black/White Relationships.

No mention is made of this at all.

Drugs (Including Smoking and Alcohol).

Under the heading "Anti-Social behaviour" the topic is suggested: "Use of Alcohol and other dangerous drugs."
(p 29)

Family Issues.

No mention is made of this at all.

Friendships.

No mention is made of this at all.

It is clear therefore that the content suggested by the syllabus with regard to Social/Personality issues, if not almost totally irrelevant to the expressed needs of the pupils in this study, is certainly not high on their list of priorities.

6.2.2. Std 7.

Sexual.

No specific mention is made of this at all.

Parent/Child Relationships.

"Attitude towards parents" (p 34) is the only reference.

Boyfriend/Girlfriend Relationships.

No specific mention is made of this at all.

Black/White Relationships.

The only reference to this is: "Attitude towards other language and race groups." (p 34)

Drugs (Including Smoking and Alcohol).

No specific mention made of this at all.

Friendships.

"Attitudes towards other pupils." (p 34)

Personality.

No specific mention is made of this at all.

Coping with Problems.

No specific mention is made of this at all.

At face value, one can only conclude again that the syllabus is probably largely irrelevant to the needs as felt by these pupils. The syllabus does, however, suggest two broad categories of content for Std 7:

Problems of the Adolescent.

(p 34)

and

Other matters of immediate importance to pupils at this developmental stage.

(p 34)

Perhaps these are intended to be so broad as to cover all these other issues. If this is the case, it provides very

little assistance to the guidance teacher in suggesting direction for curriculum planning.

6.2.3. Std 8.

Sexual.

No specific mention is made of this at all.

Parent/Child relationships.

No specific mention is made of this at all.

Boyfriend/Girlfriend Relationships.

"As an adolescent towards the opposite sex." (p 39) is the only recognition given to this crucial area of need.

Black/White Relationships.

"As an adolescent towards other races."
(p 39)

Drugs (Including Smoking and Alcohol)

"The implications of the misuse of habit forming substances." (p 39)

Family Issues.

No specific mention is made of this at all.

Teacher/Pupil Relationships.

No specific mention is made of this at all.

As with the Std 7's, the

"Other matters of immediate importance to the adolescent." (p 39) is no doubt intended to cover the other areas.

With the Std 8 syllabus, the Manual comes the closest to some

of the types of concerns that were expressed in all three standards. It suggests dealing with the development of self-confidence, the acceptance of criticism, a self-critical attitude, confidence, honesty and trustworthiness, sense of humour, and maturity (p 35). This is one of the few times that the Manual does approach relevancy in the area of Social/Personality Needs.

Even in the balance it gives to the various components, it misses the mark of the needs of the pupils in this study. While the need for Vocational and Educational guidance was clearly seen in the results, in the Social/Personality area the pupils identified many more needs than the other two areas put together. In the Manual, however, of the nine pages devoted to the syllabus, seven are concerned with Vocational and Educational matters, and only two with Social/Personality issues. While this is in line with the direction given by the HSRC (1981) report, it is plainly not in line with the needs of the pupils as identified in this study.

6.3. Implications.

This section deals with eight main implications of these findings. The first four are concerned with fairly broad issues, and the last four are more practical in terms of relating to specific suggestions for a guidance programme.

6.3.1. The Question of Guidance as a "Change Agent."

A fundamental question that arises from the findings of this study is this: Should Guidance be aimed at helping children to adjust to the demands of their society, or should it foster in them a desire for change where they perceive change to be necessary? Alternatively, should it attempt to do both of these, and is this possible?

Arbuckle (1976) expresses concern at this issue.

*Proponents of psychological education
espouse concern for the individual child.
But their basic task appears to be helping
children to adjust to what the school [and
by implication society] has decided is
good for them.*

(p 427)

The viewpoint of Christian National Education would be that the primary task of the school is to assist young people to becoming responsible, well-adjusted members of their society, and that changing existing structures is best left to experienced responsible adults. (This, for example, is a basic assumption of authors such as Vrey (1979) and Gunter (1980)).

This approach, of course, causes severe problems in any society, and South Africa is no exception. In fact, it may be a good example. Who decides who the experienced responsible adults are? What if a large percentage of the community feel that the people designing the structures are moving in the wrong direction, or are misguided?

The issue of Apartheid, and the resultant problems of Black/White relationships, as identified in this study, provide a case in point. In a number of instances, both in the group and individual interviews, topics were raised and feelings expressed indicating a desire for change of a very fundamental nature. Some of the specific topics mentioned by the groups were:

Why is there Apartheid?

Understanding and avoiding discrimination.

How to stop racialism.

How to get along with blacks.

How to accept them.

Treating them as equal.

How to solve inter-racial problems.

Some of the comments made in the individual interviews bear repeating.

"If you get to know the blacks and get a better relationship it may help improve the situation. Blacks have a reason for what they do."

(Stuart Std 6 Boys T)

"If you know about them then you may feel differently to the usual opinion."

(Lee Std 6 Girls T)

"The future is changing. We've never made up our own minds, never had the chance. You need to decide for yourself what is right."

(Megan Std 6 Girls NT)

"A lot of people are prejudiced against blacks. We need to discover that they are people."

(Nicky Std 7 Girls T)

"We're the future of this country, and need to know what the situation is."

(Adrian Std 8 Boys T)

"We need to understand them, become friends, become one country - we've never known what they're like."

(Susan Std 8 Girls NT)

While a certain amount of paternalism is evident in these statements, nevertheless they reflect a genuine desire for a new understanding and situation.

In the general South African context today, the guidance teacher who attempted to meet some of these needs would not always meet total opposition, but this is only because fairly recently the government has indicated the necessity for white South Africans to become concerned with these types of issues.

Only a few years ago, however, the larger South African white society would have frowned on, and discouraged, these expressions of needs. In fact, many guidance teachers would still face some pressure today from parents on this issue, and there are some areas (geographically) where the expression of similar feeling is still totally unacceptable.

What, then, is the guidance teacher to do, with these and other issues of a similar nature? Does he encourage the pupils, and provide opportunities for them to explore their feelings, no matter what conclusions this may lead them to? Or, if he believes that the reality of the situation is such that discussions of this nature are irrelevant, does he simply not deal with it?

Some of the pupils indicated that they held this latter view.

"It's not really important because
Apartheid is going to keep going."

(David Std 8 Boys NT)

"It's not necessary to do this [discuss
these issues] because everyone has their
own point of view and speaking about it
doesn't help."

(Angela Std 8 Girls T)

Of course, in the area of Black/White relationships, the guidance teacher has what is considered to be a universal fundamental principle on which to stand, if he chooses to, namely that all men are born equal, and that discrimination of any kind is abhorrent. So he may choose to proceed regardless of censure. If he does, though, he has another very practical problem with which he must contend.

*...let us recognise that administrators
still determine the educational and
supportive functions in the school, and
teachers are still in charge of their
classes. Counsellors are still trained by
colleges, and they are looking for security
in their career as much as are the
students they counsel.*

(Wells 1974 p 183)

This is one of the reasons why Arbuckle (1976) believes that school counsellors have become mainly agents of society. It is worth quoting him at some length.

What appears is that the counsellor has been won over to the camp of teachers and administrators. Rather than counsellors influencing and affecting teachers and administrators, they have been influenced and affected by them...Indeed, the term 'Teacher - Counsellor' became the description of a teacher who had put on a counsellor's coat. Instead of the teacher becoming more like a counsellor, the counsellor became more like a teacher, both in attitudes and in practice...what was good learning and good behaviour for children was determined by administrators, with the assistance of teachers and counsellors.

(p 428)

The issue of Black/White relationships has been used to illustrate the conflict that could arise for the guidance teacher, in terms of a confrontation with authority. There are, of course, areas of decision which could involve a confrontation of a kind between the guidance teacher and the pupils.

For example, the indication that the boys are more interested in physical aspects of relationships at certain ages than the girls, has been discussed at length. Should the guidance teacher attempt to change this? The need for change in this regard would probably be more hotly debated than many other issues, because it calls into question many assumptions of society, as well as child-rearing practices. While some may argue that the need for change in this area has been well established by the feminist movement, nevertheless the attempt to remove sexism in society does not seem to have been as successful as its proponents hoped.

The bold experiment to raise non-sexist children is not working.

(Stein, 1980 p 1)

This means that the pupils are unlikely to see anything strange about this difference between the boys and the girls, and might resist an attempt by the guidance teacher to suggest change.

So the guidance teacher also has a dilemma over those issues which he may see as worthwhile, but about which there is substantial dispute, and which the pupils themselves may not see as being necessary.

How, then, is this issue to be resolved? It boils down finally, of course, to the individual choice of the guidance teacher, but Arbuckle (1976) takes a definite stand which suggests a particular direction. Once again it is necessary to quote him at length.

This, then, is my basic thesis: school counsellors simply cannot ride two horses in different directions...If counsellors see themselves as advocates of the young in this country...then their goals and objectives are not always going to be the same as those voiced by administrators and by the majority of teachers...There should be no secret about their allegiance, nor need there be any enmity because of it...a counsellor's being 'for' the student does not necessarily mean that the counsellor is against society, but it does mean that the counsellor is the advocate for the individual, and for the rights of the individual...It appears that the majority of administrators, counsellors and teachers

are dedicated to helping children adjust to society, rather than helping them to modify the environment that surrounds them so that it does not deny their individuality... They will be change agents.

(p 430)

This suggests a definite stance, which, in the view of the researcher, is the only one that can be taken if the guidance teacher is going to be practically concerned about the actual needs of his pupils.

6.3.2. Black/White Relationships.

The second major implication concerns the differences that became evident between this study and that of Euvrard (1987) in the area of Black/White relationships. This was discussed earlier, but the main findings bear repeating. Euvrard's pupils expressed no need to discuss the issues of day-to-day relationship problems with black people, but they did suggest that a discussion of General Relationships was called for. In this study, however, some pupils expressed a strong need for a discussion of issues concerning racial relationships.

It was suggested that this difference exists because the pupils in Euvrard's study come into daily contact with children of other race group in their school, and thus the issue of colour become irrelevant.

Lionel wants to stop arguing with his friends.

(Euvrard, 1987, p 62)

The colour of Lionel's friends does not seem to be important.

The implications of this seem to suggest that apartheid has been a dismal, practical failure. Where pupils of different races have been allowed to grow up together, they seem to experience few problems other than what would be considered normal in any relationship. Where they have been kept apart, mistrust, uncertainty, and other problems abound. Surely, then, this is an argument for open schools, and by logical conclusion, therefore, an open society?

6.3.3. The Need for Information.

The pupils want information on what is happening in the country in terms of the political situation, and of unrest. Comments which have been quoted in the specific sections under each standard indicate this clearly. Euvrard (1987) found exactly the same wish in his study, and he sums it up well.

These pupils apparently do not share the sentiments of those in authority (school and state) who limit the free flow of information and discussion.

(p 65)

6.3.4. The Danger of Indoctrination.

Certain of the themes emerging from the data need to be handled quite carefully by the guidance teacher, from the point of view of indoctrination.

On a number of issues, for example, there is substantial dispute, a concept which Snook (1972) identifies as being one of the criteria of indoctrination. Areas such as sex before marriage, abortion, homosexuality, etc. are just some of the issues with which a guidance teacher will have to

deal, and these and many others are highly contentious issues in our society.

The guidance teacher will, no doubt, have his own views on these issues, and the temptation will always exist to lead the pupils in a particular direction. Snook (1972) warns against this in his definition of indoctrination when he states that:

A person indoctrinates a proposition or set of propositions if he teaches with the intention that the pupils believe these propositions regardless of the evidence.

(p 24)

In other words, in dealing with the topics identified in this study, the guidance teacher must be very careful not to allow personal bias into his teaching. Where issues are presented over which there is substantial dispute, both sides of the dispute need to be clearly stated.

6.3.5. The Need for Flexibility.

The issue in the section Specific Needs: Std 6, relating to Security, indicates a practical aspect that must be built into any guidance programme, namely flexibility. (The issue of Security, as has been discussed, is not relevant to the guidance programme in this case, but it is used here as an example).

In Chapter Four it was pointed out that this study was done very shortly after the announcement of the State of Emergency, and the announcement of this by the State President on national television naturally brought the attention of the public to the real or supposed danger in the daily South African situation.

An important issue, therefore, in the minds of the Std 6 sample was that of danger and security problems. If the study had been done two months earlier, or a year later, it is unlikely that this would have been a strong concern.

A guidance programme, therefore, must be flexible enough to take into account the kind of issues which arise unexpectedly. This is not to say that the guidance teacher must not plan his syllabus ahead - it is essential to do so. But he must allow some "open time" which can be used at any stage during the year, for these concerns.

6.3.6. The Need for Ongoing Needs Assessment.

The above example also illustrates the need for the guidance teacher to be constantly open to the suggestions of the pupils regarding needs. To do a major assessment of needs and then base a guidance programme on that, without revision for a long period of time, would miss the fact of changing needs. He needs to do a regular small assessment to discover if his programme is still relevant in all its aspects. A simple questionnaire asking pupils to list any topics which have been covered in the guidance programme, but which the pupils feel are irrelevant, would provide this information simply and without a great deal of time or energy being expended.

6.3.7. Accommodating more specific Needs.

One of the problems of identifying specific needs, is that the more specific they become, the more difficult they are to deal with in a group situation, because what may then be relevant to a few, is at the same time potentially irrelevant to the rest.

In this study, topics such as English/Afrikaans

relationships, Unemployment, Money management, Effects of Video and T.V., to name a few, were only mentioned by relatively few pupils. Another example of this is the strong need indicated by the Std 8 girls particularly to deal with sexual pressure.

So it would not seem appropriate to deal with these issues in the large group, unless of course there are others reasons why these topics are believed to be generally applicable. (See Chapter Five for suggestions of other factors influencing decisions on needs.)

Nevertheless, these small groups of pupils do express particular needs. How are they to be accommodated? This is not an easy problem to solve, as the restrictions of a school timetable often do not allow much flexibility of grouping for guidance classes.

One possible solution would be for the guidance teacher occasionally to find a time when the entire standard in question is available, and then to offer a number of these topics in separate venues. The "Youth Preparedness" period in operation in white schools at the present might well be such a time. It might be necessary for the guidance teacher to "train" other teachers, or pupils, to run these short course, or to get help from the larger community. A pupil would then be required to choose and attend a topic of relevance.

Another solution is for the guidance teacher to meet privately with small groups of pupils to discuss particular areas of need.

Whatever solution is found, the many themes suggested by only one group in this study indicate that it is essential to attempt some form of accommodation.

6.3.8. The Issue of Relevancy with regard to the existing Departmental Syllabus.

The comparison of the findings of this study with the existing Cape Education Department syllabus indicate that the Manual (1981) may be in urgent need of revision. Euvrard's (1987) comparison of his findings with the same syllabus (pp 77 - 81) bears this out.

Of the suggested content for Social/Personality needs, only a fraction seems relevant. Naturally, more research over a larger population would be needed, to establish if the general trends of these two studies are representative. Indications thus far, however, are that the syllabus is wide of the mark.

6.4. Limitations of this study.

The first obvious limitation relates to the specific population used. It may be that a generalisation of results to other governmental, white, co-educational English-speaking schools with a similar pupil population is possible, but this study cannot, on the basis of itself, be generalised much further.

It can be taken somewhat further, of course, by the addition of the comparison of these findings with those of Euvrard (1987), and this has been discussed elsewhere.

Of course, it must be remembered that generalisation of results was not an aim of this study, as is obvious from the limited population. The aim was to provide information on the specific needs of pupils in a specific school. Nevertheless, because of the lack of this type of information in the South African situation, it may be that there will be a need to use it, rather than use no information at all.

Therefore the limitation expressed must be kept in mind.

The second limitation concerns the fact that the pupils were not in a vacuum as far as guidance is concerned. In other words, they had all had the experience of a guidance system, and for the Std 8's this was nearly two and a half years of exposure. Therefore, it is possible that their opinions were biased in a number of ways.

If they had "done" a topic in a previous standard, they might have felt that it was a need, but that seeing it had been dealt with earlier, it would not be necessary to mention it again. In some instances this did not seem to be the case with these pupils. The Std 7's, for example, mentioned that study methods would be important, but that as it had been done in Std 6 it was not now necessary.

Nevertheless, this issue represents a methodological weakness which is very difficult to overcome (seeing that most pupils have been exposed to guidance) and therefore must be borne in mind when interpreting the results.

The third limitation arises from the identifying by the pupils of topics which they experienced as needs, but which had been dealt with in guidance in earlier standards. The problem is that it is not clear why they referred to these topics again. There are two possible explanations.

Either they were indicating that the topic remained a need, and that they required more discussion of it; or they were indicating by implication that it had been badly "taught" in the earlier standard. For practical reasons one assumes that the former is the case, but the issue was not clear from this research.

Related to this point is a fourth limitation. If it is agreed that inevitably some topics will be found by the pupils to be dull or boring in a particular year, sometimes because the

presentation of the teacher is lacking in some way, then we must agree that it is possible that the pupils will not mention that topic, despite the fact that they may see it as a need. This is particularly so if the guidance teacher dealt badly with the topic in the past, and is going to be the one to teach the topic again. Practical considerations like these can sometimes outweigh any attempt at honesty on the part of the pupils.

So it is possible that themes have been left out by the pupils.

The fifth limitation concerns the fact that the researcher is the guidance teacher at this school. The "experimenter effect" has been well documented in the literature (eg Deaux and Wrightsman, 1988 p 40). Three specific issues connected with this problem need to be considered and borne in mind when studying the results.

Firstly, the pupils in discussion with the researcher might not want to offend him, by suggesting, even by omission, that topics which he has dealt with in guidance are irrelevant to their needs. As an example, the researcher (who is their guidance teacher) was of course dealing with some specific topic in the guidance classes at the time of the research. If it so happened that the pupils were feeling that topic to be irrelevant, would they be able to indicate this in the discussions? Might they include it merely for the sake of the guidance teacher's feelings?

Secondly, it was pointed out in Chapter Four that the relationship between the researcher and the pupils in an interview situation is of crucial importance. This study assumes that the ideal of a good relationship existed, but it is a very difficult assumption to substantiate.

Thirdly, on certain topics, mainly sexual, but including topics dealing with behaviour, pupils may struggle to talk

about personal feelings and beliefs, because they may worry about the impression that they would be giving to the guidance teacher and to others in the group. This appeared to be the case with one Std 6 girls group, who struggled to suggest specific topics relating to sexual issues. Also, only one passing comment was made in all of the discussion with the boys on the subject of sex, about the issue of masturbation. Yet it is clear from the literature that this is an issue very much on the minds of teenagers, and boys in particular, (for example see Rubin and Kirkendall 1970 p 94; Herbert 1975 p 331; Lanson 1977 p 42.) Perhaps the almost total exclusion of this topic from the discussions was due to the fact that pupils would not want themselves to be associated by implication with certain socially embarrassing activities.

Despite these three limitations relating to the researcher being the guidance teacher at the school, and in defence of this study, the conclusions of Juggath (1984) are worth repeating. His research was discussed in Chapter Three, and he concluded that

From the open-ended section of the checklist [and the lack of response] it appears that another limitation of the study was the lack of a relationship between the administrators of the checklist and the subjects. Perhaps, counsellors who had worked with pupils regularly as groups could have elicited a more widespread and open response. The open ended section of this checklist reveals the reticence of the subjects to communicate openly with [those who] administered the checklist.

(p 46)

Thus it may be that the advantages of having a researcher familiar to the pupils outweigh the limitations.

The sixth limitation concerns confidentiality in the interview situation. In a questionnaire survey, absolute confidentiality can be guaranteed, and so a pupil can feel free to express actual views, without the danger that the source of the views might become known.

In the interview situation, at least one other person - the interviewer - becomes a confidant, and in the group interview this becomes worse, as a number of other people now listen, and evaluate, and make comments about the views expressed. This could easily discourage individuals from making their true feelings known. Peer pressure, which has been identified in this study as a strong factor in influencing the behaviour of these pupils, would play a big part here. An example of this in the area of sexual issues has already been given.

These six limitations indicate that the results of this study must be interpreted with some care, and when a guidance programme is developed, they must be seen in relation to the other three areas mentioned, namely Developmental issues, future concerns and educational considerations.

6.5. Further Research.

From this study, a number of research issues develop. The main ones will be highlighted briefly.

The most obvious research need which flows from this and Euvrard's (1987) study, is a general assessment of Social Personality Needs in schools representing all population and language groups, in both city and rural areas. If it has been shown that there is a real lack of guidance in this regard in white schools, how much more is it so in black and so-called "coloured" schools, which can claim little benefit from these

two studies, or, in fact, from any others. It was suggested that the current syllabus is in urgent need of an update. More research into general needs assessment would accomplish this, and thereby provide guidance teachers with, at the very least, some broad relevant guidelines for programme development.

Such an updated syllabus, however, is only a part of the answer to relevant programme development. The guidance teacher in the local school must be able to assess specific needs. Yet, at present, there is no easy, reliable way for this to be done. Euvrard's study, and this one, offer two different methodological instruments, both having advantages and disadvantages. Therefore, an urgent research need is the development of a methodological approach which is both reliable and practical in its application.

The question has been asked: are pupils more open and honest when the researcher is an anonymous outsider, or when the researcher is someone they know and trust? This study pointed out some limitations of the latter, and Juggath (1984) some limitations of the former. This problem will need attention before a sound methodological approach can be developed.

The issue of when exactly biological/sexual information becomes relevant to girls is not clear from the findings of this study. Despite the fact that girls enter puberty on average a year or so earlier than boys, this research indicates that their interest is aroused much later. Further research needs to investigate the following questions:

Is this a general trend among girls?

If so, what is the explanation for it, and how should guidance teachers take this into account when planning?

Another clear problem arose from the discussions with the pupils. Some indicated a need to deal with certain topics that had been discussed by them in guidance classes in previous years. It was unclear as to why they were suggesting this: either it was still a need, or perhaps it had been badly "taught" on the first occasion. This leaves the guidance teacher unsure of how to proceed in programme planning. Further research in needs assessment must take this problem into account, and should attempt a methodological design to overcome it.

Finally, the pupils in this study, from a white school, indicated a need for help with Black/White Relationship problems. Euvrard's pupils on the other hand, from mixed schools, indicated no such need.

This could be seen as a preliminary indicator that when pupils from different race groups are kept apart, suspicion and mistrust develops, but that those in multi-racial situations do not experience this. If research in a wider context were to confirm these results, it would be a strong argument for the opening of schools to all races. In fact, this might well indicate the necessity to drop all racial restrictions in our society.

Appendix A

The following is one of the lists resulting from a brainstorming session with one of the Std 8 groups, and is typical.

Educational movies	jobs
careers	charades
alcohol	drugs
relationships	politics
school life	problems
divorce	marriage
parent/child	unrest
abortion	contraception
teenage sex	age relationships
public speaking	rape
homosexuality	teacher/pupil relationships
school pro's and con's	murder
car theft	crime
conservation	preservation
school facility	school spirit
high school problems	corporal punishment
detention	exams
study methods	homework
rules	uniform
hair	sport
cultural activities	inter-class relationships
achievements	quality of facilities
books	black/white relationships
boyfriend girlfriend	
relationships	teenage relationships
teenagers and old people	image
group pressure	food
love	teacher/headmaster relations

Appendix B.

The following is a complete list of all the specific topics mentioned by the pupils in standard 6. It is in the order as it was given, and, as far as possible, in the words of the pupils.

Std 6.

Boyfriend/Girlfriend Relationships.

Boys (both groups)	Girls (both groups)
- dating.	- how to handle different situations.
- getting to know the girl	- how to get your feelings across
- how to handle being dumped	- how to make contact
- coping with older brothers who tease	- how to ask a guy out
- how to know what love is	- dealing with parents on issue of older guys
- when to end a relationship	- problems in relationships
- communication with family	- what to do if you've never been out before
- who you should not go out with	- how to handle sexual pressure
- getting involved at an early age	- how to maintain self-respect
- honesty and trust	- what to do in these situations
- thinking before acting	
- respecting partner's feelings	
- communication with girls	
- how girls react	
- what to say to them	

Drugs (Including Smoking and Alcohol)

Boys (both groups)	Girls (one group)
- consequences of taking	- dealing with pressure
- how to avoid	- how to identify
- addiction	- the effects
- resisting temptation	- addiction
- the effects	
- handling pressure	
- how to help someone	

Black/White Relationships

Boys (one group)	Girls (both groups)
- how to treat blacks	- information on what is happening in S.A.
- learning language and customs	- mixed marriages and the effects on the family
- understanding 'them'	- how to get along with blacks
- discrimination	- why are there problems
- how to avoid discrimination	- how to deal with racial problems
	- how to stop racialism
	- how to accept 'them'
	- reasons behind the unrest
	- how to see blacks as individuals

Security and Safety

Boys (one group)	Girls (both groups)
- how to handle panic situations	- evacuation procedures
- how to get involved	- what to do in case of a bomb, fire etc
- safety weapons	
- bomb safety	
- being careful and responsible	

Friendships

Boys (one group)	Girls (both groups)
- dealing with hurt feelings	- losing friends
- mixing with the wrong crowd	- jealousy
- how to make friends	- gossip
	- how to break down barriers
	- how to know when you're being 'used'
	- problems of breaking up
	- how to choose friends
	- learning to trust

Family Issues

Boys (one group)	Girls (both groups)
- marriage issues	- how to get on with family
- child abuse	- communication
- divorce	- how to share
- alcoholism in the home	- how to handle fighting

Family Issues (cont.)

Boys (one group)	Girls (both groups)
- how to talk about problems	- appreciating family
	- divorce
	- unemployment
	- death in the family
	- how to live with unsolvable family problems
	- living with a step parent
	- coping with child abuse
	;
	;

The following topics were mentioned by one group only and were not included in the discussion.

Teacher/Pupil Relationships

One boys' group only

- how to get on with a teacher who doesn't like you
- favouritism
- a moody teacher

Handling fighting

One boys' group only

- talking yourself out of a situation
- trying to make friends
- knowing when to back off

Leadership

One boys' group only

- setting an example
- how to be a leader
- how to follow
- how to keep a class quiet so they don't hate you

Improving Personality

One boys' group only

- finding out what you are like
- not hiding your personality
- how to express it
- the way to improve it

Money Management

One boys' group only

- saving
- how to control money
- how to earn money
- how to appreciate it more
- banking

Video and T.V.

One girls' group only

- how to divide your time
- effects that certain programmes can have on you
- the effects of music

Exercise

One girls' group only

- dieting and health
- what diets to follow
- anorexia
- taking personal weight comments too seriously

Appendix C.

The following is a complete list of all the specific topics mentioned by the pupils in standard 7. It is in the order as it was given, and, as far as possible, in the words of the pupils.

Std 7.

Drugs (Including Smoking and Alcohol)

Boys (both groups)	Girls (both groups)
- the effects: the harm	- peer pressure, how to say no
- the law	- effects of drugs on physical system and personality
- alternative behaviours	- how drugs make you behave
- why people take drugs	- addiction
- how to stop taking	- how to help others on drugs
- how to identify drugs	- effects of drugs on school life and social life
- dealing with smoking	- how to avoid people with drugs
- not to abuse alcohol	

Friendships

Boys (one group)	Girls (both groups)
- how to choose friends	- how to choose the right friend
- how to avoid bad friends	- the issue of trust
- how to patch up fights	- how to help friend with

Friendship (cont)

Boys (one group)

- how to patch up fights

Girls (both groups)

- how to help friend with problems
- how to deal with emotions like jealousy
- what is a true friend
- making conversation
- how to stop friends doing wrong
- relationship problems
- handling pressure by friends
- if you're a quiet person, how do you make friends.

Boyfriend/Girlfriend Relationships

Boys (one group)

- understanding girls
- communication between the sexes
- how to choose the right girlfriend
- problems of serious relationships

Girls (both groups)

- how boys think
- setting limits: how far to go
- what to do if boyfriend goes too far
- how to gain and maintain respect
- what do boys expect
- coping with shyness and embarrassment
- coping with sexual pressure
- how to know what is right and wrong

Boyfriend/Girlfriend Relationships (cont.)

Boys (one group)

Girls (both groups)

- | - how to build a relationship
- | - age related problems: young
girl, older boy
- | - getting hurt
- | - breaking up
- |

Family Issues

Boys (one group)

Girls (one group)

- | | |
|---|--|
| <ul style="list-style-type: none">- how to deal with divorce- how to deal with death- understanding an alcoholic
parent- communication
- how to deal with your own
family one day- respect in the family- loyalty | <ul style="list-style-type: none"> - how to handle alcoholism - physical abuse - discipline
 - what to do if they don't
like your friends - what to do when parents
don't understand - how to express your views - dealing with fights - dealing with divorce - choosing who to live with - dealing with the results of
affairs - seeing things from a
parent's point of view |
|---|--|

Black/White Relationships

Boys (one group)	Girls (one group)
- why is there discrimination	- how to relate in a job situation
- what do blacks think and feel	- prejudging blacks
- understanding others	- how 'they' live
- learning how to live with others	- their culture
	- how to behave: treating 'them' as equal

Coping with Problems

Boys (one group)	Girls (one group)
- how to solve problems	- (the girls said this was an important area, but was included under other specific headings.)
- how to talk to someone who is causing a problem	
- causes of problems	
- preventing problems from occurring	

Sexual

Both boys' groups only

- the sexual functions of the body
- development and body changes ("but done last year")
- dangers of sex
- effects
- premarital sex
- homosexuality

Sexual (cont.)

Both boys groups only

- girl's feelings about virginity
- unwanted pregnancy
- what is sex like for a girl
- what is love
- why people have sex

Personality

Both girls' groups only

- how to behave
- how to present yourself
- controlling yourself
- dealing with rumours
- thinking of others
- self-respect
- making the most of your personality
- controlling emotions
- being yourself: not trying to impress
- seeing yourself as others do
- seeing your faults
- bitchiness and snobbishness
- how to cope if you are a failure in some aspect
- coping with belittling

The following topics were mentioned by one group only and were not included in the discussion.

Devil Worship

One boys' group only

- devil worship in music

Teacher/Pupil Relationships

One boys' group only

- how to get on with teachers

Emotions

One boys' group only

- how to control anger and other emotions

Leadership

One boys' group only

- how to lead
- getting involved
- how to set an example for others
- giving support

Money Management

One boys' group only

- how to handle money
- how to save
- how not to waste it

Dieting and Exercise

One girls' group only

- when to diet
- how to diet
- which diets are good
- accepting your body
- sports that build muscle
- how to maintain weight after dieting
- self-discipline in dieting

Coping with Pressure

One girls' group only

- how to act under pressure
- how to sort out time
- how to avoid pressure
- problems you face when under pressure

Peer Pressure

One girls' group only

- when friends pressure you to take drugs

Appendix D

The following is a complete list of all the specific topics mentioned by the pupils in standard 8. It is in the order as it was given, and, as far as possible, in the words of the pupils.

Std 8.

Sexual

Boys (both groups)	Girls (both groups)
- consequences of sex	- biological details
- legal aspects	- consequences
- abortion	- how to handle sexual pressure
- contraception	- contraception
- sexually transmitted diseases	- abortion
- homosexuality	- sex before marriage
- aids	- sexually transmitted diseases
- how far to go	- adult sexual abuse
	- homosexuality
	- rape: how to handle the psychological consequences
	- physical details of sex
	- giving birth
	- responsibility of having children

Parent/Child Relationships

Boys (both groups)	Girls (both groups)
- understanding different viewpoints	- how to communicate
- where you can get help with problems	- understanding 'their' feelings and point of
- causes of stress between parent and child	- how to handle violence and child abuse
- understanding 'them'	- how to deal with a step-parent
- how much freedom is reasonable	- handling an alcoholic parent
- the nature of trust and privileges	- how to achieve independence
- taking parents for granted	- how you can be a friend to 'them'
- how to communicate	- how you can help 'them' with problems
- how to appreciate 'them'	
- solving problems in the home	
- how to argue with 'them'	

Boyfriend/Girlfriend Relationships

Boys (both groups)	Girls (both groups)
- dealing with more serious relationships	- how to react to boys

Boyfriend/Girlfriend Relationships (cont.)

Boys (both groups)	Girls (both groups)
- how old should one be for a serious relationship	- handling breaking up
- how far to go	- choosing a correct partner
- how to choose a partner	- how serious relationships can affect your life
- how to stay faithful	- how relationships are affected by sex
- how to recognise love	- how a partner influences you
- dealing with breaking up	- how to relate to someone of the opposite sex
- appreciating personality over physical	- how to come out of yourself; confidence
- what to expect from girls	- overcoming shyness
- how to act when you're with that person	- how to be yourself
- communication	- age difference problems
- understanding girls	- how to decide if you love someone

Black/White Relationships

Boys (both groups)	Girls (both groups)
- how to react and speak to blacks	- how to handle inter-racial contact
- understanding racial problems	- need to realise what they feel
- why is there apartheid	- understanding blacks' beliefs, culture and language

Black/White Relationships (cont.)

Boys (both groups)	Girls (both groups)
- why other cultures act differently	
- problems of intermarriage	
- cause of inter-racial problems	
- how to solve inter-racial problems	

Drugs (Including Smoking and Alcohol)

Boys (both groups)	Girls (one group)
- why people take drugs	- how to deal with pressure
- the effects; short and long term	- consequences
- results of taking	
- the legal aspects, and punishments	
- methods of rehabilitation	
- where to go for help	

Family Issues

Boys (one group)	Girls (one group)
- problems of divorce	- how to cope with parents fighting
- how to choose a partner	- how to handle guilt and it's consequences
- the right age to have children	- how to prepare for divorce
- the right reasons for marriage	- child abuse
- raising a family	
- how to treat your partner	
- supporting a family	
- coping with stress between parents	
- how to get on with relations	

Teacher/Pupil Relationships

Both Boys' Groups only

- how to communicate with teachers
- how to handle relationship problems

The following topics were mentioned by one group only and were not included in the discussion.

English/Afrikaans Relationships

One boys' group only

- how to understand their point of view
- their culture
- how to approach them
- communication

Unemployment

One boys' group only

- what causes it
- the results
- how to cope with it

Crime and Consequences

One boys' group only

- shoplifting
- the law
- punishments
- what is a kleptomaniac
- can kleptomania be cured

Financial Problems

One girls' group only

- where the money in a family comes from
- how to allocate money
- how to handle it when friends have more money

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