

I

THE STATE OF GUIDANCE IN MDANTSANE HIGH SCHOOLS

THESIS

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ABSTRACT

Guidance was introduced into Black Schools in 1981. Its aim was to help students so that they could understand themselves and the world they live in. At present it appears that very little Guidance is taking place in the Mdantsane High Schools. This was supported by these research findings. In the research five High Schools were investigated to discover the state of Guidance in these High Schools. The writer made use of an interview schedule which was presented to the principals of the five High Schools. Questionnaires were given to twenty seven Guidance teachers from the same High Schools and to two hundred and fifty student respondents. In each High School fifty student respondents were chosen, that is, ten from each standard.

The research findings suggested that Guidance is not receiving its rightful place in these five High Schools since it is not effectively taught. The findings were generalised to other High Schools. Reasons for the ineffective teaching of Guidance were given by both the principal and teacher respondents. Recommendations are made as to how this state of Guidance can be remedied and improved.

III

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

1.	INTRODUCTION	
1.1	The development of Guidance world-wide - a brief history	1
1.2	The development of Guidance in South Africa	3
1.2.1	The introduction of Guidance to Whites	3
1.2.2	The introduction of Guidance to Coloureds	5
1.2.3	The introduction of Guidance to Indians	6
1.2.4	The introduction of Guidance to Blacks	6
1.2.5	A brief history of the development of Guidance in the Ciskei	7
1.3	The present state of Guidance in the Ciskei schools	9
1.3.1	Official aims of the syllabus	9
1.3.2	The structure	11
1.3.3	The problem	11
1.3.4	The aims of this study	12
2.	BACKGROUND	
2.1	What is Guidance?	13
2.1.1	Introduction	13
2.1.2	Definition	14
2.1.3	Aims	15
2.2	The ideal application of Guidance	16
2.3	The history of Guidance in South Africa	18
2.4	The introduction of Guidance in Black schools	22
2.4.1	The background to the aims of Black education	22
2.4.2	The introduction of Guidance in Black schools	23
2.5	The historical background of Mdantsane	26

IV

3.	RESEARCH METHODOLOGY	
3.1	Introduction	27
3.2	The sample	27
3.2.1	The school sample	28
3.2.2	The principal sample	29
3.2.3	The teacher sample	29
3.2.4	The sample of students	29
3.3	Research instruments	30
3.3.1	The questionnaires	30
3.3.2	The interview	30
3.3.3	The construction of the research tools	31
3.3.3.1	The construction of the interview for principals	32
3.3.3.2	The construction of the questionnaire for teachers	33
3.3.3.3	The construction of the students' questionnaire	33
3.4	Administration of the research tools	34
3.5	Analysis of data	35
4.	RESULTS	
4.1	Introduction	37
4.2	The results of the principals' interview	37
4.3	The results of the teachers' questionnaire	44
4.4	The results of the students' questionnaire	61

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5.	DISCUSSION, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION	
5.1	Introduction	75
5.2	Discussion of findings	75
5.2.1	Agreement on value and nature of Guidance	75
5.2.2	Agreement on ineffective practice	77
5.2.3	Difficulties and reasons given for ineffective practice	78
5.2.4	Involvement of parents	81
5.3	Recommendations	82
5.4	Limitations of the study	84
5.4.1	The pilot study	84
5.4.2	Respondents	85
5.4.3	Student respondents	85
5.5	Conclusion	86
5.5.1	Implications of the present study	87
	REFERENCES	88
	APPENDIX A	91
	APPENDIX B	92
	APPENDIX C	96
	APPENDICES D - F	Can be found in disks in back sleeve

CHAPTER 1

INTRODUCTION

1.1 THE DEVELOPMENT OF GUIDANCE WORLD-WIDE - A BRIEF HISTORY.

The development of the Guidance movement came about as a result of many forces in society, such as social, economic and political forces. These changes as seen by Brew (Shertzer & Stone, 1976 : 42) are the division of labour, the growth of technology, the extension of vocational education and the spread of modern forces of democracy.

At first Guidance meant vocational Guidance and concerned itself in helping youths in choosing their future careers. With the change in educational trends it was believed that education should concern itself with the total development of the child. The emphasis then shifted from vocational training only and included other aspects which were also seen as important for the development of the whole child as a social being who has to fit into society. The influences that were brought in would lead to the social, educational and personal development of the youth (Finlay, 1981 : 64).

Professional Guidance was started in the United States of America by Parsons in 1909, which attracted national attention. American educationists quickly saw the importance of Parson's contribution and helped in introducing it in the schools (Ohlsen, 1974 : 2). In 1913 the National Vocational Guidance Association was founded in Michigan. The diversity of members' interests and the increased psychological understanding of the individual led to the combining of the NVGA with other personnel organizations. In 1952 the American Personnel and Guidance Association was established (Shertzer, & Stone, 1976 : 37 - 38).

England introduced Guidance in 1909, Japan in 1920, Germany after World War I, New Zealand in the 1940's, Thailand in 1958 and the

Republic of Ireland introduced it in the early 1960's. In most of the countries Guidance was first recognized in the vocational field, and it was only later that it included the other Guidance aspects which are also necessary for the optimum development of the child (Barclay & Remer, 1983 : 462 - 491). In most of the countries where Guidance is practised American and British models predominate since these two countries were the fore-runners in the introduction and development of Guidance (NIPR, 1982 : 24). In most European and American countries parents, teachers and pupils are provided with information and advice which will help them in the solving of problems with reference to vocational, educational and personal matters. In some countries, such as Canada and New Zealand unique trends in Guidance emerged (Barclay, & Remer, 1983 : 491) and were adapted to local needs and gained an indigenous flavour.

In Russia, Guidance is the sole responsibility of the Ministry of Education. Under this system close co-operation between the parent and the school is encouraged to foster the best education for the scholar (Finlay, 1981 : 66 - 67).

In Africa Guidance was introduced very late in the 20th century. This may be due to the fact that almost the whole of Africa was under European control and Europeans had a tendency to introduce new trends very late to the African continent. In White South African schools Guidance has been in existence since 1943 though there is very little literature on this period (Spence, 1982 : 98). It was accepted as government policy after its importance was re-emphasized by the Education Act of 1967 (HSRC, 1972 : 122). It was introduced in 1981 to Black Schools and into Higher Primary Schools in 1982 by the Department of Education and Training (NIPR, 1982 : 18). Due to social change, the need for a skilled work force and the concerns of the youth, Guidance was started in Nigeria in 1959 by the federal government (Okon, 1983 : 457 - 458). In 1963 Ethiopia introduced Guidance and counselling in the secondary school curriculum. It was based on an American approach, and as a result it never achieved much

because of cultural barriers (Bradley, 1983: 454 - 456). In most African countries the introduction of Guidance encountered problems, such as the lack of trained personnel with Guidance and counselling skills (Shertzer, & Stone, 1976 : 46; Livingstone, 1984 : 128; Okon, 1983 : 458; Ohlsen, 1974 : 3). This lack was taken care of in some countries but in others very little was done. This lack of trained personnel is the order of the day in most Black South African Schools (NIPR, 1982 : 5; HSRC, 1981 a), despite what has been stated in the government Gazette of 19 March, 1976, that a course in Guidance is compulsory in the training of teachers (Wolder, 1980 : 7).

1.2 THE DEVELOPMENT OF GUIDANCE IN SOUTH AFRICA

As in other countries of the world, Guidance in South Africa was preceded by vocational and technical education (Malherbe, 1977 : 193).

1.2.1 The introduction of Guidance to Whites

The need for Guidance and counselling services was realized by the Carnegie Commission in the 1930 - 1933 period, during their thorough probe into the "poor White" problem. As a solution to the problem they suggested increased facilities for vocational training. The Union Education Department then began psychological services for White children. Each provincial Department of Education introduced its psychological services, the Transvaal in 1936, the Cape in 1937, Natal in 1944 and the Orange Free State in 1949. These services were unspecialized in scope, comprising of intelligence tests and educational and vocational Guidance when considered necessary. A great deal of attention was given to retarded children, but not much to the needs of normal scholars (Ezekowitz, 1981 : 192 - 193).

Spence (van Niekerk, 1967) writes that school Guidance for Whites has been in existence in South Africa since 1943 though there is very little literature giving information on the subject during this period (1982 : 98). The suggested syllabus for Guidance was first published in 1957 under the title "Suggested Syllabus for Counselling" and this was later changed to "Suggested Syllabus for Guidance" (Livingstone, 1984 : 121).

The skeleton Guidance service that existed was inadequate and was commented upon in the 1960's by educationists, Government commissions and teachers, yet nothing was done to improve and extend the services (Ezekowitz, 1981 : 194). This outcry was finally taken note of after the De Lange Commission recommendations which led to the passing of Act 39 of 1967 which legislated the introduction of a National Guidance Service for Whites (HSRC, 1972 : 122 as quoted by Dovey, 1983 : 459). This Act stated that:

... education must be provided in accordance with the ability and aptitude of and interest shown by the pupil and the needs of the country ... Guidance is the cornerstone of differentiated education.

(Ezekowitz, (1981 : 194)

The principles laid down in this report were to serve as a basis for the introduction of Guidance to all schools in South Africa. These are:

- (1) The State shall strive to ensure that every pupil shall have equal access to a school Guidance programme of equivalent standard.
- (2) Values of different cultures and communities shall be considered and respected in a school Guidance programme.
- (3) School Guidance shall recognise positively the freedom of individual pupils and their parents with regard to educational and career choice.
- (4) School Guidance shall in an educationally responsible way take account of the individual needs of the pupil, as well as the social, economic and manpower needs of the country.
- (5) The development of school Guidance in its formal, non-formal and informal respects shall involve joint participation of parents, community organizations, the State and especially the private sector, because of the ultimate benefit this sector derives from school Guidance.

(6) The provision of formal Guidance shall be the responsibility of the State, provided that the individual, parents and society shall have a joint responsibility, say and choice in this regard.

(7) There shall be overall co-ordination of school Guidance services whatever the extent of decentralization of these services may be.

(8) Registration of all trained Guidance personnel in schools and clinics, through one central teachers' registration organization responsible for the evaluation of qualifications, shall be provided for.

(9) There shall be constant updating of careers information and Guidance methods, by means of ongoing evaluation and research.

(HSRC, 1981b : 7 - 9).

It is interesting to note that when Act 39 was passed in 1967, it did not actually take these principles as its basis because Guidance was introduced to White schools only and when Guidance was finally introduced to other race groups, each racial group had its own syllabus. As a result of this, there are four Guidance syllabi in South Africa, not a national Guidance syllabus (De Broize, 1980; Dovey, 1980; Watts, 1980).

1.2.2 The introduction of Guidance to Coloureds

Guidance was introduced later to other race groups in South Africa. Guidance was introduced in Coloured schools in 1973 and its syllabus is based on the North American models of Guidance. Guidance was to be taught from standard five to ten. The purpose for Guidance instruction is stated thus:

... to help the pupil systematically within the compass of his total educational experience, by means of group and individual counselling, to discover his special fields of ability and develop them: This knowledge should enable him to find an aim in life, to know himself and thus to make his own contribution to society. On

attaining adulthood every individual should be able to take his place in the community as a fully mature person

(Livingstone, 1984: 124 - 125 quoting from the Administration of Coloured Affairs Special Education Bulletin, 1973).

The syllabus sees the pupil as a "whole" and the teacher is expected to give Guidance in every sphere of the pupil's life, that is, the vocational, social, educational and personal areas. Provision is made for group instruction as well as individual counselling. Guidance is a compulsory subject to be taught for one period per week in all Coloured schools from standard five to ten (Livingstone, 1984 : 126 - 129).

1.2.3 The introduction of Guidance to Indians

Guidance services in the Indian community appear to be particularly well developed. The Indian structure of Guidance in some respects seems more highly developed than that of White schools. All Indian schools have a teacher-counsellor and about 80% of Indian teachers hold a post graduate diploma in counselling (Watts, 1980 : 21). Supporting this statement is the fact that in Indian schools Guidance is taught from standard two to ten (Singh, 1982 : 39).

1.2.4 The introduction of Guidance to Blacks

There is very little literature available on school Guidance for Blacks in South Africa (NIPR, 1982 : 18; Watts, 1980 : 1). This is not surprising since Guidance was introduced as a subject into Black secondary schools only in 1981 and into higher primary schools in 1982 by the Department of Education and Training (NIPR, 1982 : 18; Solomon, 1982 : 27). In Black schools Guidance is offered from standard five to ten (Livingstone, 1984 : 132). Before 1981, Guidance as a subject formed part of the subject Social Studies offered from standard five to Form II (NIPR, 1982 : 25; Chuenyane, 1990 : 26) and what was offered was mainly vocational Guidance. To date the Guidance syllabi in use in Black schools are those of 1981 and 1982.

1.2.5 A brief history of the development of Guidance in the Ciskei

In the Ciskei, Guidance was introduced in February 1981 in the secondary schools and in 1982 in the primary schools (Solomon, 1982 : 27; NIPR, 1982 : 18), the same year it was introduced to Black schools elsewhere in South Africa. Here Guidance is under the Division of Psychological Services under the Department of Education in Ciskei. The syllabi in use are the same as those in use in the Black schools under the Department of Education and Training.

From an interview the writer had with Mrs. Angela Solomon, who is presently working at the Griffiths Mxenge College of Education, she is the person who headed the Psychology Services in the Ciskei in 1981.

In 1981 the Psychology Services was formally established in the Ciskei with Mrs. Angela Church as its head. In implementing these services she began with the training of Psychology inspectors. They were twice sent to Cape Town to be trained by Mr. N. Lindhard who is a Careers Adviser in the University of Cape Town, and has trained many such inspectors. They also attended an in-service course in the Ciskei. She intended to introduce a syllabus which would be relevant to Blacks. She resigned in 1983 without being able to do this and was replaced by Miss. Makwetu who is still heading the Psychological Services.

In 1982 Mrs. A.Z. Solomon presented a paper at a National Conference organized by the Careers Office of the University of Cape Town. Her topic was The Identification and Selection of Good Guidance Teachers in the Ciskei. Mrs. Solomon's job description of a Teacher-counsellor was highly idealistic and it is difficult to believe that an ordinary teacher could fulfil such expectations. She was certainly expecting too much from the current untrained Guidance teachers who did not yet understand what Guidance was all about. One should bear in mind that Guidance teachers in the Ciskei are also subject teachers and these Guidance duties are sometimes viewed as an additional burden by already overloaded teachers.

No mention of training is mentioned here prior to their selection. One wonders how these teachers were going to be able to carry out the new duties effectively with no preparation themselves. They had never taken Guidance as a subject, were not trained counsellors and had no clerical experience in the keeping of records. The introduction of Guidance forced teachers to teach an unknown subject (NIPR , 1982 : 1; Chuenyane, 1990 : 27).

Nondumiso Dlamini puts it clearly when she writes:

... I am to add this to my overloaded duties, but Guidance there must be - ill-prepared, rushed, inadequate, ill-defined, with no community involvement, ...
(1982 : 3).

The writer's experience as a Guidance teacher since 1982 is that Guidance teachers are selected by their principals and there seems to be no uniformity in the methods by which they are selected. Some teachers are given Guidance because they have done Psychology, but the majority of teachers are given Guidance irrespective of their motivation and interest in the subject. The teaching of Guidance appears to consist mainly of the teacher-tell method. The emphasis is on group Guidance in the classroom, and very little counselling is offered to individual pupils. This may be due to a number of factors facing the Guidance teacher - there are no rooms for private encounters in Black schools and many teachers are unsure of the right way of conducting counselling.

The Institute for Social and Individual Development in Africa (ISIDA) attached to the branch of the Rhodes University in East London under the directorship of Ken Dovey, has since 1988 been involved with career Guidance as one of its projects. Mr. Dovey and the Director of ITEC (Independent Teacher Enrichment Centre) Mr. Gideon Sam embarked on a Guidance forum for all interested persons in 1989. Inspectors and some teachers from the Mdantsane circuits attend the forum once a month. These discussions and lessons are based on classroom Guidance, community and individual counselling, preventive Guidance as an aspect of group Guidance, and career Guidance. These areas of Guidance are all aimed at personal development. The teachers

attending this forum are trained in the skills to deal with these aspects.

1.3 THE PRESENT STATE OF GUIDANCE IN THE CISKEI SCHOOLS

As stated earlier, Guidance was introduced in the Ciskei schools in 1981 and 1982, and the Ciskei Department of Education uses the syllabi from the Department of Education and Training. The writer is led to believe that most, if not all, schools have Guidance periods indicated on the time-table and that teachers are given classes in which they are expected to teach Guidance to their pupils. There is no literature in the form of news letters, conference papers, magazines and journals sent to schools from the Department of Education on Guidance matters.

1.3.1 Official aims of the syllabus

The Guidance aims in the syllabi for standard five to ten are the same (DET Guidance Syllabus). They are:

1. To assist the pupil in exploring and discovering, with the aid of the Guidance teacher and other resources, his interests, special fields of ability, aptitudes and personality traits and to help him achieve a better knowledge of himself with regard to his potentialities and shortcomings.
2. To guide the pupil in regard to his further studies, choice of subjects and preparation and training for a future career with a view to his development into a happy well-adjusted and useful citizen and member of the community.

From these aims one gathers that Guidance involves the academic, personal, social and vocational domains and that a child needs assistance in these areas so that he can maximize his potential for personal happiness and social usefulness (Finlay, 1981 : 55). The person to give this assistance to children at school is the Guidance teacher. Many writers on Guidance matters are in agreement that the Guidance counsellor should be a specialist in this field, and needs professional training (Spence, 1982 : 110; Jones, Stefflre & Steward,

1970 : 20; Crow, & Crow, 1965 : 10; Singh, 1982 : 39; HSRC, 1981 : 9).

In the government Gazette of March, 1976, which deals with the training of teachers, it is stated that a course in general Guidance is compulsory in the training of teachers, while mention is also made of specialized Guidance (Wolder, 1980 : 17 quoting from the HSRC, 1978 : vi). Wolder writes further that general Guidance seems to be the task of all teachers, while specialized Guidance implies special training and becomes therefore, the task of a professional expert (Wolder, 1980).

Shertzer & Stone (1976 : 429 - 430) have this to add about the training of Guidance teachers:

... the Guidance teacher should have had adequate training for his duties, understand his role and function, be committed to his work and have a realistic load (Spence, 1982 : 110).

Most Black Guidance teachers have not been given special training in Guidance and no training opportunities exist (Livingstone, 1984: 134; Watts, 1980 : 16). Progress in training teachers is hindered by the fact that many Black Colleges of Education and universities do not offer Guidance training, and where it is offered, it is often primitive (Watts, 1980 : 16). This inadequacy of trained Guidance teachers has been summed up by the Human Sciences Research Council when they wrote:

Some universities offer courses in school Guidance from undergraduate to doctoral level, while others offer no training. The best provision, although inadequate, is made for Whites and then for Indians. The training of Coloureds is totally inadequate while little or no training is available for Blacks (HSRC, 1981b : 27).

Some progress in Guidance is due to externally based organizations, who, during the seventies and up to date, have undertaken Guidance and

counselling for Black pupils on a large scale. These are privately funded organizations which offer educational, financial and vocational information to pupils and teachers (Chuenyane, 1990 : 27 - 28).

1.3.2 The structure

There is very little which could be called the structure of Guidance in the Ciskei. The Psychological Services Division is a section of the Auxiliary Services under the Department of Education, headed by a Chief Psychologist. The Ciskei is divided into circuits and each circuit is supposed to have an inspector for the Psychological Services. These inspectors have done Psychology as one of their major subjects. In the schools the Guidance teachers are chosen by the principals, most of whom have never taught Guidance themselves. There are no heads of department for Guidance, one teacher from amongst the staff is chosen by the principal to act as a senior Guidance teacher. Their choice may be based on a number of things: the teacher may have majored in Psychology or done Psychology as a minor, the teacher may have done no Psychology but have an interest in Guidance and student matters or he or she is the one who is always sent to attend Guidance meetings. There are very few official supporting services to which school children can be referred.

1.3.3 The problem

Although Guidance has been operating officially in Black schools for ten years, in many areas no marked improvement is evident to the researcher. The complaints of the Guidance teachers of 1982 (NIPR, 1982 : 6 quoting Dlamini 1982) are still the same as those of 1991. One of the contributory factors is that Guidance training in some Black universities is primitive or non-existent (Watts, 1980 : 16) and some of the colleges of education still do not offer the teachers in training any Guidance preparation. Even in the nineties Guidance in Black schools has received lip service and less implementation (Chuenyane, 1990 : 28).

In Mdantsane alone, according to the researcher's experience, there are very few trained Guidance teachers, and it is questionable if the training they have received has prepared them with the skills to deal

with the complexity of the students' everyday problems. The majority of teachers find themselves having to teach Guidance without any training and knowledge of it and one wonders what goes on in their classes during Guidance lessons. This is not the state of Guidance in Mdantsane schools only, this is happening in almost all Ciskei schools. There are no in-service training courses for Guidance teachers.

1.3.4 The aims of the study

This study focused on Mdantsane secondary schools, and aims to find out:

1. what principals, students and teachers understand by the concept "Guidance",
2. the progress made in the teaching of Guidance in Mdantsane high schools,
3. the extent to which principals and parents are involved in Guidance-related activities in the schools,
4. the difficulties, if any, encountered in the teaching of Guidance by the teachers, and those encountered by principals in supervising the teaching of Guidance,
5. what services and agents are available for the benefit of all those involved in Guidance, and
6. what the teachers' and students' attitude toward Guidance is.

From the data gathered the writer will try to find out the extent to which Guidance is enjoying its rightful place in the school curriculum.

CHAPTER 2

BACKGROUND

2.1 WHAT IS GUIDANCE?

2.1.1 Introduction

The world we live in is rapidly changing. It presents people with a multitude of problems, demands, restrictions, etc.. Many find it difficult to cope and this leads to anxiety, confusion, conflicts, loss of self respect, feelings of doom, to mention but a few. Many students fail to achieve at school, often because of lack of personal motivation. In order to overcome this, the educational experience needs to be geared to the needs and capacities of those who are to experience it.

Students come to school with their individual differences, such as background, intelligence, attitudes and capabilities. They need to be helped to adjust and to move in the direction that is most appropriate. Guidance teachers and other staff members are called in to help such students actualize their potentialities (Ohlsen, 1974 : 1 - 5).

Self-understanding is the single most important goal of school Guidance programs. Through self-understanding students can begin to know, appreciate and utilize their aptitudes, interests, values and overcome their limitations. It improves critical and analytical thinking, growth and development. Students who understand themselves are characterised by their ability to make more rational education and vocational plans. With the help of Guidance every student should leave the school system equipped with the ability to think critically and be able to make realistic personal decisions and plans for the future (Chuenyane, 1981 : 2 -4).

Children and youngsters encounter problems as they grow up because of immaturity. They are unable to cope or resolve many of these problems. It is therefore important that teachers, some of whom are trained in Guidance, offer them Guidance in educational, personal and vocational matters. By so doing teachers can help them achieve optimum development

by fostering self-understanding in relation to one's feeling of security (Downing,1968:3).

Watts (1980 : 473) supports the above statement when he writes:

Guidance services within schools are important to students, in enabling them to cope with and derive maximum benefit from the complex range of educational and vocational choices with which they are presented.

2.1.2 Definition

Guidance has been seen by many writers as an educational construction in that it refers to the provision of experiences which assist pupils to understand themselves. It is also seen as a service in that it refers to organized procedures and processes aimed at achieving a helping relationship. Shertzer & Stone (1976) define Guidance as a process of helping an individual understand himself and his world.

The word "process" implies that Guidance is an on-going process aimed at achieving a goal. "Helping" is used to imply aiding, assisting, or availing. "Individual" refers to pupils in the school setting because Guidance is a service for all school children. The phrase "understand himself and his world" means that these individuals will eventually come to know who they are as individuals.

The HSRC (1981) defines Guidance as a practice, a process of bringing the pupil into contact with the world of reality in such a way that he acquires life-skills and techniques which allow him to direct himself competently (that is to become self-actualizing) within the educational, personal and social spheres and the world of work, in order to progress and survive effectively.

Chueyane (1990) maintains that Guidance has been defined in different ways by many authors of Guidance and as such there is no single definition of Guidance. In attempting to define the concept Guidance he wrote that generally Guidance encompasses such divergent meanings

as directing, advising, persuading, talking, interviewing, analysing, disciplining, counselling, discussing, teaching or therapy.

Common among the definitions of Guidance is that Guidance is a process or set of organized activities aimed at helping an individual in making him aware of his needs, assess his potentials, develop the capacity to make sound judgements and appropriate choices, and to develop life purposes and plans for realizing set objectives and goals (Chuenyane, 1990 : 8).

From the above definitions it is clear that Guidance is for each and every pupil in a school setting, that it helps youngsters attain optimum development, a life that is individually satisfying and socially effective. It is concerned with the development of the whole being (Pretorius, undated : 2).

2.1.3 Aims

The Guidance service is another aspect of education in the classroom; it supplements, strengthens, and adds meaning to the regular educational experience and makes it more dynamic (Downing, 1968 : 31). It provides some stimulation in the establishment of educational aims and contributes to their attainment and fulfilment. All children in their stages of development need assistance so that they can cope with or satisfy their needs, solve their problems, adjust to new situations, etc. Pupils who are offered Guidance are better off than those not receiving it because Guidance services offer them the necessary assistance needed to cope with life's demands (HSRC, 1981 : 13; Chuenyane, 1990 : 33).

School Guidance is aimed at the development of an individual's social skills, learning and communication skills, his growth and development into a mature and well-functioning family member and an acceptable member of his society. In attempting to achieve this aim students are guided by means of individual and group orientation to explore and understand life's demands, their learning, social, personality, behaviour and family problems are identified and solutions are sought and assistance is given (Department of Education and Training, 1986 : 53).

In summing up, Pretorius (undated : 3) sees the aims of Guidance as the promotion of favourable growth and development towards independence, responsibility and adulthood.

Shertzer & Stone (1976 : 32) see Guidance as a helping process which leads to an understanding of self and the world. This leads to greater self-awareness which enhances personal development and psychological growth towards a socially mature individual.

The aims of Guidance for South African Whites as written in the "Suggested Syllabus" (1957) is

to help the individual pupil either by group Guidance or individual counselling to discover and develop his own potentialities, and to help him plan a way of life which will enrich his experience, and enable him to play his part in our democratic society. The ultimate aim is to guide the pupils so that they may be fully prepared to take their places in our socio-economic society when they leave school
(Livingstone, 1984 : 122).

2.2 THE IDEAL APPLICATION OF GUIDANCE

Guidance is an integral part of education (DET, 1986 : 59; Singh, 1982 : 1; Pretorius, (undated) : 10; Finlay, 1981 : 69), concerned with the entire individual, in all aspects of his life, and with the interrelation of the individual and society. Guidance should be offered to all students (Chuenyane, 1990 : 33; Pretorius, (undated) : 3) at all levels, from the time a child enters school and during his entire educational experience (DET, 1986 : 52; Chuenyane, 1990, 33; Spence, 1982 : 110). What is taught during Guidance lessons should be relevant to the students' characteristic needs. The person in charge of Guidance must be a trained specialist who understands all the aspects of Guidance. The training of Guidance teachers has been emphasized by most Guidance writers, to mention a few: (DET, 1986 : 7, 54; Chuenyane, 1990 : 34; Spence, 1982 : 110; Singh, 1982 : 39; Pretorius, undated : 3; Finlay, 1981 : 69).

Part of what is taught during Guidance lessons should be related to

community services and needs and this can be done in liaison with other community institutions, agencies and groups so as to avoid unnecessary duplication of services and wastage of time and limited resources. The school Guidance programme should be flexible and adjustable to changing needs and opportunities in order to be relevant and effective (Chuenyane, 1990 : 35; Spence, 1982 : 110; Pretorius, undated : 2).

What has been learnt and gained from Guidance lessons should be integrated into the total educational process thereby improving students' performance in other school subjects, improve the overall discipline in the school, develop students' analytical abilities, enhance their ability to evaluate and criticize and develop responsibility for their own actions. Guidance should develop the awareness in students that they come from different backgrounds and because of this may not see things the same way. It should teach tolerance and should be conciliatory. It should help students adjust to the schools' needs though sometimes the school and staff may be the ones needing to adjust to the students' needs. It should help students in cultivating positive self-concepts and in developing self-worth and respect for others' rights. For this to happen the school atmosphere should be humane and responsive and provide students with opportunities to exercise their rights. This may help develop a positive self-image, evaluate alternatives and make wise choices, decisions, interpretations and adjustments.

The whole school staff should be encouraged to participate and co-operate in the Guidance programme of the school. Staff involvement and active participation is easily achieved if the principal and the school counsellor seek the staff's views and suggestions regarding the need, planning and implementation of a new programme. This would mean that the school programme is the staff's and this is based on the belief that people feel inclined to put into action what they have helped plan rather than what has been thrust upon them (Chuenyane, 1990 : 36 - 38). School principals should have a positive attitude towards school Guidance, know something about it, support its teaching at school and realise that education should prepare a student for a profession and for life (DET, 1986 : 54; Spence, 1982 : 111).

Parents should also be part of the Guidance programme. They must finally approve their children's choice concerning school, field of study, subjects and career. Sound communication is of importance between parents and teachers as both have an interest in the development of the child (DET, 1986 : 8). Without forcing any specific choices on their children, parents ought to team up with them, ensuring that the child gets the necessary exposure to various options. Parents should stay in close contact with the school Guidance teacher so that these "two advisors" complement and support one another (Educational Auxiliary Services, 1992 : 10).

Guidance covers a wide spectrum of activities inside and outside the school and it has many facets. These are Guidance with regard to personality development, educational Guidance, career Guidance, social Guidance, family Guidance, financial Guidance, Guidance with regard to the leisure time and how to cope with change in an ever changing society (DET, 1986 : 53). Students need assistance in these areas so as to maximize their potential for personal happiness and social usefulness. Students are made aware of their abilities, interests and potential. They need direction in the making of wise choices. The topics covered in Guidance are not provided for in other subjects, so Guidance helps in catering for these needs. It provides them with skills which, if correctly utilized can lead to the achievement of their goals in life (Finlay, 1981 : 55 - 57).

2.3 THE HISTORY OF GUIDANCE IN SOUTH AFRICA

The need for Guidance and counselling was first realized by the Carnegie Commission in the 1930's and as a result the Union Education Department began psychological services which focused mostly on the administration of psychological tests. At first these services were unspecialized in scope and in the 1960's it was acknowledged that these psychological services were not enough because they did not cater for all the needs and problems of students (Ezekowitz, 1981 : 192 - 194).

With the passing of Act 39 of 1967 which stated that: "education must be provided in accordance with the ability and aptitude of and

interest shown by the pupil and the needs of the country", it was realized that "Guidance is the cornerstone of differentiated education" (Malherbe, Vol. II, 1977 : 323).

This act legislated a National Guidance Service for Whites which stated that education should:

inculcate the aspiration in the White population to guard its identity ... acknowledge the authority of God who has placed us here ... and ... be satisfied with nothing less than that their children should be moulded as future citizens" (Dovey & Mason, 1984 : 16 - 17).

This act viewed Guidance as the primary means of ensuring conformity to cultural norms and the Guidance syllabus reflected cultural interest more than economic interest, though this does not mean that the latter was neglected (Dovey & Mason, 1984 : 16 - 17; Watts, 1980 : 7).

School Guidance services in South Africa are not equal (Chuenyane, 1990 : 25). Services for Whites in Natal and the Cape appear to be the most fully developed (Spence, 1982 : 25; Watts, 1980 : 6). To qualify for a post of "teacher-psychologist" the teacher must have a degree with psychology as a major and a teaching certificate including a specialised course in Guidance and counselling (Watts, 1980 : 6; Chuenyane, 1990 : 26).

The Guidance service was introduced as an auxiliary service and it is yet an integral part of education, and as such the Guidance teacher reinforces the total educational endeavour (Finlay, 1981 : 69). All those involved in giving Guidance had to give Guidance classes, psychometric testing, individual counselling, and liaison work. Classroom Guidance teachers had to teach other subjects.

The formal Guidance syllabi are laid down by the provincial education departments, ensuring that the teacher teaches what is prescribed by the syllabus and not what the students want to learn (Watts, 1980 : 7 - 8).

Guidance text-books for Whites are freely available and guidelines for teaching Guidance in White secondary schools are plentiful. Elementary school Guidance has not seemed to figure largely in the literature on Whites because they are prohibited by law from leaving school before the age of 16 (by then it is hoped they should have passed std. 8). This law does not apply to Blacks (Spence, 1982 : 26 - 27).

Vocational and technical education began for Blacks in Natal and the Cape in 1936, but no such training was given in the Transvaal and Orange Free State. The commission on Technical and vocational Training of 1948, in its report, attributed the lack of progress in industrial training to the limited sphere in which a Black worker can find an outlet for the practical application of his skills. This was so because of the discriminatory laws of South Africa which were based on colour (Malherbe, 1977 : 192; 194).

Cock, (1984) supports the above statement when she writes that the aim of Black education was that Blacks should be a labour supply for Whites and this has been guarded by the government in entrenching it in the statute books. H.F. Verwoerd, the Minister of Native Affairs in 1955, said, "There is no place for the Bantu in the European community above the level of certain forms of labour" (Christie, 1986 : 12).

In 1967 the government encouraged the increase of vocational centres for Blacks. It's motive was to make the policy of separate development viable in the homelands. These Blacks had to serve the Black economy, so that "Black education should not be developed out of proportion to the numbers that the Black economy could absorb" (Malherbe, 1977 : 196).

Black schools had to meet the requirements of the Black community, not of an integrated South Africa. In 1973 the government had to change its policy due to economic difficulties, it was forced to accept the idea of an integrated economy (Malherbe, 1977 : 197).

In South Africa Guidance services were introduced for the transmission of the cultural and economic interests of the ruling class. The aim

in the Guidance syllabus of White schools emphasizes cultural interests. In South Africa where Blacks are dominated by the White regime, the education system of Blacks has been drawn by Whites, who in drawing it, have inculcated their values and interests. This is evident in the aims of Guidance in Black schools which serve the White economy. Whites have made use of education as another means of social control and as a result the aim of the Black syllabus of Guidance emphasizes the social control strategy by Whites (Dovey & Mason, 1984 : 15).

The above statement is supported by Watts (1980 : 7) when he writes:

... but the social-control emphasis is much more apparent in South Africa, not least because the limits of society's approval are considerably narrower than, for example, in Britain or the USA.

Afrikaners through their cultural cohesion and belief in their religious destiny in South Africa (Christian National Education) came to rule this country. Since 1948 the National Party has drawn the school curriculum in a way that ensures the reproduction of their cultural norms, values and world view, differing completely from their rivals, the English and Blacks. This is reflected in the curricula they had created for their rivals.

Act 39 of 1967 legislated the introduction of National Guidance Service for Whites, which stated that education should

inculcate the aspirations in the White population to guard its identity ... acknowledge the authority of God who has placed us here ... be satisfied with nothing less than that our children should be moulded as future citizens.

(HSRC, 1972 : 122).

This act views Guidance as the primary means of ensuring conformity to these norms. Thus under Afrikaner Nationalist rule, the curriculum in use in White schools has reflected cultural interests. Guidance personnel are expected to have majored in either psychology or education in Afrikaans Universities and in psychology in English

Universities (Dovey & Mason, 1984 : 15 - 17; 459).

Supporting the above statement, Edwin De Broize has this to add about Guidance in South Africa:

It has a national syllabus for each racial group. The aims are strongly individualistic, psychologically biased and manpower needs oriented. ... There is a strong dependence on the teacher as the individual with most of the solutions, the pupil's experience is not fully explored ... it is unrelated to the problems and issues of their generation. It does not directly address the needs of those it is meant for because it is not student centred.

(De Broize, 1980 : 92)

De Broize's views are supported by Dovey, (1980) and Watts, (1980) when they write that there is no single national syllabus, there is a different syllabus for each racial group. In one province the Guidance syllabus actively encourages the psychological preparation of its youth for war (Dovey & Watts, 1980 : 13).

2.4 THE INTRODUCTION OF GUIDANCE IN BLACK SCHOOLS

The writer feels that before writing about the introduction of Guidance to Black schools she should start by giving a brief background to the aims of Black education from the time the National Party took over the rule of South Africa in 1948, so that one can see the correlation between the aims of Black education and those of Guidance for Blacks.

2.4.1 Background to the aims of Black Education

When one is comparing the Black system of education with the systems of education of other race groups in South Africa, one cannot help noting that black education is far behind that of Whites, Coloured and Indians. Educational inequality, which is entrenched by South Africa's apartheid policies, has put Blacks in an inferior position politically, socially and economically (Christie, 1986 : 12; Marcum,

1982 : 119; Malherbe, 1977 : 193, 196). The aim of Black education was that Blacks should be a labour supply for Whites and this has been guarded by the government in entrenching it in the statute books. Girls were educated to become domestic servants while males were to work as farm or mine labourers at very low wages. Their standard of education was determined by the government so as to protect White urban workers from competing with Black urban workers. This resulted in the lack of valued skills among Blacks and led to the lack of access to skilled employment which is restricted by educational discrimination (Cock, 1984 : 237). Educational inequality is clearly evident in the government's expenditure on Black education and in some laws which benefit other race groups (Livingstone, 1984 : 134; Christie, 1986 : 27). There is no compulsory schooling for Blacks and as a result there is a high dropout rate among youths of school-going age. The teacher - pupil ratio is unfairly distributed; in 1975 it was 1:55 but is now higher than that. Black schools are poorly equipped, and there is a lack of educational facilities such as school buildings, libraries and laboratories (Kallaway, 1984 : 165 - 183; Christie, 1986 : 98 - 117; Malherbe, 1977 : 254 - 255). This shows that Black teachers are working under difficult conditions. These writers are pleading that something has to be done to facilitate effective teaching and meaningful learning under a healthy atmosphere and thereby attempt to drop the high failure and high dropout rate.

The writer feels that school Guidance should be effectively taught in Black schools in order to help alleviate the stress experienced by these pupils as a result of the socio-economic conditions under which they live. Recently the government has promised to introduce changes and the Black people have to be prepared to play their role as citizens of this country. Education is one of the means of preparing them for their future roles and Guidance has a major role to play in this.

2.4.2 The introduction of Guidance in Black schools

There is sparse South African literature on Guidance (Watts, 1980 : 1; NIPR, 1982 : 12). This is not surprising since Guidance was introduced as a subject into Black secondary schools in 1981 and into higher primary schools in 1982 by the Department of Education and

Training. Quite a bit of Guidance information on Black schools has been written after these years. Before 1981, Guidance as a subject formed part of the subject Social Studies offered from standard 5 to Form II (NIPR, 1982 : 18; 25).

The Black Guidance syllabus is different from that of Whites and stresses the economic interests of the ruling group (Dovey & Mason, 1984 : 17). Because the aim of Black education is to make Blacks subordinate to Whites so as to serve as a labour force in order to boost the economy of this country, the Black system of education precluded any policy of cultural incorporation. Malherbe, 1977 : 192 writes thus

The fear of competition in the skilled trades was definitely a retarding factor in the provision made for the vocational and technical education of the Bantu.

He further writes (1977 : 196) that the Black people's education was meant to meet the requirements of Whites and not of an integrated South African Community.

So the White system of education is different from that of Blacks since it aimed at protecting Whites against competition in the field of work against Blacks.

In introducing Guidance in Black schools the government responsible for Black education chose one Black teacher from each school and he or she was to undergo the "crash courses" in Guidance offered by that department (Barclay, 1983 : 60).

The NIPR (1982) introduced a training programme carried out to assist the Johannesburg region of the Department of Education and Training in the training of newly appointed Guidance teachers, who were to teach Guidance to secondary schools. The writer wonders as to what was done to newly appointed Black Guidance teachers elsewhere? Was a similar programme offered to them or not? If not, one wonders what those teachers have been teaching during Guidance lessons up to this day?

The introduction of Guidance in Black schools encountered these problems some of which are retarding the growth in the teaching of this subject. These include the negative attitude of many school principals towards Guidance, the lack of training and experience of Guidance teachers, the inadequacy of the selection of Guidance teachers, the lack of physical facilities for Guidance, the lack of proper implementation of the Guidance curriculum, the overloading of Guidance teachers and the conflict experienced by most Guidance teachers between their teaching and Guidance roles (NIPR, 1982 : 25).

The above problems may be so numerous because

... the level of curriculum development in Guidance is very primitive and little help is given ... in terms of either materials or of training ... to help teachers in working out how best to tackle the various topics they are required to cover.

(Watts, 1980 : 73).

The DET has a section named the Educational Auxiliary Services whose main concern is to look at educational shortcomings and problems experienced by children at school and have to devise ways and means on how these problems could be avoided or solved where possible. To achieve this the EAS make use of the Guidance personnel, PIDA personnel (Panel for Identification, Diagnosis and Assistance), Remedial Education and Psychometrists. Their duty is to analyse, assist and evaluate the children's level of development, severity of his or her problems after they have been identified so as to decide on the referral appropriate for each child. The involvement of these personnel it is hoped will help students actualize their potential so as to achieve optimum development. Their task is not only to help the child but his parents too (DET, 1985 : 1; DET, 1986 : 2, 8). These services were also extended to the homeland Departments of Education.

In 1990 the DET decided to refine and extend its existing Guidance programmes and facilities. It did this by establishing school related services for providing specialist educational intervention, speeded up its in-service training programme for PIDA members and teachers involved in educational intervention, developing preventative

programmes and speeding up the development of screening and identification media and strategies (Educamus, 1990 : 10).

2.5 THE HISTORICAL BACKGROUND OF MDANTSANE

Mdantsane is situated about 12 km from East London, expanding on a north westerly direction towards Berlin. It is the largest settlement in the Ciskei in terms of population and size. Due to negotiations between the Industrial Co-operation and a British textile manufacturer in 1962, the Minister of Bantu Administration and Development accepted the proposal for the building of a new residential area for Blacks of East London. The South African government was to assume all responsibility for such a project. These houses were to meet the housing needs of the textile labourers (Da Gama Textile Factory which is situated on the outskirts of Mdantsane on the way to East London). House construction began in 1963 under the aegis of the East London City Council.

Mdantsane was later proclaimed as part of the Ciskei homeland in 1966. At present it is divided into 17 Units. It has the following educational institutions, a training college for nurses, a hospital and paramedical services, an industrial school, a technical school, eight pre-schools, forty seven lower primary schools, twenty eight higher primary schools and twenty post primary schools. There is an in-service centre for teachers, a reformatory and a school for the handicapped.

As far as recreation is concerned, there are sporting fields, a swimming pool, eleven tennis courts and a cinema. Before the coup in March 1990 there was a flourishing business frontage, two post offices, police stations and a small business co-operative. Mdantsane provides East London with a labour force. Ciskei gained independence in December 1984 (Cooke & Opland, 1984 : 1 - 20).

CHAPTER 3RESEARCH METHODOLOGY**3.1 INTRODUCTION**

As has been stated in the introductory chapters that Guidance was introduced in Black schools in 1981 but it seems not to be enjoying the place it should and very little Guidance is taking place. The majority of teachers in Black schools find themselves having to teach Guidance though they have never been trained in the subject, and many claim not to understand what it is all about. In these schools Guidance does appear on the school time-table, teachers are assigned their respective Guidance classes but in most cases the Guidance periods are used for other school activities and no Guidance instruction is offered.

This study aimed to find out:

1. what the principals, students and teachers understand by the concept "Guidance",
2. the progress made in the teaching of Guidance in Mdantsane high schools,
3. the extent to which the principals and parents are involved in Guidance-related activities in the schools,
4. the difficulties, if any, encountered in the teaching of Guidance by the teachers, and those encountered by principals in supervising the teaching of Guidance,
5. what services and agents are available for the benefit of all those involved in Guidance, and
6. what the teachers' and students' attitude toward Guidance is.

3.2 THE SAMPLE

3.2.1 The school sample

This study focused on the Mdantsane Post Primary Schools. Mdantsane is divided into two school circuits because of its sprawling size, both rural and urban. The writer will focus her study on the urban section of the school population which at the time of the study has eleven academic high schools (from standard six to ten). These schools offer their students two fields of study, science and general, as well as the three languages. Guidance in these schools was introduced in 1981 by the Ciskei Department of Education, the same year that the Department of Education and Training introduced it to Black schools under its control.

From the list of the eleven high schools the writer decided to hand pick only five taking into consideration the area in which one is situated. She was guarding against choosing more than one high school from the same area (for example, choosing two from Zone I) or choosing all five high schools from the older part of Mdantsane. These high schools are under the Department of Education and Culture. They offer their students the same subjects and they follow the same syllabus. They all write the Senior National Examinations at the end of matric and they are regular co-education (std. 6 through std. 10). The research findings therefore will represent all the high schools. The Guidance syllabus used in these high schools is the same. If there are Guidance courses all the schools are invited to send their teachers and no one high school is given preference. From what has been gathered from the five high schools the writer will generalise that more or less the same is happening in the other high schools. In choosing the five high schools the writer had to take into consideration the fact that these schools are spread over a wide area and her selection has to represent the whole urban area. Mdantsane is zoned (17 zones in all) and some zones have more than one high school while others have no high school (Zones 4, 5, 7, 11, 12, 14, 15 and 17). Because of this state of affairs the writer selected three high schools from the oldest zones (one high school from zone 1, 3 and 6) and two from the not so old zones (a high school in zone 13 and 16). All these high schools write the Senior National Examinations in standard ten.

3.2.2 The Principal sample

This sample comprised of all the principals of the selected five high schools. In selecting them no sampling decisions were needed (Cohen and Manion, 1986 : 97).

3.2.3 The Teacher sample

This sample comprised of all the teachers teaching in the five high schools. Fearing that the Guidance teachers would avail themselves for the study, all teachers were asked to respond to the teacher questionnaire. In choosing the teacher respondents the writer will look at all their responses and choose as her sample those who have indicated that they have taught Guidance sometime since 1987.

3.2.4 The sample of students

The student sample was meant to be comprised of students randomly selected from standard six to ten in each high school. In practice this didn't quite materialise.

Fifty students in each school were to serve as the writer's sample (from standard six to ten). The writer asked the principals for the number of classes in the school, for example, the number of classes per standard and then calculated the number of respondents per class since each standard had to be represented by ten respondents. She then divided them accordingly and with the principal's permission asked one teacher to take the number of respondents from each classroom as indicated by the writer on a piece of paper. This teacher thus didn't use random selection in the true sense of the word. He or she chose the required number of students by calling any boy or girl and as a result the number of boys and girls per class was not equal. The sample comprised of 116 boys (46,4%) and 134 girls (53,6%).

Random sampling refers to the selection of subjects (respondents) from the defined population using a random selection device, and every individual in the population stands an equal chance of being selected for the sample (Cates, 1985 : 56; Behr, 1983 : 14). Ten students

were chosen from each class, and where a school had for example two standard six classes, five students were chosen from each class, irrespective of gender.

Students were included in the study because these people are often the best at knowing what is happening in the schools. The students are the ones receiving instruction from the teachers.

3.3 RESEARCH INSTRUMENTS

To collect the relevant data towards the achievement of the writer's objectives, use of the Descriptive Survey method is thought to be most suitable for this kind of study. Two methods of data collection were used, namely, a questionnaire for both teachers and students, and an interview for the principals.

3.3.1 The questionnaires

The questionnaires will include both open-ended and closed-ended items. Open-ended questions have been chosen because they "allow respondents to convey the fine shades of their attitude to their own satisfaction instead of forcing them to choose one from several statements" (Kidder & Judd, 1986 : 248; Behr, 1983 : 150 - 151). Thus they will be free to express themselves as they so wish, uninfluenced by the researcher.

A questionnaire is a term used for almost any kind of instrument that has questions or items to which individuals respond. It is associated more with self-administered instruments that have items of the closed or fixed alternative type. The reason why teachers and students were given questionnaires to complete is that they are economical in terms of time. They are also ideal for this study in that they encourage frankness and honesty because the respondent is anonymous to the researcher (there is no need for respondents' names) (Kerlinger, 1986 : 446).

3.3.2 The interview

The interview was used to gather data to assess and evaluate the responses of principals. It was also used to measure what they say they know, their attitudes and what they think to be the content of

Guidance. It involved verbal interaction between the writer and principals (Cohen & Manion, 1986 : 291). The interview questions sought both objective and subjective information from the respondents (Behr, 1983 : 144).

This type of instrument was chosen because it gives the interviewer some measure of flexibility in that it allows for probing where the interviewer sees fit. From the interviewee's response the interviewer will know if he or she does not understand a question and can within limits repeat or rephrase the question (Kerlinger, 1986 : 440; Behr, 1983 : 145).

Because of the above advantages the writer decided to use the interview though she is aware of the fact that it is time consuming but the data gathered using it is very valuable because the interviewees can express themselves fully, though this is not always the case. Another reason is that the respondents interviewed were few.

This interview is structured in that its questions are standardized in their sequence and wording are fixed though the interviewer is allowed some liberty in asking questions (Kerlinger, 1986 : 441). The questions will be open-ended. This question type has been chosen by the writer because they

"allow the respondents to answer in a relatively unconstrained manner, ... and the interviewer will record the response verbatim ... allow respondents to convey the fine shades of their attitude to their own satisfaction ..."

(Kidder & Judd, 1986 : 248).

3.3.3 The construction of the research tools

The writer is trying to describe the state of Guidance in Mdantsane high schools. By means of the questionnaires and interview she is attempting to find answers to a number of important questions:

- i) What do the respondents understand by the concept "Guidance", its aims, its values and its content?

- ii) What are the respondents' attitudes toward Guidance?
- iii) What is the actual practice of Guidance teaching?
- iv) What difficulties are encountered by those involved in the teaching of Guidance?

3.3.3.1 The construction of the interview for principals:

Question 1 will give the writer personal information about the principal's background in the teaching profession.

Questions 2(a) and 4 will try to assess the principals' understanding of the concept "Guidance".

Questions 3 and 5(a) are geared at the attitudes of both principals and teachers towards Guidance.

Questions 2(b), 5(b), 7, 8 and 9 are directed at the actual practice of Guidance teaching in these high schools.

Questions 2(b) and 7 are trying to find out how this teaching is done and whether outside agencies are involved.

Question 5(b) explores the managerial role of the principals in Guidance teaching.

Question 8 tries to use a specific example to highlight a general ethos approach.

Question 9 explores the involvement of parents in Guidance activities in the school.

Question 6 is aimed at finding out how aware the principals are of the problems encountered by teachers, how these problems can be overcome, and what the principals have done in trying to solve them.

3.3.3.2 The construction of the questionnaire for teachers:

Questions 1 to 5 will give information about the personal background of the teachers.

Questions 6 and 11 are about their personal experience in the teaching of Guidance.

Questions 7 and 27 are about their attitudes toward Guidance.

Question 8 is on general information.

The rest of the questions focus on the actual practice of Guidance teaching which involves a number of stages, such as planning (question 13), content taught (question 14), actual teaching during a Guidance period (question 15), referral practices (question 16), availability of Guidance resources (question 17), the teaching of other subjects during Guidance teaching (question 9), the use of Psychological Test results (question 25) and the use of Cumulative Record cards (question 26). Actual practice also involves the involvement of teachers, other staff members, the principal, the inspector and parents and this is covered in questions 12, 20 to 22 and 24.

Problems encountered by the teachers are asked in question 18, their proposed solutions in question 19 and students' problems are asked about in question 23. What ought to be done so as to improve Guidance teaching in these high schools is asked in questions 28 and 29.

3.3.3.3 The construction of the students' questionnaire:

Questions 1 to 3 will provide the writer with each student's personal information.

Questions 4, 5, 12 and 13 are trying to find out the students' understanding of Guidance.

Questions 6 to 9 are about the actual practice of Guidance teaching.

Questions 10 and 11 are testing the students' attitudes towards

Guidance.

Question 14 is aimed at finding out whom students go to with their problems.

Questions 15 and 16 aims at finding out if students know where to find Guidance resources.

The principals' interview schedule and the questionnaires are in the appendices A to C.

3.4 ADMINISTRATION OF THE RESEARCH TOOLS

Armed with a letter from the Department of Education giving the writer permission to do research in the Mdantsane high schools, the writer went to the principals of the schools chosen for the research. In each high school the writer introduced herself to the principal, told him or her the reason for her visit and gave the principal the letter of approval from the Department of Education.

She explained to the principal that his or her school formed part of the schools' sample. The principal was also told about the three research instruments to be completed and whom the respondents were to be. After she was given permission by the principal she approached the teachers, explained the purpose of her visit and asked them to respond to the teacher questionnaire. She deliberately did not ask for Guidance teachers as she anticipated that many would say they have never taught Guidance. She told them when she would be coming back to collect the questionnaires.

It should be noted that most of the teachers did not complete or return the questionnaires. As a result of this the number of respondents per school was few. There was no way in which those who did not respond could be induced to complete the questionnaires.

In most schools the arrangement was that the writer should come after school because the principals felt that her research should not disturb the day's teaching programme. On the agreed upon day the writer went to these schools and in most of them she found that a

teacher was assigned to help her out so that she would not be alone with the students. The students were assembled in one classroom. The writer proceeded by introducing herself to them, told them the purpose of her visit to their school and urged them to try and respond to all the questions. She explained what the questionnaire required of them, gave them about five minutes to look it through so that they could ask for explanations where they did not understand what the questionnaire meant or required of them. She then thanked them for their willingness to be her respondents and they began to complete the questionnaire.

Arrangements to visit principals were made for a later date. On the day agreed upon the writer brought along a tape recorder and an interview schedule. It was explained to them why an interview and tape recorder was necessary. At the end of the interview she thanked them for their co-operation.

3.5 ANALYSIS OF DATA

Most questions in the questionnaires are open-ended because the writer wanted the respondents to freely give their views on the subject Guidance. She wished to put a minimum of restraint on their answers and expressions (Kerlinger, 1986 : 442) and not direct them as to what they should say. Analysis is thus of a qualitative nature.

The process of analysis followed here is a modification along the lines suggested by Giorgi (1985) in an article entitled "Sketch of a Psychological Phenomenological Method". In it he describes the four essential steps of this method (p. 10). These four steps are:

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

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 a focus on the phenomenon being researched.

3. Once "meaning units" have been delineated, the researcher then goes through all of the meaning units and expresses the psychological insight contained in them more directly.
4. Finally, the researcher synthesizes all of the transformed meaning units into a consistent statement regarding the subject's experience."

As this is not a true phenomenological explication that is being sought, these steps were adapted in the following manner:

The writer first reads the respondents' responses to a certain question so as to understand what each is all about. She checks these responses so as to see if they are in actual fact answering the question. She then puts the same themes together. She once more checks for emerging themes and sub-themes and sees how they correlate with one another. The writer then writes what is common among the responses as they appear, seeing to it that no response is lost. At the end she then writes the number of isolated or vague responses together. This is done until the writer comes to the last responses of the questionnaire and interview.

CHAPTER 4RESULTS

4.1 INTRODUCTION

The writer decided to first analyse the responses of the principals and follow them with those of the teachers and then lastly those of students. She decided on this order because she wanted to get the grasp of the heads' views on Guidance first, and then compare these where appropriate with the teachers' responses. She also wishes to compare the teachers' responses with those of students.

It should prove interesting to see the degree of consensus that exists between all those involved in the Guidance programme.

The respondents will be designated by the letters of the alphabet, the capital letters A to E will be used for the five principals and their schools, then the capital letters A to E with a number will stand for a particular teacher in that school, for example the teachers of school A will be designated by the numbers A1 to A8 because there were eight teacher respondents there. For student respondents capital letters will be used, for example, for the students of school A use will be made of A1 to A50 .

There is a possibility that the number of responses might exceed the total number of respondents. This is so because when breaking up the respondents' responses a number of sub-themes may emerge in one respondent's responses.

In analysing the questions on general information the writer made use of columns because they are easily readable and quickly convey the results.

4.2 THE RESULTS OF THE PRINCIPALS' INTERVIEW

Question 1(a) When and where did you start teaching?

(b) When and where did you first become principal?

(c) When did you become principal here?

TABLE I

	1(a) When	Years teaching	1(a) Where
A	1986	6	Ulwazi
B	1972	18	Lampulawu
C	1984	6	Wongaletu
D	1977	9	Philemon Ngcelwane
E	1978	13	Colosa

The principals' responses to question 1b and 1c have been deliberately omitted as this information would expose their identity and the writer has promised them anonymity. All have been principals for less than five years but their teaching experience is more than six years.

Question 2(a) In your opinion what does Guidance involve?

Most principals see Guidance as a subject which helps students to make wise choices on tertiary education by giving them information on entrance qualifications (Principals D; C), provides them with addresses of colleges and universities (Principal C), teaching them how to apply to these institutions and how to apply for financial assistance (Principal E). Guidance also teaches students about careers and how to chose them (Principals B; C) and also where to train for such careers (Principal C). A few see Guidance as educative to students (Principals A; D) while on the other hand it has a social aspect in that it teaches students about how to choose their marriage partners thus preparing them for adulthood (Principal A). One principal saw it as help given by a teacher to students so that they can solve their problems (Principal C), while another saw it as advice given to students about their abilities so that they can understand themselves better (Principal E). Yet another saw Guidance as

preventive in nature because it teaches students about harmful substances like drugs and alcohol (Principal A). The principal of school D feels that Guidance teaching should be intensified in lower classes so that by the time students are in standard ten many of their questions would have been already answered.

Question 2(b) To what extent is this taking place in your school?

This is happening to a greater extent in schools B & C. Principal B is trying to involve everybody in Guidance teaching, while in school C two teachers are responsible for Guidance, one of them dealing mostly with careers. Guidance is happening to a fair extent in school A where most of the teachers honour their Guidance periods and try to give students Guidance. Very little Guidance is happening in school B. The principal maintains that this is due to the fact that in Black Schools no teacher is trained for Guidance and thus Guidance teachers use Guidance periods for subject teaching. In school E it is happening to some extent, especially in the senior classes.

Question 3 Do you think Guidance is a worthwhile part of the curriculum? Why / Why not?

Yes, all of them are of the opinion that Guidance is a worthwhile part of the curriculum. Principal A's reasons are that students are "free" during Guidance lessons. Unlike in other teaching periods, during Guidance lessons both teachers and students are on the same level. Some students have even asked if Guidance could not be an examination subject because they like it so much. Principal B's reasons are that Guidance involves a lot, not only careers but study skills and how students can go about achieving their goals. Principal C's reasons are that Guidance does to an extent help those with problems. It helps them to find solutions to their problems if they can because without attending to their problems first they will not be able to perform in a well-balanced manner. Principal D said that it gives students information on careers, universities and technikons, giving them the difference between the two and what advantages will be achieved in attending either of these. Principal E said that it helps prepare students for the future, to be a member of one's community and

how to find a job. Three of the principals (B; D; E) see Guidance as helping students in the choice of future careers.

Question 4 How did you find out about the role of Guidance in the school?

Many of them heard about its role when they attended Guidance courses at ITEC (Principals B; C; D; E). Principals A and B have heard about it from having discussions with the Inspector of Psychological Services; the Deputy Principal of school A was further told about the psychological tests administered to standard 10's and they talked in depth about their validity. He also had a chance to visit one of the Guidance teachers teaching Guidance in his school. The principal of school B has also read about it in the DET magazine (Educamus) while that of school D heard about it from the teachers attending a course from ITEC. The principal of school E read about it in the Guidance text-book.

Question 5(a) How is Guidance viewed by teachers at your school?

There are those who are interested in it and know that it is helpful to students (Principals A; B; C; D). Others see it as a waste of time (Principals A; C) and tend to teach their other examination subjects during its periods (Principals A; B) and say that it must not be taught (Principal B). There are those who are not interested in it (Principals D; E) because they do not understand what it is all about (Principal E).

Question 5(b) How do you assign Guidance duties and classes to your staff? (and their response?)

In certain schools Guidance duties are given to those teachers interested in Guidance (Schools A; B; D). In schools B and E emphasis on Guidance teaching is in Senior classes - there is no Guidance teaching in Junior classes in school E. In school C allocation is done by a Head of Division in consultation with the principal. In school D the Guidance teacher's other duties have been unloaded and she is now in charge of Guidance duties. Guidance teachers in junior classes are under her and she's responsible for the senior classes.

Principal A highlighted the fact that due to the shortage of trained Guidance teachers, Guidance is given to any teacher in the school.

Some teachers find it interesting and try their best to teach it, some complain that they cannot teach it because they have not done Psychology (Principal B), others do not teach it (Principal C), they teach examination subjects during its period (Principals A; B) and say they do not understand what it is all about (Principal E).

Question 6(a) What problems are encountered by teachers taking Guidance?

The main problem at the schools is said to be the overloading of teachers with work and that Guidance teachers have to teach other school subjects (Principal B). Many complain that they have never been trained in teaching Guidance (Principals C; E; D) and were never themselves taught Guidance as pupils, and as such do not know what it is all about (Principal D). Because of the above problems they fail to attend to Guidance "as much as they would love" to (Principal B) and others end up using Guidance periods for subject teaching (Principal D). This lack in Guidance training has de-motivated others (Principal E).

Some teachers found themselves unable to solve some of the students' problems. For example, some students have family problems which the Guidance teacher finds difficult to solve (Principal D). In school A it seems that students sometimes would like Guidance teachers to teach what they are interested in, irrespective of the fact that the teacher has a prepared topic for that Guidance period.

Question 6(b) How do you think these problems could be overcome?

Principals of schools C and D see the training of Guidance teachers as a solution. Such teachers would teach Guidance to all classes. This view of Guidance teachers teaching Guidance only so that they could devote more of their time to Guidance, is also supported by Principal B. Principal E suggested that teachers should first attend an in-service course on Guidance where they will be taught the correct methods of teaching Guidance and where their awareness of the value

of Guidance would be awakened.

Question 6(c) As a principal, what have you tried to do to address these problems?

Principal B tried to reduce the work load by decreasing subject teaching periods of the senior Guidance teachers so that they could devote more time to Guidance. In school C the duty of teaching Guidance to most classes is on the shoulders of two teachers but due to overloading they are unable to teach Guidance to all the classes because they teach other subjects too. Because of overloading of teachers which has led to the neglect of Guidance in Schools, the principal of school D proposed that the principals should come together and convince the Department of Education about the importance of supplying schools with trained Guidance teachers so that Guidance can be effectively taught in the schools. The principal of school B has tried to motivate the Guidance teachers to do their utmost to teach Guidance. The principal of school A was unable to respond to this question since he was new to his school.

Question 7(a) Apart from classroom Guidance, do the pupils receive Guidance informally? How?

All the principals agreed that informal Guidance is taking place in the schools. Some have a Careers Day where outside speakers are invited to address students on certain careers (Principals D; E). Informal Guidance is given to students during subject teaching and outside the classroom by way of motivation or correcting some of their behaviour patterns (Principal A). In school B senior teachers sometimes visit senior classes and address them on such things as choice of subjects, end of the year examinations, information on bursaries, etc. In school D students with problems are welcomed to the principal's office and the principal tries to help where he can or refer them to the two Guidance teachers. Some students from the school do take part in the Work Experience Programme run by ITEC during the June holidays (Principal E). The problem with principal D is that in most of their projects the school is unable to involve all students because of big student numbers.

7(b) IN WHAT WAY DO YOU INVOLVE OUTSIDE AGENCIES IN GUIDANCE IN THE SCHOOL?

In three schools (B; C and E) a professional nurse has been invited. In school B she addressed them on all fields of nursing and told them about the subjects required for the nursing profession. In school C she addressed them on Sex Education and in school E she attended to students' ailments and referred them to hospital when a need arose. Another agency involved in the Guidance activities of the schools is ITEC. The standard 8's of school E attend the Guidance forum there. In schools B and C they invited professional people to address students on topics or issues in which they are interested. They sometimes invite social workers from the Department of Welfare in Ciskei to look at students' social problems, and have referred others to Psychologists in East London.

Question 8 How do pupils choose their subjects for std. 8?

In schools A and D there is no subject choice by students. They are placed in the available subject streams by teachers. Placing is done according to the students' academic achievement in standard seven. In school A students and parents have no say in this but in school D parents do approach the school and suggest the subject stream they would like their children to follow. In school C students just choose on their own but in school B they choose with the help of the Management Team (Principal, Deputy Principal and Heads of Division) and in school E they choose under the supervision of teachers who first explain to them what their choices mean, for example if a student chooses to do science he or she should know that he or she should follow science up to Standard 10. In school B the Management team tells them the careers they can follow if they follow a particular subject stream. They also look at their standard 7 academic performance and advise accordingly. Sometimes they call the parents to school if the student disagrees with them.

Question 9 How do you see the involvement of parents in the Guidance functioning of the school?

All principals are of the opinion that parental involvement at School

is very important and welcomed. Principal E further stated that such an involvement would mean that the school is part of the community, while Principal B said that their involvement especially in Guidance would make them aware of the options open for their children in the various fields of work. Principal A added to this by saying that parents together with their children should decide the subjects to be followed by their children or to be offered at school, depending on the demands of society and industry in their area. The Principal of School B further stated that some of these students' problems are created by parents when they force their children to choose what they as parents want, irrespective of the child's ability. She feels that if parents involved themselves in the school such problems could be averted. In addition the principal of C is of the opinion that some parents could help both their children and teachers by coming to school to tell teachers about their children's problems should they become aware of them so that both parents, students and teachers should work towards the solution of such problems. In school E the principal does make parents aware of their children's problems at school but not all of them respond to her calls except a few who do come to school.

4.3 THE RESULTS OF THE TEACHERS' QUESTIONNAIRE.

1. Gender

TABLE 2

SCHOOL	MALE	FEMALE	TOTAL
A	4	4	8
B	1	5	6
C	-	4	4
D	-	5	5
E	1	3	4
TOTAL	6	21	27

2. Academic qualification(s)

TABLE 3

SCHOOL	MATRIC	DEGREE	SENIOR DEGREE
A	7	1	-
B	3	3	-
C	2	1	1
D	4	1	-
E	2	1	1
TOTAL	18	7	2

Some just wrote their highest qualifications though all teachers teaching in post-primary schools here at Mdantsane have matric and a teaching diploma.

3. Highest qualification in Psychology

TABLE 4

SCHOOL	NONE	COURSE I	COURSE II	COURSE III	HONOURS	COLLEGE
A	4	1	-	-	-	3
B	1	2	-	2	-	1
C	-	-	-	-	1	3
D	2	-	-	-	-	-
E	3	3	-	-	1	-
TOTAL	10	6	0	2	2	7

4. Where have you been trained to teach Guidance?

TABLE 5

SCHOOL	NEVER TRAINED	INFORMALLY	UNIV. DIPLOMA	DEGREE	COLLEGE
A	3	-	1	-	4
B	2	2	-	1	1
C	-	-	2	-	2
D	2	3	-	-	-
E	2	-	-	-	2
TOTAL	9	5	3	1	9

5. Present teaching post

TABLE 6

SCHOOL	FIRST YEAR TEACHER	TEACHER	SENIOR TEACHER	HOD	DEPUTY PRINCIPAL	PRINCIPAL
A	2	5	-	1	-	-
B	1	3	2	-	-	-
C	1	1	-	2	-	-
D	-	5	-	-	-	-
E	-	2	-	2	-	-
TOTAL	4	16	2	5	0	0

6. Guidance classes taught by you in the past five yearsTABLE 7

SCHOOL	1987	1988	1989	1990	1991
A	7A - T1 6 - T2	8b - T1 7 - T2	8b - T1 7 - T2 9&7 - T5	7 - T2	6a&b - T3 10 a&b - T4 6c-F - T6 8a-c - T7

(T = Teacher)

The above table tells us the Guidance classes taught by the respondents of School A from 1987 to 1991. Teacher A8 did not respond to this question.

SCHOOL	1987	1988	1989	1990	1991
B	7 - T2	8 - T2 9 - T4	7&8 - T1 9 - T2	9 - T2 9&10 - T3	7&8 - T1 6 - T2 9&10 & T3 9 - T4 8a-c - T5 7 - T6

(T = Teacher)

SCHOOL	1987	1988	1989	1990	1991
C	6&7 - T2 7a&b - T4	6&7 - T2 8a&b - T4	- -	7 - T1	7A-C - T3 10a-c - T4

(T = Teacher)

SCHOOL	1987	1988	1989	1990	1991
D	6a-c - T1	7 - T4	7 - T4	8a - T1	-
	8a - T1	7 - T5	10a - T3	9a-d - T2	-
	9&10 - T4	10a - T3		10a-d - T2	-
				10a - T3	-

(T = Teacher)

SCHOOL	1987	1988	1989	1990	1991
E	6c - T2	9a - T1	6b - T2	-	9a-c - T3
		6b - T2	9a&b - T3	-	10a&b - T3
		6a - T3	10a&b - T3	-	
		9 - T4		-	

(T = Teacher)

In all five schools a common pattern emerged, that is, few classes received Guidance. In some of the schools no Guidance instruction is offered to the whole school. There is also no continuity in assigning of teachers for Guidance because of the twenty seven teachers only one teacher has been continually a Guidance teacher over the last five years.

7. If you had the choice, would you want to teach:

TABLE 8

	A	B	C	D	E	TOTAL
Guidance only	2	4	1	1	2	10
Guidance and other subjects	5	2	3	2	1	13
Not Guidance	1	-	-	2	1	4

Only four teachers indicated that they do not want to teach Guidance at all.

8. What other subjects do you teach?

All teachers in all five high schools teach other subjects beside Guidance, including English, Xhosa, Afrikaans, ...

9. How often do you teach other subjects during Guidance classes?Why do you do this?

Fifteen claim not to teach other subjects during Guidance classes, their reasons being that they treat Guidance as a subject in its own right (C3; A5), that it is as important as other subjects (C3), that there is a need to teach it during its period (C4), that there is a need to educate students for personal respect (B2), that students need to be guided in career choice and in problem-solving (B3), and that students need it generally (B5). Teacher A8 supports the view of the other teachers by saying that Guidance deserves special attention because it concerns the future of the child. A couple of teachers (C1; B6) did not explain why they teach Guidance only during Guidance classes.

Twelve teachers confess to teaching something else during Guidance classes. The reasons given were that they wanted to finish the syllabus of other subjects (C2; D5; E3; E4;), use them for orals (D3), they were needed for monthly tests (D2), another uses these classes because he does not know how to teach Guidance (D4), to answer pupils' questions on other lessons (D5), does this because Guidance is not written at the end of the year (A6), because they are given many classes to teach, (B1; E1), he or she does not enjoy teaching it (E2) uses these classes to meet the demands of other subjects (B4) and also finds it difficult to concentrate on Guidance because there is not enough time to gather material for Guidance. In some schools (e.g. school E) it is common practice to teach other subject during Guidance classes.

10. What do you understand Guidance to mean, and what are its aims?

Some teachers see Guidance purely in vocational terms (1 - 9), while others see vocation as part of a bigger picture (A7; C2; C3; D1; D2;

E1). Some have mentioned the importance of subject choice in choosing a career path (A1; A7; A8; C1; D3). The majority of the teachers describe their understanding of Guidance in very broad terms, such as, guiding a child towards adulthood (10 - 21). It is difficult to determine how child-centred this Guidance is, for while some teachers' responses suggest that the child has an important say in the direction of this Guidance, others imply that it is the teacher who directs the development of the child towards adulthood. A few of the teachers specify the gaining of self-knowledge and problem-solving skills as an integral component while individual references to healthy personal relationships, study methods and decision making (22 - 29) are made. A few teachers did not respond to this question (30 - 32).

11. How do you find teaching Guidance?

The majority of teachers find the teaching of Guidance interesting, comfortable, enriching and easy, important, challenging, demanding and enjoyable to both teachers and students (1 - 24). They agree that Guidance teaching is educative and that certain teaching strategies are employed in Guidance classes like free participation by all those involved thus creating a situation of give and take, (this may be due to the fact that Guidance is a non-examination subject). Some mention that information on careers and subject choice is made available to students during such periods. Some state that Guidance classes have given them and the students confidence and trust in each other. Students also get advice from their teachers. Some gradually open and respond truthfully towards their teachers because they can now trust their teachers. To some this is possible because of the simple examples and language used during Guidance classes.

A few have mentioned some difficulties encountered in the teaching of Guidance. Lack of expertise on the part of the teacher (A7) when it comes to careers and that the teaching of Guidance can be frustrating to the teacher (D2). Two teachers (A3 and E4) did not respond to this question. One teacher (B1) responded that the Guidance teachers must be motivated so as to motivate the students.

The responses of the principals on this issue are in agreement with most of the teachers' responses about their attitude to Guidance.

12. Apart from Guidance classes, what other Guidance-related activities are you involved in at school? Please explain.

Few teachers are involved in obvious Guidance-related activities. Two teachers say they make use of the library, by referring students there to find more information on careers. One wrote that he or she keeps busy by developing a careers corner where information about careers will be made available to students (2), while another helps pupils with problems (3), another conducts interviews (4). In one school a teacher claims to be counselling pupils with problems and those who are ill and one claims to be diagnosing abnormalities and another attends Guidance meetings (4). Most of their responses are indirectly related to Guidance; activities like a teacher being involved in sport (8 - 11), in music (12 - 13), in SCM (Student Christian Movement) (14 - 16), Organizing debates (17 - 21), in the catering committee (22), and two are members of PTSAC (Parent Teacher Student Association) (23 - 24). Few claim not to be involved in any Guidance related activities (25 - 31). Only one teacher (A2) did not respond.

13. How do you go about deciding what to teach in Guidance?

Few teachers make use of the text-book prescribed for each standard (1 - 6), some follow the syllabus (7 - 10), while a few others seem to be aware of the need for flexibility in Guidance, hence in their teaching they sometimes ask students what they want to learn in Guidance (10 - 11). Others claim to search for information from resources such as magazines, DET school journal (Educamus), the library and knowledgeable persons (12 - 14). Other lessons are based on teacher-student contact and where there are problem areas which need tackling, they will be addressed in class (15 - 19). A few said they prepare before hand but they have not explained where they get their material from or what they use as a guide (20 - 23). Others did not respond (24 - 28).

14. What sections of Guidance do you concentrate on most in the various standards?

The teachers mentioned many topics on which they concentrate such as decision making (1 - 4), on healthy personality (5 - 13), accepting

others, coping with life and motivation (14), subject choice (15), preparing for examinations (16), resources and scholastic achievement records (17), educational Guidance (18 - 20) and interviews (20). Many claim to concentrate on Careers Guidance (21 - 32), drug abuse (33 - 34), planning money matters (35), leisure time (36), Social Guidance (37 - 38), becoming a better student (39), the self (40 - 42), behaviour (43) and social problems (44). A couple of teachers did not respond (45 - 46) while (47) claimed not to be sure.

15. How do you conduct your Guidance classes? Please describe a normal lesson.

Approaches followed by the teachers seem to differ. There is no general way of teaching Guidance.

The teachers claim to be using many different methods: the question and answer method where both teacher and student are free to ask questions (1 - 8), the discussion method which encourages pupil participation by making use of group discussions (9 - 14), the text-book method relying solely on the text-book as a source of reference for both the teacher and students (1), and the teacher-tell method which is teacher-centred and where it is assumed that the teacher knows what the pupils need and has all the answers (15 - 19). Some methods used involve both teachers and students though they are not in the form of group discussions (21). Some responses do not clearly show the way some teachers conduct their Guidance lessons (22 - 28), for example two have said informally and left it at that. One teacher (29) claims not to be teaching Guidance although she has responded to all the other questions (in question 6 she claimed to have taught Guidance in 1987 and 1990).

16. Do you ever refer pupils to outside agencies for help? If so, why and to which agencies?

Of the twenty seven teachers, some do refer to outside agencies. This is done because teachers want to refer to people who know more than they do with regards to, for example, information on careers, fieldwork in the nursing profession, the development of a healthy

personality, help by specially qualified people for addiction problems, etc. (1 - 12). The outside agencies used are bursary officers, hospital, Department of Manpower, Rhodes University (East London branch), ITEC, Inspector of Psychological Services, a school nurse and a Clinical Psychologist. Two teachers have not mentioned the agencies. Another two acknowledge the need for a referral but did not know of any appropriate agency (24, 25). A number say they have never referred their students (13 - 23) while two (26, 27) did not respond to this question.

It seems that both teachers and principals use the same outside agencies to a certain extent as the principals (question 7(b) paragraph 4.2) claim to make use of the same people and agencies for referrals.

17. Where do you obtain resources and information for your Guidance work?

Twelve teachers make use of the Resource Centres in this area (ITEC) (1 - 10) and Zingisa (11 - 12), nine make use of the prescribed text-book (13 - 21), six use the library (22 - 27), five use magazines and newspapers (28 - 32), three use other books on Guidance (33 - 35). The following sources of information have also been mentioned: notes from the university (36), other people (37), the local Inspector of Psychology (38), the Guidance head of Department (39). One teacher (40) did not respond.

18. What problems do you have in teaching Guidance?

The teachers' responses to this question refer to the problems of both teachers and students in the teaching of Guidance. It is only in school C where it seems that it's students only who have problems with Guidance. One of the problems mentioned is the question of time. There is not enough time for Guidance since most of the teachers are subject teachers who have to prepare for the end of the year examinations and these subjects are given preference over Guidance. Others complain about the small number of Guidance periods and this makes it impossible for them to cover important aspects (1 - 5). Others stated their problem as the lack of knowledge in the subject,

and as a result they lack information. They have gone further to say that this may be due to the fact that they never received training in Guidance and as such do not know the correct method of teaching Guidance and this has led to their incompetence. They have no knowledge of the different careers and the requirements for each, therefore they rely on the text-book (6 - 10). This has made some teachers have a negative attitude towards Guidance and in some schools teachers do not co-operate with the Guidance teacher (11). Another problem is the big numbers in the schools which make it difficult to teach Guidance with other subjects (12 - 15). Furthermore there is a problem of inability on the part of the teacher to solve students' problems (16 - 18).

Many see the attitude of students towards Guidance as constituting a problem. They say students do not concentrate during Guidance periods, they give false responses in lessons, do not participate when the lesson is on self-made personal problems. Some do not see the value in Guidance and thus see Guidance as a waste of time, and some misuse the Guidance period to discuss issues that are not Guidance related. They do not take Guidance seriously as it is a non-examination subject. As a result they have no understanding of life in general and tend to make unwise choices (19 - 31).

A few teachers seem to have no problems, but this may be "because (E4) looks at Guidance with an untrained eye" (32 - 35). One teacher in school D did not respond and another's response was vague (36).

Some of the teachers' problems have been mentioned by principals (question 6(a) paragraph 4.2): overloading of Guidance teachers as they are also subject teachers, no training as Guidance teachers nor experience of the subject.

19. How do you think these problems could be solved?

The solution to the problems is obviously related to what the teachers said to be the problems in the previous question. The problems mentioned were diverse and the solutions are even more diverse. This is supported by the fact that not more than four teachers suggested the same solution. There were suggestions that teachers attend

Guidance courses (1, 2), that Guidance should be taken as an examination subject and be written at the end of the year (3, 4), that teachers should be trained to be Guidance teachers and be employed as full-time Guidance teachers (5 - 7), this would solve the problem of overloading (8, 9), Guidance must be taught from standard six to ten (10, 11), Guidance should be taught by those interested in the subject, co-operation between teachers, parents and students should be encouraged and co-operation between teachers in a particular school is also important (12). Other solutions were that students should have the correct attitude towards problem-solving (13), accept responsibility and principles of decision-making and that students should be taught the thinking and answering strategies (14), on the other hand they should be encouraged to discuss their problems with parents (15), should all else fail outside agencies should be used (16). One saw the explaining of the importance of Guidance to students can serve as a solution (17), while another teacher saw the importance of having supportive services and regular visits by a school nurse to the schools as a solution (18), another suggested that teachers be equipped with information as to how to deal with students' problems and visits by the Guidance instructor could help teachers (19, 20), in some cases teachers should visit students' homes to talk to their parents (2). Another suggestion was that non-Guidance teachers should not have a negative attitude towards Guidance (23) and by making all subjects available to all pupils (24). Teacher (25) said she did not know. Few teachers did not respond (26 - 29).

The principals responding to a similar question (questions 6(b) in paragraph 4,2) put forward the following as solutions:- the training of Guidance teachers who will teach Guidance to all classes thereby devoting much of their time to Guidance (Principals A, B, C, D), the attendance of an in-service course where Guidance teachers will be taught the correct methods of teaching Guidance and where their awareness to the value of Guidance will be awakened and the use of other agencies as referrals and sources of information (Principals A, E). These solutions have been mentioned by the teachers too.

20. Do you discuss your Guidance work with other staff? Please explain.

The majority of teachers (1 - 18) do discuss their work with fellow teachers. They discuss problems they had encountered in the Guidance class (subject matter) and discuss strategies for dealing with these problems and ways of teaching the subject. Some discuss students' problems and devise ways and means of handling these. Some work hand in hand with English teachers when dealing with common topics. One said s/he approaches the Head of Department for Guidance for advice on certain matters. Some failed to give clear explanations, for example, one referred to other school subjects not Guidance. Of those who said they do not discuss their work with other teachers (19 - 24), some did not give reasons for this though others did explain why. One teacher's reason was overloading which leaves him or her no time for Guidance and the other's response was that other teachers are not interested in Guidance. Very few teachers did not respond (25 - 27).

21. In what way is the Principal involved in the overall Guidance programme in the school?

It is clear that principals are involved in the Guidance programme in their schools, with the exception of one principal. In some schools students with problems are referred to principals and they try to help. When unable to help, some refer students to the Guidance teacher or outside agencies (1 - 6). Some principals encourage and remind their teachers to attend Guidance courses and seminars (7 - 12), others see to it that teachers teach Guidance during its period (13 - 17) and some even check progress in Guidance. In school D allocation of Guidance to teachers is done by the principal (18), sometimes she teaches it herself, talks about it during prayers, invites parents to Guidance meetings and, organises speakers who are well versed in the field of Guidance to address students on Careers Day (19 - 21). Two teachers' responses are vague (22, 23). A few teachers (24 - 27) said their principals are not involved in the Guidance programme and a further three teachers (28 - 30) did not respond.

22. In what way is the Inspector involved in the overall Guidance programme in the school?

The inspectors' duty is seen to involve the administering of Psychological Tests to students (1 - 7), the organizing of seminars for Guidance teachers (8 - 10), assisting in the solution of students' problems, supplying teachers with information when asked, organizing Careers Days and inviting speakers to address the students and sees to it that it is indicated on the time-table (12 - 14), giving advice on the formation of PIDA (Panel for Identification, Diagnosis and Assistance) (15). Nearly half of these teachers wrote about the inspection of schools in general (16 - 21) and not the part played by the Inspector of Psychological Services under whom Guidance falls. Three teachers said they are not involved (22 - 24) while a further three (25 - 28) did not respond, and one response is vague (29).

23. Do pupils come to you with their personal problems? If so, when, where and how do you try to help them?

The majority of the respondents (1 - 18) agreed that this does take place in their schools. These consultations take place mostly at school - in the staffroom and in the library. Some occur after school and some students visit the teacher at home. Consultation can take place anytime, depending on the nature of the problem, because some may require immediate attention. This may be during the Guidance period or during or after breaks, free periods, or study time. The respondents of school E did not respond, which seems to intimate that such consultations do not take place there.

In trying to help, the respondents claim to discuss the problem with the student, assess it, do some investigation when deemed necessary and give advice (2, 7, 12, 18). If the teacher thinks that the problem is serious the parent is called to school or the problem is referred to people who can help like a senior Guidance teacher, a Psychologist, a minister of religion, the principal or invite people to come to school to address the problem (1, 3, 5, 9, 15). Some said that pupils seldom or don't come to them with their problems (19 - 25), while some did not respond (26, 27).

24. In what way are parents involved in what goes on at school?

The respondents' views on the involvement of parents in schools differ much, even among teachers of the same school. Some say that parents are involved while others say they are not. Of those who say that parents are involved, it seems they involve themselves only if there are problems concerning students (1 - 4). They attend parent-teacher meetings though their attendance is generally poor. In some schools there are PTSA's (Parent Teacher Student Associations) where parents, after attending meetings, report back to the parent body, but their exact duties have not been stated (5 - 7). In other schools parents participate in school activities such as bazaars (8). They also report the reason for their children's absence from school (9) and enquire about their academic performance (10 - 14). Some parents do attend parents' meetings though they fail to co-operate with teachers (15). Some teachers have written about what should be happening and not what is happening, others gave vague responses (16 - 22), a few said parents are not involved (23 - 25) while two respondents did not respond (26, 27).

25. What use do you make of Psychological Test results? Please explain.

It seems as if only one school (A) knows what psychological tests are and how to use their results (1 - 4). In the other schools teachers, including some from School A, do not know what they are all about because they have never been exposed to these tests in their schools and their students have not written such tests. In some schools the test is given and the results are handled by the inspector in charge (5 - 20). Those who use the psychological test results, use these to look at the students' school progress, potential future career, subject-choice, and likely intelligence. A few respondents gave unclear responses (21 - 24) and others did not respond (25 - 28).

26. What use do you make of cumulative record cards? Please explain.

Very few teachers know about the nature and function of cumulative record cards (1 - 9). They said they fill them so as to keep records of students' background and history, record aptitude tests, check a

student's progress and see if a student has any disabilities or not. They refer to these cards when in need of information about a particular student. More than half of the respondents claim not to know about these cards, others saying they have never used them or that they do not have them in their schools (10 - 20). Two responses were vague (21, 22) while five did not respond (23 - 27).

27. What is your overall opinion of the value of Guidance?

Many of the teachers see Guidance as an important subject which helps the child towards maturity in that it sees to the development of the child as a whole, enabling a student to come into contact with the world as it really is (1 - 8), providing students with problem-solving skills (9 - 10), and helping them with decision-making especially when it comes to choosing a life partner and their future careers (11 - 14). Some pointed out that Guidance helps the students to know themselves, make them aware of their strong and weak points, and helping them to improve and exploit their potential (10, 12). Some mentioned that it helps facilitate effective learning thereby reducing the failure rate, as well as promoting their reading and study skills (15).

It makes students more responsible adults and helps in the development of a sense of belonging, making them aware of how to perform and help in fostering good behaviour (16). Others added that they need trained Guidance teachers to teach this subject in their schools while others did not state their opinion of the value of Guidance (17 - 20). A few teachers gave vague answers (21 - 26), and one did not respond (27).

28. What suggestions do you have as to how Guidance could be improved in the schools?

In answering this question some teachers suggested that there should be a Guidance teacher who is interested in it and who will teach Guidance only, and for this to happen the Government should embark on training full-time Guidance teachers (1 - 13). Some felt that Guidance should be taught and be written at the end of the year like other examination subjects (14 - 18). Others felt a need for Guidance

resources in their schools which will help in the advancement of students' knowledge. Teacher efforts should be combined; they should meet timeously to discuss ways of making Guidance effective and helpful to students and by so doing they will be in a position to help students who have problems. Student attitudes may be changed by what they have learnt from Guidance lessons. Teachers could help themselves if they attend Guidance seminars and courses which should be held now and again. Some felt that in each school there must be a senior Guidance teacher, while others felt that the number of Guidance classes should be increased. Guidance should be taught by those who have majored in Psychology, be taught in all classes (as some schools have a tendency of teaching the matric students only), not be given to already overloaded teachers, be supervised by the principals in their schools, and the use of the library at leisure time should be encouraged. Guidance teachers should be the ones to test and score the Psychological tests and discuss the results with students (19 - 28). One teacher did not respond (29).

29. Any other comments which you would like to make?

Many teachers did not respond to this question. Maybe they felt they would be repeating what they had written in other questions (1 - 18). Of those who responded some wrote that in most schools Guidance is not taught because teachers do not realise its importance, by so doing they deprive students of a chance to broaden their scope. There should be an office or room in each school for Guidance and teachers teaching Guidance should be clinical psychologists so as to help both students and the community. All Guidance teachers ought to have done a Guidance Teaching course where they were trained to be teachers. All those involved in Guidance should make the subject live and be conscious of its aims (19 - 27).

The majority of the Guidance teachers in these high schools seem to understand what Guidance is all about, they are not opposed to the teaching of this subject. They agreed that they are not doing their best when it comes to the teaching of this subject due to a number of reasons. These have been stated in question 18 and their suggestions as to overcoming these problems have been stated in questions 19 and 28.

4.4 THE RESULTS OF THE STUDENT QUESTIONNAIRE

1. Are you male or female?
2. What standard are you?

The number of student respondents who took part in the study were 250, 116 males and 134 females, and 50 students per standard. The following column shows the standards in which the students have been and are being taught Guidance.

3. In what standards have you been taught Guidance?

Table 9:

Standards taught Guidance

	3	4	5	6	7	8	9	10
A	-	1	10	38	23	18	16	8
B	-	1	12	14	11	16	15	10
C	-	-	10	16	15	2	8	2
D	-	-	21	13	19	13	13	8
E	2	-	11	8	4	6	2	1
	2	2	64	89	72	55	64	29

By looking at the table above it becomes clear that not much Guidance is taking or has taken place in these schools, especially in School E. There are four respondents who claim to have done Guidance in standard 3 and 4. The writer tried to check this out from some of the primary school principals and found that in one primary school the principal teaches Guidance and has a tendency of combining the standard 3's, 4's and 5's during Guidance periods because he feels that Guidance should be taught in these standards too. According to the departmental curriculum Guidance should be taught for the first

time in the primary level in standard 5.

The next table will give a picture of what is currently taking place in these high schools regarding the teaching of Guidance. One should bear in mind that in each standard in each school there were ten respondents.

Table 10:

	STD 6	STD 7	STD 8	STD 9	STD 10
A	6	4	4	8	7
B	3	5	4	6	8
C	0	3	2	2	2
D	0	4	2	6	8
E	0	1	0	0	1

This table shows that very few students are receiving Guidance instruction especially in Schools C and E. There were those who said that they have never been taught Guidance (12) most of whom are in standard six and those who did not respond (24).

4. What do you understand Guidance to be about?

Many respondents see Guidance as a subject which prepares them for the future or life (1 - 97) and many have gone further and mentioned some of these future orientated activities of Guidance as those that involve decision-making. These decisions include the choice of a future career (98 - 184), choice between right and wrong which is based on one's actions (185 - 221), subject choice (222 - 233), and choice of friends and marriage partner (234 - 238). It also provides students with coping skills in preparing for the future which involves the ability to cope or deal with personal problems (239 - 257). Others said they understand Guidance to be a subject that helps one

by giving information and advice, helps one to understand oneself, knowing and caring for others (258 - 265).

Some see Guidance as a subject that deals with personal matters which involve the cultivation of a healthy personality which is characterised by the following traits: honesty, self-discipline, clean appearance, responsibility, self-confidence, positive attitudes, good manners, abilities, the cultivation of good relations, independence, self-acceptance and aptitude (266 - 312). Others said they understand Guidance to be a subject that educates students, helping them with study methods and preparing them for examination time (313 - 337). Others' emphasis is on the social aspect of Guidance which involves things like respect, good behaviour, communication, self-control and usefulness to one's society (338 - 383). A few linked their understanding with leisure time (384 - 387), money management (388, 389) and the cleanliness of the environment (390 - 395). One said he or she does not understand Guidance (396), others gave vague responses (397 - 407) and a few did not respond (408 - 417).

The majority of the students seem to understand what Guidance is all about because their responses are topics which should be taught during Guidance lessons.

5. What do you think is the aim of Guidance?

The majority of the respondents have mentioned the fact that the aim of Guidance is future-orientated in that it helps students to plan for the success in their future life goals so that they can become mature adults armed with coping skills to deal with life's demands (1 - 81). It helps in bringing the child into contact with the world around by teaching students about education in general and which subjects to choose (82 - 132), which career to choose and which tertiary institution to go to should one want to further one's studies (133 - 164). Guidance also teaches students how to prepare for examinations. For them to pass they have to study, so it teaches them the importance of studying, thus leading to progress.

Another aim mentioned is that it helps students understand other people and this is achieved by helping them with communication. It teaches discipline and acceptance of others, helps with social life and to respect others. It guides them towards self-determination, helps in the choice of a life partner and teaches good conduct (165 - 214). In general Guidance guides and teaches those on the path to adulthood.

Some respondents have written that Guidance helps with self-understanding and have supported this by mentioning that Guidance helps in fostering self-discipline, independence, confidence and self-acceptance, makes students aware of their interests, aptitudes and abilities, develops good behaviour traits, helps with problem solving, and provides students with information which will lead to the accumulation of knowledge. It teaches honesty, self-knowledge, self-respect and develops positive attitudes in students. It encourages responsibility, improves their personalities and helps them with decision-making (215 - 243).

There were some vague responses (244 - 270) and those who did not respond (271 - 280).

6. What do you learn in Guidance?

Most of the standard six respondents have written that they do not do Guidance. Those who claim to be receiving instruction in it said they have done topics on the following: the future, responsibility, personal appearance, abilities, subject choice, discipline, behaviour, importance of studying, dangers of smoking, life goals, careers, information giving and choosing between right and wrong (1 - 18). These respondents seem to have done different topics though they are doing the same standard in the same school. Those not doing Guidance were (19 - 31). Respondents in Schools B, C and E seem not to be receiving Guidance instruction. Other responses were vague (32 - 39) and others did not respond (40 - 50).

The standard seven respondents wrote that they have learnt about the choice of a future career, the healthy personality, positive attitudes towards others, understanding others, problem solving, life goals,

understanding life, personal cleanliness, preparing for examinations, dangers of smoking, personal conduct, behaviour, choice of friends, self-knowledge, reasons for attending school, emotional people, causes of diseases, honesty, decision-making, importance of homework, responsibility, self-confidence, personal care, how to live a happy life and personal protection (51 - 79).

There were those who claim not to have done Guidance (80 - 86), those whose responses were vague (87 - 91) and those who did not respond (92 - 100). Half of the respondents in School C seem not to be doing Guidance.

The standard eight respondents have learnt about behaviour, choice of a career, subject choice, preparing for examinations, planning for the future, respecting others, choice of a friend, decision making, importance of education, problem solving co-operation, self-confidence and self-respect (101 - 124). There were the ones who claim not to have done Guidance (125 - 136), and the ones who gave vague responses (137 - 141) and those who did not respond (142 - 150).

Most of the standard nine respondents responded to this question. The majority of them have learnt about career choice, preparing for the future, behaviour, drug abuse, self-knowledge, leisure time, subject choice accepting others, discipline, honesty, how to apply for bursaries, healthy personality, child abuse, self-determination, study methods, likes and dislikes, diseases, listening skills, communication, importance of tests and examinations, self-confidence, self-respect, selflessness, money matters and physical fitness (151 - 189). Those who wrote that they do not do Guidance are in School C (190 - 192), those who gave vague responses (193 - 195) and those who did not respond (196 - 200).

The majority of the standard ten respondents said they have learnt about career choice, drug abuse, how to write a letter of application, how to study, subject choice, self-knowledge, problem solving, education at tertiary level, planning for the future, responsibility, interests, relationships, attending an interview, decision making, choice of a life partner, importance of education, sex abuse, honesty and a healthy personality (201 - 237). There were those who said they

have not done Guidance (238 - 245), two vague responses (246 - 247) and those who did not respond (248 - 250).

7. Describe what happens in a normal Guidance lesson?

Respondents have tried to describe what happens in a normal Guidance lesson. From their responses emerged different teaching strategies used by their teachers during a Guidance lesson. Some teachers use the teacher-student centred approach where both the teacher and students are equal partners, each being free to participate should he or she so wish. Other teachers have encouraged discussions and used debates based on Guidance topics. The question and answer method is also frequently used. Sometimes students are expected to participate actively in the lesson, for example, each student drawing his or her tentative time-table or being encouraged to role-play. A very few teachers use story telling as a means of carrying the message across to students (1 - 40).

Some still rely heavily on the telling method which is teacher centred, where the lesson rests solely on the teacher's shoulders and students are expected to listen attentively. Students are advised along the way and are free to ask questions (41 - 71). To some the text-book is still the source of information where the teacher will read from it or ask the students to read a certain chapter (72 - 86).

Many respondents claim that they are taught Guidance but failed to describe what happens during a Guidance lesson. They just wrote the topics they have done and some gave vague responses (87 - 209). Others wrote that they do not do Guidance (210 - 220) while others did not respond (221 - 250).

8. If you do not do Guidance during a Guidance period, what do you do?

The majority of students do their other school work, reading or studying their books, doing revision and do homework. Others ask fellow students to explain to them what they did not understand in the previous lessons, and sometimes they go to the library to read or borrow a book. Some teachers use these periods for their other

subjects. Some students finish writing their notes or corrections, use these periods to prepare for a test or watch educational videos (1 - 161). Some said they go to the sports field, do singing, talk and make a noise, clean the school grounds, go to a technical centre, go to a teacher to ask questions on the lessons already done, read newspapers, think about the future, read some books given by a teacher, take it as a free period, or attend a Students Christian Movement (162 - 178). A few indicated that they do nothing during the Guidance periods (175 - 183). A couple said that Guidance is not indicated on their class timetable (184, 185).

From the responses it is clear that in Schools A and B there are students who always receive Guidance instruction during Guidance periods or do Guidance related activities (186 - 225). There were those who gave vague responses (226 - 237) and those who did not respond (238 - 250).

9. How often does this happen?

A number of respondents have written that this rarely happens or happens when the Guidance teacher is absent from school, busy with something else or near examination time (1 - 52). Many of the respondents claim that this always happens (53 - 111). Others in School B claim to be always doing Guidance (112 - 118).

It seems that many respondents did not see question 9 as a continuation of question 8. Their responses tended to generalise, either referring to all school subjects or just responding for the sake of responding (119 - 206). A number did not respond (207 - 250).

10. What do you think of Guidance? How valuable is it?

Many of the respondents think that Guidance is very valuable, others see it as an important subject while others see it as a good subject and others say it is helpful to students (1 - 210). They went further and wrote that it helps prepare students for the future so that they may get the best out of life, helps with career choice, and provides students with information which they do not receive at home. Others said that Guidance must be taught during its periods in all classes,

in all schools and that it needs the support of both teachers and students. Some said it helps students in solving their personal problems, teaching them how to behave using the good advice they get from their Guidance teachers, thereby preventing students from doing things they would later regret. It helps students with self-understanding and understanding others, with discipline, with the preparation for examination, and in the cultivation of a healthy personality. Students learn positive attitudes and communication skills. It encourages honesty, guides students, is educative, helps with subject choice and decision making, and encourages responsibility. Some said it must go on, that it is right the way it is, and it must not be taken for granted by teachers and students. It leads to success, moulds the whole person, motivates students to learn, encourages student co-operation, helps with sex education and makes students aware of their abilities. Some wrote that they can express themselves freely during Guidance and are listened to, that it is easy, interesting, helps with personal care, teaches the truth and they would like to see it improved. One wants special days for its committees to meet and discuss certain matters, and have days set aside for it where students would meet with other racial groups.

There were vague responses (211 - 233), those claiming not to be doing Guidance (234 - 236), those who do not see its value (237 - 239) and those who did not respond (240 - 250).

11. Does Guidance do what you think it should do?

The majority of respondents in the schools are convinced that Guidance is doing what it should be doing (1 - 209) while a few claimed it is not doing this (210 - 232). There were those who said they were not sure (233, 234), two said sometimes (235, 236) and others did not respond (237 - 250).

12. What do you think Guidance should be doing?

Many respondents think that Guidance should be helping them with subject and career choice (1 - 32) which will give them information on life which will lead to a better future (33 - 83). This

information on life should help them reach their goals by educating them (84 - 91). It should make students behave well (92 - 99), should help them in problem solving (100 - 111), should make them want to learn so as to improve their school performance (112 - 121), should be teaching and guiding them so as not to do wrong things, for example, not to use drugs (122 - 144) which can be harmful to themselves. Some think that Guidance should lead students to adulthood by encouraging good relations between parents, teachers and students (145, 146), helping build a healthy personality (147), teaching them discipline (148 - 152), honesty (153), responsibility (154, 155), sex education (156, 157) and decision-making (158), making them aware of their abilities (159) and teaching them respect (160 - 162).

Others think that Guidance should be giving them some information on bursaries and tertiary institutions (163 - 165), helping them understand themselves and others (166 - 168), help in building their self-confidence (169), and helping build a healthy society (170), by advising parents on child up-bringing (171, 172), and helping improve students' morals (173). Other things mentioned were creativity (174) and communication (175, 176). They also suggested that people be invited to come to schools to teach them about Guidance (177 - 183). Others wrote that it should do more than it is doing (184 - 186), by helping those unable to help themselves (187), should do what is right to humans (188, 189) and should convert students to Christianity (190). Others think that it is doing what it should be doing (191 - 200).

A number of respondents gave vague responses, most of which were on what Guidance is doing and not on what it should be doing (201 - 259). Some did not respond (260 - 280).

13. How do you think Guidance could be improved?

Of those who responded different suggestions were brought forward as to how Guidance could be improved. A number of respondents suggested the use of visual material, especially films, while others suggested that they should have Guidance libraries or careers notice boards in their schools, invited speakers on Guidance to their schools, Guidance

outings and workshops where students will watch demonstrations on Guidance or where students will be addressed on careers, bursaries, etc. (1 - 34). Others were of the opinion that Guidance teaching should be started in primary classes and continue up to matric or college and university and that all schools should have equal Guidance opportunities (35 - 50). Some respondents want it to be tested, inspected and that written work be given on it as is done in other subjects. Others want Guidance teachers who will be responsible for Guidance only, who will be qualified to teach it and will stand for what Guidance is all about. These teachers should be well-trained in Guidance teaching as Guidance is as important as other subjects. Guidance teachers should attend Guidance courses with other teachers, students should be prepared to read it, teachers should use Guidance periods for teaching Guidance only and the Guidance lessons should be informative, helping students in areas where they need help, such as providing them with addresses of bursary sources and tertiary institutions and the requirements thereof. The principals should see to it that students attend the Guidance periods and that Guidance is effectively taught to them (51 - 104).

Further suggestions included the working together of parents and teachers and the teaching of Guidance to both parents and students, making students aware of its importance and teachers encouraging more student participation, the use of the Guidance text-book by students, the encouragement of students to talk about their problems to their Guidance teachers, and government involvement in encouraging the teaching of this subject (105 - 124). A few wrote that it should remain as it is (125 - 132), others said they did not know (133- 135), a number gave vague responses which did not have any bearing on the question (136 - 238) and others did not respond (239 - 263).

14. If you have a problem, to whom do you go at school? Why?

The respondents seem to go to a number of people at school with their problems. Many go to their teachers (1 - 69), the majority to their Guidance teachers (70 - 169), others to their class teacher (170 - 197), to the principal (198 - 216), to their friends (217 - 224), to "school" (225 - 228) and to nobody (229 - 232). Those who claimed to go to school did not specify the teacher whom they go to at school.

A handful said that they do not have problems (233 - 238). A couple mentioned going to their parents (239, 240).

Those who go to their Guidance teacher do so because they believe that they can help them in solving their problems as they are qualified to do so, because they are Guidance teachers, because of their confidentiality, their understanding of people, their approachability, their easiness to talk to, and their patience. Some respondents did not give their reasons for going to their Guidance teachers with their problems.

A number of respondents said they go to their teachers but did not specify the rank of these teachers. They go to them as they help them with their problems, and are knowledgeable and trustworthy. They regard their teachers as their parents at school. Others go to them because they do not have a Guidance teacher. There were those who did not give reasons for going to their teachers.

Those who go to their class teachers do so when they have problems. They report everything to them and receive parental advice. A few said they go to the principal because he or she understands the students' problems and helps them or refers them to teachers. They themselves are helpful because of their personalities, and because they are responsible, knowledgeable and able to give advice. Those who go to their friends do so because of their closeness, confidentiality and the advice they get. One did not give his or her reason for going to a friend.

A few have written that they don't go to anybody with their problems because they have nobody to go to at school. One is afraid to talk about his or her problems and thinks nobody will understand. Others wrote that they go to other students when they do not want to go to a teacher, or want to know more about a certain subject. A number of students gave vague responses (241 - 254) and others did not respond (255 - 260).

15. In your school do you
- have a careers notice board? ...
 - have a careers library? ...
 - have Guidance films? ...
 - have outside speakers on Guidance matters? ... (what sort of matters?) ...
 - go out on Guidance outings? ... (what sort of outings?) ...

TABLE 11:

	Schools	Yes	No	No Response	Not Sure	Vague
a) have a career notice board	A	12	33	5	-	-
	B	15	27	7	1	-
	C	16	32	2	-	-
	D	24	21	4	1	-
	E	12	38	-	-	-
TOTAL		79	151	18	2	-
%		31.6	60.4	7.2	0.8	
b) have a career library	A	9	35	6	-	-
	B	25	19	5	1	-
	C	33	17	-	-	-
	D	33	14	2	1	-
	E	14	36	-	-	-
TOTAL		114	121	13	2	
%		45.6	48.4	5.2	0.8	

	Schools	Yes	No	No Response	Not Sure	Vague
c) have Guidance films?	A	3	42	5	-	-
	B	7	33	5	1	4
	C	2	46	2	-	-
	D	11	36	2	1	-
	E	1	45	4	-	-
TOTAL		24	202	18	2	4
%		9.6	80.8	7.2	0.8	1.6
d) have outside speakers on Guidance matters? ...	A	9	35	6	-	-
	B	12	27	8	2	1
	C	6	41	3	-	-
	D	22	26	1	-	1
	E	5	38	5	1	1
TOTAL		54	167	23	3	3
%		21.6	66.8	9.2	1.2	1.2
(what sort of matters?)						
e) go out on Guidance outings? ...	A	3	36	11	-	-
	B	9	27	12	-	2
	C	8	33	5	-	4
	D	7	33	9	-	-
	E	2	32	15	-	1
TOTAL		29	161	53	-	7
%		11.6	64.4	21.2		2.8
(what sort of outings?)						

Sixty percent of the students wrote that in their schools there are no careers notice boards. Half this number said their schools have notice boards, and the remainder did not respond or were not sure. Half the students wrote that there were no careers libraries in their schools, and almost half wrote that they have them in their schools. The remainder did not respond or were not sure.

When it came to Guidance films many respondents wrote that there are

none of these in their schools (90%), some said there were, and the rest did not respond, claimed not to be sure and gave vague responses. On the question about having outside speakers addressing them, many wrote that they have not had them (67%) while some (22%) claimed to have them and the remainder did not respond, or gave vague responses or were unsure. Many did not respond to the last part of this question "what sort of matters?". The few that responded wrote matters like subject choice, issues requiring their parents, educational matters, how to manage money matters, debating, career matters, on the environment, drug abuse and behaviour matters. A few responses were vague and the rest did not respond.

Sixty five percent of the students wrote that they have not gone out on Guidance outings, 12% said they have gone out, the rest did not respond or gave vague responses. To the latter part of the question, many did not respond maybe because they have not gone out and those who did respond mentioned outings like Careers Day, to Guidance libraries, visiting reserves to learn about nature, on tour, camping, visiting ITEC, going out on work experience programmes and visiting the East London Technical College.

16. What else do you have at your school which could be called a Guidance activity?

A few respondents mentioned the other Guidance activity in their schools as sport, debates, Students Christian Movement, Music, a disciplinary committee and health education (1 - 45). Many gave vague responses (46 - 120), others wrote that they have no other Guidance activity (121 - 182), and some did not respond (183 - 252).

CHAPTER 5

DISCUSSION, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter reflects upon some of the findings which emerge from this study. It should be borne in mind that, this study is aimed at finding out

1. the principals, teachers' and students' understanding of the meaning of Guidance and attitude towards it,
2. the progress made in the teaching of Guidance in Mdantsane High Schools,
3. the extent to which principals and parents are involved in Guidance-related activities in the school,
4. the difficulties, if any, encountered in the teaching of Guidance by the teachers, and by principals in supervising the teaching of Guidance,
5. the extent to which services and agents are available for the benefit of all those involved in Guidance.

The information gathered from principals, teachers and students using the research methods laid out in Chapter 3 highlights the state of Guidance in Mdantsane High Schools.

5.2 DISCUSSION OF THE FINDINGS

5.2.1 Agreement on the value and nature of Guidance

Most of the respondents seem to understand what Guidance is all about, but when it came to the actual practice of Guidance, many are in agreement that there is no effective teaching of it, the reasons being those mentioned by the principals (pages 52 - 53) and teachers (pages 64 - 65). Students' responses to question 11 show that they like

Guidance because it helps them in many ways: problem solving, subject and career choice, self-knowledge, etc. and that they would love to receive Guidance instruction. Their responses to this question indicate their Guidance needs in the form of the lessons they would like to be taught by their Guidance teachers. Some of the topics they are interested in, which are not covered in the Guidance syllabus, are politics, sex education and information about Aids. Some of these topics are tackled in the Guidance syllabi of other race groups. It is also clear that many students do understand what Guidance is and what its aims are and its value to them. The interviewed principals and teacher respondents too seem to be sure of the vital role Guidance can play in the schools. The teachers find the teaching of Guidance interesting, comfortable, enriching and easy. There is agreement between students (questions 13) and the principal of School D that Guidance should also be taught in primary schools. The principal's reason being that an early exposure of students to the subject may make it easier for students in later years to assimilate what is taught during Guidance classes. This wish for the introduction of Guidance in elementary classes has been echoed and supported by a number of writers such as Spence, 1982; Finlay, 1981; HSRC, 1981; Shertzer & Stone, 1976; and Farwell & Peters, 1962. Children are troubled, maladjusted, under family stress, underachieving, frustrated and have learning difficulties in the elementary school and they too need Guidance to cope with their problems. Even at this level counselling of a therapeutic nature by specially trained counsellors is needed (Finlay, 1981; Merle, 1974). To add emphasis to the need for Guidance at elementary levels is the fact that not all Black children go as far as High School, many drop out along the way since there is no law prohibiting Black students from leaving school until they are 16 years old as is the case with Whites who are prohibited by law from leaving school before they are 16 years old and by that time may have passed standard eight (Spence, 1982). Guidance information received in primary school might curtail early school leaving. By receiving information about job opportunities open to them many children would be deterred from leaving school at an early age.

5.2.2 Agreement on ineffective practice

It is important to note that the standard five syllabus is very similar to that of the post-primary schools. The Guidance aims and the topics discussed in these syllabi are certainly the same. What was glaringly obvious to the writer, especially during the analysis of the students' responses, was the lack of commonality. Respondents of the same school in the same standard and classroom seem to have covered different topics, or one class claims to be doing Guidance while another claims not to be doing it. One wonders if the topics they claim to have covered are not from standard five. Many claimed to have had Guidance lessons in standard five but not many are receiving Guidance in their present standards as Chapter 4 question 3 shows. Some principals and officials in the Department of Education fail to appreciate the fact that Guidance is very demanding on the teacher, especially the one who does not depend solely on the text-book as a guide. It involves going out and meeting other people who can contribute to the teacher's knowledge. There are topics and problems which the teacher may be unable to cover or deal with and because of this he or she has to ask someone outside the teaching profession for advice or help. Teachers also need information which they have to gather from different sources: books, people, visits to different places. This takes time and stamina on the part of the teacher, especially a dedicated one who wants to teach effectively.

What also emerged from this study is the limited involvement of the Department concerned in the promotion of the teaching of this subject in schools. Some teachers complained about the shortage of Guidance text-books in their schools, unavailability of Guidance syllabi, lack of courses and seminars on Guidance which could help motivate these teachers and open their minds to the role Guidance plays in the overall education process in any education institution. Both principals and teachers complained about the lack of parental involvement in what goes on at schools. Both have echoed the need for parental involvement in the Guidance-related activities of the school so that they can learn about the school's Guidance programme and help the teachers in areas which involve their children. They believe that by working as a team with the parents they could solve some of the problems the schools are experiencing with their children.

Guidance as a subject is seen to be important, challenging, demanding and enjoyable by both teachers and students. However, although the teachers hold such a positive attitude towards Guidance, they are not teaching it, according to the students' responses.

5.2.3 Difficulties and reasons given for ineffective practice

All five principals were of the opinion that Guidance is a worthwhile part of the curriculum because of what students gain from it. Teachers, too, were not opposed to teaching Guidance as only four out of the twenty seven teachers (question 7) indicated that if "they had the choice they would not teach Guidance". As much as teachers were aware of the value of Guidance to students this subject was not effectively taught in these high schools. This was due to a number of reasons which were elucidated by both principals and Guidance teachers. The following reasons were given for ineffective Guidance teaching:

- * Guidance teachers in these high schools were not trained to teach Guidance. As a result they do not know how to teach the subject.
- * The Guidance teachers stated that they were overloaded with other school subjects, which received priority over Guidance. Also there are not enough periods allocated for Guidance.
- * Teachers were using Guidance periods for their other school work.
- * Guidance was allocated to teachers who were not interested in the subject and therefore they tended to adopt a negative attitude towards teaching it.

Other reasons given by the Guidance teachers were:

- * A lack of co-operation between the Guidance teacher and other staff members in the same school.

- * The classes have too many students for effective teaching.
- * Guidance teachers felt that they were unable to help some of the students with their problems because of lack of training.
- * The students had a negative attitude to Guidance, there is a lack of interest, minimal participation during Guidance while others wanted to use Guidance periods for topics unrelated to Guidance. Some students did not take Guidance seriously since it is not an examination subject.

In the allocation of Guidance classes to teachers it seems that there is no continuity as a result of this, experience in teaching Guidance often is not accumulated by the teachers. A teacher is given Guidance to teach and the following year it is given to someone else. For a teacher to get used to teaching any subject, he or she must teach it continuously and this continuity may eventually lead to interest in, love of and understanding of the subject.

Looking at the teachers' responses to question 23 it seems that high schools in this area have no specific room where Guidance teachers can carry out interviews with students. Because of this students' problems are not immediately addressed as students have to wait for breaks and after school hours to approach the teachers concerned. Who knows how many end up not going to their teachers for help because there is no privacy for interviews and counselling? Schools lack Guidance facilities such as libraries, notice boards and films for Guidance. Those receiving instruction in Guidance depend on the text-book and what their teachers tell them. There is little opportunity for practising what is taught especially in the field of careers. This has been supported by the students (although there were few of them) who took part in the Work Experience Programme organized by ITEC during June holidays. After taking part in their chosen careers some came out convinced that the career they had chosen was a wise choice while others decided to change their minds about their chosen careers because after a week's exposure they were convinced that it was not the right career for them. Although Guidance periods are shown on the time-table of some schools students claim not to be receiving lessons

in Guidance (students claimed in question 12).

The teacher-training programme run by ITEC helps to give teachers information about Guidance but the majority of teachers are not exposed to this programme since few teachers attend these courses. ITEC's reasons for not involving all Mdantsane Guidance teachers in these courses are that they do not want to disrupt the school's programme as in many schools six or more teachers are allocated to teach Guidance. Another reason is that ITEC cannot accommodate all these teachers because Mdantsane Guidance teachers are not the only ones attending these courses. This state of the Guidance teacher is contrary to what the HSRC (1981) had laid out that, all advice-giving personnel should have had some teacher training and likewise that all teachers should have had Guidance training (p.8). This is further supported by (Shertzer & Stone, 1976 : 429-430) when they wrote:

... the Guidance teacher should have had adequate training for his duties, understand his role and function, be committed to his work and have a realistic caseload.

Some teachers do show flexibility in that they do not always follow the syllabus, they teach topics not necessarily in the syllabus for the benefit and interest of students. Some teach what their students want them to and in some schools there is co-operation between Guidance teachers and non-guidance teachers, for example when a student's progress in his or her work has dropped, this concern is something shared with the Guidance teacher and with the subject teachers teaching that particular individual. This is in agreement with Shertzer & Stone (1976) who wrote that the programme itself should be based on pupil needs, be balanced, flexible and purposeful, and if there were a high morale among staff and belief in the value of Guidance, the Guidance teacher could expect great co-operation from non-guidance colleagues.

From the previous chapters it is clear that Guidance is taught to some extent in the Mdantsane High Schools but because of certain problems related to the teaching of Guidance, Guidance teachers are unable to teach it effectively. For effective Guidance teaching to take place these stumbling blocks need to be removed. They have noted the following problems:

- i) lack of knowledge and information about Guidance which is partly due to their not being trained in this subject,
- ii) the heavy work load these teachers are faced with in their schools since they are also subject teachers,
- iii) lack of interest and motivation and their inability to solve students' problems,
- iv) a shortage of syllabi, text-books and other Guidance resource materials.

5.2.4 The involvement of parents

All five principals were of the opinion that parents should be involved in Guidance in the schools. In supporting this they pointed out that such involvement would mean that the school was not divorcing itself from the community. This would make parents aware of the options open to their children in the various fields of work. Parents together with their children decide on what subjects their children should study. As some of the students' problems involved their parents, these problems would be helped if parents took an active part in the schools. Their involvement with the schools would help both teachers and students as the parents could tell the teachers about their children's problems. They would then be part of the solution to these problems.

The teachers in responding to question twenty four wrote that parents were not involved in the schools. Those who involved themselves come to school only when there are educational crises, like riots, which need their urgent attention. They rarely come to general school meetings where school matters are discussed. Parental involvement in the schools cannot be overemphasized, it has been echoed by the Educational Auxiliary Services (DET, 1986 : 8; EAS, 1992 : 10) that parents should be part and parcel of what goes on at school for the benefit of all those involved in the learning situations (parents, teachers and students).

5.3 RECOMMENDATIONS

The need for fully qualified Guidance teachers among Blacks has been echoed in the past by a number of writers on Guidance. For example Spence (1982 : 33) wrote:

The need for Guidance trained personnel who are Black and for special training of elementary school counsellors is generally acknowledged.

Other South African writers supporting the above view are Livingstone (1984), Farwell & Peters (1962) and the HSRC (1981).

In order to increase the number of fully trained Guidance teachers the following are suggested by the writer because she thinks that these practical suggestions can help lessen the Guidance teachers' burden. They are:

- * The training of Guidance teachers at universities and at colleges of education where Guidance will be one of the courses offered for those training for the teaching profession.

- * There should also be full-time in-service training which allows for the appointment of permanent staff with accompanying salary and service conditions. Teachers who attend such in-service should be fully screened so as to be sure that they have the necessary qualities befitting a Guidance teacher.

- * Teachers can also be recruited to train for two years for a diploma in Guidance teaching with Psychology and Guidance as majors. Screening in the selection of such teachers would be necessary.

After selection these teachers should be made aware of what is expected of them once they have completed their training programme. The duties of Guidance teachers as laid down by the HSRC, 1981 : 32 can be used as a basis for their selection. Because Guidance is for all students there should be at least one or two trained Guidance teachers as the student enrolment is big. This is already happening in DET schools. In the Manual for School Organization, the DET has

laid out the pupils' needs for School Guidance, what its aims are, its areas of interest and has tried to explain what each aspect is attempting to achieve. It also explains the roles of parents in the whole school Guidance programme and that the number of School Guidance teachers per school be limited and these teachers should not be involved in the teaching of other subjects (DET, 1991).

The duties of these teachers in the primary and post-primary schools have been laid out.

The establishment of an information centre in Mdantsane would be appreciated. Such a centre would help teachers with teaching aids which teachers could borrow. Students needing information could come to this centre knowing very well that they would be attended to by competent staff whose main duty was to serve the public's needs and interest. This place could also help parents interested in knowing more about educational options open to their children.

There is also a need for supportive services which would supplement the assistance offered at schools by Guidance teachers by acting as referrals where the teacher felt that a particular problem needs an expert for its solution. Other education departments in South Africa have the services of a school nurse, social worker, psychologist, child Guidance clinics, to mention a few. Such professionals should be available to parents, teachers and students.

Parental involvement in Guidance matters has been suggested by all respondents including the students. It seems that the parents could play an important role in the education of their children and Guidance is part of that education. Co-operation between them and the teaching staff could solve many of the students' problems and could also help in the whole question of discipline in the schools. They could be invited to a meeting where it would be explained to them how what happens at home affects the students' behaviour and performance at school. This awareness may make it possible for them to note any changes in their children before the problems become serious. This would also open channels of communication between the schools and the community because they have the same interest, that is the future of the child. No parent is impartial to his or her child's needs,

interest and future aspirations. They want the best for them. This interaction between the school and community may act as a motivating factor and encourage some teachers to concentrate more on Guidance during these periods knowing very well that the other school subjects are also benefitting. They would possibly feel that they were being responsible with regard to the future of their charges.

The need for Guidance syllabi, text-books and a Guidance room where interviews and counselling could be carried out should receive the Department of Education's immediate attention. This room could also be used as a Guidance library in the school where Guidance materials would be put at the disposal of students for research purposes, for example, for reading more about one's chosen career, looking for addresses of bursary funds and tertiary institutions.

5.4 LIMITATIONS OF THE STUDY

5.4.1 The pilot study

Owing to a number of reasons, mostly out of the writer's hands, it was not possible to conduct a pilot study. Had this taken place, it may have prevented a lot of the problems that arose.

The writer found herself with limited time to first conduct a pilot study.

Also the three principals of the schools who were chosen for the pilot study became uneasy when told that they would be interviewed and tape recorded. On the days set aside for the research they were not available for interviews and the writer had to go ahead with the main research.

If the pilot study could have been conducted the writer would have been aware of which questions to rewrite or rephrase since some of them were ambiguous. She would have had an opportunity to assess the time she would have to spend in each school for research purposes.

5.4.2 Respondents

The writer encountered very little resistance especially from the student respondents who showed willingness and enthusiasm in completing their questionnaires. A problem she encountered was from the teachers who, without looking at the questionnaire, said they were not teaching Guidance. In one case help came when the principal intervened and gave the questionnaires to Guidance teachers. Most of the teachers either did not respond to the questionnaire or handed back incomplete forms. As a result of the teachers' responses, fewer teacher respondents were chosen. This may be why some classes in the schools seemed not to have a Guidance teacher.

5.4.3 Student respondents

What the writer noted among student responses was inconsistency. They tended to give different answers even to questions where one would expect them to show uniformity. Most of them seemed not to have understood what the questions were actually about because their responses tended to answer something else. This may be due to a number of reasons:

1) English is their second language, therefore many have not yet mastered it, or maybe they are unable to express themselves in this language. This may have been a factor in their understanding and answering of the questionnaire. Also linked to this is the fact that many failed to elaborate where they should have and they tended to prefer very short sentences which made it difficult for the writer to understand the underlying meaning of such short sentences.

2) Others may not have taken the questionnaire seriously and were in a hurry to finish responding to it. This is usually common among the junior students. As soon as one student has finished writing the rest will compete in handing in their work irrespective of the fact that they have not finished writing and there is still time to do so.

3) Another reason may be that they did not know what to write because of reasons known to them, for example, ignorance about Guidance may have been responsible.

Other shortcomings of the study are the size of the student sample which is very large; and the open-ended questions of the questionnaire. Both consumed much of the writer's time and the method of analysing the responses was time consuming too as she had to categorize the respondents' responses in the appendices. The number of respondents could have been reduced to a smaller number but to do that after everything else had been completed would have been a redundancy as the writer would have had to rewrite certain chapters.

Because of the advantages of open-ended questions the writer opted for this form as opposed to the closed-ended type. They were the best choice because they imposed no constraints on the respondent. The teacher questionnaire was too long but the questions asked were all important to the study because of the relevant information they would elicit concerning all that is happening in these high schools as far as the teaching of Guidance goes.

5.5 CONCLUSION

Though Guidance has ostensibly been in Black schools for the past ten years, very little Guidance in the form of resources, training of Guidance teachers and teaching of this subject is taking place in these schools. This is due to a number of factors which the respondents to this study have tried to highlight in their responses. These responses have proved to be stumbling blocks to effective Guidance teaching in the schools and it seems as if nothing constructive is being done by those in authority to try and improve this state of affairs. There is some passivity as far as Guidance is concerned which is explained by the following issues: lack of active government involvement in Guidance-related activities, passivity on the part of Guidance teachers who seem to lack real interest in the subject. Because many find themselves faced with a number of problems as far as the teaching of Guidance is concerned, they tend to be passive by accepting the situation as it is and consequently do nothing to try and improve the situation as far as Guidance teaching is concerned. This may mean that they decided not to teach it as students' responses to question 11 tell us. On the other hand the principals know very well why Guidance is not effectively taught in the schools but seem powerless to do anything about it. They have

taken no drastic steps to try and redress the Guidance teachers' hardships (question 6 of the principals' interview).

5.5.1 Implications of the present study

The results of this study suggest that more effort is needed as far as the teaching of Guidance is concerned. For this to happen more involvement by the Department concerned is of utmost importance, there should be more active participation by principals in Guidance matters, more effective Guidance teaching by Guidance teachers and more parental involvement in Guidance-related school matters would be appreciated so as to strengthen the ties between the school and the community. It is also the parents' right to know what their children are being taught. This involvement by all those mentioned could help expand and improve on what has already been done as far as the teaching of Guidance goes.

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APPENDIX A

Interview schedule for Principals

1. (a) When and where did you start teaching?
(b) When and where did you first become Principal?
(c) When did you become Principal here?
2. (a) In your opinion what does Guidance involve?
(b) To what extent is this taking place in your school?
3. Do you think Guidance is a worthwhile part of the curriculum?
Why / Why not?
4. How did you find out about the role of Guidance in the school?
5. (a) How is Guidance viewed by the teachers at your school?
(b) How do you assign Guidance duties and classes to your staff? (and their response?)
6. (a) What problems are encountered by teachers taking Guidance?
(b) How do you think these problems could be overcome?
(c) As a Principal, what have you tried to do to address these problems?
7. (a) Apart from classroom Guidance, do the pupils receive Guidance informally? How?
(b) In what way do you involve outside agencies in Guidance in the School?
8. How do pupils choose their subjects for Std. 8?
9. How do you see the involvement of parents in the Guidance functioning of the school?

APPENDIX B

QUESTIONNAIRE FOR TEACHERS INVOLVED IN GUIDANCE

Instructions: Please tick appropriate box, or answer open questions in detail:

Note: Your name is not on this form, so please be honest in your answers. This is very important for this research.

1. Gender Male
Female

2. Academic qualification(s)

3. Highest qualification in psychology

None	_____
College	_____
University Course 1	_____
University Course 2	_____
University Course 3	_____
Honours	_____
Masters	_____

4. Where have you been trained to teach Guidance?

Have never been trained	_____
Informally	_____
University Diploma	_____
University Degree	_____
Training College	_____

5. Present teaching post

First year teacher	_____
Teacher	_____
Senior teacher	_____
H.O.D.	_____
Deputy Principal	_____
Principal	_____

6. Guidance classes taught by you in the past five years

	<u>None</u>	<u>Stds and classes (e.g. 6(a))</u>
1987	_____	_____
1988	_____	_____
1989	_____	_____
1990	_____	_____
1991	_____	_____

7. If you had the choice, would you want to teach

- Guidance only _____
- Guidance and other subjects _____
- other subjects and not Guidance _____

8. What other subjects do you teach:

9. How often do you teach other subjects during Guidance classes?
.....
.....

Why do you do this?
.....
.....
.....

10. What do you understand Guidance to mean, and what are its aims?
.....
.....
.....
.....

11. How do you find teaching Guidance?
.....
.....
.....
.....

12. Apart from Guidance classes, what other Guidance-related activities are you involved in at the school? Please explain.
.....
.....
.....

13. How do you go about deciding what to teach in Guidance?
.....
.....
.....

14. What sections of Guidance do you concentrate on most in the various standards?
Std 6
Std 7
Std 8
Std 9
Std 10

- 15. How do you conduct your Guidance classes? Please describe a normal lesson.
.....
.....
.....
.....
.....
.....
- 16. Do you ever refer pupils to outside agencies for help?.....
If so, why and to which agencies?
.....
.....
.....
- 17. Where do you obtain resources and information for your Guidance work?
.....
.....
.....
- 18. What problems do you have in teaching Guidance?
.....
.....
.....
.....
- 19. How do you think these problems could be overcome?
.....
.....
.....
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.....
.....
- 20. Do you discuss your Guidance work with other staff?
Please explain.
.....
.....
.....
.....
.....
- 21. In what way is the Principal involved in the overall Guidance programme in the school?
.....
.....
.....
.....
.....

- 22. In what way is the Inspector involved in the overall Guidance programme in the school?
.....
.....
.....
.....
- 23. Do pupils come to you with their personal problems?
If so, when, where and how do you try to help them?
.....
.....
.....
.....
.....
.....
.....
- 24. In what way are parents involved in what goes on at school?
.....
.....
.....
- 25. What use do you make of psychological test results? Please explain.
.....
.....
.....
- 26. What use do you make of cumulative record cards? Please explain.
.....
.....
.....
- 27. What is your overall opinion of the value of Guidance?
.....
.....
.....
- 28. What suggestions do you have as to how Guidance could be improved in the schools?
.....
.....
.....
- 29. Any other comments which you would like to make?

APPENDIX C

QUESTIONNAIRE ON GUIDANCE FOR STUDENTS

Please note: Your name is not on this form, so please be completely honest in your answers.

1. Are you male or female?
2. What standard are you in?
3. In what standards have you been taught Guidance?
.....
4. What do you understand Guidance to be about?
.....
.....
.....
.....
.....
5. What do you think is the aim of Guidance?
.....
.....
.....
.....
.....
6. What do you learn in Guidance?
Std 6
Std 7
Std 8
Std 9
Std 10
7. Describe what happens in a normal Guidance lesson?
.....
.....
.....
.....
.....
.....
8. If you don't do Guidance during a Guidance period, what do you do?
.....
.....
9. How often does this happen?
.....

10. What do you think of Guidance? How valuable is it?

11. Does Guidance do what you think it should do?
12. What do you think Guidance should be doing?

13. How do you think Guidance could be improved?

14. If you have a problem, to whom do you go at school? Why?

15. In your school do you
 (a) have a careers notice board?
 (b) have a careers library?
 (c) have Guidance films?
 (d) have outside speakers on Guidance matters?
 (What sort of matters?)
 (e) go out on Guidance outings?
 (What sort of outings?)
16. What else do you have at school which could be called a Guidance activity?