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AN INVESTIGATION INTO THE PRESENT

STATE OF SCHOOL GUIDANCE IN CISKEIAN SECONDARY

SCHOOLS IN THE KEISKAMMAHOEK AREA

by

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ABSTRACT

Although school guidance and counselling services were established in Ciskeian Secondary Schools in the early 1980's, little appears to be taking place. One is continually hearing the plea for an improvement in the system, but once again little is happening. Before such improvement can take place, however, it needs to be known what exactly is and isn't taking place. Furthermore, the problems preventing the services from operating successfully need to be clarified.

This research aims at describing the state of guidance in a group of five secondary schools in the Keiskammahoek area of the Ciskei, and elucidating the problems experienced by practitioners in the field.

An open-ended questionnaire was administered to 98 pupils and 18 guidance teachers, and the five principals of these schools were interviewed. The findings, which are discussed in detail, confirm the suspicions of the researcher that little guidance indeed is taking place. Many reasons for this state of affairs are given.

Finally, suggestions are made as to how this unsatisfactory situation may be improved.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

Secondary school pupils are at the adolescent stage of development, experiencing changes and often problems in a variety of areas (Seifert and Hoffhung 1987). Those unable to cope with these challenges and tasks often turn to inappropriate behaviour in seeking a solution to the stress which they experience (Bihler 1976).

It is a widely held view of all societies that adolescents need guidance in order to negotiate these developmental difficulties, very few of which are addressed by the traditional school subjects. Systematic school guidance and counselling programmes are necessary to help adolescents creatively adjust and respond to the demands being made of them.

School guidance can be defined as "an activity in which the teacher brings pupils or pupils into contact with the world as it really is and helps them to make choices wisely in their day-to-day lives" (Lindhard, Dlamini and Barnard 1985:3). This follows very closely the definition given by the HSRC Investigation into Education (1981:5): "Guidance is 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 within the educational, personal, social and vocational spheres". Shertzer and Stone (1981:40) concur with this and define guidance as "a process of helping individuals to understand themselves and their world".

The Department of Education and Training (1986a:53) explains that school guidance is to guide the pupils "by means of individual and group orientation to explore and understand the demands of life so that they can lead a meaningful life". In a later document the D.E.T. elaborates that the aims of school guidance are to orientate the pupils, among other things :

- to assess and understand themselves;
- to make morally independent choices and act responsibly and
- to live according to one's own set of values

(D.E.T. 1986b:23)

The World Book Encyclopaedia (1985:407) views guidance as "the process of helping people make the best possible decisions about their lives, and aiding them solving their problems".

This study will attempt to look at guidance as it actually takes place at school. The researcher will be looking particularly at the state of school guidance in the senior secondary schools in the Keiskammahoek (Ciskei) area.

1.2 BRIEF HISTORY OF GUIDANCE

The historic origin of guidance may be traced from the work of Frank Parsons. In 1908, Frank organised the Boston Vocational Bureau to provide vocational assistance to young people. In his programme, he trained teachers to serve as vocational counsellors. These teachers were to assist pupils in choosing a vocation wisely and were also to aid in selection of pupils for vocational schools (Gibson and Mitchell 1986:3).

1.2.1 Guidance in South African schools

Before White state schools were opened to all races in 1990, South African schools were segregated by legislation according to race and language. There were White Afrikaans-speaking schools, White English-speaking schools, Black schools, Coloured Schools and Indian Schools. From 1910 to 1967 the four provinces (Cape, Natal, Transvaal and Orange Free State) had full control over their own educational institutions (Dovey 1980).

Guidance started in the Cape Province when the Cape Education Department established Psychological Services in the 1950's. This section aimed at helping pupils who were not coping academically. The emphasis was put on intelligence testing and this resulted in special education. It was later realized that this approach to guidance

had to be broadened because it was felt that adjustment problems affected the child's academic performance. In 1966 six teacher-psychologists were appointed in six schools (Naude and Bodibe 1986). In 1967, Act 39 was passed according to which all primary and secondary education in South Africa was centralised (Dovey 1980).

Guidance in South African schools developed as a result of this Act (Dovey 1980; Naude and Bodibe 1986). The Act established the principle of differentiated education which was to provide education in accordance with the individual needs and abilities of pupils (Naude and Bodibe 1986). Guidance services for White schools were viewed as an auxiliary education service based on the same view as that of the education system. Thus moulding the pupil as future citizen and the provision for the country's future manpower needs were the main aims of White guidance services (HSRC 1972 as quoted by Dovey 1980). The principles of the education policy was state - centred. Some have described this as an attempt to indoctrinate children into the Christian National ideology of the Nationalist government (Dovey 1980).

In spite of the fact that central government took control of education in all four provinces, there were variations in the implementation of guidance by those provinces. In the Transvaal Education Department, the guidance programme emphasized vocational guidance, tutorship Work and the Youth Preparedness programme. In Natal the emphasis was on group and individual counselling while in the Cape the White guidance service maintained a more psychological orientation. Schools had teacher psychologists. Later, the Natal Education Department introduced a 'Civic Responsibility Programme (Dovey 1980).

The education of Blacks living outside the homelands falls under the Department of Education and Training. Guidance under this department consisted of staff who visited a number of schools administering aptitude and interest tests to pupils in various standards (Dovey 1980; Naude and Bodibe 1986). These tests were used for statistical and research purposes rather than for guidance, and aimed at guiding vocational decisions according to the manpower needs of the country (according to Watts as quoted by Dovey 1980). It should also be realised that test results were not meaningfully

communicated to the scholars. Vocational guidance as well as civics were incorporated in Social Studies in standards six and seven. Vocational guidance was to be done during the first 15 weeks of the year and civics was to be done during the last 15 weeks of the year, each being allocated one period per week (Hurry, Mocke, Wallis and Engelbrecht 1980). Guidance under the Department of Education and Training was in line with the Bantu Education Act which sought to prepare Black children for subordinate positions and they were equipped with limited skills. The guidance programme during these years could thus be said not to be child-centred but rather an attempt to serve the interests of the government.

One should note that the guidance rendered during those years was rather superficial since it neglected important aspects of the child. The personal and social components of human development received no attention. Vocational guidance alone can thus not be viewed as a fully fledged guidance service.

During the years 1976 to 1980 there were a number of disturbances in Black Education. Riots started on 16 June 1976 in Soweto and spread throughout South Africa. The upheavals were sparked by the introduction of Afrikaans as a medium of instruction in some subjects in secondary schools. It was also alleged by the Civil commission appointed in its wake that the unrest in Black schools also arose from the dissatisfaction of pupils with the standard of education, and quality of teaching, and educational facilities such as school buildings and equipment (Behr 1988:37).

In June 1980 the government requested the Human Science Research Council to conduct an investigation into all facets of education. The Main Committee stressed that in order to ensure that the educational system was well grounded, an effective support structure embracing curriculum development services, school guidance services, and health and educational technological services was required (Behr 1988:45).

As a result of the HSRC recommendations guidance was introduced in all Black schools in 1981. This covered the three main areas of educational guidance, personality guidance and vocational guidance (D.E.T. 1980:4). Its aim is to enable optimal mental,

spiritual and social development of pupils (D.E.T. 1980:4).

It is interesting to note that a fully fledged guidance system was introduced only after the unrests of 1976 and 1980. One may wonder whether the government wanted to control the behaviour of the riotous pupils through guidance.

It was suggested by the Department that it should be teachers who are truly interested in the welfare of pupils who should be made responsible for guidance. However, it was the opinion of the Department of Education and Training that the principal would be the best person to take the lead in the presentation of this subject because he or she is the manager of the school (D.E.T. 1980:5). The D.E.T. (1980:3) also maintained that the task of the guidance teacher would be to give information to the child, assist him or her in finding his or her own direction in life and orientate him or her to the demands of a continually changing world. Scholastic achievement and psychological tests would be used to assess the pupils' abilities, interests and personality traits. Personal interviews and a study of home and environmental circumstances would also be undertaken. Problems identified through interviews and individual guidance would be dealt with by the guidance teacher.

One period per week would be devoted to guidance in all classes except standard six where two periods per week would be set aside. Interviews would be conducted after school hours. Guidance was to be treated as another school subject regarding the preparation of lessons, drawing up of schemes of work, and evaluation and inspections. A Head of Department responsible for guidance would be employed.

This subject would cover the following themes: educational guidance, personality guidance and vocational guidance (D.E.T. 1980:4). The following topics were included in the syllabus: the development of a well-adjusted personality, social relationships, the use of leisure time, how to choose a career, how to apply for work, dangers in the abuse of tobacco and alcohol and the importance of the correct choice of marriage partner.

The training of teachers for the subject guidance at teacher training schools and colleges

started in 1979 (D.E.T. 1980:5).

In 1981 in-service courses were organised for teachers to help them in teaching guidance. This training was done in co-operation with the National Institute of Personnel Research (N.I.P.R.). Despite these attempts there has been a continual shortage of qualified teachers to teach this subject in most Black schools. Those that are teaching it experience problems in handling it. As a result they tend to teach other subjects during guidance periods.

1.2.2 Guidance in the Ciskeian schools

The Ciskei Department of Education and Training, being partially dependent on the South African Department of Education and Training, adopted the school guidance programme of the latter.

1.3 THE PROBLEM

Studies reflect that school guidance not only gives children insight into the future but also induces a greater interest in school work.

(Maseko 1991:1.)

School guidance is thus of value to the pupils. But in the researcher's experience as a teacher in the Ciskei this subject is not being given the status it deserves in most Black schools.

Very few teachers have been trained to teach guidance. This often results in guidance being given to any of those teachers who seem to have less teaching periods. In this regard Fletcher (1980) suggests that the selection of teachers for teaching guidance should aim at identifying the kind of person who, in addition to being a good teacher, is best suited for guidance work. This implies that guidance should not be randomly assigned to any teacher. Most of the teachers assigned to teach guidance do not know what to teach and as a result they teach other subjects during guidance periods. In

most cases guidance periods are regarded as free periods. No teaching takes place during these periods. As a result pupils have only the vaguest idea of what guidance is about. Most teachers do not attach any value to the teaching of guidance. However, some teachers have received some training and are interested in teaching guidance but often they have such heavy teaching loads that they cannot devote much time to guidance teaching. Naude and Bodibe (1986) are of the opinion that the guidance teacher should not be involved in any subject teaching. At present this is far from the case in Ciskei schools.

Naude and Bodibe (1986:4) state that "the way in which guidance is presented ... depends on the headmaster's attitude". The above state of affairs appears to be condoned by many principals. Most of them do not attach any value to guidance. They do not bother to ensure that guidance receives its proper place at their schools. The principal must assume responsibility for initiating and developing guidance properly (Miller, Fruhling and Lewis 1978). Alternatively he may delegate this responsibility to someone else. Miller *et al* reveal the importance of the headmaster in improving guidance programme at school. They also emphasise the fact that in his selection of the guidance staff, he should select members who are interested, capable and qualified. They go on to say:

it is the administrator who must encourage teachers to feel that they play a vital role in the programmes of pupil personnel services (underlining added)
(Miller *et al* 1978).

Fletcher (1980:38) also agrees with this and succinctly puts it as follows:

When a headmaster values guidance and encourages his staff to share a caring commitment to pupils, then guidance staff find emotional as well as practical support for their work and accordingly function more effectively. (underlining added).

Shertzer and Stone (1981:406) also stress this;

Principals have a responsibility to recognise the need for and the importance of a comprehensive guidance programme. If they do not support such a programme little support will come from teachers, pupils or parents.

It is discernable from the above arguments that the duties of the headmasters are to:

- . select capable and qualified teachers to teach guidance;
- . supervise guidance properly;
- . encourage teachers to play their proper role in the guidance programme
- . support the guidance programme and staff as much as possible.

This implies that principals have a greater role to play in influencing the state of guidance at any school. The above arguments also reveal that guidance can be the responsibility of every teacher. However, this does not mean that any teacher whether trained or not can teach guidance. A fully qualified guidance teacher with the support of the principal takes a lead in a guidance programme.

The Director General of the Department of Education and Training, Mr G J Rousseau in his speech on the 5 March 1981 at the Soweto Teachers' Training College, pointed out that guidance is not the responsibility of only one teacher. It is the responsibility of every teacher, the principal and the inspector (D.E.T. 1981:7).

1.4 The aims of the study

The researcher feels that something has to be done to improve the present state of guidance in Keiskammahoek secondary schools. Before this can happen, a clear picture of the exact nature of the state of guidance in these schools needs to be gained. Furthermore, some understanding of the perceived problems has to be unearthed. The main aim of this research is to describe the present state of guidance in Keiskammahoek secondary schools and the problems pertaining to the implementation of effective guidance programmes in these schools. Recommendations on how effective guidance programmes could be implemented will be made.

CHAPTER TWO

BACKGROUND LITERATURE

2.1 GUIDANCE IN GENERAL

Guidance has been briefly defined in chapter one. However, in order to get a clear understanding of what guidance is all about, it is imperative to have a more in-depth look at it.

2.1.1 What is guidance?

The Cape Education Department (1981, as quoted by McGregor 1988:4) maintains that guidance is that range of services within the school context which aims at "...helping an individual to know himself and understand and accept ... facets of his personality and personal circumstances".

Pietrofesa, Bernstein, Minor and Stanford (1980:10) view guidance as "an inseparable aspect of the educational process that is particularly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization". They go on to say that guidance is based upon human needs and its purpose is to enhance personal development and psychological growth.

Guidance may be defined as "a planned programme of experiences to help individuals solve their problems and be free and responsible members of the community within which they live" (Glanz 1974:38).

Shertzer and Stone (1981:169) sum it up succinctly when they say "Guidance is a broad term usually applied to a total school programme of activities and services aimed at assisting pupils to make and carry out adequate plans and to achieve satisfactory adjustment in life".

Mortensen and Schmuller (1976:37) have this to say: "... guidance should begin as early as possible and continue as long as the individual requires help".

Fletcher's view of guidance is that it is "that element in secondary education through which pupils are helped to reach informed decisions about their courses and their choice of career, and to solve any personal problems with which they may be faced" (1980:30). He goes on to say that guidance is designed to offer a service to all pupils, not only to those with problems. However, Fletcher's view of guidance seems to imply that guidance is only offered at secondary school level. This makes his view of guidance insufficient as guidance is a continuous process from 'cradle to grave'. Guidance therefore should not be limited to secondary education.

It is discernable from these definitions that:

- * Decision- making is fundamental in guidance.
- * Guidance is pupil-centred and is based on the belief of human worth and dignity. Pupils are assisted to make decisions and solve problems on their own. They are therefore helped to walk alone.
- * Guidance is concerned with one's personal and spiritual development.
- * Education and guidance are intertwined processes and their aims are the same. Guidance should therefore be an integral part of each school.
- * Guidance is an important and necessary facet in the education of young people.

One should note that guidance is offered by professionals not only in schools but also in a variety of settings. This study focuses on guidance offered in a school setting. Guidance is given in four different fields namely, personal, social, educational and vocational. It can be a one- to- one activity as well as a group activity. A distinction between the two has to be drawn.

2.1.2 Individual guidance

Individual guidance focuses on one pupil at a time. The guidance teacher helps one pupil who has a problem. This could involve a variety of aspects namely, how to fill in application forms, how to choose friends or how to choose courses.

2.1.3 Group guidance

In group guidance a teacher gives guidance to a large group of pupils in a classroom. Shertzer and Stone (1981:200) write :

The term group guidance is most often used to refer to any part of the guidance programme that is conducted with a group of pupils rather than with an individual pupil.

Pietrofesa *et al* (1980:305) put it this way:

Group guidance is primarily an educational process designed to prevent anticipated problems and enhance the personal, social, educational and vocational development of all pupils.

Mortensen and Schmuller (1976:371) maintain that group guidance is indeed a most effective means of ensuring not only the learning of a subject but also the acquisition of insight into personal problems on the part of pupils. In group guidance pupils make their own contributions and in turn share the benefits arising from such contributions. The essence of group guidance is the exchange of experiences in terms of a common goal. The typical setting for group guidance is the classroom where the guidance teacher discusses some topics with a group of pupils.

Group guidance focuses on providing information and on developmental experiences. Its goal is to provide pupils with accurate information that will help them make more appropriate plans and life decisions (Gibson and Mitchell 1986). It also allows pupils to learn from one another.

2.1.4 What is counselling?

Counselling is the heart of guidance.

Shertzer and Stone (1981:168) define counselling as "a learning process in which individuals learn about themselves and their interpersonal relationships...." They go on to cite Burks and Steffre (1979) who define it as follows:

Counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients understand and clarify their views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature.

Gibson and Mitchell (1986:27) add that

...counselling is a one-to-one helping relationship that focuses upon a person's growth and adjustment and problem-solving and decision-making needs. It is a client-centered process that demands confidentiality.

Pietrofesa *et al* (1980:8) view it as:

...a relationship between a professionally trained competent counsellor and an individual seeking help in gaining greater self-understanding and improved decision-making and behaviour-changing skills for problem resolution and for developmental growth.

They go on to say that counselling involves a process that attempts to encourage growth in another person. It is therefore facilitative.

Lindhard *et al* (1985:6) describe counselling "as a conversation in which one person helps another who has a problem".

Finlay (1980:38) believes that counselling may be regarded as a non-directive but purposeful encounter between two people. In the counselling situation the counsellor deliberates with the pupil in order to clarify the pupil's thoughts and problems. The

counsellor also helps him or her to clarify his or her feelings. The counsellor, however does not direct.

These definitions highlight the following aspects about counselling:

- * There is someone with a problem.
- * It is a learning process.
- * It is a person- to- person relationship.
- * It demands confidentiality.
- * It facilitates personal growth.
- * It is non-directive.

Counselling is very important for a guidance teacher. It is important to note that guidance and counselling share a common goal, namely that of promoting personal growth and development. It is therefore a necessary service in every school. The need for counselling in an educational setting is clearly explained by Tyler (1969 as quoted by Blom 1989:14) as follows:

The more complex, mobile and wealthy a society becomes, the more essential is the role of counselling. In a simple society a child knows almost from infancy what his place in life is to be, and his education, formal and informal, provides him with the concepts and skills he will need.

Counselling is indeed necessary, especially in Black schools, because of the rapid social and technological changes that are taking place. The occupational world is so complex because new occupations are being created due to new technological developments and relaxation of discriminatory restrictions. The adolescents have to adjust themselves to this complex society which is characterised by new social norms and value systems.

Certain conditions are essential to the success of the counselling process. These include genuineness, unconditional positive regard and empathetic understanding (Gibson and Mitchell 1986; Naude and Bodibe 1986).

- i) **Genuineness:** This refers to being yourself and being true to yourself and the client. Rogers (1977) notes that being genuine also involves the willingness to

be and to express in his (counsellor) own words and his behaviours, the various feelings and attitudes whether positive or negative which exist in him.

- ii) **Unconditional positive regard:** This means accepting the client as he is and for what he is without being judgemental. It is caring that focuses on providing a climate in which the client may grow and flourish. Pietrofesa *et al* (1980) suggest that the overall process of acceptance should follow these steps
1. Belief in the worth and dignity of the person.
 2. Prizing
 3. Positive regard
 4. Respect
 5. Caring
 6. Acceptance
- iii) **Empathetic understanding:** This refers to sensing accurately the feelings and personal meanings that are being experienced by the client and communicating this understanding to the client (Gibson and Mitchell 1986; Naude and Bodibe 1986; Pietrofesa *et al* 1980; Rogers 1986).

Pietrofesa *et al* (1980:91) write that "empathetic responses generate within clients greater insight into their own situations. Lack of empathy hinders the counselling process".

It is therefore necessary for a guidance teacher to know these conditions because sometimes a pupil may come and discuss problems that are close to his or her heart with the guidance teacher. Pupils will come to him or her only if the pupils regard him or her as a person who respects them.

Counsellors may employ various types of counselling. These types are classified according to the problem being attended to. A bird's eye view on these types of counselling will suffice so as to get a global picture of counselling.

2.1.5 Types of counselling

Pietrofesa *et al* (1980) identify four general types of counselling namely :

- i) **Crisis counselling** : This is when the counsellor is confronted by a client who is in a state of disorganization. The person is unable to cope with events in his or her life and may be engaged in hurtful behaviours.
- 2) **Facilitative counselling**: This type of counselling tries to achieve "client action on a clarified concern". In this case an individual has a problem and he or she has to act, for example, when a pupil is wondering about career possibilities.
- 3) **Preventative counselling**: This one is directed to a specific concern. For example drug awareness and sex education programmes attempt to prevent the development of problems in the future.
- 4) **Developmental counselling**: This is the type of counselling which is designed to occur throughout one's lifetime. The counsellor attempts to aid individuals of all ages develop personal growth in a relaxed, non-pressured, and non-crisis atmosphere.

One should realise that these types of counselling are interwoven. A counsellor can use more than one type with the same client.

Counselling may be conducted with one person at a time as well as with a group of people at the same time.

2.1.6 Individual counselling

Gibson, Mitchell and Higgins (1983:107) cite (Tolbert 1972) in defining individual counselling as

a personal, face-to-face relationship between two people, in which the counsellor, by means of the relationship and his special completeness provides a learning situation in which the counsellee, a normal sort of person, is helped to know himself and his present and possible future situations so that he can make use of characteristics and potentialities in a way that is both satisfying to himself and

beneficial to society, and further, can learn how to solve future problems and meet future needs.

2.1.7 Group counselling

According to Pietrofesa *et al* (1980:139) group counselling "is a problem oriented and largely remedial process that accelerates individual problem resolution in a group setting". They further state that group counselling is appropriate for those who are experiencing some difficulty or specific dissatisfactions. It is practised by school counsellors to speed up resolution of difficulties experienced by normal pupils.

Shertzer and Stone (1981:200) maintain that "group counselling is a process in which one counsellor is involved in a relationship with a number of clients at the same time".

Naude and Bodibe (1986:109) note that pupils with a common problem will more readily accept one another and share experiences which might eventually help them solve their problems.

Gibson *et al* (1983:166) elicit the value of group counselling when they say:

The goal of group counselling is the achievement of the goals, the meeting of needs, and the providing of an experience of value to the individual members who constitute the group.

The advantages of group counselling are noted by Brann and Pate (1983:99 as quoted by Blom 1989:17) when they maintain that it serves as a:

...vehicle for assisting people to make changes in their attitudes, belief about themselves and others, feelings and behaviours. One is that group members can learn more about the ways they relate to others and can improve certain social skills. By giving and getting feedback, members can come to understand how others perceive them.

One should note that in counselling the counsellor does not solve problems for the

clients. He or she helps the client solve his or her problem. In other words it is the client who ultimately solves the problem. Finlay (1980:39) holds the same opinion when saying:

The counsellor does not know all the answers to the problems of the pupil but assists him to seek his own answers, to make his own decisions and to take responsibility for them.

Guidance and counselling should not be confused or mistaken with psychotherapy which is another form of helping relationship. Psychotherapy implies deeper involvement with the individual's personality and is more concerned with the amelioration of more serious behaviour problems (Shertzer and Stone 1981:169). It is the service found in clinics, hospitals and private practices, whereas guidance and counselling are located in schools, universities and community agencies.

The relationship among the three helping relationships, namely group guidance, group counselling and group psychotherapy is clearly depicted by Gibson and Mitchell (1986:163) as follows:

Group Guidance	Group Counselling	Group Psychotherapy
Preventive	Preventive-remedial	Remedial

[Relationship among group guidance, group counselling and group therapy adopted from Gazda (1971) by Gibson and Mitchell 1986:163].

A detailed discussion of counselling and psychotherapy will not be dealt with here as this study focuses mainly on school guidance.

2.2 FUNCTIONS OF GUIDANCE

Guidance is an integral part of education. The objectives of the school and guidance are, therefore, similar. They both prepare the child for adulthood. They ensure that

the pupils are provided with every opportunity to develop to the maximum of their potential. Fletcher (1980:37) notes that where the aims of the school and those of guidance are not in harmony, there will be limitations and restrictions on the operation of guidance. In other words guidance cannot operate properly if its aim is not seen as similar to that of a school.

Shertzer and Stone (1981:44) summarise the functions of guidance as follows :

Guidance exists to aid pupils in understanding the variety, depth and breadth of personal experiences, the opportunities available, and the choices open to them by helping them recognise, interpret, and act upon their personal strengths and resources. Its major purpose is to facilitate personal development of pupils (underlining added).

Gordon (1956 as cited by Wolder 1980:34) holds a view similar to that of

Shertzer and Stone, and elaborates that:

the concern and function of guidance is the development of experiences for personal growth of the individual rather than emphasis on techniques in terms of learning skills such as reading, spelling and writing (underlining added).

According to Glanz (1974:55) the purpose and function of guidance is to serve individuals as they grow, develop, and choose freely their own role in society. Fiedeman and Field (1962 as quoted by Wolder 1980:33) note that guidance provides criteria for evaluating information and knowledge of available sources of information.

It has to be noted that guidance as a preventive process should be made available to all pupils. It should not cater only for those who have problems. Fletcher (180:35) maintains that guidance offers a service to all pupils, not only to those with problems. He goes on to suggest that it is not only pupils that should benefit from the guidance services but also their parents. Fletcher implies that parents should be involved in the guidance functioning of the school. As they contribute to the guidance activities of the school, they also share certain experiences. Parental guidance is also offered by the guidance teacher from time to time.

Finlay (1980:36) is of the opinion that the guidance objectives are more likely to be achieved if provided for in the form of a guidance programme. This implies that guidance should not be done haphazardly. There should be a systematic guidance programme in schools.

2.3 PRINCIPLES OF GUIDANCE

A guidance programme, in order to be effective has to operate from certain foundations. These are the basic principles which demarcate the area from which guidance operates. They also illustrate the philosophical assumptions on which guidance rests.

Gibson and Mitchell (1986:33) explain the concept of basic principles as follows:

Principles tend to form a philosophical framework within which programs are organised and activities are developed. They are guidelines that are derived from the experiences and values of the profession ... as such they become fundamental assumptions or a system of beliefs regarding a profession and its role, function and activities (underlining added).

Principles are therefore guidelines along which programmes are structured.

Many authors have tried to compile the basic principles of guidance. A closer look at these principles will enable us to have a better understanding of a guidance programme. They are listed as follows:

Guidance is based upon respect for the dignity and worth of the individuals as well as their right to choose. Fletcher (1980:33) stresses that "if the pupil is met in this way, his or her uniqueness is acknowledged and his or her differences welcomed. He or she is regarded as person to be valued, respected and loved".

Guidance is primarily pupil-centered or client-centered.

Guidance is for all individuals. It is a service for all pupils.

Guidance is an integral part of education. Fletcher (1980:36) qualifies this principle as he points out that "if guidance is a service for all pupils, then it cannot operate in isolation but only as an integral part of the educative function of the school".

Kowitz and Kowitz (1971:94) add that "unless guidance has a firm relationship to the goals and activities of the school, it cannot anticipate a workable position within the framework of the school"

Gibson and Mitchell (1986:34) maintain that "Good education and good guidance are interrelated".

Guidance is concerned with personal development of the individual.

Guidance is a continuous, sequential, educational process. It should begin with the elementary school, continue throughout education, and be available throughout one's life.

Guidance is based upon a study of the pupil within his own cultural setting. Guidance must help the pupil to realise and put into action his or her best self. Humans have a capacity for self-development and guidance is under the assumption that the individual has a better opportunity for development through assistance and services.

Guidance is assistance given in making choices, plans, and decisions.

An effective guidance programme is possible through the co-operative efforts of the school personnel and the contributing efforts of non-school personnel (including parents) and not through the isolated efforts of any one specialist (Fletcher 1980; Gibson and Mitchell 1986; Kowitz and Kowitz 1971; Pietrofesa *et al* 1980; Shertzer and Stone 1981).

These principles may help one in establishing and developing a meaningful programme. However, it should be realised that certain conditions and factors in some Black schools may impede the development of a meaningful programme. The techniques for operating a programme according to these principles are not readily

available within most Ciskeian schools.

2.4 GUIDANCE IN THE CISKEI

In the researcher's experience, very little is happening concerning guidance as discussed above in the Ciskei. As guidance has been introduced comparatively recently (1981) in the Ciskei Department of Education, teachers and pupils are still in the process of understanding the significance of this subject. In most Ciskeian schools this subject is regarded as a cinderella. Some teachers and headmasters have gone to the extent of developing a negative attitude toward this subject. Pupils also show a negative attitude toward guidance. This may be attributed to the lack of knowledge of this subject and that this subject is a non-examination subject. In so far as allocation of periods is concerned each class receives one period of thirty five minutes once a week, while other schools do not offer guidance in Standard ten. In some schools guidance is taught by all class teachers whilst in other schools it is given to those teachers who seem to have fewer teaching periods. It is disheartening to note that most teachers do not teach this subject though they are supposed to teach it. They rather use guidance periods to teach other subjects. As a result pupils have no idea of what guidance is all about. In some schools it is still referred to as Vocational guidance. There are schools where there is absolutely no supervision of this subject whereas in other schools the supervision is minimal.

At Directorate level, each Directorate has a Circuit Inspector who is responsible for Auxiliary Services. These inspectors administer aptitude tests to standards eight and ten pupils in their respective Directorates. Surprisingly the results of these tests are not interpreted to pupils in most cases. They are left with the principal who just files them in his or her office. Most of the Circuit Inspectors do not bother themselves about the guidance functioning of the schools.

Finlay (1981:35) believes that subject matter is more easily related to learners when it can be seen to be personally significant. A guidance teacher therefore has to work hard clarifying the significance of this subject to pupils. He or she can only do this

through his or her efficient guidance programme. In the researcher's opinion the attitude of pupils toward guidance can be corrected only if the teachers can change their own attitudes.

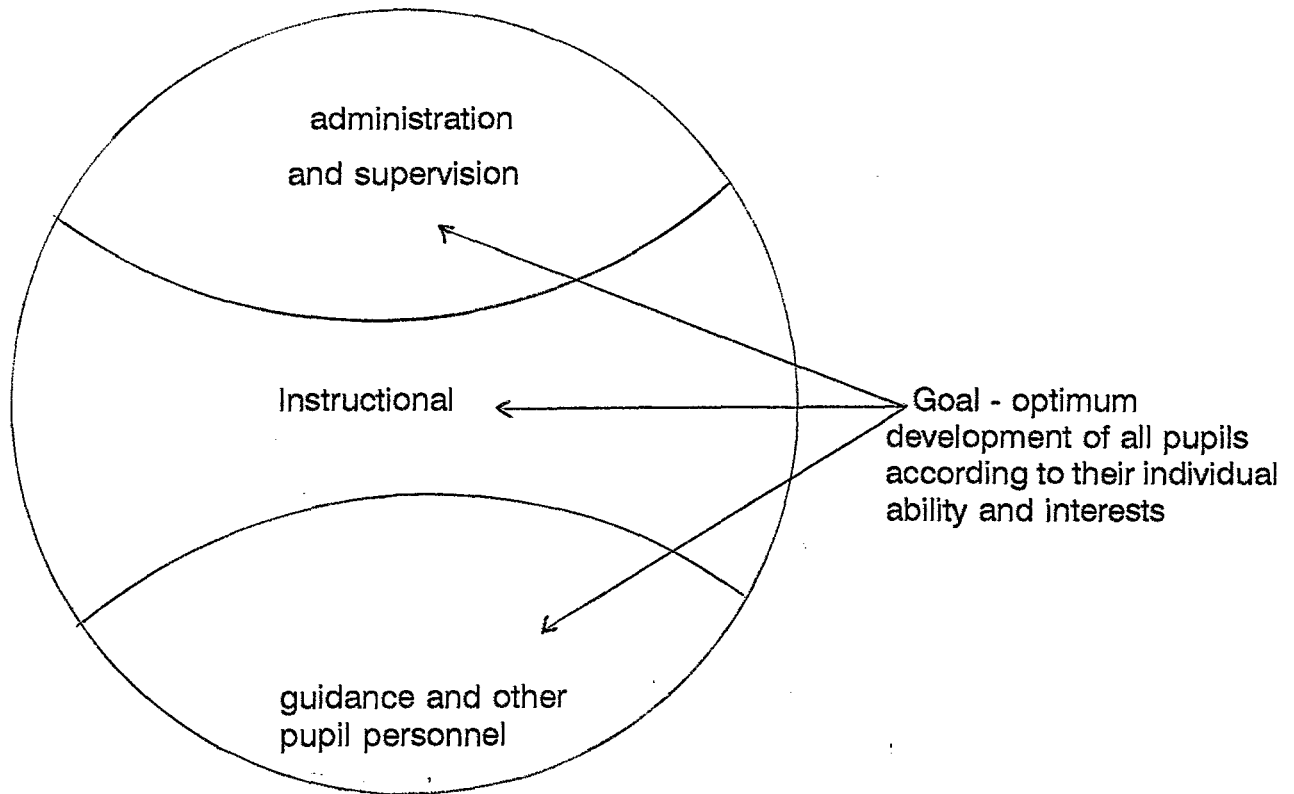
2.5 IDEAL GUIDANCE SYSTEM

As it has been stressed earlier in this work, guidance is an integral part of education and its goals and those of the school are similar. They both prepare the pupil for their roles as mature and responsible citizens of society.

The school as a human organisation has three major components namely; instructional, administrative/leadership and pupil personnel (Mortensen and Schomuller 1976):

- 1) **Instructional** : This is teaching which involves imparting knowledge, skills and attitudes to pupils. This is the main area of education.
- 2) **Administrative or leadership** : The responsibility and authority for the functioning of the educational process are placed on this area. It involves aspects such as planning, budgeting, staffing, building and supervision.
- 3) **Pupil personnel (and guidance)**: This is the area which needs specialists to render services and functions needed to make sure that those opportunities every pupil deserves or requires for maximum development are made available. This is the area where guidance operates.

Mortensen and Schmuller (1976) summarise this clearly in the following diagram:



The educational process (Adapted from Mortensen and Schmuller 1976:24)

An ideal school should have this structure. It is clearly depicted on this diagram that guidance is an integral part of the educational process. For the proper development of pupils it should not be neglected.

In order for any guidance system to operate successfully, there should be a programme which has to be adhered to. Finlay (1980:94) maintains that the word programme reveals the systematic approach adopted to the rendering of assistance. It is not a single event, but involves a course of action which can be taken toward the realization of a goal. A school, therefore, should have a guidance programme which is incorporated into the whole school programme.

Wolder (1980:35) warns us that "Ideal programmes cannot be achieved with less than ideal staff ratios". He is of the opinion that a guidance programme can achieve its objectives only if there is enough staff. The pupil-teacher ratio has to be reasonable.

2.5.1 Necessary characteristics of a guidance programme

A guidance programme generally has some essential characteristics. These are the features that characterise an effective guidance programme. Some of these important features are as follows:

A guidance programme has to be developed gradually through careful planning and concern for the interests and views of every staff member. This implies that the co-operation and goodwill of the staff should be obtained during planning (Miller *et al* 1978:68). The guidance teacher should not work alone. The team spirit should be established from the start.

It fosters continuous communication among all members of the school staff. There must be a good communication among teachers, guidance teachers and parents.

A guidance programme should have adequate physical facilities. Such facilities include testing room and private interview room (Miller *et al* 1978; Shertzer and Stone 1981). A guidance library and noticeboards are other important physical facilities.

It is interwoven with the instructional programme. It improves teacher-learner relationships by helping teachers understand the pupils and by helping pupils accept their role in the school situation. It also helps parents understand their children (Miller *et al* 1978).

An effective guidance programme plays an important role in the school's public relations as it offers a variety of services to pupils, parents and other members of the community. The parents are therefore in a position to understand the purpose of the school. By so doing it also builds a closer relationship between the school and the community (Miller *et al* 1978). The programme should build up a firm relationship with pupils, teachers, parents and outside agencies.

The programme should be based on the guidance needs of the pupils. Gibson *et al* (1983:78) seem to share the same opinion as they say "a guidance programme must be specifically designed for the pupils the programme is intended to serve ... it must evolve from the needs existing from within".

A guidance programme should be flexible. It must be able to accommodate change and new developments. It should also be open to challenge. Shertzer and Stone (1981:462) stress that good programmes avoid the dangers of inflexibility.

The programme should be stable so that it does not lose effectiveness if one of its personnel leaves. The involvement of more teachers in the programme will render it stable.

A balanced programme is an ideal one. All the various components of guidance should be given attention respectively for the benefit of the pupils (social, personal, educational and vocational). No one service must be over emphasised at the expense of other necessary services. Shertzer and Stone (1981:462) hold that effective guidance programmes guard against the lack of balance.

Though a guidance programme should involve more than one teacher, however, there must be one who leads the personnel. This leadership should be provided by a professional specialist who understands all aspects of counselling and guidance programme (Gibson *et al* 1983:79; Shertzer and Stone 1981:463). This should be the one who can administer the programme and modify it as needs demand (Gibson *et al* 1983:79).

2.5.2 Guidance in the school system

The most important advantage of guidance in a school setting is that it may help to bridge the gap between school and society, between guidance staff and non-guidance staff, and between subject-centred and pupil-centred approaches. The cultural background of the community which the school serves is a factor of importance for the functioning of guidance. Guidance operates within the context of the school ethos and the school functions in the context of a community with its own

values and standards (Fletcher 1980:38). A guidance teacher should be aware of and accommodate these.

One should realise that in most schools there are pupils from a wide range of social, economic, cultural and political backgrounds. This implies that pupils hold different values, attitudes and political ideologies. The guidance teacher, therefore, must be responsive and sensitive to these.

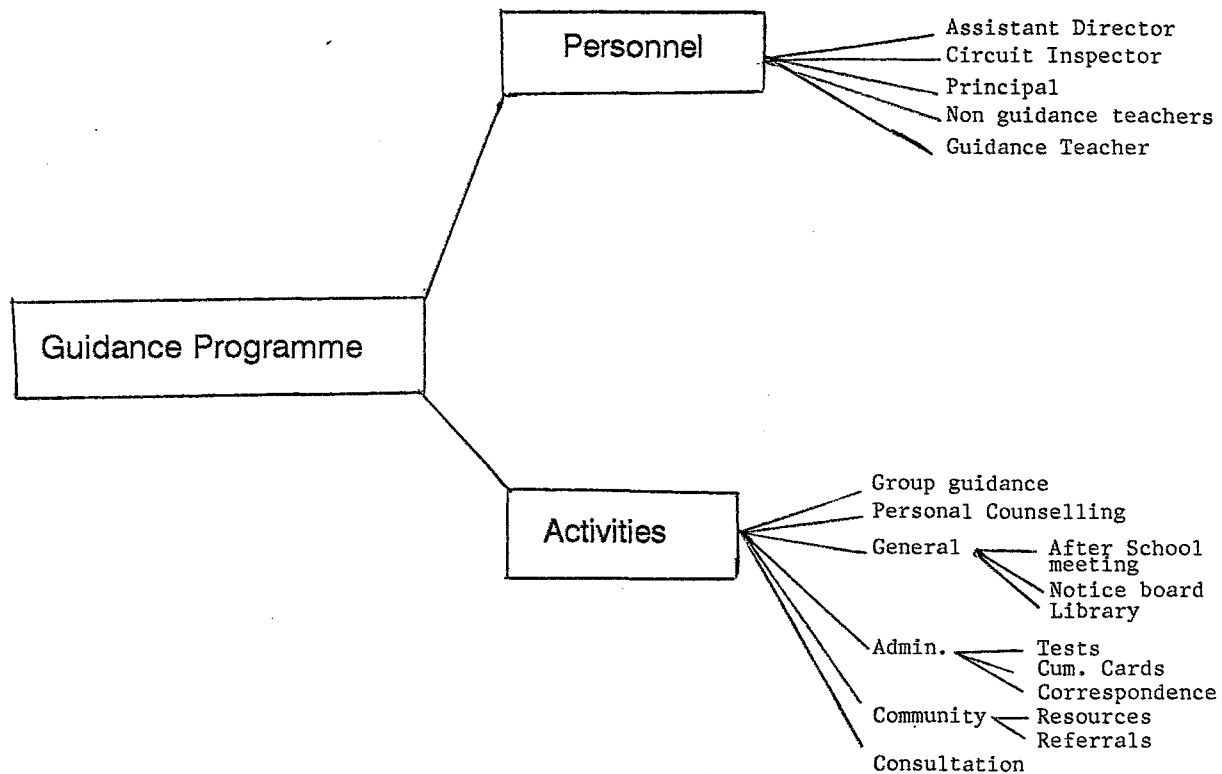
The school guidance system consists of the circuit inspector; the principal; teachers and the guidance teacher as the leader of the guidance programme. Every one of these people has a duty to perform with due regard to the functioning of guidance in a school. Bernard and Fuller (1977:29) hold the same opinion when they say, "the formal guidance programme assigns roles to every member of the school staff".

Pietrofesa *et al* (1980:258) believe that the school personnel should work like a well-oiled machine that has the best interests of the pupils at heart. They seem to stress the co-operation among staff members with the aim of achieving the same goals.

2.5.3 The guidance programme

The school guidance programme consists of certain personnel and a number of activities. During the coursework of the 1990 M.Ed (Guidance and Counselling) programme, the researcher and his fellow students devised an ideal guidance programme, based upon their experience in the field.

The following diagram shows how a guidance programme could look:



2.5.3.1 Assistant Director

The Assistant Director as the person who is in charge of a Directorate has to be conversant with what is taking place in the schools under his or her jurisdiction. He or she has to see to it that every subject (including guidance) is catered for in each school. It is his or her duty to see to it that principals do subject allocation for all subjects in their schools.

2.5.3.2 The Circuit Inspector (Auxiliary Services)

The Circuit Inspector should be the person with either an Honours or Masters degree in psychology and a Teachers Diploma. He or she should also have experience in guidance teaching. In as far as personality is concerned he or she should be investigative, social, industrious, patient and daring.

The Circuit Inspector is expected to perform certain duties so as to see to it that guidance receives the attention it deserves. As his or her duties the Circuit Inspector

should:

- * conduct research for the immediate needs of the population concerned
- * know the cultural background of the area of operation;
- * devise strategies to attract qualified staff by creating promotion posts for guidance teachers. He or she can achieve this only if he or she gets co-operation from the assistant Director who will channel his or her recommendations upwards;
- * encourage speech therapy;
- * initiate information programmes for issues like AIDS;
- * train guidance teachers in administration and feedback procedures of psychological tests;
- * encourage career days/ evening at school;
- * see to it that PIDA is operating in all schools;
- * encourage special education programmes, for example; for gifted children and slow learners;
- * see to it that guidance operates throughout the entire span of the pupils' school career;
- * train guidance teachers on handling children's problems;
- * organise in-service training for guidance teachers;
- * channel communication downwards and upwards;
- * be involved in parental contact, that is in touch with grassroots problems;
- * visit schools regularly to supervise and help with school guidance activities and
- * encourage guidance teachers to go to conferences.

2.5.3.3 The Principal

The attitude of principals to guidance is very important. When a principal values guidance and encourages his staff to share a caring for all pupils, the guidance staff find emotional as well as practical support for their work. This makes them function

more effectively (Fletcher 1980:30). The school's organisation and management style should facilitate the guidance functions. Shertzer and Stone 1980:406) maintain that "principals have a responsibility to recognise the need for and the importance of a comprehensive guidance programme".

In summary, including the researcher's opinion, principals can be expected to:

- * regard guidance as an integral part of the whole school programme;
- * see to it that there is an adequate number of guidance teachers in their school;
- * provide adequate physical facilities and materials, for example: guidance teacher's office, interview room and some teaching aids as well as library material;
- * interpret to teachers and public the objectives and activities of School guidance;
- * establish and encourage a school guidance committee to serve as an advisory and policy recommending body;
- * promote in-service education in guidance;
- * consult with teachers and counsellors regarding specific needs and problems of the pupils;
- * encourage the relationship of trust between the guidance teacher and pupils in their schools;
- * encourage the guidance teachers to make contacts with other guidance teachers;
- * see to it that guidance is taught by well qualified guidance teachers and every class has a guidance period;
- * give the guidance teacher the status he or she deserves; and
- * make school policy that promotes guidance and counselling programme function.

It has become obvious that principals have much to do to improve guidance programmes in their schools. Their genuine interest in guidance may help improve the guidance programmes of their schools.

2.5.3.4 Non- guidance teachers

Teachers could contribute in the development and functioning of a guidance programme in a school setting. They should adopt a positive attitude towards guidance. Gibson and Mitchell (1986:56) believe that the teacher is the key and most important professional in the school setting and therefore teacher-support and participation are crucial to any programme that involves pupils.

An effective guidance programme requires the co-operative effort of every teacher in the school. It is through this co-operation that the guidance programme can maintain the continuity necessary to achieve its goals (Miller *et al* 1978).

Teachers could assist in the guidance services in different ways such as the following:

- * They should identify pupils who have special needs. Children with undesirable behaviour patterns should be identified before such patterns become serious. Such behaviours include defensive attitudes, defiance, extreme restlessness, lack of self control, inferiority feelings, and marked aggressive. These behaviours need special help (Shertzer and Stone 1981:404). A guidance oriented teacher is one who is alert to the needs of his or her pupils.
- * Teachers may then refer such pupils to the guidance teacher who in turn may refer them to specialists or special agencies. If teachers work as referral agents, pupils with problems will not go unnoticed.
- * Teachers should also facilitate good human relationships in their classrooms. They should see to it that pupils maintain good human relationships with their fellow pupils and their teachers. Gibson and Mitchell (1986:58) believe that "an environment that is conducive to the development and practice of positive human relations contributes to a successful school counselling and guidance programme".
- * Another role of a teacher is to function as a career educator (Gibson *et al* 1983:37). Every teacher is expected to help pupils in their career

planning. Shertzer and Stone (1981:405) stress this when they point out that every teacher contributes to pupil planning by relating subject matter to future courses by discussing career opportunities that depend on the mastering of present and future subject matter. In Miller, Fruchling and Lewis' opinion teachers who are concerned with the individual aspirations and problems of their pupils will set up the most effective learning situations and do better teaching (1978:78). They go on to stress that the guidance approach makes teaching more effective.

The fact that there is a guidance teacher in a school does not mean that each and every problem is referred to him or her. There are certain problems that are not too serious which may be attended to by other teachers. In this case a teacher may employ "surface" counselling to alleviate such problems. Surface counselling involves sympathetic attention, reassurance, and suggestions of a positive nature by a teacher (Miller *et al* 1978:80). Miller *et al* also believe that by just being a good listener, the teacher may help to release tensions that are interfering with academic progress.

Teachers may also help in promoting personal and social growth in their classroom. Class projects teaching strategies may be used to build human understanding among pupils. By setting a good example, a teacher may instil proper attitudes toward work and study (Miller *et al* 1978:80). In order for a teacher to make effective contributions to the guidance programme, he or she should first of all understand the values and purposes of the programme. It should be noted that teachers are welcome to criticise and suggest some changes to the guidance programme. This may be done during staff meetings or a teacher may contact the guidance teacher personally.

2.5.3.5 The guidance teacher

The principal, guidance teacher and other staff members should each make their individual contribution to help pupils benefit from their school experience. Naude and Bodibe (1986:10) are of the opinion that a guidance teacher cannot function effectively unless he or she has the support and co-operation of the entire staff. It is

the duty of a guidance teacher to establish team spirit among teachers by drawing them to the guidance functions. He or she has also to show the staff why his or her function as a guidance teacher is valuable.

A number of other things may be said about the guidance teacher. The guidance teacher responsible for guidance should have certain credentials so as to perform his or her duties well. First of all the guidance teacher should be a graduate teacher with psychology as a major subject. He or she should have guidance method at HED level.

An ideal guidance teacher should have the following characteristics. He or she should be :

- * knowledgeable in human development, education and his or her subject area;
- * approachable and responsible to pupil needs;
- * accepting of each pupil;
- * open minded and communicative;
- * psychologically mature;
- * self disciplined;
- * open to challenge and flexible;
- * non-judgemental;
- * somebody who knows where he or she is going to; and
- * creative.

The guidance teacher is responsible for group and individual guidance. The role of a guidance teacher can therefore be said to be both didactic and therapeutic. It is primarily didactic in the sense that a guidance teacher is expected to conduct guidance lessons which should follow the course of general teaching and it is also therapeutic because he or she has to conduct counselling interviews with the pupils aiming at promoting psychological growth in the pupil.

2.5.3.6 Group guidance methods

In his or her didactic role a guidance teacher may employ a number of methods. Lindhard, Dlamini and Barnard (1985:13-18) cite methods like: telling; question and answer; discussion; projects and assignments as methods which can be applied in group guidance teaching. Pietrofesa *et al* (1980:326) advocate that lecture, discussion, and question-and-answer methods are commonly used in group guidance.

Pietrofesa *et al* (1980:327) give various methods which can be usefully applied in guidance. These methods are :

Lecture

This method of teaching minimizes individual involvement and activity. It encourages passive listening rather than active expression. Lindhard *et al* (1985:13) believe that this method is a teacher-centred activity and it is probably the least effective teaching method.

Panels

Some issues can be discussed by arranging panel presentations. This method stimulates guidance learning and increases pupil involvement. Panel members may be pupils or adult experts. Panels offer several different viewpoints on an issue and stimulate audience discussion.

Field trips

Field trips include visiting certain agencies. Pupils may go and interview persons in a variety of occupations. This helps pupils on occupational choice more than a guidance teacher lecturing in a topic. An occupational visit is designed for pupils to see the work of one particular career. This helps as a supplementary experience to information already gained by the pupil. One should also realise that field trips provide important learning experiences for extended guidance discussions.

Role playing

This is another method which can be used in group guidance. In this method pupils role play situations that are parallel to real life issues. The advantage of role playing is that it stresses individualization and integration of guidance principles.

Simulation and games

Simulation and games is similar to role playing but this one is more structured.

Media as discussion method

This approach involves the use of literature to stimulate discussion of guidance topics. The teacher may read stories that describe children's behaviours in different situations to his or her pupils. These stories should be selected from guidance programmes. He or she may also read some unfinished stories and pupils are expected to finish the story. Videotapes, filmstrips and television programmes can also be used in guidance discussions.

Discussion and buzz-groups

Discussion is a method where there is an exchange of ideas between several people. In a classroom discussion a teacher becomes the leader and decides who shall speak. Discussion groups are effective in promoting understanding for others and awareness of self relation to others. Large discussion groups can be divided into small buzz groups of five or six members. Each buzz group selects a chairperson who reports to the entire group. All buzz groups may consider the same subject or each group may discuss a specific aspect of a large issue.

Lindhard *et al* (1985:16) notice the following advantages of group discussion :

- * It teaches the pupils to express their thoughts in their own words and to formulate them as they are speaking, without preparation.
- * Discussion is learning by discovery. Pupils may discover certain issues through discussion.
- * The teacher will learn about the pupils and their way of thinking.
- * A well-directed discussion teaches pupils social skills, tolerance of

other's opinions and the ability to listen.

- * Discussion teaches pupils to exchange opinions without becoming personal.
- * Discussion develops independent thinking.

One should realize that discussion is a democratic activity and the teacher should not take the leading role.

Projects and assignments

Projects and assignments involve self-activity. Pupils have to work on their own. Lindhard *et al* (1985:18) believe that this teaching strategy develops skills like report-writing and research on pupils. Major projects may be arranged only once or twice a year. When giving a project to a class, a teacher has to explain his or her requirements in details.

2.5.3.7 Resources for guidance

Guidance information represents an important part of the guidance process. Guidance information refers to all data that may be used to help people make choices. It can be seen as three broad categories namely, occupational or vocational, educational, and personal-social information (Pietrofesa 1980:217).

The material for guidance may be obtained from a variety of sources. A lot of information can be obtained from the following: magazines, news papers, radio and television. There are also pamphlets and brochures from governmental agencies, manufacturing and industrial organisations, manpower publications, department of education, mental health organisations, college and university catalogues and career centres. Audio-visual aids like films, charts, tape recordings, filmstrips can be useful. These may be available from commercial companies, audio-visual rental centres, organisations and professional societies (Shertzer and Stone 1981:318).

2.5.3.8 Personal Counselling

It has already been stated that apart from group guidance, the guidance teacher has also to interview pupils with personal problems. This is done in the interview room as it has to be confidential.

2.5.3.9 General

After-school meetings

Apart from classroom guidance the guidance teacher may apply other teaching strategies. He or she may organise after-school meetings with parents. It is imperative for a guidance teacher to meet parents. One of the advantages of such a meeting is that it allows or permits personal contact between staff and parents. This personal contact in turn helps the guidance teacher to have an idea of the home background from which the pupil comes and to which he or she returns at the end of the school day. This, therefore, will help the guidance teacher understand the factors which influence the child in his or her school life. Euvrard (Career Rhodes, Vol. 3 No 1 1988) notes many advantages of parents meetings. The guidance teacher may have an opportunity to inform parents of his or her professional role in the school. In such a meeting, potential problems of pupils can be detected and discussed. In a nutshell the guidance teacher should address parents about the following issues: adolescent behaviour, organisation and activities of the school, and needs, abilities and interests of their children. He or she should also support parents in solving their own problems, and assist them and their children to find solutions to specific problems.

The after-school meetings may also be used as career meetings. The guidance teacher may invite one or two people to talk about certain careers. Alternatively a speaker may come and lecture on certain topics. Pupils are given the opportunity to ask questions and listen to the speakers.

Notice boards

This may be called a guidance notice board or careers notice-board. This is a notice-board on which to pin guidance information. The information may range from general issues to career information. The duty of the guidance teacher is to collect information which he or she has to pin on the notice-board for the benefit of the pupils. This notice-board should be accessible to pupils. It should be attractive, well arranged and have the information which is relevant to the pupils' needs. It is advisable for a guidance teacher to have a group of pupils who will help him or her organising the notice-board.

Library

A guidance library is a guidance resource centre. It is where all information concerning guidance is displayed. The information gathered by the guidance teacher from various resources should be kept in the guidance library.

2.5.3.10 Administration

Administrative aspect of guidance involves testing, cumulative record cards and correspondence.

Tests

The guidance teacher should know how to administer and interpret test results to pupils and parents. Naude and Bodibe (1986:113) believe that tests are instruments for the measurement of psychological traits, which can assist pupils in making vocational and educational decisions. These tests provide information which is not readily available in other ways. Lindhard *et al* (1985:27) add that a psychological test measures certain aspects of human personality and these tests can be helpful in guidance because they add to the information about the pupil which the teacher already has.

Glanz (1974:246) holds the same view as Lindhard *et al* about the importance of these tests in guidance and says :

Psychological tests are a major test of the guidance worker and educator who wish to explore and understand the individual characteristics of each pupil.

One should be aware of the fact that testing is part of guidance, but on its own, it is not guidance. It is a strategy which can be used in guidance.

Lindhard *et al* (1985:29), Naude and Bodibe (1986:117), and Shertzer and Stone (1981:242) give a number of tests that may be used in guidance. They are:

- * **Intelligence** tests: (mental ability, scholastic aptitude) These tests measure or estimate the intellectual functioning of the pupil.
- * **Aptitude** tests: an aptitude test measures a pupil's potential abilities which he or she has not yet used fully. Aptitudes measured are verbal reasoning, non-verbal reasoning, clerical aptitude, numerical ability, visual-spatial reasoning, memory and motor skills.
- * **Personality** tests: These tests are used to study how a pupil's personality can influence his or her attitude toward his or her school work. They indicate the amount of drive and motivation found in a pupil, the emotional make-up of the pupil as well as the social relations. Personality tests can help to identify the reasons for learning problems in pupils.
- * **Interest** questionnaires: Interest tests measure the likes and the dislikes of the pupil. It is believed that interests are the main factors in the learning situation. They are the motivators of learning.
- * **Achievement** tests (Scholastic proficiency tests). These are the tests that measure the outcomes of instruction, that is, the progress pupils have made as a result of learning. They seek to get the pupil's competency in a particular subject after it has been taught. These tests are used to guide pupils when choosing subjects for standard eight or nine.

However, it should be realised that psychological tests are just aids but not answers

to various issues and problems. Other information like pupil's self concept, his or her motivation and personal background when used in conjunction with psychological tests can be very useful information for a guidance teacher.

Cumulative cards

Cumulative records present an organised, continuous record of information about individual pupils. It should project objective information that is significant and representative of the characteristics of the individual (Shertzer and Stone 1981:278). They go on to stress that cumulative records must be well organised so that they can be readily interpreted by teachers, counsellors and administrators. The guidance teacher should control the cumulative cards.

The information in the cumulative cards is collected by teachers, counsellors, administrators and health personnel. Shertzer and Stone (1981:278) give an outline of purposes for which the cumulative cards information can be used, namely that:

- * It can be used by counsellors or guidance teachers and teachers to help the pupil make effective adjustments to the school situation.
- * It may also be used in helping pupils understand themselves - their physical, academic, emotional and social progress.
- * If used effectively this information could indicate to the school staff the degree to which the school is meeting the child's needs.

The following information should be included in the cumulative record card (Shertzer and Stone 1981:279):

- * Identification
- * Family background
- * Medical and health information
- * Date of school entry
- * School grades
- * Transcripts from previous schools attended

- * School test results
- * Personality and behaviour trait ratings
- * School activity
- * Autobiographies written in class settings

Shertzer and Stone (1981:279) also emphasise the fact that entries on the cards should be dated and initialled. They further state that the record format should be such that it facilitates the forwarding of full information when authorised requests are made. The information on the cumulative cards should be kept up to date. This information could help the school to set its goals and objectives with the pupils' needs in mind.

Correspondence

The guidance teacher should maintain continuous contact with various tertiary institutions, private companies and outside agencies. He or she should write to these institutions and agencies and ask for brochures and pamphlets. He or she may also invite representatives of these agencies to come and talk to pupils about their companies or institutions.

2.5.3.11 Community

Resources

One should realize that the school alone cannot provide all the services required by guidance personnel for the guidance programme. The community contains resources which the school can draw on in time of need. The guidance teacher should utilise fruitfully the resources the community is able to provide. It is therefore imperative for a guidance teacher to know the community resources available in the area where his or her school is situated. He or she has to acquaint himself or herself with the community resources which are at his or her disposal. Mortensen and Schmuller (1976:493) suggest the following as methods of acquainting oneself with community resources:

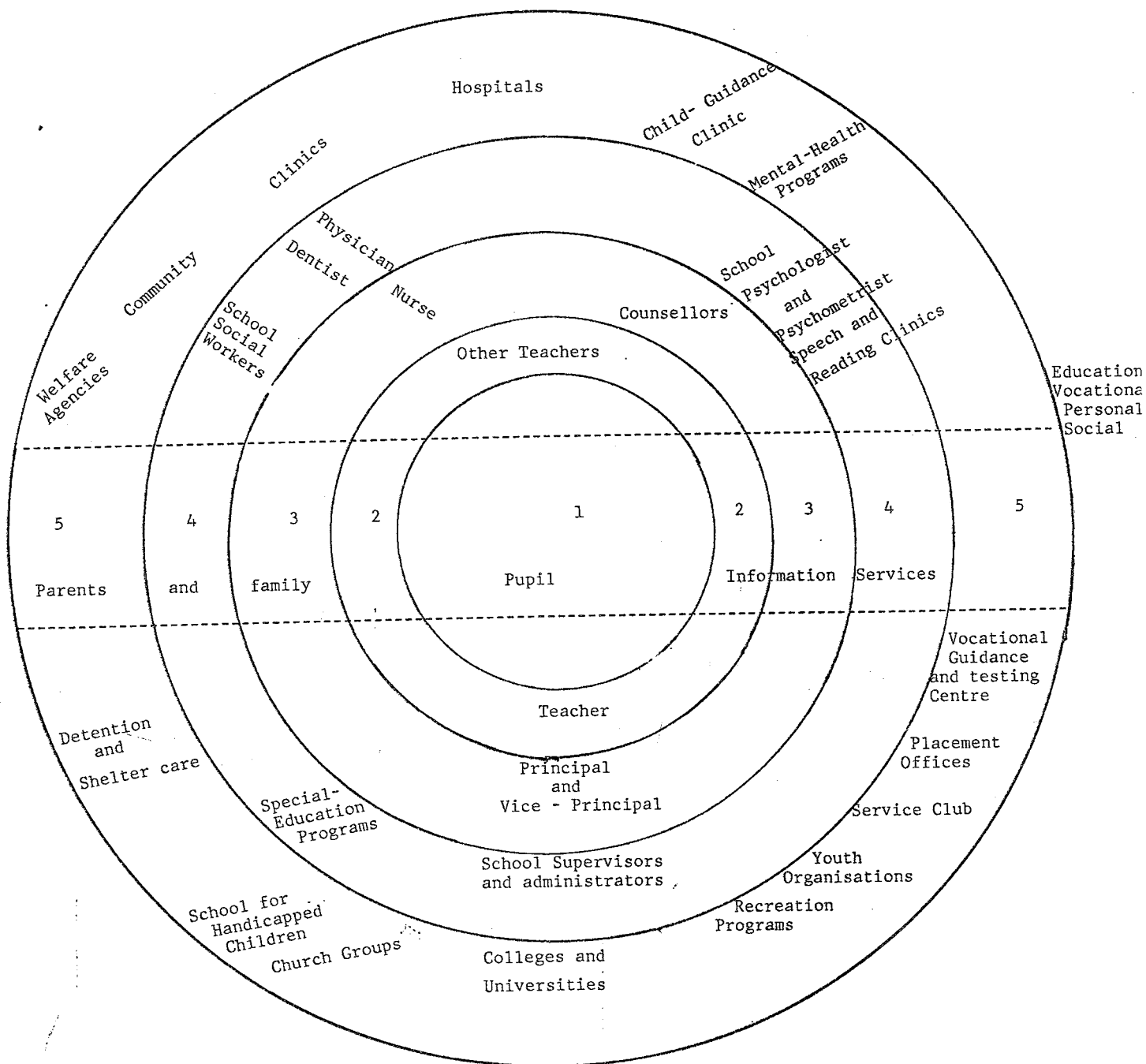
Publications: Gather information from school, community, and government libraries. Other resources are provided by telephone and business directories, and newspapers. There are also brochures published by community, business or educational organisations.

Surveys: Pupils may be used for surveying resource people for occupational information. Parent-teacher-associations and local colleges can also help.

Workshops: Workshops, field-trips and special days may be planned. Sometimes some business organisations can help to plan programmes to orientate teachers to the business and industrial life of the area. Community welfare associations can organise workshops and field-trips.

It is also advisable that the guidance teacher should be active and maintain contact with these organisations.

There are various types of community resources. Mortensen and Schmuller (1976:486) present a graphic picture of guidance services and community resources available in many areas.



Diagrammatic representation of school and community resources (adapted from Mortensen and Schmuller 1976: 486).

The guidance teacher in circle 2 is closest to the pupil and has to help the child to achieve success. However, the guidance teacher cannot provide all the needed services to the child. It does happen sometimes that the pupil's problem or need is beyond the scope of the guidance teacher or even of the school. In this case the guidance teacher is able to move into circle 3 for assistance from principals, nurses and counsellors. The services of the specialists in circle 4 may also be utilized. In circle 5 there are a number of organisations, agencies and institutions. These are the community resources and facilities from which the guidance teacher can obtain assistance.

It is, therefore, imperative of a guidance teacher to maintain good working relations with his or her colleagues at school as well as with other personnel and services in the community.

Referrals

Shertzer and Stone (1981:438) define referral as the act of transferring an individual to another person or agency either within or outside the school. They go further to say that agencies outside of school are used because they provide specialised assistance not available within the school setting.

One should realise that referrals are not necessarily made when the referred individual has a serious problem, but when the problem is beyond the services provided within the school. The guidance teacher should have the ability to recognise when the needs of a particular pupil are not within the scope of his or her personal resources or of those of the school (Shertzer and Stone 1981:438). In such a case he or she should not hesitate to refer the pupil to other resources or agencies. It should also be noted that referrals are not done only in times of emergency. Guidance should be a continuous, developmental and systematic structure. This eliminates unexpected situations from occurring. It is very important to note that referrals should be made with the consent of parents.

The process of referral

The following are suggested procedures for referral services:

- . Find out whether the school cannot help the pupil before referring him or her to an outside agency or specialist.
- . Discuss the problem with an agency or specialist before referral.
- . Try to find out what persons have been contacted by the parent or pupil in regard to the problem and what results were obtained from the contacts before making referrals.
- . The guidance teacher should explain both the functions and the limitations of the services of that particular agency. It should be made clear to the pupil that the agency does not have all the answers.
- . Let the pupil or his parents make their own arrangements for service whenever possible. Do not spoon-feed him. However, it should also be noted that immature or ill pupils may be helped in arranging an appointment with an agency. (Mortensen and Schmuller 1976:492).

2.5.3.12 Consultations

Shertzer and Stone (1981:219) believe that consultation is a recognised element of a guidance programme. Pietrofesa *et al* (1980:245) define consultation as a process in which a counsellor assists a concerned individual or group in working with a third party. Consultation means to consider together, to ask for advice, to confer and discuss in order to reach the same decision (Bernard and Fuller 1977:100). Gibson and Mitchell (1986:327) cite Caplan (1970) as defining consultation as

the process of collaboration between two professional persons: the consultant, typically the specialist, and the consultee, who requests the consultants' help with some professional problem which he or she is having difficulty solving and which is seen as within the consultant's area of specialised competence.

Shertzer and Stone (1981:220) seem to have a similar view of consultation to that of Caplan. They say:

consultation is an interaction process or interpersonal

relationship that takes place between two professional workers, the consultant, assists the other worker, the consultee, solve a ... problem of a client.

It has become true that the guidance teacher should consult some specialists when he or she is unable to help a pupil with a problem. Consultation helps the consultee to deal with the immediate problem. One should realise that consultation enhances the consultee's abilities for solving problems. In other words he or she learns new and long-term techniques of solving problems. This enables him or her to solve problems of a similar nature with ease.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

A qualitative research methodology was selected for this study. Sparious (1990:7) cites Miles and Huberman (1984) as maintaining that qualitative data are attractive as they are "a source of well-grounded, rich descriptions and explanations ... and they allow for a more concrete and vivid flavour than quantitative data".

A qualitative approach will be a more suitable approach as this study seeks to describe the state of guidance in post primary schools. This approach will allow respondents to describe the state of guidance as they see it in their respective schools. They are going to describe their experiences.

3.2 SAMPLE

The population of the study was principals, guidance teachers and pupils of post-primary schools in the rural Keiskammahoek area.

Keiskammahoek is a rural area with eleven post-primary schools. For practical and financial reasons it was not possible to involve all teachers and pupils of all such schools in this area. It was therefore decided to draw a sample from five randomly selected senior secondary schools.

3.2.1 PUPILS

The pupil composition of these schools is found in Table 1 below. One school was composed of girls only.

TABLE 1: Pupil population

Schl	Std 6		Std 7		Std 8		Std 9		Std 10		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
A	75	53	34	29	34	29	121	98	29	45	455	254
B	52	38	38	38	47	40	52	27	51	57	240	200
C	98	55	68	45	55	34	59	35	49	28	329	197
D	83		115		63		83		89		433	
E	141	123	151	103	165	126	66	73	91	72	596	515
Tot	431	342	406	215	364	229	306	233	304	202	1620	1166
											3032	

In each school four pupils were selected from each standard from standards six to ten. This made a total of twenty pupils per school, the exception being school A where only two std 8 pupils arrived for participation at the appointed time. Pupils were selected on the basis of their ability to express themselves in writing. The researcher asked for four pupils from each standard who would be articulate enough to answer a questionnaire which demanded qualitative responses, and these were duly assigned by the principal or teacher to the researcher. The pupil sample is presented in tables 2 and 3.

Table 2: Gender of pupil sample

School	Std 6		Std 7		Std 8		Std 9		Std 10	
	F	M	F	M	F	M	F	M	F	M
A	4	-	4	-	2	-	4	-	1	3
B	2	2	2	2	2	2	-	4	1	3
C	2	2	2	2	1	3	2	2	4	-
D	4	-	4	-	4	-	4	-	4	-
E	3	1	4	-	4	-	4	-	3	1
Tot	15	5	16	4	13	5	14	6	13	7

In total there were 71 females and 27 males. The high number of females is partly attributed to the fact that one of the schools consisted of females only. However, it also points to the probability that teachers considered girls to be more appropriate for the exercise and so selected them. The reasons for this were unfortunately not explored at the time.

Table 3: Standards of pupil sample

Std 6	Std 7	Std 8	Std 9	Std 10
20	20	18	20	20

3.2.2 TEACHERS

Another group of respondents were all the guidance teachers at these schools. Initially, the researcher thought of involving all teachers, but most of the teachers who never taught guidance felt that they could not answer the questions and were unwilling to fill in the questionnaires.

The final sample of teachers and their biographical details can be found in Table 4.

TABLE 4: Teacher sample

School	Teacher	Gender	Academic Qualification	Qualification in psychology	Training	Present Teaching Post	Guidance classes taught				
							87	88	89	90	91
A	1	male	B.A	III	U-Diploma	H.O.D				9abcd	10a+b
	2	Female	S.T.D	None	Never	Teacher	6ab				
	3	Female	S.T.D	None	Never	Teacher		6ab			6&7a+b
B	4	Female	BA B.Ed	I	T College	D Principal	8ab				
	5	Male	B.A	III	U-Diploma	Teacher					8ab
	6	Female	BPed, BEd	I	Informally	H.O.D			10	10	
	7	Male	Std 10	None	Informally	Teacher		6			
	8	Female	Std 10	None	T College	Teacher					
C	9	Female	Std 10	None	T College	Teacher		8,9 10ab	8,9,10		
	10	Male	S.T.D	College	T College	Teacher					
D	11	Male	B.A	College	Informally	H.O.D	6	7	-	-	10
	12	Male	Snr Cert	College	T College	Teacher			8a	7a	
	13	Female	B.Ped	None	Never	Principal			9ab	9ab	9ab
	14	Female	-	None	T College	Teacher			7a	8a	
	15	Male	B.A	None	Never	D Principal				7ab	8ab
E	16	Female	Matric	College	T College	Teacher			7abc	9bc 8ab	
	17	Male	JSTC	College	T College	Snr Teacher	7a	8a	6a	7a&6a	8a&7a
	18	Male	JSTC	College	T College	Senior Teacher		6b 7c&8cb	8c	7c& 8ab	

3.2.3 PRINCIPALS

Principals of the selected schools also formed part of the sample of respondents. They are vital determinants in the success or lack thereof in a school guidance service (Naude and Bodibe 1986; Shertzer and Stone 1981).

In summary, pupils and guidance teachers were selected as respondents because they are the people directly involved in guidance. Principals were selected because as managers of their schools, they are in control of everything that is taking place there.

3.3 RESEARCH TOOLS

As this appeared to be a relatively large sample, a questionnaire method of research was used. This method is less expensive and requires less time. It would be possible to reach such a large sample within a short time with minimum costs. Gay (1987:195) stresses that:

A questionnaire is much more efficient [than an interview] in that it requires less time, is less expensive, and permits collection of data from a much larger sample.

The researcher, however, felt that a questionnaire research tool only would not be enough and interviews with principals of the selected schools were conducted as a supplementary data collecting technique. Five principals would form a very small sample and could easily be interviewed.

Cohen and Manion (1989:308) describe an interview as a method that involves the gathering of data through direct verbal interaction between individuals. They go on to argue that this method allows for greater depth than is the case with other methods of data collection. Patton (1987:109) believes that

The purpose of interviewing is to enter the other person's perspective. An interview makes it possible to measure what a person, knows, thinks and likes or dislikes.

Gay 1987:203) also notes that it is most appropriate for asking questions of a personal nature, and that it may result in more accurate and honest responses since the interviewer can explain and clarify both the purpose of research and individual questions. Furthermore, in an interview, the interviewer has the advantage of establishing a good confidential relationship with the interviewee. This puts the interviewee at ease to freely express his or her personal opinions.

The interview permits the establishment of rapport and a relationship of trust, which can help the interviewer to obtain data that respondents would not give on a questionnaire.

(Gay 1987:203)

Finally, an interview provides further flexibility in questioning. Vague responses can be pursued and the misunderstood questions can be repeated.

It was also decided to record the interviews, mechanically by means of a cassette recorder as manual recording by the interviewer would slow down the session. As respondents were to respond to open-ended questions, it would be very difficult to record lengthy responses. Moreover, manual recording of responses breaks the continuity of the interview and may result in bias. The interviewer may unconsciously emphasise responses that agree with his expectations (Cohen and Manion 1989). Gay (1987:204) mentions the following advantages of using the cassette recorder as a recording device: the interview moves quickly; the responses are recorded exactly as given; and mechanical recording is more objective and efficient.

Cassette-recorded interviews would therefore save more time and allow objective analysis of data. The responses would not be distorted and this would yield accurate findings.

3.4 CONSTRUCTION OF INTERVIEWS AND QUESTIONNAIRES

3.4.1 Interviews

The interviews used with principals was structured in terms of the initial open-ended questions, but included response-keyed questions following from this when appropriate. Cohen and Manion (1989:309) describe the structured interview as one in which "the content and procedures are organised in advance". This means that questions are set in advance and the interviewer sticks to these questions. Patton (1987:108) refers to this type of research tool as the standardized open-ended interview. He then points to the following qualities of this tool: each respondent is asked the same questions with the same words; and the variation in questions posed to interviewees is minimized. This will ensure that all interviewees are asked the same questions and in turn this will reduce the interviewer's effects on the interview.

Cohen and Manion (1989:313) observe the following advantages of open-ended questions: They are flexible; they allow the interviewer to probe so that he may go into more depth; and the interviewer may clear up any misunderstandings.

Since guidance is new in Black Schools and receives less attention, most principals will find it difficult to understand certain concepts. Through open-ended questions the interviewer will be in a position to probe them and explain certain concepts they do not understand. Principals would then be able to describe the state of guidance as it is in their respective schools. This will also allow them to explain their involvement in the guidance functioning of the school.

Question One focuses on the biographical data of principals. This question seeks to discover the experience of each principal, so as to put his involvement in guidance activities in perspective. For instance, if he has been at the school for only a short while, it will be understandable that he may not yet have a clear idea of exactly what may be happening in the guidance sphere, and may not yet have had too much

opportunity to make a contribution here.

The second question seeks to know the principal's understanding of guidance for any involvement on his part will be an expression of this understanding. It also asks how much guidance is taking place at his school.

Question Three tries to find out the value that principals attach to guidance. The more value that the head of the school attaches to guidance, the more he supports it and the more seriously it is taken in the school as a whole (Fletcher 1980).

The fourth question attempts to find out how the principal himself learnt about the role of guidance. Does the source of his information influence the manner in which he understands and supports the service?

In the fifth question attention is given to the teacher's attitude toward guidance and how principals assign guidance duties to teachers. A teacher's attitude towards guidance is a crucial factor in the effective presentation of the subject, and this attitude is very often coloured by the manner in which guidance duties are assigned (Fletcher 1980).

Question Six looks at the problems encountered by guidance teachers and the principals' attempt to solve such problems, for these are important hinderances to the effective implementation of a programme.

Question Seven attempts to discover whether any informal guidance is taking place in these schools, and if so, what it is. Very often the headmaster himself takes responsibility for offering guidance in both a corporate manner in assemblies and meetings and in personal encounters with pupils and parents.

Question Eight seeks to establish whether std 8 pupils are guided in choosing their subjects. Subject choice is one of the most basic forms of guidance which a school can offer a pupil. If this fundamental aspect is not given, then gross negligence of

guidance services is probable.

The final question asks the principal the extent to which parents are involved in guidance activities in the school. Parents are significant people in the pupils' lives and the more they are included the broader the support the child can receive. Furthermore, parents too need to be educated through the guidance programme (Fletcher 1980).

A copy of this interview schedule can be found in Appendix C.

3.4.2 Questionnaires

The questionnaires administered consisted of open-ended questions. The aim of this type of questioning was to allow pupils and teachers to air their views freely and come up with valid and original opinions and ideas.

Open questionnaires do not suggest answers. They call for the respondent's free response in his own words. No clues are provided and provision is made for a greater depth of response.

(Mahlangu, 1987:79-80)

3.4.2.1 Pupils

In the pupils' questionnaires, Question One seeks to identify the gender of each pupil. This will help to know the composition of the sample. Questions Two and Three ask for the standard of the pupil and the standard in which each pupil was taught guidance. This will enable the researcher to know in which standards guidance is and has been taught. Tagged to these questions is Question Six where the pupils are required to mention the topics they covered in various standards. Question Four focuses on the pupils' understanding of the nature of guidance. Question Five is an attempt to test this further by asking pupils what they think to be the aim of what takes place in guidance. It was thought that the former question might evoke responses describing what happens in guidance classes, and that the latter question would help the pupils to focus on why these things happen.

The next three questions are in some ways a check on the teachers' answers. The pupils' perspective on how most teachers teach guidance will be reflected in Question Seven. Questions Eight and Nine try to get some information on whether teachers use guidance periods for something else. Questions Ten, Eleven, Twelve and Thirteen are related. Here the aim is to get the feeling of pupils about the value of guidance, its purpose and how it could be improved.

The role of a guidance teacher also includes counselling for pupils with problems. Question Fourteen seeks to establish whether pupils in the schools investigated do consult their guidance teachers when they have problems.

Question Fifteen seeks to find out the resources and facilities available in the schools investigated. The last question wants more information on other guidance activities which might have been present in these schools.

3.4.2.2 Teachers

The first five questions elicit the biographical details of the teachers, while Question Six finds out their involvement in guidance over the past five years.

Questions Seven to Nine look at the teachers' attitude to guidance and what actually takes place concerning allocation of subjects and use of guidance periods. Their understanding, interest as well as their preparation are covered in Questions Ten to Thirteen. Question Fourteen focuses on the sections on which teachers concentrate most. Questions Fifteen to Twenty-Six concentrate on the whole picture of the guidance programme, the teachers' teaching strategies, problems, the role of other staff, principal, parents and Inspector, the handling of pupils' problems and the use of psychological tests and cumulative record cards. All these questions need little justification as they are clearly attempting to address the research problem of what happens concerning guidance in these schools.

The last three questions try to discover the teacher's feelings about the value of

guidance and seek suggestions for a better guidance programme. As has already been stated, this is a core determinant of what actually takes place (Gibson and Mitchell 1986).

3.5 PROCEDURE

The researcher started by asking permission from the principals of the selected schools. Appointments for the interviews and the administering of the questionnaires were made.

The researcher introduced himself to the pupils who were gathered in a classroom, and informed them that he was doing research on guidance. The purpose of the study was also explained. He then explained the instructions and certain concepts in the questionnaire. The questionnaires were then distributed and later collected after the session. During the session the researcher clarified any aspects which were not clear to pupils.

The researcher was aware of the fact that some of the questions might be threatening since they are dealing with what is actually taking place in the classrooms. Pupils might feel threatened when asked questions about the situations at their schools. In order to guard against that the researcher assured the confidentiality of responses. Pupils did not write their names on the questionnaires.

The second category of respondents were guidance teachers. They were also to answer questionnaires with open-ended questions. In the case of teachers the researcher left the questionnaires with the principals and with deputy principals in some schools so as to give them to teachers to complete. In the researcher's opinion the teachers would be more willing to complete the questionnaires in this way than if he had given them directly. The confidentiality of responses was also assured.

The third category of subjects were principals of these five schools. The principals were interviewed and not given questionnaires. As mentioned earlier, these

interviews were recorded on audio-cassette.

3.6 ANALYSIS OF DATA

The data collected in this study must be analysed in such a way that what prevails in these schools in terms of guidance is clearly unearthed.

The ideas and opinions expressed by the questionnaire respondents were read through so as to get the feel for the responses as a whole. All the responses to a particular question were then studied, and the researcher was able to establish the main ideas expressed. Various themes then emerged from these ideas, and served to become the categories according to which responses were grouped.

The responses were thus classified into various themes and are recorded accordingly. Each response occurring in a particular theme is given a number. A pupil's response may contribute to more than one theme, or she/he may make two or more contributions to the same theme, and so the total number of contributions will not tally with the number of pupils involved in the research. All the pupils' comments are referred to by numbers and can be found in Appendix A. No distinction is made between female and male responses, and any gender pronoun used in the results or discussion thereof is random.

Teachers responses can be found in Appendix B and are given numbers 1 - 18 and are referred to as such. The number of teachers who participated in the research will therefore tally with the number of responses per question.

All the principals' interviews were read through so as to get the general feeling of the principals about each question. The researcher established where principals seem to have general ideas concerning guidance and where they differ. The data was then interpreted along those lines, looking at their ideas jointly. Principals are also given numbers 1 - 5 and referred to as such. Transcripts of the interviews can be found in Appendix C.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

In this section attention will be given firstly to the pupils, secondly to the teachers, and finally to the principals.

4.2 PUPILS' RESPONSES

QUESTIONS 1 AND 2: Biographical details

The first two questions elicited biographical data which is recorded in the methodology chapter.

Though in most of the schools investigated females outnumbered males in enrolment, the difference in gender amongst the pupils participating in the research seems to be large. As the actual selection was done by teachers it would appear that they chose more females than males. In the researcher's experience this could be attributed to teachers regarding females as being more articulate than males. Furthermore one of the schools used was a girls' high school.

The researcher requested four pupils per standard from each school. However, it happened that in one school only two standard eight pupils presented themselves for the research. The other two pupils probably disappeared before they entered the classroom where the research was conducted.

QUESTION 3 : In what standards have you been taught guidance? (Table 5)

Table 5: Percentage of pupils who were taught guidance in various standards

SCHOOL	STANDARDS								
	3	4	5	6	7	8	9	10	NEVER
A	0	0	39	61	57	50	50	50	0
B	10	15	20	55	38	33	25	0	25
C	0	0	35	50	25	17	0	0	10
D	5	0	35	45	63	50	75	25	5
E	5	5	10	25	25	17	25	50	65
Total %	4	4	27	46	41	32	35	25	21

The number of pupils who have received guidance increases from std 3 and reaches a peak in std 6, whereafter it begins to tail off (with a slight exception in std 9). It is disturbing to note that in schools B and C no pupils claimed to have been taught guidance in standard ten, despite the fact that this research was carried out in June of that year.

It is very strange to note that pupils in the same standards and school have different responses in some cases, i.e. classmates who have had the same classroom experiences are differing in their views as to whether they have had guidance or not. It seems to be the case that pupils were taught guidance without some of them realising that it was guidance. And/Or alternatively, some considered themselves to be receiving a guidance lesson that was not intended as such.

QUESTION 4 : What do you understand guidance to be about?

QUESTION 5 : What do you think is the aim of guidance?

There seems to be a close correlation between the responses of these two questions. What guidance is about seems to be perceived to be related to the aims of guidance. Most of the themes that emerged from the two questions are similar. These two questions, therefore, are going to be treated jointly.

The concerns raised in the discussion on the previous question seem to be confirmed here. A total of 18 Pupils responded negatively either by indicating that they knew nothing or by not responding at all. A further 13 pupils gave vague answers. It becomes obvious that quite a number of pupils do not understand what guidance is (31%).

However, a number of themes emerged:

Discipline

Some of the pupils understand guidance to be about, and aiming at, discipline in general, such as distinguishing between right and wrong (10-12,18,19,22,23,25,30,31) and "how to behave" (16), "... to behave correctly" (24,26). Others feel that it is concerned with respect for adults, how to talk to adults and people in general (3,6). The improvement of responsibility and having self-control are other aspects of discipline mentioned (13,21). Lastly a couple of pupils see guidance as focusing specifically on school discipline: "It is about discipline at school" (1); "... about having manners at school and at home" (22). It is interesting to note that there is a pupil who is aware of the fact that guidance is not only for pupils but also for adults (23), "... not only the pupils can learn guidance even adult people can learn so for them to guide their children to look for their future".

Personal

A number of pupils feel that guidance focuses on them personally (8,11-13,15,16,23,25,26). It includes how one cares about oneself (2,14), the understanding of oneself (12,19) and one's strong and weak points (27,30), how one should be responsible (17), how to control oneself at school and how one should face life (28).

Future

Some pupils consider the future to be the main concern of guidance. They say it prepares one for the future (7,8) and what one will do (3,5,6,8). Interestingly, no one in Std 6 seems to have this in mind.

Careers

The pupils who understand guidance to be about future careers come from standards 8, 9 and 10. This consists of a tenth of Std 8s (1-6), over a quarter of Std 9s (7-17) and over half of the Std 10s (18-27). The standard 6 and 7 pupils seem not to associate guidance with careers.

General

Some pupils come up with a more general view of guidance. They understand it to be about everything (5,15), the way one feels about one's country (7), general knowledge (14) and the achievement of goals (20). It also encourages one in certain activities (11). The rest of the comments can be found in appendix A.

School subject

A number of pupils associate guidance with various school subjects such as Science, Agriculture and English (2-9).

Social

Guidance is also understood by some pupils as being concerned with helping people in their social life (2). This includes how to talk to other people (1), honesty to other people (4), how to behave in the community (6,7) and how to love everybody (11).

Health education and Hygiene

Health education and Hygiene are also considered to be an aspect of guidance. The pupils say it is about first aid (1), health (11,13-15) and cleanliness (2-6,8,10,12,16,17). One pupil points out that it is also about eating habits, "What times you should eat and starve" (12).

Leisure time

Some pupils believe that guidance is about leisure time (1-3). One of these maintains that guidance aims at keeping pupils working during leisure time (3). Hobbies and extra-mural activities are also considered as aspects of guidance (4,6,7). "To cultivate his/her interest in his/her hobbies" (4) one pupil comments.

Education

Guidance is also seen to be related to education. It is about school work (5) and education in general (11-13). Some see it as helping one to read books carefully (2,3,6). Subject choice is viewed as another concern of guidance by some pupils (14-16,20).

Religious Education

Religious Education is also seen as attached to guidance (1-3).

Life

A couple of pupils understand guidance to be about life in general. Their comments are "... about life" (14), "... goals in your life" (16) and "... the way you are doing in life" (16). The aims also seem to cover such issues like "... to help our selves in life" (1), to direct pupils to "a correct way in daily life" (9) and to give pupils "guidelines in life" (19).

Sex Education

Some of the comments revolve around sex education (1-3)

Knowledge, Culture and Literature

Some pupils say guidance is about culture, literature and knowledge (1-4). Some believe that it improves one's knowledge (6-9).

Self-control, motivation, and success

Guidance is believed to encourage self-control, motivate pupils and make them successful (1-8).

Healthy personality

Two pupils believe that guidance is about healthy personality (1,2).

Problem Solving

Problem solving has been mentioned as other aspect of guidance (1,2,). One pupil believes that coping with problems is another topic which is usually treated in guidance (3).

Themes which seem to be more popular to most pupils are those concerning personal and general issues. The only pupils who associate guidance with careers and subject choice are those in standards 8,9 and 10. This could mean that it is only in these standards that teachers view careers to be important. Sex Education as an aspect of guidance is recognised by standard ten pupils only and leisure time by standards nine and ten. Other themes seem to be fairly distributed among almost all the standards. However, it is surprising to note that there are some pupils in standard ten who associate guidance with Religious Education. This means that these pupils have a vague understanding of guidance. It also appears that the standard seven pupils are not guided when they are choosing their subjects for Std 8 in these schools as no pupil comes up with such a topic. Generally pupils receive minimum guidance in the choice of subjects as only six pupils could associate guidance with subject choice.

QUESTION 6: What do you learn in guidance?

The full list of these responses can be found in Appendix A. About half of the pupils indicate that in some standards they did not do any guidance (1-138). There are also those who give vague responses which are difficult to associate with guidance (1-11).

It appears that in Standards nine and ten less attention is put on guidance. Most probably the teachers are more concerned about the passing of examinations. It could also be possible that these pupils are regarded as more mature than those in the lower standards and therefore they need less guidance.

However, some pupils claim to have covered various topics during their schooling. These include general issues, discipline, personal matters and a healthy personality, health and hygiene, education and school subjects, careers, social life and life in general, responsibility and self-confidence, the studying of books, drugs, and the choosing of a marriage partner. As can be noticed, there is a strong correlation between what the pupils consider to be the nature of guidance, and their experience of it.

Euvrard (1987:14) believes that the pupils' understanding of the concept "guidance" is largely if not entirely dependent on the picture which is painted by their school, and in particular by their guidance teacher. As has been suggested in chapter one, very little appears to be taking place concerning guidance in Ciskeian secondary schools.

QUESTION 7 : Describe what happens in a normal guidance lesson?

Most of the pupils' comments are very vague and do not reveal how the guidance lessons are conducted (1-43). There are those who did not respond to this question and some say nothing but noise takes place during a guidance period. Some say they do other subjects (21 pupils). However, the use of various teaching methods has been implied by some pupils.

Telling and Textbook Method

Some pupils give evidence of the telling-textbook methods used by guidance teachers (1-21).

"The teacher teaches and tell guidance..."(1)

"The teacher explains what is in the textbook" (7).

"We read our guidance book and the teacher explains for us the lesson" (12).

"You read and the teacher explains the lesson" (20).

Question and Answer Method

Question and answer method appears to be one of the methods used

as the pupils express:

"The teacher asks us one by one..." (1). "...ask each pupil about his career" (4).

"A teacher put a topic on a chalkboard. He/she asks us what do you understand about that" (5).

Group discussion

Sometimes teachers use group discussion when teaching guidance.

"We discuss lessons in class. Everybody tells the class about the ideas that he had" (2).

"... we discuss the topic" (3).

"... sometimes class discussions are done..." (4).

"We use to have groups or individuals and someone tells us her interests" (5).

The ways of teaching guidance mentioned by pupils reveal that some teachers in some schools do teach guidance. The irrelevant responses show that in some schools some teachers don't consider teaching it at all.

QUESTION 8: If you don't do guidance during a guidance period, what do you do?

It has been reflected by most pupils that sometimes the guidance period is regarded as a free period (57 pupils) or used for other things such as teaching other subjects, reading other subjects, doing homework (27 pupils) and singing or even sleeping. This appears to happen to such an extent in some schools that at least half a dozen pupils think that guidance is not offered.

QUESTION 9: How often does this happen?

Everytime during guidance period

Seven pupils maintain that this happens every time during a guidance period (1-7).

When there is no teacher or teacher is busy

Some say it happens when there is no teacher or when teachers are busy (1-13).

Number of times mentioned

Others are more specific and mention a number of days per week and some go to the extent of giving a particular time :

"Two time a week" (1).

"Monday and Friday" (7).

"Three days per week" (34).

"It happens two periods per week" (15).

Irrelevant or no response

Some do not know and others did not answer this question. As has already been shown, some very strange and irrelevant answers are also given. Some such responses are: "He is about future or manners" (5); and "It will helps me to know my

lessons" (3).

There are those who are not specific about the frequency at which this happens. They simply say, "No not always" (2), "Sometimes" (4), and "It does not happen several days" (7).

QUESTION 10: What do you think of guidance? How valuable is it?

Many pupils believe that guidance is valuable, while only a handful are convinced that it has no value at all. Two pupils do not know and 16 could not answer this question.

Vague and irrelevant

Some pupils could not say anything clearly. Their expressions could be classified as vague and irrelevant (1-12).

Those who say guidance is valuable have given some points to substantiate their views. Their ideas concerning the value of guidance cover the following themes:

Future

Many pupils believe that guidance is valuable in the sense that it brightens one's future. The following comments stress the point:

"It lays foundation for our future ..." (9).

"... you are being guided for your own future" (10).

"I think it helps me to know about my future in life ..." (11).

"...motivating us for future life" (12).

They also maintain that it guides the Std 10's so as to know what to do when they pass matric.

"... some students of Std 10 do not know what take in the future when they pass..." (4).

"It is right way especially for us in high schools in order to have an idea of what to do after matric" (13).

Careers

It is believed to guide pupils in their choice of careers as

they say :

"...we will know our careers ..." (2).

"...it guides one and the other careers ..." (3).

"It is of good value as I said pupils are aware of their careers ..." (4).

General

The comments made here are more general.

"I think everything and for help people" (1).

"It helps us learn the things which are around us in the world..." (4).

"It gives us suggestions and advises" (8).

Life

Life in general is one of the issues pointed out by some pupils (1-6).

Discipline

Guidance is seen by some pupils as a helping in discipline. It helps one to differentiate between right or wrong:

"If you do learn it you'll know what is right and what is wrong for you" (3)

"It changes your life if you do wrong things to do right thing" (5)

Problem solving

As a subject that addresses one's problems guidance proves itself as a valuable subject. This is evident in "How to solve your problem" (1) and "it helps us when we are in problems" (3).

Education

The part played by guidance in educational matters which renders it valuable is noticed by some pupils (1-4). They say it guides them in their studies and encourages them to study harder (4).

It also guides them in their choice of subject as one reveals :

"... if somebody didn't learn guidance it is difficult for him/her to know whether the subject which he chooses is good for him or not" (5).

None of the standards 6 and 7 have comments associated with careers and choice of subjects.

Health education and hygiene

Health education and hygiene is also an aspect of guidance as one pupil believes that it teaches school children to be healthy (1).

Self confidence

One pupil views guidance as encouraging one to be self confident (1).

Leisure time and free period

To motivate one's interest in one's hobbies (1) is believed to be the function of guidance. One pupil believes that guidance is valuable because it provides free periods for the pupils (2).

Not valuable and no guidance

In this category there are pupils who contend that guidance is not valuable at all (2-4) because it is not taught at their school and the teachers are not interested in it. One believes it is important and the fact that it is not taught at school means that he/she is losing something (1).

The little information the students have about guidance is enough to make them aware of its importance. They realise that they could be losing something by not being taught it. However, those who regard it as less important appear to have

deduced this from the attitude adopted by the school teachers towards it.

Motivation and success

One Std 8 pupil believes that guidance makes one successful.

QUESTION 11: Does guidance do what you think it should do?

Most (70 pupils) feel that guidance does what it should do, some (11 pupils) feel it doesn't and ten pupils do not know or did not respond to the question. Seven pupils give very vague answers to this question.

Greater analysis of this question does not yield any significant results. It seems that it is very difficult for some pupils to know whether guidance is doing what it should do, as the data indicates that they do not understand what it is really about.

QUESTION 12: What do you think guidance should be doing?

A number of suggestions as to what guidance should do are made. (Once again, one notices the overlap with Questions 4, 5 and 10.) According to the pupils' suggestions guidance should deal with the following topics:

Discipline

Pupils feel a need to deal with manners (3,5,6,9,10), honesty (4,9), knowing between right and wrong (1,2,8,9), and respect for one another and for adults (13).

Solving problems

This includes how to solve one's problems (1-4) and how to cope with problems (5).

Future

Concerning the future they feel guidance should teach one how to prepare for the future (5,6,9,16,18), right or wrong things for the future (3,8) and future careers (7,10,12).

Careers

This topic includes how to choose the right careers (1-4,6,7) and which subjects are suitable for one's future career (5).

Education and studying books

Three pupils feel that guidance should delve into education at large and guide them in their studies (1-3) and how to choose a suitable direction in life (4,5).

Life

Some pupils feel that guidance should teach and guide one about one's life (1-6).

Personal

Two pupils maintain that guidance guides one to know oneself (1,2).

Knowledge

Guidance should improve one's knowledge (1-3).

Responsibility and self confidence

Guidance teaches one to be self confident (1,2).

Health education and hygiene

Three pupils maintain that health awareness and cleanliness should be aspects of guidance (1-3).

Social

Some pupils believe that guidance should teach one how to fit in the community and how to choose a right boy or girl friend (1,2).

General

The feeling of many pupils about what guidance should be doing includes guiding in anything (2), advising pupils about themselves (8,9), bringing light to people (15) and preparing pupils for the outside world (16). More comments are found in

Appendix A under the relevant category.

Religious education

One Std 7 pupil feels that understanding of Jesus Christ should be considered in guidance.

Vague and non-responses

There are also those who responded very strangely to the question, giving vague answers (1-21). Ten pupils could not answer this question (22-31).

However, it appears that some pupils have an idea of what guidance could rightfully be doing. They have probably discovered this from their past experience with guidance, and this reveals that some genuine guidance is being taught in some schools.

QUESTION 13: How do you think guidance could be improved?

Teachers

Many pupils feel that a lot has to be done about guidance teachers if the subject is to be improved. They stress the fact that there should be teachers to teach this subject (1,3) and those who are supposed to teach it, should teach it (4,5,6,10). They also express the need for interested (2,3) and good, well qualified teachers (7,8,9,11). One pupil believes that "guidance teachers should be checked every week that they are doing their work" (12).

Examinable

Three standard ten pupils argue that making guidance a compulsory and examination subject would improve it (1-3).

Distribution of books

Some pupils believe that textbooks should be distributed to pupils (1-5).

Be taught in all schools and all standards

It is also the feeling of pupils that guidance should be taught in all schools (3,6,7,8) and in all standards starting from Sub-A upwards (4,5,8,9).

Guidance period and more time

The provision of a guidance period and more time in class time tables is another aspect to be considered (1-5).

Social

Two standard eight pupils are of the opinion that guidance should deal with love affairs, manners and what one should do when one is old (1,2).

General suggestions

The following suggestions are given to improve guidance :

- * Guidance outings (1,6)
- * Guidance films (1,2,5)
- * Career noticeboard (2)
- * Topics to be given to pupils (3)
- * Outside speakers to be sent by the department of Education (4)
- * Acting plays (6)
- * Guidance or career library (7,8)

Pupils to be interested

Pupils believe that they (pupils) have to be interested and serious about guidance (1,3,4).

Practical

Guidance has to be practical (2,3,4,5), feel some of the pupils. One points out that it has to deal with many aspects, and not just one thing (1).

Reading Books

It should also focus on how to read or prepare for tests at school (1).

Thirteen pupils could not answer this questions and many of them (forty-one) gave strange answers.

It is evident from the pupils' suggestions that they are aware of the state of guidance in their respective schools. One may deduce that justice is not done in guidance in these schools as pupils suggest that guidance should be taught in all schools and standards. There is also an implication that teachers and pupils alike are not interested in guidance and some teachers are not qualified to teach this subject. Furthermore these teachers are not adequately supervised. This has implications for principals and the guidance inspectorate.

QUESTION 14 : If you have a problem, to whom do you go at school? Why? (Table 6)

Table 6: Personnel consulted for problems

Nobody	Princ.	Dep Princ	HOD	Class Teac.	Any teacher	G.Teach	Pupil
2	17	2	2	21	35	9	4

The main reason given for going to the senior staff is that these people are controlling the school (4,5,7-10,13,14).

Many of those who prefer to go to class teachers do not give reasons (17,19,20,22,23), while some give the following:

- * Class teachers solve their problems easily (18,29,30)
- * They are parents at school (26,34)
- * They have got more experience (27),

* They are closer to them (pupils) (32,36)

The majority of pupils indicate that they go to any teacher at school. Though many do not give any clear reasons, some imply that teachers have more knowledge than them (62,63,67, 68,71-73) and are capable of solving most of the problems (41,42,47,49,50,52,53). Some pupils see teachers as parents (57,59).

Only nine pupils opt for the guidance teacher, claiming that he or she is good in solving problems (75-83). There are some pupils who go to specific teachers because they can listen to their problems (83), are 'nicer' than other teachers and have parental qualities (84-85).

A few pupils choose to go to other pupils whom they claim to be best friends (88-91) and two do not go to anyone because of fear (92,93). Four pupils failed to answer this question and one gives a very vague response (94-97,98).

It is clear that when having problems at school, many pupils do need somebody else to talk to. It appears that most pupils go to people they are at ease with and whom they trust. These are not necessarily the guidance teachers, but knowing that such teachers do not appear to be teaching much guidance it is doubtful that they are seen to be particularly qualified in this regard. The question does not specify whether this is an academic or personal problem. This may affect choice.

QUESTION 15: In your school do you have (Table 7):

Table 7: Resources

resources	Have it	Don't have	No resp.	Vague
A careers notice boards	33	58	7	
B Career Library	35	57	6	
C Guidance films	11	81	5	1
D Outside speakers	16	72	10	
E Guidance outings	10	74	13	1

This question requires "Yes" or "No" answers, and it doesn't allow for frequency. Nevertheless, the picture is not encouraging and guidance often does not have structural substance in many schools.

QUESTIONS 16: What else do you have at school which could be called a guidance activity?

The various guidance-associated activities mentioned are: sport, debate, Girl guide, rangers, drama, dance, SCM, quiz and cultural days. Some associate guidance with various school subjects like Biology, Geography, General Science, Agriculture, Science and Home Economics. Others respond with very vague answers. Sixty-one pupils could not answer this question. Once again, the question demands some sort of understanding as to what constitutes guidance, and this is clearly missing in many cases, rendering the answers rather meaningless.

4.3 TEACHERS' RESPONSES

The reference numbers in this section will always correlate with the teacher numbers given in Table 4 and in appendix B.

QUESTIONS 1 - 6: Biographical details

These details are given in Table 4 in the methodology section.

Most teachers (61%) did receive training in teaching guidance, and it may be concluded that to some extent teachers' qualifications do play a part in the assigning of guidance duties and classes to staff. Gender seems not seem to be a factor here.

During the five years previous to this study it appears that some classes were not taught guidance. However, probably the teachers who were teaching those classes are no longer teaching in these schools. Looking at a more recent year one may notice that in 1991 in school A no teacher indicated having taught Std 8 whilst in

school D Stds 6 and 7 were not taught. Seeing the number of classes that did not receive guidance teaching in school B (6,7,9) and E (6,9,10) during 1991, it is apparent that guidance did not receive proper attention in these schools, and this is reflected in the pupils' responses discussed so far. It is disheartening to observe that in school C guidance is not taught at all. This is also made obvious by the number of teachers here (only two) who availed themselves for the research. Furthermore one of these teachers (10) indicated not to have been teaching guidance since 1987.

It appears that in all the schools investigated there is no complete teaching of guidance. Some classes are taught (some of the time?) whilst others are not taught guidance at all. Why is this the case? How do the teachers and principals explain this apparently unsatisfactory situation?

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

- a) Guidance only
- b) Guidance and other subjects
- c) Other subjects and not guidance?

QUESTION 8 : What other subjects do you teach? (Table 8)

Table 8: Subjects taught

School	Teacher	a	b	c	NR	Other subject taught
A	1	1				Accounting
	2			1		English, Agriculture, History
	3	1				History, Xhosa, Needlework
B	4			1		English
	5	1				Mathematics
	6			1		History and Xhosa
	7			1		Biology
	8				1	Afrikaans

School	Teacher	a	b	c	NR	Other subject taught
C	9	1				Afrikaans
	10	1				History and Agriculture
D	11		1			English
	12	1				Xhosa and Geography
	13	1				Biblical Studies
	14		1			Biology and Xhosa
	15		1			History and Geography
E	16		1			Afrikaans, Biology R. Education
	17		1			Accounting, Economics & typing
	18	1				English and History

Thirteen out of 18 teachers suggest a positive attitude toward guidance as they have indicated their willingness to teach it. Why then do the pupils indicate that so little guidance is taking place? Is it because these teachers are too involved in teaching other subjects? In this research no teacher teaches guidance only, 55% of the teachers are teaching two other subjects while 44% teach one other subject. Even in the latter case it is highly possible that they are teaching such subjects in more than one class. It is worth noting that 44% of the teachers are interested in teaching guidance only. Naude and Bodibe (1986:9) suggest that the guidance teacher not be involved in any subject teaching. Those teachers selected to teach guidance could be sent to an in-service training and be allowed to teach guidance only.

Four teachers (2,4,6,7) show no interest in guidance and would prefer to teach other subjects only. Among these teachers it is only teacher 4 who has been formally trained to teach guidance. This may indicate that formal training for guidance teachers is an important part of their professional preparation. However, it is only teacher 6 who claimed to be teaching guidance in Std 10 in 1991. And yet the Std

10 pupils indicated to have done nothing in guidance at this school. One of them even commented that there is no guidance in her school! This clearly indicates a discrepancy between what pupils and teachers claim to be happening in guidance. Teacher 8 declined to respond to this question and has not been teaching guidance since 1987. These teachers are obviously unmotivated and teach little to no guidance.

QUESTION 9 : How often do you teach other subjects during guidance classes?

Eight teachers (1,2,3,5,7,12,16,18) stress the point that they do not teach other subjects during guidance classes whilst seven admit to doing so sometimes. One teacher (8) could not answer this question. The reasons given by those teaching other subjects are because guidance is not on examination subject (6,14,15,17) and therefore they are trying to catch up with the syllabus in other subjects. The pressure to complete syllabi is great because of the number of disruptions that take place in the schools for a variety of reasons. One teacher believes that guidance is not valuable (14) and another one says this appears to be a free period (10).

It is clear that some teachers have the habit of teaching other subjects during guidance periods, perhaps more so than they would care to admit. The pupils certainly indicated that this happens often. It appears that these teachers do not attach as much value to guidance as to examination subjects.

QUESTION 10 What do you understand guidance to mean, and what are its aims?

Life:

Some teachers understand guidance to mean guiding the pupil in life (1,5) "to achieve his or her potentialities" (10).

Future

There are some teachers who understand guidance to mean leading the child to a

better future (8,13) or to be "about the pupil and his future" (18).

Careers

"Guiding the child toward future" career seems to be how most teachers understand guidance (3,6,10,11,13,14,15,17,18).

General

Many teachers mention various other things. Their understanding of guidance comprises guiding "pupils how to behave" and knowing themselves (9) and bringing children to adulthood (12,14). It is also understood to mean assisting the child on his or her way to self-actualization (16), moulding the child to be responsible (14), and guiding the pupils how to study and choose marriage partners (9). Learning more about oneself (8) is another component of guidance, one teacher believes.

Most of the teachers did not answer the second part of this question, that is, the aims of guidance. However, some view it as aiming at producing different professionals (10), preparing the child for future (13,18) and his or her careers (13,16), and guiding the child "towards achieving his or her goals" and accepting responsibilities (10). Teaching problem solving skills (16) and educating the child socially, academically, and spiritually (13,14) are believed to be other aims of guidance as proclaimed by some teachers. Teacher 2 did not answer this question.

Teachers seem to understand at least some of the meaning of guidance and its aims, although many associate it rather narrowly with careers only. More workshops could be held to broaden their understanding of guidance.

QUESTION 11: How do you find teaching guidance?

Teaching guidance is found to be very interesting and challenging by most teachers (1,3-6,8,9,11-15,17,18,26) and they go further to say that pupils contribute a lot during guidance lessons (15). If this is the case, then one is forced to ask why the pupils indicate that they often do not do guidance during allocated periods. From what has

been explained it is understandable if some subject teaching is done during these periods, but it is strange that it is so often regarded as a free period for doing homework, singing or even sleeping!

However, one teacher complains "It is exciting with the exception that pupils are not interested in it" (8). Only two teachers find guidance to be boring (6,7). Two teachers could not answer this question (2,10). Teacher (10) has not been teaching guidance since 1987 and teacher (2) taught it in 1987. This is probably why they have nothing to say.

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

Guidance-related activities teachers claim to be involved in are PIDA (9), music (10), sport (12), debates (11) and Religious guidance (16,17). Some mention "acting the novel" (8) and guiding other teachers (1). Other teachers seem not to be involved in any other activities (2,3,5,6,7,18). Three teachers did not respond to this question (13,14,15), and one teacher's response is vague.

There is clearly much more that teachers could be doing, as spelled out in chapter two. Why is this not taking place? What lead are principals and inspectors giving? Were these teachers prepared in their training for anything more? These are some of the questions which flow out of these findings.

QUESTION 13: How do you go about deciding what to teach in guidance?

A number of teachers maintain that they are guided by the syllabus (1,2,3,6,16,17) and the textbook (1,3,4,9,13,17) when deciding what to teach. "Firstly I revise my previous knowledge I received from the college ..." (14), claims one teacher. Looking at pupils' problems is an innovative approach used by some teachers (9,14). They seem not to be aware of other resources. It is the researcher's experience that most education at both school and training college level in the Ciskei is based on this

authoritative textbook and syllabus approach, and that these teachers are probably just repeating their own educational experiences.

QUESTION 14: What sections of guidance do you concentrate on most in the various standards? (Table 9)

Table 9: Guidance emphasis

School	Teacher	Section of concentration	Std
A	1	Ways of preparing for exams and tertiary education	10
	2	Personality	6
	3	Healthy personality, decision making	6
B		Healthy personality, decision making	7
	4	Cleaning	6
		Choice of vocational schools/ high school	8
		General	
		Choice of technikons, training schools	10
	5	Personality development	8
	6	-	
	7	How would you choose a career	6
	8	Self discipline	6
		Self - confidence	7
	Choose a career subject	8	
	Be realistic	9	
	Decision making	10	
C	9	-	
	10	N/A	

School	Teacher	Section of concentration	Std
D	11	Personality and how to study	6
	12	-	
	13	Healthy personality, leisure times self-knowledge	9
		Motivation for study, vocational success	10
	14	Career > How to chose career and subjects	6
		Moral	8
		Careers, combination of subjets, morals	10
15	Personality	7	
E	16	How to choose a career and the value of education	6
		Decision making, setting of goals	7
		Choosing career	8
		Studying methods	9
		Studying methods	10
	17	Developing a healthy personality	6
	18	Personality	6
		Personality, career	7
		Career - study method	8
		Studying method	9
		Studying methods - career guidance	10

Four teachers (6,9,10,12) do not remember the sections they concentrate on! Three of these teachers (9,10,12) were not teaching guidance in 1991. Teacher 6 claims to be teaching Std 10 in 1990 and 1991. However, this teacher could not mention the sections she usually concentrates on most. This seems to confirm the Std 10

pupils responses that they have done nothing.

Some teachers (7,14,16) claim to be concentrating on careers in Std 6. However, in all the schools investigated only one child claims to have been taught about careers. There appears to be a contradiction in this regard. Teachers in school E (16,18) claimed to be concentrating on certain areas in Std 6 & 10 and 9 & 10 respectively. However, these teachers appear not to teach these classes.

Two possibilities exist: either pupils have been taught things without their being aware of it, or they are not being taught these things, despite what the teachers profess. The latter seems to be the more likely explanation as the teacher has every reason to wish to appear competent and fulfilling her job expectations, while the pupils have little to gain from saying that little is happening in guidance. Furthermore, they have had no opportunity to agree upon a joint strategy of denial.

QUESTION 15: How do you conduct your guidance classes? Please describe a normal lesson.

Here there is consensus and the teaching methods mentioned by teachers echo those mentioned by the pupils: telling method, question and answer method, textbook method and few use group discussion. Three teachers could not answer this question (4,7,9). Telling and textbook methods seem to be the popular methods. There are certainly more thought-provoking methods which could be used when teaching guidance (see chapter two), but once again these teachers are probably repeating those methods to which they themselves have been exposed.

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

Seven teachers admit that they do refer pupils to outside agencies for help (1,6,7,8,12,16,17) while another seven don't (5,9,11,13,14,18). The reason advanced for this is that these agencies "are very far from the schools" (9) as one teacher

complains. Three teachers did not respond to this question (2,3,15). Two teachers responded with "N/A" (4,10).

Some mention psychologists, social workers, ministers of religion, insurance brokers and certain education institutions. This seems to be done so as to give more advice to the pupils.

QUESTION 17 : Where do you obtain resources and information for your guidance work?

Teachers obtain information for guidance work from libraries (1,2,3,7,8,14,16) textbooks (3,4,6,7,11,13,16,18) and magazines (5,8,18). One teacher maintains that he obtains information "only from book shops" (10).

It is encouraging to note that teachers do not depend only on prescribed textbooks for guidance information (as implied earlier), but also use other resources.

QUESTION 18: What problems do you have in teaching guidance?

The problems aired by the teachers seem to emanate from pupils, teachers and the school in general. As one teacher (2) complains "Many pupils were shy, they did not want to talk". There is probably some validity in this for guidance is dependent on pupil participation, and this is not a popular teaching strategy in many schools. Pupils are thus often unprepared for this and do not know - nor sometimes wish - to contribute actively. Some teachers feel that pupils are not interested (6,14,18) as they (pupils) do not show any seriousness (1,5,11).

One humble teacher blames himself: "I have a feeling that I am not doing justice to this subject as I do not know it myself" (13). Some teachers complain about the conditions in schools, "Classes are too big. I cannot concentrate to individuals" (9). This comment deserves notice for many of these classes consist of 50 to 60 pupils and pose huge problems for teachers. Another one complains about "equipment and

resources" (12), whilst "sometimes the school may have the financial problems, so it may be difficult to take kids to the outside world excursions" (8). Two teachers did not respond to this question (4,15). One teacher does not have any problems and exclaims "... I like it and also children like it" (17).

QUESTION 19 : How do you think these problems could be overcome?

A number of suggestions as to how the problems could be addressed are made. Guidance should be taught by class teachers because they are close to their pupils but outside agencies could contribute (14); there should be a special teacher for guidance only (18); courses should be organised for teachers (13); guidance should be made an examination subject (6); the school curriculum should be widened (16) and textbooks should be "translated into native language" (11). One teacher feels that films, drama and some shows should be held at school, and puzzlingly adds that fruit and sweets should be sold on school premises (8)! The question of outings is also mentioned by one teacher (7).

"Teachers should emphasize the importance of guidance to pupils" (1)

"They should be made aware that they have problems" (5) "By devoting more time to the pupils' problems" (16)

"By trying to make them feel free ..." (2)

Here the teachers seem to stress the fact that pupils should be prepared and made ready for guidance. Another teacher feels that the guidance textbook should, among other things, contain achievements made by local people. "By appealing to the Government" (12) and "building more schools" (11) are other suggestions advanced by the teachers. However, the former teacher (12) does not specify in what way or for what should the appeal be made to the Government. One teacher (15) did not answer this question while two respond with N/A (3,17), perhaps as an indication that they are not aware of having any problems.

Looking at the suggestions made by teachers, most of them could be carried out by the teachers themselves, for example things like class teachers teaching guidance,

outside agencies, organisation of courses, outings and emphasising the importance of guidance to pupils. In the first place most teachers are class teachers and can see to it that all these things are organised.

QUESTION 20: Do you discuss your guidance work with other staff? ...Please explain.

Eleven teachers appear to be discussing their guidance work with other staff. The work they come with ranges from certain topics a teacher would like to discuss (3,7,8,14,18) to pupil-centred problems (4,9,16,17). Some teachers do not specify the type of work they discuss with other staff (1,12). Three teachers do not discuss their guidance work with other staff (5,6,11) whilst the other three did not respond to this question (2,13,15).

QUESTION 21: In what way is the Principal involved in the overall guidance programme in the school?

Some teachers maintain that the principal allocates (1,17) and supervises guidance work (3,7,12,13,17). His supervision ranges from seeing to it that teachers honour their periods (7,17) to controlling guidance work (11,13). However, some teachers do not specify how the supervision is conducted (3,12). One teacher (18) reveals that the principal is involved in guidance through teaching it and another one maintains that he finances excursions and makes "appointments with the invited guests" (8). Principal involvement in guidance is further expressed by teachers as including guiding (4) and motivating (6,16) teachers and pupils about the importance of careers and discussing some problems with the guidance teachers (5). Finally, two teachers disclose that the principal is not involved in the guidance programme (3,10) and three did not comment (9,14,15).

Although principals seem to be involved to a degree, it is questionable whether this is enough. On the other hand it is probable questionable whether principals know enough about guidance to provide the leadership needed here.

QUESTION 22: In what way is the Inspector involved in the overall guidance programme in the school?

Administering Psychological tests to Std 8 and 10 pupils seems to be one of the major activities with which the Inspector is involved (4,8,10,11,13,18). Inspectors are also said to be checking cumulative cards (1,10), conducting guidance courses (3,7) and visiting schools (2) in order to inspect the work done (17) and advise teachers. Two teachers comment: "Look at the time tables" (7), and "Motivation and supervision" (6).

These teachers do not specify what exactly he is looking at, nor what type of supervision he is conducting. One teacher says he also encourages tests to the teacher concerned (17), but does not explain what type of tests he is talking about. Another teacher is not certain about the involvement of the Inspector in guidance (5). Four teachers did not have comments (9,12,14,15).

There is some evidence of involvement but it seems to be concentrated rather on conducting clerical work than personnel support.

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

Almost all teachers (thirteen) confirm that pupils do come to them with their personal problems. According to these teachers the pupils come to them either during free periods (12), during breaks (17) or after school (10,13,14,17). Pupils do come "at any time" (16), one teacher maintains. They are said to be coming to the office or the places of residence of the teachers concerned. A handful of teachers did not answer the third part of the question. Teachers also claim to be discussing pupils' problems with them (1,10,14,17) or refer them to other people when a problem is a complex one. Finally, two teachers do not have pupils coming to them (6,8), and two (2,5) did not respond to this question, while one responds "N/A" (3).

It is not clear whether their being guidance teachers has anything to do with the fact that pupils come to discuss problems with them. The pupils' responses on this issue seem to suggest that this isn't the case. But it does show then that pupils are prepared to go to 'ordinary teachers' when they have problems, and this does mean that their needs are being met to some degree.

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

Five teachers reveal that parents usually attend parents' meetings at school (8,11,13,14,17). Some of these meetings are held when there is a "burning issue" (17) at school or sometimes when there is a prize-giving ceremony (13). It is also interesting to note that these meetings are held annually (11,13). Some parents involve themselves only by paying fees (3,6). The existence of a Parent-Teacher-Student Association (PTSA) is mentioned in some schools by two teachers (5,18), though its function is not specified. Parents also come to school with their problems (4,15) and some "ask for bursaries" (11). Educating the children at home (12), encouraging and motivating them is also perceived as the role the parents are playing. However, three teachers (3,12) maintain that parents are not involved in what goes on at school and one teacher (15) could not answer this question.

Parents' involvement in what goes on at school thus seems to be minimal. The meetings they attend are held but rarely. In some schools parents are not involved at all. Much needs to be done to persuade parents to be involved in what takes place at school, for as has been described in chapter two, they can play an important role in the guidance programme.

QUESTION 25: What use do you make of psychological test results? Please explain.

The psychological test results are used by a large number of teachers to determine the individual pupil's ability in various subjects. This also serves as a guideline in their career and subject choice (13,16,18) and for possible results in their examination

(11). One teacher uses it "to understand the likes and dislikes" (1) of pupils while another teacher confesses that they never wrote such tests (5). Two teachers did not respond (12,15) and one wrote "N/A" (10).

QUESTION 26: What uses do you make of cumulative record cards? Please explain.

Cumulative record cards are used for various purposes by teachers. These include promotion of pupils (1,2,3), recording the child's information concerning health (4,17), his or her ability and performance (4,18) and any other problem (4,8). These cards are also used to record the pupils' end-of-the-year results (9) and to test pupils' physical appearance (16). Two teachers claim not to have cumulative cards (5,11) while three teachers did not respond (12,13,15). Two teachers wrote N/A to this question (10,14).

Cumulative cards seem to be used to a very limited extent. This is to be regretted as these cards may be of great value since they contain vital information about every pupil.

QUESTION 27: What is your overall opinion of the value of guidance?

Most teachers feel that guidance is valuable in the sense that it helps pupils to accept themselves (18), choose their careers (12,17,18) and their marriage partners (12), and to guide them to adulthood (16). It also helps the teacher to understand every pupil's problem (8) and caters for the child's future (6,11). One does wonder whether this belief is translated into practice.

In the opinion of a couple of teachers guidance has to be taught as any other examination subject (1,2). To be made an examination subject, however, could probably result in it being studied only for getting marks and some pupils may not choose it. This subject is a life long subject and therefore needs to be taken by every pupil. Another teacher feels that there should be a teacher who is responsible for it

only (10). It should also be taught at all levels (5). Two teachers have no comments in this regard (9,15).

QUESTION 28: What suggestions do you have as to how guidance could be improved in the schools?

Many suggestions are made by teachers as to how guidance could be improved in the schools. In their suggestions they highlight the fact that there should be a guidance teacher who teaches guidance only (13,15,17) and that guidance be made an examination subject (3,11,17). In some teachers' minds, teachers and Inspectors should be encouraged to consider guidance important (6,16) and one teacher believes that courses should be organised for guidance teachers (12). Excursions (1) and provision of facilities (5,8) are some other suggestions made by teachers. Some teachers feel that guidance should be introduced as a full-time (17) and compulsory subject (1) in every school while another one stresses that guidance should be taught as from the primary school level. Three teachers do not have any comments (14,15,18).

The suggestions made by teachers seem to be similar to those made by pupils. There appears to be a general feeling among pupils and teachers that guidance is not given the attention and status it deserves. It is therefore clear that if the Circuit Inspector, principals, teachers and pupils can join hands, much can be done to improve guidance. It has also to be emphasised that the Ciskei Department of Education can help a lot to facilitate these changes.

QUESTION 29 : Any other comments which you would like to make?

Comments made by teachers include employing full-time teachers for guidance (17), provision of books (9), building of more schools (9) and teachers showing more interest (4). Fifteen teachers had no comments.

4.4 PRINCIPALS' RESPONSES

QUESTION 1a, b and c: Biographical details (Table 10)

Table 10: Biographical details of principals

School	Principal	Gender	Years as principal
A	1	M	9
B	2	M	13
C	3	M	4
D	4	F	3
E	5	M	2

QUESTION 2 (A): In your opinion what does guidance involve?

In the principals' minds guidance involves moulding the pupil in its totality, guiding the child in his/her subjects (1,2,4) and careers (1,2,3,5,). One principal maintains that guidance also involves pupils' behaviour and social life in general (1).

The principals thus show somewhat of an understanding of guidance and its value.

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

The principals disclose that guidance is offered in their schools but that there are some problems being experienced. Lack of qualified and component teachers for this subject seem to be a common problem of three principals (1,2,4). In the schools of two of these principals (1,2) there is only one teacher from each school who has been trained at University level to teach guidance. In the other school (school D) nobody was trained at University level to teach guidance and no teacher claimed to have psychology III.

In one school it is only offered from standard six to eight as there is a shortage of teachers (3). This explains the lack of guidance in School C in the senior standards. One principal (2) complains that pupils and teachers alike lack interest in this subject while another one (5) admits that it is not taught at all at his school. Strangely, this is contradicted by three of his teachers (16,17,18) who claim to be teaching it! They even mention the topics on which they concentrate. Furthermore, one of these teachers (17) writes that the principal supports the guidance programme by allocating teachers to it and supervising its implementation! Another mentions that he actually teaches it too. As has already been seen, however, the pupils at school E confirm a paucity of guidance. This confusion does bring the validity of the data into question.

QUESTION 3: Do you think guidance is a worthwhile part of the curriculum?

All interviewed Principals believe that guidance is a worthwhile part of the curriculum, especially if it could be addressed properly, as they feel that it helps guide pupils in choosing their careers.

It is difficult to know what can be read into these responses. In this situation it is doubtful whether any principal would deny the potential value of guidance. It would probably be more accurate to infer the principals' valuing of guidance from the amount of observable support that he gives to it in his school.

QUESTION 4: How did you find out about the role of guidance in the school?

Of the five principals interviewed, two principals (1,4) say they have found out about the role of guidance through the psychological tests administered by the Circuit Inspector. They go on to say that the Circuit Inspector explained the importance of these tests to them. Two principals point that some pupils managed to choose their careers successfully through guidance (23). The fifth principal does not see any role for guidance (5).

QUESTION 5 (a): How is guidance viewed by the teachers at your school?

All five principals disclose that teachers are not interested in guidance and view it as unimportant and a waste of time. Once again this is in direct contrast to the teachers' responses as described in Questions 8 and 11 in the teachers' section. Here the teachers expressed a fair degree of enthusiasm for the subject. What does one believe? The principals' observations or the teachers' pretensions?

QUESTION 5 (b): How do you assign guidance duties and classes to your staff (and their response?)

Principals use various approaches when assigning guidance classes to teachers. One principal admits that guidance is given to teachers who have fewer periods (4). Three principals (1,2,3) allocate it first to the teachers who have been trained to teach it, and then give it to other teachers.

Some teachers apparently take these duties with a "cold heat" whilst others do not show any negative feeling. Apart from qualification one principal (1) also considers maturity and experience in teaching.

QUESTION 6 A: What problems are encountered by teachers taking guidance? (Table 11)

QUESTION 6 B: How do you think these problems could be overcome?

QUESTION 6 C: As a Principal, what have you tried to do to address these problems?

Table 11 : Problems encountered by teachers of guidance

Principal	Problems Encountered	How to overcome them	What the principal has done
1	i) Lack of knowledge of the subject ii) Teachers depend on a single text -no references iii) Guidance is not popular to pupils because teachers teach it once a year	i)- ii) Get more reference books and seminars iii) It should be taught by a teacher who loves it and has a knowledge of it.	iii) Principals usually talks to teachers and tells them the importance of guidance
2	i) Lack of interest on both child and teacher ii) Supervising staff have bad attitude toward it. iii) Principal never did it and therefore it is difficult for him to supervise it. iv) Teachers complain about absence of courses.	i) The Department of Education should employ somebody to be in charge of guidance in all schools ii) Guidance should be made an examination subject.	i) The principal has done nothing so far.

3	i) Some teachers complain that pupils are less interested.	i) An expert from outside should visit schools to explain to teachers and pupils the value of guidance.	i) The principal has done nothing.
4	i) Teachers never brought any problem, but the principal feels teachers take guidance as less important since it is not an examination subject.		i) The principal ensures that it taught during its period. She does supervision on her own.
5	<p>i) Lack of schemes.</p> <p>ii) No guidance inspectors</p> <p>iii) Teachers are less interested</p>	<p>i) The Dept. of Education see to it that teachers are properly trained.</p> <p>ii) Guidance should be made an examination subject.</p> <p>iii) Teachers should teach only guidance in different schools</p>	i) The principal has done nothing

All in all the problems experienced by the teachers seem to result from their lack of knowledge and their bad attitude toward this subject. The suggestions by the principals that the Ciskei Department of Education should organise courses and try to popularise this subject by employing special teachers for it, echoes some of the suggestions made by the teachers and clearly needs to be given special consideration.

It is disappointing to see that principals are doing so little to alleviate the perceived problems. This brings their professed belief in the value of the subject into question.

QUESTION 7 a): Apart from classroom guidance, do the pupils receive guidance informally?

Informal guidance seems to take place in some schools. From time to time principals invite outside people (though not frequently), including people from nearby colleges and university to come and address pupils on various aspects ranging from careers and bursaries to admission requirements in various institutions (1,2). One principal guides pupils in the filling in of application forms (5).

QUESTION 7 b) : In what way do you involve outside agencies in guidance in the school?

Principals claim to invite outside speakers to come and advise pupils (4) and also refer those with problems to people like social workers. "In my experience as a principal, I have never involved them", one principal maintains (5). Quite clearly, little guidance ethos permeates school E.

QUESTION 8: How do pupils choose their subjects for Std 8?

Most of the principals interviewed indicate that the choice of subjects is very limited in Std 8, and thus the subjects to be done in Std 8 seem to be obvious to the pupils. The researcher questions this assertion. He himself is a guidance teacher and finds that the

pupils need a lot of help in choosing their subjects. That such basic guidance is not offered the pupils of these schools, is worrying.

QUESTION 9: How do you see the involvement of parents in the guidance functioning of the school?

One principal says that parents are usually invited to meetings, farewells, and prize-giving functions held at school (1). Another principal (2) reveals that parents are only involved when a child has done something wrong at school or when a parent has come to report a child who cannot participate in sport due to health. One principal comments, "But I'm telling you, parents are less interested in so far as school activities are concerned..." (5). He goes further to say that they don't even come to meetings when invited. Obviously, all is not well in this school, and it may well be that there is a link between the state of affairs here and the principal. He certainly sounds very negative about a lot of things, including guidance. However, he has only been at the school for two years and it would be unfair to suggest that he has influenced the school to be as problematic as has been described.

In summary, principals seem to be aware that all is not well concerning guidance in their schools. The problems seem to emanate from pupils, teachers, principals and the Circuit Inspector in the sense that all these people are not serious about guidance. Principals are not taking any initiative in organising guidance programmes in their schools. They seem to be just looking at the problems they perceive without making any attempt to address them. The researcher believes that their attempt to address these problems would make a difference in the state of guidance in their schools. The role of a headmaster in guidance programme has been highlighted by many authors (Fletcher 1980; Miller et al 1978; Shertzer and Stone 1981). The guidance programmes of these schools seem to be haphazard. Guidance programmes in schools have to be systematic (Finlay 1980; Gibson et al 1983).

It also appears that parents are not very much involved in the guidance functioning of the school. The general feeling expressed by principals is that parents do not want to get involved in what goes on at school. This has to be addressed with all the seriousness it

deserves. The interest and investment of parents in their children's education and lives is an integral part of the latter's success in preparing for adulthood (Fletcher 1980; Gibson and Mitchell 1986; Shertzer and Stone 1981). Parents have to be guided as to what is expected of them concerning their contribution at school.

CHAPTER FIVE

IMPLICATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

As stated in chapter one, this study aims at discovering the state of guidance in the Keiskammahoek senior secondary schools. It also seeks to describe the problems experienced by the teachers teaching guidance with the hope of making recommendations on how guidance programmes could be improved.

In the first part of this chapter attention will be given to the findings that emerged from the study. The question that is to be addressed is that of how the findings reflect the state of guidance and the problems experienced by teachers in these schools. The second part of this chapter will focus on recommendations as to how effective guidance programmes could be implemented.

5.2 IMPLICATIONS

5.2.1 Pupils

It is reflected from the study that some pupils were not taught guidance in some standards. Even some of those who claim to have been taught guidance give vague answers when asked what they learn in guidance in various standards (Q.6). Some mention Religious Education and other subjects as what they learn in guidance. This implies that many of them have never been taught guidance and do not understand what guidance is. This is also evident from the non-responses, and vague and irrelevant answers given to questions Four, Five and Seven. However, there are those who have a little idea of guidance and this would mean some teaching is taking place.

It is also evident that guidance periods are used for teaching other subjects or for

doing something else. This seems to be a common practice in most of the schools investigated.

There is a controversy as far as the value of guidance is concerned. Some say its valuable, some say it is not and others did not respond. Apparently those who did not respond and those who say it is not valuable have never been exposed to guidance. Those who believe it is valuable mention valuable aspects to substantiate their convictions.

What the pupils think guidance should be doing seems to be similar to what they claim to have learnt in guidance. They seem to just mention what they have learnt in guidance.

Generally, pupils seem not to be satisfied with how guidance is handled in their schools. This is substantiated by their suggestions for improvement of guidance. These suggestions will be dealt with later when recommendations are made.

Most pupils go to any teacher when they have problems. There are only nine who indicate going to the guidance teacher. However, it has not been established whether these problems are related to other traditional subjects or guidance related.

In as far as various guidance facilities and activities are concerned, pupils seem to be randomly claiming to have some and not to have others.

5.2.2 Teachers

The academic qualifications of teachers teaching guidance range from Std 10 to degree level. Eleven of them were trained either at training college or university. Seven received informal or no training. The posts held range from teacher to a principal. This implies that guidance is taught by both trained and untrained teachers. All these teachers seem to give little attention to guidance.

It is suggested from the teachers' responses that some standards have not received guidance for many years (1987-1991). This could mean that teachers teaching those standards did not participate in the research. However, even in 1991 some of the classes seem to have no teacher. Probably those classes were given to teachers who never taught them. These teachers apparently do not even recognise themselves as guidance teachers.

Some teachers seem to like guidance as they indicate their willingness to teach it only, if they had the choice. They also claim to find it very interesting to teach. However, some show dislike of this subject though they are teaching it. They even admit to it being boring to teach and they teach other subjects during its period. Probably this is what Miller *et al* (1978) are trying to avoid when they emphasise the fact that when selecting guidance staff, headmasters should select members who are interested, capable and qualified.

It is worth noting that there are teachers who teach guidance and one other subject while there are those who are teaching three other subjects. This could be attributed to the fact that there is a general shortage of teachers.

The very fact that guidance is not an examination subject makes it appear as less important to some of the teachers. Hence they teach other subjects during its period. However, most teachers seem to understand something of what guidance is all about.

Teachers are mostly guided by syllabi and textbooks when deciding what to teach in guidance. Most teachers seem to concentrate on healthy personality in Std 6 and 7, and in Std 8,9 and 10 more emphasis rests on careers. A variety of teaching methods are used by teachers when teaching guidance and they obtain information from libraries and textbooks. A vast majority of teachers do not refer pupils to outside agencies, though some do.

Most teachers experience a lot of problems in teaching guidance. These problems

include not knowing the subject, the large classes, the lack of facilities, and a lack of seriousness on the part of both pupils and teachers.

In order to address the problems experienced, teachers have the following suggestions :

- * Guidance should be taught by class teachers.
- * It should be taught by special guidance teachers.
- * Outside agencies should come and teach it.
- * Courses should be organised for teachers.
- * Textbooks should be written in the vernacular.
- * Pupils should be made ready for guidance.

It appears that some of the principals are somewhat involved in guidance. Inspectors' involvement seems to range from administering of psychological tests, checking of cumulative cards, advising teachers, to conducting guidance courses.

Apparently, pupils do come to some teachers when they have problems, but not necessarily to guidance teachers. There is also a feeling that generally parents do not want to involve themselves in what takes place at school.

In some schools psychological tests are conducted and used for various purposes, while some schools have cumulative cards and some do not.

5.2.3 Principals

The principals interviewed understand something of the meaning and importance of guidance, and claim to favour its inclusion in the school curriculum. However, their problems include a shortage of qualified teachers for this subject, and lack of interest from both pupils and teachers. It can be said, however, that these very principals do not evidence commitment and active support for guidance.

It is interesting to note that pupils, teachers and principals highlight the importance of a specialised teacher for guidance. It is also their feeling that an expert from outside should visit schools so as to guide and orientate teachers and pupils. This implies that pupils, teachers and principals are not satisfied with the current guidance programmes in their schools. It is also to be noted that principals are not sure about their duties as far as guidance is concerned. Parents, also, have little involvement in the guidance functioning of the school.

In the schools investigated it is clear that even the most basic guidance is lacking as shown by the example that standard seven pupils seem to receive little guidance as far as subject choice is concerned.

5.3 RECOMMENDATIONS

The results of the research reflect that the state of guidance in the Keiskammahoek senior secondary schools calls for more attention. The overall feeling of the pupils, teachers and principals is that justice is not being done to guidance. Problems pertaining to this state of affairs are identified.

The important question concerns the route to be taken to alleviate these problems. Some new and more appropriate teaching strategies and organisational skills could be considered so as to install an effective guidance programmes in these schools.

First and foremost it has been divulged that pupils have not been taught guidance in some standards and results revealed that some classes have no teachers for guidance. In spite of the fact that teachers showed interest in guidance most of them teach other subjects during its period. It appears that most teachers do not realise the value of guidance. Teachers and principals need to be made aware of the fact that guidance is an integral part of education. Gibson *et al* (1983 : 34) crown it all when they say "Good education and good guidance are interrelated". The researcher feels that guidance related aspects have also to be included in the school policy. It should also be catered for in the school budget so as to acknowledge its importance.

The inspector and the headmasters have to play a greater role in motivating teachers and pupils. Fletcher (1980) and Shertzer and Stone (1981) maintain that principals have a responsibility to recognise the need for and the importance of guidance and they should encourage the teachers to share a caring commitment to pupils. Mr G.J. Rousseau maintains that guidance is the responsibility of every teacher, the principal and the inspector (D.E.T. 1981). The researcher feels that the Assistant Director should see to it that guidance duties are allocated to a certain teacher in all the schools.

The high teacher-pupil ratio seems to be another common problem. The Circuit Inspector has to communicate this problem upwards (i.e. to the department) so that more posts are created. Furthermore the department of education of the Ciskei has to be responsive to this matter. Its immediate response to this would alleviate most of the problems experienced in its schools. Moreover principals have complained about the shortage of teachers hence guidance is not given the status it deserves. Wolder (1980) expresses the same opinion when he says that ideal staff ratio can lead to an achievement of an ideal guidance programme. In the researcher's opinion the Department of Education of the Ciskei should create posts of HODs for guidance as it is the case in the D.E.T. When selecting a candidate for such a post, the department should look for somebody who is, apart from being qualified, psychologically mature, communicative and self-disciplined.

The pupils, teachers and principals suggested that a teacher responsible for guidance only should be employed in schools. This idea should be given a serious consideration. Naude and Bodibe (1986) advocate the same idea. The researcher feels that even the number of subjects per teacher who teaches guidance could be minimised as much as possible. Some of the teachers are interested in teaching guidance but could not teach it properly because of the work load.

How feasible or possible these suggestions are in the current climate of rationalisation and teacher cut-backs, is indeed questionable. Ultimately finance, or rather the lack thereof, is going to determine the directions available to educational

authorities.

A few teachers indicated their lack of interest in teaching guidance. Principals confirmed this, but intimated that this was the attitude of most. Fletcher's (1980) advice of selecting good suitable teachers for guidance could alleviate this problem. Furthermore, the researcher concludes that courses and seminars should be conducted for these teachers so as to broaden their understanding of guidance. Workshops and special days should also be planned for teachers. Teachers should also be allowed to go to guidance related conferences. This could also eliminate the problem of teaching other subjects during guidance periods. A frequent supervision of guidance by the headmaster and the Circuit Inspector should be done.

With regard to the guidance resources, the teachers seem to have limited scope. Shertzer and Stone (1981) refer to a number of resources which could be useful in guidance (see chapter 2). Related to this there seems to be a monotonous application of teaching methods by teachers. To make guidance more interesting and challenging, a number of teaching methods and strategies could be employed. Such methods include panels, field trips, role playing, simulation and games, media, discussion method, discussion and buzz-groups, and projects and assignments, (Lindhard *et al* 1985; Pietrofesa *et al* 1980).

Teachers and principals claimed to involve outside agencies in guidance in the schools but to a limited extent. The researcher recommends that guidance teachers should acquaint themselves with the community resources which are at their disposal and make use of them. They should also maintain a continuous contact with various tertiary institutions and private companies. Such resources are clearly pictorised by Mortensen and Schmuller (1976; 486). Principals and guidance teacher should refer pupils with problems to certain specialists or institutions. Mortensen and Schmuller (1976) give some guidelines on how referrals are made. In some cases guidance teachers should consult some specialists when they have problems in helping a pupil. This will enhance their abilities to solve problems. Consultation as an element of a guidance programme has been recognised by Bernard and Fuller (1977) and

Shertzer and Stone (1981).

There seems to be a general complaint about the involvement of parents in the guidance functioning of the school. Parents should not only be invited to farewell and prize giving functions or when there is a crisis at school. After-school meetings with parents should be held from time to time where they are addressed on issues concerning school and their children (Euvrard 1988).

Testing of pupils and keeping of cumulative record cards appear to be lacking. It is advisable that these should be attended to. Glanz (1974), Lindhard *et al* (1985) and Naude and Bodibe (1986) stress the importance of testing and list a number of these tests which could be useful. The importance and the contents of cumulative cards are emphasised by Shertzer and Stone (1981).

Although no one complained about physical facilities, one teacher suggested that facilities should be provided. In this regard physical facilities like guidance library, and noticeboards, testing room, and interview room should be provided (Miller *et al* 1978; Shertzer and Stone 1981).

In conclusion, all these could be achieved only if the guidance personnel works like a well-oiled machine. Every member of the school staff including the Circuit Inspector should have a role in guidance programme (Benard and Fuller 1972; Pietrofesa *et al* 1980).

5.4 LIMITATIONS

As has already been stated, pupils and guidance teachers were to have completed questionnaires with open-ended questions. In an open-ended questionnaire a respondent is given the opportunity to express his or her opinion freely in writing. However, some of the pupils, especially those in the lower standards, might have found it very difficult to express themselves clearly in what is to them their second language (English). This would make some responses incomplete and some

irrelevant. Some of the responses might be ambiguous due to the fact that some respondents could not explain clearly what they wanted to say. Thus it is questionable whether their true responses were reflected in the questionnaires.

Furthermore many pupils gave irrelevant or vague answers to some of the questions. This could probably be attributed to the fact that many Black pupils and teachers do not know the meaning of the concept "guidance". Most of them had never come across school guidance in their life. It would therefore be very difficult for these pupils to know the aims and nature of guidance.

This problem was exacerbated by the fact that three of the questions overlapped in the pupils' eyes, judging from their responses.

Question Four : What do you understand guidance to be about?

Question Five : What do you think is the aim of guidance?

Question Twelve : What do you think guidance should be doing?

In a broad sense, these questions are all asking the same question, and were unnecessarily repetitive. Pupil responses were thus also repetitive.

Question Eleven asks whether guidance does what the pupils think it should do. This too is problematic because, as most pupils do not understand what guidance is, they do not have the criteria against which to judge its present status. Furthermore, this question requires a yes/no response which is not particularly informative.

Question Fourteen asks pupils whom they go to at school when having a problem, but does not specify the kind of a problem in question, and thus it is difficult to make much sense of the responses given. Different kinds of problems would probably elicit different results and different people whom the pupils would approach. Greater focus was needed here.

As most of the questionnaires were administered in the afternoon, some pupils were

in a hurry to go home. Some responses, therefore, might be incomplete because probably the pupils did not give adequate thought to the responses.

Though some concepts were explained by the researcher and pupils were allowed to ask questions during the session, some pupils might have interpreted the items incorrectly. Weisma (1986:180) warns that :

the respondents may make unintended interpretations that can lead to an undesirable variety of responses, some of which may be confusing.

However, the researcher tried to eliminate this problem by explaining certain concepts before allowing the pupils to write.

Some of the pupils who claim to have done guidance, could have done it in other schools which are outside the area investigated. They might be mentioning things they did in other schools. This would therefore give a false picture of what takes place concerning guidance in this area.

When describing a guidance lesson a student might be describing another subject's lesson but not guidance. Some of the suggestions made by them had just been copied from the questionnaire (e.g question 15).

The guidance teachers may have misinterpreted many of the questions as they completed the questionnaires alone. The question of academic qualifications, for instance, might have been interpreted differently by some teachers. Some might have interpreted it as excluding their professional certificates, hence some teachers claimed to have std 10. Questionnaires are best administered under the guidance of the researcher or an accomplice.

Furthermore in many cases teachers might have been tempted to give what ought to happen instead of what actually happens. For example, some teachers suggested that courses should be organised for guidance teachers and at the same time some maintained that the Inspector usually conducts courses and advises teachers.

It has also to be noted that the quality of responses of these teachers depends on their physical and mental states when they were completing the questionnaires. Tripodi (1983:70) notes that

...the actual conditions in which respondents complete questionnaires are unknown. The physical and mental states of respondents may differ.

The mood in which these teachers were will have determined the quality of their responses.

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1 APPENDIX A

Recorded here are all the actual comments made by the students. They are arranged into various categories as explained in Chapter Three and are referred to in Chapter Four.

STUDENTS' RESPONSES

Question 1 : Are you male or female?

School	Std 6		Std 7		Std 8		Std 9		Std 10	
	F	M	F	M	F	M	F	M	F	M
A	4	-	4	-	2	-	4	-	1	3
B	2	2	2	2	2	2	-	4	1	3
C	2	2	2	2	1	3	2	2	4	-
D	4	-	4	-	4	-	4	-	4	-
E	3	1	4	-	4	-	4	-	3	1
TOTAL	15	5	16	4	13	5	14	6	13	7

Question 2: What Standard are you in?

Std 6	Std 7	Std 8	Std 9	Std 10
20	20	18	20	20

Question 3 : In what standards have you been taught guidance?

STANDARDS

School	3	4	5	6	7	8	9	10	Never
A	0	0	7	11	8	5	4	2	0
B	2	3	4	11	6	4	2	0	5
C	0	0	7	10	4	2	0	0	2
D	1	0	7	9	10	6	6	1	1
E	1	1	2	5	4	2	2	2	13
TOTAL	4	4	27	45	32	19	14	5	21

4. What do you understand guidance to be about?
5. What do you think is the aim of guidance?

NOTHING

STD 6

1. I am not understanding this guidance
2. Nothing
3. I understand nothing in guidance
4. No response
5. No response
6. I am not aim in the guidance
7. No response
8. Nothing
9. No response
10. None

STD 7

11. I understand guidance period
12. None
13. Do not understand guidance
14. No response
15. No response

STD 9

16. I don't know

STD 10

17. I know nothing about it
18. No response

VAGUE

STD 6

1. People must know how to plant about food. The people must know about the soil garden tools.
2. I think a guidance in your put because personally write we we have aim think to going to school.
3. I think about the unisexual reproduction

STD 7

4. Guidance are people who like to catch some animals in the forest like hores.

5. Asking questions
6. Guidance are people that were tall and have same characteristics.
7. Guidance is about the stories and learning.

STD 8

8. The aim of Guidance is to use your brain and lessoned.
9. I think that Guidance is the main subject because it is force to do it.

STD 9

10. The aim of Guidance is to give people more understanding although they have their understanding. Sometimes it can help us because if you do a Guidance and pass it will get your certificate.
11. How to use labourary

STD 9

12. To be about relationship at body's manhood

STD 10

13. The priorities and your disinfection

DISCIPLINE

Std 6

1. It is about discipline at school
2. It is to make people at school in order
3. It makes you to learn how to respect other people and you must be honest if you learn vocational guidance.
4. Is to control you

Std 7

5. Secondly to make us discipline for healthy personality.
6. Guidance is about to guide you what you must do and what and what you must not do. What language (not to be rude) you must talk to adults.
7. A way to talk to other people.
8. Children learn what is right and wrong in guide
9. Aim of Guidance is to guide children not only children and their parents you can guide all people and guide for your future and be honest.
10. It disciplines us by directing us what things we may do and also things we may not do.
11. Guide you in future and to do wrong things. Think before doing something
12. It is to make you understand what is right and what is wrong for you.

STD 8

13. How to improve your responsibility.
14. It is about things which are right and wrong that we should do
15. Guidance helps us to be disciplined.

STD 9

16. How to behave.
17. The way to talk with one who is older than you discipline, and respect each other.
18. It is also about to know what is wrong and what is right.
19. Is to guide people for doing right things.
20. The aim of guidance is to guide people, to show them the right way that must be done, to tell the people right and wrong things and tell them that what can they do in order to live better on earth.
21. To guide how to control yourself at school

STD 10

22. Guidance is about having manners at school and at home. To obey everybody. People must have self control. People must be shy to do something which is wrong.
23. Guidance is about students to guide them against wrong doings and to show them that's wrong, not only the students can learn guidance even adult people can learn so for them to guide their children to look for their future.
24. It teaches the way to behave
25. It tells us what is wrong and right
26. It is about to motivate a person or a student to behave correctly
27. It's aim is to protect children against wrong doings. Other students come to school when they drink alcohol and disturb others in the class. So the guidance is for those who think that whatever they do is right whereas it is wrong especially the use of drugs such as dagga.
28. To have manners, to know the rules of the table.
29. It is to give the child a clear knowledge of what is wrong and what is good for him or her.
30. It also teaches them (pupils) to know the right from wrong and to know yourself.
31. The aim of guidance is to guide pupils when he or she is doing something, it also guides them when he is doing wrong thing.

PERSONAL (ME)

STD 6

1. It protects students
2. To know how you can care your body/yourself
3. Tell about yourself

4. The guidance is to show that you know your future or what do you think
5. The understand guidance to be about to very good subject in my life.
6. I understand guiddance to the wrong way they go and it advertise use.
7. You must be responsible
8. The guidance is very important in my life. The guidance is to help ourselves in my life.
9. Is to teach you about things around.
10. To control ourselves
11. It is a lesson that can tell you what thing you make this.

STD 7

12. Guidance is the understanding of himself or herself. Guidance is guide you to the things that you do.
13. Guidance solves the body and myself in my life.
14. It is about guiding people about social life, the way you guide yourself, how to take care about your life.
15. A Guidance about you/yourself, a guide is is to guide you in many things and you learn more things. A guide is teach things we usually do and understand.
16. It teaches you how to hold yourself. The way you must hold you.
17. It is to guide you on things you will be doing in your future. It is to guide you with the responsibility of your own future.

STD 8

18. To guide you about your future and things which are happening in earth concerning to life.
19. It helps to know yourself better.
20. It is to guide yourself by all means.

STD9

21. Guidance is about ourselves. We learn about the things we are interested in.
22. To be about how is your vocabulary.
23. It is to give us the advice what you are doing in life and what your goals are.
24. The aim of Guidance is to know what happens generally and how are you keeping yourself and others and have manners.
25. To have something to do with yourself.
26. I learn about myself and to do what teacher says.

STD 10

27. About guiding you in life ... your strong and weak points, your future careers ...
28. Guidance is the subject which teaches me the way of facing life.
29. Guidance helps us to understand the way one can
30. It is also about the weak or your good points.
31. How to improve your abilities.

FUTURE

STD 7

1. Guidance is about your future and you will be in your future.
2. Guidance is about me and our future.
3. In the guidance I understand about your future. If finish Std IO.
4. I understand that Guidance is ot guide us to our future.
5. What kind of future are you going to have is also what guidance is about.
6. ..About thing you do dor your future.
7. Good preparation for our future.
8. It is to guide you on the things that you will be doing in your future. It is to guide you with the responsibilty of your own future.
9. The aims of guidance is to guide our future
10. Is to guide and future.
11. Aim of Guidance is to guide children not only children and their parents you can guide all people and guide for your future and be honest.
12. Guidance is about me and our future
13. Good preparation for our future

STD 8.

14. Guidance is about your future and what you'll be in your future.
15. Guide you in your future.
16. To know about the future.
17. To guide you about future ...
18. Guidance guide you about your future. Careers that you want. To do right things. To plan for your future.
19. To show people a good direction in future.
20. To know about the future.
21. The aim of guidance is to make a brighter future for people and also people to know their responsibilities and help people to achieve their goals.

STD 9

22. I understand guidance to be about guiding a person when she/he passes Std IO.
23. ... guide you on the things that you will do in future.
24. Guidance is the subject which is guiding you for your future ...
25. I understand that guidance to be about our future life and our future career.
26. The aim of Guidance is to make a brighter future for people and also people to know their responsibilities and help people to achieve the goals.
27. It teaches us important things about your future, the things which are right in life.
28. The aim of Guidance is that we must know what would be us in the near future.
29. Is to guide you on the things that will be doing in future.
30. To guide you to think of your future ..
31. To teach the child to look for himself and to have a bright future.
32. Guidance is the understanding of himself or herself and guide you on the

things that you have done in future.

33. Guidance is the subject which is guiding you for your future.
34. It is about how the person would guide himself and things you must do to improve your knowledge.
35. To guide how to control yourself at school.
36. To guide you to think of your future and to be the normal person and how you should be rich for your own and what staffs and favourites you should get to be healthy and powerful according to your wishes.
37. Guidance is about the future of people and to make it easier than we think and also cleanliness.

STD 10

31. My future.
32. Guidance is about students to guide them against wrong doings and show them that's wrong, not only the students can learn guidance lesson so for them to guide their children to look for their future.
33. It guides pupils to be good people in future and be able to face difficulties for communication.
34. Nothing else to guiding children and tell about future.
35. My future.
36. To know about your future, to guide students.
37. Guidance is about the future of people and to make it easier than we think.
38. All students must know after matric and be sure of his or her future.
39. The aim of Guidance is to help people to have better future.

CAREERS

STD 8.

1. I understand guidance to be about students for example for students who do not know how to be qualified students.
2. Guidance help us to be disciplined people and to know our career.
3. Guidance guide you about your future, careers that you want. To do right things. To plan for your future.
4. It is to help the students in their career, the subjects one should choose if she/he wants to be that particular person.
5. To help students to chose their career.
6. The aim of Guidance is that we must know what would be us in the near future and what job, career will take.

STD 9

7. Guidance is the subject which is guiding you for your future and career and about education and the knowledge that you will need when you are older.
8. I understand Guidance to be about our future life and our future career.
9. To be about what are your aims when you reach the matric, what do you like to be.
10. Guidance is to be about all subjects that we learnt and the careers.
11. Careers, setting goals and about studying.
12. The aim of Guidance is to guide the generations of our country South Africa

- to their careers, talents and so that you can know what you like to be in life.
13. Guidance is guide you what types of work you want to do so it is to guide you what subjects would fit with work you need.
 14. The aim of Guidance is that students should know what they want to be in their future. It is also to guide us not to read alone but, know what you want to be after you have stopped learning.
 15. When you are educated you must know your aim that eg. what do you want to be in future.
 16. The aim of Guidance is to guide us and show us which line are we going to take when we reach the high school level, for example, it shows us that when you choose Physical Science you are going to be a doctor.
 17. It would be going to a professional.

STD IO

18. It is about careers.
19. It is a lesson where children are taught to motivate themselves to know what they are studying for. If they complete matric they do not hesitate, they go straight to their careers, as far as the radio says.
20. It helps us to choose a career.
21. It is about good careers in life and do right things and taught about good careers.
22. It is about the careers of the people and also hobbies.
23. It is about the career you want you want to take in future.
24. I think is to guide the students to be able to choose what career must she follow.
25. There are many students who stay at home after completing their matric because they do not know what they want to be and they are not sure it helps there.
26. The right way to choose a career.
27. Is to guide you to the career you want for your future.

GENERAL

STD 6

1. Must know what things must they do and what they must not do.
2. To understand many things even if the teacher cannot teach you.
3. Is to guide people to the way they go and it advertise us.
4. It is to guide people and your family in wrong way.

STD 7

5. Learning about everything.
6. Is to give us development
7. It is about the way you feel about your country, it tells us about the way to know more about.
8. To guide children take care of themselves.

STD 8

- 9 It is about to advise students.
- 10 It is about how a human being could guide him/herself.
11. It also encourages us in some activities.
12. To learn the things that human beings they want.
13. Its main importance is to guide selfishness.

STD 9

14. Guidance is about general knowledge to know how things should know it and explanation of things.
15. It is about everything on earth.
16. The aim of Guidance is to promote things that person will like to do
17. The aim of Guidance is to know what happens generally.
18. To know about the facts and opinions.
19. I think is to give us some advises for adulthood.

STD 10

20. It leads us to achieve our goals.
21. To know your responsibilities, the way of living in your society.
- 22 To guide pupils in whatever they do.
23. To manage staying in any situation.
24. It is for us to understand to be somebody.
25. Show the way.
26. It teaches somebody not to drink and smoke drugs.
27. Helps to achieve goals.

SCHOOL SUBJECT.

STD 6

1. I understand about the soil and the plant. I understand about the garden.
2. I understand that guidance is the lesson that is going to do and it is a lesson that guides you and tells you about firs and how things are like this, The erosion of soil. It should be about Agriculture.
3. Is to improve how is more speaking English or other subjects.
4. It helps us in English to be powerful.
5. The Guidance is a Science.

STD 7

6. I understand Guidance to be about the subject of Agriculture.

STD 8

7. It is the period of doing something with English
8. Is where all the students can learn to speak English.

STD 9

9. Guidance is about all subjects that we learnt and the careers.

SOCIAL

STD 7

1. How to mix with other people, your responsibilities and the way to talk to other people.
2. Help people about their social life to help to mix with other people the right way.
3. It is about guiding people about social life, the way you guide yourself, how to care about life

STD 8

4. It is about honesty to other people, how to cope with others.
5. What the person do to other person.
6. How to behave in your community. The way how you must be among the other people.
7. Guidance is about the things that can help you to fit in the community and to live with other people.
8. It also helps you to know how to behave when you are with people of your same age or adults.

STD 9

9. The aim of Guidance is to improve your work, what even you do in your life you would be think about the guidelines and the way you keep when you are between other person.
10. The aim of Guidance is to know what happens generally and how are you keeping yourself and others, and have manners.

STD 10

11. To love each and everybody.
12. It is there to show us the way of better management with other people.
13. It also advise a student to take the suitable subject for him.

HEALTH EDUCATION AND HYGIENE

STD 6

1. Is to guide you in many things such as first aid.
2. ... help you to know when you are a student you must be clean and what things are very dangerous.
3. To keep us clean

STD 7

4. To protect the body in dirty things. To protect the body in clean and healthy.
5. A person must be clean.
6. Guidance helps us to be clean.
7. It is about health.
8. It protects yourself to be clean and healthy.

STD 8

9. The aim of the Guidance is to teach us to be in a right way like the way that must keep healthy.

- 10. I understand that you must clean or finer in your body and clothes.
- 11. Guidance is about something that happens in our school children or its about something healthy should happen in nature that is only that I know about Guidance.

STD 9

- 12. To guide how to control yourself at school and at home i.e. how you should keep clean and how you should be powerful if you want by by telling you at what times you should eat and starve, at what time you should exercise.
- 13. Guidance is about of healthy and is about general knowledge.
- 14. Guidance is about health and the way that you are doing in life.
- 15. To be about health of your body.

STD 10

- 16. To show how a person can control himself. The other aim of Guidance is to improve the neatness to the persons who read Guidance.
- 17. Guidance is about the cleanest of the people.

LEISURE TIME

STD 9

- 1. I think it is about suggestions like how to budget your leisure time.
- 2. What should be done during leisure times.
- 3. To keep students working during leisure times.
- 4. To cultivate his\her interest in her\his hobbies.
- 5. Is to guide people for doing right things.
- 6. To be about hobbies. To teach about your hobbies on how to go about them, like having a time table for what he\she should do.

STD 10

- 7. It is about careers of the people and also the hobbies.
- 8. Guidance is the extra-mural subject that is forced to do because it appears in all subjects that you do.

EDUCATION

STD 6

- 1. Guidance is to show the people how to live and tell them what is the importance of education and personally in people and help you to know when you are a student you must be clean and what things are very dangerous.
- 2. Guidance is used to check you learn your books or you sleep at home or play.

STD 7

- 3. The aim of Guidance is to help in the books that I have known.
- 4. The aim of guidance is to understand about lessons

STD 8

5. To guide you in your school work.
6. To read books carefully to know about the future.
7. Guidance is about soil and lesson your book.
8. Its aim is to direct us the way of living and encourages us to go to school so that we cannot be beggars in our life.
9. Guidance is concerned about things you want to do, It directs what subject you will take.
10. It helps the students in their careers, the subjects one should choose if she/he wants to be that particular person.

STD 9

11. I understand that Guidance is about education.
12. To be about education.
13. I understand that Guidance is to be about education and to guide us in some cases and your life where is to end and where is to start.
14. It guides you what subjects that you have done at school.
15. It guides us about the subjects which we are going to
16. Guidance is to guide you what types of work you want to do so it is to guide you what subjects would fit with work you need. I think so, if you want to be a teacher what subjects would fit in it.

STD 10

17. It shows us the way according to education.
18. It also helps the students to proceed her or his work privately or at school if there is no financial problem.
19. It is important to guide the children to go to school
20. About guiding you in life i.e. Education-wise e.g. which subjects to choose, teaches you about a healthy personality, your strong and weak points ...

RELIGIOUS EDUCATION

STD 7

1. About Jesus

STD 8

2. It also tells us about Bible stories.

STD 10

3. It helps us to appreciate the wonder of God.

LIFE

STD 6

1. The guidance is very important in my life. The Guidance is to help ourselves in my life.
2. Guidance is about life and all things that are in the world or when you are

older you must be thinking, for example a nice Doctor, a teacher and teaches you how to wear when you go to the expensive places. I think guidance is a good lesson to people.

3. You are talking about the life in town .

STD 7

4. Help people about their social life to help to mix with other people the right way. Good preparation for our future, Guide people about the world loving people. The troubles of your life to be solved.
5. It is about guiding people about social life, the way you guide yourself, how to take care about life.
6. Guidance is about people, life, animals field and plants.
7. I think the aim of guidance is to teach with the life and animals.

STD 8

8. Is the aim of life and life of the person and what I must do in class during the period of Guidance.
9. The aim of Guidance directs students a correct way in daily life.
10. To show us the way of living.
12. To understand your life.
13. Aims are to know your relation at your life.
14. About the life and what does the person.

STD 9

15. The aim of Guidance is to improve your work whatever you do in your life ...
16. It is to give us the advice what you are doing in life and what your goals are.
17. Guidance teaches about the goals in your life and the things that will be done in your life and the place where you live.
18. Guidance is about the health and the way you are doing in life.

STD 10

19. It's aim is to give us guidelines in life.
20. To plan your life.

SEX EDUCATION

STD 10

1. Guidance is about human physiology, how to control yourself, how do male and female control themselves.
2. Guidance is to fulfil and solve all the problems of the students such as discipline, pregnancy of little children.
3. Guidance is to fulfil and solve all the problems of the students such as discipline, pregnancy of little children.

KNOWLEDGE, CULTURE AND LITERATURE

STD 6

1. Is to give us knowledge.
2. I think guidance gives us knowledge

STD 7

3. Knowledge, culture, literature
4. Is to give us the idea of literature, is to give us learning of culture.
5. I think the Guidance's aim is to teach about knowledge more

STD 9

6. To improve our knowledge.
7. Its' to give the child a clear knowledge of what is wrong and what is good for him/her.
8. To increase the knowledge of human being.
9. It is about how the person should guide himself and things you must do to improve you knowledge.

SELF CONTROL, MOTIVATION, AND SUCCESS

STD 7

1. Its' aim is to make the person successful.

STD 8

2. To improve our internal modes, the intrinsic motivations.

STD 9

3. It is to guide you to a right way you must think so that you can succeed in life.

STD 10

4. It is for the motivation of pupils.
5. To show a person can control himself.
6. To have self control.
7. The aim of guidance is to put a person on the right direction in order to become successful in your wishes. It also protects people against too much frustration, it also protects us against useless things of nature.
8. I understand it to be about the success of everyone in life

HEALTHY PERSONALITY

STD 9

1. It is about healthy personality
2. It teaches you about a healthy personality

PROBLEM SOLVING

STD 7

1. Guidance is very important, it improves our problems like a lesson if you do not understand.

STD 8

2. It also helps you to solve your problems
3. How to cope with problems

6. WHAT DO YOU LEARN IN GUIDANCE?

• NOTHING

STD 6

1. No response
2. Nothing
3. No response
4. No response
5. No response
6. I've learnt nothing
7. Nothing
8. I didn't do it
9. Nothing
10. I don't learn it in std 6
11. No
12. No there is no teaching gardens
13. The guidance is absent
14. I don't learn guidance in std 6
15. No response
16. Never
17. No response
18. I don't do guidance
19. Nothing
20. Nothing
21. Nothing
22. Nothing
23. Nothing
24. No response
25. None
26. No response
27. No response
28. No response
29. No response
30. No response
31. None
32. No response
33. No response
34. None
35. None
36. No response
37. None

STD 7

38. Nothing
39. No response
40. None
41. No response
42. No response
43. Nothing but it guides me in some of my subjects
44. Nothing
45. I didn't do it
46. Nothing
47. Guidance is absent
48. I'm not learning it even now in std 7
49. No response
50. No response
51. No response
52. I did not learn
53. I didn't teach in std 7
54. I've not learn it.
55. No response
56. No response
57. Nothing
58. Nothing
59. No response
60. Nothing
61. No response
62. None
63. No response
64. No response
65. None
66. No response
67. None
68. None
69. No response
70. None

STD 8

71. No response
72. No response
73. Nothing, but it guides me in subjects in which work would fit with standards I DO.
74. Nothing
75. I didn't do it
76. Nothing
77. No response
78. I did not learn it in std 8
79. I was not taught it in std 8
80. No response
81. No response
82. No response

- 83. No response
- 84. I've not learnt it
- 85. No response
- 86. No response
- 87. Nothing
- 88. Nothing
- 89. Nothing
- 90. Nothing
- 91. Nothing
- 92. None
- 93. None
- 94. No response
- 95. None
- 96. No response
- 97. None
- 98. No response
- 99. None
- 100. No response
- 101. None

STD 9

- 102. No response
- 103. No response
- 104. No response
- 105. Nothing
- 106. Nothing
- 107. I didn't do it
- 108. Nothing
- 109. No response
- 110. No response
- 111. No response
- 112. I've not learnt it.
- 113. No response
- 114. No response
- 115. No response
- 116. Nothing
- 117. Nothing
- 118. No response
- 119. None
- 120. No response
- 121. None
- 122. No
- 123. None
- 124. None

STD 10

- 125. Nothing
- 126. I don't do it
- 127. No response

- 128. Nothing
- 129. Nothing
- 130. No response
- 131. No response
- 132. No response
- 133. Nothing
- 134. Nothing
- 135. Nothing
- 136. No
- 137. None
- 138. None

VAGUE

STD 6

- 1. I learn about the soil.
- 2. Why do the soil
- 3. I am learn about the guidance
- 4. We learn about the thing we did
- 5. The way you can keep
- 6. There were people that are 0,5m tall people who live near the forest having animals.
- 7. I learn more about it
- 8. Bombastic words
- 9. In std 6 I learn that guidance is the way that we learn in std 6-10.

STD 7

- 10. Guidance are people that have the same height, same characteristics
- 11. I learn about the school creatures

GENERAL

STD 6

- 1. You learn about the old things
- 2. I learn in film
- 3. I learn about knowledge and wordly things
- 4. The teachers will never run after me for work
- 5. About an aim to have alternatives and choosing alternatives.
- 6. Human being and charachteristics of him/her
- 7. Activities, goals
- 8. I learnt self determination

STD 7

- 9. Not to be selfish when you are a student
- 10. The impotence of guidance
- 11. Importance of guidance
- 12. I learn about culture and development.

13. Read about soil
14. To know how guidance could I understand
15. About how to get goals

STD 8

16. Read about soil
17. How to be when your in the senior class.
18. When you are old what are you going to be and I learn about world

DISCIPLINE

STD 6

1. I learn self-discipline
2. I learn about healthy personality, how people can be honest
3. I learn about the behaviour of people
4. The way of how to behave among the people and in your social life
5. How to guide yourself againts wrong doings such as to smoke or not to have affairs with boys
6. Respect to be honest
7. I learnt about respect in people and to read my books not to have a boy friend
8. Self control

STD 7

9. I learn that people have conscience that tells them what is wrong and what is right.
10. You are old enough so you know what's right and what's wrong, so do them in careness
11. Discipline to know yourself

PERSONAL (ME)

STD 6

1. I read about myself and how to live them
2. Learn about yourself
3. I learn many things that can help me
4. We learn how you care about yourself and other people
5. I learnt about what is good and wright for me
6. About myself
7. About our goals
8. I learn about myself

STD 7

9. Personal
10. I can guide me myself
11. I learn Guidance in std 7. I learn the goals in your life

12. In std 7 I learn about you guide yourself in alcohol or drugs
13. I learn that whtn you are a student you must know your like and dislike things
14. I learnt about how to keep myself
15. How to guide yourself
16. I learnt to admit my person and not curse God about what went wrong to me

STD 8

17. About how you guide yourself
18. Learn about the what do you about yourself
19. I notice increase of my mistakes
20. And to know myself better and my personality
21. The results after you guiding yourself
22. I learn the filling of your body

STD 9

23. I can correct other person if is wrong
24. You learn about yourself and your hobbies and how to keep yourself during certain occassions.
25. About how you can be somebody in life.
26. How to achieve your goals

RESPONSIBILITY, SELF-CONFIDENCE

STD 6

1. I learn about the self-confidence
2. Responsibility
3. Responsibility\the ability to do work
4. I learn in Guidance about self-confidence and leisure time

STD 7

5. I learn about lack of confidence
6. Confidence
7. About self confidence, negative and positive things of your life
8. I learn about self-confidence
9. To learn about self-confidence.How to make your decision.
10. I learnt about self-confidence and the way to care for myself when I'm doing things
11. I learnt that you must have self-confidence even if you are ugly, you must have confidence about yourself.
12. My responsibility

STD 8

13. I learn confidence about your body. Do not be shy to answer in class, not shy to other people.

SOCIAL

STD 6

1. I learn that people should know their goals in life
2. How to fit with the community, How to achieve your goals

STD 7

3. How would you cope with other people (discipline)
4. How to serve other people and yourself

STD 8

5. How to co-operate with others
6. How a person can control himself or herself
7. The way to live with the community
8. You must make relationship between others so that when you have a problem you may discuss with them

EDUCATION

STD 6

1. Making my private studying time table; how to spend leisure work
2. To read your books
3. I learnt one must read his\her books. She must not have more leisure time, must use time in what is going to help him\her
4. I learn about life of people and things like education
5. I learn about respect in people and read my books not to have a boyfriend
6. The way of dealing with my school work

STD 7

7. I learn in help work books
8. How to read your book and how much time you must take when you read

STD 8

9. The way of behaving and time to study your books and how to spend leisure
10. I learnt about how to study

STD 10

11. How to draft a school time table

SCHOOL SUBJECT

STD 6

1. I learn Guidance in Science
2. In this standard I learn about the rotation of the earth, the teacher of Geography told me that earth moves
3. Human physiology

STD 7

4. I learn about the things that are in the sky like moon, stars and sun

STD 8

5. I learn to speak English
6. I changed this Geography in std 8 I start doing History and I learn about the wars and Nations

STD 9

7. I learn about the discovery of diamonds and their discoverers and places
8. In English, what to be with people after school

CAREERS

STD 6

1. About careers
2. I learnt about how to guide a child to choose the right path and when he is older will remain upon it.

STD 7

3. I learnt about how to look for your career.
4. We were taught about the subject and certain careers.
5. What is healthy personality and which subject to take for your career etc.
6. I've learnt about how to pray to God and good career

STD 8

7. I learnt about to know your talent and what you want to be in future.
8. I learnt about how to study
9. The good points in choosing the career
10. Choose career
11. Career

STD 9

12. How to choose or how to make applications for other standards
13. What you should do when you passed std 10 according to your favourite subjects
14. Hobbies and careers
15. How to choose or how to make applications for other standards

STD 10

16. Choosing a career
17. This year about one career and the way of life
18. How to draft school time table. How to choose a partner and how to choose a career
19. Your future after school

HEALTHY PERSONALITY

STD 7

1. How to be a healthy person\healthy personality
2. In std 7 I learn about healthy personality
3. What is healthy personality and which subjects to take for your career etc.

STD 9

4. Healthy personality
5. I learnt that every one must try and have a healthy personality
6. Healthy personality etc.
7. The healthy personality and your strong and weak points
8. How to spend leisure time, healthy personality

DRUGS

STD 8

1. Drugs
2. Abuse of drugs and alcohol
3. I learn about students using drugs frightening their parents on their homes
4. Drugs and social life

LIFE

STD 8

1. I learnt about things which are happening in life and stages of life e.g teenage stage

STD 10

2. How to succeed in life and how a person fail to succeed in life
3. This year about one career and the way of life

MARRIAGE PARTNER

STD 10

1. Choosing a career, a marriage partner, the world of work etc.
2. How to draft school time table. How to choose a partner and how to choose a career

HEALTH EDUCATION OR HYGIENE

STD 6

1. To wash our bodies and eat before we go to school. Protect us againts adverse conditions.
2. Learn about the cleaning of yourself
3. How to keep your body healthy
4. A way to keep clean
5. In std 6 I learnt that you must keep clean
6. I've learnt the Guidance or healthy and human being

7. I learn about first aid
8. The parts of people\first aid

STD 7

9. I read some about my body and to make clean and healthy in my life
10. We learn about the neatness of my body

LEISURE TIME

STD 7

1. Leisure time
2. What to do on leisure time

STD 8

3. The way of behaving and time to study your books and how to spend your leisure time

FUTURE

STD 7

1. In guidance we learnt about your future

STD 9

2. I am learning about the things that must be done in order to know my future sometimes

7. DESCRIBE WHAT HAPPENS IN A NORMAL GUIDANCE LESSON

VAGUE

STD 6

1. They happen about the man that they were big and the teacher teaches about a new lesson.
2. The teacher come and teaches us a new lesson all the time. I listen. How to prepare your work. How to help other person. You learnt about animals and science and then give us a classwork and go around our desk checking that you have written a right thing. After that, marked our books and if you have corrections, you do corrections.
3. Teacher teaches and goes outside to learn\having a film these things teacher says practically. After that we get in the classroom. The teacher ask questions and students write as classwork. After they all end he\she correct the children. And all make corrections.
4. The teacher was a mark on your books everyday and read the guidance on your pepole and classroom to be happen in a normal guidance.
5. To protect the normal Guidance.

6. We learn things and do homework. Others go to play the ball.
7. It tells you about good thing you can support yourself.
8. The Guidance lesson they are very happy.
9. To teach you what you must do when you are a child or big person to understand everything and to check your knowledge.
10. Responsibility
11. We speak about knowledge of subjects
12. Normal Guidance lesson is a lesson with the Agriculture.

STD 7

13. In the period of Guidance in the class we talk about the things of guidance what should I do or what should not do it.
14. It told about a female and a male. It told about the growth of a person. When the teacher teaches Guidance we act as he talks
15. In Guidance lesson we learn that Guidance features were in animals when they were hungry they went to forest and catch some animals to eat.
16. The Guidance lesson is about cow and other animals and other products of those animals.
17. I think it to be proved some many lesson that be not understand like maths, physical science because it is very difficult.
18. To learn about Jesus or to sing the song of J ESUS.

STD 8

19. People speak English.
20. You listen very careful and I did ask the questions, when I don't understand. Sometimes I hate it.
21. Normal happen what a person do you control their body and what do you normal the girls is about the life a girls or boys.
22. In girls they needle by machine and right your notes in the blackboard and your class teacher writing a test only.
23. A normal guidance lesson improve my knowledge about education.
24. In a normal Guidance lesson I learn that what I must keep me in a right way or school is not simple because you start at std 6 with simple way in std 7 and 8 its becoming difficult to standard 10 and its a difficult game or harder that std 8 and 7.
25. We are studied about our life it is.

STD 9

26. We are taught how to set goals, sometimes we read magazines or else go to the library.
27. Is to teach the pupil music or anythings that makes people happy.
28. In normal Guidance lesson it show the way of how is your life, and things that are closed to you. About friendship, relations and sometimes about let say there is a cultural day at school so it teaches us about our habits.
29. In a normal Guidance we learn about human beings to know about how

- should keep it and what have it understand the things that discussing.
30. We laugh everybody is active, everybody takes himself as he or there is at home. It is whereby everybody got it that school is very important.
 31. When I do normal Guidance lesson I become happy because after it I become very active in other subject. It gives us more about things that happen on other nations.
 32. I found that they told me about how factories, firm could be built, what subjects are needed to have a factory or to be a firm visit.
 33. It guides students and they are guided correctly and guidance is popular subject because others have no people who look after them on how they clothe, what they eat so it helps those persons.
 34. What happens in normal Guidance is just guiding a child to choose his career and to know his talent and to know what he wants to be in future and to know the right path to take and when he is older he will remain upon it. And the child is taught by the teacher and write classworks, asked questions and the teacher marks the books.
 35. In a normal Guidance lesson we talk about what do you want to be and what subject you entertain so that you will take a good position.
 36. Many students become very much ashamed of their selves, others also decide to change their decisions. Some students eat more guideline that guide them in life.
 37. The normal Guidance lesson shows us how a person can control herself. It is important to read guidance because it improves the neatness to the persons who read it. Guidance improves personal hygiene. You are going to be clean if you understand guidance.
 38. You are taught to choose the right subjects i.e. you want to become a doctor and you find a school which has only Agriculture and History you pass very well your matric after that you don't have a room in University because you do not have Science subjects you wait another year looking for these Science subjects and you got tired and go to a career you do not like.
 39. When I was doing standard seven we used to write notes and taught how to be somebody, to obey God. We were also given time to play, excercise our body.
 40. We are being taught of how to behave and what do personally.
 41. Everybody during Guidance lesson is willing to hear and understand it. People have so many questions about Guidance is concerned.
 42. We are taught about the future careers.
 43. Teaching about after matric.

NOTHING

STD 6

1. I don't know the lesson in a normal Guidance.
2. No response
3. Nothing
4. No response
5. Nothing
6. No response

STD 7

7. None
8. None
9. Do not teaching guidance

STD 8

10. Nothing happens only noise from the class.
11. No other things should I read in guidance

STD 9

12. None
13. I don't know
14. We do nothing concerning in guidance instead we study English.
15. Nothing we just relax and read other books.

STD 10

16. We do nothing about guidance
17. As I did it then I liked it and we did some lessons on health and exercises in std 4. I was taught how to clean myself and my home.
18. No response
19. I never attend any guidance lesson.
20. We read English because our English teacher is teaching us English during that period.
21. No response

TEXTBOOK AND TELLING METHOD

STD 6

1. Teacher teaches and tell guidance and understand.
2. In normal guidance lesson tell you about when you a student go home and help your mother as you are a girl it tells you about all stages you are going to and if you are in standard 5 or 6 it tells you must know your career at std 5

STD 7

3. In that period of guidance when the teacher get in the class we read our books. They question us.
4. The teacher comes in the class and guidance book and start our reading.
5. We do classwork and the teacher teaches after all go with books to.
6. In my classroom we read the lesson and if we are understanding the teacher tells us. We take the classwork in the board to make sure that we are understanding this lesson.
7. The teacher explains what is in the textbook and read it, gives us exercises and homework and correct them if someone don't understands she asks the teacher and the teacher explains.
8. The teacher enters the class, we greet him and sit down he listen to our problems, take out a guidance Text book and tell us what we can do and what we cannot do.
9. The teacher come and teach the pupils about what is about guidance. How

guidance is important. How is it a guide then after he teaches us. He asks some questions and he gives us a classwork.

10. Firstly our guidance teacher is a kind person, we usually have questions and we are all going.
11. It uses to teach us usefull things or affairs. It also likes to guide us in different kinds of people. Maybe if you are smoking, it tells you that you must not do that because it kills your lungs, at that time our teacher tells us about things and then he asks anyone who has a problem in anything and we discuss about that problem with the class.

STD 8

12. We read our guidance book and the teacher explains for us the lesson. When one is having a problem the teacher helps him/her and as a class we ask some questions from him that we don't understand. Sometimes he gives us classworks and homeworks.
13. The guidance lessons teaches how to respond to other people. The things you should do in order to fit with the community. The way you can study your books. How to spend your leisure time and the way you can achieve your goals. We laugh to heart the personalities of the people in the book.
14. When teacher is coming I collect the books of the guidance. When she was in the classroom she told about that lesson. After she teaches that lesson the teacher said that put the classwork book and pens and write the questions on the board.
15. We are taught about the guidance and see the picture. The teacher explains what happens in this chapter and question the answer.
16. When the lesson is beginning the teacher taught about the guidelines. The guidelines is the way which would do when you control yourself.
17. Is to teach the pupil music or anythings that makes people happy.

STD 10

18. The teacher tells us a topic. He taught us and all that then we listened to him after he finished the lesson we asked some questions. We also try to get some advices to him and if something is miss me also to get about the lesson on that day and doing one classwork.
19. In the normal guidance we were told about what career and show the workers and also the way of choosing subjects. We were also told how to guide and your abilities. The way of how to become a healthy personality.
20. You read and the teacher explains the lesson giving, encouraging examples.
21. The guidance teacher enters the classrom on his experience we take our guidance book. He would pick up a lesson we have to study, but before that he would direct us to our future, what lies before us. He would go to the book to read over and we discuss that point in the presence of questions from the students and from the teacher.

QUESTION AND ANSWER

STD 7

1. The teacher asks us one by one if what do you want to be and why you

choose that.

2. In that period of guidance the teacher of guidance ask people from class when you finish std IO what I like to do in your future.

STD 8

3. It mostly deals with the people of what way should they behave among other and the teacher gives the pupil time to express themselves on their own.
4. Teacher must show his discipline and ask each student about his career and shows us the right goal to follow.

STD 9

5. A teacher put a topic on a chalkboard. He\she asks us what do you understand about that. He asks examples of this topic. He teaches us and ask questions. He gives us a chance to ask him questions. The children ask him. He answers them.
6. In a normal guidance lesson the teacher solves our problems, concerning books and asks us what are we wanting to be in future.

GROUP DISCUSSIONS

STD 7

1. In a normal guidance lesson we read about things you know. The teacher comes in class and teaches a chapter and we discuss in class and then he gives a classwork and questions.

STD 8

2. We discuss lessons in class. Everybody tells the class about the ideas that he head. The teacher tells topics and discuss on the following day. The teacher made groups to discuss topics.

STD 9

3. Our teacher gives us a lesson and we, as students express our opinions, feelings and suggestions about the topic which we are given. We discuss the topic.

STD IO

4. The teacher teaches students a lesson for that day and gives them a classwork, sometimes class discussions are done, an example of a topic "Alcohol and drugs" are they good or bad.
5. We use to have groups or individual and someone tells us her interest. If something has to be done we do it orally.

FILMS

STD 7

1. In a normal guidance are happened a films help us to read our books.

8. IF YOU DON'T DO GUIDANCE DURING A GUIDANCE PERIOD, WHAT DO YOU DO?

NOTHING OR JUST READING (FREE PERIOD)

STD 6

1. I take the book of any subject because I have not read the guidance.
2. I don't do. In the period of guidance I read other subjects that I want to read or I rest if I have no problem in other subjects.
3. I read books, because there is no teacher of guidance, we all read the books in the whole period.
4. They do read books everyday because during guidance period they do their own.
5. I read my books.
6. Free period. In the free preiod it must be stand still.
7. You go out and others do guidance but we do our homeworks and read books.
8. I read my books.
9. I do what I do not understand.
10. No happen during the guidance period.
11. After guidance period I learn any guidance and I read my books and think about what my teacher told me in that lesson.
12. Read my books.
13. I study my books or try to read spelling and reading or I try to understand everything or feature.
14. Free period.
15. During the period of guidance I read other books.
16. I read any book because that period was free.

STD 7

17. If you don't do guidance you don't know nothing during this period.
18. I read the books of other subjects if there is no teacher.
19. In the guidance period I read our books.
20. I read my books of other subjects and at home I ask my mother what about your guidance.
21. We read our books.
22. I study my books and discuss from each other study guidance.
23. We have leisure time, reading our books, sleeping, discussing, we write other subjects notes, writing homeworks or read textbooks.
24. I read my books and I do my homeworks sometimes we discuss about our problem in the class.
25. Free period.
26. We learn my books.

STD 8

28. I read my books sometimes I discuss some topics with other students.
29. I read other books or discuss topics that my teacher gives to discuss in the class.
30. I come to the page where we left with our teacher in preparing for the following

- day. I remind myself about the work that we had left behind.
31. If one is having a question\topic she voices it out to the class, and we discuss it, and if we have a question that we don't know we keep it for the teacher.
 32. I read my books.
 33. I study my books sometimes during some discussions with my friends or the whole class, pupils make noise.
 34. I am also reading my poetry books and the others if it is a double period.
 35. Noise.
 36. I read my book because guidance is written at the end of the year.
 37. I read my books or discuss any topic with my classmates. Sometimes I talk with my desk mate.
 38. If I don't do guidance during its period I learn my books or magazine.
 39. I've try to get short study to people who are doing the guidance during a period of guidance.
 40. Read my books on the part which I had been taught by the teacher at this period.
 41. I learn my books or if there is a work I do
 42. When I'm not doing guidance during the guidance period I would absent at school in that day.
 43. I study my work like doing homeworks also discussing with my desk member I also sometime go to the teacher to help me in any problems I have.
 44. When I don't do guidance I'm studying my books and when I have a problem I ask my teacher.
 45. I just read sine books because we don't have text books, or just take it as a free period or normally sleep.
 46. I read my books, magazines and library books
 47. I am reading my books.

STD IO

48. During guidance period I'm always in class to attend further studies. If the teacher is absent from the class I read my on my own.
49. I often read other books.
50. I do reading
51. We do not have guidance at school. We only have free periods where I read quietly my books.
52. That happens when the teacher is absent or he's busy about other things. I read over what he taught us the previous day.
53. Do homeworks or talk with classmates.
54. I listen to what is taught during guidance period, If it's not guidance we are free.
55. Sometimes I do my homeworks or learn something else. Sometimes maybe I'm bored in the class I make a lot of noise and laughter.
56. I study my work or I learn another subject.
57. During that guidance period we learn other books.

OTHER SUBJECTS OR HOMEWORKS

STD 6

1. We read English and reqd setbooks
2. Religious Instructions

STD 7

3. Characteristics of Italy and Mazzini. People of Italy saw that Mazzini have followers.
4. I read my books of Agricultural Science.
5. I take a Biology book and discuss in guidance book.
6. I'm write notes and my classworks
7. To calculate
8. We have leisure time, reading our books, sleeping, discussing we write other subjects notes, writing homeworks or read vocational guidance textbooks
9. I read other subjects like Home Economics and Physical Science or even sleep.
10. I do my homework which I have not written at the hostel or read my books or do my problems. Sometimes I'm sleeping or discussing something with other students.
11. I'm read my books and I do my homeworks sometimes we discuss about our problem in the class.
12. Teaching History.

STD 8

13. I speak English
14. I am doing Xhosa.
15. I am going to Homecraft to cook food by gas stove and writing your notes.
16. If I don't do guidance during a guidance period sometimes I do Religious period.
17. I discuss about the Bible.
18. I am just singing some praising songs or just read my poems. Or our teacher teaches us the other subject.

STD 9

19. If someone don't do guidance during the guidance period he does his classworks, reading his books, checking his work of other subjects if it is up to date and revising the other subjects.
20. I try to look my work and correct it if necessary to do so.
21. If I don't do it I do other subject that are not a guidance to me and I make my work to be up to date. I have got no chance to play to rest. I thought about guidance.
22. I learn other subjects to discuss it such as Bible.
23. I study English because our English teacher comes and teaches us English.
24. I'm busy doing my homework.

STD 10

25. We do another subjects lesson or sometimes one writes his\her notes.
26. I do other subjects, that is, my major subjects such as Biology, English and

Agriculture.

27. I spend my time on reading my History books.

SINGING

STD 6

1. I read any book or we sing a song in our classroom

STD 8

2. I am just singing some praising songs or just read my poems or our teacher teaches us the subjects.
3. We learn about music and we do some activities.

STD 9

4. Music

STD 10

5. I read a guidance book. We also sing in the class or do notes of guidance or of any other subject.
6. Music

NO GUIDANCE OR NO RESPONSE

STD 9

1. We don't have a guidance period in our time tables.

STD 10

2. There is no guidance period at my school/
3. We do not have guidance at school.
4. No guidance period.
5. No response.

GUIDANCE

STD 8

1. We learn that book of guidance and calling a teacher of guidance and tells us what happens in guidance.
2. If I don't do something in guidance I try to read a guidance book and tomorrow in guidance period. I answer my guidance teacher or question my teacher a question that I don't understand.
3. If we don't do guidance the guidance teacher is going to open a topic whereby all the pupils in the classroom are going to contribute.

STD 10

4. I discuss with my friends, we discuss our careers and guide one who has invested priorities. The strong and weak points of someone.
5. We use this to talk about how face life.

9. **HOW OFTEN DOES THIS HAPPEN?**
EVERYTIME DURING GUIDANCE PERIOD

STD 6

1. It oftens happens when we have a guidance period
2. During guidance period.
3. Every day at that period.

STD 7

4. It happens the period of guidance.

STD 8

5. It often takes for that period of guidance 30 minutes.

STD 9

6. For a period of guidance 35 minutes.
7. It happens during the guidance period.

WHEN THERE IS NO TEACHER OR TEACHER IS BUSY

STD 6

1. When our teacher was busy
2. Because there is no teacher coming to teach us guidance

STD 7

3. If there is no teacher
4. When our teacher is busy to attend classes.

STD 8

5. When our teachers are busy.
6. When my teacher is busy
7. When the teacher is busy maybe with the principal.

STD 9

8. It does not often happen, but sometimes when there is no teacher.
9. When my guidance teacher is absent.
10. It happens when the teacher is busy.

STD 10

11. When a guidance teacher is absent.
12. When our teacher is busy about other subjects.
13. When there is no teacher in class for guidance.

NO. OF TIMES MENTIONED

STD 6

1. Two times a week
2. There were two hundred a week day.
3. It oftens at 1.30 p.m.
4. Everyday
5. Every Monday
6. It happens about a Bible everyday.
7. Monday and Friday.

STD 7

8. This often happen on every Wednesday during second period after long break.
9. In the first period.
10. On Friday and take 30 minutes.

STD 8

11. Monday
12. I often in the 35 minutes.
13. Every free periods
14. It happens for one period the period is 35 minutes.
15. It's not everytime it happens 2 periods per week.
16. Once or twice a week.
17. It always happens.
18. Several times because sometimes he does not come to our class.
19. When we have a guidance period maybe thrice a week.
20. Twice per week.
21. Sometimes.

STD 9

22. About once a week
23. It often takes for one period\35 minutes.
24. It happens daily.
25. Once a week.
26. Everyday, infact we last read about it during the beginning of the year.
27. Twice a week
28. One a week
29. Some certain periods but not for the whole week.

STD 10

30. Maybe three times in a week .
31. Daily
32. Each and every year.
33. For one period
34. 3 days per week.
35. Since January 1991
36. It didn't happen daily but not all the days.
37. Twice a week
38. Regularly.
39. Daily.
40. Sometimes
41. Everyday.

NO RESPONSE AND DON'T KNOW

STD 6

1. No response
2. No response
3. I don't know
4. No response

5. No response
6. None
7. None
8. None
9. None

STD 9

10. None
11. We don't know.

STD 10

12. None

IRRELEVANT

STD 6

1. They happen was the teaching
2. Yes
3. It will help me to know my lessons.

STD 7

4. Because the children in the school they make noise.
5. He is about future or manners.
6. To read any books.
7. The students if not understand questions should improve to teacher.
8. In periods.

STD 8

9. I write a test
10. We talk and a teacher ask some questions.

STD 9

11. I want to improve the English language.
12. By reading the guidance book.
13. It does not happen.
14. I often does when I have I problem about my books and when I'm not understand.

STD 10

15. I always studying guidance during its periods.
16. As from I lost guidance this always happens.
17. Yearly after I had finished std 7.
18. During free periods.

NOT SPECIFIC

STD 6

1. When I want to study any subject not every time.

STD 7

2. No, not always.

3. I read when I just feel like reading and I sleep when I am exhausted.
4. Sometimes.
5. When I'm going to write a test and when I didn't have time

STD 8

6. It is not happen often, it takes times.

STD 9

7. It does not happen several days.

10. WHAT DO YOU THINK OF GUIDANCE? HOW VALUABLE IS IT?

NOTHING AND NO RESPONSE

STD 6

1. No response.
2. I don't tell you about guidance because I don't know guidance.
3. Nothing.
4. No response.
5. No response.
6. No response.
7. No response.

STD 7

8. No response.
9. I think the guidance to be.
10. None
11. None
12. None.
13. None

STD 8

14. No response

STD 10

16. No response
17. Yes
18. I think guidance should be done. I cannot know its value because I never do it.

VAGUE AND IRRELEVANT

STD 6

1. It is the most imporant subject because it is the study of the soil and human being and we do all things in the soil.
2. I think him paper on your guidance and class teacher a read your own book everybody to people to understand.
3. I am thinking about General Science.
4. The value of guidance is to teach me of the guidance.
5. It is valuable to us when you don't know you well teachers or other children

- because others do not learn English.
6. It is a nice subject and it makes you to know everything in your ruler.

STD 7

7. It is very important because they fetch animals in the forest. They were not afraid.
8. It is very important and it is a high standard. It must be done even in other schools and its standard must not be low. It is very valuable.

STD 8

9. It is no available because you understand something you didn't know.
10. About the school of guidance. And the teacher practised us with guidance.
11. I think that guidance is helpful to us. It is valuable but sometimes he does not come to the class even if you are busy.

STD 9

12. It is important because it educate people to know about guidance, how should explain.

FUTURE

STD 7

1. Guidance should be valuable, responsible to you for your own future in the world.
2. Guidance is to future and manners.
3. Guidance is valuable. std 10 don't know what tell in the future when the person passes.

STD 8

4. Guidance is valuable because some students of std 10 do not know what to take in the future when they pass but if they learn guidance no problem.
5. Guidance is very important because if you know about the future and culture, and you know the reasons what you learn.
6. Guidance is very important for us so that we can know our future behind. It is very valuable.
7. It is valuable because it shows us the right way to follow and to be flexible and disciplined child in the near future.

STD 9

8. I think guidance is a subject to guide us about our future.
9. Guidance is a very, very valuable subject because no one can do without it because it lays foundation of our future. If you didn't do any guidance you are not going to be a normal person in life you are going to be confused of which path to take because there are many.

STD 10

10. Guidance is a very interesting and good subject because from the lower classes you can see in which side your future lies because you are being

taught about life and you are being guided for your own future. You can even say it is a previous subject.

11. I think it helps me to know about my future in life or it guides you.
12. It is valuable because it gives us clear knowledge of what we should do as students. e.g. obeying the rules, motivating us for future life.
13. It is right way especially for us in high schools in order to have an idea of what to do after matric.
14. It is good for us to understand what are we going to be in future.
15. Guidance helps people who do not care about their future.

CAREERS

STD 9

1. It is much valuable because others go to school but they don't know of what he should be when he has passed at senior class so guidance helps those people.
2. I think guidance is very important and tells us a lot and if we can be serious during the guidance period and study things concerning in it, really we can be better that we are in such a way that we will know our careers and the things we must do.

STD 10

3. It is valuable because it guides one and the other career. Guidance is valuable because other people do not know how to live in the society. It shows them the way of life.
4. It is of good value as I said students are aware of their careers and they know what are the needs of the colleges, universities, technicians etc. before it is time for them to go or apply.
5. It is valuable because it guides one and other careers

GENERAL

STD 6

1. I think everything and for help people.
2. It is important because it learn us about yourself and other people gor with good way.
3. It learns about yourself and responsible to your family.

STD 7

4. It helps us learn the things which are around us in the world.
5. I think guidance will be needed to be read by all people.
6. Guidance is important very much because for the rest of your life you must read a guide to guide you. There is nothing you do if you have no guide.

STD 8

7. It is very valuable because of its most advisable methods and is teaching to the young growing people to know a good direction that must follow.

STD 9

8. I think it has an extrinsic value. It gives us suggestions and advises. It makes

- us aware of coming events.
9. Guidance is valuable because you learn many different things and it helps you to know your position.
 10. I think that guidance must go higher and higher because it gives us more understanding. If you don't want to do guidance you don't know nothing because guidance is your work understanding.
 11. Guidance is important because it teaches about the guidelines in your self-determination.
 12. I think that it must be published and kept in safe places so everybody to learn what does guidance tell us and what things valuable.
 13. Guidance is to guide us, guidance is very important to us because it gives us more important things.
 14. I think guidance is valuable because I saw people or students who do this subject they go up the stars with their aims.

STD 10

15. It is very valuable because you can get your line through guidance.
16. I like it too much but it is not one of my subjects. It is too valuable because if you do it, it allows you to guide yourself and other people in your nation.
17. Guidance is an important subject because it shows how a person must control his body. The person must take care of his body.
18. Guidance is an important subject. It has a value.
19. Guidance is a good thing because you talk about things which happen daily and you do not read it like other subjects eg. History, Geography.
20. Guidance must be done at school. It protects us from drowning lives.

LIFE

STD 6

1. I think guidance is very good to us because it tells us everything about things that live in the world and tells us about personality.
2. Yes I think guidance is about the set of good to my life.

STD 7

3. I think the guidance to please me in better life.

STD 8

4. It is very useful because it helps us to improve our knowledge about affairs and life.

STD 10

5. Guidance is valuable because other people do not know how to live in the society. It shows them the way of life.
6. I think of lines that guide me in this life. Its value is more than the word Q.I. can express.

DISCIPLINE

STD 7

1. It causes the children of these years to be alright and must opt manners to those who are older than them.
2. Guidance is to future and manners.
3. I think guidance is a good subject because it makes us perfect on reading subjects. And it is very good to learn guidance because if you do learn it you'll know what is right and what is wrong for you. It is very valuable so that you can't even miss guidance period.

STD 8

4. It is valuable because it shows us the right way to follow and to be flexible and disciplined child in the near future.
5. Guidance is good for you because you read lessons of honest and dishonest. It changes your life if you do wrong things to do right things.
5. Guidance is good for you because you read lessons of honest and dishonest. It changes your life if you do wrong things to do right things.
6. It helps a lot because it helps you to know other people, and how to act when you are with adult and how must be your behaviour looks like.

STD 9

7. I think guidance must be a regular subject for students so that they can know their goals in life and differentiate between wrong and right.

STD 10

8. I like guidance because as I know wrong things or right things it adds my refusal of doing that my friends do and are wrong.

PROBLEM SOLVING

STD 6

1. I think everything and how to help a person if it is painful. How to solve your problem. It is valuable cause it gives you things you want or the answer.
2. It is the thing that people are sure to speak all languages and sure about your problem in your work.

STD 7

3. I think that guidance is so important to us because it helps us when we are in problems because of its principles. It is very important and successful.

STD 9

4. Yes it is very vital, because if you learn guidance I don't think we'll find you in problems of no loving respect.
5. I think that guidance guides us. If you do something must be a goal. And if you have a problem go to the teacher and tell.

EDUCATION

STD 7

1. I think of guidance to help us in our books. It is valuable for that thing.
2. I think it is a subject to improve education.
3. I think guidance is a good subject because it makes us perfect on reading subjects. And it is very good to learn guidance because if you do learn it you'll know what is right and what is wrong for you.

STD 9

4. It is valuable, it teaches us how to set goals. It encourages us to study how to pass exams.
5. Guidance is very important because if somebody didn't learn guidance it is difficult for him or her to know whether the subject which he chooses is good for him or not.

HEALTH EDUCATION AND HYGIENE

STD 8

1. I think that guidance is the wright thing that would happen in nature, the value of it is to teach school children to be healthy and to be clever.

SELF CONFIDENCE

STD 8

1. It helps us to understand the life. How to co-operate with others. It is valuable in the sense it makes us not to be shy when we stay with a number of people. It causes us self confidence.

LEISRUE TIME AND FREE PERIOD

STD 9

1. To me it is valuable if you're taught about guidance that's where you are going to be more interested in your hobbies. And also do what you are asked to do during leisure times.
2. I think guidance is very much valuable because here at school there are so many periods per day which makes our knowledge dizzy, so guidance is there for giving us a free period.

NOT VALUABLE AND NO GUIDANCE

STD 8

1. It is valuable but have a problem in our shcool because we are taught guidance. You have to go to other people to tell what subjects you have to take if you want to be a particular somebody. If we were taght guidance we won't have to do that.
2. It does not have a value.

STD 9

3. I think guidance have no use because we are not taught guidance so I don't

think it is valuable because sometimes when it is a guidance period we rest. Although we are not taught by the teacher I see no use of it. It is useless to me.

STD 10

4. To me it is not important. It would be better if the teachers make sure that what is said in the book is practised. Even our teachers seem not to have interest in it, so I think that it is not valuable.

MOTIVATION AND SUCCESS

STD 8

1. Guidance is so relevant because there are many things I do not notice but are mentioned on the book as a result I know things that can make me to succeed in my life.

11. DOES GUIDANCE DO WHAT YOU THINK IT SHOULD DO?

Std	Yes	No	No response or don't know
6	11	3	6
7	13	4	3
8	15	-	3
9	14	3	3
10	17	1	2
TOTAL	70	11	17

12. WHAT DO YOU THINK GUIDANCE SHOULD BE DOING?

DISCIPLINE

STD 6

1. To protect the students from doing wrong things.
2. Guidance advises to do right things

STD 7

3. It will cause the children of this time to be the great things and get manners to those who are older than you.
4. Guidance should be looking ourselves that we are honest in the school.
5. The guidance is to learn about your future and I've got manners.
6. I think it should guide you to know what is right or what is wrong for you, to guide you. Which way you must go to teach you good manners and even makes you feel happy.
7. It should be teaching people how to behave to other people and personality.

STD 8

8. It should teach us right things we may do and wrong things we may not do.

9. To do right things and guide yourself about your future. To make pupils honest.
10. It should help people about behaviour and manners and things that would be helpful when they are adults and make you know how to cope with your problems.

STD 9

11. Guidance should be giving us green light about things are right or wrong in our future.

STD 10

12. It should be guiding you in life. Telling you to have a healthy personality, trust yourself and have discipline, guiding you in which subjects to take that will suit your future career.
13. It treats us about the standard of living the way to talk with adults. We must not be greedy and having lust.
14. Guidance should encourage us prepare ourselves for future life. To cope with problems, to discipline ourselves to tolerate other persons mistakes too.
15. Guidance as I said is to guide people to do the right things. If there is no guidance people were to be nothing but loitering down the streets. Guidance is there to guide them.

SOLVING PROBLEMS

STD 6

1. How you could solve your problems.
2. Guidance to please the people in a problem and it solve the problem because you learn about yourself.

STD 8

3. It should help us to know how to solve our problems alone. To guide us in our studies.

STD 9

4. Teaching us how to handle problems in future, problems which concerning education.

STD 10

5. Guidance should encourage us to prepare ourselves for future life. To cope with problems, to discipline ourselves to tolerate other persons mistakes too.

FUTURE

STD 7

1. The guidance is to larn about your future and I've got manners.
2. I don't know should guidance do. But when I think is going to do things that naturally in my life and in my health. Teach you about your future.

STD 8

3. To do right things and guide yourself about your future. To make pupils honest.
4. To lead the people to a better future and clean the streets in urban areas. At home beautiful houses with plants in front of them, clean toilets and on the roads where ever person is.
5. Guidance should guide a person to the bright future and also give a person some points that can help him\her in future. Teaches the way to fit in community.
6. It must guide students to what ever that particular student want to be in future.
7. Guidance should guide a person to the bright future and also give a person some points that can help him or her in future, teaches the way to fit in community.

STD 9

8. Guidance should be giving us green light about things are right or wrong in our future.
9. It should do guide children for future and show them the way to the better future and make them know what they want and what must they do. I think without guidance there is no future for the new generarion and the youth of the new South Africa.
10. Guidance helps you to know himself or herself and the right position will take in future.
11. To learn how you would be in next coming years or centuries.
12. I think guidance should be guiding us in our careers and future.
13. Teaching us how to handle problems in future, problems which concern education.
14. Because guidance leading you to the best life in your future.
15. Guidance should be taught in every school so that we find no difficulties in future.

STD 10

16. Guidance should encourage us to prepare ourselves for future life. To cope with problems, to discipline ourselves to tolerate other persons mistakes too.
17. It should lead us to the future so as to be a famous person, do what is right.
18. It is preparing my future.

CAREERS

STD 8

1. To show me my career and to fulfill my goal

STD 9

2. I think guidance should be guiding us in our careers and future.
3. To teach us to choose right careers
4. To teach you to choose a career

STD 10

5. It should be guiding you in life. Telling you to have a healthy personality, trust

yourself and have discipline, guiding you in which subject to take that will suit your future career.

6. It should motivate students to know and to guide what career should they follow.
7. Should tell us how things are on earth. One will have as career which you didn't know and fortunately you also like it and be good in it.
8. It should be taught from lower schools so that children do not go further with their studies if they know they can stop earlier e.g if you are to be a clerk then you don't have to study till university level, you can just have a std 8 or std 10 certificate.
9. It should be guiding you in life telling you to have a healthy personality, trust yourself and have discipline guiding you which subject to take that will suite your future career

EDUCATION AND STUDY BOOKS

STD 6

1. They think guidance be personally do to your read on books.

STD 7

2. Guidance is a subject to check some mind to be doing or education.
3. To guide us in our studies.

STD 9

4. Guidance helps us because if you are a student if gives you the action what you are doing in your goal.
5. It should guide even how can you pass when you have finished or passed Std 10, may be at the college of university or how to try to be well known or to have your own money without working hard at factory, example to be a farmer with cattle etc.

LIFE

STD 7

1. I don't know what should guidance be doing but when I think is going to do things that is naturally in my life and in my health teach you about your future.

STD 10

2. Guidance must help people that have no future in his life.
3. It should be giving us guideline which will guide us in life.
4. It should be guiding you in life telling you to have a healthy personality, trust yourself and health discipline guiding you which subject to take that will suite your future career.

PERSONAL

STD 9

1. Guidance helps you to know himself or herself and the right position will take in future.
2. Guidance taught about yourself, the places where you live, the things that

should be done when you are old enough and your life.

KNOWLEDGE

STD 6

1. It gives us knowledge

STD 9

2. It should be doing or it should increase my knowledge but when we are taught by teachers, although we are not taught I see no work of it.
3. It must be doing what I have already written above in question 4. Question 4 = It is about whom the person should guide itself and thing you must do to improve your knowledge, the way to talk with man who is older than you, discipline and respect each other

RESPONSIBILITY AND SELF CONFIDENCE

STD 6

1. In guidance you should be self confident, you should responsible
2. In guidance you should be self-confidence you should be responsible.

HEALTH EDUCATION AND HYGIENE

STD 6

1. To keep the body healthy. They open the eyes of the children to know what must she guide and what must she do when the people they do not understand guidance.

STD 8

2. To lead the people to a better future and clean the streets in urban areas. At home beautiful houses with plants in front of them, clean toilets and on the roads wherever a person is

STD 10

3. Guidance should do many things such as human physiology personality, how a person can control herself and other things.

SOCIAL

STD 7

1. Guidance should guide a person to the bright future and also give a person some points that can help him in future, teaches the way to fit in community.
2. It should be telling important things like not having affairs with a wrong person or someone who is cruel. Doing things which are suitable for you e.g drinking liquor and smoking dagga.

GENERAL

STD 6

1. In standard three be done in a laboratory where the most important apparatus are.
2. I may guide you anything.
3. Many things that may help you even if you don't learn it.
4. It helps other people in order not to have dangers.

STD 7

5. Guidance should teach the students and another people

STD 8

6. Doing for youngest person and give the knowledge and the youngest person and nature in body of person.
7. Guidance gives us some mind because when you read guidance you will enjoy it. It tells us about the truth that would happen.
8. Guidance should advise us about ourselves. If you are serious you can gain many things.

STD 9

9. It should be warning us. It also advise us about the coming events.
10. Guidance must give us how to learn about things of older days. I want it to come outside and spread all over the world.
11. The guidance should lead someone to better living; if we learn it very well. It also leads someone not to be sin.
12. It should be started being taught in std 6 so that more they grow the more they know about themselves. And furthermore it should tell us about everything concerning homes and you and your mother such things whereby we can help them. Some don't tell us about life and so on.
13. Guidance should be taught in every school so that we'll find no difficulties in future.

STD 10

14. It should be guiding us in our aims.
15. It should take out blinkers in the eyes and minds of people and bring them light.
16. It motivates pupils at a lower level to prepare for the outside world.
17. It is right, it leads us to a better living.
18. To guide students.

RELIGIOUS EDUCATION

STD 7

1. To understand Jesus Christ

VAGUE AND IRRELEVANT

STD 6

1. Guidance should be doing in standard

2. I am doing to past me
3. Mr Lubisi teaches me English, General Science and Xhosa language.
4. In many schools children failed because they do not learn guidance. Many people can see that guidance is available to us.
5. You can take people that are sure to be how it does and people that are sure about their voices.
6. They guidance. I do not think it should be guidance.
7. It is very important because it tells us about health and what good do you want to be a nurse it can tell you even things about nursing.
8. Guidance should be doing because I think that is to prevent us other things.
9. Because it helps other people they do not control them.

STD 7

10. It should be completely the guidance
11. It saves the teachers for teach all things for us.
12. The guidance should be doing because it helps us Yes.
13. They catch some animals in the forest and eat. They have no money to buy food. Their children eat meat animals.
14. Because the lesson make person how must be keep.
15. To keep on doing what is doing. But if they want they must improve its work because time goes on and the guidance must go on too.

STD 8

16. It must doing about the way I live in our own land. :
17. I do because of lower standards for instance we do guidance in standard six so we do guidance for safety sake.

STD 9

18. I think guidance should be doing to give people to know what are talking about.
19. Because my knowledge became free.

STD 10

20. Because many people are not following things that they have learnt from guidance. They don't do them anymore, a person will do what she thinks.
21. It improves the system of everybody doing it.

NO RESPONSES

STD 6

22. No response
23. Nothing
24. No response
25. No response

STD 7

26. None

27. None
28. No response

STD 8

29. No response
30. No response
31. No response

STD 10

13. HOW DO YOU THINK GUIDANCE COULD BE IMPROVED?

TEACHERS SHOULD BE INTERESTED, GOOD, ADVANCED AND SERIOUS

STD 6

- I. There are no teachers to teach guidance but other people like me love guidance.

STD 7

2. Guidance could be improved by the people who are interested in it.
3. If we have teachers to teach us guidance

STD 8

4. By having guidance period and to encourage teachers to teach guidance to students.
5. I think guidance could be improved by teachers. When it is free period the teachers come and teach.

STD 9

6. Guidance can be improved by teaching everytime.

STD 10

7. It could be improved by being a compulsory subject, have a good teacher who is patient enough to explain everyting to the students, have outings and having plays which can make them understandding.
8. By employing teachers who have interest and knowledge about it.
9. It should be improved by giving free distribution of books and advance teachers.
10. They must try and teach guidance in order to be easy for us to get work.
- II. Guidance can be improved by having practical work, needle work. Teacher or person must be well educated to teach the student and tell them how to educate after education what else.
12. Guidance is 100% good because it has all the important aspects in life. If only guidance teachers would be checked every week that they are doing their work.

EXAMINATION AND COMPULSORY SUBJECT

STD 10

1. By writing guidance tests at the end of the year because people overlook it because it is not an examination subject.
2. It must be used as an examination subject.
3. It could be improved by being a compulsory subject.

DISTRIBUTION OF BOOKS

STD 6

1. Free distribution of books to the students.

STD 9

2. I think it will be improved by introducing more guidance books.
3. Guidance could be improved by building guidance schools and taught well in schools and new books must be bought and it must be done even practically if there is a way so that the child could understand well.
4. We should have textbooks for reading.

STD 10

5. It should be improved by giving free distribution of books and advance teachers.

BE TAUGHT IN ALL SCHOOLS AND ALL STANDARDS

STD 7

1. I improve that guidance must be learnt by every person.
2. Every person in school must learn guidance.

STD 9

3. Guidance must be learnt in all schools. It can make your future to be alright.
4. Guidance could be improved when we are doing it from std a to std 10

STD 10

5. We must start learning guidance in primary classes.
6. Guidance could be improved by teaching it in all schools and also make practical of it.
7. By being done at all schools.
8. By teaching it in all schools and classes because we don't know how to keep ourselves.
9. Guidance could be improved by the behaviour of the students when he sees an adult person in the street giving that person his respect. The teachers must teach the students from primary standards till the student is old enough to differentiate between what is right and wrong.

GUIDANCE PERIOD AND MORE TIME

STD 8

1. By having guidance to students.

STD 9

2. It should be included in class time table as a subject.
3. By being serious in guidance and have enough time.

STD 10

4. It could be improved by having films and by getting lessons everyday.
5. We must be given enough time to be taught it. We must also be serious.

SOCIAL

STD 8

1. Because it shows us the way of living, the way to deal with people or how to speak with older people eg. manners. So it must also teach us about love affairs.

DISCIPLINE

STD 8

1. It guides us things we may do when we are old because in primary we do wrong things and we do not know whether they are things or not

GENERAL SUGGESTIONS

STD 6

1. By having out in guidance outings having films to see things practically and you can understand guidance.
2. I think library in guidance.

STD 7

3. By having careers library and guidance films.
4. If we may have a career notice board or guidance films I think I'll understand guidance better than I do now.

STD 8

5. By giving students topic to speak and the topic..
6. By the Department of Education by sending outside speakers to the schools.

STD 10

7. It could be improved by having films and by getting lessons everyday.
8. Have outings and having plays which can make them understand.
9. Guidance could be improved by learning at school.

PUPILS SHOULD BE INTERESTED AND SERIOUS

STD 8

1. The students must be interested in it during guidance period we must do guidance.

2. It can be improved by correcting the most common\bad personalities and add points about how can we respond to the things what are happening in these days.

STD 9

3. By being serious in guidance and have enough time in it.

STD 10

4. We must be given enough time to be taught it. We must also be serious.

PRACTICAL AND NOT TEACHING ONE THING

STD 7

1. I think guidance could be improved because he did not teach onething and he solves our problems, could be improved about your career and your future.

STD 9

2. Guidance could be improved by building guidance schools and be taught well in schools and new books must be bought and it must be done even practically if there is a way so that the child could understand well

STD 10

3. Guidance could be improved by doing it practically not talking it. If someone has weak points he\she must be shown how to do that or this.
4. Guidance will be improved by teaching it all schools and also make practicals of it.
5. Guidance can be improved by having practical work, needlework.

READING BOOKS

STD 9

1. To be guided to tell us according to your appearance at school and it should guide now at what chapters you should be ready for the test in all subjects because we read the whole book, that is wrong.

VAGUE

STD 6

1. You can do that thing it is done in the book if there is an experiment.
2. You can do that thing in the book if theree is an experiment you can go to the library and do that experiment so that you can prove that thing it is like that so or it is right.
3. It is think guidance could be improved on your classroom or teacher.
4. They improved by plants, animals.
5. If you want more language or to talk English more.
6. Teachers and tell you understand guidance.
7. If you teach your child about guidance and she does what you tell her or him you can prove guidance is important.
8. It should be improved by asking questions to the pupil who do vocal guidance.
9. I want it not have the end. It must carry on because this subject is very

important.

10. It is because our teacher describe us when we do not understand.
11. A guidance must have an honest.

STD 7

12. Is to control yourself with the thing you have done outside.
13. It could be improved a lot the children of this time because if there guidance is not taught the children's money will be useless to them and we go no manners.
14. Guidance could be improved ourselves that we in the guidance. It proves that how are we outside. It proves that how are we inside the school.
15. He improves about manners and future.
16. It improves the common sense of us and how to read our books.
17. Because the things that taught by the guidance I can see it and learn.
18. They could improve solar system. They like animals. They didn't buy food. They had babies.
19. Guidance must be improved if it has enough things of guidance.
20. Guidance could go to my teacher because my teacher could be improved and solve my problems.
21. To prove in healthy body and to leave in safe body in the life.
22. To be improved for some subject if you not understand.
23. Not bad but they must see things new in the world and correct them.

STD 8

24. When you read guidance in lower standards you always do right things you also remember things that you read in guidance period you also do when you are old.
25. It can be improved to understand something you didn't know.
26. Guidance will be improved because I should have a nature in the person.
27. I know in myself I know that if you drink dirty water you get disease. And if you wear dirty clothes you get disease. And I did not sit at the dirty classroom.
28. It must be improved by something that is necessary to do. It is the way that I think.
29. Guidance is not on the list of my subjects.
30. To the teacher.
31. In Bible stories and music.

STD 9

32. Guidance could be improved us what things are understood.
33. It could be improved that the people take things that are in the world very very little because if you do it you work and think with a very little thing.
34. Guidance could be improved because it guide us.
35. It improve you have aim in your doings or what. It improves what in your life should do.
36. Guidance could be improved when you are old when you are working. You know what must I do. And you see your goals in your life and succeeded.
37. I think guidance should be improved because when you read a guidance you've got knowledge.

38. Guidance could be improved our behaviour, at home and locally,
39. I saw many professional person.

STD 10

40. It can improve your careers and also improve you conduct. Sometimes it may also help you in most important things.
41. Guidance could improve the neatness on the person.

NOTHING AND I DON'T KNOW

STD 6

1. No response
2. No response
3. No response
4. No response
5. No response

STD 7

6. No response
7. No response

STD 8

8. No response
9. I was never taught about guidance

STD 9

10. No response
11. No response
12. Not Applicable

STD 10

13. No response

14. IF YOU HAVE A PROBLEM TO WHOM DO YOU GO AT SCHOOL? WHY?

PRINCIPAL, DEPUTY PRINCIPAL OR HEAD OF DIVISION

STD 6

1. I go the principal. Because another teacher do not understand this problem.
2. I go to the principal. Principal is one of the teachers who look after the wrong thing we do.
3. Principal. Because.

STD 7

4. If I have a problem at school I go to the principal because he is a head of our school. If I have a problem I go the head teacher and tell some of my problem.
5. I go to the Principal because the school is ruled by him. Principal because he

is a big teacher in the school.

STD 8

6. I go to the Principal because he has mercy and understands the problem of other people.

STD 9

7. If I have a problem I go to my Principal or Deputy Principal because they are the biggest ones.
8. Principal, because he is the head of this school.
9. If I have a problem I go to the Principal because he is the head of the school.
10. I go to the Principal because he is the head of the school.
11. I go to the Principal because she is the only person who can solve my problem.

STD 10

12. To the Principal. He is the one who can listen and give help to our problems.
13. To the principal. As a head of the school I think he is the person available.
14. Principal\Deputy Principal\Head of Department. They are controlling the school.
15. I go to the Principal because it is him who takes responsibility to our problems.
16. To the Principal because she\he is the only one who has better idea than other students.

CLASS TEACHER

Std 6

17. I go to my class teacher, I go to ask him what I'm going to do.
18. To class teacher because he can solve your problems.

Std 7

19. I go to my class teacher
20. I go to the teacher because this teacher is my class teacher
21. I go to my class teacher because he has an experience and he is going to tell me what must I do.
22. I go to my class teacher.
23. I go to my class teacher.

Std 8

24. I go to my class teacher. He tells me very "Rerry" and I Understand.
25. I go to my class teacher and she will consult the Principal herself.
26. To my class teacher because when I am at school she is my parent.
27. To my class teacher because she has got more experiences than me.

Std 9

28. To my class teacher because she gives us advices.
29. At my class teacher, he or she knows my discipline and how I participate at school and he can solve it.

30. I go to my class teacher who also teaches guidance because he has taught guidance and he solves the problems.
31. To my class teacher, she understands problems easily.
32. Class teacher because it is my class teacher who knows me.
33. I go to my class teacher because she will solve my problem with the feeling of parents.

• STD 10

34. I first go to my class teacher because he knows my problem he trusts me.
35. To my class teacher. She is closer to me.
36. Class teacher. He is going to solve it.
37. I go to my class teacher because is the only person who can help me.

TEACHER OR ANY TEACHER

STD 8

38. If I have a problem I went to a teacher.
39. They go to a teacher for your own problem at school.
40. I go to my teacher to solve my problem and hlep me.
41. I go to teacher because the teacher tell you and understand this problem.
42. To the teacher, because I want to understand
43. What he tells me and I want to know it
44. Teacher
45. I go to the teacher because it has a good knowledge
46. I go to the teacher because he is the only one who can help me.
47. You go to the teacher and tell you about a good knowledge.
48. I go to the teacher because he solves my problem
49. If I have aproblem I go to a teacher because the teacher is responsible for all those problems.
50. I go to my teacher. Because I want to know that problem.
51. Any teacher. Because it is the teacher that helps me in the problem of guidance.
52. To my teacher because teacher can explain for me why I should do.
53. To my teacher because I don't understand this lesson.
54. I go to my teacher because help me
55. We go to the teacher
56. I go to my teachers. Teachers are our parents at school
57. To my teacher because it is my only person at school. I can tell my problem I trust my teacher as my parents.
58. I go to the teachers because they are parents at school.
59. To the teacher because is the one that I can talk to.
60. I go to the teachers guidance and tell that I have a problem because guidance is taught by the teacher
61. To my teacher. Because she/he will know everything.
62. To the teacher because of knowing somethings

STD 9.

63. At school I have teachers that teaches us and students can see wrong things.

- 64. If I have a problem at school I go to the teacher because he or she will repeat for me what he/she taught.
- 65. I go to my guidance teacher if not to any teacher
- 66. When I was learning guidance I settled my problems to my teacher because he knows it very well.
- 67. I go to a teacher. She has an idea
- 68. To any teacher who teaches me because he/she knows me (what type of a student I am)
- 69. To the teacher, because he/she is also my parents.
- 70. To any teacher, because he has more knowledge than me and he can't talk lies.
- 71. To a teacher for more information.
- 72. I go to my teacher because he is experiencing world activities.
- 73. Teacher

GUIDANCE TEACHER

Std 6

- 74. To your guidance teacher because she knows your problems.

Std 7

- 75. To the Vocational guidance teacher because he is the one we discuss general knowledge.

Std 8

- 76. I go to a guidance teacher. Because he or she tells me that problems and solve.
- 77. I go to the teacher of guidance because I teach with the teacher guidance or its know guidance more.
- 78. Teacher of guidance, because she/he is good in proving problems.

Std 9

- 79. I go to guidance teacher because she is the only one that can guide me in good condition.
- 80. I go to my guidance teacher if not to any teacher.
- 81. I go to the teacher of guidance because the teacher can advise.

Std 10

- 82. To the guidance teacher because he teaches it.

SPECIFIC TEACHER NAMED

STD 7

- 83. Mrs Shweni. Because she listens to your problems and even solve them if she can or gives you advices

Std 10

- 84. I go to Mrs Magwa (dep) because she is nicer than others.

85. Mr Gquma. He is the most teacher who has qualities of a parent at my school.
86. Mr Gquma.

TO ANOTHER STUDENT

Std 7

87. To my class rep. Because she was a person whom we go to tell our problems

Std 8

88. To my friend. Because I know that she can never cheat me as a best friend.

Std 9

89. I go to another student from Std. Because I think she/he had a knowledge more than I have.

Std 10

90. To my friends, because they tell me what I must do to solve my problem.

TO NOBODY

Std 8

91. I don't go to anyone. Because I'm affraid to ask things from teachers and studnts do not know more than teachers.

Std 9

92. Nobody, because I have never been taught it but told about it so I don't bother myself about it as it is not in the school subject.

NO RESPONSE

STD 6

93. No response
94. No response
95. No response

Std 8

96. No response

VAGUE

97. She helps me.

15. IN YOUR SCHOOL DO YOU HAVE

Resources	have it	don't have	no resp	vague
A careers notice boards	33	58	7	
B Career Library	35	57	6	
C Guidance Films	11	81	5	1
D Outside speakers	16	72	10	
E Guidance outings	10	74	13	1

16. WHAT ELSE DO YOU HAVE AT SCHOOL WHICH COULD BE CALLED A GUIDANCE ACTIVITY?

SCHOOL SUBJECT

STD 6

1. Agriculture
2. Science
3. Science and Education

Std 7

4. General Science
5. Geography
6. Home Economics and Girl Guides

Std 8

7. Agriculture

Std 9

8. Biology
9. I can say its Biology because when we learn it we saw what we can help us and lead us to the better living.

VAGUE

Std 7

1. It is a very future in our guidance
2. Small small cannot of medicine

Std 8

3. Is the creative
4. Bible story, music

Std 10

5. Have careers on notice board

6. Rangers

SPORT

Std 6

1. I am playing netball

Std 7

2. Netball, soccer, rugby and people who run

Std 9

3. We have different sport codes

Std 10

4. Sport
5. Sport
6. I think is the one because in sport playing the discipline is applied, obeying rules. Beauty contest where you choose the way if speaking. How to walk.

DEBATE

Std 7.

1. Debate

Std 8

2. Debate
3. Debates
5. Debates

Std 9

6. Debating

Std 10

7. Debate

GIRL GUIDES AND RANGERS

Std 6

1. Dance
2. Plays that help us to guidance

Std 8

3. Symposium

Std 9

4. Cultural day
5. SCM

Std 10

6. I like boxing because it gives me exercise to keep out dirty sweat

7. Quiz

NOTHING AND NO RESPONSE

STD 6 14

STD 7 12

STD 8 11

STD 9 12

The following are comments made by teachers and are in their words
Question 1-6 are combined in the following table

TABLE 4: Teacher sample

School	Teacher	Gender	Academic Qualification	Qualification in psychology	Training	Present Teaching Post	Guidance classes taught				
							87	88	89	90	91
A	1	male	B.A	III	U-Diploma	H.O.D				9abcd	10a+b
	2	Female	S.T.D	None	Never	Teacher	6ab				
	3	Female	S.T.D	None	Never	Teacher		6ab			6&7a+b
B	4	Female	BA B.Ed	I	T College	D Principal	8ab				
	5	Male	B.A	III	U-Diploma	Teacher					8ab
	6	Female	BPed,BEd	I	Informally	H.O.D				10	10
	7	Male	Std 10	None	Informally	Teacher		6			
	8	Female	Std 10	None	T College	Teacher					
C	9	Female	Std 10	None	T College	Teacher		8,9 10ab		8,9,10	
	10	Male	S.T.D	College	T College	Teacher					
D	11	Male	B.A	College	Informally	H.O.D	6	7	-	-	10
	12	Male	Snr Cert	College	T College	Teacher			8a	7a	
	13	Female	B.Ped	None	Never	Principal			9ab	9ab	9ab
	14	Female	-	None	T College	Teacher			7a	8a	
	15	Male	B.A	None	Never	D Principal				7ab	8ab
E	16	Female	Matric	College	T College	Teacher			7abc	9bc 8ab	
	17	Male	JSTC	College	T College	Snr Teacher	7a	8a	6a	7a&6a	8a&7a
	18	Male	JSTC	College	T College	Senior Teacher		6b 7c&8cb	8c	7c& 8ab	

9. HOW OFTEN DO YOU TEACH OTHER SUBJECTS DURING GUIDANCE CLASSES?

Do not teach other subjects

1. Do not do it.
2. I do not teach other subjects during guidance Period
3. None.
5. I only teach guidance during guidance periods.
7. None.
8. No response.
9. I have never done that.
12. None.
16. I don't teach any other subject other than the subjects allocated.
17. Guidance periods are seperated from other subjects, guidance has got two periods a week.
18. None.

Those Teaching other subjects

4. Seldom teach guidance.
6. + 40%
10. Once a week.
11. Occasionally.
13. When I feel I have to catch up with some back log of work in another subject.
14. When at least I had three periods for guidance I often take two Biology and one for it.
15. Seldom.

Why do you do this?

1. N/A.
2. No response.
3. I have nmot done it even a day.
4. The syllabus system that occurs.
5. No response.
6. Guidance is non-examination subject.
7. N/A.
8. No response.
9. No response.
10. Guidance classes happen to be free classes because most of the teachers teach their subjects in various classes.
11. To enable me to catch up with the syllabus when I am lagging behind.
12. N/A
13. No response.
14. It is because guidance today is not so valuable to them as much. If

you take a horse to water to drink, if it does not want to, it never does. More it is not a subject that needs more teaching for a year, like subjects which are examined at the end of the year.

15. To try and cover work for examination subjects towards the end of the year.
16. N/A.
17. Because guidance is a non examination subject.
18. N/A.

10. WHAT DO YOU UNDERSTAND GUIDANCE TO MEAN AND WHAT ARE ITS AIMS?

2. No response.

Life

1. Guidance is a subject which is aimed at helping the pupils to become what they would like to be in life.
5. It is the subject where pupils are taught about things which are going to help them in life.
10. Guidance means guiding a child to achieve his/her different professional lines he can follow in his life. **Aims:** To produce capable professionals in different aspects. Not all the pupils are capable of following one line.

Future

8. It is useful in the sense that you lead a child to better future. It is a subject where you discuss each other's problems. It is a subject where you as a learner you gain more knowledge about yourself i.e. self confidence, self control and decision making.
13. Guidance has an effect of moulding the child. Its aim is to prepare the child for his future, socially, spiritually and otherwise. It has to prepare him for his future career as well.
18. Guidance is a subject about the pupil and his future, his own responsibility about his own future. The aim of guidance is to try and guide the pupil towards achieving his or her goods, to accept responsibilities and be ready for the future.

Careers

3. It is the assistance given to the pupils towards decision making. To open the minds of pupils to other fields of education.

6. Guiding the child towards future in order to enable the child to know what he/she is aiming at.
11. Guiding students in their learning, behaviour and in their choice of careers.
13. Guidance has an effect of moulding the child. Its aim is to prepare the child for his future, socially, academically, spiritually and otherwise. It has to prepare him for his future career as well.
14. Moulding a child toward adulthood stage, to be a responsible person for the community, to guide the child/assist her in any career she would like to choose and how to choose subject. To educate the child spiritually, physically and educationally, in order for her to know what is expected from her.
15. Guidance means guiding a child to achieve his/her potentialities. Guide the child and show him/her different professional lines he can follow in his life. AIMS: To produce capable professionals in different aspects.

Not all the pupils are capable of following one line.

17. Guidance is the subject that gives you direction in life to choose your career.
 - i) know yourself
 - ii) know your goods in life
 - iii) know others
 - iv) know the facts

18. Guiding students in their learning, behaviour and in their choice of careers.

General

4. Self-explanatory in the sense that it guides the child from lower classes what he/she actually wants to be.
7. Pave the way for students and aims at reducing regrets.
8. It is useful in the sense that you lead a child to a better future. It is a subject where you discuss each other's problems. It is a subject where you as a learner you gain more knowledge about yourself i.e. self-confidence, self-control and decision making.
9. Guidance is meant to guide pupils how to behave and know themselves e.g. their performance in class. How to behave when he is with other pupils or his age group. How to choose career marriage partners and

how to study.

12. Guidance is the way of bringing children to adulthood. Its aim is to advise people.
14. Moulding a child toward adulthood stage, to be a responsible person for the community, to guide the child/assist her in any career she would like to choose and how to choose subject. To educate the child spiritually, physically and educationally, in order for her to know what is expected from her.
16. Guidance means to guide, help and assist a child on his way to self/actualization.

AIMS: To equip one with means by which he/she can solve problems in life. To guide a child to proper careers in life.

DECISION MAKING

3. It is the assistance given to the pupils towards decision making. To open the minds of pupils to other fields of education.
8. It is useful in the sense that you lead a child to better future. It is a subject where you discuss each other's problems. It is a subject where you as a learner you gain more knowledge about yourself i.e. self confidence, self-control, and decision making.

ADULTHOOD

12. Guidance is the way of bringing children to adulthood. Its aim is to advise people.
14. Moulding a child toward adulthood stage, to be a responsible person for the community, to guide the child/assist her in any career she would like to choose and how to choose subject. To educate the child spiritually, physically, and emotionally, in order for her to know what is expected from her.

VARIOUS ASPECTS

11. Guiding students in their learning, behaviour and in their choice of careers.
15. Guidance is meant to show to pupils various aspects like how to behave, choice of subjects or fields.

AIMS: - to develop the pupil socially
 - to train pupils to think independently

17. Guidance is the subject that gives you direction in life to choose your career
 - 1) know yourself
 - 2) know your goals in life
 - 3) know others
 - 4) know the facts

• 11. **HOW DO YOU FIND TEACHING GUIDANCE?**

Interesting

1. Teaching guidance is very interesting because the guidance teacher helps the pupil in realising his/her goals.
2. No response.
3. It's a pleasure.
4. It is very interesting.
5. It is exciting with the exception that pupils are not interested in it. They see it as useless because it is non examinable.
6. Interesting though boring at times.
8. Every time you teach guidance you explore many things which were very much useless to you. Even you as a teacher you get the opportunity to change your minds and do another career.
9. Interesting.
10. No response.
11. It is very helpful to students because it uplifts their moral behavior and enables them to themselves thereby enable them to make appropriate choices in the future careers.
12. Its nice to teach guidance.
It is very interesting.
13. Enjoyable.
14. Teaching it otherwise is okay, because a child will not have to do maths sometimes I find a problem to teach a child some new lessons and ideas of which these contrast with the parents issues.
15. Students seem to be keen and quite with the subject. Majority of them feel that there is reality a need for it to be taught as a full time subject (examination subject). Pupils contribute a lot during guidance period - active.
16. It is a very interesting and challenging subject as it enables one to venture and evaluate different careers in ones life resulting in one choosing the best that fits him or her.
17. Guidance is an interesting subject.
18. Teaching guidance is very challenging and encouraging but pupils tend to be negatively prepared because guidance is not an examination subject. They regard it as a waste of time when you could.

BORING

6. Interesting though boring at times.
7. Boring as you use imagination that pupils have it got the power to imagine.

12. APART FROM GUIDANCE CLASSES, WHAT OTHER GUIDANCE-RELATED ACTIVITIES ARE YOU INVOLVED IN AT THE SCHOOL? PLEASE EXPLAIN.

1. I also guide my teachers as a head of division.
2. None.
3. None.
4. i) Practise teaching student
ii) Std 10 students are normally guided.
5. None.
6. None.
7. N/A.
8. Act the novel we use at school (Julius Ceaser). Be a shopkeeper.
9. PIDA
10. Extra mural activities like music and sport.
11. Literary and debating activities.
12. Sport.
13. No response.
14. No response.
15. No response.
16. Religious education I enjoy reading and teaching the word of God because I believe in him.
17. I am also guiding the children in the extra mural activities and religious activities.
18. No other guidance-related activities are involved at school guidance is done as a separate non-exam subject.

13. HOW DO YOU GO ABOUT DECIDING WHAT TO TEACH IN GUIDANCE?

1. I contact the syllabus content and then decide in topics which are of urgent need to pupil.
2. I was using the syllabus.
3. Look at the text book and in the syllabus.
4. Find the information fro the guidance books
5. I choose the areas in which they are having problems.
6. Refer to syullabus and considering open avenues for the child.
7. N/A
8. Choose the relevant topics which leads a child to a better future. Topics which have relevant issues.
9. Ask from the pupils their problems and choose a chapter which is related to that problem and then discuss it.

10. Firstly the pupils should know the reason for being taught a certain aspect. Secondly they must know part of the content and be actively involved.
11. I read contents and choose topics that \pm feel will benefit the students most.
12. No response.
13. I prepare according to the text book.
14. Firstly I revise my previous knowledge received from the college, and there after relate with their problems and interests.
15. No response.
16. I look every section at the syllabus. Pupils interest and quotation also serve as a deciding factor.
17. i) Syllabus
ii) Text books
18. I am guided by the Syllabus in a particular class.

14. WHAT SECTIONS OF GUIDANCE DO YOU CONCENTRATE ON MOST IN THE VARIOUS STANDARDS?

1. 6, 7, 8, 9 - 10 ways of preparig for exams and tertiary education
2. i) Std 6 Personality
ii) Std 7
iii) Std 8
iv) Std 9
3. i) Std 6 Healthy personality, decision making
ii) Std 7 Healthy personality, decision making
iii) Std 8 N/A
iv) Std 9 N/A
v) Std 10 N/A
4. i) Std 6 Cleaning
ii) Std 7
iii) Std 8 Choice of vactional schools/high school/general
iv) Std 9
v) Std 10 Choice of technikons, training schools
5. i) Std 6 Personality development
ii) Std 7
iii) Std 8
iv) Std 9
v) Std 10
6. i) Std 6
ii) Std 7
iii) Std 8

- iv) Std 9
 - v) Std 10
7. i) Std 6 How would you choose a career
 ii) Std 7
 iii) Std 8
 iv) Std 9
 v) Std 10
8. i) Std 6 Self discipline
 ii) Std 7 Self confidence
 iii) Std 8 Choose a career subjects
 iv) Std 9 Be realistic
 v) Std 10 Personality and how to study
9. i) Std 6
 ii) Std 7
 iii) Std 8
 iv) Std 9
 v) Std 10
10. 6 - N/A
 7, 8, 9, 10 (mark)
11. i) Personality and how to study
 ii)
 iii)
 iv)
 v) How to prepare for the examination and the choice of appropriate careers.
12. No response.
13. i)
 ii)
 iii)
 iv)
 v) Healthy personality, leisure times, self knowledge, motivation to study, vocational success.
14. i) Std 6 Career > How to choose career and subjects
 ii) Std 7
 iii) Std 8 Morals
 iv) Std 9
 v) Std 10 Careers, combinations of subjects, morals.
15. i) Std 6
 ii) Std 7 Personality

- iii) Std 8
 - iv) Std 9
 - v) Std 10
16. i) Std 6. How to choose a career and the value of education.
 ii) Std 7 Decision making setting of goals.
 iii) Std 8 Choosing career
 iv) Std 9 Studying methods
 v) Std 10 Studying methods
17. i) Std 6 Developing a healthy personality
 ii) Std 7 " " " "
 iii) Std 8 " " " "
 iv) Std 9 " " " "
 v) Std 10
18. i) Std 6 Personality
 ii) Std 7 Personality career
 iii) Std 8 Career - studying method
 iv) Std 9 Studying method
 v) Std 10 Studying methods - Career guidance.

15. HOW DO YOU CONDUCT YOUR GUIDANCE CLASSES? PLEASE DESCRIBE A NORMAL LESSON

1. I start by introducing the lesson, using various teaching methods, also used a blackboard summary is made to conclude the lesson.
2. I would first pose a question on what we were going to do, then we would discuss it much was from the class and I would do about five percent of the talking.
3. I introduce the lesson by asking relevant. Short questions. I group the pupils into small groups and then they must discuss in their groups and must come up with their own views about the topic and then I summarise and conclude the question.
4. N/A.
5. Mainly - Discussion and questioning.
6. Question and answer method telling method. I start by introducing the lesson, using various teaching methods, A.V.A. are also used a blackboard summary is made to conclude the lesson.
7. N/A.

8. Ask prior questions which are general. Take outside world examples and bring them in the classroom situation. Making examples. Analyse the present topic. The conclusion with examples.
 9. No response.
 10. Approach, Ask question that are going to lead to what you want to teach their secondly teach them the importance of the aspect you are teaching 3rd : the content in details, lastly its importance in our life.
 11. First I introduce a topic, explain it and by approach enables to elaborate more on the topic. The appropriate text is read and the students are also to sum up each topic orally. Then I sum up for the students.
 12. I usually divide them into groups and give each group a topic to discuss
 13. I use telling method with the chalkboard as my aid for summaries.
 14. I form a lesson plan before going to the classroom quote few instance they know. Describe the type of subjects to choose or interests thereafter I go to my lesson.
 15.
 - i) Pupils have their guidance text book
 - ii) When I come to class I ask them to take out guidance book.
 - iii) We select a topic and then explain its meaning before reading its various contributions or explanation are made by pupils then I ask one of them to read and then explains.
 16. By posing questions pertaining to the pupils future careers. Explain to them the ways by which their dream can be fulfilled. Refer them to some institutions relevant to their dreams for further references.
 17. Ask the kids the different homes they come from you tell them they must obey their parents home and teacher at school. They must study their books, play with their friends at home at times. You tell them that is healthy.
 18. I normally conduct discussion method of teaching, telling method and textbook method. In discussion we discuss everyday problems which is usually face pupils and try to come up with solutions.
16. **DO YOU EVER REFER PUPILS TO OUTSIDE AGENCIES FOR HELP IF SO, WHY AND TO WHICH AGENCIES?**
1. Yes, to other educational institution to help them to broaden their knowledge.
 2. No response.

3. No response.
4. N/A.
5. No.
6. Psychologist.
7. Yes, knowledgeable, people know better.
8. To gain more knowledge by sight and to take them to factories, invite an insurance broker take them to the farm research.
9. The agencies are very far from school and we are not always having money for transport.
10. N/A.
11. No.
12. Yes, so as to get the thing from the horse's mouth, a doctor.
13. No.
14. No, but agencies had after them active to come from department of tourism, health etc.
15. No response.
16. Certainly, as masters in their fields, they can supply them with more and current information.
- Those are agencies that fall within the scope of the field in which they are interested.
17. Because they may give more advice than myself e.g. Social workers and ministers of religion.
18. No.

17. WHERE DO YOU OBTAIN RESOURCES AND INFORMATION FOR YOUR GUIDANCE WORK?

1. From the schools library, from magazines and periodicals.
2. From the library.
3. Text book and from the libraries.
4. Books supplied by Government.
5. From magazines and magazines cuttings.
6. Books.
7. Text books and libraries.
8.
 - i) Magazines
 - ii) Libraries
 - iii) Bulletins
9. No response.
10. Only from bookshops
11. From a guidance book - Active Guidance by G - Engelbrecht, A.B. Former, J J Talyaard and J van Nottendorf.
12. No response.
13. From the textbook.
14. From the school library and college, library.

15. No response.
16. In active - guidance books and I also use library resources centre for information.
17. I obtain resources and information from the library.
18. From text books and other magazines available such as educumus.

18. **WHAT PROBLEMS DO YOU HAVE IN TEACHING GUIDANCE?**

1. Students do not take it seriously because it is a non-examination subject.
2. Many pupils were shy, they did not want to talk.
3. None.
4. N/A
5. Pupils do not want to think even the simplest things.
6. Lack of interest from pupils.
7. Explain what you also know healthy.
8. Sometimes the school may have the financial problems, so it may be difficult to take kids to the outside world excusions (factories, farms, etc.).
9. Classes are too big. I cannot concentrate to individuals.
10. Pupils are not farmilia with most of the aspect that certain people have achieved.
11. How to motivate the students to participate seriously in the discussions.
12. Equipment and resources.
13. I have a feeling that am not doing justice to this subject as I do not know it myself.
14. Lack of interest from pupils after the 2nd semester posing of irrelevant questions.
15. No response.
16. Some sources are not up to date.
17. I do not have any problems because I like it and also the children like it.
18. Lack of interest from pupils part and Teaching facilities of guidance which are lacking.

19. **HOW DO YOU THINK THESE PROBLEMS COULD BE OVERCOME?**

1. Teachers should emphasize the importance of guidance to students.
2. By trying to make them feel free i.e. creating a good atmosphere in the classroom.
3. N/A
4. Guidance should not be non teaching subject.
5. They should be made aware that they have problems.
6. Guidance should be examined at the end of the year.
7. By outings to the actual places to see what and how its happening.
8. By having film shows at school (educational films).

- By selling fruit sweets among school premises.
 - By having some shows (Hobbo, Miss Fresherd etc.)
 - By Acting (Forming the dramatic society)
9. Building more schools.
 10. Most of the aspects that are very important and have been achieved by certain people especially local people should be included in guidance textbooks.
 11. Perhaps it might help if the textbooks are translated into the native language and taught by teachers in the native language.
 12. By appealing to the government.
 13. Courses for this subject should be run for teachers who have never been trained to teach it.
 14. By giving a class teacher to teach the guidance for his/her class because she is the only person who knows where their pupils lack or in which subjects do they achieve better. Agencies from outside must come at certain periods annually to teach guidance.
 15. No response.
 16. By devoting more time to the pupil's problems.
By widening the school curriculum.
By consulting the current sources for more information.
Let the pupils go about in search of more knowledge that could quench their thirst.
 17. N/A
 18. The authorities involved in the introduction of guidance in schools ought to see to it that guidance has special teachers who teach it only.

**20. DO YOU DISCUSS YOUR GUIDANCE WORK WITH OTHER STAFF?
PLEASE EXPLAIN**

1. Yes, we as guidance teachers work as a team and therefore the teachers are included.
2. No response.
3. Yes, bring the topic to other teachers and then we discuss it.
4. Yes, In cases of pupils who pass Std 8 and 10 to see which schools would fit their ability.
5. No.
6. No.
7. Yes, some teachers know more than others some have been to various fields.
8. Yes, you get other advices from them.
9. Yes, they bring the problems that they get from their pupils in class and then we discuss them.
10. N/A
11. No.
12. Yes, whenever I encounter any problem.
13. No response.

14. Sometimes, although I did not give them work to write, but topics to discuss.
15. No responses.
16. Yes, so as to get their opinions regarding the problems in view. As co-educators they may help in interesting the pupils' problems reflected in their behavioural traits.
17. Yes. Maybe we do have a child who is not brilliant but he or she is a hard worker and yet he or she does not make it in class we encourage that child as staff to go to a vocational school and do some bricklaying.
18. I discuss my guidance work but discover that even other teachers have the same problems as me and others hate even to teach it but cannot help that because of subject allocation at our schools.

21. **IN WHAT WAY IS THE PRINCIPAL INVOLVED IN THE OVERALL GUIDANCE PROGRAMME IN THE SCHOOL?**

1. In nominating guidance teachers.
2. He is not involved.
3. He comes up with ideas, does supervision work.
4. He is the one who actually guides the teachers as well as the school pupils in general.
5. He consults guidance teachers and discuss the problems.
6. Through motivation.
7. Sees to it that classes are well attended.
8. Providing the teacher concerned with finance when it comes to excursions. Making appointment with the invited guests.
9. No response.
10. Since we don't have books for guidance we have not yet started. The Principal has just promised to have guidance teacher for the whole school when circumstances warrant.
11. The principal controls the work of teachers in vocational guidance.
12. Since one is the head of the school. She has to see to it that every subject is considered.
13. She supervises and control guidance work in all classes.
14. No response.
15. No response.
16. He is very active. He continuously motivate the whole school concerning the overall importance of careers.
17. He allocates two periods guidance classes per week to each teacher and classes.
He sees to it that the teachers are honouring those periods.
18. He is involved in the same way as other teachers - teaching guidance.

22. IN WHAT WAY IS THE INSPECTOR INVOLVED IN THE OVERALL GUIDANCE PROGRAMME IN THE SCHOOL?

1. Inspectors normally come in order to check cumulative cards.
2. By paying visits and advising the teachers.
3. He conducts guidance courses.
4. Psychology programmes in Std 8 and 10. The inspector guides the pupils looking at the performance and ability in the tests.
5. I am not sure whether he is or he is not.
6. Motivation and supervision.
7. Look at the time tables.
8. By coming to the schools and do the I.Q. Test. After the I.Q. Test analyse the results and inform the principal with his staff about the principal with his staff about the performance of students.
9. No response.
10. They come for cumulative cards of the pupils. They also come for psychological tests.
11. The inspector occasionally inspects the work of teacher and annually conducts aptitude tests in the External Examination classes i.e. Std 8 and 10.
12. No response.
13. The inspector gives guidance to the Std 8 and Std 10 only when he comes for Aptitude Tests.
14. No response.
15. No response.
16. Courses are organised and he makes it a point that guidance gets its necessary attention and school visits are.
17. He comes and inspect the work done for the year. He also encourages tests to the teachers concerned.
18. The guidance inspector is responsible for Intelligence Tests. (I.Q. Tests) to be conducted at school.

23. DO PUPILS COME TO YOU WITH THEIR PERSONAL PROBLEMS? IF SO, WHEN, WHERE AND HOW DO YOU TRY TO HELP THEM

1. Yes, to sort out their problems through discussions, personal interview and giving advice.
2. No response.
3. N/A.
4. Yes they do. When a child does not actually know, say after passing Std 8. A child who is exceptionally good in Maths and Physics should attend an academic school than a general school.
5. No response.
6. No response.
7. Yes when there's a problem at school and home. Refer them to knowledgeable people.

8. No response.
9. Seldom.
10. Yes. They usually come after hours at my place. I tell them which lines they can choose from for furthering their studies. I also tell them requirements of each in connection with subjects. Lastly, I advise them to make applications.
11. Yes. This applies mostly to Std 10 students who want to further their education after matriculation.
12. Yes, during my free periods or after school hours.
13. Yes anytime when they have a problem. Sometimes they come individually, sometimes in groups. Normally they come to my office but they also come to my place of residence. I always try to give the best advice I can.
14. During our afternoon classes, or on their guidance periods, to discuss the matter with them and assist in various solutions to their problems. If the problem is a complex one I as advices from olter teachers for a solution to it.
15. No response.
16. Yes, at anytime when there's a problem at home.
17. They come during break and even after school. They usually come at my place or home. Usually I supplied them with relevant textbook and information.
18. Some pupils do come and I refer them to Welfare Centreds - most problems originate from family problems.

24 IN WHAT WAY ARE PARENTS INVOLVED IN WHAT GOES ON AT SCHOOL?

1. Some do not care for schools - hence there will be no achievement.
2. They are not involved.
3. They dont visit the school.
4. Parents do come with their problems to school and they are guided as well in connection with the exceptionally clever children or poor ones.
5. They are Committee Members. They have also joined the Parents Teachers Student Association.
6. Payment of fees.
7. Pay fees, watch progress in reports.
8. Get the results of their children in every term. By attending the school meetings.
9. By sending pupils to schools and telling the guidance Teacher their problems.
10. At the present moment, they only ask for bursaries where they can get them and how.
11. There is an annual parent-teacher meetings in which the parents are briefed on what is going on in the school. They are allowed to

- comment and suggest ways of dealing with any special problem.
12. Parents are also teachers at home (informal education). There is a great role that they play.
 13. We hold a parents meeting once a year. We invite them to our prize-giving ceremonies. We communicate with them quite often concerning their childrens problems.
 14. They interfere with the school matters when we held parents' meeting.
 15. No response.
 16. They are active participants. They supply, encourage and motivate their children in whatever they embark on.
 17. By attending the meeting held in school (ii) The principal must invite the parents when there is a burning issue.
 18. We have got a Parants, Teachers, Students Association (PTSA) which have just been introduced but not thoroughly functioning.

25. WHAT USE DO YOU MAKE OF PSYCHOLOGICAL TEST RESULT? PLEASE EXPLAIN?

1. To understand likes and dislikes; to measure attitudes.
2. They are there to assess the students' abilities and achievements.
3. To determine which pupil is weak so as to help the under-achiever.
4. The performance of the child helps us to know his/her ability and then we motivate them and encourage them.
5. We haven't written such tests.
6. To gauge the ability of individual pupil.
7. Judge the child's aptitude.
8. There is where the performance of each child is being observed. Analyse his I.Q.
9. Call pupils one by one and tell them how they are performing after showing them the results.
10. N/A.
11. It enables us to project what the possible result will be in their examination and see how far the situation can be improved.
12. No response.
13. We try to persuade our students to choose subjects according to the results of the Psychological tests.
14. In order to show where the child is lacking from or is she good at that particular subject or weak etc. This motivate them to learn harder.
15. No response.
16. One who's excellent in cultivating can do science and one who's excellent languages can be a lawyer.
17. When they give a psychological test a child who is good in figures may become a scientist, a child who is good in languages may become a lawyer .
18. In showing the pupils the results of the tests and try to show them on which subjects can they try to improve or which subjects can they try

to improve or which subjects can lead them to particular careers.

26. WHAT USE DO YOU MAKE OF CUMULATIVE RECORD CARDS? PLEASE EXPLAIN.

1. For promotional purposes.
2. They can be used for promotion purposes.
3. For the promotion of the pupil from one class to another.
4. These clearly give them full information of each and every child's ability, health and any other problems a child may encounter.
5. We do not have them.
6. To detect the progress on individual child.
7. How long has the child been at school.
8. This is where you could see a child having problems as he proceeds or deteriorates to a certain standard of learning.
9. Write their names and all particulars then results at the end of the year,
10. N/A
11. I have not made use of any cumulative records.
12. No response.
13. No response.
14. N/A
15. No response.
16. To test the pupils their physical appearance and mentality.
17. For recording the following : Physical Health, Mentality of a child.
18. Cumulative record cards are used to enable the teachers who want to check up pupils achievements and performances from previous classes.

27. WHAT IS YOUR OVERALL OPINION OF THE VALUE OF GUIDANCE?

1. Guidance should be taught just like other examination subjects.
2. It should be written as an examination subject.
3. It helps the pupils in their future i.e. It builds their future.
4. Guidance is of utmost importance in our schools if only the teachers could employ it well at schools.
5. It must be taught at all levels.
6. It caters for a bright future for the child.
7. Good when one understands it and has the financial means to pursue his ideology.
8. It must be a compulsory subject to every teacher to have it. It is where a child could pass the information about himself to the teacher.
9. No response.
10. Guidance is a very good subject to be taught at school, guidance needs a teacher for guidance only as a subject. Guidance should not be combined with other subjects in one teacher.

11. It is very important because it prepares the students to face the future with understanding and enables them to be aware of their talents and shortcomings.
12. Guidance is of importance to children and other people because most people would not have married for instance to their partners. Even choosing a career involves guidance.
13. Guidance is a valuable subject
14. Guidance is a very valuable subject in our schools.
15. No response.
16. It is good and well for guiding the child to adulthood.
17. It is very important for guiding the kids choosing careers.
18. Guidance helps pupils to accept themselves as they are and after that they develop confidence and can rectify their failures and choose what is correct for them. Ultimately they are able to choose their respective careers.

28. WHAT SUGGESTIONS DO YOU HAVE AS TO HOW GUIDANCE COULD BE IMPROVED IN THE SCHOOLS

1. Guidance should be compulsory in every school, excursions and other visits to important educational places should be emphasized.
2. None.
3. It must be made as an examination subject.
4. That it should be a teaching subject, that teachers should be guidance orientated even those who never taught or never heard about it.
5. We must be provided with all relevant facilities.
6. Teachers and inspectors should be encouraged to consider guidance important.
7. Provide bursaries to pursue what has been studied. Others will therefore be motivated or else it's a waste of time.
8. by bringing educational films to school, by providing the school with sufficient library books. By providing good materials for the school i.e. typing machine, art room, welding room, domestic science room and well provided laboratories.
9. Pupils are not taking guidance serious because they are not writing it as examination at the end of the year.
10. Guidance should be taught at primary level so as to give intrinsic motivation to the pupils. If it starts at primary level, a student will know which line to follow at Junior Secondary School and also will be able to choose the relevant subject for himself.
11. It should be made examinable from 6-9.
12. The government should cater for this subject in this way guidance teachers should undergo courses, equipment should be provided.
13. Special guidance Teachers should be appointed for the subject.
14. No response.
15. No response.

16. Guidance should be regarded as one of the important subject for the well being of the child. It also guides the child to realize that he is an adult.
17.
 - i) Introducing guidance as a full time subject.
 - ii) Introducing guidance for examination purposes.
 - iii) Employing full time teachers for guidance.
18. Guidance should have its own teachers so that teachers and pupils can see guidance as helpful. Guidance also should be given specific consideration as a subject.

29. ANY OTHER COMMENTS WHICH YOU WOULD TO MAKE

1. No response.
2. No response.
3. No response.
4. Teachers should show interest in it so that pupils as well may see the importance of guidance in their lives.
5. No response
6. No response
7. No response
8. No response
9. Each school should be provided by books and more schools should be built so that the teachers can get time to concentrate to individuals at school.
10. No response
11. No response
12. No response
13. No response
14. No response
15. No response
16. No response
17. I recommend that teachers must be employed full time for teaching guidance at schools.
18. None.

APPENDIX C.

The interviews with principals have been transcribed and recorded here

I : is the Interviewer

P : is the principal

PRINCIPALS' RESPONSES

The biographical details of all the five principals are combined in the following table

School	Principal	Gender	Years as principal
A	1	M	9
B	2	M	13
C	3	M	4
D	4	F	3
E	5	M	2

SCHOOL A PRINCIPAL 1

2 a.l: In your opinion what does guidance involve?

P: I think guidance is preparing children or pupil for future i.e. future careers. It helps them to choose the subjects according to their abilities so that they could manage to pass at school without any hindrances. It also involves the behaviour of the pupil and also part of cultural life of..... social life and not at the school only and also outside the school i.e. to develop a person not only at school but also outside world.

2 b.l: To what extent is this taking place at your school?

P: To some extent we are trying to do that although at present we do not have teachers fully qualified in this subject. I've got only one teacher who is teaching it but other teachers are not fully qualified but she is trying to help them to guide pupils toward that direction although she is having some problems in doing that.

3. l: Do you think guidance is the worthwhile part of the curriculum?

P: Yes, I will say so because guidance is not a stereotype subject which deals with a certain section, it deals with many aspects of life and what to expect in life outside and at the same time how a child should guide himself/herself to

be a man in future so to some extent it is a worthwhile teaching it more especially if it could be handled properly.

4. I: How do you find out about the role of guidance in the school?

P: Well, I first met guidance when I started teaching. When it was through inspectors who have just come to do some tests, during that time I never gave any significance to it those tests I regarded as a newcomer in teaching, it was only later on that I understood when I set down and talked to inspector about what was really taking place , what are these tests. When everything was explained to me then there I read books about guidance, then I became certain. Then that was before I obtained my degree. Then when I went to school, to university I studied psychology III, then it was then that I learned more about guidance.

5a I: How is guidance viewed by teachers at your school?

P: Well to some teachers guidance is not a worthwhile subject,it's just there to waste time. Some want to use it for other thingsbut to those and more especially to a person who is heading ithas more ideas about italthough still trying to sell it to teachersbut some teachers are not taking it seriously but through her who is the head of the department, then it is a serious subject which she wants to have a certain policy which has to be followed but up to now the following is not yet a full one. We are trying to establish it.

We are also selling it to teachers so that teachers could first accept it so that guidance could not be done by the guidance teachers only, so that another teacher should take guidance seriously although not teaching it. That is what we are trying to do at present. It is only those teachers who are involved in guidance who are trying to do that.

5b I: How do you assign guidance duties and classes to your staff?

P: Firstly, I use the qualifications then after that it is maturity then I take the mature teachers who are able, and who have long been in teaching and at the same time who have an understanding of pupils in their behaviours so that at least they can be able to handle,then also there are those who are inexperienced who have to get in there without any-thing so that they could learn ...then there are those three groups that we are handling in guidance hence we find out some are not truly fully experienced they do not see any value of it. Ultimately possibly when they are experienced they will start realizing its importance.

I: What is their response to this, when you are giving them these duties?

P: They do take them with reluctance because they know nothing about guidance ..once they were never guided at school it is now sink and swim through them

hence they accept this with reluctance and hence you will find out if one is not following them up you will find a teacher teaching another subject during a guidance period because this is a non-examination subject so this is not important to pupils what is important is the examination subjects which is taught in that class then they are usually used to this. But that we have to work it out.

6a I: What problems are encountered by teachers taking guidance?

P: Mostly I think it is the lack of knowledge to the subject although we do have some guidance books but they only depend on it we do not have many references so that the teacher can be able to delve to the topics some of the topics need an experienced teacher so they are treating them as they are. There is not more research done on them; even to pupils it is not a popular subject because it is done once a year or once or twice a month by a certain teacher there is no trend that is followed up to build up anything concrete for them so even teachers themselves since they have no references so they just treat it as a passer-by subject.

b I: How do you think these problems could be overcome?

P: First one I think is that one of depending on a single text so I think this has to be overcome through getting many textbooks as possible reference books so that we get many references then again it is through some seminars to be conducted on how to handle subjects in class and what should be done in class just like any other subject that has a policy to be followed so I think that is how it could happen but I think it could take a long time since it is a non-examination and testing at random, no testing is done and so on but it is something that needs an inner feeling of a teacher more than any other subject hence a person must be somebody who has a vast knowledge of it and at the same time a love of the subject, and love the future of the kids at school.

c I: As a principal what have you tried to do to address these problems?

P: From time and again I get reports from head of guidance. Then I usually call the teachers and try to talk to them about the importance of this and so on. So since one is a principal so their response will be "alright I'll try to do that principal," but the next time you will find out that teacher is going back to the same thing not following what you have instructed him to do, since there is more work for him to do that is used to other time but they just seem to be humble ...before they are...they know that it is their job, they know everything they should do but at your back they do something else.

7a I: Apart from classroom guidance do pupils receive guidance informally? How?

P: Yes they do receive I think for the past years and I do not think last year but previous year, some visitors usually come from the University of Fort Hare

comes here at school so to give them guidance and how to apply and what to expect and which courses are done there and what is required and what qualifications should they have in order to get in there and also how to apply for bursaries and how points system is used in getting bursaries and also Fort Cox has come about twice since I was here so as to give students what is taking place in their college . So we have also invited nurses to talk about careers found in Nursing. So guidance is not only done here these are just few examples it is also done by some others.

b.l: In what way do you involve outside agencies in guidance in the school?

P: We usually invite them to ...infact we have not invited most of them, we start to plan that for future. We should also have some talks to give, a talk on certain topics whether, one we can invite a lawyer and so on and how it is important to kids, then again these are the things we have been planning to do, to get people from different fields of life to come to give a talk so that they can be a little bit enlightened about what is going on in life.

l. Do you usually refer some pupils to specialists, sometimes when a pupil is hard of hearing or has eye problems?

P: Yes, although we are doing that through a school inspector who is working here. We usually call him then he comes for testing, then the case becomes the inspector's case, so he has appointments, so we are usually phoned about the progress, of what is taking place and so on.

8. l: How do pupils choose their subjects for std8?

P: Guidance is just given during the year about subjects. I think that is where career guidance is done mostly to std 7 but choosing subjects we usually let it to them. It just depends on the kid, the subject he wants to choose and another thing that makes it difficult is that the choice of subjects for std 8 is a bit limited, so we have Commercial subjects, they choose Commerce as early as std6. So once they have done Commerce and Accounting, they take it up. They rarely change even if one is failing Accounting. Since one has chosen it one continues with it even if one is weak in the subject. So on the whole we live it to them unless in some other cases also parents are involved. I could just quote some few examples. We've got school needlework. So a kid will choose needlework from std 6 and also std7 and all of a sudden at std 8 a parent will come and say he has no extra money to pay for needlework though the kid may be good in needlework, then the kid may change to another course. We try to talk to parents but they will say they've got no extra money, unless you can give me money to pay. So there is no choice. Then we change the kid to the other course. So we do have some problems but the choice is on the kid.

9 I: How do you see the involvement of parents in the guidance functioning of the school?

P: Parents ought to play a big role but in my area most parents are illiterate or the kids stay not with their proper parents but with foster parents or guardians. So the parents are away at work, so most grandfathers or grandmothers are not well versed with what is taking place at school as a result of that guidance to themthey let everything to be done by the teacher. They accept what the teacher says unless it involves a certain case that I have quoted now like "I have no money," its only then that the parent would come in on another thing ..now things like sport when the parent ..his child cannot participate in sport, then he can come and explain but in other thing he will learn out at school. So I wont say parents are involved although they are supposed to be of great help because at school we are meeting those kids for a short time, then parents are with their children for a long time, then its them they will mould their character and so on generally outside because here at school the child behaves in the way that is wanted here at school, the true character of the child sometimes is not reflected at school, so some other things we may not get them at school, about what the child could do ..for instance we get them just by chance because I remember one kid, he knows how to draw. Just by asking "help me to draw this chart." This child was a very good drawer but here nothing involves us that needs to esteem us in that field. But a parent who knows that child could come to the teachers and say that my child is good in this. What else could we do, is there any other school where I could take the child to develop this thing, but those are the right things. Again money is another aspect which involves parents. Most of them are illiterate. So seeing that this is the nearest school to them, they want their children to attend even if there could be a better school for that particular child, the parent would want the child to go to this school.

SCHOOL B. PRINCIPAL 2.

2a I: In your opinion what does guidance involve?

P: I should think guidance involves the ...let me put it this way: it requires the teacher to prepare the child for future career and at the same time the choosing of subject for a particular career.

2b I: Now to what extent is this taking place in your school? -what you have mentioned?

P: We are trying to do that but there are certain problems that we have encountered but we are trying to prepare children, to guide them and then to develop interest in this subject guidance because they lack interest.

I: Now you have mentioned some problems, which problems are those?

P: The first problem I have already mentioned is that pupils lack interest and teachers are not interested, now the reason is that teachers themselves are not motivated because they take ----the teachers and the pupils-----they consider

that guidance is not important because it is a non-examination subject so that's another problem and secondly another problem is that some of the teachers who are teaching guidance have no previous knowledge about guidance, they were not trained in guidance and for that reason the third problem will be teachers will take guidance period for an examination subject.

3 I: Do you think guidance is a worthwhile part of the curriculum?

P: Well; as far as I am concerned under those problems already mentioned guidance is important, it is worthwhile doing it because as you know that guidance prepares the child for his future i.e. his career then it is of great importance that we should teach guidance in our schools and pupils will be able to choose careers that they would like to follow in future, so as far as I am concerned I think guidance should be taught at schools.

4 I: How do you find out about the role of guidance in the school?

P: Well; so far some of the pupils have followed the good careers through guidance, some of them, for example there is one guy who was doing std10 here in 1989, it was through guidance that he was able to choose some of his subjects at the university. For example he wanted to do Law, but through guidance he did not take Law so somehow there is an important part that guidance has played but not that much as I have already mentioned that teachers and pupils are not that interested, so there is not that much that has been achieved through guidance.

5aI: How is guidance viewed by teachers at your school?

P: Well; they view it as something that is not important but there are those teachers, in fact about two of them who are interested, but the difficulty is that they do not do guidance in all classes because of other subject they are teaching but the majority of the staff is not at all interested, for that reason they are not co-operative.

5bI: How do you assign guidance duties and classes to your staff?

P: We have to consider guidance as a subject i.e. if the teacher has done that at a training college, then those who have done guidance at training colleges, then you allocate the first subject to them, but then again there are those who have not done it but they have to teach it, but then those who have not done it, it is the duty of the teacher together with the principal to have a discussion on the procedure to follow because now under any circumstances the teacher has to prepare the lesson, there are textbooks for the subject, so the teacher has to consult that and now again say the teacher has not done guidance and he has to teach guidance at std9 and now before he can teach guidance he has to refer to std 6 or std 5 guidance, now it becomes a hindrance there because he will only stick to the prescribe book for std 9 forgetting about that

it is a continuation.

I: Is there any reason which makes you not to give guidance only to those that are trained to teach it?

P: Yes there is a reason for that, for example, we have got a lady teacher. Well she did guidance at university but she is the only teacher who teaches Maths here at school, so now it is difficult for her to teach guidance throughout the school and then there are other three from Griffiths Mxenge College who have done it but still even with them the question of shortage of staff....they are being overloaded. So that is the reason why and again I wont run away from the fact that even the Department has no provision for guidance teachers. You advertise for English, Maths and then guidance will be something to fill up the time table.

6a I: What problems are encountered by teachers taking guidance?

P: The first problem although somehow it will be a repetition but it the lack of interest on both the child and the teacher, again we, in the administration ,i.e. principal, Deputy and the Head of Division don't supervise it. We say we don't have time to supervise it. We have a bad attitude toward the subject and on top of that I never did guidance. So although I am trying to check that it is being taught but there are shortcomings along the line. So now it becomes a little bit difficult to find out if the work is being done. For example guidance needs exercises to be written but there is no written work done and if you ask teachers to do written work they will tell you this and that but if you force them to do they do it but children will have a negative attitude of not doing it because they know that this is just a mere waste of time. It becomes better if it is done a little bit informally.

I: Now those teachers that are teaching guidance, do they come up with certain problems?

P: Yes, there are certain problems for instance they maintain that there are no courses....there are no people like inspectors to guide them. So those are the problems that they come up with.

I: When you give them guidance to teach, what is their response to that?

P: Well, even then they do not show a negative attitude to guide them but you will only see that this particular teacher is not that interested in what you said during the course of time because you will find out when you do a follow-up you will notice that he has not done what you have said about it and then the textbooks for guidance are not distributed among the students but now and again you will have to insist on the teachers that please give out books to the pupils but they will do that after a long time, for instance from January to March nothing has been done on guidance.

6bI: How do you think these problems can be overcome?

P: The first thing is that the Department itself must try and employ somebody to be in charge of guidance in our schools. The Department again should take guidance as an optional subject towards the examination. Then even if that can be done our streams here at school will develop and we shall be in a position to recruit guidance teachers knowing that this subject should be taught for examination purposes, so I think the Department itself has to do something, then the teachers together with the principal and inspectors will then try by all means to do guidance in a proper manner and then it will be taught effectively and then the aims of guidance will be achieved

c I : As a principal what have you tried to do, to address these problems?

P: Well so far there is nothing

7a I: Apart from classroom guidance do the pupils receive guidance informally?

P: The informal guidance is there. For instance I as a principal I do informal guidance and secondly informal guidance is done but is not frequently.

I: How is it done perhaps?

P: You asked somebody from any field, any dept to address the pupils but as I have said it is not that common these days for instance I said we did that in 1989. We tried in 1990 but this year nothing has been done so far, you just ask anybody from outside more especially in the line of somebody who has psychology and even at times we assemble students on individual classes but when I refer to individual classes, I refer to Std 10. I asked one of the teachers here at school who have psychology to address the students in different field so we have that informal guidance here but that is the only part that I do recommend we practice here at school now and again I use that method of informal guidance.

7b I: In what way do you involve outside Agencies in guidance in the school?

P: Well as I have mentioned previously when I was explaining that we do informal guidance I think I was referring to this but we do not invite doctors because we are in remote areas here its not that easy to get a doctor here say in King William's Town, Zwelitsha to come here usually we do not do that.

I: Actually what I was trying to ask is that lets say do you usually refer a child to a doctor/specialist?

P: Yes we do that, for instance we send children to social workers, psychiatrist and even to doctors. For e.g we had a child who was deaf I referred that child to a clinic first, then from there to the hospital, then from there I referred the child to the social worker with the aim of referring the child to a deaf school so we do such things when we detect that there is a handicapped child.

I: How do pupils choose their subject for Std 8?

P: There is no choice because we have one stream in Std 8 so by the time the child passes Std 7 knows pretty well that I will do this and that so there is no choice at all.

I: Don't you come about some problems whereby a child does not like certain subjects that are done in this particular school.

P: Yes we have such problems for example we have children who are interested in Physical Science but we do not have Physical Science.

I: What do you usually do with those?

P: Well we just talk to them that they should do what is being done or if you see the child that has an ability then you refer that child to another school for example I referred another child to H H Majiza and then this year I referred another one to Thembalabantu. Infact I referred him to Ulana but he did not get a space there so I referred him to Thembalabantu those are done to exceptional children. Yes we have that problem for example in Std 8 we have a religious Education for example but some of the children do not like Religious Education but they are compelled to do it that is the problem we are having and as a result some of them had a bad performance because a child will do a subject he does not like so you cannot expect much from such a child. For instance the one I sent to H H Majiza got an exemption because she did Maths and Science.

9 I: How do you see the involvement of parents in guidance functioning of the school?

P: If there is a little bit of involvement you will only get involvement by the parents when the child has done something wrong at school and then you call the parents and the committee or any elderly people here in the location then they will talk to the child, they will show the child, then that's guidance but at times if you invite committee members to address students here at school then they will assist them, they will guide them but they don't just come to school, they arrange a day with the school to come and guide the children to assist them in anything so there is little involvement.

I: Do you think they should be involved?

P: Definitely, infact in everything that goes on at school parents should be involved and if parents can be involved in guidance children won't have such problems of leaving school early because the child comes to school just for the sake of coming to school there is nothing attractive. Then now if the child is being guided by the parent at home then at school he is guided by the guidance teacher and the staff as a whole and the community also has an effect on that then the child definitely will aim high.

SCHOOL C PRINCIPAL 3

2 a I: In your opinion what does guidance involve, what programmes are involved in guidance?

P: I think the main programme in guidance is just the way of how the people should be led in order to be in a position to choose the right careers of their future, and in doing that after that has been done then the pupils are in a position whenever they go to school that he/she is intending following this course rather than forced by the pupils or teachers or anybody else so as to have the right guidance towards future, I think so far those are the only things I can give you.

b I: To what extent is this taking place in your school?

P: Yes it takes place in my school but it starts from Std 6-8 because I have no teachers for std 9 and 10.

3 I: Do you think guidance is the worthwhile part of the curriculum?

P: Yes, in the sense that if there is no guidance in the school or the guidance is not included in the curriculum then we are not in a position to give pupils the right way of how should they go about in order to choose their careers in their life so that is why I say it must be included in their curriculum.

4 I: How did you find out about the role of guidance in the school?

P: I do not know whether I will be answering your question properly but according to my view or as I can see it guidance helps a lot because this guidance has made many of the pupils to be in the right position for example some of them as I have said it starts from standard 6-8 thereafter then the pupils are capable of going on achieving their goals or going further in their education, I do not know whether I've answered your question.

5 a I: How is guidance viewed by the teachers at your school?

P: You know some of the teachers in the school I think they are just taking guidance as a subject which is not relevant in the curriculum or as an examination subject, they just teach it for the sake of teaching it, not as a subject.

b I: How do you assign guidance duties and classes to your staff?

P: First of all I ask teachers whether they have done guidance in the colleges so if it happens that, that teacher has done guidance at the College then it regard that teacher as suitable in teaching guidance, and then whenever those

teachers are appointed to teach guidance I really tell them that they must regard it as one of the important subjects in the school because guidance leads pupils to greener pastures, rather than wasting time because at school we teach children to do this but in the long run we find that this pupil does not fit in this position which we have chosen for her.

I: What is their response to this ?

P: Positive

6a I: What problems are encountered by teachers who are teaching guidance?

P: Some of them they used to come and tell me that guidance is a mere waste of time as they are concerned because whenever they go to classes the pupils seem to pay no attention to what they say that's how they view it.

b I: How do you think these problems could be overcome?

P: I think these problems could be overcome by having an expert so as to come to every school and show the teachers the relevance and importance of guidance each and every school because the teachers as well as the pupils regard guidance as of minor importance I think that's how these problems could be overcome, to have somebody from outside and explain to the teachers as well as the pupils.

c I: As a principal what have you done to address these problems?

P: Not so far, nothing at this stage

7a I: Apart from classroom guidance do pupils receive guidance informally? How?

P: I can't be sure of that but I will assume that they are being guided in their homes but this guidance I think it is not like that in the school in the sense that in all of these homes as I can assume, if somebody is a teacher, a father of that particular home would like his child to be a teacher whether they like it or not. For example there are five teachers here so we would like our children to be teachers which is impossible so I think this guidance also takes place informally.

I: Is there any informal guidance taking place in school perhaps apart from one taking place in the classroom?

P: I won't say but I am quite certain whether it takes place or not because some of the things usually take place in my absence.

b I: In what way do you involve outside agencies in the guidance in the school?

P: This term guidance is very wide in such an extent that there are many people coming from the school to Guide these pupils, for example I think two months back we had some of the Nurses from the clinic guiding them accordingly how should they go about with sex and I assume that it helped them a lot concerning the AIDS, they guided them a lot they even told the teachers that they must always be available whenever there is something happening in the school so as to let the children aware that this thing is not happening like this so it is the duty of those outside agencies to come and guide the teachers as well as the pupils.

8 I: How do pupils choose their subjects for Std 8?

P: I think there is no provision for that because they are doing the subjects they were doing in Std 7. For instance the subject they are not doing is Geography and General Science changes into Biology in other words they are doing seven subjects in Std 8 whereas in Std 7 they are doing History and Geography combined so they are no longer doing Geography in Std 8 and no longer doing General Science in Std 8 instead of General Science there is Biology. There is no choice in Std 8.

I: What about in Std 9?

P: In Std 9, as they are doing seven subjects in Std 8, let me count them so as to have a green idea of what I am talking about; In Std 8 they are doing Languages, Maths, History, Agriculture and Biology. So when they get to Std 9 they are doing the languages, History, Agriculture and Biology so they are not doing Maths in Std 9 and 10, they are doing only 6 subjects in Std 9 &10 all of them.

I: Do you sometimes find some problems whereby the child does not like the subject he is doing at the present moment?

P: That's what normally happens,

I: How do you attack such problems?

P: I could not do anything because those subjects they are doing are in the curriculum of the school, so I can't do anything else, for example a pupil is in Std 9 and she/he does not like Afrikaans there is no other alternative they have to do these six subjects.

9 I: How do you see the involvement of parents in the guidance functioning of the school?

P: I can say that parents are involved in the guidance functioning of the school because it happens that I have a function at school so you will see some parents coming to school and showing how this thing should be carried out for instance those tribal dances, and so forth, and parents will come to school

and show them how they go about doing these things in other words I would say that they are involved in the guidance functioning of the school.

SCHOOL D PRINCIPAL 4

2a I: In your opinion what does guidance involve?

P: Well in my opinion guidance involves moulding, the pupil in its totality and guiding her in all of her subjects she is doing and preparing her for a future career, that is what I think guidance involves.

b I: Now to what extent is this taking place in your school, what you have mentioned?

P: Guidance is done in all classes here from Standard 6 to Standard 10 but most unfortunately we have only one teacher who has done psychology whom I think has a little bit of training in teaching this subject, so the rest of the teachers who teach this subject have never been trained to teach it, that is the problem we have.

3 I: Do you think guidance is the worthwhile part of the curriculum?

P: Yes, I think so, especially if you could have properly trained teachers.

I: **Why do you think its a worthwhile part of curriculum?**

P: Because really it does guide students and gives them direction.

4 I: How do you find out about the role of guidance in your school, How do you find out about its importance?

P: You know we have an inspector here at Keiskammahoek Mr Kwinana who usually comes visiting schools to conduct some tests, some psychological tests and then he normally explains to use with the results of the tests and points out to the different scores of the children and then immediately you know when you refer to his marksheet exactly how the child is responding to each of the aptitude test, so immediately you know which line the child should follow

I: **Can you see what guidance is doing at your school? Do you see its importance?**

P: Yes, I do see its importance. I see its importance because it does mould them it also give them a chance to choose the correct careers therefore I think it is importance

5a I: How is guidance viewed by the teachers at your school, How do other

teachers view it?

P: Well most of my teachers since they do not have any training in the subject, I think they are not very happy to teach it as a result you find out they use the guidance period for some other work.

b I: How do you assign guidance duties and classes to your staff, how do you allocate this subject guidance to teachers?

P: Well, I must be sincere here, we allocate this subject to people who have fewer periods to make up the number of periods not because he is good in the subject because they are all the same they have never been trained, so we look for somebody who has fewer periods.

I: Usually what are their response to this, how do they respond when they are given guidance to teach?

P: No they never object

6a I: What problems are encountered by teachers teaching guidance?

P: Well, they have not brought any problems, well I suppose they take guidance as unimportant since it is not an examinable subject.

b I: Now so it means therefore there is a problem as far as guidance is concerned not so ..

c I: What have you done to try to address these problems?

P: Well, to ensure that guidance is taught during its period I have taken guidance as my responsibility to supervise it so I do supervision in guidance personally and then I think then they are all doing it.

7a I: Now apart from classroom guidance do the Pupils receive guidance informally?

P: Well, I would not really know I do not think so we only do it in class.

I: Don't they sometimes come to some of the teachers or to you to solve certain guidance oriented problems, something of that nature?

P: Well, they do come frequently to me to ask for bursaries, to ask for direction to take and so forth

I: So is there anything socially apart from careers and all those things

P: Yes they do, for instance they come to me for problems such as staying from

a distance from school and when they encounter financial problems they also come and when they have any other problem and when they are sick for instance.

b I: Now in what way do you involve outside agencies in guidance in the school?

P: Well, we do invite and we hold symposium and invite different people from different fields for instance last time we invited police and nurses and professor from Agricultural department to give talks to our student.

I: **How perhaps do you select these people, who is responsible for these selection, for these outsiders to come and talk, is it the principal or guidance teachers or principal and pupils?**

P: It is the principal and staff

I: **How is the response of pupils to this, to these activities?**

P: Oh they enjoy them very much they even take part in asking questions.

8 I: How do pupils choose their subjects for standard eight?

P: For standard eight there are compulsory subjects for example the three languages, Mathematics and Biology are compulsory so they are left with one or two to choose from. So we leave it to them to make their choice because at that stage they have not had any aptitude test and we mostly rely on the reports from their previous years and then we try to advise them according to the reports.

9 I: How do you see the involvement of parents in the guidance functioning of the school?

P: I think parents are actively involved in the activities of the school because we hold parents meeting annually and they do express themselves in the meeting as a result there is a mutual understanding between the principal and staff and the parents and we also invite them at the end of the year when we have farewell and prize giving. So we do work together with parents. Infact I think this year they have helped us a lot in as far as discipline is concerned

I: **Do you usually discuss some social problems with parents?**

P: Yes a lot.

SCHOOL E PRINCIPAL 5

2a I: In your opinion what does guidance involve?

P: I think it involves career guidance towards developing certain potentials of students to the right and correct direction in their field of work in the future

b I: To what extent is this taking place at your school?

P: Truly speaking really we are not teaching it at all. There is no teacher and the periods that are supposed to be used for guidance, we use them for other subjects, because of the disturbances. Since there is a shortage of time we use those periods for other subjects i.e exam subjects.

3 I: Do you think guidance is a worthwhile part of the curriculum?

P: Yes, it is, because if it can be addressed fully it can help the pupils to choose their future jobs correctly, so that one can know what field in life must he follow.

4 I: How did you find out about the role of guidance in the school?

P: As we are not teaching it I have not seen any role of it in our school

5a I: How is guidance viewed by the teachers at your school?

P: Most of them are not interested in guidance, you happen to know that when you send someone to the course, all of them don't want to go to the course because they say it serves no purpose.

b I: How do you assign guidance duties and classes to your staff?

P: When we are doing subject allocation at the beginning of the year, we do allocate guidance to certain teachers from Std 6 to Std 10 and it is having two periods per week

I: Actually how do you choose teachers for guidance?

P: We just choose them, any teacher because most of them it is the first time that they come across guidance, they have never done it.

I: What is the response of teachers when they are given guidance to teach?

P: They are very much less interested in it really. Instead of teaching it during those periods, they use them for their periods. I don't think they are well motivated.

6a I: What problems are encountered by teachers teaching guidance?

P: Lack of schemes, lack of guidance because there are no guidance inspectors as far as I know and as a result teachers are less interested, because they know it is not inspected.

b I: How do you think these problems could be overcome?

P: I think if the Department can see to it that it is training teachers properly for this subject so that teachers... even the subject can be an examination subject I think it's then that teachers can even the kids but as it is now it serves no purpose because they have got a negative attitude because they know it's not an examination subject. And the Department if it can train teachers properly in this field so that they can solely attend to guidance in different schools.

c I: As a principal what have you tried to do to address these problems?

P: I have done nothing.

7 a I: Apart from classroom guidance do pupils receive guidance informally?

P: Yes, I think in classes and during assemble when we address them, we do encourage them to take certain jobs, for instance to be interested in the Science field, teaching side, we do encourage them to take different jobs and even the technical jobs, we do even encourage them to go to technical schools

I: So that is done in the assemble?

P: In the assemble, and just may be in passing in class whilst we are teaching other subjects.

I: Do they usually come to your office for certain advices, something of that nature?

P: Yes, when they are about to fill forms in Std 10 they do come and ask for certain advice as far as university life is concerned. What is the difference between the University and the Technicon.

b I: In what way do you involve outside agencies in the guidance in your school?

P: In my experience as a principal I have never involved them.

8 I: How do pupils choose their subjects for std 8?

P: The subjects they are going to follow throughout up to Standard 10.

I: So there is no change from seven to eight?

P: No there is no change. There are those that are taking Geography and those that are taking History and if they are taking it from Std 6, they are going to take it up until Std 8.

I: Them from Std 9 is there any change?

P: In Std 9 there is a change, we do not have all these sciences. We have got to send them somewhere, maybe to Kuyasa or to other schools.

I: So in other words is there any guidance they receive when they are choosing subjects, those that are going to start Std 9?

P: Actually the guidance I know of is when they are choosing subjects for Std 10. So that we advise them to, some to take Standard Grade and we give them the advantages of Standard and Higher Grade. That's the only form of guidance they get. Actually we don't force them. We throw it open to them, but giving them enough advice.

9 I: How do you see the involvement of parents in the guidance functioning of the school?

P: But I think really parents at home, they have got to play a role at home. But I am telling you parents are so less interested in as far as school activities are concerned, even if you call them for meetings, they don't come to school. But the only thing that I can suggest is that whilst the pupils are at home, because most of the time they are with their parents then their parents can encourage them, because most of the time they see them, they talk to them at their homes and they really know what interest in as far as certain jobs their pupils display. I think at home they may advise them as to choose jobs.