THE GUIDANCE NEEDS OF STANDARD 10 PUPILS IN SECONDARY SCHOOLS IN THE POTCHEFSTROOM AREA

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DEDICATION

This thesis is dedicated to my mother, *Thabea Dolly Mamolebatsi,* who fought a lonely battle,

and in memory of my late father-in-law *Alfred* Ramagaga, my father *Jan Siko*, my sister

Paulinah Mojanku Modise and my grandfather and grandmother *Molefe* and *Magogudi*

Modise.

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SUMMARY

The guidance needs of the Standard 10 pupils in secondary schools in the Potchefstroom area

The purpose of this study was, amongst others, to determine the guidance needs of the standard ten pupils in the Potchefstroom area and to determine whether the interim core syllabus introduced in schools in 1995, provided in the guidance needs of the secondary school pupils.

These aims were achieved by firstly conducting a literature study on the historical development of school guidance in the United States of America, Japan, Britain and in South Africa. The practice and status of guidance in South Africa were also discussed. Secondly, a questionnaire based on the interim core syllabus was devised and given to a sample of Standard ten pupils from the Potchefstroom area for completion.

The literature study indicated that school guidance programmes introduced to the various education departments were not the same and did not adequately deal with the diversity of issues they needed to address nor had they kept abreast of current changes and developments relevant to the South African context.

The empirical investigation indicated that the guidance needs of different population groups differed. The study also revealed that black pupils faced unique problems that could be ascribed to the education system's failure to provide enough guidance support for schools. White pupils were satisfied with the syllabus, while the Black, Coloured and Indian pupils did not agree with certain aspects of the interim core syllabus.

The conclusions derived from both the theoretical and practical parts, that is, the literature study and the empirical investigations, provided the guidelines for educators to design a well-structured guidance programme that would be relevant to the needs and experience of all learners.

This study recommends that further research should be undertaken in other provinces especially where there are reasonable numbers of Indians and Coloured pupils. Additionally,

the study recommends an effective guidance programme that should have clear, well-articulated goals that are achievable, measurable and be tailored to suit the pupils' needs.

KEY WORDS

guidance needs, Standard 10 pupils, secondary school, Potchefstroom area, interim core syllabus

OPSOMMING

Die voorligtingsbehoeftes van standerd 10-leerlinge in sekondêre skool in die Potchefstroom-gebied

Die doel van hierdie studie was onder andere om die voorligtingsbehoeftes van standerd 10-leerlinge in die Potchefstroom-gebied te bepaal en om vas te stel of die tussentydse kernkurrikulum wat in 1995 in skole ingestel is, aan die voorligtingsbehoeftes van sekondêreskool-leerlinge voldoen het.

Hierdie doelstellings is bereik deur eerstens 'n literatuurstudie oor die historiese ontwikkeling van skoolvoorligting in die Verenigde State van Amerika, Japan, Brittanje en Suid-Afrika te doen. Tweedens is 'n vraelys gebaseer op die tussentydse kernsillabus ontwerp en aan 'n steekproef van standerd 10-leerlinge uit die Potchefstroom-gebied gegee om in te vul.

Die literatuurstudie het aangetoon dat die skoolvoorligtingsprogramme wat in die verskillende onderwysdepartemente ingestel is, nie dieselfde was nie, nie die verskeidenheid kwessies wat dit moes aanspreek toereikend hanteer het nie en nie op die hoogte gebly het van huidige veranderings en ontwikkelings wat vir die Suid-Afrikaanse konteks toepaslik is nie.

Die empiriese ondersoek het aangetoon dat die voorligtingsbehoeftes van die verskillende bevolkingsgroepe van mekaar verskil het. Die studie het ook aan die lig gebring dat swart leerlinge unieke probleme ondervind, wat daaraan toegeskryf kan word dat die onderwysstelsel nie genoeg voorligtingsteun aan skole verskaf nie. Wit leerlinge was tevrede met die sillabus, terwyl swart, bruin en Indiërleerlinge nie met sekere aspekte van die tussentydse kernsillabus saamgestem het nie.

Die gevolgtrekkings gemaak uit beide die teoretiese en die praktiese deel van die studie, dit wil sê die literatuurstudie en die empiriese ondersoek, het die riglyne verskaf vir alle opvoeders om 'n goedgestruktureerde voorligtingsprogram te ontwerp wat toepaslik vir die behoeftes en ervaring van alle leerders sou wees.

Hierdie studie beveel aan dat verdere navorsing in ander provinsies onderneem word, veral waar daar redelike getalle Indiër- en Kleurlingleerlinge is. Verder beveel die studie 'n

doeltreffende voorligtingsprogram aan wat moet beskik oor duidelike, goed geartikuleerde doelwitte wat haalbaar en meetbaar is en by die leerlinge se behoeftes aangepas is.

SLEUTELWOORDE

voorligtingsbehoeftes, standerd 10-leerlinge, sekondêre skool, Potchefstroom-gebied, tussentydse kernsillabus

CHAPTER ONE

1. INTRODUCTION AND STATEMENT OF THE PROBLEM, AIMS AND METHOD OF STUDY

1.1 INTRODUCTION

Guidance and counselling was officially introduced into some South African secondary schools in the 1960s by means of The National Education Policy Act 1967 (Act 39 of 1967). Guidance services are now offered in most secondary schools in South Africa, but the point on which writers have always been able to agree is that the major aim of an effective school guidance programme is to address the needs of the pupils (Euvrard, 1992:215).

Cherry and Gear (1984:1) support this idea and state that guidance must naturally be directed at the general needs of the pupils. The objectives of guidance must be seen as contingent to the needs and abilities of the pupils within an educational setting. For this to take place, guidance needs must be systematically identified (Euvrard, 1992:213). Gibson and Mitchell (1983:16) emphasise the specific nature of these investigations:

> *The school counselling programme must reflect the uniqueness of the population*
> *it serves and the environment in which it seeks to render this service, thus, like*
> *individuals each school guidance programme will be different from other*
> *programmes.*

According to Cherry and Gear (1984:1), the policy and objectives of the guidance service are modified from time to time to reflect changes in government policy or economic realities. In formulating such policies, the service also attempts to take into account the changing needs of the young people themselves, but rather little is known about the way in which they see their needs for help, or the way in which these perceived needs change as the time approaches for them to leave school.

The guidance needs of secondary school pupils have not received sufficient attention, especially when one considers that teachers, parents and other professionals attached to schools can or should be knowledgeable about the school guidance programmes designed to address the needs of the pupils (Euvrard, 1992:215). Very little if any research has been

conducted on the guidance needs of secondary school pupils involving a very close collaboration among and between cultures (Walz & Benjamin, 1978:79-80).

1.2   STATEMENT OF THE PROBLEM

The former departments of education created disparities and discrimination in all spheres of society which had a profound impact on the nature and provision of education, guidance and counselling.   As a consequence, a range of personal and socio-economic problems were created for the majority of people in South Africa (Kok, 1996:2-3).

Some unacceptable aspects of guidance were introduced in 1981 to the various education departments. This resulted in the rejection of the programme and marginalised status accorded to the subject by many students and teachers. The curriculum was prescriptive and for the most part not relevant to the needs and experiences of the learners. It did not adequately deal with the diversity of issues it needed to address and did not keep abreast of current changes and developments relevant to the South African context (Department of Education, 1995:2-3; Naude & Bodibe, 1990:1).

The situation was exacerbated by the unequal provision of guidance and counseling services and resources in schools. Being a non-examination and non-evaluated subject, it was rejected and in other cases excluded from the school curriculum (Euvrard, 1992:215).

The recognition of the importance of the subject as support for the holistic development of the pupil and its role in addressing the social, personal, academic and economic problems which were reflected in the school environment, necessitated a reconceptualisation of the subject and the development of an entirely new guidance curriculum within schools to meet the needs of the dynamic social, educational and work environment (Department of Education, 1995:4; Behr, 1974:50).

An interim core syllabus for guidance was introduced in to the schools in 1995. It was suggested that existing guidance programmes and syllabi should be assessed and adapted in accordance with this core syllabus (Department of Education, 1995:5). It is therefore evident

and essential to determine whether the core syllabus meet the needs of secondary school pupils.

Questions that now come to the fore are:

1. Does the interim core syllabus provide in the guidance needs of all secondary school pupils in the Northwest Province?

2. Do the guidance needs of population groups differ?

1.3 AIM OF THE STUDY

The aim of the study is to:

- determine whether the interim core syllabus provides in the guidance needs of secondary school pupils in the Northwest Province;

- determine whether the guidance needs of different population groups differ.

1.4 RESEARCH HYPOTHESES

According to Wiersma (1969:19) and Tuckman (1972:24), a hypothesis in the context of a research project may be considered a conjecture or a tentative answer. Finn and Dulberg (1994:2709) state that hypotheses may be informed propositions or speculations about values of two or more variables that may be observed concomitantly.

To conduct this research and in the light of the background of the above-mentioned definitions, the following two hypothesis is formulated as the tentative answer of the central problem of this research:

1. *The interim core syllabus provides in the guidance needs of secondary school pupils in the Northwest Province.*

2. *The guidance needs of secondary school pupils differ.*

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1.5   METHOD OF STUDY

The method of study includes both a literature review and an empirical investigation. The literature review will attempt to give the reader a comprehensive picture of the development of school guidance in the United States of America, Japan and Britain as the basis for South Africa because they are leaders in this regard.

In addition to the literature research, the interim core syllabus for guidance will be analysed to determine to what extent it provides in the needs of the Standard Ten pupils of different races.

The empirical research will indicate the procedures employed in the collection of data. In this study, a questionnaire based on chapter three will be designed. This questionnaire will be tested by means of a pilot study. After this procedure the questionnaire will be finalised. Permission to carry out an empirical investigation in all Potchefstroom secondary schools will be obtained from the superintendent of the Department of Education, Arts, Culture Sport and Recreation of the Potchefstroom district. A random stratified cluster sample of 500 pupils (chosen in conjunction with the Statistical Consultation Service of the PU for CHE) will be drawn from secondary schools in the Potchefstroom area. The researcher will personally visit these schools and the Department of Statistics will computerise the data collected at the schools. Finally the data will be analysed, interpreted and recommendations will be made.

Proposed research chapters

Chapter one will be primarily an orientation chapter preparing the reader for the subsequent chapters.

Since this research revolves around school guidance, it is important, in chapter two, to make a thorough study of literature on the historical development of school guidance in a number of selected countries, such as the United States of America, Japan, Britain and South Africa.

Chapter three will be an analysis of the interim core syllabus for guidance. In chapter four, the method used in conducting this research will be dealt with in detail. The statistical analysis and interpretation of data will be discussed in chapter five. In the final chapter, chapter six, the results, recommendations and conclusions regarding the entire research project will be discussed.

1.6 DEFINITION OF CONCEPTS

The following concepts will be defined as they will be used in the research, namely **guidance, needs, Standard 10, pupils, secondary, school, Potchefstroom** and **area.**

1.6.1 Guidance

Guidance is the act or function of guiding, leadership, direction, advice or a counselling service of some sort, that makes special provision for students choosing a course of study or preparing for a specific vocation. It can be a programme of supervised care or assistance, especially therapeutic help in the treatment of minor emotional disturbances (Gibson & Mitchell, 1983).

1.6.2 Needs

Needs mean that which is necessary for an organism's health and well-being (Locke, 1983:409). It can be a lack of something wanted or deemed necessary. Maslow listed the following needs in the order of their prepotency: physiological, safety, love and belongingness, esteem and self-actualization needs (Feist, 1985:378). In addition to cognative and aesthetic needs, people also possess a desire to know, to solve mysteries, to understand, and to be curious and these are cognitive needs (Feist, 1985:381).

1.6.3 Standard 10 ("Grade 12")

Standard is any measure of extent, quantity or quality or value established by law or by general usage and consent. It is also described as a grade of classification from elementary to high school, while "10" is an even natural number or symbol having two digits (Ehrlich, Flexher, Carruth & Hawkins, 1980:179).

1.6.4 Pupils

Pupils are children of either sex, or of any age and are taught or under the care of a teacher or guardian. This term denotes a scholar in an elementary or secondary school (Sykes, 1976:901).

1.6.5 Secondary

In this research, the term "secondary" refers to the level of education from Standard 6 to 10. According to Steyn (1994:39), secondary education is a further development of the basic education which has been achieved during the primary education.

1.6.6 School

Stein (1967:1278) defines school as an educational place, institution, or building in which systematic instruction is carried out, especially to children.

1.6.7 Potchefstroom

Potchefstroom is a city situated on the South Eastern border of the Northwest Province of South Africa. According to Bautsch, the town planner in the Department of City Engineer, the jurisdictional (Municipal) area of Potchefstroom is 19460 hectares in size.

The resident population, as estimated by the city valuers of the city council of Potchefstroom for 1996, is approximately 160 700.

1.6.8 Area

The term area means any particular extent or surface or geographical region.

1.7 SUMMARY

In this overview, an orientation to the entire study has been provided, including the problem to be investigated and the aims of the study. The major focus of the study was twofold, viz. to investigate whether the interim core syllabus provided in the needs of the Standard 10 pupils in the Northwest Province and to determine whether the guidance needs of different population groups differed.

CHAPTER TWO

2.   SCHOOL GUIDANCE IN SOUTH AFRICA

2.1   INTRODUCTION

The purpose of this chapter is to review the literature concerned with school guidance in South Africa. In doing so, a brief literature study of the historical development of school guidance in the United States of America, Japan and Britain will be made, and thereafter the former education departments of the Transvaal, the Cape, the Orange Free State, the Department of Indian Affairs, the Coloured Education Department, the Department of National Education and the Department of Education and Training will be reviewed as a point of departure and basis for this chapter.

2.2   THE HISTORICAL DEVELOPMENT OF SCHOOL GUIDANCE

In tracing the historical background of school guidance, the United States of America should be considered first as the leader in this regard and then Japan and Britain, which will together form the basis for South Africa's approach (Pasricha, 1976:49; Kruger, 1995:4).

2.2.1   The development of guidance in the United States of America (USA)

Guidance in the USA according to Pasricha (1974:49), was purely a family concern in the beginning. Towards the end of the nineteenth century, the industrial revolution created profound changes in the living conditions in the United States. Many more jobs became available to men and women and there was a need for specialization. Young people found it increasingly difficult to choose and prepare themselves for a specific job. In this way it became a concern of the schools to give guidance on the numerous and complex vocations which were available to young people (Pasricha, 1976:49; Kruger, 1995:5).

Pasricha (1976:9) and Kruger (1995:5) state that in the United States guidance was initiated as a help for people with problems related to vocations. It mainly concerned itself with securing jobs for the young people. The purpose of this service was to help control juvenile delinquency. According to Pasricha (1976:9), the emphasis on vocational guidance caused

leaders to recognize the importance of other main areas of guidance, such as educational guidance, social guidance, personal guidance, health and religious guidance.

Credit for the origin of vocational guidance as a social service and for coining the term "vocational guidance" is given to Frank Parsons who also founded the Vocational Bureau of Boston in 1908. Both very quickly attracted national attention (Kruger, 1995:5; Picchioni & Bonk, 1983:15).

According to Naudé and Bodibe (1990:2), Picchioni and Bonk (1983:19), Parson's view of vocational guidance consisted of the following three steps:

Firstly, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations and other qualities. Secondly, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities and prospects in different lines of work. Thirdly, deliberation on the relations of these two groups of facts.

Parsons' contribution to guidance practice did not only influence the development of vocational guidance but all aspects of school guidance. It also led to the development of a mental health movement and the establishment of the National Committee for Mental Health in 1902 (Kruger, 1995:5; Picchioni & Bonk, 1983).

The wide interest in guidance was clearly established as a result of the first National Conference on Vocational Guidance held in 1910. The following year all 110 elementary and secondary schools in Boston were assigned teacher-councilors. Appointed by school principals, these teachers were expected to perform this additional function without any extra allowance for time or money. From 1911 onward, the Boston Vocation Bureau offered the first university course in vocational guidance at Harvard University. By the year 1913 ninety-five institutions presented the course (Picchioni & Bonk, 1983:22).

According to Picchioni and Bonk (1983:35-40), and Kruger (1995:5-6), the development of psychometric tests can be divided into three phases:

- **The period between 1900 - 1915**

During this period the development of the first group I.Q. test and proficiency test took place. The well-known pioneers were Theodore Simon and Stanford Binet. Simon developed the first individual I.Q. test to identify retarded children.

- **The period between 1915 - 1930**

During this period the Army-Alpha and Army-Beta test were developed. The aim with these tests was to classify and assign soldiers according to their abilities during the First World War. This was the first non-language test used to identify a recruit with a special skill and provide the necessary training in order to maximize his talents.

- **The period between 1930 - 1939**

During this period important psychometric tests were developed. One which determined the interest and measurement of academic achievement received considerable attention. Tests that were designed during that period were for example, personality questionnaires, the Rorschach test and many aptitude tests.

In 1958 the USA established the "National Defense Act" to unfold the pupils potential and through this money was used to create an effective system of guidance in primary and secondary schools. The development of guidance in the USA was an important stimulus for the creation of guidance in the different countries (Kruger, 1995:7).

2.2.2   School guidance in Japan

The reason for selecting Japan in this research is because its students are consistently placed first in international comparisons, especially in science and technology, and because Japan's economy is rated second in the world to the United States of America. It is well-known that Japan's economy and education were in ruins in 1945. Many school buildings, for example, had been destroyed and many schools had ceased to exist (Dekker & Schalkwyk, 1995:319).

Japanese education today defines student guidance as "the direction provided by the classroom teacher to help students establish fundamental attitudes and behaviours necessary for successful school life". This guidance is an important aspect of education in Japan that has

attracted wide attention and is believed to be an important factor in the high academic achievement of the country's students (Leestma & Walberg, 1992:69).

Every teacher and school as well as the educational administration at all levels, provide guidance throughout the entire Japanese educational system. Guidance occurs during the course of regular academic instruction, as well as in special activities specifically designed to provide such guidance. Guidance activities in Japan, for better or worse, strongly influence the pupils' academic work, moral consciousness and attitudes, and behaviour in daily life. This guidance helps pupils develop such desired attributes as docility, diligence in order to accomplish a given objective or assignment, cooperation, loyalty and responsibility in carrying out assigned collective work (Leestma & Walberg, 1992:68).

The support services in Japan fall into two categories, namely a service directed at pupils and services directed at teachers. Some of the services directed at pupils form a network of child guidance clinics and specialised educational institutions which assist in identifying and instructing pupils with physical or mental handicaps. Apart from these services, there are special classes at ordinary primary and lower secondary schools which accommodate pupils who have less serious problems (Dekker & Schalkwyk, 1995:359).

In terms of the law in Japan, medical and dentistry services examine all pupils at school during April and June of each year and also conduct examinations to identify respiratory, throat, heart or lung diseases and a number of other conditions and disabilities. Schools usually have feeding schemes which aim at teaching proper eating habits and provide food at schools where teaching programmes continue into and after midday (Dekker & Schalkwyk, 1995:359).

According to Fujimoto (1976:352) and Senzaki (1993:294), the guidelines clearly indicated in the course of study and the manuals for teacher-counsellors and homeroom teachers, both published by the Ministry of Education, may be summarized as follows:

- In Japan educational and vocational guidance is provided by secondary schools. This service takes into consideration the characteristics of individual pupils and the particular conditions of the community in which the school is located.

- The guidance programme is instituted with full teacher awareness of its importance and with teacher participation in the pursuit of continuous, systematic and developmental guidance.

- The teacher-counsellor is the key person for the planning and administration of the guidance programme.

- The subject teacher and other teachers help the homeroom teacher by providing their own observations of the individual pupils.

The major problems of guidance in Japan's secondary schools and some of the remedial measures are as follows:

- Teacher-counsellors are appointed from among the subject teachers. They have double duties and tend to have too much work. To solve the overload problem, the full-time counsellor should be formally included in the personnel table.

- There are many teacher-counsellors whose qualifications are poor. Every year the Ministry of Education organizess three short-term seminars for the purpose of in-service training.

- Some teachers do not recognize the objectives of guidance and are not cooperative. This situation can be corrected by making guidance a basic and required subject for teacher training.

- From the viewpoint of educational administration, middle management is rather weak. Although the Ministry of Education has a curriculum specialist solely for nationwide guidance work, very few of the prefectural and municipal boards of education have such a specialist to work as a full-time adviser or supervisor. Principals and vice-principals who lack a real appreciation of guidance are numerous. Strengthening middle management is an continuous problem.

- Lastly, the need to establish central and subordinate prefectural service centre remains. The functions of centres should include the conducting of research and surveys, the collection, exchange, and dissemination of educational and vocational information.

Guidance in Japan, although encountering the universal stumbling blocks of the inadequate preparation of counsellors, a lack of school-wide interest and support, and unpredictable occupational opportunities, has made great strides particularly in the recent years. Government agencies and schools collaborate to offer the much needed guidance and placement services at strategic points (Fujimoto, 1976:353).

2.2.3 School guidance in Britain

Literature on the subject reveals that organised guidance can often be traced back to the work of Frank Parsons in Boston. When one turns to the American scene for information and ideas, as is inevitable in a field where research and practice have been more fully developed, one notes that the leaders in European education and other countries very early caught the social significance of Parsons' contribution (Roeber, Walz & Smith, 1967:11-13).

Psychology is one important force that played a role in the emergence of the guidance movement in Britain. It emerged in the early 1900s as a science and despite only a few years of growth was already casting long shadows. It gave the political and institutional areas a substantive base for expressing a concern for individuals. The first psychological clinic was a decade old when the guidance movement emerged in an identifiable form (Byrne, 1977:7).

When the guidance movement started, there was a demand for the care of and an interest in the welfare of youth, particularly with regard to the development liabilities of the poor and undereducated, the increasing multiplicity of occupations that differed in the occupational behaviours expected, and the awareness that individuals differed in the way they were formed or, in more formal terms, differed in personality. It was inevitable that actions should have been taken to help the youth to choose, prepare for, enter, and be successful in an occupation. Those actions began in community institutions and in a few high schools round about 1910. Because the emphasis was limited to that period of the youths lives just prior to and after entry into the job market, that form of guidance was called vocational guidance (Byrne, 1977:8).

School guidance in Britain originally started as a health or medical service for pupils with physical disabilities and gradually developed into a service for children with mental disorders, learning deficiencies, children neglected by their families, and those who had career choice problems etc. (Lytton & Craft, 1974:15).

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The principal sources of vocational guidance for young people in Britain were the Youth Employment Services based outside the school and together with the formally organized type of help from teachers within the school. The Youth Employment Service, like a number of other institutions, was built on certain provisions already existing in a less developed form (Hughes, 1971:19).

According to Hughes (1971:19), the institutions did not do enough. He stated that, "because of poor advice and no advice, thousands of young people at all levels of education and intelligence carry through their working lives feelings of agrievement, frustration and personal inadequacy. Thousands of young people between the ages of 15 and 21, in industry and commerce, in technical colleges and universities, have had no provision made for their needs".

At school level, according to Hughes (1971:20), the position was too frequently unsatisfactory. The schools were often out of touch with industry, had no knowledge of the work situation and no interest in it. With regard to the university world, they were also very misinformed and misguided. The shortage of engineers has often been attributed to a lack of properly informed career guidance in schools.

A lack of facilitation was only one of the more obvious signs of stagnation in this field. Besides, there was an increasing dissatisfaction with the restrictive interpretation inherent in the traditional view of vocational guidance in Britain. In practice it was often treated almost as a detached episode in a young persons' early teens, with little relation to what had gone before and, in today's fast-changing industrial scene, with only marginal relevance to what would come later in adult life (Hughes, 1971:21).

There was a profound change in the middle of the twentieth century which altered the economic structure, the social structure and the value systems of society not only in Britain but in Western Europe and other parts of the world. This forced countries to reassess and restructure the educational systems which served their needs in a reasonably satisfactory way (CEC), 1975:125).

The needs of young people in contemporary society and in the society of tomorrow were at stake. The adjustment demands and decisions with which young people have been faced have increased in complexity and encountered not just at a few crisis point such as the transition

from school to work but extend right down through the secondary school years (CEC, 1975:125).

In the sixties, the full potential of the value of vocational guidance as an educational, social and economic instrument was realized. It addressed both the needs of individuals looking for the work in keeping with their wishes and abilities and of the employment market on the whole (CEC, 1975:7).

A major reorganisation of the services was undertaken and put into effect by the Employment and Training Act 1973. All the Local Education Authorities were given the statutory duty to operate from 1 April 1974 as a career service to provide a vocational guidance service for pupils. Their duties included vocational guidance interviews and advice to pupils during their final years at school and to students in high and further education establishments, as well as establishing a good relationship with employers within their area to assist them in their work to place young people in employment and increase the pupils' knowledge of the working world (CEC, 1975:125).

The career officers' contribution in Britain did not only depend on a knowledge of vocational guidance techniques but also on their ability to advise on programmes of activities for individual schools, to recommend speakers, to suggest local firms for school visits and to assist in discussions on careers. Teachers on the other hand have the opportunity to be more fully acquainted with the individual pupil's abilities and personality and his developing conception of his future role in life. Their contribution justifies the development in career education within schools (CEC, 1975:121).

Individual interviews occupy a large proportion of career officers' time and are regarded as a priority within the range of functions which they are expected to perform. Schools and pupils are increasingly kept informed by career officers about the points discussed during interviews and of any further action, e.g. assistance with placement in employment (CEC, 1975:122).

2.3   THE DEVELOPMENT OF GUIDANCE IN SOUTH AFRICA

Education in overseas countries had a great influence on education in South Africa (Kruger, 1993:7), and the development of guidance in South African schools is largely due to the National Education Policy Act of 1967. This Act established the principle of differentiated education which was to provide education in accordance with the individual needs and abilities of pupils. At that time, the school guidance services in South Africa, varied extensively (Adams, 1995:1). Firstly, education was offered on a racial basis, secondly education differed according to provinces and lastly, according to the policies of seventeen different departments, including the former TBVC and self-governing states. Privileged education departments like the one that was catering for the whites, had a sound infrastructure and qualified personnel for implementing guidance services.

In the white education there were major discrepancies between the four provinces. For example, in the Transvaal Education Department, guidance programmes emphasized vocational, tutorship work and youth preparedness, in the Natal Education Department the major part of the guidance teachers' consisted work of group and individual counselling; in the Cape Education Department the emphasis was on intelligence testing and special education while the Orange Free State focused on pupils with learning disabilities (Naudé & Bodibe, 1990:3; Nieuwenhuis, Weideman & De Klerk, 1984:82).

School guidance in South Africa was offered in all four educational departments but differed with regard to the content, circumstances and the underlying principles of school guidance as well as the organization and administration. This naturally also applied to school psychologists and the guidance services of the different departments of education (Nieuwenhuis *et al.,* 1984:2).

2.3.1   School Guidance in South Africa before 1995

The former departments of education had numerous guidance syllabi which were clearly disjointed, irrelevant and inappropriate for the needs of a changing, democratic society (Department of Education, 1995:4). In 1994 the Government of National Unity came into power and a single Department of Education was created. The new structures in education replaced the old and defunct structures. The new education department came up with an

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entirely new interim core syllabus for guidance to meet the needs of all secondary school pupils in all the schools in South Africa.

This chapter will therefore focus on school guidance during the former government when each province had its own Department of Education, but because there is no or very little literature on the school guidance of that time, the research reports of the Human Sciences Research Council will be used with particular reference to the 1982 and 1984 publications on school guidance. School guidance under the previous departments of education will be discussed:

1. The Transvaal Education Department

2. The Cape Education Department

3. The Orange Free State Education Department

4. The Natal Education Department

5. The Department of Internal Affairs, Directorate of Indian Education

6. The Department of Coloured Education

7. The Department of National Education (providing education for whites only)

8. The Department of Education and Training (providing education for black pupils only)

There was an unequal division in the school guidance and counselling services and resources of these former departments. In certain provinces, Black school guidance services were undermined to the extent that most schools did not have guidance teachers. The few schools *NB* that had guidance as a service did not have facilities to implement it. The school guidance that was introduced was unacceptable and this resulted in the rejection of and the marginalised status accorded to the subject by many students and teachers (Department of Education, 1995:3; Adams, 1995:1).

These different departments will be discussed and compared under the following headings, viz.:

a. Aims and objectives

b. Policy

c. The nature and scope of the service

d. The organization, management and control of the service

2.3.1.1 Aims and objectives of school guidance in South Africa

Aims and objectives are the most important priority in any planning as they guide activities and determine the success of teaching. Whenever we teach anyone to do anything, or to change the way they behave, we are directing their activities towards some end whether defined or not (Vaughan, 1975:1).

The psychological and guidance service is an educational assistance service introduced by the Transvaal Education Department to assist all the pupils especially the children who needed help. The school guidance service as a component of the psychological and guidance service, aimed to guide every child to obtain a meaningful education and make a successful career choice. The educational choice was the choice made by the Standard 5, 7 and those who left school. This included the types of secondary schools, courses, subjects, grades of subjects, study directions and post matric training (Nieuwenhuis, Weideman & De Klerk, 1984:93).

For the Cape Education Department, the aim of the school guidance offered by psychologists and guidance personnel was to assist and support the child in a systematic, continuous and organized manner with regard to aptitude, ability, interest and personality. He also had to assisted in solving problems meaningfully, with regard to social and emotional adjustment as well as educational and career affairs (Nieuwenhuis et al., 1984:55-56). The school guidance services in the Orange Free State Educational Department emphasized an assistance which attempted to place pupils correctly into those schools and classes where they could best develop their personal potential and to help those pupils experiencing specific learning disabilities to overcome those problems (Nieuwenhuis et al., 1984:82).

The aims and objectives of school guidance and the accompanying psycho-clinical service of the Natal Education Department was judged by the needs and potential of the pupils within a specific educational situation. The general aims were meant to provide the child with appropriate information, help and support him to take the right decision during critical moments and to guide him in the formation of a healthy life philosophy (Nieuwenhuis et al., 1984:73).

The specific aims for school guidance in the Natal Education Department were, viz. :

- to render service to children during their period of change-over from primary to secondary school;

- to make pupils aware of the existing educational opportunities and help them to be realistic with relation to their educational school career;

- to assist the child to develop good study habits and the ability to reproduce;

- to provide the pupils with information so as to develop their abilities and take correct decisions, as well as to assist them with subject choices by taking into consideration the wishes of their parents.

With the Department of Internal Affairs, Directorate of Indian Education, the children were assisted to develop their characters, academic potential, norms and standards logical to life aims so that they could take their rightful place as adults in society. They were also assisted to solve their problems and make adjustments during every stage of their development. School guidance according to the objectives of the Indian schools were intended to lead the pupils to self-knowledge so that they would be able to evaluate and accept their strong and weak points (Nieuwenhuis et al., 1984:10).

The aims of school psychological services for the Coloured Education Department were more general and acted as an umbrella type of school guidance. Basically, the aims of school guidance were to assist children to discover their abilities through systematic individual and group guidance. For the Colourds, the children had be helped to find their direction in life and make an independent contribution to the society (Nieuwenhuis et al., 1984:22).

The specific aims of the psychology department and guidance service of the Department of National Education were differentiated just like the specific services offered in the different areas of special education. The nature of the handicaps which the children experienced in the schools concerned would determine the specific ideals/aims which had to be reached. The aims could be defined as professional responsibility and specialised service which attempt to investigate the nature and causes of the children's scholastic and adjustment problems and help children improve them. It is clear that the psychologist appointed in that school should be a

specialist who could understand the problems and so naturally and voluntary take the leading position in the team of that school (Nieuwenhuis *et* al., 1978:46).

The aims of the Department of Education and Training that were supposed to be pursued by the school guidance, were to orientate the pupils to

* realise that life and their own existence are meaningful;

* assess and understand themselves;

* respect the human dignity of others and to have compassion;

* make morally independent choices, and to act responsibly; and

* live according to their own set of values

(Department of Education and Training, 1989:2).

2.3.1.2 The policy for school guidance

The school guidance services of the Transvaal Education Department, Cape Education Department, Orange Free State Education Department and the Department of National Education were based on the Education Act of 1967 (Act no. 39 of 1967) which determined on what grounds school guidance had be offered to the pupils. Act no. 41 of 1967 called for the Department of National Education to take control of the education for severely handicapped children because they were already catering for special schools. The guidelines for the implementation of the school guidance were explained in different circulars (Marais, 1987:82; Nieuwenhuis *et al.*, 1984:94).

In 1965 the Indian Education Department was transferred from the provincial councils to the Department of Indian Affairs (in accordance with Education Act no. 61 of 1965). This take-over was done in different phases and the final one was in 1971, when Indian Education country-wide, was under the jurisdiction of one central management body and one educational policy. In the system of differentiated education, which was implemented in 1973, provision was made for junior primary school, senior primary school and junior secondary school (Standards five to seven) and senior secondary school (Standards eight to ten) (Nieuwenhuis *et al.*, 1984:11).

According to Nieuwenhuis *et al.* (1984:74), the policy for the Natal Education Department's school psychology and guidance service can be regarded as the way in which their aims are practically operationalized, whereas with the Coloured Education, the preconceived aims of guidance service must be delivered to all the pupils under the jurisdiction of the Department through the objective study of the pupils scholastic tests, interviews and their general background and where possible, appropriate specialized assistance must be rendered (Nieuwenhuis *et al.*, 1984:22).

There is no clear, written policy of the Department of Education and Training on any document. The policy of this department will be better understood when the nature and scope of the service, organization as well as the management and control of the department are discussed.

2.3.1.3 The nature of service

Although there are differences concerning the nature of service among the different educational departments, there are some similarities as well.

According to Kruger (1995:13), the task of the psychology and guidance services of the Transvaal Education Departments, was to assist the pupils who were in need of guidance. Therefore, the aim was to identify and assist all children who might experience emotional, behavioural, learning or career choice problems. The service of guidance did not focus only on the needs of pupils but also attempted to prepare the child for his adulthood (Kruger, 1995:12; Nieuwenhuis *et al.*, 1984:95).

According to Nieuwenhuis *et al.* (1984:56), school guidance in the Cape Department of Education was a help service forming an integral component of the differentiated educational system and did not function independently or in isolation from education. This implies that it was an education-orientated service which also included rendering assistance to the teachers, parents and other interested parties for the benefit of the pupils.

School guidance at the Cape Education Department included the following aspects as stated by Nieuwenhuis *et al.* (1984:56).

- stimulating a healthy and balanced personality development in the pupils;

- rendering assistance to the pupils with regard to the problems they might experience; and

- the general decisions with regard to schooling that had to be taken when confronted with problems.

Kruger (1995:10) and Nieuwenhuis *et al.* (1984:55) agree that the following three types of guidance were offered for the needs of secondary school pupils in the Cape and Natal Education Departments:

- educational guidance;

- vocational guidance, and

- social and personality guidance.

In addition to the above mentioned service, the Natal Education Department also offered:

- Psycho-clinical services which provided for testing (psychological standardized and scholastic tests and questionnaires).

- Therapy (psycho-, socio-, physio and labour therapy).

- Remedial (remedial education such as speech therapy). (Nieuwenhuis *et al.*, 1984:75)

Whereas the Orange Free State Education Department saw psychology and guidance services as support services within the framework of the differentiated education system whereby every pupil was to be assisted to prosper to the best of his mental and spiritual ability. The services that where offered were: the clinics, special education and guidance.

The nature of service accorded to the Department of Internal Affairs, Directorate of Indian Education by the Human Sciences Research Council (1984:21) made provision for the following:

- Group guidance: Pupils received group guidance from their guidance teacher in a classroom situation where pupils' participation and self-activity played a very important role.

- Individual guidance: This could be viewed as the nucleus of the programme. During a personal interview with the guidance teacher the individual pupil received assistance with regard to the school, his subjects and career choices as well as any personal problems.

- Tests: The implementation, evaluation and interpretation of standardized psychology and scholastic tests were done by the registered school psychologist. The results were made available to the guidance teacher to enable him to:

  * explore the child's potentiality;

  * do some recommendations with regard to, for example, subject or career choices; and

  * get the total picture of the pupil as a person to provide effective guidance.

Apart from offering personality, career and general guidance services just like other departments, the Coloured Education Department also made provision for family guidance, Orthopedagogic Pedadiagnostic, Advisory and Referral services (Nieuwenhuis *et al.*, 1984:24).

The school psychological and guidance service of the Coloured Education Department was a support service which strove to:

- assist the teacher in special instances with the content and method of instruction for the individual problems of the pupils;

- guide the teachers and/or pupils regarding the choices the pupils had to make during their school career and thereafter;

- draw attention to the pupils with scholastic or emotional maladjustment and assist them in good time (Nieuwenhuis *et al.*, 1984:23).

The psychology and guidance services which were offered to schools controlled by the Department of National Education were completely decentralized. Every school was equipped with a child guidance clinic with proper facilities and a specialized person to render assistance to the pupils (Nieuwenhuis *et al.*, 1984:47), whereas with the Department of Education and Training was the direct opposite. According to Adams (1995:1), guidance services in Black schools were undermined to the extent that most schools did not have guidance teachers. The

few schools that had guidance as a subject did not have facilities to implement it. Earlier school inspectors were in charge of guidance. These inspectors were responsible for maintaining a superficial testing service. According to Dovey, as quoted by Adams (1995:2), it was only in 1981 after the introduction of school guidance as a non-examination school subject that posts for guidance teachers were created. One of the major reasons for creating posts for guidance teachers as Adams (1995:2) argues, was supposedly to relieve school inspectors of the burden of having to test and communicate the results to the unreasonable large number of students they had to deal with.

Another development regarding guidance services in Black schools, was the creation of the head of department (HOD) for guidance. This development was rather superficial because in most Black schools one would find the HOD being the only person responsible for guidance in the whole school (Adams, 1995:2).

i. Clinical service

There were four children's clinics in Natal which served all the primary and secondary schools of each region (Nieuwenhuis *et al.*, 1984:75). The clinical services of the Orange Free State Education Department were also under the care of the departmental children's clinics. The main task of this section was to assist in the diagnosis and treatment of the children experiencing learning problems by means of therapeutic treatment, remedial education, providing proper and suitable classes for this purpose and assisting them in the choice of subjects and study fields. The child who was referred to the clinic was assisted by means of psychological tests, clinical apparatus and technical investigations. Where necessary, a medical follow-up could be made. Visual and auditory abilities received the best attention. In some cases, the diagnosis of a child's problem might lead to the guidance of the child's parents (Nieuwenhuis *et al.*, 1984:84).

In many cases the children are treated for the following:

- Emotional or psychological deviations. Psychotherapy by psychotherapists (speech therapy, play-therapy, symbol-therapy, etc.).

- Scholastic problems: Such problems were solved by the remedial teacher under the guidance of the children's clinic.

- The speech therapist also visited the school for speech therapy.

- Social workers at the clinics visited homes and accumulated background information on the pupils with problems (Nieuwenhuis *et al.*, 1984:84).

ii. Special services

The Orange Free State Education Department used the assistant head-psychologist (special education) to co-ordinate the identification and placement of pupils in special education programmes (Nieuwenhuis *et al.*, 1984:84)

The guidance programme of the Department of Coloured Education, according to Nieuwenhuis *et al.* (1984:24), made provision for the following services.

iii. Pedadiagnostic services

This service included the collection, organization and control of existing knowledge concerning the pupils' socio-economic and scholastic backgrounds, the application of standardized scholastic and psychological tests and questionnaires and the acquisition of medical reports with a view to improving the quality of the assistance to children in problematic educational and teaching situations (Du Toit, 1991:14; Nieuwenhuis *et al.*, 1984:24).

iv. Advisory services

As a result of the extensive knowledge collected about the child and his educational situation and refined diagnostic procedures and complex types of problems, assistance and advice were given to the pupil and his parents. Van Niekerk (1986:109) called it pedotherapy were   *H £*
assistance and advice is also given to the teachers as well as the parents (Du Toit, 1991:4).

v. Orthopedagogical services

This service refered to the correction of problems regarding the child, the guidance of the child or the educational situation (Du Toit, 1991:4). All this was done in close co-operation with parents, the teaching staff and if necessary, other authorities (Nieuwenhuis *et al.*, 1984:24).

vi. Referral services

This meant that if necessary, the child could be referred to the children's guidance clinic for remedial treatment or to the doctor/physician for medical treatment.

vii. Therapy

It was also expected of the school psychologist to diagnose the child for the purposes of applying psycho-therapy. He had to have the knowledge of the different therapeutic approaches. One of his first tasks was to do away with the negative impediments in the child, and this had to be followed by appropriate measures which would enable the child to develop a feeling of security (Nieuwenhuis *et al.*, 1984:48).

Although the school psychologist seldom initiated and practised both individual and group therapy, it formed part of the school guidance service. It was supposed to have been a coordinated and systematic multi disciplinary team effort.

2.3.2   The scope of services

According to the basic theoretical underlying principles, there was a difference between the nature and the scope of the service, but it seems that the scope of the service was clearly explained in the nature of the service, or vice versa (Nieuwenhuis *et al.*, 1984:47).

The school guidance programme strove to include all the facets of the pupil's development. ` According to the Cape Department of Education, three types of guidance could be distinguished to provide the basic needs for secondary school pupil in a practical and organized situation, viz.:

* educational guidance;

* career guidance, and

* social and personality guidance (Kruger, 1995:16; Nieuwenhuis *et al.*, 1984:47).

The need for educational guidance in the school context related to a pupils' choice of curriculum subjects and courses, making decisions on the type of school, post-school

education, and problems arising from poor school progress in general or in specific subjects (Reyneke, 1974:87).

There is one decision the senior high school pupil cannot escape from, and that is a decision concerning his post-school future, choosing a career, and in doing so, choosing a way of life. Career guidance involves assisting the individual with the exploration of career possibilities, and appraising career suitability in relation to aptitude, ability, interest, personality structure and motivation (Reyneke, 1974:89; Nieuwenhuis *et al.*, 1984:57).

2.3.2.1 Testing services

The use of psychometric instruments and other techniques to discover whether the student was proceeding towards his developmental goals were used by different departments.

The Indian Educational Department used the assistant school psychologist who was registered with the clinic to conduct, evaluate and interpret the standardized psychological and scholastic tests in order to explore the child's potential, get the total picture of the child and make some recommendations (Drum, Figler & Walz, 1976:119; Nieuwenhuis *et al.*, 1984).

The Coloured Education Department used standardized scholastic and psychological tests to identify pupils with scholastic and/or mental retardation and emotional problems. The following type of tests and questionnaire were used:

- scholastic tests;

- intelligence tests;

- psychological tests;

- interest test;

- adjustment and personality tests, and

- tests for technical and trade training (Nieuwenhuis *et al.*, 1984:25).

It was expected of the Department of National Education that every school psychologist had to master the tests and tests procedures of the HSRC. He also had to use other tests and aids

according to the needs of the particular child (e.g. EEG test, projective techniques, applicable ability tests, the tests of the National Institute of personal research, etc.). (Nieuwenhuis *et al.*, 1984:47).

2.3.2.2 The school clinics

The school clinics provided psycho-clinical and remedial services to pupils by professional people, such as psychologists, remedial teachers and speech therapists. At the school clinics, diagnostics and I.Q. tests were done, as well as any other tests determined by the nature of the problem and/or guidance (Anon., 1991:1).

The Orange Free State Department of Education managed to establish five school children's clinics, in Bloemfontein, Welkom, Sasolburg, Kroonstad and Bethlehem. Whereas there were four children's clinics in Natal which served all the primary and secondary schools in the regions.

The main task of the children's clinics in the Orange Free State Education Department was to assist in the diagnosis and treatment of children experiencing learning problems by means of therapeutic treatment, remedial education, providing proper and suitable classes. (Nieuwenhuis *et al.*, 1984:84).

2.3.2.3 Psycho-Clinical Services

The school clinics provided psycho-clinical and remedial services to pupils by professional people. The Department of Coloured Education delivered guidance and testing services by identifying pupils with emotional, learning and behavioural problems. The following services were conducted by the department.

• The school psychologist held, where possible, psychological clinics at schools or regional offices where assistance and advice were given to parents, teachers and pupils.

• Remedial services for pupils with problems were conducted at the Athlone-School clinic at the Highveld, Cape Town which started to function from January 1975.

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- The department also planned an educational service for pupils with speech defects and hearing problems. The first post in this connection had already been created (Nieuwenhuis *et al.*, 1984:26).

2.3.2.4 Special Education

Special education means specially designed instruction that meets the unique needs of an exceptional child. Special materials, teaching techniques, equipment and/or facilities might be required (Hallahan & Kauffman, 1980:6).

The Department of Coloured Education as well as the Orange Free State Education Department made provision for special education. This could be provided according to several types of administrative plans. The Department of Coloured Education made provision for the education of the retarded and handicapped pupils through:

- special adjustment classes held in normal schools, and

- special schools for blind and weak-sighted, deaf and hard-of-hearing, cerebral palsied and epileptic pupils.

In every special school there was a psychological section involved which, among others, was responsible for school guidance (Hallahan & Kauffman, 1980:6; Nieuwenhuis *et al.*, 1984:26).

2.3.2.5 Industrial Schools and Institutions

With a view to the provision of education and guidance, the behaviourally disturbed child could be placed in one of the following main groups according to the nature and degree of deviant behaviour:

- children whose problems were of such a nature that they were referred to a children's home, industrial or reform school in terms of the Child Care Act (1983);

- an industrial school was mainly concerned with children whose parents were deemed unfit and not in a position to have custody of their children in the opinion of the Commissioner of Child Welfare:

- reform schools catered for children who, as a result of different degrees of criminality, had been sentenced by a court to be detained, usually until their eighteenth birthday, and

- children whose emotional and behavioural disturbances were of such a nature that they might be considered autistic, schizophrenic or otherwise or psychotic were accommodated in state institutions, schools for autistic children, etc. (Kapp, 1990:120).

The following were industrial and reformatory schools:

- Otterny-Industrial School (Boys);

- Wellington-Industrial School (Girls);

- Porter-Reformatory School (Girls);

- Faure-Reformatory School (Boys), and

- Faure-Reformatory School (Girls).

Furthermore, there was a training centre for cadetters at Faure where two teacher-psychologists were responsible for the mental health of the cadettes (Nieuwenhuis et al., 1984:27).

2.3.2.6 Secondary schools

Here all pupils (std 6-10) received group guidance one period per week. This group guidance was conducted by the guidance teacher or a specialised guidance-counsellor of the various provincial education departments except for the Department of Education and Training which had no counsellor or guidance teacher. Individual guidance (counselling) was conducted by a guidance-counsellor or guidance -counsellor-in-training, who was responsible for conducting standardized tests in the school, whereas the school inspector were in charge of school guidance in the Department of Education and Training (Adam, 1995:2; Nieuwenhuis et al., 1984:13).

2.3.3 The organization, management and control of the service

2.3.3.1 Organization

The organization of guidance services found in secondary schools varied according to the size of the school, the community's attitude towards guidance and the school itself. There were schools in which no recognition was given to organized guidance, while at the other extreme, highly organized guidance opportunities were made available to all children through the well-planned services of an appropriate and well-trained guidance personnel (Adam, 1995:2).

The organization and posts structure of the school psychologists and guidance services of the various education departments were divided into different levels. For the purpose of this research, focus will be placed on the organization of school guidance systems on school level. However, in the discussion reference will be made to the management and control function of the clinics and Head office.

i. Allocation of time

Group guidance periods were supposed to have been stipulated on the school timetable as only one period per class per week from Standard 5 to Standard 10. According to Adams (1995:2), it was only in 1981 after the introduction of school guidance in Black schools as a non-examination subject, that periods for guidance were made available.

In the case of individual guidance there were differences among the various departments. Individual guidance was offered 10 periods per week within the school hours for the Black schools under the Department of Education and Training (HSRC, 1989:14). The implementation was not successful because the specific staff members in charge where not trained counsellors. According to the Department of National Education, as the Clinic staff were not involved in the teaching of ordinary examination subjects, they conducted group guidance as well as individual guidance. Every clinic of the Transvaal Education Department had the services of five different disciplines available, namely the Career leaders, orthodidacticians, orthopedagogues, socio-pedagogues, two speech therapists and occupational therapists (Nieuwenhuis *et al.*, 1984:50).

ii. Number of guidance teachers

The Indian Education Department required one guidance teacher for every 250 pupils. In a school with more than one guidance teacher, one of them should become a school counsellor. In contrast with the counsellor the guidance teacher was not free to teach other examination subjects (Nieuwenhuis *et al.*, 1984:15).

One specialist post for a guidance teacher was created for secondary schools in the Department of Coloured Education. If the number of pupils in the school were greater than 500 two to four guidance teachers could be appointed (Nieuwenhuis *et al.*, 1984:27-29).

Another development regarding guidance service in Black schools was the creation of the post of head of department (HOD) for guidance. According to Adams (1995:2), this development was rather superficial because in most schools of the Department of Education and Training one would find the HOD being the only person responsible for school guidance in the whole school. This unsavoury state of affairs in guidance services continued with little prospect of change for the better.

The Cape Department of Education required that secondary schools with an enrollment of more than 300 pupils should either have one or more posts or full or part-time guidance teachers, whereas the Natal Department of Education's personnel allocation was based on the formula of 7 periods for every 100 pupils in the school (Nieuwenhuis *et al.*, 1984:76). The Orange Free State Education Department required that a secondary school with an enrollment of less than 600 pupils should have one guidance teacher and the schools with more than 600 pupils could appoint two guidance teachers (Nieuwenhuis *et al.*, 1984:88).

iii. Physical facilities for guidance

The size and number of school rooms set aside for guidance and counselling purposes varied according to the school level and the size of the school. When the establishment of a guidance programme was contemplated, one of the first considerations was the location of the room or rooms to be devoted to the specialized guidance services. There are differing points of view concerning the arrangement of the room space. Kruger (1995:95) suggests that the guidance room for group work should be bigger than an ordinary classroom. This room should have bookshelves, cabinets, shelves for articles and any other necessary equipment.

The interview room should be suitable to allow successful counselling. The room should be attractive, with curtains or opaque window panes and have enough space for tables and chairs. This office should not be in the same block or near the principal's office because the pupils would associate it with discipline and administration and they would be afraid to discuss their problems. This office must be free from school traffic (Kruger, 1995:75).

Kruger (1995:96) suggests a strong room to keep confidential and important materials such as test material, pupils' commutative cards, files and expensive apparatus.

Most of the Education Departments recommended a separate big room for group guidance and a room or office for individual interviews. Apart from guidance and interview rooms the National Education Department had secondary schools which had special guidance rooms for extremely limited purposes due to the degree of retardation of certain pupils (Nieuwenhuis *et al.*, 1984:50).

The Cape Department of Education made it conditional that when a post for school psychologist became vacant, there had to be a well furnished room available for interviews, administrative duties and to keep psychometric test materials and any other important materials.

iv. Cumulative record cards and personal files

To function effectively, a guidance programme should have recorded information about the pupils in the programme. Most Departments of Education recommended a confidential file for every pupil in the secondary school. Cumulative record cards provided the repository for such information in schools. Data were entered into the record annually, throughout the pupil's educational history. Typically, the cumulative record card and personal file included the following information in terms of article 8 of the guidance and placement Act, 1981 (ACT. 62 of 1981).

- **Identification**

  A photo of the pupil, surname and first names, sex, date of birth, home language, the name and occupation of the parent/guardian and the name of the family doctor.

- **School attended**

  Admission number, name of school, region, medium of education, date of admission and departure and home address.

- **Physical condition**

  Date, illnesses. Handicaps which included vision, hearing and physical defects/disabilities. Treatment and previous illnesses.

- **Scholastic achievement**

  This is the progress report from primary to secondary school.

- **Psychometric data**

  * SATB (Scholastic Aptitude Test Battery) included the three languages, Mathematics, Series/pattern completion, comparison calculation, spatial perception and mechanical insight.

  * GBS included English, Afrikaans, Mathematics, non-verbal reasoning and verbal reasoning.

  * AAT (Academic Aptitude Test) included non-verbal reasoning, verbal reasoning, English vocabulary, reading comprehension, number comprehension, Afrikaans vocabulary and comprehension, squares, spatial perception and Mathematical proficiency.

  * ASB (Aptitude Test for Beginners) which included perception, spatial, reasoning, numerical, gestalt, co-ordination, memory, and verbal comprehension.

- **General information**

  The cumalative record card and personal file include:

  * an interest questionnaire which also included the rating of a child from 0-15 in connection with technical, outdoor, social services, natural sciences, office work non-numerical facts, music, art, commerce and language;

  * vocational choice of pupils from Standard 8-10 as well as recommendations, and

  * general impressions of the child.

- **Extramural activities**

  * Sports in which the pupil is involved;

  * Associations;

  * Music;

  * Handicraft; and

  * Leadership position held.

- **Interviews**

  Date of the interview, topic and remark (Department of Education, 1981; Rainbow, 1995:206).

v. Scheme of work, daily preparation and written work

According to Cohen and Manian (1989:50), a scheme of work is that part of the school syllabus that the teacher will be required to teach during his teaching practice. In addition to its primary function in providing an outline of the subject matter and content, it may also include information on organizational matters, evaluative procedures and ancillary aids.

The teachers were also required to make some form of daily preparation before they began to teach a class. The training of teachers insisted on some form of written preparation because

the teacher could not possibly retain in his head everything he was going to teach. The teacher had to know how to organize the various classroom activities and the learning situation so that the pupil's understanding would be maximized (Cohen & Gerner, 1976:35-36).

The Department of Internal Affairs, the Directorate of Indian Education provided every school with an official guidance programme which was used as a guide or handbook. The guidance teacher in consultation with the principal, could draw up the scheme of work which was going to be scrutinised and approved by the officials of the school psychological service (Nieuwenhuis *et al.*, 1984:16).

The Indian Department provided the schools with departmental manuals which contained an example of the scheme of work to serve as guideline for teachers, whereas the Natal Educational Department provided a departmental syllabus which also served as a guideline in the composition of the scheme of work (Nieuwenhuis *et al.*, 1984:78).

The Coloured guidance teachers were supposed to prepare a quarterly scheme of work for every class in consultation with the principal. These schemes of work were based on the guidance manual (51/73) and additional themes that were handled had to be entered into the report book (Burns, 1986:15; Nieuwenhuis *et al.*, 1984:29).

As a result to different natures and distinctive problems of special schools in the National Education Department, clinical personnel of each school set their own syllabus suitable for their pupils and submitted it to the head office for approval. The content and presentation differed from school to school (Nieuwenhuis *et al.*, 1984:50-51).

The planning preparation for the subject was entrusted to the initiative of the guidance teacher, and the written work had to be regularly controlled by the headmaster and be available if required by the inspectorate (Cohen & Gerner, 1976:36; Nieuwenhuis *et al.*, 1984:29).

vi. Career exhibition and career information

The main objective of career exhibitions is to convey comprehensive and relevant information on the various careers to the youth and school-leavers who have to make a choice regarding an occupation or tertiary education. These exhibitions may well be regarded as one of the most effective ways to introduce career information to a specific target group (Dillmann, 1995:5).

The Cape and National Education Departments recommended that pupils could gain a great deal of valuable information about careers and working circumstances by visiting vocational institutions and work places. The two departments encouraged teachers to take pupils to career exhibitions (Career Service of the Department of Employment, 1973:9; Nieuwenhuis *et al.*, 1984:51).

The Natal and Education Departments recommended that individual speakers from local firms and organizations could make important contributions to career programmes by talking about their industries, occupations or more general aspects of their work (Cherry & Gear, 1984:15).

In the secondary schools of the Department of Education and Training, it was recommended that an adequately equipped career information centre should be created at the school and be run by those teachers responsible for guidance. According to the subject policy of the Department of Education and Training (1989:16) the information centre had to contain at least contain the following documents:

- An information brochure on education opportunities offered at the particular secondary school and particular circuit/area.

- Calendars of, *inter alia*, all relevant

  * Teachers' training colleges;

  * Technical colleges;

  * Technikons;

  * Universities, and

  * Institutions for the training of medical staff such as nurses.

- Publications by the Human Sciences Research Council (HSRC), such as:

  * Training and career opportunities for school-leavers before Standard ten (Report MM-93).

- Publications of the Department of Manpower, such as:

  * "My career", and

  * Rainbow.

- Publication by Margie Ogilvy

  * Careers unlimited.

The Department of Education extended the career exhibition of March, 1995 by means of a Career Convention based on the Chicago Careers for Youth (CCFY) programme, developed by John Gnaedinger, in which the interaction between roles models and pupils is the essence (Dillmann, 1995:5; Career Service of the Department of Employment, 1973:11).

2.3.3.2 Management and control of the service

i. Management

The centralization of authority is another concept in organization. Should the guidance programme be entirely centralized from the head office of the school system or should it be decentralized so that each school unit is able to make decisions about its programme? (Jones, Stefflre & Stewart, 1970:94). A certain balance is needed here and in general it is thought that the closer to the action the decision making occurs, the more likely it will result in wise decisions.

Guidance programmes in the secondary schools of South Africa where centralized from the head office, where the chief psychologist and other senior psychologists were responsible for the planning, coordination, inspection and other administrative duties (Jones *et al.*, 1970:74-75; Nieuwenhuis *et al.*, 1984:16).

ii. Control

At present the concept of control in a guidance organization is concerned with the number of individuals who can be supervised by one person, although control will vary according to the institution and the function of the teachers (Jones *et al.*, 1970:93-94). In most secondary schools of South Africa the guidance counsellor is responsible for the implementation of the prescribed guidance programme and he provide direction to the guidance teachers. Control takes place through the head office and the clinical personnel visit the schools for inspection, in-service training, the introduction of guidance programmes and the testing of pupils (Nieuwenhuis *et al.*, 1984:16). The principals are also the *ex officio* members responsible for

the implementation of guidance programmes at their schools and conduct class visits (Jones *et al.*, 1970:94).

The earlier school inspectors of the Department of Education and training were in charge of guidance. These inspectors mostly conducted short courses working as itinerant, externally based school counsellors and were responsible for maintaining a superficial testing service. It was only in 1981 after the introduction of school guidance as a non-examination school subject, that posts for guidance teachers were created. One of the major reasons for the creation of these posts, was supposedly to relieve school psychologists of the burden of having to test and communicate results to the unreasonably large number of pupils they had to deal with (Adams, 1995:2).

2.4   IS THERE A NEED FOR SCHOOL GUIDANCE?

There are some people who believe that guidance is an educational frill that has very little solid benefit. To those of this persuasion, guidance is a luxury that needs periodic justification. It is one of the first school functions that suffers budget cuts in time of tight money. School guidance personnel are the first to be called upon to serve emergency functions or unusual needs; they can be called for substitute teaching and can be enlisted readily in school public relations functions (Bernard & Fullmer, 1977:25).

Shaw (1975:5) states that the reasons why guidance is seen as necessary at schools is because of problems such as dropouts, failure rates, maladjustments and an increasing number of referrals, mental illness, lack of values, inability of pupils to get along with others and a lack of productivity.

The necessity for a guidance service as an integral part of the total educational set-up lies somewhere between these two poles, namely the school's task of providing every pupil with the instruction and education to which he is entitled and the pupil's rights of self-determination and individual choice. In the practical situation, this amounts to the fact that every pupil must receive education in accordance with his specific abilities, and that every pupil should have the right to choose subjects and a field of study suited to his personal abilities, skills and interests. To a large extent it is the task of the school to ensure that every pupil exerts this right in a

responsible manner. Educational shortcomings as well as psychic deviation or social deprivation could be identified at school and assistance could be rendered as soon as possible (HSRC, 1978:6).

Guidance is responsive to social and economic as well as political pressures. In South Africa today young people are faced with unprecedented social, economic and political changes. The people need to be helped to face the following challenges:

• the democratization of opportunities for all ethnic groups and both sexes;

• rapid social changes such as an ever-increasing divorce rate, the erosion of family stability, and the diminished impact of the institutionalized church;

• the economic climate, the major issues being the changing characteristics of work and unemployment; and

• the increasing shift of the decision-making responsibility from society to the individual (Naudé & Bodibe, 1990:4).

According to Naudé and Bodibe (1990:1), it has became evident that the children in our schools do not only need to be given knowledge but they need to be given cognitive skills (thinking skills) which would enable them to cope with new, increasingly more complex or difficult problems in a satisfactory manner. Education should include the teaching of social and life skills which are defined as "those kinds of skills that we use when dealing with others, which are generally important for our ability to function successfully in society". The following three concepts are included under social and life skills:

• Self-knowledge or self-awareness skills;

• Interactive skills, and

• Problem-solving skills.

2.5   SYNTHESIS

Although, as stated previously, that the approach to guidance differs from one province to another and from one education department to another, the basic structure of the guidance

system is the same. Guidance consists of a psychology and a school guidance service. The psychology services are primarily clinical-remedial, i.e. they treat more serious psychology-educational problems on an individual basis in the school clinic. Each clinic serves a number of primary and secondary schools. The staff of these psychology services, called school psychologists, usually have postgraduate degrees in psychology and/or education. These school psychologists also serve as inspectors and supervise the implementation of guidance programmes in the schools under their jurisdiction. The school guidance services are provided by a teacher-psychologists who are on the permanent staff of most secondary schools. The way in which guidance is presented varies from school to school and depends on the teacher-psychologist's training, and the headmaster's attitude (Naudé & Bodibe, 1990:3-4).

2.6 GUIDANCE DEFINED

Although it is difficult to define school guidance, the following operational definition which was adopted by the Work Committee of the HSRC's Main Committee for the Investigation into Education (1981:5), will be used as this supports what has been said in the previous sections.

"Guidance is a practice, a process of bringing the pupil into contact with the world of reality in such a way that he acquires life-skills and techniques which will allow him to direct himself competently (i.e. to become self-actualizing) within educational, personal and social spheres and within the world of work, in order to progress and survive effectively" (Department of Education, 1989:2; Kruger, 1995:13).

How does this broad view of guidance differ from a definition of good education? Education and guidance in the classroom are interwoven. According to Kruger (1995:13), there is really no need to make a clear-cut distinction. The difference to the emphasized, depends on the individual's definition of education and guidance.

Guidance is not giving directions. It is not the imposition of one person's point of view upon another person. It is not making decisions for an individual which he should make for himself. It is not carrying the burdens of another's life. Rather, guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help

him manage his own life activities, develop his own points of view, make his own decisions, and carry his own burdens (Gibson & Mitchell, 1995:10-11).

Guidance, then, is a continuous process of helping every individual, through his own efforts and interests, to discover, release, and develop his potential, thereby gaining personal satisfaction and contributing to society (Strang & Morris, 1964:3).

2.7 GOALS FOR GUIDANCE TEACHERS

Naudé and Bodibe (1990:6; Strang & Morriss, 1964:5) suggest several goals for elementary school guidance teachers and they see this as the basic goals for all guidance teachers. This goal is to assist the staff in the development of children's potential for their personal happiness and the welfare of society by:

- increasing self-understanding and understanding of others;

- encouraging children to achieve at a level commensurate with their ability;

- aiding children's social development and their acquisition of skills related to interpersonal relations;

- developing positive but realistic self-perceptions;

- broadening children's knowledge of the world of work;

- encouraging favourable attitudes toward education and school;

- increasing children's ability to make decisions, and

- increasing their emotional control and self-reliance.

According to Strang and Morris (1964:2-3) "guidance is a process. It helps every individual, not just those with chronic problems to help himself, to recognize and use his inner resources, to set goals, to make plans, to work out his own problems of development under the most favourable conditions that the home and the school can provide".

2.8   THE PRACTICE OF GUIDANCE: A FUTURE PERSPECTIVE

Naudé and Bodibe (1990:8) recommend that the practice of guidance in the secondary schools should be based on the developmental emphasis (human, social and career) that allows the transmission of skills needed to function effectively in different environments. It should also be based on the pupils' needs both as individuals and as group members. The guidance teachers should be seen as facilitators who use, in broad terms, consultation, co-ordination and counselling to implement the guidance programme in three domains - educational, career and social. The guidance teacher should employ a variety of individual and group techniques to serve the pupil's developmental, and if necessary remedial needs.

Gibson and Mitchell (1995:2) state catagorically that "as we close out the 1990's, we can see the opportunity for guidance (counseling) becaming the helping profession and respond to society's need in the coming years".

2.9   CONCLUSION

In this chapter, the focus has been on the historical development of school guidance in the USA, Japan and Britain with special reference to school guidance in various Educational Departments of South Africa. It is evident from the literature reviewed that school guidance in South Africa differed according to provinces and according to departments and not according to the needs of the school pupils. As was mentioned in the previous chapter, the curriculum was prescriptive and largely irrelevant to the needs and experiences of the learners.

Chapter Three deals with an analysis of the interim core syllabus for guidance which was introduced to schools in 1995.

CHAPTER THREE

3.   AN ANALYSIS OF THE INTERIM CORE SYLLABUS FOR GUIDANCE

3.1   INTRODUCTION

In 1994 eighteen ethnically segregated departments of Education in South Africa were integrated into one department and this lead to the development of an interim core syllabus for guidance. In this chapter the interim core syllabus will be analysed to determine to what extent it provides in the guidance needs of pupils of different races.

3.2   ORIENTATION

Since education in South Africa differed according to provinces and departments during the former government, it is clear that the secondary school guidance syllabi also differed according to their aims and objectives, policies, the nature of services, organisation, management and control and post structure. According to Ray and Poonwassie (1992:25), the provision of physical requirements for schooling such as buildings, books and school personnell was also not equal. Privileged education departments like the one that catered for the whites, had a sound infrastructure and qualified personnel for implementing guidance services. Equality of conditions suggests that an equal distribution of the necessary goods and services be provided for all members of the society so that the biologically inherited characteristics (such as the colour, race, sex) do not influence the equal allocation of resources. The socio-economic differences or the existing hierarchical power structure in the society should also not affect the allocation of requirements for leaving.

The Department of Education compiled an interim core syllabus for guidance with the aim of offering all pupils of different race groups a good, relevant, and up-to-date education for life and this involved considerable changes in the school guidance curriculum which reflected values and attitudes appropriate both to the changing South African society and to South Africa's place in the world (Verma, 1989:26).

Before the interim core syllabus for school guidance is evaluated, it will be proper first to discuss the status of school guidance in South Africa prior to May 1995.

3.3   THE STATUS OF SCHOOL GUIDANCE IN SOUTH AFRICA

Apart from the obvious and rather common knowledge that the past education system had led to inconsistencies and disparities in the provision of school guidance, there were other related problems that need to be explored here (Adams, 1995:3).

It cannot be denied that school guidance, particularly in Black schools, was undermined and accorded a poor status. It is perhaps for this reason that Lindhard (1981:1) described it as the "stepchild" of the school system. What this implies is that school guidance did not receive the same treatment and attention as other subjects at school, as is usual with a "stepchild".

Edgecombe, De Jong, Smith and Williamson (1989:1) have this to say about the utilization of school guidance periods:

"To some teachers, a guidance period is seen as an opportunity to indoctrinate students to a certain way of viewing the world, to others it is an irritating subject for which they have to find "something to do" each week, and to others it is a total waste of time, as a result guidance periods are synonymous to free periods to cover work not done or as a study period."

According to Zaccaria (1969:242), numerous writers have directed their attention to the issue of whether or not teaching experience is a necessary prerequisite to become a guidance teacher. The teachers appointed for school guidance are often unsuitable for the subject. If the teaching requirements are not maintained, then the field of guidance might become a dumping ground for marginal candidates not committed to education. These posts are often filled by pensioners, inexperienced teachers and even persons who have failed to deliver in other subjects fields. According to the Human Sciences Research Council (1981:73), more than half the teachers involved in school guidance have had no training in the subject and more than 70% of the teachers involved in guidance have less than 5 years experience in the subject.

Several writers such as Lindhard (1981:31); Naudé and Bodibe (1990:3); Adams (1995:4) and Zaccaria (1969:230) have identified other impediments and hindrances that have made the

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presence of school guidance to be insignificant in the school system. These for example include:

- the fact that guidance is a non-examination subject and therefore carries no weight in the curriculum;

- the teachers lack time for guidance because they have many additional responsibilities and these limit their effectiveness;

- the teachers lack training and experience for guidance work;

- the failure to involve staff in the planning of a guidance programme so that they might become aware of a need for such a programme;

- the inability to clearly delineate guidance functions, the roles and responsibilities of the participants in the programme;

- the inability to constantly evaluate the effectiveness of the guidance programme and to make the necessary adjustment and changes;

- the inability to provide adequate support and facilities for the programme, and

- the failure to plan for self-development and in-service training workshops.

The status of guidance in schools is portrayed as alarming. It is disturbing to hear that there are so many obstacles that prevent school guidance from being effective. From what Edgecombe *et al.* (1989:1) have stated, it seems obvious that if the process of transformation is sincere, the past perception of the guidance period should be corrected and in addition it would be appreciated if guidance as a subject could be given proper attention in the education system.

3.4   THE INTERIM CORE SYLLABUS FOR GUIDANCE

Guidance syllabi and programmes developed for white pupils are generally not considered suitable for their Black counterparts because of the large gap between ideal opportunity

structures, perceived and real, for Blacks in the South African society (Hickson & White, 1989:78).

The aim of the Department of Education with the interim core syllabus of guidance is to ensure uniformity within one education system and to serve as a basis for future bottom-up policy development. This syllabus should also serve as a basis for the implementation of guidance in schools. Existing guidance programmes and syllabi should be assessed and adapted in accordance with this core syllabus. Teachers need to determine the levels and extent to which each of the sections outlined below need to be focused on. The needs and level of development of the learners, socio-economic demands, aims and principles of this core syllabus should inform this process.

3.4.1 What is guidance?

According to the interim core syllabus of the Department of Education, the word guidance is hard to define, especially so that the definition will be acceptable to all. The new interim core syllabus defines it as a promotive, developmental and preventative programme which is an integral part of the school curriculum, aimed at large group of learners. It is contextually sensitive to the democratic ideal, the needs of the learner and society. It systematically assists the learner through personal, social, academic and career development so that he can play a meaningful role in the society.

3.4.2 Counselling

According to the interim core syllabus of the Department of Education, counselling refers to the individual and small group intervention. It is aimed at giving support to those with specific problems/needs in order to deal adequately with the challenges facing them. Counselling also refers to a process which is primarily developmental but also promotive, preventative and curative.

3.5 PRINCIPLES OF GUIDANCE

According to the Department of Education, the implementation of this core syllabus should be guided by, developed from, and evaluated against the under-mentioned principles, with which

the school guidance teacher should be familiar as they establish the parameters within which school guidance operates:

- "non-discrimination which is reflected in a commitment to a non-racial and non-sexist society;

- democratic values and implementation of the guidance programme, taking the needs and interests of the learners as well as the community at large into account;

- an assessment of the developmental needs of children and adolescents in terms of social, emotional, cognitive and physical domains;

- an awareness and implementation of human rights and responsibilities within a democratic society;

- an awareness of and respect for diversity whereby the syllabus reflects a commitment to non-discrimination, non-sexism and the bill of rights and constitution of the country;

- affirmative action and redress whereby inequalities and imbalances at all levels are addressed;

- access to the appropriate and innovative resource material".

3.6 AIMS OF THE CORE SYLLABUS

The aims that serve as the basis for the implementation of the core syllabus can be summarized as follows:

- the holistic development of the learner;

- the provision of effective guidance and counselling at all levels in schools;

- the development of democratic values and competencies;

- to challenge prejudice and discrimination on all fronts, that is gender, race, religion, sexual orientation, location, etc.;

- the promotion of generic and transferable skills in the learner (refer to section on skills development);

- to develop practical and intellectual creativity and innovation in the learner;

- to motivate learners to develop an interest in their studies and education in general and promote a culture of learning and work ethic;

- to locate the learner within his/her social context, to promote nation building and tolerance;

- to promote the integration and establish relationship between all aspects of guidance, and

- to highlight the relevance of all aspects of guidance to broader social, economic and political developments in relation to reconstruction and development as well as human resource needs, locally and nationally.

3.7   SUBJECT CONTENT OF THE INTERIM CORE SYLLABUS FOR SCHOOL GUIDANCE

3.7.1   Orientation

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

Within the contemporary South African context, both the service and subject components of guidance should be able to adapt rapidly to new situations. Since flexibility and adaptability are central to this guidance core syllabus, a bottom-up, community based approach to subject

contents selection is proposed, an approach in which needs are identified and outcomes are evaluated at the local community level.

The subject content of this new interim core syllabus is divided into eight themes. These themes will be discussed under the following main headings, viz.:

- personal and interpersonal development;

- family and sex education;

- education and training;

- work and unemployment;

- economic education;

- citizenship education, and

- environmental education.

3.7.2   Personal and interpersonal development

3.7.2.1 Skills development

The main objective of teaching school guidance is to provide pupils with lifeskills. Pupils are prepared to cope with the demands of life in general and more specifically, educational demands and career/work demands. Pupils are also prepared to be able to cope with the examinations of life, viz. career choices, choice of a marriage partners, coping, etc.

A lifeskill is an ability to perform a particular function that helps one to cope with and/or overcome life's challenges. The development of those core skills is pertinent to personal and interpersonal development within the family, community, world of work, etc. It should therefore be reinforced throughout the guidance curriculum. The methodology and resource materials used should promote the development of these skills.

The interim core syllabus pays specific attention to the development of core skills such as decision-making skills, cognitive skills (critical, lateral, creative thinking etc.) problem solving, communication skills (e.g. listening skills, empathy, etc.), goal setting and planning skills, assertiveness skills, information skills (accessing and processing information).

3.7.2.2 Self-awareness

The interim core syllabus encourages the idea of a continuous and evolving process in gaining self-knowledge. As far as self-awareness is concerned, the following aspects are included:

- interests and hobbies;
- abilities;
- qualities;
- values and beliefs;
- goals and aspirations;
- talents;
- weaknesses and strengths;
- problems/concerns, and
- the promotion of self esteem.

3.7.2.3 Crisis management skills

The issues in this section are supposed to be discussed in depth and frankly, because many of the generation which are presently at school have witnessed the brutal killings of their fellow human beings. Methods like necklacing, petrol bombing, shooting and others were used. Practices like drugs and substance abuse, suicide, early pregnancy and other related problems have become the order of the day in some South African schools.

3.7.2.4 Relationship

The interim core syllabus encourages pupils to be taught to understand themselves and their relationships with others, family and siblings, prejudices and stereotypes. They should develop leadership skills, team building and understand cultural differences, how to deal with authority and with members of their immediate and broader community.

3.7.3 Family and sexuality education

The interim core syllabus makes provision for family and sexuality education because family life and sex education are pertinent to every stage of individual development. Informally, every infant and young child learns whom he may trust to care for his needs. He is also a sexual

being and some parents are uncomfortable in facing this fact. Often this is rooted in the poor sex education they have had with little chance to talk over their puzzlements and choices. There are still some subcultures in South Africa where it is inappropriate for a mother to prepare her daughter for menstruation. There are also some subcultures that insist on certain attitudes towards menstruation, masturbation and like topics and are fearful that any discussion of them in the classroom may result in less adherence to these attitudes.

3.7.3.1 Family and parenting

In this section the syllabus emphasizes the role and importance of family and parenting as well as the needs of children versus the needs of the parents. According to the syllabus, the children should be taught decision-making skills, coping strategies, coping with stress, societal pressures and new responsibilities. They should be made aware of various problem situations which could develop within the family, such as divorce, single parenthood, step-parents, fostering, family violence, as well as crises such as physical, sexual and emotional abuse and unwanted pregnancy. The programme also mentions substance abuse and its effects on the child and the family. The contribution of family members to the effective functioning of the family and the legislation that protects the rights of family members.

3.7.3.2 Relationships and dating

These aspects of guidance deal with all the important issues the pupils might face when growing up, emotionally, physically and sexually. The emphasis is on accepting oneself and building a positive self-image. Puberty and reproductive maturity and adolescence include:

- changes and crises;
- self-image and independence;
- identity;
- stages of physical, emotional and social development, and
- handling emotions.

The syllabus lays emphasis on the establishment of meaningful relationships like sexual orientation, coping with problems and pressures in heterosexual and homosexual relationships, how to initiate and sustain relationships and how to deal with sexual abuse, rape, sexual harassment etc.

3.7.3.3 Family planning

The interim core syllabus is in favour of family planning as a means of achieving an improved quality of life especially for Blacks, by making contraceptives available to teenagers and creating an awareness of health care problems involving sexually transmitted diseases. The pupils should be educated about aids and the impact it has on today's society.

3.7.4 Education and training

3.7.4.1 Time management

The effective and efficient use of the most precious non-renewable resource called time is very important. Time management means that you are in full control of your life. Pupils must learn how to manage time towards the achievement of their purposes. They are expected to use time constructively by setting up a study time-table and utilising leisure time effectively.

According to the interim core syllabus, to achieve anything in life one must have goals. These goals must be realistic and goal setting involves planning, clarifying aspirations and having short and long term goals.

3.7.4.2 Study methods

More recently, there has been a plethora of national reports on the necessity of improving efforts to teach pupils at secondary school level not only the content but also "process" or "critical thinking" skills. Pupils need to acquire not only factual knowledge and basic skills but also "critical thinking" skills which will enable them to evaluate new ideas and concepts (Pintrich, 1989:118).

The interim core syllabus also encourages guidance teachers to teach pupils learning styles and the difference between rote learning and critical thinking, short and long term memory. The pupils must learn to develop their own study methods and be familiar with conditions for effective studying. They should also learn examination skills such as how to read and answer questions, allocate time and deal with stress.

3.7.4.3 Guidance regarding subject choices at school

Everyday people make decisions about many different things. Some of the decisions concern their choice of subjects and future careers. The subjects that pupils decide to do in Standard 8 and later in Standards 9 and 10 will influence the kind of jobs they can do when they leave school. Subjects and how pupils perform in them can give an indication of their interests and abilities.

According to the new syllabuss factors which play a role in subject choices are:

- ability, aptitude and interest;

- scholastic achievement;

- available subject choices, and

- parental preferences/pressures.

The syllabus states that the subject choice possibilities depend on the direction of study, available subject sets, grade or level of subjects and the suitability of subjects sets. The pupils must also be made aware of pass requirements, the role of the year mark and certification options.

3.7.4.4 Educational institutions

It has traditionally been the task of the guidance teacher to help the child to realise the importance of lifelong learning and the negative effect of early school leaving. The pupils must be taught everything that concerns the post-secondary school, such as, the importance of all levels of training, challenging the status attributed to university study and promoting technology and technical training. He must be made aware of the access to and entrance requirements for further study at tertiary institutions such as technikons, universities, colleges of education, technical colleges, private colleges, etc. The pupils must also be aware of the implications of distance learning and coping with the demands of work and study.

3.7.4.5 Financial assistance

A lack of funds sometimes prevents many people from furthering their education, with the result that these people, as potential sources of specialised high-level manpower, are lost to the

workforce. The new syllabus encourages guidance teachers to inform the pupils of bursaries, loans and scholarships that are awarded to pupils with outstanding academic achievement.

The pupils must be taught application procedures, how to write a letter of application and whom to contact for information regarding interviews, deadlines, conditions for bursaries, loans and scholarships.

The interim core syllabus also advises the guidance teacher to inform the pupils about the implications of living in school residences, rules and regulations, the management of residences and the student bodies.

3.7.5 Work and unemployment

3.7.5.1 Preparation for the workplace

The interim core syllabus proposes the clarification of concepts such as work, occupation, career, vocation, job and profession when preparing the pupils for the workplace. The pupils must first be exposed to alternative and a wide range of careers. They should be aware of sectors of work such as the private, public and small business sectors and key industries like mining, manufacturing, etc.

They should have knowledge about the relationships in the workplace, the differing skills levels, mobility between various levels of employment, career pathing and planning, salary implications, tolerance at the work place, communication skills, how work is organised, work ethic and productivity and affirmative action in the workplace.

The syllabus also emphasizes career decision-making skills such as gathering information about careers, integrating self-awareness, academic achievement, training and career options. The pupils should select more than one career option and be aware of the human resources needs in our economy, job trends and opportunities to contribute to self development as well as community development.

3.7.5.2 Job hunting skills

Job hunting can be a very time-consuming and taxing process. The more organised you are in your planning, the easier the process will be for you. The new interim core syllabus suggests

that when you have some idea of the job that you want to do, you must read and respond to advertisements in the newspapers. The syllabus further emphasizes the importance of doing research on the company's organization as well as the job you are applying for. The letters of application should be accompanied by curriculum vitae, copies of academic qualifications, birth certificates and testimonials.

The pupils should be taught how to prepare themselves for the interview, typical questions asked by interviewer and interviewee, do's and don'ts during the interviews and your rights in an interview.

3.7.5.3 Work experience

All work experience has an element of value for pupils. It has exploratory values, it may provide desirable work habits involving practical experience in assuming responsibility, and it affords the pupils the opportunity of discovering the value of money. That is why the syllabus encourages pupils to do part-time work, voluntary work and community service.

3.7.5.4 Self-employment

The challenge facing many school leavers and graduates today is to create their own employment opportunities, rather than to rely on others for employment. The chances of a pupil finding employment after Standard 10 is approximately one out of ten. It is therefore important to prepare the pupils also to cope with a situation of unemployment and teach them skills for self-employment.

The new school guidance syllabus makes provision for life skills teaching on enterprising skills and entrepreneurship. The pupils must be taught ways of starting their own businesses which include business planning, financial assistance and resource organisations (e.g. Small Business Development Corporation, etc.). Pupils should also be taught the contributions of the small and medium enterprise sectors to economic growth. Role models and employers right and labour legislation.

3.7.5.5 Workers' rights and responsibilities in the work place

The pupils should know that a person immediately acquires certain rights and obligations under the law when he starts to work. The most common experience at the workplace is sexual

harassment and abuse. A person must know his conditions of service such as his leave, over time, pension, medical aid, grievance reports, disciplinary procedures and dismissal procedures.

The syllabus makes provision for the role, advantages, structure and functions of trade unions, collective bargaining and negotiations, occupational health and safety.

3.7.5.6 Unemployment

In many communities between 30 and 50% of the people are unemployed (Moller, 1993:2). It is therefore important that pupils should know how to survive when they can't find a job. The new syllabus emphasizes the causes, effects of and solutions to unemployment. The government strategies to address unemployment, job creation and RDP. Pupils should know how RDP brings together strategies to harness all resources in a coherent and purposeful effort that can be sustained into the future. How RDP deals with education from primary to tertiary level and from childcare to advanced scientific and technological training.

Pupils must learn how to cope with the demoralising effects of unemployment, emotional stress, family pressures and how to apply for unemployment benefits.

3.7.6   Economic education

Economic education is introduced in the guidance syllabus to improve pupils' understanding of the world in which they live. Without this understanding they would be unable to identify, analyse and interpret successfully the economic aspects inherent in so many aspects of life. It expected that that this section will alert readers to special issues regarding consumers in the human services and will encourage further attention.

3.7.6.1 Consumer education

"Consumer education is the process which arms an individual with the knowledge and self-confidence needed to choose to spend and conserve available resources with an eye towards individual satisfaction, market place efficiency, and the public goods" (Gartner, Greer & Riessman, 1979:22; Lombard, 1994:33).

According to the new syllabus, consumer education has traditionally addressed activities related to consumer's rights and responsibilities. It informs people about the consumer

councils, small claims courts, the influence of advertizing, and media on society and the consumer, misleading advertisements, hire purchase and an awareness of credit agreements and contracts.

3.7.6.2 How the economy works

Concerning the economy, the syllabus suggests that the pupils should understand the economic system in the world and how they are inter-linked with it. They must have knowledge about the South African economy (such as the private sector, small and medium sized enterprises, taxation and payment for the municipal services, areas of economic growth, human resources needs and productivity).

3.7.6.3 Financial planning

Some adults as well as children, whom we call spendthrifts, are economic infants who spend haphazardly and with abandonment. According to the new syllabus, financial planning includes knowledge about loans, saving accounts, investments and budgeting. The pupils must know financial institutions, assurance and insurance companies, including community banks.

3.7.7 Citizenship education

Studies in several Western European countries have revealed that many of our citizens are politically ignorant or have incorrect political beliefs, displaying a tendency to personalize politics and relying exclusively on psychological explanations to explain political phenomena and don't know which party to vote for.

The new interim core syllabus for guidance is concerned about teaching the pupils in the secondary school political education which includes the following:

* political systems;

* the right to protest;

* to deal with intimidation/mediation and negotiation, and

* tolerance for differing political viewpoints.

The syllabus also makes provision for the social responsibility of the citizens, the Bill of Rights, the rights of women, discrimination, charter of children's rights. The pupils must be taught the meaning of a constitution, main promises in the SA constitution and constitutional responsibilities of a citizen. They should have a knowledge of reconstruction and development, nation building, law enforcement, health and safety.

3.7.8 Environmental education

3.7.8.1 Factors influencing the environment

The core syllabus makes provision for environmental education, the reason being the high levels of air and water pollution and solid wastes. The aim is to make pupils aware of nuclear waste, recycling and energy conservation.

3.7.8.2 Conservation

Man's activities in the biosphere have resulted in a reduction in numbers, or even the extinction of many species of animals. The key component of the entire conservation situation, namely the question of growing human numbers and growing human aspirations, is considered in the new syllabus. It is due to human impact that wildlife habitats are declining on every side. The new syllabus suggests that pupils should be educated to protect the flora and fauna and have knowledge to minimizing soil erosion.

3.7.8.3 Urbanisation and population growth

This section is included in the new syllabus to equip the pupils about the consequences of urbanisation and the rapid population growth. The greatest single obstacle to the economic and social advancement of the majority of people in South Africa is the rampant population growth. This threat can and will have catastrophic consequences unless is dealt with rapidly and rationally.

3.7.8.4 Urban and rural development and planning

The interim core syllabus for guidance includes a study of the ecology. The focus is on planning and developing urban and rural areas for tourism. The pupils should study the role of tourism in the international economy.

3.8 GUIDELINES AND STRATEGIES FOR TEACHER-LEARNER INTERACTION SO THAT LEARNING MAY BE EFFECTUAL

3.8.1 Methodology

The new syllabus lays stress on a systematic way of instruction which must be considered when the teacher selects teaching-learning strategies and these are:

- the optimal participation of learners;

- the experimental use of learners' experiences;

- teaching-learning should be learner centres;

- allowing creative and free expression;

- facilitate, *inter alia*, co-operative learning, and

- the sharing of ideas, e.g. through role play and group discussions.

3.8.2 The role of the teacher and teaching styles

According to the new syllabus, the teacher, as the facilitator of learning should be open to alternative ideas, be guided by learners' needs, be non-judgemental but point out the pros and cons of a viewpoint. The teacher should create a suitable teaching-learning environment. He should try to involve parents and the community and encourage mutual feedback.

3.8.3 Resources

The programme indicates that the following guidelines should be kept in mind when selecting and utilising resource materials:

- resources should promote critical thinking, co-operation, active learning. They should also promote a sense of social responsibility;

- resources should be attractive, fun and appropriate for the level of development of the learner, and

- resources should promote the aims and principles of the syllabus.

3.8.4 Time allocation

The new syllabus also states that it is essential that a minimum of two periods per week should be allocated for group guidance at all levels of schooling. The guidance teacher should also be allocated additional time for individual counselling and referral within the school timetable.

3.8.5 Evaluation

The syllabus states that the true value of any programme can be revealed only through an effective programme evaluation. This ongoing evaluation of the guidance programme should be through an openness to feedback from learners, school personnel, peers and other role-players.

This document also suggests that an ongoing developmental and summative assessment of the learners should be seen as feedback on learners' progress and preparation for future roles in society. The records of development should be kept so that they could be incorporated in references, curriculum vitae, portfolios, etc. and thereby promote access to work, further study, etc.

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

3.9   CONCLUSION

In this chapter the interim core syllabus for guidance in secondary schools is analysed to examine whether it adequately deals with the diversity of issues it needs to address and if it has kept abreast of current changes and developments relevant to the South African context.

In *Chapter Four* the method of research will be discussed.

CHAPTER FOUR

4. EMPIRICAL RESEARCH

4.1 INTRODUCTION

This chapter presents the research methods used in the study. It includes an overview and justification of methods, an explanation of the development of the survey and a description of the pilot study. The theoretical framework necessary is provided in chapters 2 and 3 while the purpose of the study as stated in chapter one provides the motivation for the entire empirical investigation.

The empirical study is necessary to determine whether the guidance needs of the Standard ten pupils in secondary schools in the Potchefstroom area are addressed. Therefore, data collection, analysis of data and procedures are discussed.

4.2 AIM OF THE RESEARCH

As stated in chapter one (see par. 1.3), the aims of this research were to:

- determine whether the interim core syllabus provides in the guidance needs of secondary school pupils in the Northwest Province, and

- determine whether the guidance needs of different population groups differ.

4.3 RESEARCH HYPOTHESES

The following hypotheses will be tested in this research as indicated in chapter one (see par. 1.4):

- *The interim core syllabus provides in the guidance needs of secondary school pupils in the Northwest Province.*

- *The guidance needs of secondary school pupils differ.*

4.4 RESEARCH METHOD

4.4.1 Population

Since there is a large number of secondary schools in the Northwest Province, which would take a long period to cover and would have incurred unaffordable financial implications, it was decided to delimit the study population to secondary schools pupils in the Potchefstroom area.

There were thirteen secondary schools in the Potchefstroom area, and according to records supplied by the secondary school principals, there were forty-five Standard ten classes and one-thousand-five-hundred-and-twenty-four (N=1524) Standard ten pupils (see table 4.1).

TABLE 4.1: The school code, number of Standard ten classes and number of pupils.

School code	No. of classes	No. of selected pupils
01	1	43
02	6	173
03	3	108
04	6	184
05	1	32
06	2	73
07	6	182
08	3	128
09	5	174
10	3	76
11	2	61
12	5	201
13	2	88
	45	1 524

4.4.2 Sampling of subjects for the study

From the study population, a random cluster sample of twenty-one (21) classes were drawn (see table 4.2). It was also decided to test all the Standard ten Indian and Coloured pupils because of their small number. In most of the Black secondary schools with big numbers, two classes were selected. In the White schools with big numbers two classes were also selected

and in schools with one or two classes, one class was selected. A total number of 657 pupils completed the questionnaire (see table 4.2).

TABLE 4.2: Schools, classes and number of pupils drawn by random cluster sampling.

School code	Selected class	No. of selected pupils
01	10 A	43
02	10 D 10 E	80
03	10 B 10 C	67
04	10 A 10 C	68
05	10 A	28
06	10 B	32
07	10 B 10 E	58
08	10 B 10 C	74
09	10 C 10 E	47
10	10 C	37
11	10 A	34
12	10 A 10 B	45
13	10 B	44
Total	21	657

4.5   INSTRUMENTATION

Borg and Gall (1979:326) maintain that there are a variety of methods that can be used to collect research data relative to human behaviour or to test the hypothesis. According to Slavin (1984:86), for in most studies that take place in schools, a survey questionnaire is an appropriate research method when an investigator wants to collect information directly from pupils and Sax (1979:244) also emphasizes that it is the most economical method in terms of time and money.

4.5.1   Construction of the questionnaire

The questionnaire in this research was sub-divided into section (A) demographic particulars of the pupils and section (B) the guidance needs of the pupils.

4.5.1.1 Demographic and particulars

In Section A of the questionnaire it was necessary to investigate some demographical particulars of the respondents, like: sex, age, race, the size of the school, the number of pupils in their class and area where they stay. Such information would help the investigator to ascertain whether such factors would determine the guidance needs of the children.

4.5.1.2 Guidance needs

This section consisted of 29 items (see appendix A) designed to measure the guidance needs of pupils in the Potchefstroom area and were based on the contents of the interim core syllabus. A rating scale with five standard response alternatives or categories, namely: strongly disagree, disagree, undecided, agree and strongly agree was used.

Rossi, Wright and Anderson (1983:209) have identified two major advantages of such standard categories. Firstly, they have been tested in many different ssituations and have worked successfully. Secondly they have got a wide applicability because they can suit almost any subject matter.

A further advantage of such standard categories is that they are easily adaptable to lists of items. One can present a number of different questions or statements while using a single set of response categories, making it easier for both respondent and interviewer (Sibaya, 1993:93). The five point continuum (strongly disagree, disagree, undecided, agree and strongly agree) has become popular in this regard, both for use in scales and lists of items. Therefore the five response categories used in this study are of a Likert type.

For example:

1. Strongly disagree

5	4	3	2	1

2. Disagree
3. Undecided
4. Agree
5. Strongly agree

With the assistance of some of colleagues, the items were scrutinized to determine whether they were suitable for measuring specifically the guidance needs of secondary school pupils.

4.5.2   The structure of the items

As mentioned in section 4.5.1.2, the questionnaire consisted of 29 items. In order to maintain a balance among the seven subscales, there were four items on skills development, another three items to measure family and sexuality education, six items to measure education and training, eight items to measure work and unemployment, three items to measure economic education, three items to measure citizenship education and the last two items to measure environmental education.

i. Skills development

The first subscale contained items addressing guidance on skills, such as decision making skills, cognitive skills, problem solving, communicating skills, goal setting, assertiveness skills and information skills.

This subscale also focused on self-awareness towards interests and hobbies, values and beliefs, goals and aspirations, talents, weaknesses and strengths, problems and the promotion of self-esteem.   Crisis management skills such as separation and loss in families and relationships, suicide, violence, dependencies or addiction to drugs.

This subscale also addressed relationships such as family and siblings, peers/friendships, team building, group dynamics and peer pressure, understanding cultural differences as well as members of the immediate and broader community.

ii. Family and sexuality education

This subscale addressed matters concerning family and parenting, men responsibilities, family values, single parenthood, unwanted pregnancy, divorce and their effects on the child, family violence and physical, sexual and emotional child abuse.

This subscale also addressed matters concerned with dating, puberty and adolescence, sexual orientation, dealing with rape, sexual harassment and the handling of emotions, family planning, contraceptions and their effects, sexuality transmitted diseases and aids education.

iii. Education and training

This subscale examined pupils' use of time management for academic work. Time management which included setting up a study time-table, how to use time constructively and the setting of short and long terms goals.

This subscale also addressed study methods, such as rote learning versus critical thinking, short and long term memory, conditions for effective studying, examination skills, learning styles, factors which play a role in subject choices, the direction of study, grades or levels of subjects, pass requirements, the role of the yearmark and the certification options, knowledge about tertiary institutions and access to and entrance requirements, bursaries, loans and scholarships.

iv. Work and unemployment

This subscale focused on pupils' preparation for the workplace. Concepts such as work, occupation career, vocation, job and profession had to be clarified. The pupils had to be advised on career planning, salary implications, tolerance at the workplace, productivity and affirmative action in the work, job hunting skills such as, where to look for a job, responding to advertisements, doing research on company/organisation, writing C.V. and interview preparation.

According to the Department of Education (1995:14), pupils need guidance on the importance of gaining practical work experience, doing part-time, voluntary work and community service. They must acquire enterprising skills and entrepreneurship, how to start their own businesses, business plan, financial assistance, role models, employers rights and labour legislation.

Furthermore this subscale focused on the workers' rights and responsibilities in the workplace, working conditions, conditions of service such as: leave, over-time, pension, medical aid, grievances, disciplinary procedures and dismissal procedures.

Pupils need guidance on what a trade union is, the role, advantages, structure and functioning of trade unions, collective bargaining, negotiation, labour rights and labour legislation.

This subscale also addressed the causes of unemployment, effects and solutions. The government strategies to address unemployment such as: job creation and RDP, coping with the demoralising effects of unemployment, unemployment benefits, how to apply for benefits.

v. Economic Education

This subscale dealt with consumer education, the consumer's right and responsibilities, consumer councils, small claims courts. The influence of advertising and media on society and consumer, misleading advertisement, hire purchase, and an awareness of credit agreements and contracts.

This subsection also focused on how the economy works, understanding economic systems in the world, the taxation and payment for municipal services, human resources needs and productivity.

It also emphasizes financial planning such as loans, savings accounts, investments, banking and how it works, budgeting, financial institutions, assurance and insurance companies, and credit unions.

vi. Citizenship education

This subscale deals with street law and political education which include for example: political systems, the right to protect, dealing with intimidation, mediation and negotiation, tolerance for differing political viewpoints. The Bill of Rights, rights of women, the discrimination charter of children's rights, the constitution and the constitutional responsibilities of a citizen reconstruction and development with included nation building, involvement in national, provincial and local government, law enforcement to protect human rights, health and safety, such as road safety, fire awareness, personal safety and first aid.

vii. Environmental Education

This subscale addressed pupils' awareness of the environment. The factors influencing the environment such as pollution, global warming, waste management of nuclear waste, recycling and energy conservation, the protection of endangered species, forests, flora and fauna and soil erosion.

This subscale also addressed urbanisation and population growth. The effects and trends of urbanisation and population growth, urban and rural development and planning. Ecology and eco-tourism.

4.6   PILOT STUDY

In order to test the quetionnaire for semantic problems or feasibility, a pilot survey was conducted with a Standard ten class at Botoka Comprehensive School. Few minor changes were made to the final questionnaire. English and Afrikaans questionnaires were designed to accommodate all the participants. Further more a questionnaire must meet validity requirements. The validity of the measuring instrument used in this research, will now be discussed.

4.7   VALIDITY OF THE QUESTIONNAIRE

Validity is the extent to which an intrument measures what it is supposed to measure (Nunnally, 1977:351). Content validity, construct validity and criterion-related validity are the three types of validity to be discussed in this study.

4.7.1   Content validity

Content validity states how well the item on the instrument reflects a representative sample of all possible facets of the theoretical characteristic which is supposed to be represented by the instrument (Bowen, 1984:230; Henerson, Morris & Fitz-Gibbon, 1987:141). It is necessary to judge, first, whether and to what extent the content of each item pertains to the needs of the pupils, and secondly, the extent to which the set of items represents all aspects of the needs of the pupils (Henerson et al., 1987:142-143). Nunnally (1977:351) also argues that the content validity must be a matter of judgement, not empirical correlation, and this really means a systematic examination or scrutiny of the content, to find out if it covers all the information on which the tester means to test subjects. This content validation entails a careful examination and checking of the scale items in consultation with experts in the field concerned. The researcher of this study will therefore consult experts from the Faculty of Education at the Potchefstroom University for Christian Higher Education. Experts will not only be used for examining the scale items for content validity, but also for construct validity.

4.7.2　Construct validity

Construct validity, according to Bowen (1984:230), states to what extent performance on the test fits a theoretical scheme or construct regarding the attribute the test purports to measure. According to Henerson *et al.* (1987:136), "the construct validity of an instrument is the extent to which one can be sure that it (instrument) represents the construct whose name appears if its fit". Often, particularly in needs measurement, the construct will be imprecise or complex. This means that no clear, widely accepted definitions exist. According to these writers, defining the construct means explaining what one means by it and pointing out how one's definition might differ from those given by others. The definitions should also include some or all of the following:

- A list or graph of its distinctive features, possibly based on previous writing about the construct, including the subcomponents and their relationship to one another. This should include a description of how a person with a lot or a little of the construct might behave.

- A list of closely related contructs with one's construct might be confused, and an argument about the why one's construct is distinct from those.

This study meet these criteria because a precise definition of the construct "needs" was given in section 1.6.1.2. Therefore it does, to a large extent, demonstrate construct validity. However, Henerson *et al.* (1987:137) argue that one way of defending construct validity is to get the opinion of the specialists and this was also done (see 4.7.1).

4.7.3　Approach in this study

Henerson *et al.* (1987:143) warn that some attempt should be made to demonstrate construct and content validity whenever one discusses the use of an instrument that is intended to describe "how much" of a skill pupils possess, neither form of validity is easy to determine, so far, no one has come up with a yard stick that leaves us with a number. One cannot report a "validity of 93" or that a particular interview instrument is 95% valid. The best way to describe a measure's validity in a report is to consider possible challenges that might be made to its appropriateness for the particular situation and to marshall the information one has assembled in order to answer those challenges. This has, therefore, been the approach used in the present study.

4.8   COVERING LETTER

The purpose of the survey was mentioned in a covering letter to all principals of the secondary schools in Potchefstroom, and it was indicated that permission from the Superintendent of the Department of Education, Arts, Culture, Sport and Recreation had been received to have the questionnaire filled in by the Standard ten pupils of Potchefstroom (see Annexure B).

4.9   THE PROCEDURE FOR CONDUCTING THE STUDY

With the permission of school principals, copies of the instruments were distributed by the investigator to a group of selected Standard ten pupils.   In the White, Coloured and Indian schools questionnaires were given to the guidance teachers.   Written guidelines and personal briefings were provided to ensure standardized administration as far as possible, and to secure the respondent's guarantee for confidentiality.

4.10   RETURNS

TABLE 4.3: Number of pupils who completed the questionnaires.

Race	Boys		Girls	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Blacks	124	40.7	190	54.2
Whites	154	51.0	123	35.2
Indians	7	2.3	14	4.0
Coloureds	18	6.0	23	6.6
Total	303	46.4	360	53.6
Cumulative frequency = 653			Cumulative percentage 100.00	
Frequency missing = 4				

The sample included 657 randomly selected pupils, but as Table 4.3 indicates, only 653 questionnaires were completed.

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4.11 CONCLUSION

This chapter has described the method of research and the construction of the questionnaire. The main aim of the empirical research was to gather data to be used to determine the guidance needs of pupils.

In *Chapter Five* the statistical analysis and interpretation of data collected during empirical research will be undertaken.

CHAPTER FIVE

5. STATISTICAL ANALYSIS AND THE INTERPRETATION OF DATA

5.1 INTRODUCTION

The purpose of this research is to determine the guidance needs of the Standard ten pupils in the Potchefstroom area. In order to achieve this goal the results of the statistical analysis and interpretation of data will be presented and discussed in this chapter.

The data of this study were collected from a population of 1 524 pupils in thirteen secondary schools. The sample included 657 randomly selected pupils which represented an equal proportion of race groups.

The data were arranged so that the Department of Statistical Services at the PU for CHE could process it as stated in Chapter Four.

5.2 HYPOTHESES

The hypothesis tested was: The guidance needs of secondary school pupils differ.

Subsequently, this hypothesis will be tested and interpreted on the basis of the questions and responses shown in Table 5.1 The data in this table indicate the variables of sex, age, race, the size of the school, the number of pupils in the class and the area where the pupils are resident.

5.3 DEMOGRAPHIC PARTICULARS OF THE RESPONDENTS

Table 5.1 provides the frequencies of the pupils who participated in the study. It is clear that there were thirteen secondary schools in Potchefstroom and six hundred and fifty seven pupils completed questionnaires. Data were analysed through frequencies produced by the Department of Statistics at the Potchefstroom University for CHE using the SAS programme. The results stipulated the frequencies and percentages of responses to each item in the questionnaire.

TABLE 5.1: The frequencies on the demographic particulars of the respondents (N=657).

Variables	Category	Frequency	%
1. Sex	Male	303	46.4
	Female	350	53.6
Frequency missing = 4			
2. Age on February 1997	17 - 18	398	60.7
	19 - 20	150	22.9
	21 - 22	73	11.1
	23 and older	35	5.3
Frequency missing = 1			
3. Race	Black	314	48.1
	White	277	42.4
	Indian	21	3.2
	Coloured	41	6.3
Frequency missing = 4			
4. The size of your school	400 or less pupils	47	7.3
	401 - 499 pupils	40	6.2
	500 - 1000 pupils	156	24.3
	1001 + pupils	400	62.2
Frequency missing = 14			
5. Number of pupils in your class	25 or less pupils	41	6.3
	26 - 35 pupils	189	29.3
	36 - 50 pupils	414	64.1
	51 + pupils	2	0.3
6. Area where you stay	Predominantly white area	265	41.1
	Black township	242	35.5
	Indian area	19	2.9
	Coloured area	43	6.7
	Squatter settlement	43	6.7
	Other	33	5.1
Frequency missing = 12			

5.3.1   Analysis

- **Frequency missing**

The data in Table 5.1 indicate the number of pupils who did not respond to a particular section. According to Table 5.1, there were four pupils who did not indicate their sex and one not the age. It was clear that most of the pupils did not know the size of their school, because the frequency missing for it was 14 and it was also the case with the number of pupils in the class and the area where they stayed.

- **Sex**

It was required of the respondents to mention whether they were male or female. The majority of pupils in the secondary school were girls 350 (53.6%) compared to boys who numbered 303 (46.4%). Most of the respondents 398 (60.7%) were aged between seventeen and eighteen and 35 (5.3%) were twenty three years or older.

- **Age**

According to Table 5.1, 398 (60.7%) of the respondents were aged between seventeen and eighteen years, 150 (22.9%) of the pupils between nineteen and twenty years, 73 (11.1%) were between twenty and twenty two and very few pupils 35 (5.3%) were twenty three years and older.

- **Race**

The data in the same table show the results of race and the highest number of pupils were Blacks who were 314 (48.1%) and the Whites 277 (42.4%). The lowest population group was the Indians 21 (3.2%) and the Coloureds 41 (6.3%).

- **Size of the school**

According to Table 5.1, 62.2% belonged to big secondary schools with more than 1001 pupils. The school that had between 500 and 1000 pupils had 24.3%, while 6.2% belonged to secondary schools with the number between 401 and 499 pupils. The secondary school with 400 pupils or less had 7.3%.

- **Number of pupils in the classes**

There were few classes that had 51 or more pupils. Most of the classes 64.1% had 36 - 50 pupils. There were 29.3% classes with 26 - 35 pupils and the classes that had 25 or less pupils made 6.3% of the total.

- **The area where the pupils stay**

It was interesting to note that 265 (41.1%) of the pupils stayed predominantly in White areas and 242 (37.5%) stayed in Black townships. Only 43 (6.7%) stayed in informal settlements and very few 19 (2.9%) at the Indian area.

5.4   THE GUIDANCE NEEDS OF THE STANDARD TEN PUPILS

In this section question 1 - 29 of the questionnaire is presented, analysed and interpreted.

5.4.1   Question 1

Do secondary school pupils need guidance on decision making skills, cognitive skills, problem solving skills, communicating skills, goal setting, assertiveness skills and information skills?

TABLE 5.2: Question 1

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	7	2.2	2	0.7	1	4.8	1	2.6
Disagree	3	1.0	17	6.1	2	9.5	2	5.1
Undecided	11	3.5	60	21.7	9	42.9	12	30.8
Agree	147	46.8	145	52.3	9	42.9	24	61.5
Strongly agree	146	46.5	53	19.1	0	0.0	0	0.0
TOTAL	314	100	277	100	21	100	39	100
Frequency missing	= 0		= 0		= 0		= 2	

5.4.1.1 Analysis and interpretation

According to Table 5.2, 93.3% (293 out of 314) of Black pupils, 71.4% (198 out of 277) of White pupils, 42.9% (9 out of 21) of Indian pupils and 61.5% (24 out of 39) of Coloured pupils agreed that secondary school pupils needed guidance on the skills mentioned in question 1 (see 5.4.1). Except for the Indian pupils, the majority of respondents indicated that they were in favour of Guidance for the skills mentioned in question one. A follow up question could have shed more light on reasons for this attitude.

The fact that more Black than White pupils indicated a need for the development of these skills, could be attributed to White pupils having been broadly exposed to these skills. In Black schools skill development is regarded as the responsibility of the guidance teacher whereas it should become the responsibility of the whole staff in the school.

5.4.2   Question 2

The question was included in the questionnaire to determine whether secondary school pupils needed guidance with regard to self-awareness in interests and hobbies, abilities, values and beliefs, goals and aspirations, talents, weaknesses and strengths, problems and in the promotion of self-esteem.

TABLE 5.3: Question 2

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	13	4.1	2	0.7	0	00.0	1	2.5
Disagree	35	11.2	17	6.2	4	19.0	2	5.0
Undecided	26	8.3	32	11.6	4	19.0	4	10.0
Agree	135	43.0	149	54.0	5	23.8	17	42.5
Strongly agree	105	33.4	76	27.5	8	38.1	16	40.0
TOTAL	314	100	276	100	21	100	40	100
Frequency missing	= 0		= 1		= 0		= 1	

5.4.2.1 Analysis and interpretation

Table 5.3 reveals that 76.4% (240 out of 314) of Black pupils, 81.5% (225 out of 276) of White pupils, 61.9% (13 out of 21) of Indian pupils and 82.5% (33 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance on the skills mentioned on question 2 (see 5.4.2).

The fact that there was a high percentage of respondents in this question indicated that these skills had not been included in the previous syllabi of the different Departments of Education. With this high response, a definite need was expressed.

5.4.3   Question 3

Question 3 attempted to determine whether it was important to give secondary school pupils guidance on matters that dealt with suicide, violence, drug education, substance abuse, and conflict resolutions.

TABLE 5.4: Question 3

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	29	9.2	9	3.3	0	0.00	4	10.0
Disagree	27	8.6	27	9.8	0	0.0	2	5.0
Undecided	26	8.3	41	14.9	0	0.0	5	12.5
Agree	106	33.8	115	41.7	9	42.9	12	30.0
Strongly agree	126	40.1	84	30.4	12	57.1	17	42.5
TOTAL	314	100	276	100	21	100	40	100
Frequency missing	= 0		= 1		= 0		= 1	

5.4.3.1 Analysis and interpretation

According to Table 5.4, 73.9% (232 out of 314) of Black pupils, 72.1% (199 out of 276) of White pupils, 100% (21 out of 21) of Indian pupils and 72.5% (29 out of 40) of Coloured pupils strongly agreed that secondary school pupils needed guidance on the skills mentioned on question 3 (see 5.4.3).

The general impression gained from the data was that there was a high percentage of respondents in this question. It was also interesting to realise that 100% of the Indian pupils reacted positively to this question. This was supported by the drug war by the Western Cape Muslim "Pagad" during their march at the beginning of the year 1997 (Keenan, 1997:35-38).

5.4.4 Question 4

This question was included in the questionnaire to determine whether secondary school pupils needed guidance on the development of leadership skills, team building, family and siblings, friendship, the need to belong, understanding cultural differences, matters dealing with authority and members of the immediate and broader community.

TABLE 5.5: Question 4

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	8	2.6	7	2.5	0	0.0	1	2.6
Disagree	34	10.9	21	7.6	1	4.8	2	5.1
Undecided	58	18.5	49	17.7	2	9.5	2	5.1
Agree	143	45.7	133	48.0	10	47.6	20	51.3
Strongly agree	70	22.4	67	24.2	8	38.1	14	35.9
TOTAL	313	100	277	100	21	100	39	100
Frequency missing	= 1		= 0		= 0		= 2	

5.4.4.1 Analysis and interpretation

The data that emerged from Table 5.5 show that 68.1% (213 out of 313) of Black pupils, 72.2% (200 out of 277) White pupils, 85.7% (18 out of 21) Indian pupils and 87.2% (34 out of 39) of Coloured pupils needed guidance on the matters in question 4 (see 5.4.4).

Possible reasons for the fact that most of the pupils agreed that secondary school pupils needed guidance on matters in question 4 (see 5.4.4), could be attributed to the fact that they intend to improve relationships with other racial groups, and deal with matters of cultural differences and matters dealing with authority and members of the immediate and broader community.

5.4.5   Question 5

This question was included in the questionnaire to determine whether secondary school pupils needed guidance on matters concerning family and parenting, new responsibilities, family values, single parenthood, unwanted pregnancy, divorce and the effects on the child, family violence and child, physical, sexual and emotional abuse.

TABLE 5.6: Question 5

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	36	11.5	15	5.4	0	0.0	2	5.2
Disagree	48	15.3	22	8.0	1	4.8	3	7.7
Undecided	30	9.5	53	19.2	1	4.8	2	5.1
Agree	88	28.0	129	46.7	9	42.8	16	41.0
Strongly agree	112	35.7	57	20.7	10	47.6	16	41.0
TOTAL	314	100	276	100	21	100	39	100
Frequency missing	= 0		= 1		= 0		= 2	

5.4.5.1 Analysis and interpretation

Table 5.6 reveals that 63.7% (200 out of 314) of Black pupils, 67.4% (186 out of 276) of White pupils, 90.4% (19 out of 21) of Indian pupils and 81.0% (32 out of 39) of Coloured pupils agreed that secondary school pupils needed guidance on matters mentioned in question 5 (see 5.4.5).

The high percentage response from the Indian pupils regarding this question, could be attributed to the fact that Indians adhere to all religious groupings regarding family solidarity as being essential for an accepted social life and they maintain attitudes of respect and obedience to parents and other aged persons. This also includes divorce, unwanted pregnancy and child abuse.

5.4.6 Question 6

Do secondary school pupils need guidance on matters of dating, puberty and adolescence, sexual orientation, dealing with rape, sexual harassment and handling emotions?

TABLE 5.7: Question 6

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**
Strongly disagree	41	13.0	12	4.3	1	4.8	5	12.5
Disagree	52	16.6	30	10.9	0	0.0	3	7.5
Undecided	52	16.6	48	17.4	1	4.8	6	15.0
Agree	87	27.7	129	46.7	12	57.1	13	32.5
Strongly agree	82	26.1	57	20.7	7	33.3	13	32.5
TOTAL	314	100	276	100	21	100	40	100
Frequency missing	= 0		= 1		= 0		= 1	

5.4.6.1 Analysis and interpretation

From the respondents 53.8% (169 out of 314) of Black pupils, 67.4% (186 out of 276) of White pupils, 90.4% (19 out of 21) of Indian pupils and 65.0% (26 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 6 (see 5.4.6).

According to data in Table 5.4.7 the highest positive respondents were among the Indian pupils and the possible reason for this was that they were cautious about the issues mentioned in question 6. Although there were indications of a gradual decline in matters of dating, puberty and adolescence and sexual orientation, it could be assumed that Indian pupils, because of their religious beliefs, have strong feelings about these matters.

5.4.7 Question 7

This question was included in the questionnaire to determine whether secondary school pupils needed guidance on family planning, contraceptives and their effects, sexualy transmitted diseases and aids education.

TABLE 5.8: Question 7

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	18	5.9	9	3.2	0	0.0	4	10.0
Disagree	41	13.4	16	5.8	3	14.3	3	7.5
Undecided	20	6.5	40	14.4	1	4.7	4	10.0
Agree	114	37.3	132	47.7	9	42.9	12	30.0
Strongly agree	113	36.9	80	28.9	8	38.1	17	42.5
TOTAL	306	100	277	100	21	100	40	100
Frequency missing	= 8		= 0		= 0		= 1	

5.4.7.1 Analysis and interpretation

Table 5.8 reveals that 74.2% (227 out of 306) of Black pupils, 76.6% (212 out of 277) of White pupils, 81% (17 out of 21) of Indian pupils and 72.5% (29 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 7 (see 5.4.7).

From the high response rate of all four race groups, it was evident that the majority of the pupils considered the above-mentioned matters seriously.

5.4.8 Question 8

Do secondary school pupils need guidance with regard to time management, setting up time-tables, using time constructively, utilising leisure time and setting short and long terms goals?

TABLE 5.9: Question 8

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	6	2.0	17	6.1	1	4.8	1	2.5
Disagree	16	5.2	38	13.7	9	42.9	6	15.0
Undecided	22	7.2	70	25.3	2	9.5	4	10.0
Agree	95	31.0	106	38.3	5	23.8	12	30.0
Strongly agree	167	54.6	46	16.6	4	19.0	17	42.5
TOTAL	306	100	277	100	21	100	40	100
Frequency missing	= 8		= 0		= 0		= 1	

5.4.8.1 Analysis and interpretation

According to Table 5.9, 47.7% (10 out of 21) of the Indian pupils disagreed with the fact that secondary school pupils needed guidance on matters mentioned in question 8, while 85.6% (262 out of 306) of Black pupils, 54.9% (152 out of 277) of White pupils and 72.5% (29 out of 40) of Coloured pupils needed guidance on these same matters mentioned in question 8 (see 5.4.8).

It is interesting to note that the Indian pupils were divided on this issue. An explanation for the high percentage rate of Black respondents was that Blacks fail to respect time and cannot use time constructively.

5.4.9   Question 9

Do secondary school pupils need guidance with regard to rote learning versus critical thinking, short and long term memory, study methods, conditions for effective studying examination skills, learning styles and the importance of exercise and balanced meals?

TABLE 5.10: Question 9

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	7	2.3	13	4.7	0	0.0	1	2.5
Disagree	16	5.3	23	8.3	3	14.3	3	7.5
Undecided	35	11.4	62	22.4	4	19.0	3	7.5
Agree	116	37.9	124	44.8	9	42.9	18	45.0
Strongly agree	132	43.1	55	19.9	5	23.8	15	37.5
TOTAL	306	100	277	100	21	100	40	100
Frequency missing	= 8		= 0		= 0		= 1	

5.4.9.1 Analysis and interpretation

Table 5.10 reveals that 81% (248 out of 306) of Black pupils, 64.7% (179 out of 277) of White pupils, 66.7% (14 out of 21) of Indian pupils and 82.5% (33 out of 40) of Coloured

pupils agreed that secondary school pupils needed guidance on matters mentioned in question 9 (see 5.4.9).

The high percentage (81%) of Black pupils indicated a change from rote learning (referred to generative and reproductive processing) to critical thinking, where pupils were taught simultaneous recitation as an instructional strategy in the primary schools when they experienced the problem of medium of instruction and the content. This could be an indication of Black pupils' urge to learn.

5.4.10 Question 10

Do secondary school pupils need guidance with regard to factors which play a role in subject choice, the direction of study, grades or levels of subjects, pass requirements, the role of the year mark and articulation options?

TABLE 5.11: Question 10

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	11	3.6	6	2.2	0	0.0	0	0.0
Disagree	24	7.8	7	2.5	2	9.5	0	0.0
Undecided	27	8.8	37	13.4	2	9.5	1	2.5
Agree	117	38.3	129	46.6	11	52.4	14	35.0
Strongly agree	127	41.5	98	35.4	6	28.6	25	62.5
TOTAL	306	100	277	100	21	100	40	100
Frequency missing	= 8		= 0		= 0		= 1	

5.4.10.1 Analysis and interpretation

According to Table 5.11, 79.8% (244 out of 306) of Black pupils, 82% (227 out of 277) of White pupils, 81% (17 out of 21) of Indian pupils and 97.5% (39 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance concerning matters mentioned in question 10 (see 5.4.10).

It was obvious that the majority of these respondents expressed a need for guidance on these matters. The competition is so tight this days that everybody showed an interest in the diversity of courses and subject choices which were based on entrepreneurship, job opportunities, interest and personal satisfactory.

5.4.11 Question 11

Do secondary school pupils need guidance concerning the importance of lifelong learning, early school leaving, post secondary study, access to educational institutions and entrance requirements, the promotion of technology and technical training?

TABLE 5.12: Question 11

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	3	1.0	7	2.5	3	14.3	1	2.5
Disagree	19	6.2	22	8.0	3	14.3	1	2.5
Undecided	45	14.8	60	21.7	4	19.0	2	5.0
Agree	148	48.5	123	44.6	7	33.4	18	45.0
Strongly agree	90	29.5	64	23.2	4	19.0	18	45.0
TOTAL	305	100	276	100	21	100	40	100
Frequency missing	= 9		= 1		= 0		= 2	

5.4.11.1 Analysis and interpretation

According to Table 5.12, 78% (238 out of 305) of Black pupils, 67.8% (187 out of 276) of White pupils, 52.4% (11 out of 21) of Indian pupils and 90% (36 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance on matters mentioned in question 11 (see 5.4.11).

The fact that there was a high percentage rate in this question, indicated that the pupils needed guidance on early decisions about lifelong learning and post secondary studies. This is particularly relevant for the early school leaver because there is a very real temptation to rush into a career or a job. This hasty action may, however, impose severe long-term limitations on the pupils' future growth into different, satisfying and profitable career areas.

5.4.12 Question 12

Do secondary school pupils need guidance on tertiary institutions (technikons, universities, colleges, technical colleges, private colleges, etc.), apprenticeships, the implications of distance learning, student accommodation, the rules and regulations of the institutions?

TABLE 5.13: Question 12

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	5	1.6	4	1.5	0	0.0	0	0.0
Disagree	29	9.5	13	4.7	1	4.8	2	5.0
Undecided	24	7.8	35	12.8	3	14.3	1	2.5
Agree	141	46.1	112	40.9	11	52.4	16	40.0
Strongly agree	107	35.0	110	40.1	6	28.6	21	52.5
TOTAL	306	100	274	100	21	100	40	100
Frequency missing	= 8		= 3		= 0		= 2	

5.4.12.1 Analysis and interpretation

According to Table 5.13, 81.1% (248 out of 306) of Black pupils, 81% (222 out of 274) of White pupils, 81% (17 out of 21) of Indian pupils and 92.5% (37 out of 40) of Coloured pupils needed guidance on matters mentioned in question 12 (see 5.4.12).

The fact that there was a high percentage rate of respondents in all secondary school pupils indicated that they needed information about many types of tertiary and post-school educational institutions, each of which had different objectives and methods of tuition. This information might help them to identify the type of institution best suited to them and their choice of study.

5.4.13 Question 13

Do secondary school pupils need guidance with regard to bursaries, loans and scholarships, application procedures, interviews, information and contacts, deadliness, conditions of bursaries, loans and scholarships, education assurances, savings and budgeting?

TABLE 5.14: Question 13

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	4	1.3	4	1.4	1	4.8	1	2.4
Disagree	4	1.3	15	5.4	1	4.8	0	0.0
Undecided	18	5.7	35	12.7	1	4.8	0	0.0
Agree	115	36.6	106	38.4	8	38.0	11	26.9
Strongly agree	173	55.1	116	42.1	10	47.6	29	70.7
TOTAL	314	100	276	100	21	100	41	100
Frequency missing	= 0		= 1		= 0		= 0	

5.4.13.1 Analysis and interpretation

Table 5.14 reveals that 91.7% (288 out of 314) of Black pupils, 80.5% (222 out of 276) of White pupils, 85.6% (18 out of 21) of Indian pupils and 97.6% (40 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on matters mentioned in question 13 (see 5.4.13).

The fact that there was a high percentage of positive response in this question could be attributed to the high unaffordable tuition fees of tertiary institutions. Most of the parents have low incomes and the pupils needed information about possible bursaries, bursary-loans and scholarships. It could also be assumed that pupils were even more aware of tertiary education and that they therefore needed guidance on matters raised in the question.

5.4.14   Question 14

Do secondary school pupils need guidance with regard to the clarification of concepts such as work, occupations, careers, vocations, jobs, professions, career exhibitions and career awareness, the private, public and small business sectors?

TABLE 5.15: Question 14

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	4	1.3	5	1.8	0	0.0	1	2.4
Disagree	18	5.7	10	3.6	0	0.0	0	0.0
Undecided	27	8.6	42	15.2	2	9.5	2	4.9
Agree	149	47.5	132	47.7	16	76.2	19	46.3
Strongly agree	116	36.9	88	31.8	3	14.3	19	46.3
TOTAL	314	100	277	100	21	100	41	100
Frequency missing	= 0		= 0		= 0		= 0	

5.4.14.1 Analysis and interpretation

Table 5.15 reveals that 84.4% (265 out of 314) of Black pupils, 79.5% (220 out of 277) of White pupils, 80.5% (19 out of 21) of Indian pupils and 92.6% (38 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 14 (see 5.4.14).

Because of South Africa's unique situation the concepts of careers, occupations and vocations etc. have taken on new meaning for many young people. They are in desperate need of guidance on these matters.

5.4.15   Question 15

Do secondary school pupils need guidance on career planning, salary implications, tolerance at the work place, communication skills, work organization, work ethic, productivity and affirmative action in the work place?

TABLE 5.16: Question 15

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	24	7.6	6	2.2	0	0.0	2	5.0
Disagree	42	13.4	14	5.1	3	14.3	2	5.0
Undecided	44	14.1	42	15.2	1	4.8	1	2.5
Agree	121	38.5	130	46.9	9	42.9	16	40.0
Strongly agree	83	26.4	85	30.7	8	38.0	19	47.5
TOTAL	314	100	277	100	21	100	40	100
Frequency missing	= 0		= 0		= 0		= 1	

5.4.15.1 Analysis and interpretation

According to Table 5.16, 64.9% (204 out of 314) of Black pupils, 77.6% (215 out of 277) of White pupils, 80.9 (17 out of 21) of Indian pupils and 87.5% (35 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance on matters mentioned in question 15 (see 5.4.15).

The fact that there was a high percentage positive response to this question, indicated that they were in favour of guidance on matters mentioned in this question.

5.4.16   Question 16

Do secondary school pupils need guidance on job hunting skills such as: where to look for a job, reading and responding to advertisements, doing research on company/organisation, C.V. writing, interview preparation and their rights in an interview?

TABLE 5.17: Question 16

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	5	1.6	2	0.7	1	4.8	0	0.0
Disagree	22	7.0	4	1.4	1	4.8	1	2.4
Undecided	39	12.4	29	10.5	1	4.8	1	2.4
Agree	134	42.7	125	45.1	9	42.8	15	36.6
Strongly agree	114	36.3	117	42.2	9	42.8	24	58.6
TOTAL	304	100	276	100	21	100	41	100˚
Frequency missing	= 10		= 1		= 0		= 0	

5.4.16.1 Analysis and interpretation

Table 5.17 reveals that 79% (248 out of 304) of Black pupils, 87.3% (242 out of 276) of White pupils, 85.6% (18 out of 21) of Indian pupils and 95.2% (39 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on matters mentioned in question 16 (see 5.4.16).

The enormously positive response to this question, could possibly be attributed to the scarcity of jobs and the serious problems of unemployment in the country.

5.4.17   Question 17

Do secondary school pupils need guidance on the importance of gaining practical work experience, doing part-time, voluntary work and community service?

TABLE 5.18:   Question 17

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	14	4.5	2	0.7	0	0.0	0	0.0
Disagree	48	15.3	14	5.1	1	4.8	6	14.6
Undecided	59	18.7	58	20.9	3	14.3	7	17.1
Agree	128	40.8	133	48.0	7	33.3	17	41.5
Strongly agree	65	20.7	70	25.3	10	47.6	11	26.8
TOTAL	314	100	277	100	21	100	41	100
Frequency missing	= 0		= 0		= 0		= 0	

5.4.17.1 Analysis and interpretation

Table 5.18 reveals that 61.5% (193 out of 314) of Black pupils, 73.3% (203 out of 277) of White pupils, 80.9% (17 out of 21) of Indian pupils and 68.3% (28 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 17 (see 5.4.17).

The response of the pupils to this question indicated a need for preparation for the workplace. One of the requirements to qualify for an advertised vacant post is practical work experience.

5.4.18   Question 18

Do secondary school pupils need guidance on enterprising skills and entrepreneurship, how to start their own business, business plan, financial assistance, role models, employers rights and labour legislation?

TABLE 5.19: Question 18

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	5	1.6	14	5.1	2	9.5	4	10.0
Disagree	17	5.4	8	2.9	2	9.5	1	2.5
Undecided	35	11.2	45	16.2	0	0.0	1	2.5
Agree	142	45.2	124	44.8	11	52.4	18	45.0
Strongly agree	115	36.6	86	31.0	6	28.6	16	40.0
TOTAL	314	100	277	100	21	100	40	100
Frequency missing	= 0		= 0		= 0		= 1	

5.4.18.1 Analysis and interpretation

According to Table 5.19, 81.8% (257 out of 314) of Black pupils, 75.8% (210 out of 277) of White pupils, 81% (17 out of 21) of Indian pupils and 85% (34 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 18 (see 5.4.18).

The general impression gained from this data was that another way of addressing the unemployment problem facing the school-leavers, was to advocate entrepreneurship as a vocational alternative. Unemployment is a growing problem which cannot be solved by merely intensifying existing measures of employment creation. The promotion of entrepreneurship is suggested as a supplementary approach to solving the unemployment problem.

5.4.19 Question 19

Do secondary school pupils need guidance on workers' rights and responsibilities in the work, working conditions, conditions of service (leave, pension, over-time, medical aid, etc.), disciplinary procedures and grievances?

TABLE 5.20: Question 19

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	56	18.4	5	1.8	0	0.0	0	0.0
Disagree	84	27.6	21	7.6	5	23.8	2	5.1
Undecided	44	14.5	50	18.1	2	9.5	6	15.4
Agree	85	28.0	131	47.5	10	47.6	17	43.6
Strongly agree	35	11.5	69	25.0	4	19.1	14	35.9
TOTAL	304	100	276	100	21	100	39	100
Frequency missing	= 10		= 1		= 0		= 2	

5.4.19.1 Analysis and interpretation

Table 5.20 reveals that 46% (140 out of 304) of Black pupils did not need guidance on matters mentioned in question 19, while 72.5% (200 out of 276) of White pupils, 66.7% (14 out of 21) of Indian pupils and 79.5% (31 out of 39) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 19 (see 5.4.19).

The fact that Black pupils reacted negatively to this question, was because they had little or no practical work experience. Possible reasons could be attributed to the fact that employers normally do not make copies of employment act available to employees.

5.4.20   Question 20

Do secondary school pupils need guidance on what a trade union is, their role, advantages and structures, collective bargaining, negotiation, labour rights and labour legislation?

TABLE 5.21: Question 20

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	43	14.1	10	3.6	0	0.0	1	2.5
Disagree	81	26.6	39	14.1	4	19.0	2	5.0
Undecided	70	23.0	77	27.9	6	28.6	7	17.5
Agree	76	24.8	109	39.5	8	38.1	21	52.5
Strongly agree	35	11.5	41	14.9	3	14.3	9	22.5
TOTAL	305	100	276	100	21	100	40	100
Frequency missing	= 9		= 1		= 0		= 1	

5.4.20.1 Analysis and interpretation

According to Table 5.21, 40.7% (124 out of 305) of Black pupils didn't need guidance on matters mentioned in question 20, while 54.4% (150 out of 276) of White pupils, 52.4% (11 out of 21) of Indian pupils and 75% (30 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 20 (see 5.4.20).

It was surprising to note that 40.7% of the Black pupils did not show concern about matters concerning trade unions, when the majority of their people belong to trade unions and students organisations mobilise these unions. The reasons might be the impression gained from the teachers' unions, especially the South African Democratic Teachers Union (SADTU).

5.4.21 Question 21

Do secondary school pupils need guidance on causes of unemployment, effects and solutions, government strategies to address unemployment, job creation, RDP, coping with the demoralising effects of unemployment, unemployment benefits, how to apply for benefits?

TABLE 5.22: Question 21

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	32	10.5	16	5.8	1	4.8	1	2.5
Disagree	76	24.8	31	11.2	2	9.5	4	10.0
Undecided	51	16.7	72	26.1	3	14.3	7	17.5
Agree	84	27.5	119	43.1	10	47.6	16	40.0
Strongly agree	63	20.5	38	13.8	5	23.8	12	30.0
TOTAL	306	100	276	100	21	100	40	100
Frequency missing	= 8		= 1		= 0		= 1	

5.4.21.1 Analysis and Interpretation

According to Table 5.22, 48% (147 out of 306) of Black pupils, 56.9% (157 out of 276) of White pupils, 71.4% (15 out of 21) of Indian pupils and 70% (28 out of 40) of Coloured pupils

agreed that secondary school pupils needed guidance on the matters mentioned in question 21 (see 5.4.21).

The general impression gained from the data, was that there was a concern for this question because of acute unemployment problems especially among the youth. This seemed to have a bigger impact on the Indians and Coloured respondents. Could this be attributed to the fact that they were experiencing the effects of affirmative action more intensely?

5.4.22   Question 22

Do secondary school pupils need guidance on consumer rights and responsibilities, consumer councils, small claims courts, the influence of advertisement and media on society and consumer, misleading advertisements, hire purchase, and awareness of credit agreements and contracts?

TABLE 5.23:   Question 22

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	44	14.4	7	2.5	0	0.0	1	2.6
Disagree	90	29.4	30	10.9	7	33.4	0	0.0
Undecided	68	22.2	72	26.2	6	28.6	10	25.6
Agree	78	25.5	125	45.5	4	19.0	20	51.3
Strongly agree	26	8.5	41	14.9	4	19.0	8	20.5
TOTAL	306	100	275	100	21	100	39	100
Frequency missing	= 8		= 2		= 0		= 2	

5.4.22.1 Analysis and interpretation

Table 5.23 reveals that 43.8% (134 out of 306) of Black pupils did not need guidance on matters mentioned in question 22, while 60.4% (166 out of 275) of White pupils, 38% (8 out of 21) of Indian pupils and 71.8% (28 out of 39) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 22 (see 5.4.22).

By virtue of the positive response of the pupils to this question, it could be concluded that secondary school pupils needed advice to know about their rights as consumers. It was necessary for this to appear on the programme.

5.4.23   Question 23

Do secondary school pupils need guidance on how the economy works, understanding the economic system in the world, taxation and payment for municipal services, human resources needs and productivity?

TABLE 5.24:   Question 23

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	30	9.8	9	3.3	0	0.0	1	2.5
Disagree	57	18.6	18	6.5	4	19.0	1	2.5
Undecided	44	14.4	59	21.4	1	4.8	4	10.0
Agree	105	34.3	135	48.9	12	57.2	18	45.0
Strongly agree	70	22.9	55	19.9	4	19.0	16	40.0
TOTAL	306	100	276	100	21	100	40	100
Frequency missing	= 8		= 1		= 0		= 1	

5.4.23.1 Analysis and interpretation

Table 5.24 reveals that 57.2% (175 out of 306) of Black pupils, 68.8% (190 out of 276) of White pupils, 76.2% (16 out of 21) of Indian pupils and 85% (34 out of 40) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 23 (see 5.4.23).

The positive response to this question, probably indicated the awareness of secondary school pupils of the importance of assisting in the reconstruction and development process.

5.4.24   Question 24

Do secondary school pupils need guidance on financial planning, loans, savings accounts, investments, banking and how it works, budgeting, financial institutions, assurance and insurance companies, and credit unions?

TABLE 5.25:   Question 24

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	25	8.0	8	2.9	0	0.0	3	7.3
Disagree	58	18.4	14	5.1	3	14.3	1	2.4
Undecided	44	14.0	46	16.8	3	14.3	3	7.3
Agree	106	33.8	118	43.3	6	28.6	15	36.6
Strongly agree	81	25.8	87	31.9	9	42.8	19	46.4
TOTAL	314	100	273	100	21	100	41	100
Frequency missing	= 0		= 4		= 0		= 0	

5.4.24.1 Analysis and interpretation

Table 5.25 reveals that 59.6% (187 out of 314) of Black pupils, 75.2% (205 out of 273) of White pupils, 71.4% (15 out of 21) of Indian pupils and 85% (34 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 24 (see 5.4.24).

The response of Black pupils (59.6%) indicated little knowledge of the importance of financial planning, loans, investments, budgeting etc. It could be assumed that more and more Black pupils would realise the importance of these matters in years to follow.

5.4.25   Question 25

Do secondary school pupils need guidance on street laws, political systems, the right to protest, dealing with intimidation, mediation and negotiation, tolerance for different political viewpoints?

TABLE 5.26: Question 25

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**
Strongly disagree	57	18.2	15	5.5	0	0.0	3	7.3
Disagree	74	23.6	39	14.2	3	14.3	2	4.9
Undecided	58	18.5	68	24.7	3	14.3	7	17.1
Agree	89	28.5	109	39.6	7	33.3	16	39.0
Strongly agree	35	11.2	44	16.0	8	38.1	13	31.7
TOTAL	313	100	275	100	21	100	41	100
Frequency missing	= 1		= 2		= 0		= 0	

5.4.25.1 Analysis and interpretation

According to Table 5.26, 41.8% (131 out of 313) of Black pupils did not need guidance on matters mentioned in question 25, while 55.6% (153 out of 275) of White pupils, 71.4% (15 out of 21) of Indian pupils and 70.7% (29 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 25 (see 5.4.25).

The fact that Black pupils didn't need guidance on matters mentioned in question 25, could be attributed to the fact that they believed they had sufficient knowledge because their brothers, sisters and some of them had been involved in protests which had resulted in violence and intimidation since June 1976.

It can be assumed that because of political changes in South Africa many Black pupils do not find it necessary to protest any more.

5.4.26 Question 26

Do secondary school pupils need guidance on the Bill of Rights, rights of women, the discrimination charter of children's rights, the constitution, the constitutional responsibilities of a citizen, nation building, involvement in national, provincial and local government.

TABLE 5.27: Question 26

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	25	8.1	17	6.2	1	4.8	2	4.9
Disagree	60	19.1	27	9.8	3	14.3	3	7.3
Undecided	78	24.8	76	27.6	1	4.8	4	9.8
Agree	100	31.8	100	36.4	11	52.4	14	34.1
Strongly agree	51	16.2	55	20.0	5	23.7	18	43.9
TOTAL	314	100	275	100	21	100	41	100
Frequency missing	= 0		= 2		= 0		= 0	

5.4.26.1 Analysis and interpretation

Table 5.27 reveals that 48% (151 out of 314) of Black pupils, 56.4% (155 out of 275) of White pupils, 76.1% (16 out of 21) of Indian pupils and 78% (32 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 26 (see 5.4.26).

The low positive response rate of Black pupils on this question indicated little interest about the constitution and constitutional responsibilities of a citizen and the involvement in national, provincial and local government. A follow up question could have shed more light on reasons for this situation.

A further explanation could be that the Coloured pupils see themselves as victims of affirmative action, and that they would like to take a stronger stand.

5.4.27 Question 27

Do secondary school pupils need guidance concerning law enforcement and the protection of human rights, road safety, fire awareness, personal safety, first aid, nutrition and general health care (e.g. TB etc.)?

TABLE 5.28: Question 27

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	46	14.6	17	6.2	1	4.8	2	4.9
Disagree	97	30.9	21	7.6	4	19.0	2	4.9
Undecided	65	20.7	63	22.9	0	0.0	4	9.8
Agree	78	24.9	113	41.1	8	38.1	14	34.1
Strongly agree	28	8.9	61	22.2	8	38.1	19	46.3
TOTAL	314	100	275	100	21	100	41	100
Frequency missing	= 0		= 2		= 0		= 0	

5.4.27.1 Analysis and interpretation

Table 5.28 reveals that 45.5% (143 out of 314) of Black pupils didn't need guidance on matters mentioned in question 27, while 63.3% (174 out of 275) of White pupils, 76.2% (16 out of 21) of Indian pupils and 80.4% (33 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 27 (see 5.4.27).

The fact that Black pupils didn't need guidance on road safety was because they had different views on how the South African road users perceive traffic law enforcement and what could be done to create a more positive traffic awareness. It was also interesting to note that issues that affected Black pupils mostly were regarded by respondents as not important. Maybe a follow up question could explain this.

5.4.28 Question 28

Do secondary school pupils need guidance concerning pollution, the waste management of nuclear waste, recycling and energy conservation, the protection of forests, flora and fauna and soil erosion?

TABLE 5.29: Question 28

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	38	12.1	15	5.4	0	0.0	2	4.9
Disagree	98	31.2	31	11.2	3	14.2	4	9.8
Undecided	60	19.1	64	23.2	1	4.8	5	12.2
Agree	90	28.7	96	34.8	11	52.4	19	46.3
Strongly agree	28	8.9	70	25.4	6	28.6	11	26.8
TOTAL	314	100	276	100	21	100	41	100
Frequency missing	= 0		= 1		= 0		= 0	

5.4.28.1 Analysis and interpretation

According to Table 5.29, 43.3% (136 out of 314) of Black pupils didn't need guidance on matters mentioned in question 28, while 60.2% (166 out of 276) of White pupils, 81% (17 out of 21) of Indian pupils and 73.1% (30 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 28 (see 5.4.28).

The positive response of the pupils to this question indicated that the pupils recognised the importance of conservation to ensure the minimum disturbance to ecosystems.

5.4.29   Question 29

Do secondary school pupils need guidance on the effects and trends of urbanisation and population growth, urban and rural development and planning, ecology and eco-tourism?

TABLE 5.30: Question 29

Scale	Blacks		Whites		Indians		Coloureds	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	29	9.3	24	8.7	1	4.8	3	7.3
Disagree	62	19.9	32	11.6	3	14.3	2	4.9
Undecided	62	19.9	80	29.2	5	23.7	5	12.2
Agree	110	35.3	98	35.6	6	28.6	18	43.9
Strongly agree	49	15.6	41	14.9	6	28.6	13	31.7
TOTAL	312	100	275	100	21	100	41	100
Frequency missing	= 2		= 2		= 0		= 0	

5.4.29.1 Analysis and interpretation

Table 5.30 reveals that 50.9% (159 out of 312) of Black pupils, 50.5% (139 out of 275) of White pupils, 56.2% (12 out of 21) of Indian pupils and 75.6% (31 out of 41) of Coloured pupils agreed that secondary school pupils needed guidance on the matters mentioned in question 29 (see 5.4.29).

According to data, the high positive response from the Coloured pupils could be attributed to the fact that their land was often invaded by squatters and this could affect their identity.

5.5   DEDUCTIONS

In the analysis of the results of the empirical research of this project, it became clear that the pupils in the Black townships and the squatter settlements had something in common. They experienced poor vocational orientation, because in their schools very little or no school guidance was rendered as a service to them. Their school had no posts for guidance teachers, there was no provision for a Head of Department to be responsible for guidance services in the schools (Mazibuko, 1993:148).

5.6   CONCLUSION

In this chapter the focus was on the statistical analysis and interpretation of the results. The aim of this was to determine whether the guidance need of secondary school pupils differed.

The statistical analyses revealed a significant relationship between gender, age, race and the guidance needs of the Standard ten pupils. The next chapter will concentrate on the findings, recommendations and conclusion.

CHAPTER SIX

6. SUMMARY, RESULTS AND RECOMMENDATIONS

6.1 INTRODUCTION

This concluding chapter attempts to draw together the main points of the research. The overall results of both the literature study and the empirical research are provided. In addition, a set of recommendations for the improvement of guidance services in secondary schools are provided. This is followed by the conclusion.

6.2 SUMMARY

6.2.1 Introduction and statement of the problem, aims and method of study

Chapter one served as an orientation to the entire research process. The problem concerned was the guidance needs of Standard ten pupils in secondary schools in the Potchefstroom area. The research aims for investigating the problem were stated. The methods of research for attaining these aims were stated as being a literature study and empirical research. Furthermore, the research hypotheses were highlighted and this chapter included the definition of concepts.

6.2.2 School guidance in South Africa

In tracing the historical background of school guidance, the United States of America, Japan and Britain were considered first as they were leaders in this regard. School guidance in the three countries was discussed and thereafter the historical background and development of guidance in South Africa under the following Departments of Education was discussed:

- The Transvaal Education Department
- The Cape Education Department
- The Orange Free State Education Department
- The Department of Internal Affairs, Directorate of Indian Education
- The Department of Coloured Education

- The Department of National Education (providing education for Whites only)

- The Department of Education and Training (providing education for Black pupils)

In this chapter, the aims and objectives, policy, nature and the scope of service, the organization, management and control of the services of these different departments were discussed.

Furthermore, the reasons why guidance services were necessary as an integral part of the educational set-up were given. From the literature consulted, it emerged that the practice of guidance in the secondary schools should be based on assisting the learner through personal, social, academic and career development so that he can play a meaningfull role in the society. The different definitions of guidance were given (Chapter Two).

6.2.3 An analysis of the interim core syllabus for guidance

Chapter Three began with an orientation which was followed by a discussion of the status of school guidance in South Africa. Apart from the obvious and rather common knowledge that the past education system had led to inconsistencies and disparities in the provision of school guidance, related problems were also explored in this chapter.

Furthermore, the concepts guidance and counselling were defined. The guidance principles which the school guidance teacher should be familiar with were mentioned. This chapter also discussed the aims of the interim core syllabus for guidance.

The subject content of the interim core syllabus was discussed under the following eight categories:

- Personal and interpersonal development;

- Family and sex education;

- Education and training;

- Work and unemployment;

- Economic education;

- Citizenship education;

- Environmental education, and

- The guidelines and strategies for teacher-learner interaction so that learning may be effective.

6.2.4 Empirical research

The method of research, reflecting the real procedures of the investigation was discussed in chapter four. It was stated that the questionnaire would be used to collect the necessary information. The study population and sampling of the subjects for the study as well as the construction of the questionnaire and the structure of items were discussed.

The pilot study was discussed and tested and the questionnaires were personally taken to the pupils by the researcher. The sample included six hundred and fifty seven (657) randomly selected pupils, but only six hundred and fifty three (653) questionnaires were filled in. The data processing was done with the assistance of the SAS computer programme of the PU for CHE, using frequencies and percentages. The content validity and construct validity of the questionnaire were discussed. In conclusion, the attention was focused on the covering letter and the reply.

6.2.5 Statistical analysis and interpretation of data

In chapter five, frequencies and percentages scores were used to analyse the research data on the demographic information and the guidance needs of secondary school pupils. The data were tabulated from table 5.1 to 5.30.

6.3 CONCLUSIONS

The results with regard to the first aim, namely to determine whether the interim score syllabus provided in the guidance needs of secondary school pupils in the North West Province were discussed. From the literature and empirical study, the following conclusions emerged:

6.3.1 Literature study

- Guidance activities in Japan, for better or worse, strongly influenced the pupils' academic work, moral consciousness and attitudes, diligence in order to accomplish a given objective

or assignment, co-operation, loyalty and responsibility in carrying out assigned collective work.

- In terms of the law in Japan, medical and dentistry services examined all pupils at school during April and June of each year and also conducted examinations to identify respiratory, throat, hearing or lung diseases and a number of other conditions and disabilities.

- The former department of education had numerous guidance syllabi which were clearly disjointed, irrelevant and inappropriate for the needs of a changing, democratic society. In 1994 the Government of National Unity came into power and a single Department of Education was created. The new structures in education replaced the old and defunct structures. The new education department came up with an entirely new interim core syllabus for guidance to meet the needs of all secondary school pupils in all the schools in South Africa.

- This interim core syllabus was compiled with the aim of offering pupils of all different race groups a good, relevant, and up-to-date education for life and this involved considerable changes in the school guidance curriculum which reflected values and attitudes appropriate both to the changing South African society and to South African's place in the world.

- The aim of the Department of Education with the interim core syllabus of guidance was to ensure uniformity within one education system and serve as a basis for future bottom up policy development. This syllabus should also serve as a basis for the implementation of guidance in schools. Existing guidance programmes and syllabi were to be assessed and adapted in accordance with this core syllabus.

- The aim of the core syllabus was to challenge prejudice and discrimination on all fronts, i.e. gender, race, religion, sexual orientation, location etc.

- The interim core syllabus recognised too that flexibility rather than prescription should inform both content and process in any effective programme. Its ultimate objective was to equip the child with life skills which would promote self-actualisation, emotional stability and social sensitivity, and render the child competent to make successful career choices, to build a stable family and to live with respect and tolerance of self and others.

6.3.2   Empirical research

With regard to the second aim, namely to determine whether the guidance needs of different population groups differed, the following emerged from the empirical study:

- Firstly, the following races were represented in the study population:

    * Black pupils   94.9%
    * White pupils   86.2%
    * Indian pupils   8.3%
    * Coloured pupils   12.6%

- All the Indian and Coloured pupils were tested because of their small numbers. Mostly two classes from Black and White pupils were tested because of their big numbers.

- The questionnaire contained life skills and other important matters based on the interim core syllabus for guidance.

- Data in Table 5.2 provides the researcher with a profile of the investigation groups who completed the questionnaire. The table shows the different sexes, age groups, races and pupils who stayed in different areas.

- It became evident that the guidance needs of different population groups did differ.

- Another finding which reflected different needs was that 47.7% (9 out of 21) of Indian pupils had a different view regarding time management, the setting of a time-table, using time constructively, utilising leisure time, and setting short and long term goals.

- The Black pupils on the other hand reflected different needs when 46% (140 out of 314) showed that they didn't need guidance on workers rights and responsibilities in the work, working conditions, conditions of service (leave, pension, over-time, medical aid, etc.), disciplinary procedures and grievances.

- The majority of Black pupils (46%) did not see the necessity for secondary school pupils to be guided on what trade unions were, their role, advantages and their structure, collective bargaining, negotiations, labour rights and labour legislation.

- It can be deduced from table 5.23 that a large number (43.8%) of Black pupils did not need guidance on consumer rights and responsibilities, consumer councils, small claims courts, the influence of advertisement and media on society and consumer, misleading advertisements, hire purchase, and the awareness of credit agreements and contracts.

- Another finding with regard to the question of whether to guide secondary school pupils on street law, political systems, the right to protest, dealing with intimidation, mediation and negotiation, tolerance for different political viewpoints, is that 41.8% (131 out of 313) of Black pupils did not need guidance on matters mentioned above.

- It was also interesting to note that White pupils and Coloured pupils agreed with every statement in the questionnaire, namely that secondary school pupils needed guidance on every matter mentioned on the interim core syllabus for guidance.

6.4   RECOMMENDATIONS FOR FUTURE GUIDANCE PROGRAMMES

The literature study and empirical results have indicated that the guidance needs of secondary school pupils differed and the interim core syllabus in general did provide in the guidance needs of secondary school pupils.   On the strength of the results in this respect, the following recommendations were made:

- School guidance programmes of the future will have to be sensitive and relevant to the needs of the learner.   Impediments and hindrances that affected the effective implementation of school guidance must be a thing of the past.

- Educationists, especially the planners, must channel their resources and think seriously about the significance of guidance in a school programme.   There must be less lip-service and more implementation and priority given to those departments that are lagging behind.

- The interim core syllabus should be seen by guidance teachers as a "menu" from which they should select appropriate themes to meet the needs of the pupils in their schools.

- The guidance service must from time to time be modified to reflect changes in government policy or economic realities, and the service should also attempt to take into account the changing needs of the pupils.

- Further research will have to be undertaken in other provinces especially where there are reasonable numbers of Indians and Coloured pupils.

- The success of guidance in a school is not a one-man effort, but a concern of all parties who care about education and everybody including the Ministry of Education.

6.5   LIMITATIONS OF THE RESEARCH

A research project is subjected to limitations. It has both shortcomings and limitations.

- Question 4 and question 5 of section A did not yield reliable results, as could be deduced from the high frequency missing. This was probably due to the fact that pupils did not know the role of the school and the number of pupils in their class.

- Another weakness of the survey method was that very often pupils were unable to elaborate upon statements made, because no follow up questions were included in the questionnaire.

- There are virtually no secondary schools in the squatter communities around Potchefstroom. Most pupils from squatter settlements feel humiliated to be identified as squatter residents, and thus they might not respond honestly.

6.6   CONCLUSION

What emerged from this study was that the needs of the pupils should be taken into account when a school guidance programme is drawn up. This final point is of crucial importance, for it implies that, as educators, we must not sit back and expect changes to be effected for us. Reconstructing and developing education and thus school guidance services should be our task.

It is hoped that researchers will participate in and initiate programmes that will promote an awareness of their cultures.

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