

**THE PRACTICE OF SCHOOL GUIDANCE IN
SECONDARY SCHOOLS IN
SOWETO**

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SOWETO**

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ABSTRACT

THE PRACTICE OF SCHOOL GUIDANCE IN SECONDARY SCHOOLS IN SOWETO

This research project investigates the practice of school guidance in secondary schools, with special reference to Soweto.

The research was prompted by a number of problems and questions such as the following: With all good and ideal aims of school guidance, why is it that present-day school-going youths are the way we find them? For example, why are black youths so militant, rebellious and unrealistic? Why are they not interested in what the community used to boast about and pride themselves on, such as education, good behaviour, respect, respect of one another's properties, the norms and values of the community and above all, preservation of life?

From the above statement of the problem it becomes clear that this research can not address all the questions stated above. However a portion or section of them will receive some attention in accordance with the aims of this particular research project, namely:

- * to determine the practice of school guidance in secondary schools in Soweto;
- * to determine what the psychological services section of the Johannesburg Region does about the situation; and
- * to give hints and guidelines as to what action plans may be implemented to improve school guidance teaching in secondary schools in Soweto.

A greater understanding of school guidance programmes of the Department of Education and Training was necessary, together with an insight into the guidance programmes of other education systems in South Africa. This resulted in a thorough and in-depth literature study of school guidance of the whole education system of the Republic of South Africa. In the empirical research that followed, various questionnaires were devised and given to principals, guidance teachers and members of the EAS with a request to complete the items thereof anonymously. The SAS-computer programme was applied to determine the frequencies and percentages for each question.

A complete analysis of the investigation results indicated that the school guidance programme of the Department of Education and Training was not used by all secondary schools in Soweto. Some secondary schools hardly teach the subject. From a number of

schools it became clear that the Teachers' Union rejected school guidance since it is a non-examination subject and as such a waste of pupils' and teachers' time, which could be used for more important subjects, i.e. examination subjects.

Finally the researcher gave some hints, suggestions and recommendations to all parties concerned with the teaching of school guidance with special reference to secondary school pupils in Soweto and in general. It is hoped that these recommendations will be studied, implemented and improved for the benefit, progress and support of the child.

OPSOMMING

Met hierdie navorsingsprojek is ondersoek ingestel na die praktyk van skoolvoortligting in sekondêre skole, met besondere verwysing na Soweto.

Die ondersoek is genoop deur 'n aantal probleme en vrae soos die volgende:

Met al die mooi en ideale doelwitte met skoolvoortligting, waarom is dit so dat die huidige skoolgaande jeug is soos ons hulle tans waarneem? Byvoorbeeld, waarom is swart jeugdiges so militant, veglustig en onrealisties? Waarom is hulle nie geïnteresseerd in wat altyd in gemeenskappe hoog aangeslaan is, soos opvoeding, goeie gedrag, respek vir ander en hulle eiendom, norme en waardes van die gemeenskap, en bo alles, die bewaring van lewe nie?

Uit die bogenoemde stelling is dit duidelik dat hierdie navorsingsprojek nie al die vrae hierbo kan aanspreek nie. Sekere van die sake sal egter aandag geniet in lyn met die doelstellings van hierdie besondere projek, naamlik:

- * Om vas te stel wat die praktyke rondom skoolvoortligting in sekondêre skole in Soweto is;
- * om vas te stel wat die sielkundige dienste-afdeling van die Johannesburg-streek omtrent hierdie sake doen; en
- * om voorstelle en riglyne te bied in terme van aksieplanne wat gevolg mag word om skoolvoortligting-onderrig in sekondêre skole in Soweto te verbeter.

'n Beter begrip van skoolvoortligtingsprogramme van die Departement van Onderwys en Opleiding was nodig, saam met insig in die voortligtingsprogramme van ander onderwysstelsels in Suid-Afrika. Dit het gelei tot in-diepte literatuurstudie van skoolvoortligtingsprogramme binne die hele onderwysstelsel van die Republiek van Suid-Afrika.

In die empiriese gedeelte wat gevolg het, is verskeie vraeyste ontwikkel en uitgedeel aan skoolhoofde, voortligtingonderwysers en lede van die EAS met 'n versoek om die items anoniem te voltooi. Die SAS-rekenaarprogram is gebruik om die frekwensies en persentasies vir elke vraag te bereken.

'n Volledige ontleding van die resultate van die ondersoek het aangedui dat die skoolvoortligtingsprogramme van die Departement van Onderwys en Opleiding nie deur al

die sekondêre skole in Soweto gebruik is nie. Sommige van die sekondêre skole bied bykans geen onderrig in die vak nie. Van 'n aantal skole het dit geblyk dat die Onderwysersunie skoolvoorligting verwerp, aangesien dit 'n nie-eksamenvak is en as sodanig gesien word as 'n mors van die leerlinge en onderwysers se tyd, wat hulle voel gebruik moet word vir belangriker, eksamenvakke.

In die laaste instansie bied die navorser voorstelle en aanbevelings aan vir die onderrig in skoolvoorligting met spesiale verwysing na sekondêre skoolkinders in Soweto en in die algemeen. Daar word gehoop dat hierdie aanbevelings bestudeer sal word en gebruik en verbeter sal word tot die groter belang en ondersteuning van die kind.

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CHAPTER 1

INTRODUCTION AND DEFINITION OF SCHOOL GUIDANCE

1.1 ORIENTATION AND DEFINITION

Collier's Encyclopedia defines Guidance as that inseparable aspect of the educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realisation. Guidance and instructions are complementary phases of the educational process.

Petrick (1986:2) and Kruger (1991:17) define it as a service for pedagogical assistance to the child-in-need, and it is both informative and supportive ... the child is accompanied on his way to an unknown future, and must be given pedagogical support in his cognitive and his pathic relatedness.

The HRSC states that the aims of school Guidance can be explained contextually on the strength of the following:

In school and especially by means of a Guidance Programme,

- * pupils should be educated to develop a self-concept, so that eventually they will be able to evaluate themselves;
- * pupils should be educated particularly to take independent moral decisions and to act accordingly;
- * they must be educated to accept responsibility (HRSC, 1978:15).

Lindhard sees Guidance as fitting pupils for life, helping them with learning and maturing problems, teaching pupils coping and social skills; developing competent members of the society, guiding pupils quickly towards adult status, teaching pupils coping and social skills; developing competent members of the society, guiding pupils quickly towards adult status, teaching self-insight and awareness of personal capabilities, giving information about career and educational opportunities and teaching how to cope with change (1981:5-19).

The HRSC (1981:37) defines Guidance as a practice, a process of bringing the pupils into contact with the world of reality in such a way that he acquires life-skills and techniques which allow him to direct himself competently (i.e. to become self-actualising) within the

educational, personal and social spheres and the world of work, in order to progress and survive effectively. This definition accentuates, *inter alia*:

- * that school guidance is both practice and a process;
- * that it is the acquisition of life-skills; and
- * that the goal of guidance is to lead the pupil to self-actualisation, i.e. that the pupils should grow into mature and competent adults. As the attainment of adequate self-knowledge and achievement of self-actualisation are some of the major objectives of the school guidance syllabi, the definition is very suitable and relevant.

The HRSC (1970:92) publication defines guidance and counselling as a service within the education system whereby pupils are informed (in accordance with their individual abilities, aptitudes and interests as well as in terms of the country's manpower needs) in matters of education and careers with a view to realising the aim of differentiated education.

Petrick quotes Landman (1961) as defining school guidance as a matter of giving the juvenile-in-need justifiable assessment, so that he gains such insight into and inner understanding of his career situation that he becomes capable of deciding for himself on a career with its special implications, being sufficiently self-determining to ensure his responsible job performance as an adult (Petrick, 1986:2).

As a result of the new development the subject school guidance has brought about in the field of the psychological services of the department of Education and Training, a wide-ranging syllabus was drawn up, compiled and broken down into the following:

Standard 5 (Senior Primary School);

Standard 6, 7 and 8 (Junior Secondary School);

Standard 9 and 10 (Senior Secondary School) (HSRC, 1984:11).

1.2 THE PROBLEM

The Department of Education and Training (the department that provides education to Black pupils) introduced school guidance as a subject from 1981 onwards in all secondary schools and it was introduced to primary schools with Standards 5 and 6 from 1982, only after the teachers had attended guidance courses during the year 1981.

The aims of school guidance are embraced in all three school syllabi, i.e. Standards 6 to 10, as follows:

- * that the pupil will be supported by the guidance teacher and other resources, in his self-knowledge and discovery of his personal interests, correct attitude towards learning and other personality traits, as well as helping the pupil to have a better concept about himself with reference to his own potential abilities and acceptance of his shortcomings and try to overcome them (HSRC, 1984:11-13);
- * to guide the pupil towards further studies, choice of subjects, as well as preparation and training for his future career, with the aim of producing a good, well-adjusted and usable citizen of the community (Van den Aardweg, 1982:3-7).

The main and long term aim of the Department of Education is that the school must become the focal point of the psychological services. Under such circumstances, the placing, appointment and promotion of psychologists should take place at school.

This means that the circuit, regional and head office staff will have to give supportive, supplementary and more specialized service to schools (HSRC, 1984:10).

The psychological services aim at assisting pupils in different and specialized ways in the solution of any educational, personality or career choice problems. In these services, the guidance teacher plays a key role. He must see to it that he remains knowledgeable in the sense that he has a duty towards helping the pupil in choosing a stable way of life and orientating him about the changing world in which he finds himself (Bauer, 1983:21; HSRC, 1984:4).

In the Republic of South Africa today young people are faced with unprecedented social, economic and political changes. They need to be helped to face the following:

- * the democratisation of opportunity for all ethnic groups and both sexes;
- * rapid social changes such as ever increasing divorce rates, erosion of family stability, the diminished impact of the institutionalised church, etc. (Naude *et al.*, 1986:4).

In school guidance a pupil should be confronted with himself and his particular situation so that he can be orientated towards himself, his own situation and his future as a mature adult.

Although the syllabus states categorically clearly the stance and purpose of school guidance in the Republic of South Africa and in all her education systems, an analysis of the present

state of school guidance in various schools reveals some serious shortcomings in the provision of school guidance, particularly in Black schools (Bauer, 1983:1; HSRC, 1984:4-10).

1.3 PURPOSE OF RESEARCH

The purpose of this research is:

- 1 to determine the practice of school guidance in secondary schools in Soweto;
- 2 to determine what the psychological services section of the Johannesburg Region do about the situation; and
- 3 to give hints and guidelines as to what action plans may be implemented to improve school guidance teaching in secondary schools in Soweto.

1.4 THE METHOD AND RESEARCH DESIGN

It would appear that there is very little literature of South African origin, more especially on Black education research; however, literature from other education systems will be used, especially those of South Africa, Africa or elsewhere could serve as primary and secondary sources. Once the investigation of the literature has been completed empirical research will be carried out. Questionnaires developed from a literature study will be employed.

The data regarding the practice of school guidance in secondary schools in Soweto will be gathered through preliminary and final questionnaires and interviews.

1.5 CONCLUSION

Chapter one gives the statement of the problem, purpose, method and research design. Chapter two deals with literature study on School Guidance in Black Education in South Africa, while Chapter three deals with the empirical research methods, including questionnaires and interviews. The practice of school guidance in secondary schools in Soweto, is dealt with in Chapter four. Chapter five has been set aside for the results of the research project, while Chapter six handles discussions and recommendations from the findings of research. Chapter two is devoted to the literature studies on school guidance.

CHAPTER 2

SCHOOL GUIDANCE SYSTEMS IN SOUTH AFRICA WITH SPECIAL REFERENCE TO BLACK EDUCATION

2.1 INTRODUCTION

In a research project, "The attitude of secondary school guidance teachers towards school guidance" (1989:11) Dan Musi indicates that there is no literature on school guidance in Black education. Furthermore, there appears to be a great lack of research in the attitude of the teacher towards the subject he has to offer.

As a result of the above-mentioned statement much use will be made of Human Science Research Council research and reports with emphasis on the 1982 and 1984 publications on School Guidance as well as the Department of Education and Training school guidance policy documents since its inception in 1981.

The chapter will therefore focus on the school psychological and guidance services of the former¹:

- i) Department of Internal Affairs, Directorate of Indian Education;
- ii) Department of Coloured Education;
- iii) Cape Education Department;
- iv) Natal Education Department;
- v) Orange Free State Education Department;
- vi) Transvaal Education Department;
- vii) Department of Education and Training (providing education for Black pupils only).

All these departments of education make provision for school guidance. These departments will be discussed and compared under the following main headings, viz.:

- a) Aims and objectives;
- b) Policy;
- c) Nature and scope of the service;
- d) Organisation, management and control of the service.

¹ In 1994 a Government of National Unity came into power. Each of the nine provinces consisting South Africa has its own Department of Education. New structures in education will soon come into place to replace the old and defunct structures.

2.2 THE AIM AND OBJECTIVES OF SCHOOL PSYCHOLOGICAL AND GUIDANCE SERVICES

The aims of the school psychological and guidance service will be discussed together and jointly for all the main educational departments or system of South Africa. During the discussion an attempt will be made to correlate and compare similarities or differences where possible.

The Indian Education systems aims at the ideal, namely perfect adulthood. The HSRC puts it "... die doelstellings met skoolvoorligting vergestalt 'n sekere ideaal wat nagestreef word" (HSRC, 1984:10). The aims that the Indian Directorate has with psychological and school guidance services can be summarised as follows:

- to assist every pupil in the school to develop his character and academic potential to the maximum;
- to prepare a pupil to occupy his place as a complete future adult;
- to teach the people to know himself so that he can know and evaluate his personal strengths and weakness and to accept them;
- to assist individual pupils to deal with their problems and to solve them as well as to help them exercise choice for every stage of development;
- to develop dexterity in the child to realize his destination such as choosing own personal, educational and vocational career;
- to plan to actualise his aim at all times (HSRC, 1982:91; 1984:10).

Like the Indian, the Cape Education Department's psychological and school guidance services envisage helping every pupil to find full solutions to problems which he might encounter, among others with respect to social and emotional situations, as well as educational career opportunities, whereas the Transvaal Education Department's psychological and school guidance service is an educational auxiliary service which the Department provides to all pupils, more especially to assist needy pupils (HSRC, 1984:55-93).

For the Cape Education Department the aim of school guidance and psychological services is that every pupil be supported in the light of his/her aptitudes, qualifications, interests and personality (HSRC, 1984:55) whereas the Transvaal Education Department sees the school guidance service (career/vocation guidance/counselling) as a component of the psychological and guidance service particularly aimed at leading every pupil to a meaningful educational and career choice. Educational choice means the choices which the

Standard 5, Standard 7 and other school-leavers have to make. These include the choice of the type of a secondary school, courses, subjects, grades of subjects, field of study and post school training (HSRC, 1984:93).

The following three education departments have the aims of their psychological and school guidance services divided into general and more specific aims, viz. Coloureds, Orange Free State and Natal.

The Coloured Education Department regards the aims of school guidance and psychological services as being more general and all-embracing in nature and aims, especially at school guidance level. Basically the aims of school psychological and guidance services are that on the ground of objective study of "normal" as well as "abnormal" pupils is that each child should be treated according to the nature and degree of abnormality (HSRC, 1984:22).

The Orange Free State Education Department in its general aims emphasizes, like other departments, that psychological and school guidance services are auxiliary services which attempt to place pupils correctly into those schools and classes where they can best unfold their personal abilities and support and help those pupils with specific learning handicaps so that these problems can as far as possible be overcome (HSRC, 1984:83).

The Natal Education Department sees the general aims of school guidance and accompanying psycho-clinical services rendered as directed at the requirements and possibilities of all pupils within a specific educational situation. The general aims are meant to provide suitable and appropriate information, assistance and support to the pupils to take correct decisions in critical times in his development, and also to accompany the pupils in the formation of healthy life philosophy (HSRC, 1984:73).

The Natal Education Department has what is regarded as specific aims for school guidance, viz.:

- * to make pupils aware of existing educational opportunities and to help them to be realistic with relation to their educational school career;
- * to provide information, develop capacity to take correct decisions by pupils and a support system to pupils during their subject choices with consideration of the wishes of parents;
- * to bring all the above-named aspects in perspective into relation with conscious studying and choice of a career; and

- * to help develop good study habits and the ability to develop information with an eye at reading the ideal (HSRC, 1984:73)

Most of the above aims are also the ideals of other Education Departments. For instance the Orange Free State Education Department sees the aims of school guidance and psychological services as the educational process that help with individual pupil and ensures that he finds the best possible way in life, both while he still attends school and even there after (HSRC, 1984:83). Whereas the Coloured Education Department sees the aims of school guidance in particular as helping every pupil in a systematic and orderly manner during group and individual guidance to discover his abilities, to understand, develop and help him find direction in his life, to be able to take independent decisions and take his place as a full adult in the interaction with other people in life. Guidance must give him direction and orientate him towards the demands of the continually changing world (HSRC, 1982:21-25; 1984:22).

2.3 THE POLICY FOR SCHOOL GUIDANCE

In discussing the policy of the school psychological and guidance services of the main education systems policies will be reviewed to illustrate the bases and stipulations for the implementation of the services. The operationalization of psychological and guidance services of all education departments with special reference to school guidance can best be explained under the following headings:

- * The nature and scope of the service;
- * The organization, management and control of the service (HSRC, 1984:84).

Most of the Education Departments agree that school guidance is a compulsory auxiliary service which is implemented as the integral part of the differentiated education system.

In 1965 the Indian Education Department took complete responsibility of offering education from the provincial councils to the Department of Indian Affairs (in accordance with Education Act No. 61 of 1965). This take-over followed a number of phases and the last one was in 1971, when the whole Indian Education, country-wide, was under the jurisdiction of one central management body and one education policy. In the system of differentiated education, implemented in 1973, provision was made for the following school phases, namely:

- * Junior primary school (Grade 1 to Standard 1);
- * Secondary primary school (Standard 2 to Standard 4);
- * Junior secondary school (Standard 5 to Standard 7) (HSRC, 1984:11).

- * Senior secondary school (Standard 8 to Standard 10), (HSRC, 1982:94-172).

The school psychological and guidance service of the Orange Free State Education Department maintains that school guidance is a compulsory service which is implemented as an integral part of the differentiated Education system. Both departments base their policies on Article 2 of Education Act No. 39 of 1976 as to why pupils are to be taught school guidance (HSRC, 1984:83) while the Transvaal Education Department also bases its policy on Act No. 39 of 1967, in which it stipulates on what grounds pupils are to be taught guidance. Guidelines for the implementation of school guidance policy are also explained in various circulars of the department (HSRC, 1984:94). The Natal Department of Education and the Coloured Education Department are the two whose policies are not very clear. Even the facts on which they are based are not mentioned (HSRC, 1982:21-44; 1984:72).

2.4 THE NATURE OF SERVICE

In the question of the nature of the service, there are many differences among the education system under review though there are many similarities as well.

The Cape Department of Education makes it clear that school guidance as an auxiliary service forms an integral component of the differentiated education system and does not function alone or in isolation from education. It implies that it is an educationally orientated service where it also includes rendering assistance to teachers, parents and other interested parties where the interests of pupils are involved (HSRC, 1984:56).

The Transvaal Education Department (HSRC, 1984:94) sees the nature of the service as an auxiliary support to a child in need. It is thus an auxiliary service rendered by specialized persons to all pupils who might need it. As an auxiliary service an attempt is made to identify all pupils within the education system with emotional, learning, behavioural or career choice problems and to give the necessary support. The service is not limited to needy pupils only, but there is an attempt in the school guidance service to reach all pupils and help them to reach their adulthood as unhindered as possible in the course of time (HSRC, 1984:94).

According to the Cape Education Department, school guidance embraces the following aspects:

- * stimulation of healthy and balanced personality development of pupils;
- * rendering assistance to pupils in respect of problems that they might find themselves in; and

- * the general schooling of pupils to be able to make decisions when confronted with problems.

Because of the nature of specialisation and speciality of the service, specially trained persons are necessary to consult with the school principal and to be responsible for guidance in the school. This does not mean that other teachers are not to give guidance lessons or render assistance to pupils; in fact a good teacher who strives to know his/her pupils will always be interested in their well-being and problems and will support them. An organised guidance system is not supposed to cripple this spontaneous personal relation between the teacher and the pupil but rather encourage and fulfil it (HSRC, 1984:57).

The Transvaal Education Department further regards school guidance within the education system as including, on one hand, a guardianship system and on the other guidance taken as an official non-examination subject to all pupils in the secondary school phase. Accordingly the guidance programme makes provision for:

- * Education guidance (Education choice guidance);
- * Career guidance; and
- * Personal structure guidance.

The way guidance is offered, should be through group guidance and individual guidance. Time must be put aside on the guidance teacher's time-table for individual guidance (HSRC, 1984:94). While the Transvaal Education Department sees the nature of the service as above, the Natal Education Department's school psychological and guidance service offers the following:

- i) Psychoclinical services - these are services which are given to and by children clinics at schools for special education. The psycho-clinical services provide for:
 - * testing (using standardised psychological and scholastic tests and questionnaires);
 - * therapy (applying psychotherapy, sociotherapy, physiotherapy); and
 - * guidance (supplementing guidance in school).
- ii) Guidance in primary and secondary schools takes place in two ways, namely group guidance and individual guidance. The type of guidance is distinguished by:
 - * Educational guidance
 - * Personality guidance; and

- Career guidance (HSRC, 1984:75).

For the Orange Free State Education Department the service renders the following:

- Clinics;
- Special education;
- Guidance.

2.4.1 The clinical service

The clinical service is taken care of by the departmental children's clinics. The chief task of this section is to provide support in the form of diagnosing and treating learning-handicapped pupils by means of therapeutic treatment, remedial education, availing of proper and suitable classes or schools and helping them in the choice of subjects and field of study. A child who is referred to the clinic is fully investigated by means of psychological tests, apparatus and technical investigations.

Where necessary a medical follow-up can be made. Visual and auditory abilities should receive special attention (HSRC, 1984:84). Diagnoses of the pupil's problems at times lead to the guidance of the pupil's parents and/or the school principal as well as in many cases to the treatment of the pupils by means of the following:

- Emotional or psychological deviations: Psychotherapy by a psychotherapist (speech therapy, spelling-therapy, symptom therapy, et.) is usually give in such cases;
- Scholastic problems - such problems are rectified by the remedial education teacher at school. A remedial education teacher who works under the leadership of the children's clinic sometimes refers pupils from the normal classes to the clinic for certain periods;
- Speech therapy: Normally speech therapy is done at school by a visiting speech therapist from the clinic; however, services are still available at the clinic after school;
- Social or welfare work: Social workers at the clinic are involved in home visiting and in accumulation of background information of pupils with problems (HSRC, 1984:84).

2.4.2 Special Education

The assistance head psychologist (special education) co-ordinates the identification and placing of pupils in special education.

2.4.3 Guidance

This service is offered to the primary and secondary schools under the jurisdiction of the department and consists of the following subsections for which each has its own prescribed syllabus:

- personal affairs;
- educational affairs;
- career choice affairs

The requirements of every individual pupil in the consecutive stages of his development determine the scope of the aid he needs.

The service is divided into three following sections:

- class group work;
- individual guidance;
- psychometric work (HSRC, 1984:85).

The aid to help-seeking pupils occurs in the working together with the children's clinic and is of the following nature:

- psychological;
- therapeutic;
- remedial;
- medical and dental treatment services which occur on the grounds of the good working together of the school with school visitors.

In connection with the psychometric work the following standardized tests and questionnaires are being used:

- Std 3 New South African Group Tests (NSAGT-Junior);
- Std 4 Scholastic Achievement Tests (SAT) First Language
Scholastic Achievement Tests (Maths);
- Std 5 Junior Aptitude Test (JAT);
Junior Scholastic Aptitude Battery (JSAB)
Guidance questionnaire for Juniors;
- Std 6 New South African Group Tests (NSAGT) intermediary;
- Std 7 Biographical questionnaire (up to Std 10);

Std 9 Senior Achievement Tests (SAT) Interest questionnaire

The nature of the service for the Indian and Coloured Education Departments is a little different from the whites' only education systems. As an example, some of the sections in the Indians Education Department will be discussed.

2.4.3.1 Guidance service to schools

i) *Group guidance*

Here pupils receive group guidance from the guidance teacher in a class situation where pupils' participation and self-actualisation play an important role (HSRC, 1982:94 & 172; 1984:11).

ii) *Individual guidance*

This can be regarded as the essence of the school guidance programme. Individual pupils usually receive personal opportunities from a guidance teacher or guidance counsellor for assistance or guidance in connection with school, subject and career problems as well as any personal problems (HSRC, 1982:172).

iii) *Testing*

Conducting, evaluation and interpretation of standardized psychological and scholastic tests are performed by the assistant school psychologist (who is connected to the clinic). All the information from these tests is made available to school guidance teachers to enable them:

- * to know the possibilities of their pupils;
- * to give instructions to pupils in connection with, e.g. subject-choices career choices, etc.;
- * to be able to form a total picture of the pupil as a person with a view to effective guidance of the child (HSRC, 1984:12).

The guidance programme can further be divided into five different sections, namely:

- * Education guidance;
- * Personal guidance;
- * Family guidance;
- * Leisure time guidance; and

- Career guidance.

iv) *Clinics*

People who are connected with clinics of the school psychological services provide guiding information to school guidance teachers and school principals. They visit schools, test pupils, co-ordinate activities, render therapy, guide parents of these pupils, communicate with the Department of Health, Welfare and Pensions if necessary, and they also handle referrals to industrial schools (HSRC, 1984:12).

The nature of the service of the Coloured Education Department is very close to that of the Indian Education Department, though it has slight variations. The Department of Coloured Education sees the nature of service as a comprehensive auxiliary service striving at:

- helping the teacher so that in special cases the content and method of teaching be based on individual pupils' problems;
- giving teachers and/or pupils guidance in respect of choices that pupils can make during their school careers and even thereafter;
- establishing attention in time to pupils who might have scholastic or emotional maladjustment to be assisted in time (HSRC, 1984:23).

As far as the school guidance programme in particular is concerned, the following guidance is given to school-going pupils:

- Education guidance (school guidance, subject guidance, choice of field of study, as well as assistance with study methods, etc.);
- Personality (individuality) - (social and general guidance);
- Family guidance;
- Career guidance (HSRC, 1984:24).

The above-mentioned guidance programme makes provision for the following services:

2.4.4 Pedodiagnostic service

The pedodiagnostic services comprise the collection of data in connection with the pupil's socio-economic and scholastic background, the application of standardized scholastic and psychological tests and questionnaires and the obtaining of medical reports.

2.4.4.1 *Advisory services*

On the ground of the above-mentioned diagnoses assistance and advice are given to the pupil, his parents and his teachers.

2.4.4.2 *Orthopedagogical service*

Therapeutic/remedial work which is done in close co-operation with parents, teaching personnel and where necessary with authorities, taking place in some areas, is typified as orthopedagogical services (HSRC, 1984:24).

2.4.4.3 *Referral services*

Referral service comprise the referral of pupils, where necessary, to the children's clinic or to a doctor/physician for remedial adjustment and medical treatment.

2.4.5 General information services

Under general information services are meant the services whereby pupils are generally informed, e.g. when pupils are talked to during the conduct of individual interviews (HSRC, 184:24).

2.5 THE SCOPE OF THE SERVICE

Although an all-embracing guidance programme in the school context is striven after and directed at all facets of pupil's development, for practical and organisational reasons, according to the Cape Department of Education, three types of guidance can be differentiated to make provision for the basic needs of secondary school pupils. These are the following:

- * Educational guidance;
- * Career guidance; and
- * Social and personality guidance.

In practice school guidance comprises collection of suitable and appropriate information about the following:

- * Educational opportunities such as types of schools, study-directions at school level, requirements for matriculation exemption, post-school training opportunities, directions and courses and study methods;
- * Scouting and searching for vocations according to their nature, appearance, requirements and possibilities;

-
- Pupils themselves (home backgrounds, school history, aptitude, interests, study and vocational planning, etc.) (HSRC, 1984:57);
 - Psychometric work:
Application and interpretation of scholastic, standardized, aptitude ability, interests and personality tests and questionnaires to confirm the information above;
 - Group work:
Group discussions about cases of specific interest to pupils;
 - Individual work:
Individual interview which from time to time look into the pupil's situation deeply by inspection in the light of the information available to him and problems that he might experience in connection with his adjustment, school progress, study direction, subject choice vocation planning, etc. (HSRC, 1984:57-58).

The scope of service of the school psychological service of the Indian Department of Education is such that it provides service for every school-going child under its jurisdiction, i.e. the school guidance service is structured in such a way that it reaches all children in all school phases of the department (HSRC, 1984:12).

2.5.1 Primary school

The school guidance service finds that most primary school children's problems are predominantly remedial in nature and warrant special education. A teacher with special education qualifications or a remedial education teacher is able to handle this. All pupils from Grade one to Standard five get one period group guidance per group per week conducted by the guidance teacher, while individual interviews are conducted by the staff from clinics for pupils with individualized problems (HSRC, 1984:13).

2.5.2 Secondary school

Here all pupils (Std 6 - 10) receive one period per group per week in group guidance. This group guidance is conducted by the guidance teacher or a specialised guidance-counsellor. Individual guidance (counselling) is conducted by a guidance-counsellor or guidance counsellor-in-training, who is responsible for conducting standardized tests in the school. Pupils with problems that the school can't solve are sent to the clinical staff (HSRC, 1984:13).

According to the Coloured Education Department, in order for the aims of school psychological and guidance service to be suitable, i.e. to be realised practically, the service makes provision for the following different yet inter-connected sections or divisions:

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- * Guidance services;
 - * Testing services;
 - * Psycho-clinical services;
 - * Special education;
 - * Children's lawschool and institutions.

2.5.3 Guidance services

As from January 1974 school guidance became compulsory for all children from Std 5 to Std 10, irrespective of whether Std 5 or 6 classes were in primary school (HSRC, 1984:25).

2.5.3.1 *Testing services*

Standardized scholastic and psychological tests are used to identify pupils with scholastic and/or comprehension problems and those with emotional disturbances or maladjustment problems. The following type of tests and questionnaires are used:

- * Scholastic tests
- * Intelligence tests
- * Psychological tests
- * Interests tests
- * Adjustment and personality tests
- * Tests for technical and trade training

2.5.3.2 *Psycho-clinical services*

The supply of information service and testing service whereby among other pupils with emotional, learning and behavioural problems are identified, is a direct result emanating from the need for a psycho-clinical service. The following services are at present conducted by the department:

- * The school psychologist holds psychological clinics at schools or regional offices from where assistance and advice are given to parents, lecturers and pupils;
- * Remedial services for pupils with problems conducted at the Athlone School Clinic on the Highveld, Cape Town started to function from **January 1975**;
- * The department also plans an education service for speech defective and hard-of-hearing pupils. The first post in this connection has already been created (HSRC, 1984:26).

2.5.3.3 *Special education*

The department is making provision for retarded and handicapped pupils in the following:

- * special classes are held in normal school;
- * special schools for blind and partially sighted, deaf and hard-of-hearing, cerebral-palsied and epileptic pupils.

In every special school there is a psychological section involved which, among others, is responsible for school guidance (HSRC, 1984:20).

2.5.3.4 *Children's lawschool and institution*

In every children's lawschool there is a psychological service section where teacher psychologists are involved. The work which takes place in such schools in guidance is psycho-clinical in nature. The following are industrial and reformatory schools:

- * Otterby Industrial School (Boys)
- * Wellington Industrial School (Girls)
- * Porter Reformatory School (Girls)
- * Faure Reformatory School (Boys)
- * Faure Industrial School (Girls)

Furthermore, there is a training centre for cadettes at Faure where two teacher-psychologists are responsible for the spiritual moulding of the cadettes (HSRC, 1984:27).

The psychological and school guidance service of the Orange Free State Department of Education is implemented for all White pupils in primary and secondary schools under its jurisdiction and embraces the following facets:

2.5.3.5 *Guidance*

Like all other education departments guidance is a compulsory non-examination subject from Std 5 up to and including Std 10 and follows the normal official programme.

2.5.3.6 *Clinical service*

This consists of five children's clinics situated in the Orange Free State at the following centres:

Bloemfontein	Kroonstad,
Welkom	Bethlehem, and

Sasolburg

According to the Natal Department of Education, there are four children's clinic services at primary and secondary schools of the region (HSRC, 1984:75 & 86).

2.5.3.7 Schools

Guidance is offered (like in all departments of education) from std 5 to Std 10, but for the Natal Education Departement provision still has to be made to conduct invididual (personal) interviews with:

- * parents;
- * pupils with problems referred by principal, staff or parents;
- * under-achievers identified by the guidance-teacher;
- * all Std 7 pupils in the last two quartes with an eye on the final subject choice for the senior secondary school phase, and;
- * all St 10 students and other school leavers during the first and second quarters to ensure that final answers and decisions in relation with their future career are done (HSRC, 1984:76).

2.6 THE ORGANIZATION, MANAGEMENT AND CONTROL OF THE SERVICE

2.6.1 Organization

The organisational aspect of the school psychological and guidance service of the various education departments will be discussed together under the following headings:

2.6.6.1 Division of time

Group guidance should be stipulated on the school time table at the rate of one period per class group per week from Grade one to Std 10. There is general concensus among all departments about this matter. In the case of individual interviews there are slight variations according to departments, but the general view is that individual guidance periods are not indicated on the primary school time table, but for guidance-counsellors in the secondary schools, for every two periods of group guidance on the time table there should be three periods set aside for personal and invidual interviews (HSRC, 1982:156-161; 1984:15).

According to the Coloured Education Department such interview periods should also appear on the guidance teacher's time table and the principal, if he prefers, can do the

interviews and thereafter tell the guidance teacher about the interviews (HSRC, 1982, 156-161; 1984:15).

The guidance teacher should follow a fixed scheme and make a short summary of every interview for perusal by inspectors. The specific nature of the interview for every standard is designed in the syllabus. The school psychologists of the children's clinics visit the primary schools to see pupils and to execute certain necessary personal interviews (HSRC, 1984:88).

2.6.1.2 *Number of guidance teachers*

The policy of the Department of Indian Education stipulates that class teachers in the primary schools will act as guidance teachers to implement the prescribed guidance programme. The principal might nominate specific teachers to handle the programme for all classes. As far as secondary schools are concerned the department stipulates that there should be a guidance teacher for every 250 pupils.

Where a school has engaged more than one guidance teacher, one of them should become a school counsellor (HSRC, 1984:15).

The Coloured Department of Education further stipulates that one specialist post for a guidance teacher be allocated in the secondary school. Additional posts can only be given if the school has 500 and more pupils. In such a case up to four guidance teachers can be appointed in a secondary school (HSRC, 1984:29). The Cape Department of Education stipulates that secondary schools with an enrolment of more than 300 pupils must have one or more posts or full or part-time guidance teachers but those with enrolment of less than 300 pupils can apply for one of their posts to be converted into a guidance teacher post (HSRC, 1984:61). The Natal Department of Education stipulation is based on the formula of 7 periods for every 100 pupils in the school, which makes it easy for big schools to have more than one guidance-teacher (HSRC, 1984:76), whereas the Orange Free State Education Department allows one guidance teacher for schools with less than 600 pupils, and schools with more than 600 pupils can appoint two guidance teachers (HSRC, 1984:88).

2.6.1.3 *Scheme of work, daily preparation and written work*

The Department of Indian Education provides every school with an official guidance programme which is used as a handbook or guide which a guidance-teacher(s), in consultation with the principal, can use to draw up a scheme of work. The document, i.e. scheme of work, is approved also by officials of the psychological services.

It is expected that guidance teachers will prepare their lessons fully and will give their pupils written work to do (HSRC, 1984:16).

The Coloured Education Department stipulates that the guidance teacher submit a quarterly scheme of work for every standard separately, (i.e. Stds 5 - 10) to the principal. These schemes are based on the guidance programme (S1/73) and additional themes that are handled and should be entered into the report book or progress record (HSRC, 1984:29).

The Cape Education Department even stipulates that it is desirable that from the beginning (Std 6) that a workbook be provided for every pupil where he/she will keep short notes. The guidance teacher should periodically check it and initial it (HSRC, 1984:61).

2.6.1.4 *Facilities*

The Indian Education Department (HSRC, 1982:169; 1984:15) recommends that there must be a separate place or a room for the teaching of group guidance in secondary schools. Further, the department demands that there should be localities for conducting individual and personal interviews. Cabinets with drawers to keep pupils' individual and personal files are necessary. These are kept in a safe place for quick and confidential reference.

According to the Department of Coloured Education provision is made for specially designed rooms for guidance in the standard plans of new middle and secondary schools, which means a group guidance room with a storeroom and interviewing room or office. It is desirable to build a guidance room in all the middle and secondary schools. Such rooms can also be used for other subjects if necessary. In the primary schools guidance is given in the normal classrooms, i.e. where pupils have all other subjects (HSRC, 1984:29).

The Cape Department of Education makes it conditional that when a guidance post is given to the school provision must be made for "... 'n geskikte lokaal met die nodige ameublement waar hy sy onderhoude kan voer, sy administratiewe pligte kan nakom en sy toets- en ander voorligtingsmateriaal kan hou" (HSRC, 1984:61). The necessary equipment for the room can be requisitioned from the department through the usual channels (HSRC, 1984:61).

The Natal Education Department recommends one room for group guidance and two to three interview-rooms for conducting individual and personal interviews (HSRC, 1984:78). The Transvaal Department of Education recommends that a big classroom should be set aside for group guidance. According to the department about 55% of the Transvaal schools have been provided with this facility. For individual guidance provision for interview rooms

has been made and according to the department 64,5% of their schools have such facilities (HSRC, 1984:97).

2.6.1.5 *Personal filing system and keeping of records*

The Department of Coloured Education adds that these files contain, among others, information concerning scholastic progress, interviews conducted at the school and medical history of the pupil (HSRC, 1984:29) whereas the Natal Education Department recommends that records of interviews conducted as well as those envisaged should be documented so that the next guidance teacher can easily take over (HSRC, 1984:78). Other personal information to be accumulated about the child can be by means of prescribed questionnaires, the keeping of cumulative record-cards, etc. (HSRC, 1984:88).

2.6.1.6 *Collection of vocational and career information*

The Orange Free State Department of Education recommends that schools should build up literature on information aspects for the use by both teachers and pupils. This information is kept in the school library. A special cabinet or shelf should be organised for this purpose (HSRC, 1984:88). The Natal Education Department also indicates and supports this notion by saying that appropriate guidance information must be collected and be made available to pupils and there must also be a practical index system for quick reference (HSRC, 1984:78).

2.6.1.7 *Visiting speakers*

To acquaint and to bring pupils in contact with the occupational world, people with specific careers, career directions of occupational directions, etc. can always be invited to come and address pupils about their careers and courses and give them the information which pupils might be longing to get. These talks also arouse pupils' interests and motivate them towards these careers; these are the recommendations of the Cape Department of Education while the Natal Education Department of Education also supports the notion (HSRC, 1984:61-79).

2.6.1.8 *Visiting vocational institutions and career exhibitions*

The Cape Education Department recommends that although it is not always practically easy to arrange this, pupils can gain a great deal of valuable information about careers and working circumstances by visiting work places themselves. The guidance teacher is responsible for arranging such visits. Another method of bringing the career world and the potential worker close together is by means of career exhibitions which can be initiated or

arranged by the school. This type of exhibition does not only give pupils opportunities to physically meet the representatives of the different careers or career-directions, but can also serve as a measure of substitute for visits to their work places (HSRC, 1984:62).

2.6.2 Management and control of the service

2.6.2.1 Management

Management comes in a form of centralisation from head office, where the chief psychologist, first psychologist and senior psychologist are responsible for planning, coordination, inspection and other administrative duties (HSRC, 1984:16) according to the Indian Education Department.

2.6.2.2 Control

In secondary schools, the guidance counsellor is responsible for the implementation of the prescribed guidance programme and he gives guidance to guidance teachers who assist him. Control takes place in the sense that head office and the clinical staff visit the schools for inspection, in-service training, induction of guidance programmes as well as testing of pupils (HSRC, 1984:15-16).

According to the Transvaal Department of Education management takes place from head office where planning, organisation, administration and co-ordination of the service are done. Control of the school guidance service to schools is undertaken by inspectors (guidance) while the six regional offices co-ordinate the services of the children's clinics.

In the school the head of department: professional guidance in conjunction with the principal is responsible for the execution of the school guidance programme (HSRC, 1984:79). The Natal Department of Education also supports this fully (HSRC, 1984:79).

2.7 DUTIES AND RESPONSIBILITIES OF IMPORTANT STAFF

2.7.1 Duties of the guidance teacher

The Department of Coloured Education expects that guidance teachers will execute the following tasks:

- Personal study: - studying and ascertaining the pupils' abilities, interests and other personal characteristics;
- Group guidance;

-
- * Individual guidance: personal talks with individual pupils to solve problems that they might encounter;
 - * Collection of career information for the career information library;
 - * Keeping of reports and records: pupils' personal files should be updated with information from personal study, group discussions, individual interviews and testing;
 - * Communication: communicate with the principal, guidance teachers, other teachers, parents, employers and school psychologist if necessary. Subject teachers and guidance teachers are not exempted from being ordinary subject teachers (HSRC, 1984:31).

Further duties according to the Department of Indian Education to be performed by the guidance teacher are as follows:

- * The guidance teacher must see to it that, together with the principal, they implement the guidance programme in the school.
- * He must assist pupils in their selection of subjects, study and career choices.
- * He must conduct individual and personal counselling with pupils.
- * He must assist pupils to adjust to the demands and tempo of life.
- * He must conduct, evaluate and interpret standardized scholastic and psychological tests and questionnaires, and must be available to be able to give information about any pupils to the school principal, other members of staff and even to parents.
- * He must visit pupils' homes if he deems it necessary.
- * He collects, classifies and arranges information about careers and career opportunities (HSRC, 1982:150-151; 1984:18).

2.7.2 Duties of the clinic staff (school psychologist)

The clinic staff are responsible for the following function/duties, according to the Department of Indian Education - he/she shared,

- * on behalf of head office, see to it that guidance programmes in the schools of his region are offered;
- * see to it that the technical section in connection with the guidance programme is offered in schools under his jurisdiction;
- * discuss all different aspects of guidance with school principals, guidance counsellors and teachers as well as other teachers;

-
- conduct individual interviews about problematic guidance teachers always report;
 - arrange regular in-service training course for guidance teachers and to train guidance teachers as to how to conduct standardized scholastic tests and questionnaires, to evaluate and to interpret them;
 - keep guidance teachers informed about new techniques and information in connection with guidance and counselling;
 - accumulate information in the form of brochures, pamphlets and articles in connection with career opportunities and to make them available to schools; and
 - organise guidance committees on regional basis through which guidance teachers can get an opportunity of coming together and communicate about things which affect them (HSRC, 1982:149-167; 1984:17).

2.7.3 Duties of the education psychologist

The Department of Coloured Education indicates that specialist posts are already existent at 30 secondary schools and they officiate or perform as heads in guidance programmes to schools assisted by guidance teachers.

The education psychologist fulfils the following functions:

- Organises a guidance service to the school to expedite continuity and ensure good co-ordination, give direction to guidance service to the school to expedite continuity and ensure good co-ordination, give direction to guidance teachers.
- Performs group guidance in a classroom where pupils as form of a group receive guidance; co-ordination of themes so that all guidance-teachers should teach the same work (HSRC, 1984:32).
- Conducts individual guidance through personal conversation with individual pupils to solve problems which pupils might experience and gives direction to guidance teachers in the form of discussions in relation to the nature, organisation and implementation of such interviews.
- Liaison must take place personally/verbally or by correspondence with the principal, colleagues, parents, employers, institution for higher training, welfare, doctors, ministers of religion, as well as subject inspectors and psychologists and does tests and questionnaires under the leadership of the subject inspector.
- Does record-keeping as the updating of a daily work report should be submitted to the principal and subject inspector, record keeping of other incidents; the compilation of an annual report which is sent to the department via the subject inspector (HSRC, 1984:32).

-
- * Individual or personal cards are compiled by class teachers in connection with the filling of cumulative record cards.
 - * Subject teaching: about a quarter of the teacher's teaching time per week can be devoted to teaching other subjects so that he gets used to and makes progress in subject teaching.
 - * Subject specialists give supportive service, each according to her/his specialisation in:
 - guidance;
 - testing;
 - remedial.

Therapy - (-psycho, socio, physio, and labour therapy) (HSRC, 1984:50).

2.8 THE SCHOOL PSYCHOLOGICAL AND GUIDANCE SERVICE OF THE FORMER DEPARTMENT OF EDUCATION AND TRAINING

2.8.1 Introduction

The Department of Education and Training started with the subject Guidance from 1981 in all secondary schools, and in the primary schools with Standard 5, the subject started in 1982 after teachers attended a training course in the subject 1981.

Since the subject Guidance is a new department within the psychological service of the department, new syllabuses had to be drawn up and are arranged as follows:

- * Std 5 (primary school);
- * Std 6, 7 & 8 (Junior secondary school);
- * Std 9 & 10 (Senior secondary school);
- * Guidance I - compulsory to all students doing a teachers' training course within the department;
- * Guidance II - for students who do guidance as a specialisation subject (HSRC, 1984:33-34).

The long-term aim of the department is that the school must become a focal point of the psychological service. In such intention or set up a psychologist will be placed or appointed at every school. In case the policy cannot reach all the schools, attempts will be made that such systems should operate at least at centrally situated schools or centres. The staff of the

circuit, region and head office will give a supportive, all-embracing and more specialised service (HSRC, 1984:34).

2.8.2 Aims

The aims of school guidance can be summarized as follows in all three syllabuses for school-going pupils:

- * that pupils will be supported by the guidance teacher and other sources in his scouting and discovery of his interests, special talents, aptitudes and other personality traits as well as to help the pupil to get better conception of himself with relation to gaining knowledge about his abilities and weaknesses and to accept them.
- * to direct the pupil in relation to his further studies, choice of subjects as well as preparation and training for his future career, with an eye to a happy, well-adjusted usable citizen and member of the community (Lindhardt, 1983:4; HSRC, 1984:34).

2.8.3 Policy

The policy of the department is better described under the following headings in relation to school psychological services:

- * the nature of the scope of the service;
- * organisation, management and control of the service.

2.8.4 The nature of the service

As already stated in the introduction, this holds that the department's long-term aim is that the school psychological service be fully decentralized and should function with every individual school as a fully serviced point. The psychological service sets itself a purpose of helping pupils in various specialised manner in the situation of any of their educational, personality and career choice problems. In this service the guidance teacher plays a key role. In addition to his informational task, the guidance teacher must still remain knowledgeable in his duty of guiding and orientating him/her to the ever-changing world wherein he/she lives (HSRC, 1984:35; Manual:1).

2.8.5 The scope of the service

As far as guidance is concerned, the service is implemented as indicated below:

2.8.5.1 *Group guidance*

This is handled as follows:

- Std 5 - one period per group per week;
- Std 6 - two periods per group per week;
- Std 7 - 10 - one period per group per week (DET guidance syllabus).

2.8.5.2 *Individual guidance*

Where necessary, time should be made for personal interviews. In case of need, personal interviews can be done during school hours or after school. This arrangement can be done for pupils in Stds 5 - 10 (1984:35-36).

The post structure of the psychological service section is as follows:

- i) *Head office*
Chief Psychologist;
First Psychologist;
Senior Psychologist.
- ii) *Region*
First Psychologist;
Senior Psychologist;
Psychologist.
- iii) *Circuits*
Inspector of Schools
- iv) *Schools*
Guidance teachers and
Assistant Psychologist

Guidance teachers must handle other subjects so that they could be considered for promotion through the subjects they teach (HSRC, 1984:36).

2.8.6 Management and control

Management and control can be divided into two, namely:

2.8.6.1 *Direct professional management*

This management means that Head Office officials plan and manage the activities, set priorities, weigh the extension of services, offer regular in-service courses appropriate to all facets of the service (HSRC, 1984:37).

2.8.6.2 *Line management*

Inspectors of schools (psychological services) are in the staff establishment of head office, but are involved and concerned with circuit and regional office matters and therefore fall under the direct control of circuit inspectors and regional directors (HSRC, 1984:36-37).

2.8.6.3 *Guidance teachers*

Since the service was only started in 1981, there would be no prescribed requirements for appointment in practice except that teachers with normal teachers' qualifications would be adequate depending on the selection into the guidance post (HSRC, 1984:37).

The requirements of the Department of Education and Training and Transvaal Education Department are quite low e.g. "... vir die pos van voorligter-onderwyser word geen toepaslike kwalifikasies, behalwe 'n onderwysdiploma, vereis nie (HSRC, 1984:98), whereas all other education departments appointment requirements are explicitly clear, e.g. "... 'n BA-graad met Sielkunde III, sowel as 'n onderwyskwalifikasie (diploma) word vereis vir aanstelling as onderwyser-voorligter (HSRC, 1984:89)". These are requirements in the Orange Free State Department of Education, while the Natal Education Department requires "...Minstens 'n BA-graad met Sielkunde as hoofvak en 'n onderwysdiploma" (HSRC, 1984:79), and lastly the Cape Education Department requires a BA degree "... met voorligtingsielkunde as hoofvak of gelykwaardige in voorligtingsielkunde sowel as 'n onderwysdiploma vir aanstelling (HSRC, 1984:62).

2.8.6.4 *Teacher psychologist*

Five such posts are utilised in the special schools at present. The requirements are a BA degree with psychology as a major subject (HSRC, 1984:62).

2.8.6.5 *Remedial education teacher (female)*

A teacher's diploma, preferably the special diploma for special education of the Department of Education and Training, is the necessary appointment requirements for this post.

2.8.7 Duties of Inspector of Schools (Psychological Services)

Application, correction, compilation of schedules and implementation of the tests discussed below:

There are many tests that are being used to diagnose exactly what the problem is concerning every pupil right from Substandard A to Std 10. Only a few of these will be briefly discussed or mentioned. The inspector of schools, with the help of the guidance teacher at the school, is responsible for the application of these tests (DET Manual, 1990:6).

2.8.7.1 *Aptitude Test for School Beginners (ASB)*

This test is used with a view to homogeneous grouping within the class context. It is applied three weeks after pupils have started at the school. Pupils with school readiness problems are sorted out and given the necessary support system. The sub-standard teachers are taught how to apply the test, but the guidance teacher does the supervision, control, direction and co-ordination of the whole exercise.

2.8.7.2 *Scholastic Aptitude Test Battery (SATB) for Stds 2 and 3*

The main purpose of the test is to identify pupils who would benefit from further mainstream education and those who would not. It also gives an indication of general intellectual ability and it can be selectively applied whenever necessary. The guidance teacher is responsible for the training of teachers and control of tests (Manual, 1990:6-7).

2.8.7.3 *Scholastic Aptitude Test Battery (SATB) for Stds 4 & 5*

The test provides a differential aptitude profile which is necessary for a guidance teacher when guidance with respect to the choice of a secondary school needs to be given. The test is usually applied during the second term of each year.

2.8.7.4 *Scholastic Aptitude Test Battery (SATB) for Stds 6 and 7*

This is usually applied to the Std 7 pupils during the first term of the year to provide the guidance-teacher with a differential aptitude profile to be used for meaningful guidance in subject choice for the senior standards (Manual, 1990:5). The grade level (Higher or Standard) on which these subjects need to be taken, is another important choice pupils have to make. The SATB results give important information as to the trustees' scholastic potential which can be used in this context (DET Manual, 1990:7).

2.8.7.5 *Guidance Test Battery for Junior Secondary pupils (GBS) Std 8*

The GBS is used selectively in predicting testees' potential success in the senior standards. It is also used to give guidance to school leavers (Manual, 1990:6; Modules 2 and 6).

2.8.7.6 *Std 10 programme*

The present Standard 10 programme, implemented during March to May of the Std 10 year, consists of the:

- Academic Aptitude Test (AAT);
- Self-Directed Search (SDS);
- Survey of Study Habits and Aptitudes (SSHA).

2.8.7.7 *The Academic Aptitude Test (AAT)*

The AAT provides a differential aptitude profile on which the guidance-teacher can base meaningful guidance to the testee in respect of his choice of career or tertiary study or course (HSRC, 1984:42).

2.8.7.8 *Self-Directed Search*

The SDS is a career-interest questionnaire, but also provides valuable information on personality attributes usually associated with specific careers and career guidance in order to optimise the use of the SDS.

2.8.7.9 *The Survey of Study Habits and Attitudes*

The SSHA provides information on a pupil's study habits and his/her attitude towards study. Pupils with problems in this regard are identified and the relevant assistance can then be planned and provided. Schools can use the same for Stds 8 and 9 as well, so that problems can be identified earlier and more time spent on assistance programme (DET Manual, 1990:7; Modules 2 and 6).

2.8.7.10 *Self-help questionnaires*

The questionnaires have recently come into the market, namely:

- Guided steps in choosing type of school and subjects during Stds 5 to 7;
- Guided steps in choosing an appropriate occupation and/or an appropriate field of study for pupils in Stds 8 - 10;

These questionnaires are completed by the pupils themselves, ideally with help from the guidance teacher. The exercise is considered to be an important experience in the process of making decisions concerning one's future career (Modules 8 and 9).

2.8.7.11 Subject Achievement Tests

These are used as evaluation tests, and as near as possible to the final examinations for Stds 5 and 8. The aim is to monitor scholastic standards and to provide feedback to teachers on how students perform against the universal standard or norm, hence some questions from these tests can be used as part of an ordinary examination (Modules 8 and 9).

2.8.7.12 Evaluation Tests

Initial Evaluation Tests in English, Afrikaans and Mathematics (Stds 2 to 8 for all languages, and Stds 1 to 8 for Mathematics). These tests can be used fruitfully by the class teacher at the beginning of the year in order to determine the standard of proficiency in his class. The information can be used to plan effective didactic programmes within the class context.

2.8.7.13 Diagnostic tests

These are for Mathematics, available in the regions and are applied by Attests users only, under the supervision of the Deputy chief educationist where necessary (Module 9).

2.8.7.14 Individual Intelligence Scale

The scale is available from the Deputy Chief educationist only. It is used where specific information on a pupil's intelligence ability is required, e.g. in the identification of pupils for special education.

2.8.8 Further duties of inspectors of schools

The inspector also guides teachers in general matters, such as:

- the homogeneous grouping of pupils;
- the evaluation of the standard of teaching and diagnoses of the general problems in subjects;
- pupils' under-achievement in core subjects such as English, Afrikaans and Mathematics (HSRC, 1984:42).

2.8.8.1 *Guidance to pupils*

Pupils are being guided in relation to the following:

- * subject choice;
- * line field of study;
- * occupational possibilities;
- * study bursaries;
- * training facilities (HSRC, 1984:43)

2.8.8.2 *Administrative duties*

The inspector of schools has the following administrative duties as well:

- * Compilation and submission of quarterly planning, monthly reports, provisioning register, test programmes, etc.
- * Completion and submission of leave forms, requisitions and other prescribed forms that are from time to time requested if any information is needed.
- * Keeping of filing system.
- * Fulfilment of regulation in respect of official transport and keeping and submission of log statements.
- * Any other official task that the education planner (Psychological service) is responsible for (HSRC, 1984:44).

2.8.8.3 *The clinic staff*

In the Department of Education and Training, the abovementioned officials are non-existent. In other departments like in the Natal Education Department, these are responsible for "... voorligting, toetsing, remediëring, terapie, ens. Verder moet die kliniekpersoneel die onderwyser-voorligters aan skole bystaan in die uitvoering van hulle voorligting en beradingstaak" (HSRC, 1984:80).

2.9 CONCLUSION

In conclusion it is indeed that the psychological and school guidance of various education system of South Africa were discussed and indeed good ideas and statements were brought to the fore. The aim and policies of these systems of education are to assist the child in his unfolding process or occurrence and want to make his life worthwhile, to make him an independent adult and to make his world a safe and happy one.

This is not as simple as mentioned here, but quite comprehensive and complex, which is why the various departments of education refer to "comprehensive auxiliary service", that is, the service the section indeed provides to pupils and it is characteristic of it.

New guidance structures in each of the nine provinces of South Africa will eventually come into place. The former systems will serve as bases of departure.

In Chapter three, empirical research method, questionnaires, including various forms of interviews will be discussed.

CHAPTER 3

METHOD OF RESEARCH

3.1 INTRODUCTION

The method of research will be discussed. The use of the questionnaire is applied as the most appropriate technique in carrying out this research. The empirical research and the construction of the questionnaires are also discussed.

3.2 THE PURPOSE OF THIS RESEARCH PROJECT

The aim of this research project is:

- * to determine the practice of school guidance in secondary schools in Soweto
- * to determine what the psychological services section of the Johannesburg Region do about the situation; and
- * to make suggestions and provide guidelines as to what action plans can be implemented to improve school guidance teaching in secondary schools.

3.3 RESEARCH METHODS AND THE CHOICE OF THE RESEARCH INSTRUMENT

There are many methods that can be used for this kind of research. For example, the Descriptive method has some merit as it is self-rating (introspection) and was the most famous in the early days of psychology (Van den Aardweg, 1982:28). Observation or extrospection is a method by which direct observation of the inner life of somebody else is systematically examined by controlled or systematic observation of his/her natural, free, spontaneous and uncontrolled behaviour (Van den Aardweg, 1982:31-35). The value of observation lies in the fact that it supplies externally observed data on the other methods like sociometry, the method usually used for groups of up to thirty pupils who have had an opportunity to become acquainted and who have the social maturity to be aware of others. Here sociometric media may prove useful (Van den Aardweg, 1982:40).

The experimental retrospection is a medium of investigation in which experiment is combined with self-rating (Van den Aardweg, 1982:41).

3.3.1 The questionnaire as a research method

The questionnaire (enquête) is still very popular in educational research although it has been seen as the most used and abused research technique. Questionnaires date back to Horace Mann, who first used it as a successful research tool in 1847. The questionnaire has unique advantages and if properly constructed and administered is an effective data gathering device (De Landsheere, 1973:63; Erasmus, 1994:49:62).

The questionnaire is a form which is prepared and distributed for the purpose of securing responses to certain questions. The questionnaire may, however, also aim at ascertaining people's opinions or may be used to obtain an insight into the attitudes or disposition of a group of people. Van den Aardweg (1982) describes "inquiry forms" as the best general title for the means of collecting data in a written form, and he identifies three such forms, namely:

- a "schedule" - which must be completed in the presence of the compiler;
- a "questionnaire" - which is sent through the post; and
- an "opinionnaire" - which seeks to obtain opinions rather than facts (De Wet *et al.*, 1991:163).

3.3.1.1 *Some advantages of the questionnaire method*

- The questionnaire permits a wide coverage at a minimum expense of both money and time.
- The questionnaire reaches people who are difficult to contact.
- It lends itself exceptionally well to the collection of data which can be obtained in no other way.
- It is especially useful when it is impossible to interview people personally.
- The wider coverage makes for greater validity in the results by promoting the selection of a larger and more representative sample.
- Because of its impersonality it may elicit more candid and objective replies and therefore more valid responses.
- The medium obviates the influence the interviewer may have on the respondent (Cohen, 1980:242; Borg *et al.*, 1979:313).

Marais (1982:183) lists the following as some of the advantages of the questionnaire:

- * "Dit gee aan respondente die geleentheid om anoniem sonder vooroordele en terughoudendheid vrylig te respondeer;
- * "Tabulering van die response vergemaklik die analise daarvan, en 'n groot aantal proefpersone kan betrek word by die ondersoek", ens.

3.3.1.2 *Types of questionnaires*

(i) *The open questionnaire*

This type is also called the unlimited, open items or non-structured questionnaire and allows a person a free hand in answering questions. No key or guide is provided. The questionnaire therefore gives the respondent an opportunity to answer freely. He can state his case and give his reasons. Since the answering of this type of questionnaire is practically without plan, it is sometimes difficult to interpret. Tabulation and summarizing of the answers also present difficulties (De Landsheere, 1973:63; Cohen, 1980:243; Erasmus, 1994:53-54).

The following is an example of an item from an open, unlimited or non-structured questionnaire:

EXAMPLE 1

What contact, communication or consultation is there between your school and the local feeder school (s), i.e. the school (s) where your pupils come from?

Answer:

.....

(ii) *The closed questionnaire*

This type of questionnaire is also called the limited, closed items or structured questionnaire. It requires short answers or mere indications in the form of marks to be placed beside a set of given guides. The questionnaire provides for marking 'Yes' or 'No'; a short answer, or only a mark next to an item selected from a list of suggestions. In closed questionnaire it is essential to allow for all possible answers and frequently an 'other', 'please specify' will cover this need (Erasmus, 1994:64). An example of an item of this kind of questionnaire follows:

EXAMPLE 2

Is there any contact, communication or consultation between your school and the local feeder school(s) i.e. school(s) where your pupils come from? Indicate your answer by encircling the appropriate number (one answer only).

(a) Yes

1

(b) No

2

However, the problems investigated in education are often varied and complex and therefore many require a combination of the two types. Each has its own merits and limitations and it must be decided which is the best and most effective given the particular circumstances (Marais, 1982:188; Youngman, 1978:9; Van den Aardweg, 1982:33-35).

3.3.1.3 Disadvantages of the questionnaire as research technique

Although the questionnaire seems to be good and complete, there are many flaws concerning its implementation. The following are regarded as potential flaws:

- * Because of its apparent simplicity it appeals to the amateur investigator and may therefore be abused.
- * There is usually a high percentage of non-return. If the response is poor, the validity of the results will be affected.
- * The bias of the respondent cannot be overlooked. Members of the lower intellectual and educational groups tend not to answer questionnaires and if they do, they introduce an element of invalidity by their inability to interpret questions and to express their responses clearly.
- * The completion of a long questionnaire is time consuming, etc. (Van Dalen, 1979:153; Mouly, 1978:190-191).

3.3.1.4 Criteria for drafting items in the questionnaire

In drafting the questionnaire the following hints are valuable:

- * Items must be arranged in a logical order, and sentence-construction and language usage must be correct.
- * The questionnaire must only include enough items to reveal the desired information.

- Items must be structured in such a way that everyone of them will have one answer only.
- Every time must be concise and to the point and must be relevant to the research project in question.
- Qualitative items such as good, bad, sometimes, etc. should be avoided.
- Items must be factual, objective and have to be drafted in such a way that the data can be tabulated.
- Formulation of items (questions) should be presented in such a way that respondents will not be confused (Erasmus, 1994:57-58; Marais, 1982:187-190; Youngman, 1978:15).

3.4 IMPORTANT POINTS IN DRAFTING QUESTIONNAIRES

The following factors are essential in securing a good response-rate to a questionnaire:

(i) *Appearance of the questionnaire*

The appearance of the questionnaire is vitally important. It must look simple and attractive. A compressed layout is discouraging: a large questionnaire with plenty of space for questions and answers is more appealing to respondents (Cohen, 1980:83; Berg, *et al.*, 1979:297).

(ii) *Clarity of wording and instructions*

Clarity of wording and simplicity of design are essential. Clear instructions should guide the respondent; instructions like, put a cross, for example, invites participation, whereas complicated and long instructions and complex procedures intimidate respondents (Cohen, 1980:83-85; Youngman, 1978:22).

(iii) *Neatness of questionnaire*

Questionnaire with a neat and professional appearance encourages return. The compilation of a questionnaire must be planned carefully (Marais, 1982:191). Marais further indicates important factors such as:

- "... die tikwerk en lettertipe is belangrik; daar moet duidelik onderskei kan word tussen die items en die instruksies;

- * daar moet ruimte (ongeveer 30mm) aan die regterkant van die bladsy gelaat word vir rekenaarkodering;
- * vrae wat verwarring mag meebring, moet deur voorbeelde voorafgegaan word;
- * belangrike vrae moet liefs nie aan die einde van die vralys geplaas word nie" (Marais, 1982:190-192).

(iv) *Repetition of instructions*

Repetition of instructions as often as necessary is a good practice in questionnaires (Cohen, 1980:35).

Finally, by way of a brief note at the very end of the questionnaire a request can be made, e.g.

- * Ask the respondent to check that no answer has been left out by mistake;
- * Solicit an early return of the completed schedule;
- * Thank the respondent for his participation; and
- * Offer to send a short summary of the major findings when the analysis has been completed (Cohen, 1980:84-86; Van den Aardweg, 1982:37).

3.4.1 Confidentiality and anonymity

It is a common practice that whenever research questionnaires are designed, the integrity of respondents is kept in mind. The result is that assurance is made that their participation in the research programme will be kept as confidential as possible and that their responses are used for the purpose of research only.

In most research questionnaires no names are asked. These respondents are kept anonymous to allow them the freedom to say all they feel about the research project. The investigator may sometimes use numbers only for control and return purposes. In this research programme the same rules apply.

3.4.2 Pilot study

Compiling or drawing up a questionnaire requires numerous revisions in which variations should be submitted for experimental trial. If the same question is asked in different ways, it very frequently elicits different responses. People other than oneself are generally more objective and can detect flaws to which the investigator, through simple familiarity with the problem, has been blind. This is why a pilot study becomes necessary so that competent

persons are enlisted to complete the tentative questionnaire and indicate their relations prior the questionnaire being distributed (Erasmus, 1994:58; Van den Aardweg, 1982:35; Marais, 1982:239).

3.4.3 Distribution and collection of questionnaires

Seeing that the Soweto secondary schools that make up the sample of this research project are within the researcher's working area, thus making the sample accessible, and that the personal presence of the researcher could also eliminate unnecessary problems, the questionnaire proved to be the most appropriate method of research in this particular study.

A week after the closing date as per accompanying letter the researcher will make another round at those schools to collect completed questionnaires. A letter of thanks will be delivered at the same time to those who will have completed the questionnaires. For those who will not have completed, or who will have lost or misplaced their copies, other copies will be given and another date set for collection. The researcher will once more encourage the respondents to complete the questionnaire and will come and collect them on the set date.

3.4.4 The accompanying or covering letter

A covering letter is of crucial importance to the success of the study. As an investigator cannot rely on his personality to elicit a response, co-operation must depend on the printed word. A good letter can make a real success of the questionnaire. The letter must be brief, courteous and forceful, and must appeal to the recipient. The investigator can rely on professional obligation, personal and professional pride, spirit of helpfulness, need, duty, etc. (Marais, 1982:242; Van den Aardweg, 1982:33; Youngman, 1978:20).

The accompanying letter should be separate from the questionnaire itself and should be addressed to the respondent by name and title. It should make the purpose of the study clear, the procedure and, if applicable, the sponsor. If necessary the investigator should enclose a postage prepaid or stamped self-addressed envelop to encourage response. A short covering letter is most effective. Aim at no more than one page (Cohen & Manion, 1980:86-87; Berg, *et al.*, 1982:34-35).

3.5 THE EMPIRICAL RESEARCH

The empirical research technique for this research project is the questionnaire method. The questionnaire is believed to be the most suitable technical device in the process of collecting the necessary data for this research project. The questionnaire method has been discussed above and what follows is the compilation of questionnaires and how they will be sent to various respondents.

3.5.1 Population and sample for research

Soweto has 65 secondary schools of which 4 are Junior secondary schools because they do not have a full complement of their standards yet. As a result the Junior secondary schools will not be included in this research project. Only 61 secondary schools with standards 6 - 10 will be included in this survey.

At the time of this research Soweto secondary schools were very much inaccessible. The result was that the research could not reach all schools as the hostility in the secondary schools was at its highest peak and some schools were practically out of reach.

3.5.2 Method of sampling

Each school will be allocated a number. These numbers will range from 1 - 61. Each guidance teacher is identified by the same number allocated to his/her school. The selection of respondents will be done by the application of the systematic sampling technique, whereby every third number (school) starting from any number between 1 and 61 stands an equal chance of being picked up or selected to make the required sample of 20 subjects (respondents). This number or sample size is equivalent to about 33% of the guidance teachers and of principals population; and 100% of the psychological inspectors will be involved in this research project.

For the purpose of identity and facilitating of a follow-up, each questionnaire will bear the same number allocated to that particular school or teacher.

The principals of each of the selected schools will also be included in the research project. They will answer a different questionnaire from that of their guidance teachers. From each of the selected schools, the principal and guidance teacher will each be requested to complete a different questionnaire.

3.5.3 Compilation of the questionnaires

After the population for research and sampling technique are clearly identified the questionnaires are itemized.

3.5.4 Motivation of items used in this research project

After completing the literature study in chapter 2 and having scrutinized the aims of this research project in par. 3.2, certain ideas and thoughts need investigation and verification, hence their inclusion as items in the questionnaires.

There are three separate questionnaires as indicated in par. 3.7.1 namely a separate questionnaire to:

- * school guidance teachers
- * school principals and
- * psychological inspectors, i.e. members of EAS in the Johannesburg Region.

3.5.4.1 *Motivation of items used in the research questionnaire to guidance teachers*

The items are categorized into practice, staffing, qualification and facilities, and will be discussed according to these categories (see Appendix B).

(i) *Practice*

As the title of this research is the practice of school guidance, most items are based thereupon. Items dealing with practice of school guidance are items no. 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13 and 17. Other items include staffing, i.e. item, no. 7, Facilities, items no. 9, 14 and 15 and qualifications, item no. 16.

(ii) *Motivation of questionnaire items*

As the practice of school guidance is very important, item no. 1 is to ascertain whether the school does offer school guidance. To determine whether the Department of Education and Training stipulation on guidance is used, item no. 2, will be included in the questionnaire.

- * To ascertain whether the programme provides for educational, personality and vocational guidance, item no. 3 will be inserted in the questionnaire (See par. 2.4(ii)).
- * Verifying whether the service is being rendered to all schools, item no. 4 will be included in the questionnaire (see par. 2.6.1.1).

- * The importance of the service shall be ascertained by item no. 5, and to determine how often it is to be rendered, item no. 6 will also be included in the questionnaire (see par. 2.8.2).
- * Determining whether the guidance-teacher does really plan and prepare lessons for the rendering of this service, the questionnaire will include item no. 8 and item no. 10 (see par. 2.5.3).
- * Item no. 11 is devoted to determine whether pupils also participate in the programme in the form of written work and item no. 12 satisfies the activity of group participation in the group-guidance class and the time devoted to it. Item no. 13 is used to ascertain the amount of time spent on individual guidance in the secondary school (see par. 2.4.3).
- * It is important to know how the school is connected to other community based services, eg. the the local career centre(s), exhibitions, etc. Item no. 17 and 17a in the questionnaire are used for this reason.

(iii) *Staffing and allocation*

- * Item no. 7 is included in the questionnaire to determine how guidance-teachers are allocated duties (See par. 2.7.1).
- * To determine whether guidance teachers are suitably qualified for the service they render, item no. 16 has been included in the questionnaire (see par. 2.8.6.4).
- * There is always a problem with the shortage or absence of the local or facilities where the guidance teacher must perform or render his duties. Items no. 9 and 14 concern the manner guidance is presented and the adequacy of guidance facilities respectively while item 15 has to do with the storage of guidance confidential material (see par. 2.6.1.4).

3.5.4.2 *Motivation of the questionnaire to principals of schools*

The times of this questionnaire can be categorized into the following aspects or areas, namely practice, staffing, facilities and qualifications of school guidance teachers (see Appendix C).

(a) *PRACTICE*

As indicated by the title of the research project, it is clear that practice of school guidance is the main theme of this research. Items based on practice are numbers 1 to 5. Other items

eg. staffing are no. 6 to 8, and school guidance facilities are represented by item no. 10 and the qualifications of school-guidance teachers, by item no. 9.

(b) *MOTIVATION OF ITEMS*

- (i) To illustrate or ascertain whether school guidance is being practised in Soweto secondary schools, items 1 to 5 have been included in the questionnaire for principals of secondary schools (see par. 2.8.3-4; par. 2.5.2; par. 2.6.1.1).
- (ii) To indicate how the school is actually staffed in as far as school guidance is concerned, items no. 6 to 8 are inserted in the questionnaire to answer such questions (see also par. 2.8.6; par. 2.6.1.2).
- (iii) Item no. 9 has to do with qualifications of guidance teachers while item no. 10 relates to the school guidance facilities (refer par. 2.6.1.4).

3.5.4.3 *Motivation of the questionnaire to members of the educational auxiliary services in the Johannesburg region*

Categories of the items of the questionnaire items based on practice are no. 1,5,7,8,9 and 10. Other items eg. on staffing are represented by items no. 2 and 3, and school guidance facilities, by item no. 4 and qualification of guidance teachers, by item no. 6 (see Appendix D).

Motivation of items

- (i) Since school guidance is a subsection or part discipline of the Educational Auxiliary Services, members of the Educational Auxiliary Services must know which secondary schools in the Johannesburg Region render the service and which do not, hence item no. 1 has been inserted in the questionnaire.
- (ii) It is also believed that if the EAS have school guidance at heart, they should see to its promotion in schools especially secondary schools, and to ascertain this notion, items no. 5 and 7 have been included in the questionnaire (See par. 2.6.1.7; par. 2.7.2-3).
- (iii) Members of the EAS under whose jurisdiction school guidance falls move around the schools with the sole aim of inspection and determining whether the service is properly rendered and to advise accordingly. To ascertain this items no. 2 and 3 have been included in the questionnaire (refer par. 2.7.1).

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- (iv) Staffing of schools with proper school guidance teachers is important and to ascertain this fact items no. 4 and 5 have been included in the questionnaire (see also par. 2.4.1; par. 2.5.3.2).
 - (v) Another very important issue is to see to it that this service is rendered by qualified persons. To establish this item no. 6 on qualification of guidance teachers has been inserted (see par. 2.8.6.3).

3.5.4.4 *The first draft of questionnaires*

The first drafts of the questionnaires were drawn up and presented to the study supervisor for discussion and analysis. After discussions some items of the drafts proved irrelevant, superfluous and not represented or not emanated from the discussions of the literature study in chapter 2. The result was that those items were replaced or reformulated.

3.5.4.5 *The second drafts of questionnaires*

After items 3a, 8 and 16 in questionnaire A; items 1b, 2b, 5b and 7b in questionnaire C were eliminated, the study supervisor and the researcher felt that the drafts were now acceptable. The questionnaires now consisted of 31 items in A; 14 items in B and 12 items in C, all based on the study material from chapter two.

After this, the questionnaires were finalized.

3.6 CONCLUSION

In this chapter discussion of empirical research methods was done. The questionnaire as empirical research method was chosen and discussed. Its advantages and disadvantages were established. In chapter 4 analysis of the questionnaire responses will be done soon after the return of completed questionnaires.

CHAPTER 4

THE RESULTS OF THE RESEARCH

4.1 INTRODUCTION

In chapter three the methods of research were discussed. In this chapter the discussion will focus on the results of the research questionnaires. On the basis of the statistical data and findings obtained from these questionnaires conclusions and recommendations will be made in the concluding chapter.

The number of the questionnaires distributed and returns are represented in Table 4.1.

Table 4.1

RESPONDENTS	DISTRIBUTED	RETURNS
Guidance Teachers	20	18 (90%)
Principals	20	19 (95%)
EAS	6	6 (100%)
TOTAL	46	43 (93,5%)

4.2 STATISTICAL TECHNIQUES

The data were processed with assistance of the computer of the PU for CHE. FREQ (frequencies) procedures and percentages of the SAS, Institute (1985) were employed.

4.3 A QUESTIONNAIRE TO SECONDARY SCHOOL GUIDANCE TEACHERS IN SOWETO (APPENDIX B)

4.3.1 Question 1

The question is based on the fact that school guidance is a compulsory programme which must be followed by all pupils from Std 5 to Std 10, as indicated in par. 2.4.3; par. 2.5.2 and par. 2.5.3.5 in the literature study in chapter 2 above.

Question: *Do you offer a school guidance programme in your school?*

Table 4.2

N=18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	10	55,6
No	8	44,4
Not responded	0	00,0
TOTAL	18	100%

Despite school guidance being an official compulsory service according to DET, it is surprising to find out that such a high percentage of 44,4% of the schools are not offering such an important service as this.

Question 1(a)

Guidance teachers who answered NO to Question 1, were given an opportunity to state their reasons according to the ones below, why guidance programmes are not being offered at schools. Their responses are represented in Table 4.3.

Question: *If your answer to Question (1) is NO, please give your most appropriate answer by encircling the relevant number*

Table 4.3

N=8

	FREQ	PERCENT
a) Because there are no proper materials to guide teachers	1	5,6
b) Lack of enforcement of the subject by the authorities	2	11,1
c) Teachers' union disapproves of school guidance as it is a non-examination subject	1	5,6
d) The school does not have qualified staff to teach the whole school	0	00,0
e) No specific post for school guidance	3	16,7
f) Other (please specify)	1	5,6
Not responded	0	00,0
TOTAL	8	44,6%

From the data in Table 4.3, it is clear from the reasons given by respondents that the question of "no specific post for school guidance" to their pupils, i.e. 16.7% with its nearest reasons; lack of enforcement of the subject by the authorities; i.e. 11,1% lacking far behind. See also par. 2.4.

4.3.2 Question 2

Question 2 required guidance teachers' perspective or opinion as to whether the guidance programme made provision for educational, personality and vocational guidance. Guidance teachers' responses are represented in Table 4.4.

Question: *Does the guidance programme make provision for educational, personality and vocational guidance in your school?*

Table 4.4

N = 18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	10	55,6
No	8	44,4
Not responded	0	00,0
TOTAL	18	100%

In terms of the question of whether school guidance provides for educational, personality and vocational guidance only 55,6% of them indicated YES and about 44,4% represented NO. The 44,4% might be the same people who are actually not offering school guidance at their school.

Question 2(a)

Guidance teachers who answered NO to Question 2, i.e. those who said that the guidance programme does not provide educational, personality and vocational guidance, were given an opportunity to give reasons for their state of affairs. Table 4.5 represents their responses.

Question: *Should your reply to Question (2) be NO, encircle your main reason (one answer only)*

Table 4.5

<i>N</i> = 8		
	FREQ	PERCENT
a) Teachers are not trained hence they do not understand guidance programmes as supposed to be implemented	2	11,1
b) Educational programme is not understood as teachers are not trained	2	11,1
c) Personality programme is not properly developed	2	11,1
d) Other (please specify)	2	11,1
Not responded	0	00,0
TOTAL	8	44,4%

On the question of why 44,4% of the guidance teachers said no to question 2 there is no agreement as to which is the main reason, hence the resultant score of 11,1% which was obtained from each of the subquestions.

4.3.3 Question 3

Question 3 is included in the questionnaire to determine whether guidance teachers do follow the school guidance programme of the Department of Education and Training. Responses to this matter are tabulated in Table 4.6.

Question: *Do you follow the school guidance programme of the Department of Education and Training?*

Table 4.6

<i>N</i> = 8		
RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	7	38,9
No	10	55,5
Not responded	1	5,6
TOTAL	18	100%

On the question of whether schools follow the DET guidance programme or not, 55,6% of the schools indicated NO.

Question 3(a)

These school guidance teachers who replied NO to Question 3, were given an opportunity to support their answer with appropriate or near appropriate reasons from the ones given below. Responses of this question are represented in Table 4.7.

Question: *Should your reply to Question (3) be NO, encircle your main reason for this (one answer only)*

Table 4.7*N=10*

	FREQ	PERCENT
a) Because there are no guidance textbooks of qualified staff for the subject	1	5,6
b) Lack of qualified staff for the subject	2	11,1
c) Too many pupils in secondary schools	0	00,0
d) Lack of facilities, e.g. files, syllabi, storage cabinets, etc.	2	11,1
e) No specific posts for guidance teachers in schools	4	22,2
f) Other (please specify)	1	5,6
Not responded	0	00,0
TOTAL	10	55,6%

On the question of why they are not following the Department of Education and Training programme, it seems that the main problem is that schools are not provided with posts for the employment of guidance teachers, i.e. schools don't have posts that are to be filled by guidance teachers, hence no guidance teachers and no school guidance service.

4.3.4 Question 4

To determine whether school guidance appears on the general time-table of schools, the question was included in the questionnaire. Responses of guidance-teachers are represented in Table 4.8.

Question: *Does school guidance appear on the general time table of schools?*

Table 4.8

 $N=18$

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	10	55,6
No	8	44,4
Not responded	0	00,0
TOTAL	18	100%

There is general agreement that school guidance appears on the general time-tables of most secondary schools which participated in this research in Soweto, i.e. 55,6%. Despite the statement, there is still great concern about 44,4% who actually do not teach guidance in their schools (see par. 2.6.1.1).

Question 4(a)

As a result of the concern on Question 4, a follow-up question was included in the questionnaire to determine what might be the main reason for 44,4% of the secondary schools not offering school guidance to their pupils. Responses of this exercise are represented in Table 4.9.

Question: *If your answer to Question 4 is NO, indicate the main reason for saying so by encircling the relevant number (one answer only)*

Table 4.9

 $N=8$

	FREQ	PERCENT
a) Because of the overloaded time tables, there is no time which can be devoted to school guidance	3	16,7
b) The number of periods allocated per day is too large to make any allowance possible	1	5,6
c) The unimportance of guidance as it is a non-examination subject	1	5,6
d) The teachers' union disapproves of it	2	11,1
e) Other (please specify)	1	5,6
Not responded	0	00,0
TOTAL	8	44,6%

Basing it on the responses from those school guidance teachers whose schools do not teach guidance as a subject, and guidance does not even appear on their school timetable, 16,7% of the respondents indicate that school time tables are too full and "overloaded" that there is no time to devote to school guidance as a service. 11,1% of the respondents cites the Teachers' Union as their main obstacle of their not having guidance offered at their schools.

4.3.5 Question 5

Question 5 was included in the questionnaire to determine or rate the importance of school guidance. Responses about this question are tabulated in Table 4.10.

Question: *How important is school guidance to your school?*

Table 4.10

N=18

	FREQ	PERCENT
a) Very important	13	72,2
b) Important	3	16,7
c) Not very important	0	00,0
d) Not important at all	2	11,1
e) Not responded	0	00,0
TOTAL	18	100%

The general picture is that school guidance is considered very important. This is confirmed by the percentage (72,2%) it obtained. 16,7% of them say that it is important, which is good. Only 2 (11,1%) indicate that guidance is not important at all. See par. 2.8.2.

4.3.6 Question 6

The DET has prescribed a number of periods for each class. Question 6 has been included in this questionnaire to shed some light on this matter.

Question: *How many guidance periods are you responsible for in your school?*

Table 4.11

N = 18

	FREQ	PERCENT
a) Less than 20 periods per week	9	50,0
b) 21-25 periods per week	0	00,0
c) 26-35 periods per week	2	11,1
d) More than 35 periods per week	3	16,7
e) Not responded	4	22,2
TOTAL	18	100%

The majority of guidance teachers (50,0%) indicate that they teach less than 20 periods per week, which is very little when compared with other subjects. Some of the respondents (16,7%) stated that they teach more than 35 periods of school guidance per week (ref. par. 2.6.1.1).

4.3.7 Question 7

To determine whether guidance teachers only teach school-guidance, Question 7 was included in the questionnaire. Responses are represented in Table 4.12 below.

Question: *Are guidance teachers in your school also responsible for other subjects other than school guidance?*

Table 4.12

N = 18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	17	94,4
No	0	00,0
Not responded	1	5,6
TOTAL	18	100%

On the question of whether guidance teachers are responsible for school guidance only or other subjects as well, 94,4% of the respondents indicated that they were also responsible for other subjects other than school guidance (see also par. 2.7.1 and par. 2.8.6.3).

Question 7(a)

Guidance teachers (94,4%) who indicated that they were not only teaching guidance, but also other subjects, were given the opportunity to state a reason for that practice from among the ones below. Their responses are represented in Table 4.13.

Question: *If your answer to Question (7) is YES, indicate the most important reason by encircling the relevant number*

Table 4.13

N=18

	FREQ	PERCENT
a) Because of shortage of staff	13	72,2
b) Teachers dislike school guidance	0	00,0
c) To work themselves up for promotion purposes	0	00,0
d) Other (please specify)	2	11,1
e) Not responded	3	16,7
TOTAL	18	100%

Guidance teachers believe that they teach other subjects because of a shortage of school staff in their schools rather than other reasons mentioned above.

4.3.8 Question 8

To determine whether school guidance as a service and subject on its own right has to have its lesson planned and prepared like other subjects, Question 8 was included in the questionnaire. The responses are tabulated in Table 4.14.

Question: *Does school guidance as a service and subject in its own right to have its lessons planned and prepared like any other subject?*

Table 4.14

N=18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	4	22,2
No	13	72,2

Table 4.14 (continue)

Not responded	1	5,6
TOTAL	18	100%

72,2% of the total sample of guidance teachers in Soweto indicated that school guidance as a service and a subject in its own right does not need lesson planning and lesson preparations as other subjects do (ref. par. 2.5.3 and par. 2.8.5).

Question 8(a)

Guidance teachers who answered NO to Question 8 were given an opportunity to indicate their reasons from among the ones below for their state of affairs. Their responses are represented in Table 4.15.

Question: *If your answer to Question (8) is NO, then indicate the most important reason by encircling the appropriate number (one answer only)*

Table 4.15*N=18*

	FREQ	PERCENT
a) Because guidance is not an examination	3	16,7
b) Teachers are well-trained in school guidance	0	00,0
c) The subject matter is too scattered, scanty and far-fetched	1	5,6
d) Teachers are demotivated and do not prepare lessons	3	16,7
e) Teachers' union does not approve of it	3	16,7
f) Other (please specify)	3	16,7
Not responded	5	27,6
TOTAL	18	100%

In this question there is no outstanding reason why guidance teachers do not want that guidance lesson planning and preparations should not be done but, 16,7% of them state that it is because guidance is not an examination subject; 16,7% of them, that teachers are demotivated and do not want to prepare lessons; 16,7% of them have problems with

the Teachers' Union disapproval of guidance since it is a non-examination subject, and lastly 16,7% of them have reasons other than the ones mentioned above.

Question 8(b)

Guidance teachers whose answer to Question (8) was YES were also given an opportunity to indicate reasons from the ones below what their strong standpoints were. Their responses are represented in Table 4.16.

Question: *If your answer to Question (8) is YES, that is if you feel that guidance lessons must be planned like those of other subjects, then indicate the most important reason by encircling the appropriate number (one answer only)*

Table 4.16

<i>N</i> = 8		
	FREQ	PERCENT
a) Because as a service it needs even more preparation than other subjects	5	27,8
b) Cannot be taught interestingly without planning and preparation	6	33,3
c) Pupils can only love and enjoy a well-presented subject	2	11,1
d) Other (please specify)	0	00,0
Not responded	5	27,8
TOTAL	18	100%

According to a third (33,3%) of the respondents, guidance lessons must be planned and prepared so that they may be taught more interestingly like those of other subjects.

4.3.9 Question 9

The researcher wanted to know whether guidance teachers were pleased by the way and conditions guidance was handled and presented at their schools. Question 9 is intended to establish that. Guidance teachers' responses are represented in Table 4.17.

Question: *Are you happy with the conditions underwhich school guidance is presented at your school?*

Table 4.17

N=18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	2	11,1
No	15	83,3
Not responded	1	5,6
TOTAAL	18	100%

On the question of whether school guidance teachers are happy about the conditions under which school guidance is being represented at their schools, the majority (83,3%) indicated NO (ref. also to par. 2.6.1.4).

Question 9(a)

Guidance teachers who answered NO to Question (9) were again given a chance to indicate their main reason from those given below. Their responses are represented in Table 18.

Question: *If your answer to Question (9) is NO, indicate your most important reason by encircling the appropriate number (one answer only)*

Table 4.18

N=18

	FREQ	PERCENT
a) Because many of us are not qualified guidance teachers	2	11,1
b) The school is not fully provided with the required guidance necessities	6	33,3
c) No guidance posts are granted to schools	4	22,2
d) School guidance is not taken seriously by other teachers	3	16,7
e) Other (please specify)	1	5,6
f) Not responded	2	11,1
TOTAL	18	100%

Guidance teachers are generally unhappy about the conditions under which guidance is presented at their schools and their main concern is about schools not being fully provided with the required guidance necessities.

4.3.10 Question 10

Concerning whether the principal, inspector of schools or any other official of the department of Education and Training can check and supervise the work or preparations of guidance teachers, Question 10 was included in this questionnaire to determine this. The responses to this question are tabulated in Table 4.19.

Question: *Does your principal, inspector of schools or any other official of the department see or approve the scheme of work or preparation of lessons of the guidance teacher?*

Table 4.19

N=18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	7	38,8
No	10	55,6
Not responded	1	5,6
TOTAAL	18	100%

According to the above table 55,6% of the guidance teachers indicated that they would not need any principals', inspector of schools' or any departmental officials' approval of their scheme of work or preparation of lessons (see also par. 2.8.7 and 8).

Question 10(a)

To determine why most guidance teachers were against supervision by their seniors, an opportunity was created for them to indicate their reasons why they say no to supervision. Their responses on this question are tabulated in Table 4.20.

Question: *If your answer to Question (10) is NO, indicate by encircling the most appropriate number (one answer only)*

Table 4.20

<i>N=18</i>		
	FREQ	PERCENT
a) Because teachers don't need supervision	1	5,6
b) Teachers know their duties	1	5,6
c) Teachers know that they have to prepare	2	11,1
d) Teachers are arrogant and would refuse to be corrected by seniors	1	5,6
e) Other (please specify)	4	22,2
Not responded	1	5,6
TOTAL	10	55,7%

55,6% of the guidance teachers gave NO as the answer, but do not agree as to which is the main reason for saying no. 22,2% of them (the highest percentage) is differing and give various reasons than the ones given for consideration. Two (11,1%) of the respondents say that teachers know that they have to prepare.

Question 10(b)

Guidance teachers who had answered YES to Question (10) were given an opportunity to indicate their reasons for saying YES from a list of reasons given below. Table 4.21 represents their responses.

Question: *Should your reply to Question (10) be YES, then indicate your answer by encircling the appropriate number to illustrate your answer (one answer only)*

Table 4.21

<i>N=8</i>		
	FREQ	PERCENT
a) So that the principal, inspector of schools, etc. can advise where necessary, more especially the new teachers in the school	5	27,8
b) So that progress of work can be established and react accordingly	3	16,7
c) To check whether such a record does exist	0	00,0
d) Other (please specify)	0	00,0

Table 4.21 (continue)

e) Not responded	0	00,0
TOTAL	8	44,4%

On the question of whether the principal, inspector of schools or any official of the department can approve the scheme of work. They say yes; 27,8% of them say it is so that the principal, inspector of schools, etc. can advise where necessary more especially to new teachers in the school; and 16,7% of them say so that progress of work can be established and react accordingly.

4.3.11 Question 11

The researcher also wanted to determine whether guidance teachers do give pupils some written work to do. To check on this, Question 11 was included in the questionnaire. Teachers' responses are represented in Table 4.22.

Question: *Are pupils given class work, home work or even tests in school guidance?*

Table 4.22*N=18*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	4	22,2
No	12	66,7
Not responded	2	11,1
TOTAL	18	100%

On the question of whether pupils must be given class work, homework or tests in school guidance, school guidance teachers say NO with a majority of 66,7% (see par. 2.6.1.3).

Question 11(a)

Determining the main reason for saying YES, those who indicated YES were given an opportunity to choose their main reasons from the ones below. Their responses are tabulated in Table 4.23.

Question: *If your answer to Question 11 is YES, please indicate which of the following exercises or activities, are usually embarked upon; encircle a number to indicate your answer (one answer only)*

Table 4.23

N=18

	FREQ	PERCENT
a) Team projects	0	0,0
b) Career projects	2	11,1
c) The filling of questionnaires	1	5,5
d) Other (please specify)	3	16,7
e) Not responded	0	00,0
TOTAL	6	33,3%

It should be noted that the majority (66,7%) of guidance teachers said NO, and of the group that said YES 16,7% (the highest percentage) came up with various and differing answers, creating discord and no agreement.

4.3.12 Question 12

A question was included in the questionnaire to find out how much time is devoted to group-guidance in the secondary school. Guidance teachers were asked to indicate it in tabular form. Their responses are represented by Table 4.24.

Question: *How much time is devoted to group-guidance work in the secondary school? Indicate your answer by encircling an appropriate number (one answer only)*

Table 4.24

N=18

	FREQ	PERCENT
a) One hour period per week per group	5	27,8
b) One half hour per week per group	4	22,2
c) When teachers find time to teach it	5	27,8
d) Once per term	1	5,6

Table 4.24 (continue)

e) Not responded	3	16,7
TOTAL	18	100%

On the question of how much time must be devoted to group guidance work in secondary schools, guidance teachers agree by 27,8% to a period of one hour per week per group; though there is a group, also 27,8%, which feels that group guidance work could be done anytime whenever the teacher feels like doing it (see par. 2.4.3.1; par. 2.6.1.1 and par. 2.8.5.1).

4.3.13 Question 13

After determining the feeling of the guidance teacher about group guidance, the researcher wanted to know how much time they devoted to individual guidance. The responses of guidance teachers are represented in Table 4.25.

Question: *How much time is devoted to individual guidance in your school? (one answer only)*

Table 4.25*N=18*

	FREQ	PERCENT
a) One half hour per week	3	16,7
b) Two to three periods per day	0	00,0
c) One hour period per week	1	5,6
d) When teacher finds time to teach it	4	22,2
e) One afternoon once a term	1	5,6
f) Other (Please specify)	4	22,2
Not responded	5	27,8
TOTAL	18	100%

Determining how much time is to be devoted to individual guidance in secondary schools, 22,2% of school guidance teachers agreed that it should be at any time the teacher finds time to teach it, though there are also 22,2% of them who came with

various reasons other than the ones given for consideration (see also par. 2.4.3 (ii) and par. 2.8.5.2).

4.3.14 Question 14

Another aspect which the researcher wanted to know about was guidance facilities at school and to get input from guidance teachers, and Question 14 was inserted in the questionnaire for this purpose. Teachers' responses are represented in Table 4.26.

Question: *Are the school guidance facilities at your school sufficient?*

Table 4.26

N = 18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	2	11,1
No	16	88,9
Not responded	0	00,0
TOTAL	18	100%

Most guidance teachers (88,9%) say that school guidance facilities at their schools are not sufficient (see par. 2.6.1.4).

Question 14(a)

Having established the insufficiency of guidance facilities as regard necessary to satisfy needs, guidance teachers had to indicate their needs from the given ones. The responses of guidance teachers are represented in Table 4.27.

Question: *If your answer to Question 14 is NO, then indicate which facilities are necessary at your school. Show by encircling the appropriate number (one answer only)*

Table 4.27

N = 18

	FREQ	PERCENT
a) A well-furnished office, room for group guidance, a small room for keeping files and other confidential material	11	61,1

Table 4.27 (continue)

b) A big room that is well furnished	3	16,7
c) Any classroom can serve the purpose	1	5,6
d) Other (please specify)	1	5,6
e) Not responded	2	11,1
TOTAL	18	100%

As guidance teachers are not satisfied with facilities at their schools they were asked what would be their ideal situation, and 61,1% of them agreed on "a well-furnished office, room for group guidance, a small room for individual guidance and counselling, a storeroom for keeping files and other confidential material".

4.3.15 Question 15

In school guidance there is a lot of confidentiality and personal information about pupils and these confidential documents, information and material need to be kept safe and secure. To find out about this, the researcher asked guidance teachers to fill in a table. Their responses are represented in Table 4.28.

Question: *How is confidential information about the pupils stored at your school? Indicate by encircling the most appropriate number (one answer only)*

Table 4.28

N=18

	FREQ	PERCENT
a) By the existing cumulative record card method	8	44,4
b) A personal file for each pupil from Sub - Std A to Std 10	1	5,6
c) A card system in a lockable cabinet	1	5,6
d) Other (please specify)	3	16,7
Not responded	5	27,8
TOTAL	18	100%

On the question of how confidential information about pupils is stored at their schools, guidance teachers (44,4% of them) preferred the use of the existing cumulative record card method (see also 2.6.1.5).

4.3.16 Question 16

To determine the guidance teachers' qualifications, the researcher set up Question 16. The responses of teachers are tabulated in Table 4.29.

Question: *Are you a qualified trained guidance teacher?*

Table 4.29

N=18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	11	61,1
No	6	33,3
Not responded	1	5,6
TOTAAL	18	100%

According to the responses received, most guidance teachers (61,1% of them) declared that they were qualified and trained guidance teachers.

Question 16(a)

Having seen that guidance teachers declared that they are qualified, the researcher put up some qualifications and asked teachers to indicate where they belonged. Their responses are represented in Table 30.

Question: *If your answer to Question 16 is YES, please indicate which are your qualification?*

Table 4.30

N=18

	FREQ	PERCENT
a) Postgraduate training in Psychology at University level	1	5,6

Table 4.30 (continue)

b) Postgraduate Teachers' Diploma with specialisation in Guidance in the Diploma year	4	22,2
c) A four-year Diploma with specialisation in Guidance	2	11,1
d) Long years' teaching experience	3	16,7
e) A.B.A. degree with Psychology as one major	1	5,6
f) Other (please specify)	3	16,7
g) Not responded	4	22,2
TOTAL	18	100%

Concerning guidance teachers' qualifications in the teaching of Guidance, 22,2% of them have Post-graduate Teachers' Diplomas with specialisation in Guidance in the Diploma year, others, 16,7 of them, are trained through the DET Guidance Teachers Training Programmes, etc. (see par. 2.8.6.3).

4.3.17 Question 17

The researcher wanted to find out through guidance teachers whether Soweto secondary schools do attend annual exhibitions which usually take place in and around Johannesburg. Guidance teachers' responses are represented in Table 4.31.

Question: *Does your school visit annual career exhibitions (e.g. Careers 2000, EXPO 200, etc.) which take place in Johannesburg with special emphasis on Std 7 and Std 9 pupils?*

Table 4.31

N=18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	10	55,6
No	8	44,4
Not responded	0	00,0
TOTAL	18	100%

On the question of whether their schools attend annual career exhibitions, with particular emphasis on Std 7 and Std 9, 55,6% of them said YES, they do attend the exhibitions while there are still unfortunately a big number (44,4% of them) who do nothing about seeing that pupils are assisted.

Question 17(a)

After realising that so many schools (44,4%) do not attend careers exhibitions, it became very important to know the reason for their not attending by asking guidance teachers to indicate their main reason from the ones below. Their responses are tabulated in Table 4.32.

Question: *Should your answer to Question 17 be NO, give your main reason by encircling the appropriate number below*

Table 4.32

<i>N=8</i>		
	FREQ	PERCENT
a) Since schools have no funds it is difficult to take pupils out	4	22,2
b) Teachers' Union and Students' Congress' disapprove of them	1	5,6
c) Principals are sometimes not in favour of pupils attending these outings	0	00,0
d) Other teachers are not willing to assist and accompany the pupils to exhibitions	0	00,0
e) Other (Please specify)	3	16,7
f) Not responded	0	00,0
TOTAL	8	44,4%

For those guidance teachers whose schools do not attend, 22,2% of them indicates that their problem is that since pupils no longer pay or contribute towards school fund, it has become too difficult to take pupils out on a school trip of this nature.

4.4 QUESTIONNAIRE TO PRINCIPALS OF SOWETO SECONDARY SCHOOLS (APPENDIX C)

4.4.1 Question 1

To determine whether school guidance is being taught at schools this question was included. Responses are tabulated in Table 33 below.

Question: *Is school guidance offered in your school?*

Table 4.33

N=19

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	10	52,6
No	8	42,1
Not responded	1	5,3
TOTAL	19	100%

From principals' responses it became clear that there are still quite a number (42,6%) of schools that are not teaching school guidance (see par. 2.8.3 & 4).

Question 1(a)

Principals who answered NO to Question 1 were given an opportunity to give their reasons among the ones given below by encircling the most appropriate number. Responses of this exercise are tabulated in Table 4.34.

Question: *Should your answer to Question 1 be NO, give your appropriate reasons by encircling the relevant number*

Table 4.34

N=8

	FREQ	PERCENT
a) Lack of qualified guidance teachers	1	5,3
b) The DET not providing guidance posts in schools	6	31,6
c) Not enough supply of guidance materials and equipment in schools	0	00,0
d) Lack of monitoring of guidance teachers by members ...	0	00,0

Table 4.34 (continue)

e) Other (please specify)	1	5,3
Not responded	0	00,0
TOTAL	8	42,1%

The majority (31,6%) of them indicated that the question of the DET not providing guidance posts to schools is the main reason for schools not offering school guidance.

4.4.2 Question 2

To determine whether schools used the Department of Education and training guidance programme, Question 2 was included in the questionnaire. Responses are tabulated in Table 4.35 (see par. 2.4.3; par. 2.5.2 and par. 2.5.3.5).

Question: *Is the school guidance programme offered at your school the one stipulated by the Department of Education and Training?*

Table 4.35

N=18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	10	55,6
No	8	44,4
Not responded	0	00,0
TOTAL	18	100%

The majority (55,6%) of the respondents indicated that they were using the Department of Education and Training guidance programme.

Question 2(a)

Respondents who had answered NO in Question 2 are now given an opportunity to indicate their reasons from the ones below. Their responses are tabulated in Table 4.36.

Question: *Should your answer to Question 2 be NO, indicate by encircling the appropriate number (one answer only)*

Table 4.36

<i>N</i> = 8		
	FREQ	PERCENT
a) The school does not offer school guidance at all	3	15,9
b) The DET has not supplied the programme in question	0	00,0
e) The school is unable to put it in the school time-table	3	15,9
d) The Teachers' Union disapproves of school guidance	2	11,6
e) Other (please specify)	0	00,0
f) Not responded	0	00,0
TOTAL	8	44,4

From the table, guidance is (by 31,8%) not offered at all because DET programme is not supplied, while 10,5% of respondents are hampered by the Teachers' Union which does not want school guidance to be taught.

4.4.3 Question 3

To determine whether school guidance appears on the general time-table of the schools, the researcher included Question 3 in the questionnaire. Respondents' responses are tabulated in Table 4.36.

Question: *Does school guidance appear on the general time-table of your school?*

Table 4.37

<i>N</i> = 19		
RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	11	57,9
No	8	42,1
Not responded	0	00,0
TOTAL	19	100%

The majority (57,9%) of respondents (principals) indicated that school guidance is included in the time-table of their schools; but it is surprising that there are 42,1% of them who have nothing to do with school guidance. See also par. 2.6.1.1.

4.4.4 Question 4

To determine whether any standards or classes are not involved in school guidance this question was included in the questionnaire. Responses will be given standard by standard in Table 4.38 (a - e).

Question: *Indicate which standards are not involved in school guidance programmes?*

Table 4.38: (a) *Std. 6*

N=19

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	10	52,6
Not involved	0	47,4
Not responded	0	00,0
TOTAL	19	100%

The majority (52,6%) of the schools that participated in this research indicate that their Std. 6's are involved in school guidance.

Table 4.38: (b) *Std. 7*

N=19

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	9	47,4
Not involved	10	56,6
Not responded	0	00,0
TOTAL	19	100%

With Standard 7 it is clear that more of them are not involved in school guidance.

Table 4.38: (c) *Std. 8**N = 19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	8	42,1
Not involved	11	57,9
Not responded	0	00,0
TOTAL	19	100%

Like Std. 7, the Std. 8's are not fully involved with school guidance, only 42,1% of them are offering school guidance to Std. 8.

Table 4.38: (d) *Std. 9**N = 19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	9	47,4
Not involved	10	52,6
Not responded	0	00,0
TOTAL	19	100%

47,4% of the schools that participated in the research indicate that their Std. 9 pupils are not involved in school guidance programmes.

Table 4.38: (e) *Std. 10**N = 19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	8	42,1
Not involved	11	57,9
Not responded	0	00,0
TOTAL	19	100%

Of the schools that participated in the research, 42,1% of them indicated that their Std. 10 pupils are not taught school guidance.

4.4.5 Question 5

To determine whether all the pupils were involved, i.e. whether all pupils were taught school guidance, a question was included in the questionnaire. Respondents' responses are tabulated in Table 4.39 (see also par. 2.8.4).

Question: *Are there any pupils in your school who are not involved in the programme?*

Table 4.39

N=19

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	12	63,2
No	7	36,8
Not responded	0	00,0
TOTAL	19	100%

The majority (63,2%) of the respondents indicated that there are many pupils who are not involved in the guidance programme.

Question 5(a)

Those respondents who replied YES to Question 5, were given an opportunity to state their reason by encircling the most appropriate number below.

Question: *Should your reply to Question 5 be YES, encircle the most appropriate number below*

Table 4.40

N=12

	FREQ	PERCENT
a) Because of lack of guidance teachers	7	36,8
b) Lack of guidance materials and equipments to the school	0	00,0
c) Members of the Teachers' Union refuse to teach non-examination subjects such as school guidance	3	15,8

Table 4.40 (continue)

d) The school does not have facilities like storage, personel files, cabinets, cards interview rooms, etc.	0	00,0
e) No follow-up or monitor by EAS members	0	00,0
f) Other (Please specify)	1	5,3
g) Not responded	1	5,3
TOTAL	12	57,9

The majority (36,8%) of respondents indicated that their main problem was a lack of guidance teachers and to a lesser extent (15,8%) the question of members of Teachers' Union refusing to teach non-examination subjects.

4.4.6 Question 6

With this question the researcher wanted to determine who of the staff members are really involved and responsible for school guidance, hence the inclusion of this question. The responses of this question is tabulated in Table 4.41 (a - f) (see also par. 2.8.6).

Question: *Which members of your staff are involved and responsible for school guidance? Indicate your answer by encircling the most appropriate number*

Table 4.41: (a) *The principal**N=19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	4	21,1
Not involved	15	78,9
Not responded	0	00,0
TOTAL	19	100%

The majority (78,9%) of respondents indicated that the principal should not be involved in school guidance in the school.

Table 4.41: (b) *Deputy principal**N=19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	1	5,3
Not involved	18	94,7
Not responded	0	00,0
TOTAL	19	100%

Like the principal the majority (94,7%) of respondents indicated that the Deputy Principal must not be involved in guidance matters.

Table 4.41: (c) *Heads of Department**N=19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	6	31,6
Not involved	13	68,4
Not responded	0	00,0
TOTAL	19	100%

The majority (68,4%) of the respondents indicated that Heads of Departments must not be involved in guidance programmes.

Table 4.41: (d) *Senior Teachers**N=19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	1	5,3
Not involved	18	94,3
Not responded	0	00,0
TOTAL	19	100%

Even with Senior teachers the majority (94,7%) indicated that senior teachers in the school must have nothing to do with school guidance.

Table 4.41: (e) *Guidance teachers**N=19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	9	47,4
Not involved	10	52,6
Not responded	0	00,0
TOTAL	19	100%

The majority (52,6%) of the respondents still deny guidance teachers the support for the service they are supposed to give.

Table 4.41: (f) *Junior teachers**N=19*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Involved	1	5,3
Not involved	18	94,7
Not responded	0	00,0
TOTAL	19	100%

The overwhelming majority (94,7%) of respondents indicated that junior teachers must not be involved in guidance proceedings.

4.4.7 Question 7

To determine how many members of staff were solely teaching guidance the following question was asked. Responses to the question are tabulated in Table 4.42.

Question: *Indicate the number of staff members who are responsible for the presentation of school guidance service in your school*

Table 4.42*N=19*

	FREQ	PERCENT
a) 0 - 1	6	31,6
b) 1 - 2	3	15,8
c) 2 - 3	2	10,5

Table 4.42 (continue)

d) 3 - 5	2	10,5
e) More than 5	4	21,1
f) Not responded	2	10,5
TOTAL	19	100%

According to this table 31,6% of the schools that participated in this research have at least one staff member who is responsible for rendering school guidance as a service to pupils, and more interesting, there are 21,1% of them where more than 5 staff-members are doing guidance as service to pupils.

4.4.8 Question 8

To determine the exact number of teachers' employed for the rendering of guidance, Question 8 was included in the questionnaire.

Question: *How many guidance teachers are employed in your school and fully involved in school guidance matters?*

Table 4.43

N=19

	FREQ	PERCENT
a) 0	13	68,4
b) 1	4	21,1
c) 2	0	00,0
d) 3	1	5,3
e) 4	1	5,3
f) More than 4	0	00,0
g) Not responded	0	00,0
TOTAL	19	100%

According to this table the majority (68,4%) of the schools under this research have no guidance teachers per school while two schools have two and three guidance teachers each respectively (see also par. 2.6.1.2).

4.4.9 Question 9

to determine the guidance teachers' qualifications the following question was included in the questionnaire. Responses about this question are tabulated in Table 4.44.

Question: *Are guidance teachers adequately or suitably qualified for the presentation of school guidance?*

Table 4.44

N = 19

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	9	47,4
No	8	42,1
Not responded	2	10,5
TOTAL	19	100%

The majority (47,4%) of the respondents indicated that guidance teachers are qualified for the type of service they provide (refer par. 2.8.6.3).

4.4.10 Question 10

The researcher also wanted to determine whether guidance facilities were adequate for the teaching of school guidance. The responses are tabulated in Table 4.45 (see par. 2.6.1.4).

Question: *Does your school have adequate facilities for the pursuit of school guidance as a service to the school population?*

Table 4.45

N = 19

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	4	21,2
No	12	63,2
Not responded	3	15,8
TOTAAL	19	100%

According to the above table, the majority (63,2%) of the respondents indicated that guidance facilities at their schools were not adequate.

Question 10(a)

Respondents who answered NO to Question 10, were given an opportunity to state their reason according to the ones below by encircling the most appropriate number.

Question: *Should your reply to Question 10 be NO, indicate your answer by encircling the appropriate number below*

Table 4.46

N = 19

	FREQ	PERCENT
a) Not enough guidance materials and equipment are supplied	6	31,6
b) The school does not have a room for guidance activities	4	21,1
c) The school not supplied with guidance post	1	5,3
d) Members of the EAS do not pressurize the DET enough to supply or improve facilities in schools	1	5,3
e) Other (Please specify)	1	5,3
Not responded	6	31,6
TOTAL	19	100%

The majority (31,6%) of the respondents indicated that not enough guidance materials and equipment were supplied and also indicated by 21,1% that schools did not have room for guidance activities (see also par. 2.7.1).

4.5 A QUESTIONNAIRE TO MEMBERS OF THE EDUCATIONAL AUXILIARY SERVICES (EAS) IN THE JOHANNESBURG REGION (APPENDIX D)

4.5.1 Question 1

Right from the beginning the researcher wanted to determine from members of the EAS whether their records do indicate that all schools render school guidance. The responses on this questions are tabulated in Table 4.47.

Question: *From how many secondary schools in your circuit do you positively receive returns that surely school guidance as a service is offered at these schools? Indicate by encircling the most appropriate number*

Table 4.47

N=6

	FREQ	PERCENT
a) 0 - 3	1	16,7
b) 4 - 6	5	83,3
c) 7 - 10	0	00,0
d) More than 10	0	00,0
Not responded	0	00,0
TOTAL	6	100%

The majority (83,3%) of the respondents indicated that most schools in their circuits offer a school guidance programme

4.5.2 Question 2

To determine whether all secondary schools have guidance teachers, Question 2 was inserted in the questionnaire. Responses on this exercise are tabulated in Table 4.48 (see also par. 2.7.1)

Question: *Should your answer to Question 1 be NO, give your appropriate reasons by encircling the relevant number*

Table 4.48

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	2	33,3
No	4	66,7
Not responded	0	00,0
TOTAL	6	100%

On the question of whether all secondary schools have guidance teachers, the majority, (66,7) of members of the EAS indicated that their schools are without guidance teachers.

Question: *Do all secondary schools in your circuit have guidance teachers?*

Table 4.49

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	2	33,3
No	4	66,7
Not responded	0	00,0
TOTAL	6	100%

On the question of whether all secondary schools have guidance teachers the majority (66,7%) of the EAS say that their schools are without guidance teachers.

4.5.3 Question 3

Members of the EAS who answered NO to Question 2 were given an opportunity to indicate their reason by encircling the most appropriate number. Respondents' responses are represented in Table 4.50.

Question: *Should your reply to Question (2) be NO, indicate by encircling the most appropriate number*

Table 4.50

	N=4	
	FREQ	PERCENT
a) Because of a shortage of qualified guidance teachers	0	00,0
b) Because of the general problem of shortage of teachers	1	16,7
c) Financial problem from the departmental point of view	1	16,7
d) Schools are not all provided with school guidance posts	2	33,3

Table 4.50 (continue)

e) The Teachers' Union disapproves of it	0	00,0
f) Other (Please specify)	0	00,0
Not responded	0	00,0
TOTAL	4	66,7

The majority (33,3%) of those who said NO indicated that the main problem why schools have no teachers was because schools are not all provided with school guidance posts.

4.5.4 Question 4

To determine whether schools were provided with equipment and materials for the provision of guidance, Question 4 was included in the questionnaire. Responses towards this question are tabulated in Table 4.51 (see also par. 2.4.1; par. 2.4.4.1 (iii - iv); par. 2.5.3.2).

Question: *Have the EAS all the quipment and materials in the schools necessary for the provision of school guidance?*

Table 4.51

N=6

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	2	33,3
No	4	66,7
Not responded	0	00,0
TOTAL	6	100%

On the question of provision of equipment and materials for guidance the majority (66,7%) of EAS indicated that they have not.

Question 4(a)

Member of EAS who answered NO, were given an opportunity to state their reasons according to the onces below as to why provisioning was not made. Responses to this question are tabulated in Table 4.52.

Question: *Should your answer to Question 4 be NO, give your main reason why it is not the case by encircling the relevant number*

Table 4.52

N=4

	FREQ	PERCENT
a) The DET is unable to provide necessary equipment and materials because of lack of money	3	50,0
b) Lack of expertise DET and schools to order relevant stuff for school	0	00,0
c) Some schools don't have proper storage for them	0	00,0
d) Lack of writers caused shortages of guidance textbooks	1	16,7
e) Other (please specify)	0	00,0
Not responded	0	00,0
TOTAL	4	66,7%

The majority (50%) of the respondents say that the DET is unable to provide necessary equipment and materials because of lack of money.

4.5.5 Question 5

To determine whether members of the EAS do organise some speakers and programmes outside schools for guidance teachers, pupils, etc; Question 5 was inserted in the questionnaire. Responses to these questions are tabulated in Table 4.53 (see par. 2.6.1 7 & 8).

Question: *Do the EAS organise programmes of outside speakers, i.e. experts in their fields, etc. to come and talk to pupils, students and guidance teachers about their careers, showing students films, videos, etc. as well as taking them to career and vocational exhibitions?*

Table 4.53

N=6

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	6	100
No	0	00,0
Not responded	0	00,0
TOTAL	6	100%

All (100%) members of the EAS have unanimously agreed that they organise outside activities for guidance teachers and their pupils. Question 5(a) falls off as no respondent indicated NO.

4.5.6 Question 6

To determine recommended qualifications for school guidance teachers the researcher included this question in the questionnaire. Respondents' responses about this question are tabulated in Table 4.54 (refer par. 2.8.6.3).

Question: *Which of the following qualifications are recommended as the most suitable for guidance teachers?*

Table 4.54

N=6

	FREQ	PERCENT
a) Long years of teaching experience	0	00,0
b) A BA degree with psychology as one major	0	00,0
c) A four-year Diploma with specialisation in Guidance	3	50,0
d) Post-graduate Teachers' Diploma with specialisation in Guidance in the diploma year	1	16,7
e) Post-graduate training in Psychology at university level	2	33,3
f) Other (please specify)	0	00,0
Not responded	0	00,0
TOTAL	6	100%

The majority (50%) of the respondents indicated that a four-year Diploma with specialization in Guidance is a preferred qualification for guidance teachers while 33,3% of all respondents who took part in the research recommended Postgraduate training in Psychology at university level (see par. 2.8.6.3).

4.5.7 Question 7

To determine whether members of the EAS ever have or organize any in-service training courses for guidance teachers, Question 7 was included in the questionnaire. Responses to this question are tabulated in Table 4.55 (refer to par. 2.5.1.7).

Question: *How often do members of the EAS have in training courses for guidance teachers?*

Table 4.53

<i>N</i> =6		
	FREQ	PERCENT
a) Twice a month	0	00,0
b) Once a month	0	00,0
c) Twice a term	1	16,7
d) Once a term	2	33,3
e) Twice a year	0	00,0
f) Once a year	0	00,0
g) Never have a course	1	16,7
h) Other (Please specify)	2	33,3
Not responded	0	00,0
TOTAL	6	100%

According to the table above 33,3% of the respondents indicated that they have in-service training courses once a term while another 33,3% of them indicated that in-service training courses take place at regular times and in accordance with the needs of the schools.

4.5.8 Question 8

The researcher inserted the following question to determine whether members of the EAS do monitor guidance in schools. Responses on the question are represented in Table 4.56 (see also par. 2.5.3.2 and par. 2.7.2 & 3).

Question: *Do you visit schools in order to find out whether school guidance is offered?*

Table 4.56

N=6

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	5	83,3
No	1	16,7
Not responded	0	00,0
TOTAL	6	100%

The majority (83,3%) of respondents indicated that members of the EAS do visit schools to monitor the offering of guidance in schools.

4.5.9 Question 9

Respondents whose answer to Question 8 was YES, were given an opportunity to state their reasons according to the ones below. Their responses are tabulated in Table 4.57.

Question: *If your answer to Question 8 is YES, indicate how often do you do it. Draw a circle around the appropriate number to indicate your answer (one answer only)*

Table 4.57

N=6

	FREQ	PERCENT
a) Once a month	1	16,7
b) Twice a month	1	16,7
c) Once a term	1	16,7
d) Twice a term	0	00,0
e) Twice a year	1	16,7

Table 4.57 (continue)

f) Once a year	0	00,0
g) Never visit schools	0	00,0
h) Other (Please specify)	2	33,3
Not responded	0	00,0
TOTAL	6	100%

Determining which reason was more dominant, 33,3% of them indicated reasons other than the ones under consideration, while those for consideration seemed unpopular.

4.5.10 Question 10

As there was only one respondent who replied NO, Question 10 therefore falls away.

4.6 CONCLUSION

In this chapter the results of all three questionnaires namely, a questionnaire to guidance teachers, a questionnaire to principals and the one to members of the Educational Auxiliary Services were assessed and evaluated.

In Chapter five an analysis and interpretation of these results were formulated and compiled.

CHAPTER 5

ANALYSIS AND INTERPRETATION OF THE RESULTS

5.1 INTRODUCTION

In Chapter 4 the results of the research project were outlined. In this chapter the researcher analyses and interprets these results, i.e. expresses the details of the findings.

Since the results in question were compiled from three different questionnaires, the analyses and interpretation there of will be dealt with in a form of comparison where possible, i.e. results of responses from common questions in the various questionnaires will for matter of brevity and comparison be handled together.

For the sake of brevity the questionnaires will be shortened to:

- A: Questionnaire to guidance teachers of Soweto secondary schools
- B: Questionnaire to principals of Soweto secondary schools
- C: Questionnaire to members of the EAS in the Johannesburg Region

Figure 5.1 *Graphical representation of respondents*
N=43

A	18
B	19
C	6
TOTAL	43

5.2 ANALYSIS AND INTERPRETATION

In all three questionnaires, there was a question to determine whether each of the secondary schools in the research project offer school guidance service. The responses of the respondents were represented in Table 5.1.

Table 5.1

N=43

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	A = 10; B = 10; C = 5	A = 55,6; B = 52,6; C = 83,3

Table 5.1 (continue)

No	A=8; B=8; C=1	A=44,4; B=42,1; C=16,7
Not responded	A=0; B=1; C=0	A=0; B=5,3; C=0
TOTAL	YES=25; NO=17	YES=58,14%; NO=39,53%; NR=2,33%=100%

From the above data it is clear that 58,14% (25 out of 43 respondents) indicated that guidance as a service was being offered at their schools. There are also some 39,53% (17 out of 43 respondents) where guidance is not offered. This indicates a serious neglect of this service at many schools

The next question which the research wanted to verify was to determine whether all schools in the project use the prescribed syllabuses of the Department of Education and Training.

Responses received are represented in Table 5.2

Table 5.2*N=37*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	A=7; B=10	A=38,9; B=55,6
No	A=10; B=8	A=55,6; B=44,4
Not responded	A=1; B=0	A=5,6; B=0
TOTAL	YES=17; NO=18	YES=45,9%; NO=48,7%; NR=5,4%=100%

From the data given above it is clear that a slight majority of the secondary schools under research (48,7%) do not use prescribed syllabi of the Department of Education and Training, as against 45,9% of the schools that use prescribed syllabi. There are 5,4% non-responses. The general response is that secondary schools in Soweto do not use prescribed syllabi of the Department of Education and Training.

The researcher wanted to determine whether school guidance as a service appears on the general time-table of the secondary schools under research. This question was responded to by respondents of all three questionnaires. The responses are represented in Table 5.3.

Table 5.3*N=43*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	A = 10; B = 11; C = 5	A = 55,6; B = 57,9; C = 83,3
No	A = 8; B = 8; C = 1	A = 44,4; B = 42,1; C = 16,7
Not responded	00,0	00,0
TOTAL	YES=26; NO=17	YES= 60,5%; NO = 39,5%; = 100%

Table 5.3 above clearly indicates that a majority of 60,5% of all the secondary schools underresearch indicated that school guidance appears in the general time-table of their schools, while 39,5% say that this service is not catered for in their schools. In other words 39,5% or 17 secondary schools of the ones researched are not offering school guidance. A serious omission.

To determine whether school guidance programmes provided for educational personality and vocational guidance in schools the researcher had to insert it in the questionnaire. Responses are represented in Table 5.4.

Table 5.4*N=18*

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	10	55,6
No	8	44,4
Not responded	0	00,0
TOTAL	18	100%

This question was referred only to guidance teachers and according to the responses it is clear that more than half of them indicated that the programmes make provision for the three most important developmental requirements of pupils.

Since some schools did not seem to regard school guidance seriously the researcher brought this question in the questionnaire to determine how important or unimportant is the school guidance service to schools for pupils. Responses to this question are represented in Table 5.5.

Table 5.5

N = 18

	FREQ	PERCENT
a) Very important	13	72,2
b) Important	3	16,7
c) Not important at all	2	11,2
d) Not responded	0	00,0
TOTAL	18	100%

Although some secondary schools under research in Soweto do not teach school guidance as such, an overwhelming majority of schools under this research indicated that guidance is very important and such needs to be offered in schools.

Another crucial aspect in connection with guidance teaching which the research tried to determine was whether guidance teachers in secondary schools were also responsible for the teaching of other subjects other than school guidance. Responses to this exercise are represented in Table 5.6.

Table 5.6

N = 18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	17	94,4
No	0	00,0
Not responded	1	5,6
TOTAL	18	100%

From the above graphical representation of the data it is clear that a vast majority 94,4% indicated that guidance teachers are responsible also for other subjects that have nothing to do with guidance service.

In the question that followed the researcher wanted to determine, by a questionnaire sent to principals of secondary schools under the research, how many teachers per school were actually appointed for the rendering of guidance services in secondary schools. Responses from principals concerned are tabulated in Table 5.7 below.

Table 5.7

<i>N</i> = 19		
	FREQ	PERCENT
a) 0 - 1	6	31,6
b) 1 - 2	3	15,8
c) 2 - 3	2	10,5
d) 3 - 5	2	10,5
e) More than 5	4	21,1
Not responded	2	10,5
TOTAL	19	100%

From the table it is clear that many schools that participated in the research programme have some-one involved in guidance for instance 31,66% of them (or 6 schools) have 0 or 1 guidance teacher each. There are also schools (15,8% of them) that have one to two guidance teachers each. It is most interesting to find that there are 21,1% of them (4 schools) which have more than five guidance teachers each who are fully involved in rendering guidance-services in the schools. This really encourages and stimulates those who are responsible in the service.

The researcher also wanted to determine the feeling or reaction of the guidance teachers about the conditions under which school guidance presentation is concerned. Responses to this regard are tabulated in Table 5.8.

Table 5.8

<i>N</i> = 18		
RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	2	11,1
No	2	83,3
Not responded	1	5,6
TOTAL	18	100%

According to responses in the Table it is clear that conditions in the schools are generally very unsatisfactory as far as the teaching of school guidance is concerned. In other words,

school guidance is presented under very poor conditions and as such it cannot be loved by both the teacher and the pupils for whom it is meant.

Since conditions in the schools were not adequately satisfactory for the presentation of school guidance the teacher wanted to determine whether pupils were given any written work to do. To determine this a question was included in the questionnaire. The responses to this question are tabulated in Table 5.9.

Table 5.9

N=18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	4	22,2
No	12	66,7
Not responded	2	11,1
TOTAL	18	100%

From the above diagram it is clear that no written work is given to the pupils by their guidance teachers, i.e. pupils are being taught and never write any exercise on guidance. This is what makes the teaching of school guidance a waste of time and fruitless.

While the presentation of guidance lessons is regarded to be not of standard, the researcher wanted to determine how guidance facilities are in the school, i.e. the very place where the service should be conducted or rendered. To accumulate the data a question was included in the questionnaire and responses of it are represented in Table 5.10 below.

Table 5.10

N=43

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	A=2; B=4; C=2	A=11,1; B=21,1; C=33,3
No	A=16; B=12; C=4	A=88,9; B=63,2; C=66,7
Not responded	A=0; B=3; C=0	A=0; B=15,8; C=0
TOTAL	YES=8; NO=32	YES=18,6; NO=74,4%; NR=7,0% = 100%

Deducing from the above graphical representation of the data it is clear that an overwhelming majority of 74,4% of respondents indicated that their schools have no or

minimal facilities for the rendering of guidance services. Only 18,6% or 8 out of 43 respondents indicated that their schools are well facilitated for school guidance.

Having determined how very few facilities schools have, the researcher wanted to determine how well guidance teachers are qualified in the service that they render to pupils. To determine this, the researcher inserted a question in the questionnaire to respond to this. Responses to the respondents are tabulated in Table 5.11.

Table 5.11

N=37

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	A=11; B=9	A=61,1; B=47,4
No	A=6; B=8	A=33,3; B=42,1
Not responded	A=1; B=2	A=5,6; B=10,5
TOTAL	YES=20; NO=14 NR=3	YES=54,1%; NO=37,8%; NR=8,1 =100%

Guidance teachers and their principals are in agreement that most of them are qualified for the type of service they render. 54,1% as against 37,8% of them are satisfied with their qualifications.

Having declared that they are suitably qualified for the service they give, the researcher wanted to determine the levels of their qualifications, i.e. to determine which certificates or diplomas they have obtained or qualified for. The responses of those who responded are represented in Table 5.12.

Table 5.12

N=24

	FREQ	PERCENT
a) Long years of teaching experience	A=3; C=0; T=3	A=16,7; C=0; T=12,5%
b) B.A. Degree psychology as major	A=1; C=0; T=1	A=5,2; C=0; T=4,2%
c) Four year diploma with specialisation guidance	A=2; C=3; T=5	A=11,1%;C=50%;T=20,8%

Table 5.12 (continue)

d) Post-graduate teachers' Dip specialization guidance	A = 4; C = 1; T = 5	A = 22,2%; C = 16,7; T = 20,8%
e) Post-graduate training at University level	A = 1; C = 2; T = 3	A = 5,6%; C = 33,3% T = 12,5%
g) Not responded	A = 4; C = 0; T = 4	A = 22,2% C = 0; T = 16,6%
TOTAL	24	100%

From the above graphic representation of the data it is clear that most of the guidance teachers i.e. 20,8% have a four-year Diploma with specialization in guidance and another 20,8% of them have Post-graduate Teachers' Diploma with specialization in guidance in the Diploma year, otherwise other guidance teachers are scattered all over the remaining qualifications in small numbers. A general consensus is that most guidance teachers are qualified even if to some is a mere long years of teaching experience or course.

The next aspect that the researcher wanted to determine was whether the EAS do organize some programme of outside speakers i.e. experts in their fields, etc. to come and talk to pupils, students and guidance teachers about their careers, showing films and videos, etc. to students as well as taking them to career and vocational exhibitions. This includes the annual career exhibitions (e.g. Careers 2000, or EXPO 2000, etc.) which take place in Johannesburg with special emphasis on Std 7 and Std 9 pupils. The researcher prepared a question about the above information. Responses to whether respondents answered YES or NO are tabulated in Table 5.13.

Table 5.13

N = 18

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	A = 10; B = 6	A = 55,6; B = 100
No	A = 8; B = 0	A = 44,4; B = 0
Not responded	0,00	00,0
TOTAL	YES = 16; NO = 8	YES = 66,7; B = 33,3 = 100%

The above diagram indicates that a 2/3 majority or 66,7% of the respondents who were involved in this research, indicated that they do attend to the needs of the pupils and their

pupils do attend all exhibitions especially the Careers 2000 and EXPO 2000 which concentrate on Std 7 and Std 9 pupils mostly.

As members of the Educational Auxiliary Services are supposed or expected to be monitors of school guidance in schools the researcher wanted to determine how often the EAS members visit schools to monitor whether schools actually offer the service to pupils. To determine this the following item was brought into the questionnaire. Responses of those responsible are represented in Table 5.14, indicating how often they visit schools for the purpose of monitoring the services.

Table 5.14:

N=6

	FREQ	PERCENT
a) Twice a month	0	00,0
b) Once a month	0	00,0
c) Twice a term	1	16,7
d) Once a term	2	33,3
e) Twice a year	0	00,0
f) Once a year	0	00,0
g) Never have a course	1	16,7
h) Other (Please specify)	2	33,3
Not responded	0	00,0
TOTAL	6	100%

From the above table, 33,3% of the respondents indicated that in-service courses take place once a term to educate and enlighten guidance teachers in their duties, while another 33,3% of the EAS indicated that in-service training courses are held monthly and on a regular basis according to the needs of the schools concerned.

5.3 CONCLUSION

In this chapter results of the questionnaires were analysed and interpreted. These were also summarized and compared. The summary was then interpreted as to what it means, according to the researcher. In chapter six, the concluding chapter, the researcher will

briefly indicate his findings from this research project and will then give his suggested hints and recommendations based on the research.

CHAPTER 6

SUMMARY, FINDINGS, SUGGESTIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In Chapter Five analyses and interpretation of the results of the research project were formulated and discussed. In this chapter, as it is the concluding one, some suggestions, findings, hints and recommendations will be given for future implementation and for the improvement and upgrading of the subject, namely school guidance, with special reference to secondary schools.

6.2 SUMMARY

In Chapter One much attention was paid to the issue of general school guidance. An orientation of the subject was provided. A large variety of definitions with wide but interwoven characteristics was given. The actual problem to be investigated was clearly identified as well as the aim and purpose of research.

Chapter Two deals with school guidance systems in the South African Education systems. Here the various education systems of South Africa were compared, similarities and differences highlighted; advantages and disadvantages discussed. The main issue was to highlight how school guidance programmes of the Department of Education and Training lag behind in many spheres and that it proved to be of inferior quality as compared to programmes of other education systems.

In Chapter Three the researcher discussed methods of research in brief and discussed the questionnaire method of research in more detail. This was done because the questionnaire method was chosen as the method to be used in this research project. The question of sampling the respondents was addressed and identified. Three kinds of research questionnaires were formulated, in relation to school guidance teachers and principals of Soweto secondary schools which formed part of the sample, as well as to all members of the Education Auxiliary Services (EAS) in the Johannesburg region. After these questionnaires were compiled, they were sent to their respective respondents for completion. These were later collected.

Chapter Four concentrates on the results of the questionnaires, i.e. what responses has the researcher received to the questions that he had put to his respondents. These were indicated individually according to the various respondents and different questionnaires.

To process these data, the assistance of the computer of the PU for CHE was sought, where the procedures of frequencies and percentages of the SAS Institute, 1985 were employed.

Chapter Five deals with the Analysis and Interpretation of the results. In this chapter the three different questionnaires are compared, analyzed and interpreted, and where possible a graphical representation is made for accessible comparison. After comparisons are made conclusions are drawn concerning each question discussed.

In Chapter Six, the concluding chapter of this research, the summary, suggestions and recommendations are made. The researcher may suggest some hints and recommendations of what could be done concerning particular incidents. This chapter constitutes the researcher's own contributions to the research project. It is in this chapter where the researcher brings his own contributions about the research project.

6.3 FINDINGS, SUGGESTIONS AND RECOMMENDATIONS

After the analysis and interpretation of the data, the researcher wants to make a few remarks, suggestions, comments and recommendations.

Concerning the question of school guidance not being offered at schools, the research indicates that 58,14% of respondents indicate that they do implement school guidance, as against 39,53% who do not offer school guidance to their pupils (see Table 5.1).

Perhaps the best would be to know what purpose school guidance serve in the school, i.e. why should the subject be taught to pupils. In other words, teachers need orientation and/or education in connection with the teaching of school guidance. Another problem which came to the fore was the question of prescribed syllabi for all standards concerned. The mere fact that a big percentage, namely 48,7% indicated that they have got no syllabi for school guidance, calls for attention. The recommendation could be that a special unit be established to run or supervise the offering of school guidance in secondary schools with special reference to Soweto (see Table 5.2).

One of the most serious questions is whether school guidance appears on the schools' general time-table. Although 60,5% of the participating secondary schools indicated that school guidance does appear on their schools' time-tables, one can but wonder about concerning what the 39,5% do during the school guidance periods, because school guidance is a compulsory though a non-examination subject in as far as the Department of Education and Training is concerned (see Table 5.3).

On the question of whether school guidance provided for educational, personality and vocational guidance in schools, 55,6% of those who participated indicated that the programme is fully providing for all three of them, hence providing or developing each pupil in totality (see Table 5.4).

Concerning the question of the importance of school guidance in schools, 72,2% of the respondents indicated that school guidance was very important. For all teachers (100%) to know the importance of guidance, it would be desired that some school-guidance experts should move from school to school and emphasize this matter, more over that guidance is a relatively new subject in the education of the Black teacher (see Table 5.5).

It is found that guidance teachers in Soweto secondary schools (94,4%) are responsible also for other subjects other than school guidance. This results in teachers not being experts in the subject. It also divides the attention and concentration of the teacher, i.e. instead of really concentrating in guidance he/she teaches other subjects. The problem here might be that the teacher is not qualified in this respect or might be holding on to other subjects for promotion purposes. This might also be happening because there is no other teacher available to teach those other subjects or even because the school has no school guidance post (see Table 5.6).

To avoid this problem it is recommended to follow the stipulation of 250 pupils to one guidance teacher in the secondary school (see par. 2.6.1.2).

About the issue of the number of guidance teachers which are supposed to be employed for guidance teaching in secondary schools, the question is answered by par. 2.6.1.2.

On the question of finding out the feelings or reactions of guidance teachers about conditions under which the guidance services were rendered, the reaction is described or depicted by Table 5.8 (par. 5.3.16) where 83,3% of the respondents indicated that conditions under which school guidance is offered are appalling (see also par. 2.6.1.4).

The question of whether pupils are to be given some written work was rejected by a large majority of 66,7% i.e. guidance teachers prefer just to teach and not evaluate the pupils for understandings. The recommendation here is that written work is always advantageous because it is able to make the teacher aware of whether pupils follow the presentation or not (see Table 5.9).

Concerning the question of facilities at schools for the purpose of offering school guidance 74,4% of the respondents indicated that schools are lagging behind in as far as providing the necessary facilities for effective rendering of school guidance (see Table 5.10).

The recommendation is that every secondary school must make a classroom available for the rendering of school guidance. It is also believed that these are conditions that frustrate the guidance teacher until he/she finds himself/herself no longer offering the service to pupils in the best way (see also par. 2.6.1.4).

The qualifications of guidance teachers are also very significant in the service they are rendering. This is true because the teacher is most happy when he teaches the subject he/she is most familiar with. According to the research 54,1% of the guidance teachers are suitably qualified for the service while 45,9% are not. This also draws attention to the frustrations that guidance teachers have and that is why the subject presents problems and does not grow and flourish (see Table 5.11).

The recommendation is that school guidance teachers should, when they go to school, be qualified for this very important service. Without proper qualifications pupils will never get the expert advice they are entitled to for fitting into their community and also to provide for their personal needs (see par. 2.8.6.3).

As guidance or vocational education is work orientated and one has to invite experienced people and experts in their fields to address pupils, this aspect was also researched. 66,7% of the participants in this research is using this method. The recommendation here is that all guidance teachers should explore this avenue and see how much it encourages pupils (see Table 5.12).

Members of the Educational Auxiliary Service (EAS) were, according to the research, asked to indicate how many times they were visiting schools to monitor the rendering of guidance service. According to the findings 33,3% (the majority or biggest percentage) of the respondents indicated that the EAS visit schools once a term for monitoring (see Table 5.14).

The recommendation is that, since there has been such hostilities against authorities and departmental officers in Soweto secondary schools, a new body should be established or an increase in numbers to the EAS should be made to more properly monitor school guidance in secondary schools.

6.4 LIMITATIONS OF THIS RESEARCH

It is obvious that a research project, like the one in question, has its shortcomings and limitations, the major one being that to be effective and scientifically accurate, the researcher had to delimit the field and had to concentrate on certain aspects only, but in this case the subject investigated was too vast. However, what the researcher came out with is the best, considering the circumstances under which it was done.

The political situation at secondary schools, more especially in Soweto, was at dangerous level that moving in schools was equated to an informer or "sell-out". The result was that certain notorious areas were "no-go" zones.

One of the most serious limitations of this research was the continuous unrest and instability in Soweto secondary schools, more especially at the time when this research was conducted. This is the reason why some schools could not be reached because of hostilities and/or boycotts.

The influence of Students' Congress and Teachers' Union operating in secondary schools makes them unsafe and unreliable. For a stranger it becomes even more fearful to visit them.

6.5 FURTHER RESEARCH

One of the research projects which needs to be embarked upon soon is the "Sincerity of the guidance teachers and any one involved in school guidance teaching and monitoring."

The belief is that when pupils are actually being taught school guidance properly, there should be positive change in the behaviour of pupils. School guidance has some social control characteristics embedded in its implementation.

6.6 CONCLUSION

A brief summary, general suggestions and recommendations were given in this concluding chapter. Much has been researched to determine and verify certain hypotheses. In the end many questions are answered and many not satisfactorily - which means that further research is still necessary. The suggestions and recommendations are not final, but are worth to be tested and to be proved right or wrong in the pursuance of the guidance service.

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APPENDIXES

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1156 Diepkloof Ext.
P.O DIEPKLOOF
1864
27-05-1994

Dear Sir/Madam

The enclosed questionnaire has been designed to find out or gauge the practice of school guidance in secondary schools of Soweto.

The attached letter is written permission granted by the Department of Education and Training, Johannesburg Region, to allow the above matter to be researched in its schools. Your name as a respondent or the name of your school does not appear anywhere on this questionnaire. The information thus obtained will therefore be regarded as being anonymous and confidential.

All the information you supply will be treated as highly confidential. Should you therefore express honest and straightforward opinions, these will in no way involve or affect anybody. The number that appears on the questionnaire is used by the researcher for the sole aim of controlling the number of returns.

I also wish to request you to accord this matter the seriousness it deserves. Please return the completed questionnaire in the self-addressed and stamped or franked envelope enclosed, on or before 10 June 1994.

I promise to mail the results of this research project to you as soon as possible after analysis.

Thanking you in anticipation.

Yours sincerely

J.J. LESELE

QUESTIONNAIRE TO GUIDANCE-TEACHERS OF SOWETO SECONDARY SCHOOLS

GENERAL INFORMATION

- 1 This questionnaire has been compiled to determine the practice of school guidance in secondary schools in Soweto.
- 2 The information obtained by means of this questionnaire will be used for research purposes only and will be treated with the utmost confidentiality.

INSTRUCTIONS

- a) Each question has **one answer** chosen from a number of possible answers.
- b) Answers to the rest of the questions are indicated by circling number.

EXAMPLE

What time of the day do you suggest for extra-mural activities at school?

- a) In the morning before school starts
- b) After school
- c) During teaching hours
- d) At anytime of the day
- e) When teachers feel like it
- f) When pupils feel like it
- g) Whenever possible
- h) Other (Please specify)

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- 1 Do you offer a school guidance programme in your school?
- | | |
|--------|---|
| a) YES | 1 |
| b) NO | 2 |
- 1(a) If your answer to (1) is NO, please give your most appropriate answer by encircling the relevant number
- | | |
|-----------------------------------------------------------------------|---|
| a) Because there are no proper materials to guide teachers | 1 |
| b) Lack of enforcement of the subject by the authorities | 2 |
| c) Teachers' Union disapproves of school guidance as non-exam subject | 3 |
| d) The school does not have qualified staff to teach the whole school | 4 |
| e) No specific post for school guidance | 5 |
| f) Other (please specify) | 6 |
- 2 Does the guidance programme make provision for educational, personality and vocational guidance in your school?
- | | |
|--------|---|
| a) YES | 1 |
| b) NO | 2 |
- 2(a) Should your reply to (2) be NO, encircle your main reason (one answer only)
- | | |
|------------------------------------------------------------------------------------------------------------|---|
| a) Teachers are not trained hence they do not understand guidance programmes as supposed to be implemented | 1 |
| b) Educational programme is not properly implemented | 2 |
| c) Personality programme is not properly implemented | 3 |
| d) Other (please specify) | 4 |
- 3 Do you follow the school guidance programme of the DET?
- | | |
|--------|---|
| a) YES | 1 |
| b) NO | 2 |

3(a) Should your reply to (3) be NO, encircle your main reason for this (one answer only)

- a) Because there are no guidance textbooks and other material
- b) Lack of qualified staff for the subject
- c) Too many pupils in secondary schools
- d) Lack of facilities, e.g. files, syllabi, storage, cabinets, etc.
- e) No specific posts for guidance teachers in schools
- f) Other (please specify)

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4 Does school guidance appear on the general time-table of your school?

- a) YES
- b) NO

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4(a) If your answer to (4) is NO, indicate the main reason for saying so by making a circle in the relevant square (one answer only)

- a) Because of the overloaded time-table, there is no time which can be devoted to school guidance
- b) The number of periods allocated per day are too many to make any allowance
- c) The unimportance of guidance as it is a non-examination subject
- d) The Teachers' Union disapproves of it
- e) Other (please specify)

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5 How important is the school guidance to your school?

- a) Very important
- b) Important
- c) Not very important
- e) Not important at all

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6 How many guidance periods are you responsible for in your school?

- a) Less than 20 periods per week
 b) 21 - 25 periods per week
 c) 26-35 periods per week
 d) More than 35 periods per week

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7 Are guidance teachers in your school also responsible for other subjects other than school guidance?

- a) YES
 b) NO

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2

7(a) If your answer to (7) is YES, indicate the most important reason encircling the relevant number

- a) Because of the shortage of staff
 b) Teachers dislike school guidance
 c) To work themselves up for promotion purposes
 d) Other (please specify)

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8 Does school guidance as a service and subject in its own right have its lessons planned and prepared like any other subject?

- a) YES
 b) NO

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2

8(a) If your answer to (8) is NO, then indicate the most important reason by making a circle in the appropriate square (one answer only)

- a) Because guidance is not an examination subject
 b) Teachers are well trained in it
 c) The subject matter is too scattered, scanty and far-fetched
 d) Teachers are demotivated and do not prepare lessons
 e) The Teachers' Union does not approve of it

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f) Other (please specify)

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8(b) If your answer to (8) is YES, that is if you feel that guidance lessons must be planned like those of other subjects, then indicate the most important reason by making a circle in the relevant square (one answer only)

a) Because as a service it even needs more preparations than other subjects

1

b) Cannot be taught interestingly without planning and preparations

2

c) Pupils can only love and enjoy a well-presented subject

3

d) Other (please specify)

4

9 Are you happy with the conditions under which school guidance is presented at your school?

a) YES

1

b) NO

2

9(a) If your answer to (9) is NO, please encircle your most appropriate reason below (one answer only)

a) Because many of us are not qualified guidance teachers

1

b) The school is not fully provided with the required guidance necessities

2

c) No guidance post are granted to schools

3

d) School guidance is not taken seriously by other teachers

4

e) Other (please specify)

5

10 Does your principal, inspector of schools or any other official of the department see or approve the scheme of work or preparation of lessons of the guidance teacher?

a) YES

1

b) NO

2

10(a) If your answer to (10) is NO, indicate with a circle your most appropriate reason for saying, NO (one answer only)

a) Because teachers don't need supervision

1

- | | |
|----------------------------------------------------------------------|---|
| b) Teachers know their duties | 2 |
| c) Teachers know that they have to prepare | 3 |
| d) Teachers are arrogant and would refuse to be corrected by seniors | 4 |
| e) Other (please specify) | 5 |
- 10(b) Should your reply to (10) be YES, then indicate your answer with a circle in the appropriate square to illustrate your answer (one answer only)
- | | |
|-----------------------------------------------------------------------------------------------------------------------------------|---|
| a) so that the principal, inspector of schools, etc. can give advice when necessary more especially to new teachers in the school | 1 |
| b) so that progress of work can be established and reacted to accordingly | 2 |
| c) to check whether such a record does exist | 3 |
| d) Other (please specify) | 4 |
- 11 Are pupils given classwork, homework or even tests in school guidance?
- | | |
|--------|---|
| a) YES | 1 |
| b) NO | 2 |
- 11(a) If your answer to (11) is YES, please indicate which of the following exercises or activities are usually embarked upon; use a circle to indicate your answer (one answer only)
- | | |
|-------------------------------------|---|
| a) Team projects | 1 |
| b) Career project | 2 |
| c) The filling in of questionnaires | 3 |
| d) Others (please specify) | 4 |
- 12 How much time is devoted to group guidance work in the secondary school? Indicate your answer by inserting a circle in the relevant square (one answer only)
- | | |
|---------------------------------------|---|
| a) One hour period per week per group | 1 |
| b) One half hour per week per group | 2 |

- c) When the teachers finds time to present it

3

- d) Once per term

4

- e) Other (please specify)

5

- 13 How much time is devoted to individual guidance in your school? (one answer only)
- a) One half hour per week

1

- b) Two to three periods per day

2

- c) One hour period per week

3

- d) When the teacher finds time to present it

4

- e) One afternoon once a term

5

- f) Other (please specify)

6

- 14 Are the school guidance facilities at your school sufficient?
- a) YES

1

- b) NO

2

- 14(a) If your answer to (14) is NO, then indicate which facilities are necessary at school. Show by making a circle in the appropriate square (one answer only)
- a) A well-furnished office, room for group guidance, a small room for individual guidance and counselling, a store-room for keeping files and other confidential material

1

- b) A big room that is well-furnished

2

- c) Any class-room can serve the purpose

3

- d) Other (please specify)

4

- 15 How is confidential information about the pupils stored at your school? Indicate with a circle the most appropriate answer (one answer only)
- a) By the existing cumulative record card method

1

- b) A personal file for each pupil from Std 6 to Std 10

2

- | | | |
|----|------------------------------------|---|
| c) | A card system in a locking cabinet | 3 |
| d) | Other (please specify) | 4 |
- 16 Are you a qualified trained guidance teacher?
- | | | |
|----|-----|---|
| a) | YES | 1 |
| b) | NO | 2 |
- 16(a) If your answer to (16) is YES, please indicate what your qualifications are (one answer only)
- | | | |
|----|-------------------------------------------------------------------------------------|---|
| a) | Post-graduate training in Psychology at university level | 1 |
| b) | Post-graduate Teachers' Diploma with specialisation in Guidance in the Diploma year | 2 |
| c) | A four-year Diploma with specialisation in Guidance | 3 |
| d) | Long years of teaching experience | 4 |
| e) | A BA degree with Psychology as one major | 5 |
| f) | Other (please specify) | 6 |
- 17 Does your school visit the annual career exhibitions, (e.g. Career 2000 or EXPO 2000) which take place in Johannesburg with particular emphasis on Std 7 and Std 9 pupils?
- | | | |
|----|-----|---|
| a) | YES | 1 |
| b) | NO | 2 |
- 17(a) Should your answer to (17) be NO, give your main reason by encircling the appropriate number below
- | | | |
|----|--------------------------------------------------------------------------------------|---|
| a) | Since schools have no funds it is difficult to take pupils out | 1 |
| b) | The Teachers' Union and Students' Congress disapprove of them | 2 |
| c) | Principals are sometimes not in favour of pupils attending these outings | 3 |
| d) | Other teachers are not willing to assist and accompany the pupils to the exhibitions | 4 |
| e) | Other (please specify) | 5 |

THANK YOU FOR YOUR TIME AND CO-OPERATION

QUESTIONNAIRE TO PRINCIPALS OF SOWETO SECONDARY SCHOOLS

GENERAL INFORMATION

- 1 This questionnaire is compiled to determine the practice of school guidance in secondary schools in Soweto.
- 2 The information obtained by means of this questionnaire will be used for research purpose only and will be treated with the most confidentiality.
- 3 Your co-operation will be highly appreciated.

INSTRUCTIONS

- a) Each question has **one answer** chosen from a number of possible answers where you are asked to give reasons
- b) Answers to the rest of questions are indicated by encircling the appropriate number.

EXAMPLE

What time do you suggest for extramural activities at school?

- a) In the morning before school starts
- b) After school
- c) During teaching hours
- d) Anytime of the day
- e) When teachers feel like it
- f) When pupils feel like it
- g) Whenever possible
- h) Other (Please specify)

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1 Is school guidance offered in your school?

a) YES

1

b) NO

2

1(a) Should your reply to (1) be NO, give your appropriate reason by encircling the relevant number

a) Lack of qualified guidance teachers

1

b) The DET not providing guidance posts in schools

2

c) Not enough supply of guidance-materials and equipments to schools

3

d) Lack of monitoring of guidance teachers by members of the Educational Auxiliary Services

4

e) Other (please specify)

5

2 Is the school guidance programme offered at your school the one stipulated by the Department of Education and Training?

a) YES

1

b) NO

2

2(a) Should your answer to (2) be NO, encircle your answer from the ones below

a) The school does not offer school guidance at all

1

b) The DET has not supplied the programme in question

2

c) The school is unable to put it in the school time-table

3

d) The Teachers' Union disapproves of guidance

4

e) Other (please specify)

5

3 Does school guidance appear on the general time-table of the school?

a) YES

1

b) NO

2

4 Indicate which standards are involved in the school guidance programme

- a) Std 6
- b) Std 7
- c) Std 8
- d) Std 9
- e) Std 10

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5 Are there any pupils in your school who are not involved in the programme?

- a) YES
- b) NO

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2

5(a) Should your reply to (5) be YES, encircle the appropriate answer from the following:

- a) Because of lack of guidance teacher
- b) Lack of guidance materials and equipments at the school
- c) Members of Teachers' Union refuse to teach non-examination subject, e.g. school guidance
- d) The school does not have facilities like storage, personal files, cabinets, cards, interview rooms, etc.
- e) No follow-up or monitor by EAS members
- f) Other (please specify)

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6 Which members of your staff are involved and responsible for school guidance? Indicate your answer by making circle(s) in the appropriate square(s)

- a) Principal
- b) Deputy Principal
- c) Heads of Department
- d) Senior teachers
- e) Guidance teachers
- f) Junior teachers

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7 Indicate the number of staff members who are responsible for the presentation of school guidance services in your school

- a) 0 - 1
 b) 1 - 2
 c) 2 - 3
 d) 3 - 5
 e) More than 5

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8 How many guidance teachers are employed in your school and fully involved in school guidance matters?

- a) 0
 b) 1
 c) 2
 d) 3
 e) 4
 f) More than 4

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9 Are guidance teachers adequately or suitably qualified for the presentation of school guidance?

- a) YES
 b) NO

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2

10 Does your school have adequate facilities for the pursuit of school guidance as a service to the school population?

- a) YES
 b) NO

1
2

10(a) Should your reply to (10) be NO, indicate your answer by encircling the appropriate number below:

- a) Not enough guidance materials and equipments are supplied
 b) The school does not have a room for guidance activities

1
2

c)	The school not supplied with a guidance post	3
d)	Members of EAS do not pressurize the DET enough to supply or improve the facilities in schools	4
e)	Other (please specify)	5

THANK YOU FOR YOUR TIME AND CO-OPERATION

QUESTIONNAIRE TO MEMBERS OF THE EAS IN THE JOHANNESBURG REGION

GENERAL INFORMATION

- 1 This questionnaire is compiled to determine the practice of school guidance in secondary schools in Soweto.
- 2 The information obtained by means of this questionnaire will be used for research purpose only and will be treated with the most confidentiality.

INSTRUCTIONS

- a) Each question has **one answer** chosen from a number of possible answers where you are asked to give reasons
- b) Answers to the rest of questions are indicated by encircling the appropriate number.

EXAMPLE

Question

What time do you suggest for extramural activities at school?

Answer

- a) In the morning before school starts
- b) After school
- c) During teaching hours
- d) Anytime of the day
- e) When teachers feel like it

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1 From how many secondary schools in your circuit do you positively receive returns that show that school guidance as a service is definitely offered at these schools? Make a circle in the relevant or near appropriate square (one answer only)

a) 0 - 3	1
b) 4 - 6	2
c) 7 - 10	3
d) More than 10	4

2 Do all secondary schools in your circuit have guidance teachers?

a) YES	1
b) NO	2

3 Should your reply to (2) be NO, indicate your main reason by encircling the appropriate number

a) Because of shortage of qualified guidance teachers	1
b) Because of the general problem of shortage of teachers	2
c) Financial problems from the departmental point of view	3
d) Schools are not all provided with school guidance posts	4
e) The Teachers' Union disapproves of it	5
f) Other (please specify)	6

4 Have the EAS all the equipment and materials in the schools necessary for the provision of school guidance?

a) YES	1
b) NO	2

4(a) Should your answer to (4) be NO, give your main reason why this is not the case by encircling the relevant number

a) The DET is unable to provide the necessary equipment and materials because of lack of money	1
b) Lack of expertise from DET and schools to order relevant stuff for schools	2

- | | | |
|----|--------------------------------------------------------|---|
| c) | Some schools don't have proper storage-rooms for them | 3 |
| d) | Lack of writers causes shortages of guidance textbooks | 4 |
| e) | Other (please specify) | 5 |
- 5 Do the EAS organise programmes of outside speakers, i.e. experts in their fields, etc. to come and talk to pupils, students and guidance teachers about their careers, showing students films, videos, etc. as well as taking them to career and vocational exhibitions?
- | | | |
|----|-----|---|
| a) | YES | 1 |
| b) | NO | 2 |
- 5(a) Should your answer to (5) be NO, encircle the most appropriate number for your main reason
- | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------|---|
| a) | Outside speakers are not always available for such programmes | 1 |
| b) | Experts normally need pre-arrangements and with such irregular school attendance it is difficult to arrange such meetings successfully | 2 |
| c) | Since Soweto secondary students do not pay school funds any more it becomes difficult to hire films or videos to show to them | 3 |
| d) | Teachers' Union and Students' Congress disapprove of it | 4 |
| e) | Other (please specify) | 5 |
- 6 Which of the following qualifications is recommended as the most suitable for guidance teachers?
- | | | |
|----|------------------------------------------------------------------------------------|---|
| a) | Long years of teaching experience | 1 |
| b) | A BA degree with Psychology as one major | 2 |
| c) | A four-year Diploma with specialization in Guidance | 3 |
| d) | Postgraduate Teachers' Diploma with specialization in Guidance in the Diploma year | 4 |
| e) | Post-graduate training in Psychology at university level | 5 |
| f) | Other (please specify) | 6 |

7 How often do members of the EAS have in-service training courses for guidance teachers?

- a) Twice a month
- b) Once a month
- c) Twice a term
- d) Once a term
- e) Twice a year
- f) Once a year
- g) Never have a course
- h) Other (please specify)

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8 Do you visit schools in order to find out whether school guidance is offered?

- a) YES
- b) NO

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9 If your answer to (8) is YES, indicate how often do you do it. Draw a circle around the appropriate number to indicate your answer (one answer only)

- a) Once a month
- b) Twice a month
- c) Once a term
- d) Twice a term
- e) Twice a year
- f) Once a year
- g) Never visit schools
- h) Other (please specify)

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10 Should your reply to (8) NO, give your most appropriate reason by encircling the relevant number

- a) It is usually not possible because of time constraints
- b) There is general hostility against members of the EAS as they are regarded as inspectors and not welcome at schools
- c) The problem of irregular attendance of schools disrupts our programme and makes us not visit schools
- d) Since the Johannesburg members of the EAS are just a few, it is not possible for them to visit more than 500 Soweto & Alexander schools, more especially the secondary schools
- e) Teachers' Union and Students' Congress are particularly hostile towards the teaching of school guidance as it is a non-examination subject
- f) Other (please specify)

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THANK YOU FOR YOUR TIME AND CO-OPERATION