

**PRINCIPALS' ATTITUDES TOWARDS GUIDANCE IN THE  
HISTORICALLY DISADVANTAGED SECONDARY  
SCHOOLS AT MADADENI EAST AND WEST CIRCUIT**

**by**

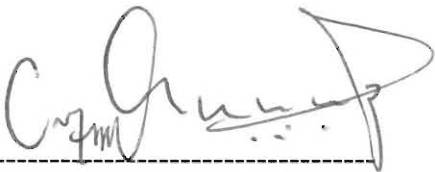
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Submitted as the dissertation component in partial fulfilment of the requirements for the degree of Master of Education (Psychology of Education) in the Department of Educational Psychology, University of Natal.

Pietermaritzburg, South Africa, March 1999

## DECLARATION

I hereby declare that this dissertation represents my original work and has not otherwise been submitted in any form for any degree or examination to any University. Where use has been made of the work of others, it is duly acknowledged in the text.

A handwritten signature in black ink, appearing to read 'C. C. Mbokazi', written over a horizontal dashed line.

C. C. MBOKAZI

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## **ABSTRACT**

This is a qualitative study which investigates the attitudes of school principals towards school guidance in the historically disadvantaged secondary schools in the township of Madadeni. The sample consists of five secondary school principals recruited from Madadeni schools. Structured interviews were used to collect data. A set of questions were drawn up by the researcher and aimed at collecting such information as the opinions of the principals on the importance of school guidance, what school guidance should provide, adherence to school guidance periods, the role of a guidance teacher, and the expected position of school guidance in the Curriculum 2005. The results indicated that although the school principals see the need for school guidance in secondary school, there seem to be problems emanating from lack of resources and insufficient personnel. There were also indications that school guidance will have an important role in the Curriculum 2005 in the form of Life Orientation learning area.

## CHAPTER ONE

### I. INTRODUCTION

#### 1.1 Background to the study

In the newly proposed Curriculum 2005, School Guidance is going to continue to have an important role to play in the form of life orientation learning area. The Life Orientation is described as the learning area that is instrumental in promoting a meaningful lifestyle for each learner (Discussion document, Curriculum 2005, 1997). Therefore, school guidance in the form of the Life Orientation is still going to be fundamental in empowering learners to live meaningful lives in a society that demands rapid transformation. *LO vs Guidance*

However, for life orientation learning area to be effective and efficiently offered, the problems that School Guidance has encountered in the past will have to be considered and attended to. Research has reported problems hindering the utilisation of guidance effectively in schools, particularly in Black secondary schools. For instance, according to Chuenyane (1990), the possible gradual increase in the number of schools and pupils throughout the province of KwaZulu-Natal (KZN) during the 1980's, may have led to the increase of pupils versus teacher ratio. The bigger the classroom numbers the more difficult it becomes for guidance to function efficiently. Large numbers of pupils in each class, may for instance, lead to difficulties in teaching using the school guidance methods e.g. in group - work.



School principals who are first in line of authority within schools have also adopted a certain attitude towards guidance (Chapman, de Masi and O'Brien, 1991; Branle, 1989; Kaplan, 1995; Murray 1995; Haffajee, 1991). For instance, school guidance has been seen as a luxury by some school principals whose attitudes might have contributed to neglect of the subject (Snyder and Daly, 1992; Partin, 1993; McPhee, 1985).

Another problem has been that in all secondary schools in the Republic of South Africa school guidance is a non examination subject. A teacher responsible for guidance has, therefore, been perceived negatively because she/he is not evaluated through his/her learners' performance in the examination.

In the past, guidance teachers have also not been perceived by learners as preferred helping agents. (Skuy, 1985, Haffajee, 1994, Ntshangase, 1995). Research has indicated that learners seem to prefer such helping agents as friends and parents rather than guidance teachers.

A study by Serobe (1994) indicated that school principals are generally the sole authorities and policy makers in schools. Given this, it is likely that principals' attitude towards school guidance is likely to have more influence on the extent to which guidance is recognised and is utilised in schools.

The main question therefore is, do the principals' attitudes contribute towards the poor reputation attached to guidance in secondary schools?

Despite research on the South African secondary school guidance requirements, no published work could be located by the researcher on the principals' attitudes towards guidance. This is significant in light of the fact that research indicates that there is an important place for guidance programmes in schools. This is even more significant because guidance in the form of life orientation, according to Lubisi et al. (1998), will form an important part of the new curriculum and will develop people who will communicate efficiently, solve problems, work with others, have life skills and confidence in themselves.

## **1.2 Aim of the study**

This study aims to investigate the principals' attitudes toward school guidance in the historically disadvantaged secondary schools.

It is hoped that the findings of the present study will contribute to the formation of a database that will contribute to the examination of the present position of school guidance and the role of principals in the historically disadvantaged secondary schools where guidance is offered in an informal way, and is sometimes overlooked. It is hoped that this data base will help in the implementation of the Life Orientation learning area in the near future.

## **1.3 Policy on school guidance in the Republic of South Africa**

According to the encyclopedia of education, cited by Motsabi (1994), the following may be presented as the minimum definitions of the term policy.

"A policy is a statement that is, firstly, intended to be a binding guide on the actions of those for whom it is intended, secondly, enforceable and enforced by those who

formulate it, and thirdly, intended to guide action. A policy, therefore, can be understood as binding to all stakeholders within the school system and this includes the school principal" (p24).

The policy that led to the introduction of guidance in the historically disadvantaged secondary schools came about as a result of recommendations of the De Lange Commission on school guidance (HSRC, 1981). The report pointed out that the school as a formal institution has the responsibility to educate children in accordance with the values of society.

However, the Department of Education provides a prescribed syllabus and a policy at a higher level, regarding guidance in schools. According to Motsabi (1994), it does not have a role to play when it comes to designing policy regarding guidance at the level of individual schools. This becomes the duty of the principals, as the highest authority within schools.

The policy of the Department of Education in South Africa is that school guidance has to be taught as a compulsory non-examination subject in all schools. At least one +30 minutes period is allocated for guidance per week in each class. When it comes to implementation, e.g. choosing which teachers to teach guidance, allocating enough time for guidance at an individual school level, the school principals are the sole deciders (Motsabi, 1994).

## **1.4 Definition of terms**

### **1.4.1 Guidance**

Brownell et al (1996), regard School Guidance as the helping process which aims to promote effective living and an exploration of the different ways to tackle difficulties. For the purpose of this study School Guidance means the subject that is, according to the new Curriculum 2005 structure, going to be incorporated into the learning area called Life orientation.

Brownell et al (1996) further explain that guidance must be appropriate to the developmental stage of students in that it should enable pupils to take responsibility for their own lives, to find out relevant information, to make decisions and to contribute positively to the society in which they live.

Shertzer and Stone (1981) also regard school guidance as " a strategy which focuses on meeting the pupils' needs in such a way that the pupils recognise and develop their potential and achieve a level of mature ego functioning and healthy personal organisation which would in their present and future situation aid them to find their places in the world" (p92).

The inclusion of the term "help" in a definition of guidance is supported by Shertzer and Stone (1981). who state that school guidance should be seen as an activity aimed at assisting pupils to make and carry out adequate plans and to achieve satisfactory adjustment in life.

} ✓

Brownell et al (1996) stress the importance of guidance in the reconstruction of society. Guidance helps build community relationships among all people. It can help the youth to rediscover and acknowledge the worth of all individuals, foster a truly democratic and caring attitude among the diverse communities of our country.

Brownell et al (1996) see guidance as the core of learning and discovery. They assert that young people learn best when allowed to explore and experience real life situations in which there are frequently no right or wrong answers. The teacher becomes a facilitator, she/he creates open and non threatening learning situations where young people can be challenged to reconstruct themselves mentally and socially.

School guidance at schools is offered as an individual or a one to one activity as well as a group activity. Individual guidance, or one to one guidance, is an activity whereby the guidance teacher attends to or helps one pupil at a time. The guidance teacher can opt for a one to one guidance for a number of reasons, for instance when the problem is seen to be unique to a particular pupil, and when a problem requires privacy and confidentiality. On the other hand Gibson and Mitchell (1986) define group guidance as a process which focuses on providing information on developmental experiences of a group of pupils. By helping pupils as a group, the guidance teacher allows pupils an opportunity to learn from one another. One of the goals of group guidance is to provide pupils with accurate information that will help them make more appropriate plans and life decisions. Pietrofesa, Bernstein, Minor and Stanford (1980) define group guidance as "primarily an educational process designed to

prevent anticipated problems and enhance the personal, social, educational and vocational development of all pupils" (p70).

A major deficiency in the current thinking about guidance in the mainly historically disadvantaged secondary schools is that although it is meant to be part of the curriculum, guidance is not seen as part of mainstream education. (National Education Policy Investigation, 1992). School guidance has been, as a result, a marginalised service in the historically disadvantaged secondary schools and this has resulted in its non - existence in some of the schools (Ntshangase, 1995). The National Education Policy Investigation (1992), attributed this to a general crisis in education in South Africa.

Since counselling is likely to have been minimal in the historically disadvantaged secondary schools due to a lack of teacher training, or an understanding of counselling aims and scope, it will not be investigated in this study.

#### **1.4.2 Historically disadvantaged secondary schools**

The Education and Training Act (Act No 90 of 1979) defines secondary school as a school for education up to a grade higher than seven but not higher than the twelfth grade.

The term "historically disadvantaged" is used frequently in South Africa to describe people who were legally excluded from most of the facilities provided by the previous government in South Africa. Although the laws promulgating separate education departments have been repealed and the process of transformation has begun in South Africa, it is likely that most of

the present historically disadvantaged ~~secondary~~ schools are to continue existing as they were for a long time, due to social, linguistic, economic and geographic barriers (Ntshangase, 1995).

Dating back from the era of missionary schools, that is, before the government took over the running of schools, there have been two types of secondary schools in South Africa, boarding and day schools (Du Rand, 1990). Boarding schools are those where learners stay within the school hostels and go home during school holidays only, and day schools are those where learners come to school in the morning and go back home after school.

### **1.4.3 The School Principal**

A commonly used term to describe the school principal is that he/she is the appointed leader of the school. According to the KwaZulu Department of Education and Culture Annual Report (1982) a principal refers to the incumbent of the highest rank and designation within the school level with some functional leadership role and who is considered to be the representative of the Superintendent-General for the provincial Department of Education but also accountable to her/him.

The Readers' Digest Oxford Complete Wordfinder (1993) describes a principal as first in rank or importance, chief or leader. She/he is further named as a head, ruler or superior.

For the purpose of this study the term principal shall be used to refer exclusively to heads or leaders of secondary schools.

### **1.5 An outline of chapters**

Following on from Chapter one, which is an introductory chapter outlining the background of the study, aim of the dissertation and description of terms, Chapter Two covers a discussion of related research literature. Chapter Three outlines the research design and the methodological procedures followed in this study. In Chapter Four, results and qualitative analyses of the data collected are presented. Chapter Five deals with the discussion of the findings, linking them to the theoretical background or question reviewed earlier as well as a discussion on limitations and recommendations of the study. Chapter Six is the conclusion of the study.



## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1 Introduction

The aim of this chapter is to base the study to be described in relevant literature. The brief history of School Guidance and the general current situation of guidance teaching at schools will be discussed first, the role of school principals will then be discussed followed by a review of research findings with regard to principals' attitudes towards guidance in the historically disadvantaged secondary schools.

#### 2.2 Brief history of guidance in historically disadvantaged secondary schools

School Guidance was introduced in 1981 in the then Black secondary schools. When it was introduced, one teacher from each school was chosen by the then Bantu Education departments to undergo crash courses in guidance. Guidance was introduced as a means of social control, where, for instance, it served a purpose of directing Black learners towards certain careers reserved for them (Ntshangase, 1995). There also has been a consistent lack of supply of resources and facilities to teach guidance in Black secondary schools (Lebese, 1995).

#### 2.3 The situation of guidance teaching at secondary schools

Although studies indicate that teachers and principals regard School Guidance as important (e.g. Motsabi, 1994; Haffajee, 1991), it has usually been neglected in the historically

disadvantaged secondary schools. This has been due to a number of factors. For instance, due to lack of physical and human resources, as well as its non examination status ✓ (Lockhead and Levin, 1993, Motsabi, 1994).

The focus on principals' attitudes might possibly help to highlight the principals' role in the provision of a set - up that is conducive to teaching life orientation at secondary schools.

There appears to have been an increase in the teacher-pupil ratio in KZN during the 1980's. From experience as a secondary school teacher, the researcher has observed how bigger classroom number contribute towards negative attitudes from the teaching staff towards their work as teachers. This was more so with regard to School Guidance because guidance teachers tend to rely on interactive teaching methods, e.g. group-work.

In the former Department of Education and Training there was a system of teacher assistance teams known as Panel for Identification, Diagnosis and Assistance (PIDA). The idea behind these teams according to Donald and Hlongwane (1989) was to promote psychological problem solving by teaching staff within the schools by identifying, } ✓ diagnosing and assisting learners with special needs and problems.

Unfortunately, the PIDA system was launched in a top - down fashion without attention to either the needs and competence of teachers to fulfil the role expected of them (Mtolo, 1995). There are very few teachers with adequate qualifications, experience and skills to deal with these educational and psychological problems at schools. Donald and Hlongwane (1989) point out that teachers are daily confronted with severe learning, behavioral, emotional and social problems in their classrooms for which they have neither training nor the resources to turn to for either referral or help in developing appropriate programmes. Therefore, the attitudes of a principal towards guidance seems to be challenged in such a situation, as she/he is regarded as both manager and leader in a process of influencing the activities of a group towards goal achievement.

Since School Guidance is a non-examination subject, principals who are first in line of authority may be compelled to adopt a certain attitude toward it and are likely to see it as a luxury. (Chapman et al, 1991; Brownell, 1989; Kaplan, 1995; Murray, 1995; Haffajee, 1991; Ntshangase, 1995; Mtolo, 1995), Snyder and Daly, 1992; Partin, 1993; Mcphee, 1985). Mtolo (1995) maintains that one may sympathise with the hard pressed teachers who wants the maximum time on the timetable for his/her subject in order to get the examination passes necessary for the pupils. Another attitude that is sometimes expressed by the teaching staff is that guidance is just a waste of time in the face of mounting pressure to complete the syllabus and the number of days per year or per term. As a result School Guidance ends up given lesser priority than the other examination subjects.

A study by Motsabi (1994) indicated that there are no specialist guidance teachers in most Black schools. Instead, 29% of guidance teachers are language teachers, 26% are human science subject teachers, 25% are science and maths and 21% teach economics and management sciences. This study also indicated that any teacher whose number of teaching periods is seen to be inadequate by the principals is given guidance to teach. Since 70% of the guidance periods are allocated by the principals, Motsabi (1994) concludes that management is concentrated on the principal. She further indicates unequivocally that the principal seems to be the sole decision maker with regard to the allocation of duties in the school.

Most professionals assert that guidance should be a legitimate part of the main school curriculum and can justify its place as a subject with the same elements of a body knowledge to be acquired, life skills to be practised, and scope for discussion of values and ideals as other academic subjects (Mtolo, 1995, Brownell, et al 1996, HSRC, 1981).

In some schools, according to Mtolo (1995), the guidance teacher is barely visible as such because he or she has no time - tabled guidance and counselling periods. The subject is not taught formally at all and the teacher is little more than custodian of the books and pamphlets on guidance and occupations which arrive from time to time. Metcalfe (Sunday Times, 1997) also pointed out that there is plenty of evidence from studies with secondary schools pupils that the academically disadvantaged pupils get the least of guidance and counselling in their schools.

In the very few schools where there is a specialist guidance teacher he/she is seen to be having a soft option, sitting in a little room, resources centre or office, talking to individual pupils and parents or even more enviably, getting out of school to visit tertiary institutions and employers while the other teachers have to cope with big, noisy classes.

A study by Naicker (1988) which focused on the principals' attitudes towards science and commerce subjects, indicated that learners felt that guidance at Secondary schools seems to cater more for science and commerce students than any other fields of study.

#### **2.4 Current debates on school guidance**

Currently, the subject School Guidance is being incorporated into the Life Orientation learning area in the Outcome Based Education which is part of the Curriculum 2005 and, which will enhance the practice of positive values, attitudes, behaviour and skills in the individuals and the community. Educators involved in life orientation will assume the role of the facilitators between society and education so that adolescents will acquire knowledge, attitudes and skills which will equip them to handle their life situations and to lead meaningful lives. These educators should endeavour to assist learners with life skills in guidance education (Olivier, et al, 1997).

School Guidance should be afforded due priority in the programme and should be optimally used to deal with the other challenges (Olivier, et al (1997). School guidance as incorporated into life orientation learning area will attempt to assist with human resources development and capacity building on the part of learners.

Since the current curriculum is designed to be learner centred, it is believed that life orientation will promote the individual learner's potential by strengthening and integrating their self concept, capacity to develop healthy relationships, and ability to make informed and responsible decisions (Draft Document, 1996).

As opposed to the past when school guidance was used as a tool for social control, life orientation will also attempt to focus on accountability, transparency, affordability, sustainability, relevance and integration.

One of the specific outcomes of Life Orientation which can be directly linked to School Guidance is that learners will be empowered with an ability to demonstrate value and respect for human rights as reflected in Ubuntu and other similar philosophies. This is in line with the idea that guidance is pertinent in South Africa and should embark on a concerted programme of reconstruction and development (Euvrad, 1996). The Draft Document (1996) sums up the aims of Life Orientation learning to produce learners with values, consciousness and competencies that are required for effective participation as responsible citizens of a democratic society.

## **2.5 The role of principals on guidance teaching**

Principals can be regarded as initiators in the provision of guidance at their school of control. Hlongwane (1994) stated that principals' roles involve professional, organisational, administrative and pastoral duties. It is the principal's role as a leader to ensure that the goals of the education system of the school are achieved (Motsabi, 1994).

In addition, Rooi (1991) has mentioned that the role of the principal as a leader and manager is characterised by managerial activities that include the management of the learning situation, management of human resources, pupils and staff, management of material resources such as finance and buildings and management of external relations. The principal sets the tone and direction of activities that take place at his/her school. If guidance is regarded by the principal as important and relevant to emotional, academic, physical, spiritual and social spheres of a learners life, other staff members and learners would follow the modelling of the principal (Brownell et al, 1996).

Rooi (1991) observed that a principal's task is a complex one since she is conceived as an instructional leader in the school. A principal according to Whitaker (1983) is expected to be a public relations officer, diplomat, negotiator, personnel manager, she/he could also behave as a stimulator, reactor, advocate, implementor, etc.

Where administrative antagonism is based upon fundamental misunderstanding of guidance, and disbelief in the process, coupled with strong adherence to doctrines of academic achievement without interest in personal differences, little can be done. Until the guidance process is backed by strong national provincial policies, reinforced by expressed favourable opinion among influential groups of communities, no professional arguments are likely to mean much. Lukewarm school administrators who are not actively opposed to guidance may be won over by solid evidence of professional accomplishments through good planning, orientation and procedure, especially if parental support is forthcoming from the community in sufficient volume, and if the school administrator and teachers support is also

won, because school guidance attempts to fill the gap that has been created through change in society. Further, school guidance is responsive to the needs of the pupils and the succinate. (Matthewson, 1992; Mtolo, 1995, Lesele, 1995). ✓

Avent (1973) maintains that few principals have an experience of a good course of guidance ✓ at school during their school days. They, therefore, are likely not to have an idea of an effective guidance programme in a school. In the study conducted by Rooi (1991) principals felt that there are no adequate induction programmes for the newly appointed principals. Thus many principals fail to appreciate why other young people ought to have an element in their education to which they themselves were not exposed.

The introduction of the guidance teacher does not leave the class teacher without a caring responsibility. Hamblin (1974) maintains that unless this is understood by the principals, unnecessary conflict will develop between the guidance teacher and some of his/ her colleagues. The really positive fact is that the effective guidance teacher cannot work in isolation. Here, the role of a principal seems to be important, because she/he forms part of the guidance team whose outlook, leadership and support creates the atmosphere of success in this important service (Motsabi, 1994). Additionally, Hlongwane (1994) mentions that an effective principal will always frame goals, set standards, create a productive working environment and obtain needed support.

According to Hamblin (1974) guidance teachers should be fully integrated into the daily life of the school and should be full members of the school staff. Rather than eroding or



competing with the pastoral care responsibilities of the teacher, the guidance teacher offers support. This highlights the significance of the role that should be played by a principal in facilitating communication amongst the members of the staff.

## **2.6 Research on the perception of guidance in schools**

Whilst studies such as pupils' and teachers' perception of the guidance teacher as a preferred helping agent (Skuy et al, (1995); de Haas, (1991); Mtolo, (1995); Ntshangase, (1995) were located, the researcher could not locate any study that has been conducted on principals' attitudes toward guidance.

In a study by Motsabi(1994) the principal was listed as the first member of personnel in the structure of guidance provision within the school. As the head of a school the principal should also be responsible for the appointment of teachers. She/he, therefore, has to take a share of blame if guidance does not exist in his/her school and if there is no guidance teacher employed in his/her school.

Motsabi (1994) pointed out that the principal has a significant role to play in encouraging and ensuring the success of the school guidance programme. When the school time - table is planned, and school policy formulated, the principal should see to it that School Guidance as a subject is catered for. Furthermore, according to Sheltzer and Stone (1981) the principal has to create and develop a favourable attitude towards guidance among teachers, parents and students and community.

One of the consistent findings by the studies on teachers' and learners' perception of the importance of guidance teachers has been that guidance teachers are the most important helping agent in the area of future careers (e.g. Skuy et al, 1985; Haffajee, 1991; Ntshangase, 1995).

Furthermore, studies indicate that there are no full-time guidance teachers employed in most of the Black secondary schools (e.g. Mtolo, 1995; Lesele, 1995). Instead, as Mtolo (1995) indicates, the teachers responsible for guidance are also used to teach other subjects.

## **2.7 Summary**

In this chapter relevant literature has been discussed. The literature review has highlighted a number of issues requiring further research. Some of these issues will be addressed in the study to be described in the following chapters.

## CHAPTER THREE

### 3. METHODOLOGY

#### 3.1 Introduction

This chapter examines the methodology utilised in the study. It begins by stating the aim of the study. Then follows the research method, the research instruments, data collection procedure and the sample.

#### 3.2 Aim of the study

The study aims to focus on principals' attitudes towards guidance in the historically disadvantaged secondary schools at Madadeni area.

A review of literature could not trace any study that has been conducted on principals' attitudes towards guidance, therefore data does not provide evidence to assist in creating hypotheses the researcher holds before entering the study, rather, abstractions will be built as the particulars have been gathered together (Mtolo, 1995; Bogdan and Bilken, 1992).

#### 3.3 Method of Research

Eight questions were designed by the researcher for the purpose of structured interviews (see appendix 1). Schuman and Presser (1990) point out that types of questions should reflect generic features of the topic under discussion. The researcher made a decision on whether to leave the question open-ended or closed. A structured approach to questions was adopted so

as to be more specific (Robson, 1996). All these questions were open ended so as to allow for expression by the respondent. The open form does not limit respondents to alternatives within the investigator's frame of reference (Schuman and Presser, 1996). It also avoids suggesting imposing answers the respondent may not have considered.

These questions were designed as an interview guide specifying key topics. The order of questions was maintained from the first to the last question. Oppenheim (1992) emphasises that to maintain the respondent's cooperation we must make the questionnaire and the answering process more attractive. Questions were read out to see if they flow. Every question was checked whether it links with the conceptual framework of the study. Further, it was ensured that questions are factual, deal with knowledge, motives and attitudes (Oppenheim, 1992). The researcher ensured that questions will be clear and lead to answering the queries.

### **3.3.1 Qualitative research**

According to Robson (1996) qualitative research is utilised in descriptive studies where the interest is on investigating the population's opinions and attributes. Qualitative research is passive in that it seeks to describe or analyze, or even in some cases explore, some aspects of the world as it is. This often focuses on what the participants of the research think about the topic under investigation (Robson, 1996).

Some of the disadvantages of the qualitative research is that it may generate large amounts of interpretation which may be of dubious value. It also requires the researcher to establish rapport with the participants which may be time consuming.

### **3.4 Research Instrument**

The researcher compiled a set of 8 questions (with 3 questions divided into two) based on the aim of the present study. These questions were compiled with the help of supervisors who have experience in compiling interview questions.

A pilot interview session was conducted and this resulted with the researcher making final changes to the questions for a structured interviews.

Interviews are regarded as one of the major forms of data collection on qualitative research. According to Robson (1996) an interview is a conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on concept specified by research objectives of systematic description, prediction and explanation.

Groves and Kahn (1979) state that interviews are a useful way of gaining in-depth information about a topic. Robson (1996) also adds that the goal is to gain insight into a person's perceptions in a situation. Interviews have their strengths and weaknesses.

Robson (1996) points out that the interview is a flexible and adaptable way of finding things out as well as opening on what lies behind our actions. However, lack of standardization implied, inevitably raises concerns about reliability as biases may be difficult to rule out.

Whilst it has the potential of providing rich and highly illuminating material, interviewing can be time consuming. Also a major weakness in interviewing is that according to Robson (1996) all interviews require careful preparation, which takes time, arrangements to visit; securing necessary permission; confirming arrangements to visit; rescheduling appointments to cover crises and absences these can all be time consuming. Notes need to be written up and tapes require whole transcription. Respondents could be disturbed by their subordinates. For example, a secretary would enter the office to give a message. A telephone would ring in the middle of an interview because a researcher could not be permitted to switch off the phone.

An interview with each principal was therefore preferable to gain detailed information as possible on their attitudes towards guidance as a subject. Robson (1996) emphasises that the interview appears to be a quite straight forward and non problematic way of finding things out.

Further, the advantage of open ended questions is that it allows the researcher to gain as much information as possible without limiting the respondent. Fraenkel and Wallen (1990) adds that standardised wording and order of questions means that each question will mean the same thing to everyone and that responses can be compared. Responses can be generalised to a larger population with known limits of error.

The researcher chose to include open ended questions because open ended responses frequently go beyond statistical data of factual material into the area of hidden motivations that lie behind attitudes, interests, preferences and decisions (Mtolo, 199; Achuman and Presser, 1996).

### **3.5 Data collection procedure**

The study utilised questions in collecting data. A senior in the Department of Psychological Services at Pietermaritzburg (1990) was asked to provide her opinion on the questions.

Questions are recommended because as Herbert and Herbert (in Ntshangase, 1995) state, they allow the respondent to answer from his/her point of view, selecting what is relevant to him or her. The researcher kept the length of questions to the average of at least twelve words per question. Double barrelled questions were also avoided. The researcher did not conduct a pilot interview after consulting a Senior at the Psychological services Department because he felt satisfied that questions cover the larger scope of guidance teaching issues as recorded in other studies reviewed. The supervisor also satisfied himself and made necessary corrections on the questions for interview. One advantage of questions is that they are relatively inexpensive in terms of cost and time and easy to administer and score (Ntshangase, 1995).

Behr (1973) states that questions are on the whole instruments that provide information of a subjective nature, the validity and reliability of which are difficult to determine. Questions may also provide mundane features of everyday life (Schuman and Presser, 1996), whereas if quantitative research paradigm was followed it could have yielded more statistical data on the topic.

Although questions are largely used, they have their weaknesses. One disadvantage which may have an impact on the responses to the questions used in this study, is that a question or item could be irrelevant to the respondents' situation. For an example, "Give reasons why guidance is not offered in the allocated periods?" If the school offers guidance, it becomes difficult for the respondent to further comment about his/her situation at school. In this way relevant information is lost because a researcher should continue and ask the next question.

This then makes it difficult for the researcher to establish if the findings would have been different had there been questions specific to the particular situation of each respondents.

The researcher was aware of the disadvantages of questioning (interviews) for instance the fact that interviews may be conducted under widely different non-standard conditions during different non-standard times (Ntshangase, 1995). For an example, a respondent would receive a phone call or a secretary would walk in during an interview.

An attempt was made to make the setting the same for all respondents, i.e. the principals' office as a venue as per appointment arranged the previous week.

Once the random sample was done(to be discussed under 3.6), the researcher approached the chosen schools. The appointment was repeated with each principal as a respondent. During this phase rapport was further established with each principal. A brief explanation was provided about the study that is being conducted and thereafter appointments were made with the principals for the researcher to come and interview them.



A copy of the prepared questions was not given to the respondent because prior preparation to respond could interfere with genuine responses. No preparation was necessary to respond to the questions.

No permission was obtained from the Superintendent's office because the study was seen not to be interfering with the teaching and learning activities of the school. Also, principals are responsible for activities that take place in their schools.

The appointment they gave the researcher allowed each respondent to avail himself/herself for the interview during his/her preferred time.

The interviews were conducted in English. Conversation was easy to conduct as all of them hold the rank of principal.

Permission was obtained from the respondents to record the interviews using audio-tapes. Each interview took an average of thirty minutes. The researcher read clearly each item during the interview whilst recorded on a sound tape. It is worth noting that the researcher is currently a principal. Firstly, there is a possibility that his strong views on school guidance could have influenced data that was collected by means of interviewing. Secondly, principals could have been influenced by the knowledge that another principal is conducting research on a school subject or learning area.

The respondent was informed by the researcher that the responses will be recorded in a sound tape for the purpose of analysis. The researcher drew on his previous experience when recording the responses in detail.

### **3.6 The sample**

The sample of 5 principals was randomly drawn for the purpose of this study, from a total of 12 historically disadvantaged secondary schools at Madadeni East and West circuit. The researcher wrote twelve high school names on the piece of paper. The paper was cut into pieces. The twelve pieces were placed in a hat from which a fellow colleague was asked to draw randomly without looking into the hat. No influence to selection was allowed other than chance. The major weakness for the random sample is that, as it is a lottery method, it does not guarantee an accurate sample.

Simple random sampling was chosen because it gives each person an equal chance of being included in the sample. Robson (1996) points out that simple random sampling makes all possible combinations of persons for a particular sample size equally likely.

The enrolment in each of the targeted schools ranged between 820 to 1100 in each school.

The Madadeni East and West circuits were targeted simple because they are conveniently accessible to the researcher. The sample composed of four principals from the day schools and one from a boarding school. The five secondary school principals represent the total number of secondary schools in the Madadeni area.

The results of the qualitative analysis of data are described in Chapter 4.

## CHAPTER FOUR

### 4. RESULTS

This chapter aims to describe in details the respondents' responses to the items or questions posed by the researcher. The description is done according to the questions that were covered by the interview.

#### 4.1 Opinions about the importance of guidance

All principals interviewed saw guidance as a very important subject in their schools.

The majority of principals also indicated that guidance is a relevant and uniquely important subject with regard to the future of a learner. For instance, one of the responses was that “I only realised when I was already a teacher that I could have been something else”

Another important point raised was that guidance is lacking at historically disadvantaged secondary schools. Some principals felt that guidance is a core subject because it provides a learner with life skills. One of the principals pointed out that guidance is a very important and essential subject because it provides additional or extra information which other subjects do not provide in the normal curriculum. For an example, issues of personality, careers and skills of relating.

#### **4.2 Expectations of what guidance should provide**

Two of the principals felt that guidance should provide information about careers. For instance, the principal of school Z felt that guidance should provide services that assist learners to choose subjects relevant to their proposed careers early. Another principal pointed out that guidance should assist learners to know who they are. The most important expectation from principals about what guidance should provide is future career planning and information.

A principal of school P emphasised that guidance should not only concentrate on academic improvement of a learner but stressed that guidance should inculcate good morals, i.e guidance should be developmentally appropriate.

It was also pointed out that whilst guidance highlights to learners a variety of careers it should endeavour to help in character building. For an example, one of the responses was that “norms and values could be inculcated in students so that they can be internalised and live by them through adulthood.”

#### **4.3 Adherence to allocated periods of guidance**

On the issue of adhering to allocated periods on the time table most principals pointed out that their school does not adhere properly to periods allocated for guidance. Reasons cited for lack of teaching guidance are that the department does not provide guidance teacher posts. Principal of school Z saw the lack of H.O.D post for guidance as the most prominent factor for not adhering to allocated periods of guidance. He further revealed that he has long been asking for the post of H.O.D. for guidance. He also added that currently they are using

teachers responsible for other subjects who in turn have their own workload. He has also asked class teachers to teach guidance, but it seems that they do not teach guidance properly because it is not an examination subject. His feeling is also that its nature of being a non-examination subject undermines its cause. Finally, the principal of school Z felt that if the department realizes that guidance is important they would make available posts for guidance teachers.

Another principal said there is no trained personnel on the subject. There is no time available for guidance because it is a non examination subject. Principal of school P pointed to the shortage of staff. For instance, she responded that “we are an examination guided society.” She pointed out that guidance periods are used for revision, covering the syllabus or other topics or writing a test.

One of the principals interviewed indicated that his school adheres to allocated School Guidance periods. He is the principal of a boarding school which is well equipped and adequately staffed, and, therefore, can afford to have a specialist guidance teacher.

In addition to the availability of a trained teacher, the principal of school S, who is coming from the better equipped school, indicated that the schools need to have appropriate resources, for instance, furnished offices and a room for group guidance.

#### **4.4 Opinion on the role of a guidance teacher**

Principals saw a guidance teacher as an exemplary person among other educators and learners. For instance, principal of school Z mentioned that a guidance teacher should conscientise pupils

about the need of education, career guidance and choice of subjects. Another important point raised is that the results would impact on learners. For instance, learners would be distinguished between educated and uneducated person, they would be disciplined says the principal of school Z.

Another principal saw the role of a guidance teacher as a guide for proper behaviour. He feels that a guidance teacher should enlighten students on guidance and its aspects, guidance as a career subject and guidance as a subject of self discovery, as a subject that can reduce problems we are not aware of: for an example, family related problems and disciplinary problems.

Principal of school P said a guidance teacher is a pacifier and advisor. She views the role of a guidance teacher as that of a liaison officer between teachers, the school, private sector and the community. She mentioned that a guidance teacher organises functions, for an example, merit awards, asks for donations, assists with personality development of learners as well as other people. She even went as far as referring to the caretaker as one of the people who could be assisted by a guidance teacher.

Other principals viewed the role of a guidance teacher as a role model. They felt that he should assist learners to identify tertiary institutions, assist poor learners, assist learners to obtain information on bursaries and careers at tertiary institutions.

Some felt they have a role to perform duties not done by other teachers, for example, problem solving, how to study, and many other issues pertaining to guidance.

#### **4.5 The focus and scope of guidance**

Principals interviewed felt that guidance should focus on the learner. The scope of guidance should cover problems that occur inside (academic) and outside (i.e. extra curricular) the classroom. Also principals felt that guidance should focus on subjects taught at school, for an example, assist the child to achieve immediate academic goals. Guidance is a way of assessing different levels of children' development. For instance one of the principals pointed out that learners at grade 8 should have a package that suits their level of development.

One of the principals strongly emphasised that guidance should focus on career selection.

The principal of school P put the focus and scope of guidance into categories according to the level of development of learners. She pointed out that at Grade 8 topics of discussion should be decision making, sex education, choice of subjects and good manners.

At grade 10 she said that her expectations are that careers, choice of subjects, good study habits should be discussed. Further, she added that norms and values should be internalised at this stage, good behaviour, develop an enquiring mind, smart, responsive and truthful, "teach them openness" she insisted. At grade 11 and 12 she expected more academic activities, discussion of future plans, choice of marriage partner and discussion of what constitutes a quality of life.

Another principal mentioned that guidance should be compatible with a school policy, i.e. should cover the content approved by the policy and as well as utilise the methodology approved.

Finally, one of the principals stressed that the scope and focus of guidance should be on the learner. Guidance should provide solutions by involving all stake holders i.e. parents, learners and teachers.

#### **4.6 The role of guidance in the O.B.E. Curriculum 2005**

Most principals interviewed felt that guidance will be more important than before. In the O.B.E. Curriculum of 2005 teachers are all guidance teachers said the principal of school Z. He further pointed out that information is crucial at this stage as everybody attempts to acquire and master new approaches to teaching and learning. This principal in particular, felt Outcomes Based Education (OBE) is based on the present principles of guidance.

Another principal said that guidance would assist in career development and opportunities. Guidance is instrumental in career choice and understanding subject application. Guidance will help in teacher re education because of the new approach to teaching, therefore learning will be interesting. An education that is linked to careers encourages learners' participation, says the principal.

Principal of school P said she is opposed to O.B.E. and objects to answering the question but went on arguing that her mother taught her how to cook “pap” and asks what education does not have outcomes? Even informal education has outcomes.

She argued that the role of guidance will remain the same. Learners should be taught to be constructive, they should develop personality as a whole, they should have a clear choice of



career, leadership can be taught, said the principal of school P.

Whilst principals felt guidance has a role in curriculum 2005, they felt that it should be helpful to learners by identifying individual aptitudes (gifts) with a purpose to increase output. It is guidance that should provide skills training.

Principal of school A suggested that since it will fall in a particular learning area, guidance will help learners to work independently. He said guidance is the way to understanding O.B.E, to assist learners with coping skills and also learners will now be the focus.

#### **4.7 Learners' main concerns at school**

Principals who participated in the interview suggested different concerns for their learners. For instance, the principal of school Z said their main concern was future oriented subjects (i.e. career related subjects), information about careers. He mentioned that subjects should "contain" information about careers. He emphasised that subjects should be of help in future and asked what can a subject like Biblical studies provide.

At another school the main concern is a beautiful school. The principal suggested that the school needs renovation and supply of materials. He points out clearly that as a result of lack of facilities it is difficult for learners to realise that they are missing something, and that is guidance, says the principal.

Another principal interviewed said the issue of major concern to learners is governing bodies.

She said learners are obsessed with power to control the school and she cautions strictly that learners should beware who they choose as a leader.

She continued with a suggestion that a leader should achieve both, that is, academic and leadership. She felt strongly that learners choose radicals. She concluded by saying guidance can teach good qualities of leadership.

Another principal added that learners are not aware of guidance as important because it is not examined but he points out that their future depends on it.

Principal of school A pointed at study methods, know how of filling an application form, information on bursaries and career as important especially for the learner in grade 12.

#### **4.8 Services available to assist learners who are experiencing difficulties**

Principals varied in the provision of services to learners who are experiencing difficulties. For instance, principal of school Z mentioned that provision has been arranged so that an H.O.D. for languages attends in service courses. He reported back, then ask volunteers to assist him, as a result there are 5 volunteers, one for each grade.

Both principals of schools D and P responded by answering that there are no services to cater for learners who are experiencing difficulties. One suggested that the administration intervenes when an issue arises and provide assistance.

Another principal said the reason is because there are no facilitators, class teachers assist in general school organisation and planning. However, she highlighted the issue of abduction of girls by unknown people. The suggestion is that girls need information on self protection.

Also it must be highlighted that the principal of school S has facilities (boarding school) so he has a guidance and counselling room. He said in this room they concentrate on learners who have learning problems (academic) and remedial work is provided.

Services are available at school A where a guidance teacher organises outside experts, for an example ISCOR company personnel. ISCOR company has provided bursaries. Health education by school health nursing team provides information on health matters.

#### **4.9 Principal's opinion on provision of specialist guidance teachers**

The principal of school Z objected to little provision of a specialist guidance teacher. He felt strongly that provision should be better because there is a great need for guidance teachers.

There needs to be posts for professional specialists at school, the principal emphasises. Another principal said posts specific for guidance should be made available. The principal said there should be an increase in human resources. He suggested that the Department should start somewhere and then assess.

Another colleague of theirs felt differently and said there is no money or infrastructure, she suggested that the present staff of teachers be made available for guidance.

Principals of schools S and A suggested that guidance teachers should be employed in each and every school so as to assist in achieving many goals, helping learners to cope, inculcating norms and values and moulding learners.

#### **4.10 Views on the need for every teacher to incorporate guidance**

Principals generally felt that a positive attitude towards guidance should be created. For instance, all teachers should attend guidance courses. Teachers should be equipped with teaching materials, there should be teachers for remedial education, says another principal. Principal of school Z suggested that guidance teachers should be remunerated. For example, he said, at the moment there is redeployment and right sizing, a teacher who appreciates guidance should be given a chance to concentrate and develop at the subject as a specialist guidance teacher, concludes the principal.

Another colleague said a class teacher is a guidance teacher. Therefore a class teacher as a supervisor should teach guidance.

Some principals felt the department should provide guidance teacher training. Otherwise at the moment, said the principal, a class teacher is equipped with books, information brochures, he chooses an interesting topic and discuss with learners, there is no stress on daily preparation.

A principal of another school also said teachers should be empowered therefore, a class teacher is a guidance teacher.

A principal of a boarding school suggested that headmasters should motivate that each and every school must have a post for guidance and counselling professional teacher. He felt guidance and counselling should be provided in the school curriculum.

Another principal interviewed concluded by saying that each school has a responsibility to offer guidance.

## CHAPTER FIVE

### DISCUSSION

The discussion will reflect an integration of the findings of the present study linked to the theoretical background reviewed in Chapters Two and Three. Limitations of this study will be considered and then recommendations for further research will be discussed in the light of the present study.

#### 5.1 Review of results

The findings of the present study seem to indicate that, on the opinion about the importance of guidance, all principals interviewed saw School Guidance as a very important subject in their schools. Principals also indicated that School Guidance is relevant and unique as a subject with regard to the future of the learner. This was in line with the study by Motsabi (1994) which found that principals regarded guidance as important in the schools because it would help the learners to deal with their problems and enable them to plan for their future. Furthermore, in terms of School Guidance being regarded as important for the planning of learners future, Euvrard (1996) found that the high school guidance programme should operate in a preventive way and attempt to equip learners with information, skills and attitudes so that they can successfully negotiate the challenges of adolescence.

The present study also found that guidance is lacking at the historically disadvantaged secondary schools. Principals in general support the provision of guidance, but they indicate that lack of qualified guidance teachers and guidance posts in schools is partly the

reason for lack of guidance teaching. This finding seems to complement the statement by NEPI (1992) that economic constraints may be resulting in fewer guidance teacher being employed which has led to the marginalization of guidance and the demoralization of its practitioners.

Another finding is that guidance is a very important and essential subject because it provides additional or extra information which other subjects do not provide in the normal curriculum. This finding is comparable to the description of guidance by Brownell et al (1996) that guidance refers to the helping process which aims to promote effective living and exploration of the different ways to tackle difficulties. Furthermore,, Euvrad (1996) regards School Guidance as having inherent good intentions which differentiate it from the rest of the subjects. It therefore seems that Life Orientation, as a newly proposed learning area which has inherited the same good intentions as School Guidance, is still going to have a valuable role to play in the new Curriculum 2005.

According to the findings of the present study, guidance is necessary at schools as it deals with issues of personality, careers, skills of relating, skills of learning as well as skills of developing self and others. This seems to be in line with the principles of Outcomes Based Education approach which regard learning as holistic, and emphasise integration and transfer of skills and knowledge (Lubisi, 1998).

On the question of expectations of what guidance should provide, findings indicate that principals expect guidance to provide information about careers. The study seems to point out that guidance should mainly deal with career choice and career guidance. This study's findings are consistent with studies conducted by Mtolo (1995), which indicated that a

guidance teacher was found approachable with career matters, and by Haffajee (1991) which indicated that the guidance teacher was rated as the second most preferred helping agent in the area of future careers.

Another finding consistent with Motsabi (1994) and Mtolo's (1995) findings was that principals expect that guidance should provide services that assist learners to choose ✓ subjects relevant to proposed careers as early as grade eight. This study's findings are similar to that of Mtolo (1995) who found that guidance should be introduced as early as grade seven so that learners are introduced to the idea of different academic streams earlier in life. This would prepare them so that when they come to secondary school, they have an idea as to what different streams entail. This would help the learners to choose the correct subjects they want to do accordingly, and would prevent realising too late when a person is already at tertiary institution that he has chosen wrong subjects altogether (Mtolo, 1995).

Findings of the present study also seem to indicate that principals expect that guidance should assist learners to know themselves, build self awareness and help with self ✓ discovery. These results seem to be in line with findings in the study conducted by Motsabi (1994) which indicated that principals expect guidance to assist with readiness for tertiary and post school life which they link to career information. This is also supported by Euvrard (1996) who adds that guidance is particularly pertinent in South Africa as it embarks on a concerted programme of reconstruction and development, with limited resources. It seems therefore that learning is incomplete without guidance or life orientation.



This study has also found that principals expect guidance not only to concentrate on academic improvement of a learner but guidance should inculcate good morals and professionalism. This finding is consistent with the assertion in Brownell, et al (1996) that guidance should help to cultivate morals and values.

Furthermore, principals in the present study expect that whilst guidance highlights to learners a variety of careers, guidance should endeavour to help in appropriate character building. This finding is consistent with the aim of the Interim Core Syllabus for school guidance (1995). It is also consistent with the statement by Brownell, et al (1996) that the Western concept of guidance and the African concept of ubuntu are very close to each other, where ubuntu teaches us that people are only fully realized in relation to other people.

On the question of adherence to allocated periods of guidance, this study found that principals do not supervise teachers in order that they properly adhere to the periods allocated for guidance. The study revealed that instead the principal sees the reason for lack of sufficient teaching of guidance is due to the lack of adequate posts available to employ full-time guidance teachers. In a study conducted by Lesele (1995), it was revealed that an overwhelming 94% of the respondents indicated that they were not only teaching guidance but also engaged in teaching other subjects. This finding is contrary to the findings by Mtolo (1995), which indicated that in a school situation, it is not only a guidance teacher's task to teach guidance but this must be seen as a joint intervention of all teachers in a school. The reason cited by Mtolo (1995) was mostly that there is a shortage of staff.

Some of the principals in the present study seem to shift the responsibility to supervise guidance teachers away from them citing the lack of Heads of Department for guidance as the most prominent factor for guidance teachers not adhering to allocated periods for guidance. The present study seemed to reveal that there is a resentment on the part of principals that the Department of Education does not seem to be supportive in the provision of such posts specific for guidance at schools. In a study conducted by Motsabi (1994) it emerged that in most schools, management is centred on the principal. The principal seems to be the sole decision maker with regard to allocation of periods in the school.

Another finding which is consistent with Mtolo (1995) findings, is that principals are using teachers responsible for other subjects who are already over worked with their own workload to teach guidance.

The present study found that, generally, it seems guidance is not taught properly because it is not an examination subject. This finding was consistent with the findings that guidance periods were used for examination subjects by teachers, also used for self study by learners or used as a free period for the learners (Mtolo, 1995; Motsabi 1994). This study has revealed that guidance periods are used for revision, covering the examination subject syllabus, and other topics, or writing a test. Motsabi (1994) found that the attitude of principals toward guidance seemed positive, but guidance tended not to be catered for. Her findings revealed that the reasons are the shortage of well qualified guidance teachers.

Motsabi (1994) further revealed that principals tended to agree that it is easier to sacrifice guidance as it is a non-examination subject. Lombo (1993) also found that guidance has generally been accorded minimal status by administrators and teachers who are ill equipped to handle the professional demands involved. It seems that the move from teacher-content centred approach to competence-learner focussed Outcome Based Education will assist in making all learning areas important.

It is however interesting to note that only one principal was found to be adhering to allocated periods of guidance. The reason was that he is the principal of a better equipped government high school which has learners boarding facilities. In a study by Lesele (1995) on the supply of school guidance facilities, 80% of the respondents reported that school guidance facilities are not sufficient. Respondents indicated that schools need a well furnished office, room for group guidance, a small room for keeping files and other confidential materials. Another finding of this study was that only one school had a specialist guidance teacher whose duties include assisting learners to complete application forms, take learners to exhibitions, organising outside speakers to address learners and organise bursaries for learners. However, it should be noted that the initial reaction was negative from other staff members because he was perceived to be doing easy work. ✓

On the question of principal' opinions on the role of a guidance teacher, findings reveal that principals see a guidance teacher as a role model, an exemplary person among other educators and learners. This finding is consistent with the statement by Brownell, et al (1996) that a guidance teacher should be a role modelling facilitator. A facilitator is a good questioner and a good listener.

The present study also found that principals felt that guidance should focus on the learner. Principals pointed out that the scope of guidance should cover academic and extra curricula problems (Motsabi, 1994). This finding seems compatible with the principles informing Outcome Based Education which emphasizes that a learner is unique, and outcomes should cover different areas.

The present study has revealed that principals feel that guidance should focus on all subjects offered at school. This finding is contrary to the findings by Mtolo (1995), which indicated that guidance teachers seemed to concentrate more on the science and commercial subjects leaving other subjects out. This may be because of the fact that science and commercial subjects are seen to be leading to careers that are currently more in demand. It seems that guidance acts as a precursor of outcome based education because it attempts to make a unit of all subjects at school, which is emphasized by learning areas that overlap.

One finding consistent with Ntshangase's findings (1995) was that some of the principals put the focus and scope of guidance into categories according to the level of development of learners. For an example, Ntshangase (1995) found that grade nine learners preferred to receive more topics on decision making and school rules and regulations. On the other hand grade 11 learners are likely to be more concerned about the responsibilities, choices and opportunities of adulthood.

Another finding of the present study revealed that the role of guidance will be more important in the Outcome Based Curriculum 2005 as it will be incorporated in the area of Life Orientation. The study has found that principals view O.B.E. as based on guidance which

focuses on career development, career choice and understanding of subject application. It is worth noting that one principal indicated her opposition to O.B.E.

Studies conducted by Rooi (1991), Lesele (1995) and Motsabi (1994) have shown that learners organisations such as COSAS, and PASO form part of the stakeholders in decision making concerning academic as well as extra curricular matters. This is in line with the findings by the present study which indicate that proper guidance is also hindered by the learners who seem to be obsessed with power to control schools as they now sit on the governing bodies.

To the contrary, Motsabi (1995) found that many schools operate without a school policy, and therefore there are no clear guidelines for action, specifically with regard to the provision of guidance within the school.

Another finding of this study was that serious attention is necessary for the provision of specialist guidance teachers. Findings in this present study are that the department should provide posts for professional specialists based at school with the sole purpose of providing guidance as a subject. Contrary to the above statement, this study found that the present staff of teachers should be made available for guidance because financial resources do not allow for the provision of specific posts for guidance teacher.

The findings of the present study with regard to views on the need for every teacher to incorporate guidance seem to be that all teachers need to attend guidance courses, equipped with resources like pamphlets, books, information brochures and directories etc.

This study also revealed that every teacher should be a guidance teacher, therefore class teachers should teach guidance because each school has a responsibility to offer guidance. This position seems to gain momentum as many studies (e.g. Euvrard, 1996; Mtolo 1995; Ntshangase, 1995) pointed out that financial constraints will probably not allow the government to provide posts at schools.

### **5.3 Limitations**

The limitations of the present study will be discussed in terms of the sample, and the methodology followed.

#### **5.3.1 Sample**

The major limitation of this study is that the sample was very small, and therefore largely unrepresentative of the broader provincial or South African population of historically disadvantaged secondary schools.

#### **5.3.2 Data Collection**

Another weakness of this study is that principals tended to be correct in terms of responding to the question asked so as to impress the researcher. Therefore, they could be having a number of negative views toward the provision of guidance in their schools which they may have not pointed out to the researcher. Further, the study might be hampered by time constraints under which it was conducted. If more time were available, another method of collecting data could be used, for an example, by mail, so that the researcher could avoid interviews which rely on contact with the sample / population

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Also the study could have involved the opinion of teachers and learners in order to compare their attitudes toward guidance.

Notwithstanding these limitations, it is noteworthy that the results of this study are generally consistent with those of the related studies. This suggests that these findings may be useful to some extent in the population under investigation.

### **5.3.3 Interviews**

Since the study is not based on any previous studies, the researcher constructed his own questions. This might have lead to the researcher overlooking certain areas of emphasis when investigating the principal's attitude towards guidance. For instance, some of the questions may have required further probing.

Content analysis can be extremely labourious, tedious and time consuming. Information gained by interviewing could be insufficient and partial. Robson (1996) insists that it is very difficult to assess causal relationships.

## **5.4 Recommendations**

The present study has led to the proposal of the following recommendations :

### **5.4.1 Research Design**

It is recommended that future investigations take into account a more representative sample. Although questions were designed to cover as wide a range of attitudes as possible, the researcher felt that some details might not have been thoroughly and clearly analysed to identify the principal's attitudes.

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Future research might need to further explore all schools and teachers as an influential variable. This may, for instance, help to reveal a more balanced opinion on the situation of guidance at school. Also, this may help unearth other dimensions that are relevant to guidance as a subject.

As a recommendation to this study, research including a sample of guidance teachers as the people who are involved in teaching guidance at school would have yielded information regarding the situation of guidance. This would have been useful because according to the findings of this study, guidance periods are used for subjects other than guidance.

#### **5.4.2 Guidance**

Little research has been conducted on principals' attitudes toward guidance in the historically disadvantaged secondary schools and other schools outside the scope of this study. It is therefore recommended that further investigation be conducted in the area. Furthermore, the whole area of appropriate provision of guidance and counselling, and testing needs to be incorporated into the Life Orientation learning area.

This will assist the administrators, planners and auxiliary services to accommodate guidance appropriately at schools.

#### **5.4.3 Guidance Teacher Training**

It is recommended in this study that, at all higher education institutions for teachers guidance be made mandatory for every teacher trainee so that guidance could be implemented along with other subjects.

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#### 5.4.4 Principals' involvement

It is recommended that the principals be involved in the implementation of guidance in their school of control. Since principals are responsible for all that is happening in their schools, their tendency to ignore the teaching of guidance leads to neglect of guidance as a subject.

Hlongwane (1994), has suggested that the principal of a secondary school is, amongst other things, expected to initiate improvement in teaching techniques and methods, direct teachers to motivate learners to learn at their optimal level, afford educators the opportunities to individualise programmes, improvement in teaching techniques and methods, interpret general school goals to the staff, determine teaching loads, class schedule and support personnel required for effective implementation and management of curricula.

The critical factor seems to be, if principals are seen to be pro active, supportive and active campaigners of the teaching of guidance in their schools, teachers and learners would get involved in all the programs and benefit from life skills guidance has to offer.

The next chapter is the conclusion of this study and it will attempt to integrate the results of this study with the aim of the study.

## CHAPTER SIX

### 6. CONCLUSION

In this thesis it has been indicated that in the past, guidance has been neglected due to a number of reasons. However, currently the system of education in South Africa has placed guidance in the learning area of Life Orientation. Such an attempt will hopefully ensure that guidance receives attention and importance it deserves.

It is envisaged that the Outcome Based Curriculum 2005 will incorporate the principles that inform curriculum design, such as human resource development. Lubisi et al (1998) sum it up by pointing that “it is now accepted that successful modern economics and societies require citizens with a strong foundation of general education; with the desire and ability to continue to learn, to apply, and to develop new knowledge, skills, and technologies; to move flexibly between occupations; to accept responsibility for personal performance; to set and achieve appropriate standards and to work co-operatively. It is the critical role of the education and training process to prepare learners to be such citizens by acknowledging that learners themselves are resources of knowledge and that the process of learning, while building on prior learning, should be a process of expanding the boundaries of knowledge, and building capacity throughout their lives. This notion of lifelong learning, organised in South Africa in terms of a National Qualifications Framework, should be a major thrust of a new education and training system” (p 4).

It seems that guidance should be one of the important focuses, which serve to describe the learning area of life orientation. In the core learning area of life orientation, options include, health education, career guidance, lifelong learning skills, inter and intra personal development, religious studies, physical education, etc.

In order to redress the neglect of guidance, learning should promote the development of a national identity and nondiscrimination summed up nation-building. Nation-building is actualised through the protection or known briefly of human rights, irrespective of gender, race, class, creed or age (Lubisi, et al 1998).

The aim of the present study was to contribute to the database investigating principals' attitudes towards guidance in the historically disadvantaged secondary schools so as to focus attention of the administrators who might have contributed to the reputation of guidance at mainly historically disadvantaged schools in the Townships. This is important because no actual teaching of guidance seem to be taking place during those periods allocated for guidance. It is also important in that, for the Outcome Based Education to be successful, attempts should be made to change the principals' present mode of operating.

The findings of this study provides some indication that the inclusion of guidance in the time table and mere allocation of guidance periods to teachers and the lukewarm attitude of principals does not necessarily guarantee the actual affirmation of guidance as an important, relevant and useful subject at these schools.

Certain factors which contribute to this state of affairs should be considered. For instance, the

resources, like classrooms and staffing (i.e.. posts) as influential factors were revealed by the findings of this study. Hofmeyr and Buckland (1992) have concluded that South African education system has been characterised by apartheid, underdevelopment, inequality, separate education, centralization and control, crisis and struggle. This implies that for life orientation to be efficiently implemented, the government must provide enough and appropriate resources.

Another implication of the present study relates to the finding that, class teachers are guidance teachers, which leads to guidance being marginalised and becoming an informal subject. Instead one teacher should be delegated with all guidance duties from Grade 8 up to Grade 12 so that he / she is accountable to the principal and the principal responsive about the requirements for the teaching of guidance at school.

If the responsibility of teaching guidance is shared among the teaching staff it leads to neglect as the finding seem to indicate that guidance periods (time slot in the time table) are used for revision of examination subjects, writing tests etc. A strategy of one guidance teacher, one school needs to be designed and properly empowered so that these teachers will be equipped to render guidance at schools. These teachers would attend in-service training so as to assimilate new knowledge, skills and new attitudes which must result in new professional behaviour (Mtolo, 1995).

Ntshangase (1995) recommends that guidance teachers should be helped to organise workshops lectures and meeting with other guidance teachers so as to establish effective communication and facilitate understanding and sharing of ideas. It helps if principals are also involved in these kinds of workshops.

If the administrators are keen to see if orientation (guidance) prosper at school they should clearly define the role and specific duties (functions) of a guidance teacher because guidance teachers, as Ntshangase (1995) observes, find themselves immersed in a variety of activities such as teaching other subjects and other activities that are managerial and administrative in nature.

Finally, the changes that are taking place in the education system in our country can be regarded as a challenge by principals, teachers and learners. The Department of Education is reviewing the need for offering subjects of social interest against subjects related to technology because the majority of the youth who leave school do not easily acquire job opportunities in the economic and industrial sector. It is hoped that the focus of outcome based education and training will bring to the fore those critical cross-field outcomes in order to direct teaching, training and education practices (Lubisi, et al 1998). A new system of education might be helpful in resolving the current crisis of unemployment, more specifically as it usually happens to school leavers.

This is the challenge for principals and guidance teachers to develop a vision where they should take their schools during the next millennium by becoming responsive to the needs of the learners, provide them with adequate life skills to cope and design curricula that will equip or empower them with skills appropriate for easy entry and integration into the economy of the country.

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## INTERVIEW QUESTIONS

1. What is your opinion about the importance of school guidance?
2. What services do you think guidance should provide?
3. a) Are guidance periods adhered to at present?  
b) Give reasons why guidance is not offered in the allocated periods.
4. What do you think the role of guidance teacher should be?
5. If guidance is offered, what should be the focus and scope of the subject?
6. What do you think is the role of guidance in the O B E Curriculum 2005?
7. a) What do you think are pupil's main concerns that should be addressed in your school?  
b) What services are available to your school to assist students experiencing difficulty?
8. a) It seems that little provision for specialist guidance teachers can be made in the current situation. What is your opinion of this?  
b) If guidance is something that every teacher need to incorporate, how do you envisage this happening?

Transcript of the respondents responses to the interview.

## **PRINCIPAL S. HIGH SCHOOL**

### **1. What is your opinion about the importance of guidance?**

Guidance and counselling is a very important subject which should be taught in schools.

### **2. What services do you think guidance should provide?**

Guidance should highlight to learners the variety of careers that they could follow in tertiary institutions. Guidance should also assist in character building in a school situation so that norms and values could be inculcated in students so that they can be internalised and live by them through adulthood.

### **3. a) Are guidance periods adhered to at present?**

Yes

b) -

### **4. What do you think the role of a guidance teacher should be?**

He should be an exemplary teacher who should be a role model for the learners, students and other teachers and should help pupils in identifying tertiary institutions where they can study further and also assist those who are from poor homes, he should assist in getting bursaries or scholarship for them in order to pursue tertiary education.

### **5. If guidance is offered, what should be the focus and scope of the subject?**

Guidance should help the child in moving towards the course of adulthood and injecting the childhood with the good norms and values

and standard of behaviour and it should be the subject that links up with the policy of the school.

**6. What do you think is the role of guidance in the O B E curriculum 2005?**

Very important, it will help pupils while at school to say, I am gifted at this and that as the OBE focuses on the output when the learner cannot complete the academic level at Grade A the child will be able to take a decision and branch into a skills training which will leave him something to live with.

**7. a) What do you think are pupil's main concerns that should be addressed in your school?**

They should be made aware that it is important though it is not our examination subject but they should be aware that it is the subject that their future is built upon.

**b) What services are available to your school to assist students experiencing difficulty?**

We have a guidance and counselling room which is a career room solely aimed at concentrating on those pupils who have problems in the learning environment these pupils are being let towards remedial work in order to overcome their problems.

**8. a) It seems that little provision for specialist guidance teachers can be made in the current situation. What is your opinion of this?**

Specialist guidance teachers should be employed in all institutions because they play a very important role. They help the learner to move smoothly in the course of adulthood by providing them with good norms and values and enabling the child to carry towards the right direction.

**b) If guidance is something that every teacher need to incorporate, how do you envisage this happening?**

I think the headmasters should motivate to the department that in each and every institution the post of guidance and counsellor teacher be made available so that guidance and counselling is provided into the school curriculum.



## PRINCIPAL A. HIGH SCHOOL

### 1. What is your opinion about the importance of guidance?

It is a very important subject in a school because it provides for extra information not provided in the normal curriculum, like personality, careers and general behaviour of the person and therefore a very essential subject.

### 2. What services do you think guidance should provide?

To guide the child... the total development of a child in a school set up.

### 3. a) Are guidance periods adhered to at present?

One teacher is responsible. He is allocated in the time table. He is a specialist. The reaction was not good because of the fact that he teachers a non-examination subject... have less work. Attitudes changed because they realised the work that he is doing. He has organised speakers, bursaries, applications and career counselling. For instance, he has taken Grade 12 to a career exhibition he is personally close to children. They report to him, be it academic or family.

b) -

### 4. What do you think the role of a guidance teacher should be?

Clarify those issues to children. It performs tasks not done by any other subject. Specifically concerned with how they can solve problems, like how to study issues that are not covered by other subjects except guidance.

### 5. If guidance is offered, what should be the focus and scope of the subject?

It should be the child...where there are problems it should provide solutions, by involving all stakeholder that are involved in education like parents, pupils and teachers.

**6. What do you think is the role of guidance in the O B E curriculum 2005?**

Since it will fall in one learning area, I think human sciences, it will help a lot because he will work independently,..... he needs to be helped by a qualified person who knows how to lead the way (like a guidance teacher) otherwise they will not cope with new dispensation, like in the past teachers will not be the focus... now the children will be in the forefront.

**7. a) What do you think are pupil's main concerns that should be addressed in your school?**

How to study. How to apply. Where to get bursaries, who to contact concerning careers especially the Grade 12's.

**b) What services are available to your school to assist students experiencing difficulty?**

He has tried to organise external people. Iscor has given us bursaries, health people have arrived etc.

**8. a) It seems that little provision for specialist guidance teachers can be made in the current situations. What is your opinion of this?**

It should be the responsibility of each and every school that guidance is offered, without guidance we would bot accomplish may tasks, it will be impossible if children are not well guided.

**b) -**

## PRINCIPAL P. HIGH SCHOOL

### 1. What is your opinion about the importance of guidance?

Guidance is important as a core subject in the sense that it gives an indication of a type of life he wishes to be or is likely to be depending on the ability.

### 2. What services do you think guidance should provide?

Like personality development, like the development of morals, professional development. I'm deliberately avoiding academic development because academics only does not serve much purpose in the absence of professionalism.

### 3(a) Are guidance periods adhered to at present?

Not very much, not adhered to. Reason, due to shortage of staff. We have guidance periods in the time table. There is a factor of unavailability of enough teachers to attend to the examination subjects. As a principal we tend to allocate all teachers to attend to examination subjects.

People are oriented on examinations, we tend to concentrate on those subjects to be examined. We are an examination guided society. There might be a guidance test but we do not take it seriously. Even if there is a guidance period in the chart or time table the teacher will use that period to revise or further the examination subject by completing the syllabus or giving a test or covering other topics. Even if the teacher is provided with a guidance period he is happy because he knows he will not teach the subject because he will find enough time to revise or continue with his exam subject or complete the syllabus.

#### 4. What do you think the role of a guidance teacher should be?

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Role is that of being exemplary, pacifier, advisor. He/she advises to the staff because everybody needs to grow - that is, I'm referring to the staff. A guidance teacher is a liaison person, he liaises between the teachers, the school, private sector representatives and the community representatives. He does this by organising functions like merit awards, functions by going to the private sector and ask for donations. He invites inspector, and people as such, to come and address students. That is why I call him a liaison person. Advice should also be focussed in life in general that is personality moulding not only careers. But in spheres such as personality. Not only students but other people like caretaker e.t.c. he/she should set example.

#### 5. If guidance is offered, what should be the focus and scope of the subject?

Grade 8,9. It depends on the level of a grade. I expect Grade 8 to concentrate on topics like decision making, sex education, choice of subjects, good manners, how to behave.

Grade 10, for example, I expect the guidance teacher to concentrate on the topics such as careers, choice of subjects, that is the stage where he chooses whether he goes for Science, Commerce or other general subjects. Also on good study habits, that is in preparation for grade 12 final examination, also the norms and values should long be internalised by the child, all the teacher need to is to concentrate on whys, why do we behave like this, a grade 8 will just tell them this is what is good behaviour.

At that stage they challenge everything.

A teacher should be smart, be responsive, truthful. They are open.

Grade 11 and 12, they are concentrating on studies, more on future plans. A grade 12 boy will be more interested on the topic about how to choose a marriage partner. They concentrate on a quality of life. He is not attracted by, for an example, smart

dress they enquire about the status of a person where does he come from.

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## **6. What do you think is the role of guidance in the OBE curriculum 2005?**

I'm not going to answer this one. We crush it at a NATU conference. There is no education that has no outcomes. Even informal education it does have an outcome. My mother taught me how to cook ipapa (porridge), I'm able to cook. Which education does not have an outcome? A guidance teacher should look for the constitution he liaises - he assists in elections. You know pupils choose a person who cannot pass but good at criticism - you find yourself next year sitting with this person who is a failure in class. Pupils should be taught to choose properly. Leadership can be taught by guidance teachers.

## **7 (a) What do you think are pupil's main concerns that should be addressed in your school?**

Students are excited by governing bodies, they should choose wisely. They should choose people who will lead with example. People who have reasonable demands. A leader should cope with leadership and education and achieve both. But pupils choose radicals. Guidance teachers should be there to teach good qualities of leadership.

## **(b) What do you think are the pupil's main concerns that should be addressed in your school?**

There are no services at my school. There are no facilitators. I rely solely on teachers, especially class teachers who assist with issues such as late coming e.t.c.

They plan which strategy we can take, invite parents e.t.c.

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Our main problem at the moment is the abduction of girls, we have to cope with this, an unknown person would pick up the girl and drive her to an unknown place like Standerton. It does happen and it is serious. Therefore they need to be taught how to protect themselves against strangers who might abduct them.

**8(a) It seems that little provision for specialist guidance teachers can be made in the current situation. What is your opinion of this?**

There is no money or infrastructure. We must employ the services of teachers.

**(b) If guidance is something that every teacher need to incorporate, how do you envisage this happening?**

Let teachers be empowered. I maintain that a class teacher is a guidance teacher.

**1. What is your opinion about the importance of guidance ?**

It is of great importance because it points out the future for children. I wish each and every teacher, principal, and others can see or realise its importance. As teachers, ourselves, we lacked guidance at school. I only realised when I was already a teacher that I could have been something else. If I had received guidance information I could have taken other subjects.

**2. What services do you think guidance should provide?**

It should provide proper counselling for children as early as possible from standard six (grade eight). Pupils should be given choice of subjects and information as to why certain subjects are relevant in certain situations.

**3. Are guidance periods adhere to at present?**

(a) Periods are not adhered to because the department does not provide schools with posts. We do not have a post for H.O.D. We have long been asking for it, Neither we have posts for guidance nor teachers responsible for guidance. At the moment we use teachers of other subjects. These teachers have their own workload of subjects to teach. Even if we ask class teachers to teach guidance they do not seem to realise the importance and benefit of teaching guidance because it is not an examination subject. As a non examination subject it is therefore undermined as a subject. If the department regards guidance seriously as an important subject they would not only appoint inspectors for the subject but they would also make arrangements for guidance teacher posts at school.

#### **4. What do you think the role of a guidance teacher should be?**

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Role of a guidance teacher is to conscientise pupils as to the need of education and career guidance - i.e why should they take a particular subject. If children are educated they should be able to tell the difference between an uneducated person and an educated person.

An educated person should be a disciplined person, clean in words and deeds. An educated person should be well cultured. Education should point a direction towards the future.

#### **5. If guidance is offered, what should be the focus or scope of the subject?**

It should focus on the learning problems inside and outside the classroom. Guidance should focus on the subjects being taught at school. i.e. it should assist the child to achieve his/her immediate academic goals. The scope of guidance should take into consideration the different sections or levels of children's development.

For instance the standard sixes (grade eights) should have a package that suits their levels of development as much as std 7 (Grade 10) etc.

#### **6. What do you think is the role of guidance in the OBE curriculum 2005?**

Guidance will be more important than ever when it comes to the curriculum. We will need guidance more as a tool to help education. Teachers should all be guidance teachers because subjects will overlap. Teachers should be well versed with O.B.E. If they have the information, things will be much easier, teachers will only blend O.B.E. into what they know. O.B.E is based on guidance as I have already pointed out these children are very much confused let us guide them.



**7. (a) What do you think are pupils main concerns that should be addressed in your school?**

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The main concern is that we should give them subjects which are future oriented. Children should be given information about careers. We should provide information about careers embedded in these subjects. They should not take subjects that will not help in future. For instance Biblical Studies, what can you do with these subjects?

**(b) What services are available to your school to assist students experiencing difficulty?**

We have an H.O.D for languages , we asked him to help in the Department of Guidance, so he attends Guidance courses and reports back. He has asked the volunteers from teachers who could assist him they are five in all, 1 per section. One is responsible for Std 6 (Gr 9) e.t.c he is the sixth teacher responsible for Grade 12.

**8 (a) It seems that little provision for specialist guidance teachers can be made in the current situation. What is your opinion of this?**

I am totally against this concept of little provision. We really need guidance teachers. As I have already pointed out that we need posts for guidance teachers. We need professionals who are going to specialise with teaching of guidance.

**(b) If guidance is something that every teacher need to incorporate, how do you envisage this happening?**

A positive attitude should be created towards guidance . All teachers should be equipped with materials like books, charts, information brochures, directories and relevant pamphlets.

Teachers should have positivism towards guidance as a subject. There should be teachers for remedial education. Guidance teachers should be remunerated . Right now there is redeployment and right sizing. I feel that teachers who appreciate guidance should be given the right to concentrate on the subject as specialist guidance teachers.

## PRINCIPAL D. HIGH SCHOOL

### 1. What is your opinion about the importance of guidance ?

The word guidance has importance in it, we should be positive about it. It is lacking. Guidance is actually lacking in our schools. Children who do not get guidance actually suffer because it has got an impact in their future. It is very important.

### 2. What services do you guidance should provide?

Guidance should provide career guidance. Make them aware of who they are i.e. self discovery as to where he is. Also aptitude tests should be applied, these help children in their own self discovery . It should stress .on careers and how a child relate to others.

### 3. (a) Are guidance periods adhered to at present?

### (b) Give reasons why guidance is not offered in the allocated periods?

Because there are no trained personal on staff about the subject.

The duty load does not allow teachers to further commit themselves to teaching guidance. One other factor is that it is not an examination subject.

### 4. What do you think the role of a guidance teacher should be?

Its role should be to enlighten students on guidance as a subject and the importance of guidance as a career, use it as subject of self discovery. It should be used as a guide for proper behaviour. When pupils have problems it can be used to reduce other problems which we are not aware of. For an example, family related problems. So guidance should step in there. It can also reduce disciplinary problems and help

them with self discovery and concentrate on the future career with which they are concerned.

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### **5. If guidance is offered, what should be the focus and scope of the subject?**

Career selection - and open up channels, careers in general. Self guidance , proper behaviour, and careers

### **6. What do you think is the role of guidance in the O.B.E curriculum 2005?**

I am not clear about O.B.E

It can help. Its stress is in career development and career opportunities .

Opportunities are there for use. It would be easy for pupils to choose careers because O.B.E is outcomes. It is interesting because it is about understanding the subject application. There needs to be re-education to teachers about preparing the material and approach to teaching O.B.E makes learning to be interesting. O.B.E makes learning to be interesting. O.B.E is linked to careers because its easy for the child to see that this is leading to this and that.

### **7. What do you think are pupils main concerns that should be addressed in your school?**

They need a school to be beautiful. We need renovation, supply the shortage in materials. They would not know that they need guidance. It is a new to them . They are not aware that they need guidance .

### **(b) What services are available to your school to assist students experiencing difficulty?**

So far there are no services available if a difficulty arises the administration steps in to try to solve the problem.

If there is any problem that needs to be solved the administration is expected to help.

8.

**(a) It seems that little provision for specialist guidance teachers can be made in the current situation. What is your opinion of this?**

If posts can be made available . The department needs to beef up its human resources.

They can advertise posts that are specific for guidance . Many teachers have studied guidance at College. Provision should be made . Department should start somewhere, especially at day schools. They should provide posts , then they can assess.

**(b) If guidance is something that every teacher need to incorporate, how do you envisage this happening?**

At the moment a class teacher is a guidance teacher as a supervisor. On the part of the Department it can be incorporated in teacher training. Class teachers , at the moment , are used as guidance teachers .

A class teacher has books , information brochures and other materials. They choose an interesting topic and discuss it with children. I do not insist on strict daily preparation on the subject.

APPENDIX ONE : INTERIM CORE SYLLABUS FOR GUIDANCE

DEPARTMENT OF EDUCATION

INTERIM CORE SYLLABUS

FOR

GUIDANCE

GRADE 1 TO STANDARD 10

IMPLEMENTATION DATE: GRADE 1 TO STANDARD 10: JANUARY 1995

INSTRUCTIONAL OFFERING : GUIDANCE

<u>NAME:</u>	<u>CODE:</u>	<u>STANDARD:</u>	<u>CODE:</u>
GUIDANCE	210601811	GRADE 1	611
GUIDANCE	210601912	GRADE 2	612
GUIDANCE	210602001	1	601
GUIDANCE	210602102	2	602
GUIDANCE	210602203	3	603
GUIDANCE	210602304	4	604
GUIDANCE	210602405	5	605
GUIDANCE	210602506	6	606
GUIDANCE	210602607	7	607
GUIDANCE	210602708	8	608
GUIDANCE	210602809	9	609
GUIDANCE	210602910	10	610

INTERIM CORE SYLLABUS FOR GUIDANCE

## 1. INTRODUCTION

The complexities of a rapidly changing contemporary South Africa have resulted in the formal education system being called upon increasingly to deal with issues which would previously have been considered to be the exclusive responsibility of the family. A disintegration of family and community life, a simultaneous challenging of many traditional values, and a growing need for specialist knowledge in many new areas, has resulted in schools having to deal with issues as diverse as Sexuality Education on the one hand, and Education for Democracy on the other.

The apartheid policy has further created disparities and discrimination in all aspects of society which had a profound impact on the nature and provision of education, guidance and counselling. As a consequence a range of personal and socio-

economic problems were created for the majority of people in this country.

Some aspects of Guidance were introduced to the various education departments which were unacceptable. This has resulted in the rejection of and marginalised status accorded to the subject by many students and teachers. The curriculum was prescriptive and largely not relevant to the needs and experiences of the learners. It did not adequately deal with the diversity of issues it needed to address and has not kept abreast of current changes and developments relevant to the South African context.

The situation is exacerbated by the unequal provision of Guidance and counselling services and resources in schools. Being a non-examinable and non-evaluated subject, it was neglected and in other cases excluded from the school curriculum.

Guidance focuses on the total development of the child and include both service and subject components. Guidance and counselling should be an integral part of the schooling system. The recognition of the importance of the subject as a support for the holistic development of the learner and its role in addressing the social, personal, academic and economic problems which were reflected in the school environment, necessitated a reconceptualisation of the subject.

The commitment and concern of some Guidance teachers, the informal organisation of Guidance teacher fora, in-service training and resource support offered by many non-governmental organisations, stimulated and promoted an innovative approach to Guidance.

It is this energy and expertise that needs to be tapped to reconceptualise and develop an entirely new Guidance curriculum within schools to meet the needs of the dynamic social.

educational and work environment. At present there are numerous syllabi which are clearly disjointed, irrelevant and inappropriate for the needs of a changing, democratic society. The respective expertise of all roleplayers (teachers, parents, NGOs, teachers unions, private sector, support services personnel, relevant departments, etc.) who contribute to the development of human resources, resource material, curriculum development and service delivery needs to be actively involved in this reconceptualisation process.

This document should therefore not be seen as replacing this process, but as an interim measure to ensure uniformity within one education system and serve as a basis for future bottom up policy development.

In this document Guidance is defined as:

- \* a promotive, developmental and preventative programme aimed at large groups of learners
- \* an integral part of the school curriculum
- \* being contextually sensitive to the democratic ideal, needs of the learner and society
- \* systematically assisting the learner through personal, social, academic and career development so that s/he can play a meaningful role in society.

Counselling refers to:

- \* individual and small group intervention aimed at giving support to those with specific problems/needs to adequately deal with the challenges facing them.
- \* a process which is primarily developmental but also promotive, preventative and developmental and curative.

This interim core syllabus should serve as a basis for the implementation of Guidance in schools. Existing Guidance programmes and syllabi should be assessed and adapted in accordance with this core syllabus. Teachers need to determine the levels and extent to which each of the sections outlined below, need to be focused on. The needs and level of development of the learners, socio-economic demands, aims and principles of this core syllabus should inform this process.

## 2. PRINCIPLES

The implementation of this core syllabus must be guided by, developed from, and evaluated against the following principles:

- \* non-discrimination which is reflected in a commitment to a non-racial and non-sexist society;
- \* democratic values and implementation of the Guidance programme, taking the needs and interests of the learners as well as the community at large into account;
- \* a multi-sectoral approach which draws on the resources of other education support services (vocational and general guidance and counselling, specialised education, school health, social work and psychological services); the NGO sector, private sector, government programmes, trade unions, teacher organisations and bodies, and various community structures for Guidance implementation;
- \* an assessment of the developmental needs of children and adolescents in terms of social, emotional, cognitive and physical domains;
- \* an awareness and implementation of human rights and responsibilities within a democratic society;
- \* contextualising relevant issues in terms of community concerns, changes in the working environment, environmental and global issues;
- \* an awareness of and respect for diversity whereby the syllabus reflects a commitment to non-discrimination.



non-sexism and the bill of rights and constitution of the country;

- \* the development of national identity and reconciliation;
- \* affirmative action and redress whereby inequalities and imbalances at all levels are addressed;
- \* a facilitation whereby the primary approach to teaching is based upon acknowledging and drawing on existing competencies and resources in the students as well as broader community;
- \* access to appropriate and innovative resource material;
- \* classroom methodology that empowers the learner to participate at all levels in school and society, demystifies social relations of power and promotes active, critical and dynamic learner based education.

### 3. AIMS OF THE CORE SYLLABUS

The following aims should serve as a basis for the implementation of the core syllabus:

- \* the holistic development of the learner;
- \* the provision of effective Guidance and counselling at all levels in schools;
- \* the development of democratic values and competencies;
- \* to challenge prejudice and discrimination on all fronts i.e. gender, race, religion, sexual orientation, location, et cetera;
- \* the promotion of generic and transferable skills in the learner (refer to section on skills development);
- \* to develop practical and intellectual creativity and innovation in the learner;
- \* to motivate learners to develop an interest in their studies and education in general and promote a culture of learning and work ethic;
- \* to locate the learner within his/her social context
- \* to promote the integration and relationship between all aspects of Guidance;

- \* to highlight the relevance of all aspects of Guidance to broader social, economic and political developments in relation to reconstruction and development, human resource needs locally and nationally;
- \* to promote nation building and tolerance.

## 4. SUBJECT CONTENT

### 4.1 INTRODUCTION

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

Within the contemporary South African context both the service and subject components of Guidance must be able to adapt rapidly to new situations. Since flexibility and adaptability are central to this Guidance core syllabus, a bottom-up, community based approach to subject contents selection is proposed - an approach in which needs are identified and outcomes are evaluated at the local community level.

### 4.2 PERSONAL AND INTERPERSONAL DEVELOPMENT

#### 4.2.1 Skills development

The development of these core skills are pertinent to personal and interpersonal development within the family, community, world of work, etc. It should therefore be reinforced throughout the Guidance curriculum. The methodology, and

resource materials used should promote the development of these skills.

#### Core skills

- \* decision making skills
- \* cognitive skills (critical, lateral, creative thinking, etc.)
- \* problem solving
- \* communication skills (e.g. listening skills, empathy, etc.)
- \* goal setting and planning skills
- \* assertiveness skills
- \* information skills (accessing and processing information).

#### 4.2.2 Self awareness

- \* interests and hobbies
- \* abilities
- \* qualities
- \* values and beliefs
- \* goals and aspirations
- \* talents
- \* weaknesses and strengths
- \* problems/concerns
- \* promoting self esteem

#### 4.2.3 Crisis management skills

- \* separation and loss in families and relationships)
- \* suicide
- \* dealing with violence
- \* dependencies/addictions
  - \*\* drug education and substance abuse
- \* conflict resolution

#### 4.2.3 Relationships

- \* prejudice and stereotypes
- \* developing leadership skills
- \* team building
- \* a family and siblings
- \* peers/friendships
  - \*\* group dynamics
  - \*\* peer pressure
- \* need to belong
- \* understanding cultural differences
- \* with other adults: dealing with authority
- \* with members of the immediate and broader community.

#### 4.3 FAMILY AND SEXUALITY EDUCATION

##### 4.3.1 Family and parenting

- \* decision-making skills
- \* new responsibilities
  - \* coping strategies
- \* family values
  - \*\* noting and respecting different expectations and demands
- \* single parenthood
- \* unwanted pregnancy
  - \*\* decision making; options
  - \*\* coping with stress and societal pressure
- \* divorce and the effects on the child
  - \*\* how to cope with tension and separation
- \* conflict and accord in the family
  - \*\* family violence
  - \*\* coping with problems in the family
- \* abuse in the family
  - \*\* child, physical, sexual and emotional abuse

- \*\* substance abuse and its effects on the family
- \*\* coping with abuse
- \*\* resource people/programmes that can assist
- \*\* rights and statutory procedures
- \* roles and responsibilities in the family
  - \*\* challenging stereotypes and gender division of labour
  - \*\* the contribution of family members to the effective functioning of the family
  - \*\* legislation that protect the rights of family members
  - \*\* income and budgeting
- \* child care and development.

#### 4.3.2 Relationships and dating

- \* puberty/adolescence
  - \*\* changes and crises
  - \*\* self image and independence
  - \*\* identity
  - \*\* stages of physical, emotional and social development
  - \*\* handling emotions
- \* establishing meaningful relationships
  - \*\* sexual orientation - coping with problems and pressures in heterosexual and homosexual relationships
  - \*\* how to initiate and sustain relationships
  - \*\* responsible decision making
- \* dealing with sexual abuse
  - \*\* rape, sexual harassment, etc.

#### 4.3.3 Family planning

- \* responsible decision making
- \* contraception
  - \*\* methods
  - \*\* effects
  - \*\* role in relationship
- \* sexually transmitted diseases
  - \*\* AIDS education.

#### 4.4 EDUCATION AND TRAINING

##### 4.4.1 Time management

- \* setting up a study time-table
- \* how to use time constructively
- \* utilising leisure time
- \* goal setting
  - \*\* clarifying aspirations
  - \*\* short and long term goals
  - \*\* planning to realise goals.

##### 4.4.2 Study methods

- \* rote learning versus critical thinking
- \* short and long term memory
- \* developing ones own study method
- \* conditions for effective studying
- \* examination skills
  - \*\* how to read and answer questions
  - \*\* allocating time
  - \*\* dealing with stress
- \* learning styles
- \* the importance of exercise and balanced meals.

## 4.4.3 Guidance regarding subject choice at school

- \* Factors which play a role in subject choice
  - \*\* Ability, aptitude and interest
  - \*\* Scholastic achievement
  - \*\* Available subject choice
  - \*\* Parental preferences/pressures
- \* Subject choice possibilities
  - \*\* Direction of study
  - \*\* Available subject sets
  - \*\* Grade or level of subjects
  - \*\* Suitability of subject sets
- \* Pass requirements and role of the year mark
- \* Certification options

## 4.4.4 Education institutions

- \* the importance of lifelong learning
  - \*\* early school leaving
- \* post secondary study
  - \*\* the importance of all levels of training
  - \*\* challenging the status attributed to university study
  - \*\* promoting technology and technical training
- \* access to and entrance requirements for further study
- \* tertiary institutions (technikons, universities, colleges, technical colleges, technical colleges, private colleges, etc.)
- \* implications of distance learning
- \* work and study - coping with the demands of both
  - \*\* apprenticeships.

## 4.4.5 Financing one's studies

- \* bursaries, loans and scholarships
  - \*\* possibilities
  - \*\* pros and cons
  - \*\* state funding
- \* application procedures
  - \*\* interviews
  - \*\* writing letters of application
- \* information and contacts
  - \*\* access to information
  - \*\* deadlines
  - \*\* conditions for bursaries, loans and scholarships
- \* budgeting
- \* family and private contributions to one's studies
  - \*\* education assurances
  - \*\* savings
  - \*\* budgeting
- \* student accommodation
  - \*\* preparation - separation from family, relocating to urban areas
  - \*\* implications for living in residences - rules and regulations, management of residences, student bodies.

## 4.5 WORK AND UNEMPLOYMENT

## 4.5.1 Preparation for the work place

- \* clarification of concepts such as work, occupation, career, vocation, job, profession
- \* work and career awareness
  - \*\* exposure to alternative and a wider range of careers

- \*\* sectors of work - private, public, small business sectors
- \*\* key industries - mining, service, manufacturing, etc.
- \*\* breaking down gender stereotypes
- \*\* breaking the barriers between mental and manual labour
- \* relations in the workplace
  - \*\* differing skill levels
  - \*\* mobility between various levels of employment
  - \*\* career pathing and planning
  - \*\* salary implications
  - \*\* tolerance at the work place
  - \*\* communication skills.
  - \*\* how work is organised
  - \*\* work ethic and productivity
  - \*\* affirmative action in the workplace
- \* career decision making skills
  - \*\* information gathering
  - \*\* integrating self awareness, academic achievement, training and career options
  - \*\* selecting more than one career option
  - \*\* career fields
  - \*\* human resources needs in our economy - job trends and opportunities
  - \*\* responsibility to contribute to self development as well as community development

#### 4.5.2 Job hunting skills

- \* where to look for a job
  - \*\* job leads and networking
  - \*\* reading and responding to advertisements

- \*\* responsibility to contribute to self development as well as community development
- \* the importance of doing research on the company/ organisation as well as the job you are applying for
- \* letters of application
- \* CV writing
- \* completing application forms
- \* interview preparation
  - \*\* typical questions asked by interviewer and interviewee
  - \*\* documentation presented at an interview
  - \*\* do's and don'ts during interviews
  - \*\* your rights in an interview.

#### 4.5.3 Work-experience

- \* the importance of gaining practical work experience
- \* doing part-time, voluntary work and community service.

#### 4.5.4 Self employment

- \* enterprising skills and entrepreneurship
- \* how to start your own business
  - \*\* business plan
  - \*\* advantages and disadvantages
  - \*\* resource organisations (e.g. Small Business Development Corporation, etc.)
  - \*\* financial assistance
- \* the contributions of the small and medium enterprise sector to economic growth
- \* role models
- \* employers rights and labour legislation

## 4.5.5 Workers rights and responsibilities in the workplace

- \* dealing with sexual harassment and abuse
- \* working conditions
- \* conditions of service
  - \*\* leave
  - \*\* over-time
  - \*\* pension
  - \*\* medical aid
  - \*\* grievance and disciplinary procedures - dismissal procedures
- \* trade unionism
  - \*\* what is a trade union
  - \*\* their role, advantages
  - \*\* structure and functioning of trade unions
  - \*\* collective bargaining and negotiation.
- \* labour rights and labour legislation
  - \*\* labour legislation
  - \*\* labour unions, and societies
  - \*\* occupational health and safety

## 4.5.6 Unemployment

- \* causes, effects and solutions
- \* government strategies to address unemployment - job creation, RDP
- \* coping skills
  - \*\* emotional stress
  - \*\* family pressures
  - \*\* coping with the demoralising effects of unemployment
  - \*\* promoting a positive self image
- \* getting work experience - voluntary work
- \* unemployment benefits - UIF, contributions to the fund, how to apply for benefits, department of labour.

## 4.6 ECONOMIC EDUCATION

## 4.6.1 Consumer education

- \* consumer rights and responsibilities
  - \*\* consumer councils
  - \*\* small claims courts
- \* advertising and the media
  - \*\* influence on society and the consumer
  - \*\* misleading advertising
- \* hire purchase
- \* awareness of credit agreements and contracts.

## 4.6.2 How the economy works

- \* understanding economic systems in the world
  - \*\* how they are inter-linked
- \* global economy
- \* SA economy
  - \*\* private sector, small and medium sized enterprises
  - \*\* job creation
  - \*\* taxation and payment for municipal services
- \* job trends
- \* areas for economic growth and development in SA
- \* human resources needs
- \* productivity.

## 4.6.3 Financial planning.

- \* loans, savings accounts, investments, etc.
- \* banking and how it works
- \* budgeting, use of accounts
- \* financial institutions
  - \*\* assurance and insurance companies
  - \*\* banks including community banks

\*\* credit unions.

#### 4.7 CITIZENSHIP EDUCATION

- \* street law
- \* political education
  - \*\* political systems
  - \*\* right to protest
  - \*\* dealing with intimidation
  - \*\* mediation and negotiation
  - \*\* tolerance for differing political viewpoints
- \* democracy
  - \*\* a safe society and the responsibility of citizens
  - \*\* social responsibilities of a citizen
- \* bill of rights
  - \*\* rights of women
  - \*\* discrimination
  - \*\* charter of children's rights
- \* constitution
  - \*\* why we have a constitution
  - \*\* main premises in the SA constitution
  - \*\* constitutional responsibilities of a citizen
- \* reconstruction and development
  - \*\* nation building
- \* involvement in national, provincial and local government
- \* law enforcement
  - \*\* how it should be structured and operated
  - \*\* protecting human rights.
- \* Health and safety
  - \*\* road safety
  - \*\* fire awareness
  - \*\* personal safety
  - \*\* first aid

\*\* nutrition and general health care (e.g. TB, etc.)

#### 4.8 ENVIRONMENTAL EDUCATION

##### 4.8.1 Factors influencing the environment

- \* global warming
- \* pollution
- \* waste management
  - \*\* nuclear waste, recycling and energy conservation

##### 4.8.2 Conservation

- \* endangered species
- \* protection of forests
- \* protection of flora and fauna
- \* soil erosion

##### 4.8.3 Urbanisation and population growth

- \* effects
- \* trends

##### 4.8.4 Urban and rural development and planning.

- \* Ecology
  - \*\* Eco-tourism.

#### 5. GUIDELINES FOR STRATEGIES FOR TEACHER-LEARNER INTERACTION SO THAT LEARNING MAY BE EFFECTUAL

##### 5.1 METHODOLOGY

The following aspects should be considered when teachers select teaching-learning strategies:

- \* Optimal participation of learners

- \* experimental use of learners' experiences
- \* teaching-learning should be learner centred
- \* allow creative and free expression
- \* facilitate, inter alia, co-operative learning
- \* the sharing of ideas, e.g. by
  - \*\* role play
  - \*\* group discussions.

## 5.2 THE ROLE OF THE TEACHER AND TEACHING STYLES

The teacher as facilitator of learning should

- \* be open to alternative ideas
- \* be guided by learners' needs
- \* be non-judgemental, but put the pros and cons of a view point.
- \* provide a suitable teaching-learning environment
- \* try to involve parents and the community
- \* encourage mutual feedback.

## 6. RESOURCES

The following guidelines should be kept in mind when selecting and utilising resource materials:

- \* Resources should promote critical thinking, co-operation, active learning. It should also promote a sense of social responsibility;
- \* Resources should be attractive, fun and appropriate for the level of development of the learner;
- \* Resources should promote the aims and principles of the syllabus.

## 7. TIME ALLOCATION

It is essential that a minimum of two periods per week should be allocated for Guidance teaching at all levels of schooling.

The Guidance teacher should be allocated additional time for individual counselling and referral within the school timetable.

## 8. EVALUATION

There should be ongoing evaluation of the Guidance programme through an openness to feedback from learners, school personnel, peers and other roleplayers.

Ongoing developmental and summative assessment of the learners should be seen as feedback on learner progress and preparation for future roles in society. Records of development should be kept so that it could be incorporated in references, curriculum vitae, portfolios, etc. and thereby promote access to work, further study, etc.

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

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