

**THE PROVISION AND EFFECTIVENESS
OF GUIDANCE SERVICES IN KWAZULU
SECONDARY SCHOOLS : AN
EXPLORATORY STUDY.**

By

T.M. LINDA

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T.M.LINDA

CLERMONT

JANUARY 1994

DECLARATION

I declare that the dissertation "The Provision and Effectiveness of Guidance Services in KwaZulu Secondary Schools" is a study conducted by myself. All references used were acknowledged. Research on the study was also conducted by myself.



T.M. LINDA

CLERMONT

JANUARY 1994

SUMMARY

This study was born of the researcher's realization that pupils in KwaZulu secondary schools are apparently not being adequately exposed to guidance services. This the researcher outlined in Chapter 1.

In Chapter 2 the researcher reviewed literature in order to formulate a conceptual framework on guidance and guidance services and in so doing formulate a background against which the study would proceed.

In Chapter 3 the researcher conducted a comparative study of the provision and administration of guidance services in the KwaZulu Department of Education and Culture and the Natal Education Department. Differences in the provision and administration of guidance services were also highlighted.

In Chapter 4 the researcher outlined the research conducted and the data-gathering instruments used as well as the suitability of such instruments in the gathering of data.

In Chapter 5 the researcher analysed and interpreted research data. A number of tables were used for this purpose. The data revealed inadequate provision for guidance services in KwaZulu.

In Chapter 6 the researcher outlined his findings regarding the guidance services in KwaZulu. He also presented his

recommendations regarding the setting up and improvement of guidance services in Kwa Zulu.

SUMMARY OF FINDINGS

1. KwaZulu does not have enough guidance personnel. This is the case regarding head office, circuits and schools. The position in the schools is at its worst. Very few schools have full-time guidance teachers appointed by the Department of Education and Culture.
2. Facilities, equipment and materials for guidance are not adequately provided.
3. Principals of secondary schools have not on their initiative made enough provision for guidance services, e.g. appointing part-time guidance teachers from among the staff, organising careers days or involving agencies like the Career Information Centre and the Department of Manpower.
4. Research and evaluation as far as guidance services are concerned is lacking.

SUMMARY OF RECOMMENDATIONS

1. The appointment of enough guidance personnel is of primary importance, especially at the schools.
2. The KwaZulu Department of Education and Culture must take a more active and authoritative role in ensuring that guidance is at least being taught at the schools. Schools must be made accountable for this.
3. The same department must improve communication with the schools, listen to their problems and react to such problems, needs and requirements.
4. Research and evaluation must be introduced in order to continually evaluate the effectiveness of guidance services in KwaZulu. This will also identify the how and where of improvements.

OPSOMMING

Hierdie studie het voortgekom vanuit die navorser se besef dat KwaZulu sekondêre skole blykbaar nie genoegsaam aan voorligtingsdienste blootgestel word nie. Hierdie toestand word in Hoofstuk 1 deur die navorser geskets.

Hoofstuk 2 is oor boekbeskouing met die doel om 'n begripsagtergrond oor voorligting en voorligtingsdienste te formuleer. Die studie vorder teen hierdie agtergrond verder.

In Hoofstuk 3 het die navorser 'n komparatiewe studie onderneem oor die voorsiening en administrasie van voorligtingsdienste in die KwaZulu Departement van Opvoeding en Kultuur en die Natalse Onderwysdepartement. Verskille in die voorsiening en administrasie van voorligtingsdienste was ook aangedui.

In Hoofstuk 4 het die navorser die navorsingsproses beskryf en die navorsingsinstrumente wat gebruik was om data te versamel sowel as die geskiktheid van hierdie instrumente in die versameling van data.

Hoofstuk 5 is oor die navorser se analise en verklaring van data. Die data het 'n onvoldoende voorsiening vir voorligtingsdienste in KwaZulu geopenbaar.

Hoofstuk 6 is oor die navorser se bevindings omtrent voorligtingsdienste in KwaZulu. Hierdie hoofstuk bevat ook die

navorser se aanbevelings omtrent die instelling en verbetering van voorligtingsdienste in KwaZulu.

OPSOMMING VAN BEVINDINGS

1. KwaZulu het nie genoeg voorligtingsbeamptes nie. Dit is die geval in die hoofkantoor, kringe en skole. By die skole is hierdie toestand die slegste. Baie min skole het voltydse voorligtingsonderwysers wat deur die Departement van Opvoeding en Kultuur aangestel is.
2. Fasiliteite, uitrusting en benodighede vir voorligting is nie toereikend voorsien nie.
3. Hoofonderwysers van sekondêre skole het nie op eie inisiatief voorsiening gemaak vir voorligtingsdienste nie; bv. die aanstelling van deeltydse voorligtingsonderwysers onder die personeel, die organisering van beroepsdae of te reel vir died betrokkenheid van agentskappe soos die Beroepsinligtingsburo en die Departement van Mannekrag.
4. Navorsing en evaluasie omtrent voorligtingsdienste is ontoereikend.

OPSOMMING VAN AANBEVELINGS

1. Die aanstelling van genoeg voorligtingspersoneel is baie belangrik, veral op die skole.
2. Die KwaZulu Department van Opvoeding en Kultuur moet 'n meer aktiewe rol speel en gesag uitoefen om te verseker dat voorligting minstens onderrig word op die skole. Skole moet hiervoor verantwoordelik wees.
3. Dieselfde departement moet omgang met die skole verbeter, na hulle probelme luister en reageer na die probleme, vereistes en behoeftes.
4. Navorsing en evaluasie moet ingestel word om voortudurend die doeltreffendheid van voorligtingsdienste in KwaZulu te evalueer. Dié sal ook uitwys hoe en waar verbeterings aangebring kan word.

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CHAPTER 11. INTRODUCTION TO THE STUDY1.1 INTRODUCTION.

The Republic of South Africa (RSA) and the independent states (i.e. Ciskei, Transkei, Bophuthatswana and Venda) and the national states (KwaZulu, Qwaqwa, Lebowa, KaNgwane, KwaNdebele and Gazankulu) have altogether 18 education departments. Although the RSA is the source of all the budgets of these education departments, these departments do not function and perform equally. It is against this background that this study aims to research the extent to which KwaZulu makes guidance services available to secondary schools as well as the effectiveness of such services in meeting the goals that they were set up for.

Questions may be raised as to the validity of a study that focuses but on one education department in the days of the advent of one ministry of education for the RSA and national states. The writer believes that the validity firstly lies in that the one ministry will more likely regionalize rather than centralize educational authority. In that sense KwaZulu (and other departments) would still exist as a regional authority. Secondly, the advent of one ministry will not make the KwaZulu educational legacy and character disappear. Future policy, even in one ministry,

would have to build on past educational experiences. In the new South Africa we would still have an educational experience reminiscent of Zulu culture, history, language, beliefs and philosophy of life.

The topic of this study is : The provision and effectiveness of guidance services in KwaZulu secondary schools : an exploratory study.

1.2 DEFINITION OF TERMS AND THEME ANALYSIS.

It is necessary to define the concepts underlined in the topic under 1.1. In the process of defining these concepts, the theme of the study will become clear.

1.2.1 Provision.

The *Oxford Advanced Learner's Dictionary of Current English* (1989) defines 'provision' as 'giving, lending, supplying or making available.'

'Provision' in this study will mean all the input (hardware, software, media, materials, facilities, etc.) that is made available by the KwaZulu Department of Education and Culture through its trained and professional personnel in, for, around or outside its secondary schools

in order to promote guidance services in all facets and aspects in those schools.

1.2.2 Effectiveness.

The Oxford Advanced Learner's Dictionary of Current English (1989) defines 'effectiveness' as 'having an effect, producing the intended result.'

From the above definition, it is clear that guidance services must first of all have an 'intended result', before effectiveness can be determined or assessed. The HSRC (1981 : 1) states the 'intended result' of guidance as follows :

The education system also offers school guidance as a supporting service 'to orientate young people to make educational and careers choices commensurate with their abilities and potential so as to lead meaningful lives through their vocations'.

The effectiveness of guidance services in KwaZulu, therefore, lies in producing the above-stated intended result, i.e. orientating secondary school pupils to make educational and careers choices commensurate with their abilities and potential so as to lead meaningful lives through their vocations.

The HSRC (1981 : 1) further states that the effectiveness of the school guidance service is jointly and / or separately determined by the following factors :

- (1) The way in which pupils are guided to make an educational and careers choice which will enable them to realize their potential.
- (2) The staff position in respect of personnel responsible for school guidance with regard to their qualifications and availability, which also includes the training of this personnel.
- (3) The contents of the school guidance programme or curriculum.
- (4) The availability of intra - and extramural school facilities.
- (5) Effective control and organization of school guidance.

1.2.3 Guidance services.

Chuenyane (1981 : 20) states that guidance services include a variety of services which have the common objective of helping pupils develop a high degree of self - understanding and make maximum use of their talents and

opportunities. These services are an integral part of the total school curriculum and facilitate the instructional programme as it attempts to help each student attain the maximum level of his or her potential.

Shertzer and Stone (1976 : 39) describe guidance services as 'the formalized actions taken by the school to make guidance operational and available to students'. These services have been delimited by common agreement to provide unique actions which overlap minimally with other familiar school functions.

For the purposes of this study, the following guidance services will be discussed :

- (1) The service of orientation.
- (2) The placement service.
- (3) The pupil inventory service.
- (4) The information service.
- (5) The counselling service.
- (6) The follow-up service.
- (7) Research and evaluation as a service.

The above-mentioned guidance services are discussed in 2.5.

1.2.4 KwaZulu

Saunders (1983 : 96) states that when KwaZulu became "self-governing" in 1977, it consisted of over 40 blocks of land in Zululand and Natal - separated from each other by patches of white-owned land, and it stretched from Mozambique and Swaziland in the North to the Transkei in the South.

Potgieter (1975 : 603) lists the districts that make up KwaZulu as follows: Ingwavuma, Simdlangentsha, Ubombo, Nongoma, Hlabisa, Mahlabathini, Enseleni, Madadeni, Nquthu, Nkandla, Msinga, Emnambithi, Inkanyezi, Ongoye, KwaMaphumulo, Ndwedwe, Empumalanga, Ntuzuma, Mlazi, Umbumbulu, Vulindlela, Hlanganani, Vulamehlo, Emzumbe and Ezingolweni.

The Bureau for Information (1988-9:175) states that the total area of KwaZulu is 3 175 000 hectares. The population which actually resided within the territory in 1986 was 3 800 000. The territory has been self-governing since 1 February 1977. The seat of government is at Ulundi. The land units have been reduced from 44 to 10. In 1987 KwaZulu had 2 854 educational institutions, 27 472 teachers and lecturers and 1 333 217 students and pupils.

The above is mainly a geopolitical description of KwaZulu. For the purpose of this study, reference to 'KwaZulu' will be administrative rather than geopolitical.

Refer to appendix A for a map of the circuit districts and offices of the KwaZulu Department of Education and Culture (KDEC).

1.2.5 Secondary School

The Education and Training Act (Act No. 90 of 1979) defines 'secondary school' as follows:

'secondary school' means a school for education up to a standard higher than the fifth standard but not higher than the tenth standard.

According to the KDEC (1982 : 10) KwaZulu also adopts the above mentioned definition of 'secondary school', i.e. a school ranging from Std. 6 to Std. 10.

For the purpose of this study "school" shall mean "secondary school", unless the context otherwise indicates.

1.2.6 Exploratory study

This study is intended to be exploratory. This means it is an initial investigation which is intended to serve as a

preliminary to further research. The study intends to explore, analyze and project guidance services in KwaZulu secondary schools in order to open the way for further study, debate or research into the significance of these services for the KwaZulu education system as a whole.

1.3 DEFINITION OF THE PROBLEM

The researcher has in his teaching experience observed a number of problems in KwaZulu secondary school education, especially in the urban areas. The education of the secondary school youth is in dire straits. Anticipated educational goals are not attained as well as they should be. Teachers blame pupils for lack of seriousness and diligence. Pupils blame the education system and accuse teachers of complicity. They declare themselves "in the struggle against the system". Parents accuse teachers of failing to do their work. Teachers accuse parents of lack of participation and involvement in the education of their children. Children seem to be listening to neither teachers nor parents, but seem to be cursing everybody and everything. Indeed, principals blame teachers and teachers blame principals. It is also true that the teachers blame the education department and the education department blames them. In KwaZulu there have been teachers' and pupils' marches, petitions to the department, accusations and counter-accusations. Teachers have stopped talking to

the pupils who they allege do not listen. Teachers also intervene less in pupils' lives for fear of assault by pupils.

Extra-mural activities have been stopped. Music competitions, sporting tournaments and speech and prize-giving days are all things of the past. In some schools assemblies and prayers in the mornings and afternoons have been stopped. Of course, these problems do not relate only to KwaZulu and only to secondary schools. But for the purpose of this study we refer the problems to KwaZulu secondary schools. Specifically guidance services in KwaZulu secondary schools can be directed at the following issues:

- (1) How can pupils be adequately motivated in their work? What are the causes of this apparent lack of motivation? What must be done to combat sheer disinterest and indifference.?
- (2) Many children do not spend enough time at school. They will come late, leave early or stay away altogether. What must be done to keep them at school?
- (3) Children seem to have less concern for achievement. They do not seem to have pride in achieving well in their assignments, tests and examinations. They seem

to scorn those few who are still obsessed with achieving above the minimal or mediocre standards as glory - seekers.

In fact, good achievement seems to have become a shame! What happened to speech and prize - giving days? Did teachers scrap them because they no longer had anyone to give prizes to?

- (4) Children seem to make greater use of alcohol and drugs. In some schools dagga is smoked inside the school premises. Some pupils come to school drunk. Some have come to an examination drunk!

Chuenyane (1990 : 95) says of the secondary school pupils:

It is during this stage that most boys and girls experiment with alcohol, tobacco and sometimes with other hallucinogens.

- (5) Some children have no parents in the true and real sense. This means these children receive little guidance and parental care at home.

Lovell (1970:274) states this problem as follows:

Among the most important frustrating environmental conditions are defective parent-child relationships (both in the early years, and up to and including adolescence), the absence of direction and acceptance that he needs; inconsistency in the matter of praise and blame, rewards and punishments; and the failure to build up stable moral-social values, all this leaves the child without the proper basis for his education.

- (6) Politics has made inroads into the education of many children. This makes them confuse priorities. Politics also leads to school boycotts and stayaways. How can a balance or compromise be struck between politics and education?
- (7) KwaZulu secondary schools have in recent years had a high failure rate. Visser (1986 : 120) shows that in 1977 the std 10 failure rate in KwaZulu was 16,0%, but in 1984 it was 64,6%. The std 8 failure rate was 25,0% in 1977 and 56,8% in 1984.

Visser (1986 : 220 - 221) shows that between 1982-1984 Nkandla circuit had the highest average failure rate for Std 10 at 82,8% while the lowest was for Mehlesizwe at 41,0%. During the same period Umbumbulu had the highest average failure rate for

std 8 at 77,9% and Ubombo had the lowest at 32,9%. The total average failure rate for Std 8 between 1982 and 1984 was 60,0% and for std 10 it was 63,9%.

The figures are quoted in order to illustrate the consequences of the deteriorating situation.

- (8) KwaZulu secondary schools have a seriously high drop-out rate. The Buthelezi Commission Vol.2 (1982 : 284) as quoted by Jarvis (1984 : 67) shows that out of a class of 100 pupils in class I only 5 reached standard 10 in KwaZulu while in the Natal Education Department 63 reached standard 10.
- (9) Serious irregularities and malpractices have crept into examinations; both internal and external - and sometimes involving both pupils and teachers.
- (10) It has been observed that many standard 10 pupils do not know what careers they will pursue after std 10. This is both a serious omission and child neglect as far as guidance is concerned. Is the belief perhaps cherished that if teachers make pupils pass mathematics and geography their career problems will be solved?

This is the researcher's overview of the problems that exist at schools. It is not ideal to keep on sweeping them under the carpet. Sooner or later they have to be solved.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to draw attention to the nature of the problem in KwaZulu Secondary schools and to initiate a debate on the need for effective guidance services. This debate should lead to further research on guidance services in KwaZulu. Through further research the following may then happen:

- (1) The improvement of the existing guidance services in KwaZulu and the introduction of new services where necessary.
- (2) The education of the youth could be made more meaningful, worthwhile and exciting so that they will be motivated to work and make the best use of educational opportunities and facilities.
- (3) Some or all of the problems mentioned under 1.3 may be minimized if not solved.
- (4) Helping pupils and parents to get a more profitable educational investment which will yield dividends in the

form of maximum personal, educational and vocational self-actualization which will not only benefit the parent and child but also the whole community.

- (5) Minimization of pupil wastage as proved by the high failure and drop-out rates.

1.5 SIGNIFICANCE OF THE STUDY

The significance of this study lies in that it hopes to draw attention to the fact that in order to assess its effectiveness, the KwaZulu guidance service must not forget to evaluate itself from time to time. Research is also implicit in evaluation because it is a significant method thereof.

KwaZulu has a section for guidance services in existence. Does it deliver the goods to the intended recipients? If yes, how effectively? In what quantities and quality are the goods delivered? Do the pupils benefit from the guidance services? If yes, how much do they benefit? Are the intended results achieved? What improvement can be made in future?

It is in the answering of questions such as the above by the KwaZulu guidance service that the significance of this study lies.

1.6 DELIMITATION OF THE FIELD OF STUDY

The study will be conducted in some KwaZulu secondary schools as well as some KwaZulu education circuit offices. The circuit offices have been chosen on the belief that they all have inspectors responsible for guidance services for all the schools in each circuit. The level of education has been selected because the std 6 - 10 pupils need guidance most by virtue of their age, adolescent stage and greater vulnerability to the socioeconomic and political influences. This is the period when pupils have become most "aware" of their milieu and its influences. This is the period when there is a fierce tug-of-war between what the parents and the teachers say on the one hand and what the peer group demands on the other. There is also more subject differentiation and proper choices must be made towards a future career. The primary school pupils also need guidance but they still largely "eat out of the hands of their parents and teachers." The peer group influence is not great. They can do with minimal guidance offered by both teachers and parents.

1.7 METHOD OF STUDY

The study will make use of questionnaires and interviews. Questionnaires will be sent to principals of some

secondary schools in some circuits. The head of the psychological and guidance services will be interviewed. Interviews will also be conducted among inspectors of guidance at some circuit offices.

1.8 CHAPTER DELIMITATION

- (1) CHAPTER I : The problem is formulated as well as the significance, need, purpose, delimitation and the method of study.
- (2) CHAPTER II : Conceptual framework regarding the nature and scope of guidance services.
- (3) CHAPTER III : Review of literature regarding the provision of guidance services in the Natal Education department and the KwaZulu Department of Education and Culture.
- (4) CHAPTER IV : Method of study which describes the research methodology. The chapter also describes and clarifies research issues.
- (5) CHAPTER V : Analysis of data obtained from the empirical study through questionnaires and interviews.

- (6) CHAPTER VI : A summary of conclusions and recommendations is given in this chapter.

1.9 CONCLUSION

It is hoped that this study, when completed, will contribute toward improving the academic lot of the Black so-called "lost generation". This will be a contribution towards eliminating wastage in our schools. Wastage of human resources and children's future is, the most unpardonable transgression that any profession worthy of the name "profession" can bear to be a party to.

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CHAPTER 2CONCEPTUAL FRAMEWORK ON THE NATURE AND SCOPE OF GUIDANCE SERVICES AND SCHOOL GUIDANCE.2.1 INTRODUCTION

In this chapter we shall discuss the nature and scope of guidance services and school guidance. This is essential because an understanding of these is a prerequisite for research thereon. This discussion is intended to provide a broad conceptual framework rather than an in-depth discussion. The chapter will include a discussion of topics that form part of or are related to guidance services and school guidance; for example the relationship between education and guidance.

2.2 GUIDANCE AND EDUCATION

Shertzer and Stone (1976) :38) state that guidance has been defined in many ways, each definition conveying the author's opinion and biases. A major criticism is that the word "guidance" has lost its meaning because it has been used in such a variety of ways.

There are numerous definitions that outline the relationship between guidance and education, e.g. Hill

(1965 : 10); Kruger (1980 : 7); HSRC (1978 : 11) and HSRC (1981 : 5). For the purpose of outlining this relationship we shall quote two such definitions:

a) Jones, Stefflre and Stewart (1963 : 3)

Guidance is the assistance given to individuals in making intelligent choices and adjustments. It is based on the democratic principle that it is the duty and the right of every individual to choose his own way in life in so far as his choice does not interfere with the rights of others. The ability to make such choices is not innate but, like other abilities, must be developed. One of the functions of education is to provide opportunities for the development of such abilities. Guidance is an integral part of education and is centred directly upon this function. Guidance does not make choices for individuals; it helps them make their own choices in such a way as to promote or stimulate the gradual development of the ability to make decisions independently without assistance from others.

b) Hutson (1958 : 17)

Guidance is coming to be regarded as that inseparable aspect of the educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities,

develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization. The total teaching process involves both guidance and instruction as these terms have commonly been employed in the past, and as inseparable functions. Neither can be delegated in any discrete manner to separate functionaries.

We shall now consider guidance as the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. For the purposes of this study guidance shall be the help given within an educational situation; although making choices, making adjustments, solving problems and being responsible to oneself are not necessarily confined to the educational situation.

Within the educational situation guidance is to be regarded as assistance that is meant to be a support service for education. The educator is aware that educating the child is not guaranteed to be a smooth, non-problematic process. Certain factors may interfere with the education process negatively and others may promote it. Through guidance as a support service the educator assists the child in a responsible manner to

rid himself of negative factors and adopt positive ones.

The empirical study in the present investigation will find out the extent of the provision and effectiveness of guidance in a supportive service in the KwaZulu Department of Education and Culture.

2.3 COUNSELING AND EDUCATION

Hansen et al (1987:7) quote Tyler (1969) and point out that "counseling" is a word that everyone seems to understand, but it is quite apparent that no two people understand it in exactly the same way. The rapid growth of the counseling profession and the fact that counseling had its beginnings in related but separate fields confuse the issue. This interdisciplinary base is composed of psychology, sociology, cultural anthropology, education, economics, philosophy and others. Each of these disciplines has made and continues to make its own unique contribution to counseling.

For the purposes of this study we shall look at counseling not from the interdisciplinary point of view but solely from the educational point of view.

Glanz (1964 : 92) states that counseling is a key concept of guidance and basic to its functioning. Counseling is vital in aiding students to live up to their total potential. Education is concerned with the preservation and transmittal of a total culture, while aiding students in assuming their place in society.

Guidance attempts to individualize education as students are helped to learn to solve problems and to think critically about themselves and their futures. Counseling becomes a primary avenue for the individualization of education and for operation of guidance. The goals of education and of guidance can be focused within the life of one person through counseling.

Glanz (1964 : 92-93) states that the great potential of counseling as a process and as a tool helps to explain its significance to guidance workers, students and parents. Guidance cannot exist, in meaningful fashion, without counseling. Counseling provides the one- to -one personalized contact that gives guidance its impact and provides education with its direct connection with individual problem-solving. Through counseling an individual can be aided in the application of cultural learnings and accumulated factual knowledge. Counseling provides the arena for the person to chart his own future

in light of his present, his past, and his educational acquisitions and personal potential.

We shall accept the definition by Glanz (1964 : 93) where he defines counseling as:

An open-ended, face-to-face, problem - solving situation within which a student, with professional assistance, can focus and begin to solve a problem or problems.

A warning should be sounded at this stage that there is not one but different approaches to counseling. Shertzer and Stone (1976 : 169) identify four approaches to counseling - psychoanalytical adaptations; trait-and-factor theory (also known as the directive or counselor-centered); self theory counseling (also known as client-centered, non directive or Rogerian counseling) and the behavioral and learning theories of counseling.

Educational counseling tends to feature two prominent approaches vis-a-vis; i.e. counselor-centered counseling and client-centered counseling. In the former the counselor is seen as a teacher who directs the learning process of the counsellee. The counselor is responsible for deciding what data are needed, collecting them, and presenting them to the counsellee. The counselor also presents points of view with definiteness and enlightens

the counsellee through expository statements. The latter approach stresses counsellees' ability to determine the issues discussed and to solve their own problems. Counselor intervention in this process is minimal. The most important quality of the counseling relationship is the establishment of a warm, permissive, and accepting climate which permits clients to explore their self-structure in relation to their unique experience (Shertzer and Stone, 1976, p. 170).

Hill(1981 : 79) says of client - centred counseling:

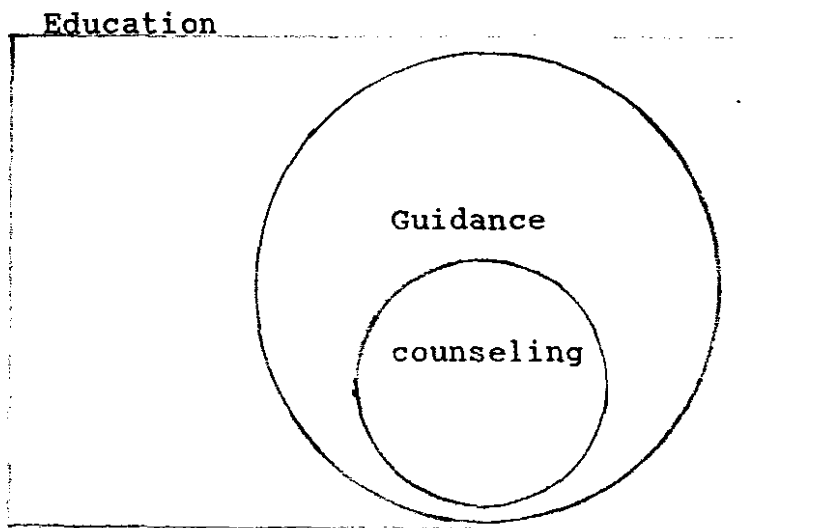
Counseling is thinking with another person. Counseling is not thinking for another person.

Froehlich (1958 : 209) states that both counselor - centred and client - centred counseling define the counselor's role and accept and reject certain techniques. But since pupils present a wide range of problems, rigid adherence to a single school of counseling thought may limit the variety of pupils with whom the counselor can establish a satisfactory relationship. Hence the author recommends the eclectic approach in educational settings. Shertzer and Stone (1976 : 66) explain that the word "eclectic" means selecting - choosing appropriate doctrines or methods from various sources of systems.

We can conclude that counseling is a vehicle of guidance and guidance is a support service of education. In other words, counseling is a major service of guidance that assists guidance to assist education.

The researcher represents the interrelationship schematically as follows:

Fig 2.1



Source : Graphic presentation by the researcher.

2.4 SCHOOL GUIDANCE : ITS NATURE AND SCOPE

In par 2.1 and 2.2 above an exposition was made so as to clarify how guidance and counseling are linked to

education. We shall now examine the nature and scope of school guidance. For the sake of clarity of task and purpose and to avoid overlapping and multiplication, the school guidance practitioners must know the delimitations and boundaries of their field.

To some people school guidance is synonymous with vocational guidance. And to others vocational guidance is indeed the alpha and the omega of school guidance. Nothing can be further away from the truth. But this trend of thinking is not without cause. Crow and Crow (1960 : 8) state that at the beginning of the twentieth century many young people found themselves faced with the problem of deciding on the type of job in which they might be interested and for what they wanted to qualify. Frank Parsons then started the first guidance movement in Boston in order to provide vocational guidance to young people. In 1908, group and individual vocational guidance was offered to high school students in Grand Rapids, Michigan. Jones (1945 : 59) states that because Parsons stressed the vocational aspect in the beginning of the guidance movement, many people still think of guidance as restricted to "getting jobs for young people", to "distributing young people to jobs according to their ability", or to some other purely vocational aspect of the problem. Some people also feel that every important crisis in the lives of individuals has its origin in or

is associated directly with vocational choice, vocational placement or vocational adjustment.

Historically South Africa also falls within this trend of thinking. Van Niekerk (1977 : 6) states that organised vocational guidance started in the Transvaal when Dr M.J. Prinsloo was appointed a lecturer in vocational guidance in 1936. He was expected to coordinate, give lectures to teacher-training colleges and visit schools in order to inform teachers about vocational guidance. In 1942 the second vocational guidance official was appointed. In 1948 there were five appointed vocational guidance personnel and also some administrative personnel. This is how the Vocational Guidance Bureau of the Transvaal Education Department emerged. In 1950 a committee representing the education department, schools and vocational guidance personnel specified that at schools where most pupils stayed until standard 10.....

.....die hoof in oorleg met die inspekteur moes vasstel in watter mate beroepsvoorligting in die vorm van lesings nodig is. (van Niekerk 1977 : 6).

Malan and Hatting (1976 : 77) state that:

The Department of Bantu Education offers such psychological services as testing, the implementation

of psychological test results, vocational guidance and the training of teachers to apply standardised tests.

On the extreme end of this narrow view of school guidance is the tendency to link guidance with each and every problem area and name guidance after it. In this way we end up with too many different kinds of guidance. We see Jones (1945) falling into this pitfall. On page 77 he writes:

The list of problems given on pages 54 - 56 is classified under eight heads:

- (1) health and physical development,
- (2) home and family relationships,
- (3) leisure time,
- (4) personality,
- (5) religious life and church affiliations,
- (6) school,
- (7) social (including moral and civic),
- (8) vocational.

These headings might well be used to designate the different kinds of guidance. Thus we may distinguish for purposes of discussion eight kinds of guidance according to what may seem to be the major emphasis of each problem.

The problem with the above classification is that there is nothing to stop us from adding the ninth or tenth kind of guidance till we reach an absurdly high figure, or stop at no figure at all. Later it will become apparent that Jones' so many kinds of guidance can be summarized into only two or three kinds of guidance.

Lindhard et al (1983 : 4-6) identify four different areas of school guidance: personal, social, educational and vocational. The social field is said to involve the preparation of the pupil for the future when he will be an adult citizen. This preparation starts in the family circle and the school community and moves out to the larger community.

Quite a number of authors identify three areas of school guidance: personal, educational and vocational. This is true of Kruger (1980 : 12 - 17), van Niekerk (1977 : 41 - 41) and Crow and Crow (1960 : 8 - 10) Section 16(1) of Government Notice R2029 of 12 November 1971 (Government Gazette 1971 : 20) seems to uphold the above classification:

Guidance shall be given to a pupil in respect of personal matters, educational choice and, with due regard to the needs of the country, choice of career.

(a) Personal guidance

Van Niekerk (1977 : 42) explains what personal guidance is:

Die persoonsaspek van skoolvoorligting veronderstel 'n studie van elke kind, die bybring van selfkennis by die leerling, gesonde houding teenoor die eie persoon, die ontdekking en behandeling (of verwysing) van kinders met persoonsprobleme.

(b) Educational guidance

Van Niekerk (1977 : 42) states that educational guidance embodies the knowledge of the worth of the different subject directions, the correct subject choice, knowledge and application of the correct study methods, placement at the specific school, proper scholastic achievement and the choice of a further study direction if any, and the treatment of problems in this regard.

Hamrin and Paulson (1950 : 186) point out that guidance in the area of education includes those parts of the complete guidance programme which are concerned

particularly with helping students to solve their educational problems, to make their educational adjustments, and to plan their educational programmes wisely.

(c) Vocational guidance

Proctor (1925 : 243) defines vocational guidance as follows:

Vocational guidance embraces all those school activities specifically designed to assist individual pupils in learning about, choosing, preparing for, entering upon, and making progress in occupations.

Gous and Jacobs (1980 : 1)

Beroepsvoorligting is 'n algemeen aanvaarde begrip wat eintlik alles omvattend is en insluit hulp en leiding aan leerlinge met die keuse van skoolvakke, naskoolse kursusse en 'n beroepsrigting.

The HSRC (1981 : 11) makes provision for two components of school guidance : a general school guidance component and a careers school guidance component. On page 12 the Committee states that:

Dividing the existing contents of school guidance into inter alia personality guidance, educational guidance, family guidance, recreational guidance is not justified because all this and more jointly have bearing to the pupil as person and the world in which he has to assert himself.

The HSRC (1981 : 14) suggests that general school guidance "will cover guidance for the individual in society, the development of his social skills, his growth and development into a mature and well functioning family man and an accepted member of his society". It also suggests that "careers guidance is a comprehensive and systematic, vocational, educational programme which will help pupils to choose a career and which will provide them with skills, attitudes and knowledge useful for survival and progress in their first jobs and in their subsequent career".

For the purposes of this study we shall adopt the classification of school guidance into the two components: general school guidance and careers guidance. It can be seen that all classifications of school guidance exceeding two, can be brought under the two components.

Classification is, however, not the most important thing. It is merely for the sake of convenience of discussion.

The most important thing is to realize that school guidance has a unitary character and can (and should) in practice not be separated into watertight compartments. Jones (1945 : 78) writes:

Many sources of misunderstanding would be removed if we would think of guidance in terms of the choice to be made, the problem to be solved, the adjustment to be effected, or, better still, the individual to be helped, and not attempt to distinguish carefully between various kinds of guidance.

2.5 TYPES OF GUIDANCE SERVICES

Norris, Zeran and Hatch (1960 : 17) indicate that there are some differences in the description or presentation of the accepted activities and that the number of services usually ranges from five to eight, depending upon the particular presentation of the author.

For the purposes of this study we shall discuss seven types of guidance services. These are orientation, placement, individual and inventory service, information service, counseling, follow-up and research and evaluation.

In this study these services will be discussed broadly so as to outline what each service is, rather than giving elaborate and minute details about the service. The latter purpose is catered for adequately in handbooks for counselors, which this work is not.

These services are discussed because in Chapter 5 research will be conducted in order to find out to what extent these services are offered in KwaZulu secondary schools.

2.5.1 The service of orientation

Hughes (1971 : 204) states that orientation is concerned with ensuring that the problems involved at those transition points where children move from a familiar situation to a strange one are reduced. The most obvious key point occurs at the transfer stage from the primary to the secondary school. Froehlich (1958 : 87) states that starting in a new school is not a happy experience for all pupils while Crow and Crow (1960 : 232) agree that entering a new school is a harrowing experience for many children.

When is orientation necessary? Hughes (1971 : 205) indicates that orientation is necessary during key transition periods for the ordinary school - leaver, for the early school - leaver, for those children who

transfer to or from another school, and, in some cases, for those children who transfer from one class to another. The school must accept responsibility for making arrangements of some kind to cope with the needs of pupils at these points of transition. Froehlich (1958 : 90) suggests that the most concentrated orientation should take place during the first week but warns that not all problems that pupils have in adjusting to the new school can be cared for during the first week.

For this reason planning for an orientation service must be such that it continues through the first term. Miller, Fruehling and Lewis (1978 : 359) agree with Froehlich's view in stating that orientation takes place preceding entrance to the new school, during the first week in the new school and during the first term or semester.

2.5.2 The placement service

Reed (1947 : 307) offers two definitions of placement:

- (1) Placement is the process of assisting an individual to transfer from one field of educational opportunity to another.
- (2) Placement is assisting an individual to find his most suitable place in the work world, a place where he will have the best chance to use his

abilities, to satisfy his interest and needs, to contribute to realization of the objectives of the employing agency, and to the well-being of the social order.

Reed (1947 : 307) states that both definitions recognize placement as a major personnel function, a phase of personnel service based on recognition of individual differences in both clients, the applicant and the employer. The first or "junior" definition recognizes that education does not end when formal schooling is over, that jobs as well as books are potent influences in shaping a budding career and in assisting a student to bring to fruition the knowledge and skills which he has acquired under education auspices.

Froehlich (1958 : 231) states that the term "placement" has a much wider meaning than "job placement". A school's guidance programme must be concerned with the success its graduates have in finding jobs. It must also help those dropping out of school and those who work part time. The placement service must also help pupils carry out decisions reached during counseling. Thus, from this angle, placement is concerned with helping pupils take the next step, whatever it may be. Besides finding jobs, this service helps pupils find their place in appropriate extra-curricular activities. The service helps pupils gain admittance to appropriate educational facilities,

whether it be a high school chemistry class, a college, an apprenticeship or a trade school. In essence, it helps them to make use of their opportunities.

Although placement is closely related to counseling, the two differ. While counseling is essentially assistance in planning and choosing, placement is a service that helps pupils carry out their plans and act upon their choices. In many cases counseling may not necessarily precede placement if plans and choices are well made. Since not all persons seeking placement will have made appropriate choices, it is imperative some means of evaluating their plans be provided.

Froehlich (1958 : 252) states that few of the activities of the counselor are as personally satisfying as that of successfully placing a pupil in a job. In a sense, job placement is the culmination of the vocational aspects of the guidance programme. For counselors the job placement service is a time-consuming, yet rewarding, activity.

2.5.3 The pupil inventory service

Hatch (1951 : 19) states that the pupil - inventory service is the collection, appraisal, filing and interpretation of information about each pupil. Miller, Fruehling and Lewis (1978 : 242) observe that an

effective guidance programme is concerned with developing individuals' potentialities to their optimum. If the school is to perform this task adequately, it must first gather a considerable amount of data on each student. What can the student do? What has he/she accomplished in the past? What values and goals does the student hold? What are the mental, physical, social, and emotional strengths? What biological and environmental factors are contributing to success or failure?

Jones (1945 : 113) states that the most important study to be undertaken is the study of the individual. We need to know the facts about each student; these are of vital importance. Although we are continually in touch with students, it is very difficult to secure reliable data about them. Knowledge of pupils' needs and of the probable effect of the help planned are indispensable for effective guidance. Reed (1947 : 149) points out that the capacities, proficiencies, tendencies, and traits possessed by individuals must be known and considered in conjunction with the demands of the contemplated undertaking before the counselor can fully meet his obligation to the counsellee.

Hutson (1958 : 327) states the importance of the pupil inventory service as follows:

A fundamental component of the guidance function, both distributive and adjustive, is a thorough understanding of the client. Human resources cannot be optimally employed unless the individual is a known quantity.

Nor can maladjustment be combatted without knowledge of the capacity and attributes of the individual together with the extent and character of his departure from the norm. Consequently, the guidance programme must include activities calculated to bring about a complete knowledge of the individual pupil by all who are responsible for his guidance.

2.5.3.1 What must be known about the pupil?

Cottingham (1956 : 17) believes that information about the pupil is necessary in the following areas:

1. Scholastic aptitude
2. Scholastic achievement and basic skills
3. Special abilities: clerical, mathematical, artistic, etc.
4. Interests and plans
5. Health and physical status
6. Home and family relationship
7. Emotional stability and social adjustment
8. Attitudes
9. Work experience

From Peters and Farwell (1959 : 129 - 131) we can add the following areas:

10. Personal identification
11. Pre-school history
12. Non-academic and out-of-school activities

2.5.3.2 Methods and techniques of studying individual pupils

Peters and Farwell (1959 : 147, 168) refer to teacher-centred and pupil-centred instruments or techniques of studying the pupil.

They explain that teacher-centered instruments are those used by the guidance worker in developing a more realistic concept of each boy and girl while pupil-centered instruments are those in which the pupil is the main functionary. Vaughan (1970 : 18,22) points out that there is objective and subjective appraisal. The author refers to psychological tests as objective appraisal and all other instruments as subjective appraisal.

Different authors identify various techniques of studying the individual pupil. Johnston, Peters and Evraiff (1959 : 63-77) identify the following techniques :

1. Anecdotal records based on pupil observations.
2. Pupils' productions (essays, art, poetry etc.)
3. Autobiographies (by pupils)
4. Pupils' diaries
5. Pupils' interests and hobbies

2.5.4 The information service

Naude and Bodibe (1986 : 12) suggest that the information service is designed to provide students with a greater knowledge of educational, vocational, and personal-social opportunities so that they may make better informed choices and decisions in an increasingly complex society.

Hatch (1951 : 67) states that insecurity, frustrations, unrealistic planning, and fruitless activity, because of lack of information, are damaging obstacles in the educational progress of the pupil. They are obstructions which can be removed with relative ease by providing each pupil with those facts he needs and deserves.

The school has the obligation to present this kind of information. To accomplish this, the information service must be implemented. It is a service which offers to all pupils information not common to the conventional instructional function, information that will aid them in improving their adjustments.

Miller, Fruehling and Lewis (1978:359) point out that the information service is the foremost service since it begins with orientation. This service precedes entrance to the new school and gives students and parents general information about school personnel, activities, facilities, courses, and curricula.

Some authors, e.g. Norris, Zeran and Hatch (1960 : 22) and Miller, Fruehling and Lewis (1978 : 368) agree that there are three phases to the information service: the educational, occupational (vocational) and social. The information service provides valid information about the educational, occupational, and social aspects of the present and probable future environment of students.

Norris et al (1960 : 23) define occupational information/as follows:

Occupational information is valid and usable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

Norris et al (1960 : 24) define educational information:

Educational information is valid and usable data about all types of present and probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance, and conditions and problems of student life.

Norris et al (1960 : 24) also offer a definition of social information:

Social information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and interpersonal relations. It is that information about human beings which will help a student to understand himself better and to improve his relations with others. Included, but not constituting the whole, are such broad areas of information as "understanding self" and "getting along with others", as well as such specific areas as boy-girl relations, manners and etiquette, leisure-time activities, personal appearance, social skills, home and family relationships, financial planning, and healthful living. (all punctuation marks the authors')

2.5.5 The Counseling Service

Hill (1965 : 13) summarizes the nature of the counseling service as follows:

Counseling services usually referred to as the "heart of the guidance program", the person-to-person relationship we call counseling is without doubt that service of guidance which comes closest to providing the individual pupil with the best opportunity for self-study, decision-making, planning, and the resolution of personal problems. There is a growing recognition, however, that much the same ends may at times be gained when the skilful counselor meets with small groups of children, especially for the discussion of common personal concerns. This is commonly called "group counseling".....

Hill's definition contains almost everything about the counseling service: its nature, its purpose, individual counseling and group counseling. These facets will form the basis for further discussion.

2.5.5.1 Types of counseling services

As Hill's definition indicates, the counseling service can be offered to individuals or to groups. It depends on whether the concern is an individual or group concern. It also depends on similarities and differences between the individual and the group. Kluckholn and Murray (1953) as quoted by Naude and Bodibe (1986 : 139) illuminate the similarities and differences as follows:

Every man is in certain respects

- (a) like all other men,
- (b) like some other men,
- (c) like no other man.

2.5.5.1.1 Individual counseling

Most earlier definitions of counseling are actually definitions of individual counseling. We only have to look at two of these definitions:

Hahn and MacLean (1955 : 6)

..... a process which takes place in a one-to-one relationship between an individual troubled by problems with which he cannot cope alone, and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.

Pepinsky and Pepinsky (1954 : 3)

..... that interaction which a) occurs between two individuals called a counselor and client; b) takes place in a professional setting, and c) is initiated and maintained as a means of facilitating changes in the behaviour of a client.

2.5.5.1.2 Group counseling

Herr and Cramer (1988 : 429) state that group counseling is related to attitude development but is more specific. Some view group counseling as simply a remedial activity (for example, dealing with specific fears and anxieties, coping with interpersonal difficulties, and so on). It is seen as a means of assisting individuals within a therapeutically created climate of respect and acceptance to recognize and to use their more affective aspects to their benefit.

Dinkmeyer and Muro (1971 : 9) state that some of the goals of group counseling are: to assist with the identity-seeking process so that each member will know and understand himself; to develop increased self-acceptance and feelings of personal worth; to develop social skills and interpersonal abilities so as to cope with personal- social developmental tasks, to develop sensitivity to the needs of others and to develop empathy.

Jones, Stefflre and Stewart (1963 : 429) point out the advantages of group counseling. The first one is that group counseling ensures the efficiency and economy of the counselor's time. Secondly, group environment is sometimes more conducive to learning new behaviours than is individual counseling. Group interaction is a more

effective learning mode for some students or for students struggling with some problems.

Shertzer and Stone (1980 : 381) conclude that overall objectives in group and individual counseling are frequently similar. Both seek to help the counsellee achieve self-direction, integration, and self-responsibility. In both approaches, counsellees are helped toward self-acceptance and understanding of their motivations and behaviour.

Shertzer and Stone (1980 : 381) point out that there is an obvious need to determine which individuals in what situations are best helped solely by a group approach or in combination with an individual approach. The wise words of Henry David Thoreau, as quoted by Glanz (1964 : ix), point out this variation between the individual and the group:

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

2.5.6 The Follow-up Service

Roeber, Smith and Erickson (1955 ; 21) define the follow-up service as follows:

The follow-up service is that series of systematic checks which are made to determine whether guidance services in particular and the educational program in general are meeting the needs of the individual pupil.

Cottingham and Hopke (1961 : 44) suggest that the follow-up service offers a means of extending guidance services, ascertaining weaknesses for future improvement, and checking on the completion or modification of previous school plans.

Miller, Fruehling and Lewis (1978 : 404) state that the follow-up service provides a means of gathering two types of information of value to the school: (a) information on the kinds of occupational, educational, and training opportunities that former students have found to be desirable and profitable; and (b) information that allows us to appraise and evaluate the experiences former students had while in school.

Froehlich (1958 : 21) concludes as follows:

The follow-up service can identify those former pupils in need of further assistance from the school. The school should stand behind its product just as manufacturers do. When former pupils run into trouble, the school has a responsibility for rendering further assistance.

2.5.7 Research and evaluation as a service

Alberts (1974 : 149) defines research as:

..... 'n proses waarin daar op 'n sistematiese, beplande, kritiese en versigtige wyse ondersoek ingestel word na verskynsels ten einde die presiese aard daarvan te bepaal asook die verbande tussen verskynsels en die implikasies daarvan vas te stel.

Shertzer and Stone (1976 : 434) have the following to say about evaluation:

Simply defined, evaluation consists of making systematic judgements of the relative effectiveness with which goals are attained in relation to specified standards.

Hill (1965 : 225) warns that without research there is the danger that guidance programmes will be based on assumptions. It is, for example, a traditional assumption that the performance of school counselors in the counseling relationship does effect significant learnings, or at least aids the client to effect significant learnings. Has research shown these assumptions to be true? That is, under controlled conditions, has it been found that counseling does make a difference in human behaviour?

Shertzer and Stone (1976 : 435) point out that the evaluation of guidance programmes enables school personnel to judge how well they are doing and provides a base for deciding the nature of improvements needed. If a systematic evaluation is not conducted, then the decisions that are made are often shaped by prejudice, by tradition, or by rationalization. Periodic formal evaluations yield more data in which greater confidence can be placed than does informal evaluation.

The guidance itself needs constant evaluation. It is imperative that the guidance programme be in a position to answer queries from teachers, administrators, parents, and community leaders regarding the value of the services it offers students. The improvement of these services is dependent upon a reasonable scientific analysis of the strengths and weaknesses of the current programme.

It is in this spirit that the present investigation is undertaken.

2.6 THE NEED FOR GUIDANCE SERVICES

Hutson (1958 : 110) states that the service to be rendered by the guidance programme can be seen more clearly if the need for it is outlined. Cottingham and Hopke (1961 : 30) point out that the need for guidance

has become much greater because of the many changes in economic, industrial and social life. Such changes have created many new problems of adjustment for the children, and the public has turned to the school for assistance in helping them meet the challenges that these problems present.

The various needs for guidance services are highlighted here in the hope that if KwaZulu realizes and acknowledges these needs, the needs will then be addressed by providing those guidance services that may be lacking.

2.6.1 The fundamental worth of the individual

Humphreys and Traxler (1954 : 24) suggest that the level of development of a civilization is measured by the degree to which it respects the value or worth of the individual. Civilizations that have minimized and even degraded the individual have declined and disappeared. Those that gave the individual a good chance to improve and to express himself as a person have tended to flourish and persist. With such an attitude, the guidance worker is imbued with the desire to serve the person in need of assistance and to preserve his fundamental worth.

2.6.2 The conservation of human beings

Humphreys and Traxler (1954 : 24) state that in civilizations where human life was cheaply held, human resources have been wasted and even destroyed. The concept of conservation of human beings implies that society has the obligation to help the individual to live the kind of life that is both individually satisfying and socially effective. To help meet this obligation, the school as a social institution must provide sufficient guidance services to the individual when, as, and if he needs them. The school, moreover, must supply for each individual the kind of education that best fits his abilities and other potentialities. Thus the school aids the individual to attain his own maximum development, a benefit both to himself and to society.

2.6.3 The increasing complexity of societal demands

Humphreys and Traxler (1954 : 26) state that the complexities of modern life and the changes therein mean that people confront more problems than formerly and that they have more difficulty in achieving satisfactory solutions. They find that older patterns of thinking and acting and that older stocks of knowledge are inadequate guides in the new situations. People as individuals are in greater need of assistance today than they were in the past. To obtain this assistance, they look to various

organizations that have assumed responsibility for guidance services. The school is such a primary organization.

2.6.4 Specialization of function

Jones (1945 : 7) states that modern life demands that production be speeded up, that small business give place to larger concerns, that industry be specialized, that each man learn to do some one thing and do it well, or at least do it quickly, in order that larger products may result. This specialization calls for very definite and careful guidance in some organized form; it cannot be left to haphazard choice. It becomes more and more apparent that the only agency that can be relied upon to give this help is the public school.

2.6.5 The importance of right placement

Humphreys and Traxler (1954 : 30) indicate that the worker who is engaged in the occupation he likes and succeeds in tends to remain in that occupation. He benefits both materially and in less tangible but equally important ways. And society, of which he is a member, also benefits; through his achievements and satisfactions, society both maintains stability and makes progress.

Jones (1945 : 3) states the importance of right placement as follows:

We have only to look around us and see the conditions that confront our friends and ourselves to be convinced that human energy is wasted, lives are misspent, and misery and disaster result from lack of direction and from unwise selection of occupation, of recreation, of companions, and of educational opportunities.

2.6.6 The employment of women

Humphreys and Traxler (1954 : 31) assert that another basis of guidance work is the trend in the employment of women. For generations, society held the idea that a woman's place was in the home. Slowly this idea underwent change. Today women can gain entrance to a greater variety of occupations. Because of this fact young women, like young men, need help in studying and choosing occupations. The situation now faced by young women places a genuine responsibility on the guidance services of every school.

2.6.7 The increasing number of youth in schools

The other basis of a guidance services programme is the increasing proportion and number of children who are

attending elementary schools, high schools, colleges, and other training institutions. Since the long range predictions of high school and college enrolments are on the side of mounting numbers, these institutions will probably experience a growing demand for guidance services. (Humphreys and Traxler, 1954, p.32)

According to Visser (1986 : 115) the average pupil growth rate for KwaZulu was 7,4% between 1977 and 1984. Jarvis (1984 : 67) notes that while white pupil numbers were beginning to level off in 1980, black numbers in the Natal - KwaZulu region were still growing rapidly.

TABLE 2.1

Table showing increases in pupil enrolment in KwaZulu secondary schools (Std. 6 - 10) from 1987 to 1990.

Year	Enrolment	Increase	Increase %
1987	266,052	-	-
1988	309,557	43,505	16,3
1989	334,940	25,383	8,2
1990	363,631	28,691	8,6
		Total Increase in 4 years	Increase % in 4 years.
		97,579	36,7

Source : KwaZulu Department of Education and Culture Annual Reports 1987 - 1990.

2.6.8 Importance of Differences between Individuals

Humphreys and Traxler (1945 : 35) point out that guidance workers recognise that individuals differ in ordinary physical characteristics such as height, weight, strength and endurance, and that individuals differ in their mental abilities - in general intelligence and specific aptitudes such as verbal, quantitative, mechanical and clerical. If individuals are measured in the characteristics of general mental ability, for example, their measurements tend to distribute themselves according to what psychologists call the normal curve. If the guidance worker fully understands the normal curve, he can determine approximately where an individual stands in a given measured characteristic in comparison with other individuals. He can also advise that individual with greater confidence regarding the latter's problems and potentialities.

2.6.9 The Importance of differences within the individual

Humphreys and Traxler (1954 : 37) point out that there are also differences among characteristics within a given individual. These are called trait differences. For example, an individual can be very high in "Number" but lowest in "Verbal Meaning". Guidance services cater for the differences among traits within an individual for both the immediate and long-term adjustments of the individual. Differences among characteristics within an individual will help the individual decide whether he should, for example, be a reporter or an accountant.

2.6.10 The Role of Adjustment

Naude and Bodibe (1986 : 73) define adjustment as "the way people attempt to adapt to their physical and social environment, and attempt to achieve harmony between their desires and motives and the demands and constraints placed on them by their environment". The guidance teacher is therefore often called upon to help the child cope with the demands of the environment and society. This means that guidance services promote adjustment and combat maladjustment or abnormal behaviour.

2.6.11 Pupil Failure

According to Hutson (1958 : 110) pupil failure may be due to what he calls "educational or curriculum maladjustment." Pupil failure may be due to much more than this. Here we are talking about pupil failure that has reached such high levels as to be alarming. Be that it may, it is true that guidance services are needed to play a significant role in identifying and fighting the causes of alarming pupil failure. A high pupil failure rate has been a cause for concern in KwaZulu for quite some time. According to Visser (1986 : 221) in 1982 the standard 5 average pupil failure rate was 24,5%. Between 1982 and 1984 the standard 8 average pupil failure rate was 60,0%. Between 1982 and 1984 the Std. 10 average pupil failure rate was 34,5%.

TABLE 2.2

TABLE SHOWING THE STD. 10 EXAMINATION RESULTS IN EACH CIRCUIT IN KWAZULU IN 1991

CIRCUIT	CANDIDATES WHO WROTE EXAMINATIONS	PM	PS	P%
Bergville	2 031	228	740	47,66
Edendale	1 390	56	202	18,56
Enseleni	1 622	136	497	39,02
Hlabisa	1 217	110	395	41,49
Inkanyezi	1 286	177	451	48,83
KwaMashu	3344	54	455	15,22
Madadeni	4 013	574	1442	50,23
Mahlabathini	1 519	111	383	32,52
Maphumulo	1 390	138	457	30,82
Mehlwesizwe	1 844	199	516	38,77
Mnambithi	1 736	130	536	38,36
Mpumalanga	1 663	35	211	14,79
Msinga	3 002	504	980	49,43
Ndwedwe	2 092	168	398	27,05
Nkandla	727	60	250	42,64
Nongoma	2 433	222	684	37,23
Nquthu	1 661	170	543	42,92
Pholela	905	21	143	18,12
Port Shepstone	748	65	282	46,39
Ubombo	1 389	123	382	36,35
Umbumbulu	2 742	96	502	21,80
Umlazi North	1 011	147	245	38,77
Umlazi South	1 309	329	514	64,40
Umzimto	1 413	61	315	26,61
Umzumbe	873	64	181	28,61
Total Candidates:	43 900	3 978	11 704	35,72
Candidates Passed:	15 682			35,72

Source: KwaZulu Department of Education and Culture Annual Report. (1991:64).

This means that 28 218 pupils or 64,28% failed matric in 1991.

We can ask quite a few questions on the KwaZulu failure rate. Do guidance services identify and combat potential environmental causes of pupil failure? Or do schools merely drill academic stuff and then stand with clipcards to record passes and failures in standard 10? Were children helped to make appropriate educational, curricular or vocational choices? How many failed mathematics in standard 10 when they should never in the first place have registered for the subject? Are the pupils merely cannon fodder and statistics?

2.6.12. Elimination

According to Cottingham and Hopke (1961 : 38) guidance services are needed to aid in increasing the "holding power" of schools. They point out that the school is in a strategic position to recognise the potential early school leaver, to get at the causes in each case, to contact such children through counseling before they leave and to make such instructional adjustment as will make school a more satisfying experience for those children. Jones (1945 : 30) concurs that elimination calls for definite and careful guidance, to the end that abilities may be conserved and success be assured by further education.

The Buthelezi Commission Vol. 11 (1982 : 284) points out that for every 100 pupils entering class 1 in the Natal Education Department, 63 reach standard 10, in KwaZulu by comparison for every 100 pupils entering Sub A, only 5 reach standard 10.

Table 2.3

Table showing numbers and percentages of dropouts in KwaZulu between 1980 and 1983

	1980	1981	1982	1983
Std. 6:	17 207 (31,4)			
Std. 7:		10 057 (23,8)		
Std. 8:			20 037 * (55,1)	
Std. 9:				2 403* (11,6)

Source : Visser (1986 : 170)

* Repeaters not included.

2.7 PRINCIPLES FOR THE PROVISION OF SCHOOL GUIDANCE SERVICES

If KwaZulu is to provide effective guidance services this will have to be done according to specific, guiding principles.

The HSRC (1981 : 7) highlights nine principles which should determine guidance services. These principles are presented below, together with some literary corroboration from a few sources.

2.7.1 The state shall strive to ensure that every pupil shall have equal access to a school guidance programme of equivalent standard.

The Work Committee points out that due to vast individual, culture and social differences, "equal access" and "equivalent standard" of guidance will not guarantee equal benefit to all. Poorer or less developed sectors of society will need to be shown how to derive maximum benefit from the system. The guidance of parents is therefore implied.

Quite a number of KwaZulu secondary schools are located in societies that fall under the above-mentioned category.

2.7.2 Values of different cultures and communities shall be considered and respected in a school guidance programme.

In terms of a curriculum or syllabus for guidance, there should be scope for choice, interpretation and supplementation. The cultural milieu within which guidance occurs should not be seen to operate in a limiting way.

2.7.3 School guidance shall recognise positively the freedom of individual pupils and their parents with regard to educational and career choice.

Equality in careers education presupposes equal access to career opportunities : this would benefit the individual as well as the economic development of the country. "Freedom of choice" means that real choice must in fact exist, except where limited by the pupil's own abilities and aptitudes.

Cottingham and Hopke (1961 : 33) state that freedom to choose one's work is basic to democratic society and is necessary to the fullest possible growth of individuals.

- 2.7.4 School guidance shall in an educationally responsible way take account of the individual needs of the pupil as well as the social, economic and manpower needs of the country.

This principle implies that all advice-giving personnel should have had some teacher training, and likewise that all teachers should have had guidance training. A multi-disciplinary approach is envisaged, with guidance counselors and careers counselors as co-ordinators.

We should note that Section 2 (a) of Government Notice No. R434 of 19 March 1976 in the Government Gazette No. 5020 (1976 : 10) states that all teachers should with effect from 1 January 1977 be trained in school guidance and counseling.

- 2.7.5 The development of school guidance, in its formal, non-formal and informal respects shall involve joint participation of parents, community organisations, the state and especially the private sector, because of the ultimate benefit this sector derives from school guidance.

In terms of operationalization, the establishment of guidance centres is envisaged. These centres, particularly in respect of careers guidance, could be subsidised by the private sector.

The provision of effective guidance emphasizes joint responsibility shared by all concerned.

- 2.7.6 The provision of formal guidance shall be the responsibility of the state, provided that the individual, the parents, and society shall have a joint responsibility, say and choice in this regard.

While the onus of providing facilities falls upon the state, all who are involved should participate in the establishment of policy and practice. Joint participation and responsibility are essential because effective guidance strives after the prevention and elimination of conflicts and anxieties.

Government Notice R2029 of 12 November 1971 (Government Gazette 1971 : 20) upholds this principle as follows:

17. A pupil shall be given guidance in co-operation with the school staff concerned and with due regard to the wishes of the pupil and his parents.

- 2.7.7 There shall be overall co-ordination of school guidance services whatever the extent of decentralization of these services may be.

In respect of guidance, overall co-ordination of programmes and resources (e.g. clinics) is necessary to

ensure equivalence of standards. This is particularly relevant in terms of the differences in opportunity between urban and rural areas. Co-ordination would ensure a measure of equitable distribution of resources.

- 2.7.8 Registration of all trained guidance personnel in schools and clinics through one central teachers' registration organization responsible for the evaluation of qualifications shall be provided for.

Central registration will ensure equivalence in criteria for qualifying. But the attainment of equivalent standards of qualification calls for immediate intensive training of guidance and career counselors to be introduced. Central registration would facilitate an interchange of qualified staff between or within regions, thus promoting distribution of resources.

- 2.7.9 There shall be constant updating of careers information and guidance methods, by means of ongoing evaluation and research.

The information explosion and the increasing complexity of life, not to mention expanding access to different careers in the RSA, necessitate constant research which could lead to effective data storage and retrieval, by computer, through the envisaged guidance centres. Also

envisaged is constant in-service education and upgrading of guidance counselors.

2.8 The aims of guidance services.

Likewise the HSRC (1981 : 9) states the overall aim of school guidance as well as a number of specific aims. The overall aim, by definition, is to cater for the needs of the individual in terms of providing information and direction on a general level and on a specifically career - orientated level, through facilities available to all pupils in state, state-subsidized and independent educational institutions.

The specific aims are delineated as follows:

- (i) It aims to facilitate learning and orientation. After exposure to demonstrations, the pupil is encouraged to make independent choices.
- (ii) In career guidance, the aim is to provide useful information, and where necessary counseling which will help the pupil to make a career choice.
- (iii) The adequate provision of guidance personnel and facilities for Coloured and Black schools is a typical and emphatically important aim. Lack of facilities and personnel requires immediate remediation.

- (iv) Co-ordination of the efforts of industry, commerce, the teaching profession and other agents is an immediate aim particularly with regard to the provision of information about occupational opportunities.
- (v) To grant access for every pupil to a general guidance programme and a specialised careers guidance programme as well as more specialised guidance services where necessary.
- (vi) The total context of the pupil must be taken into account in a non-directive manner, with respect for the attitude and background of the pupil, respect for his privacy, and in an atmosphere of guaranteed confidentiality.
- (vii) To enhance the atmosphere of the school or guidance centre through engendering a helping, caring relationship intent on establishing and serving the pupils' interests, intellect, abilities and opportunities.

The provision of guidance services in KwaZulu will definitely have to be based on certain aims. Whether such aims are attained or not will then be determined through research and evaluation.

2.9 The functions served by guidance services.

The HSRC (1978) : 6) outlines the functions of guidance services in respect of pupils, parents, teachers and the school administration.

The functions served by guidance services will ideally highlight the importance of providing effective guidance services in KwaZulu.

2.9.1 For pupils.

The HSRC (1978 : 7) identifies the following functions served by guidance services in respect of pupils:

- (i) Identification of pupils who are ready for school and those who are not ready. Pupils are then placed in initial education or preparatory classes depending on readiness.
- (ii) Guidance services identify the profound nature and extended range of individual differences. Adequate provision can then be made for differentiated education with sufficient possibilities for individualization. Some individual differences are mental ability, interest, personality, social orientation, scholastic progress, home background and physical condition of the child.

- (iii) Identification, reference and placing of pupils with problems for special education and/or for orthopedagogical, orthodidactical or sociopedagogical aid.
- (iv) Assistance in respect of learning and study problems.
- (v) Assistance with regard to self-knowledge, self-acceptance and social integration.
- (vi) Assistance with regard to type of school, choice of subject and field of study, and choice of a vocational field and of a vocation itself.

2.9.2 For Parents

According to the HSRC (1978 : 18) guidance services fulfil two main functions in respect of parents.

- (i) Guidance services provide specialised assistance to the parent for his child, since he cannot provide the necessary assistance and guidance himself.

Due to rapid innovations in the field of education - accompanied by technological, industrial and occupational changes - the education and guidance function has become too specialised for parents to handle. Parents expect this assistance from the school

guidance service. Matters on which parents require assistance and guidance include identification and placement of pupils who are ready or not ready for school, remedial education (orthodidactic assistance), choice of school and subjects, choice of a field of study and finally, the choice of a vocation.

- (ii) It is the task of the school to give educational guidance to parents. In this way parents can be assisted to combat decadent tendencies such as drug addiction, perversities, superficialisation of spiritual values and denial of authority. In many cases parents are ignorant about their educational task which has become more and more complex.

Educational guidance should not only make parents aware of educational responsibility, but should also provide guidance in carrying out this task. For instance parents can be guided on the importance of authority, mutual trust and adequate association at home as these have a bearing on the authority, trust and association structures at school as well.

2.9.3 For teachers

- (i) The HSRC (1978 : 9) states that in his subject presentation the teacher has to take into account the individual differences among pupils and this he can

only do if he is familiar with the abilities and interests of his pupils. He will have to know which pupils experience problems, and he will have to account for his conduct and methods used with them in this light. This knowledge about pupils, their abilities, interests, achievements, and circumstances cannot be acquired haphazardly, but should be obtained from the school's guidance staff.

Froehlich (1958 : 18) states that because the guidance programme has collected much information about pupils, and because it has attracted to its ranks those who can identify the causes of pupil behaviour, it stands in a unique position to assist teachers in doing a better job of understanding their pupils.

(ii) Froehlich (1958 : 18) points out that the other function guidance services can provide to instructional staff are the more formalized-in-service training activities. This in-service training will help teachers improve their skills in analysing, understanding, and doing something about pupil behaviour.

(iii) Froehlich (1958 : 18) suggests that there must be a place in the school where teachers can send pupils they cannot understand, or pupils whose individual problems they do not have time to work through. If

teachers referred those pupils who were most in need of guidance services, and of counseling service specifically, the guidance programme could be more effective. If every teacher were trained to select those pupils most in need of counseling, counselors could make optimum use of their time.

- (iv) Froehlich (1958 : 19) states that teachers also have a responsibility for contributing to, as well as utilizing, the guidance services in the school. Teachers are in an excellent position to observe pupil behaviour. Input by teachers can be in the form of anecdotes, parent or pupil conferences, home visits and so on. Some teachers may object to the extra load. But in the long run, teacher participation in the guidance programme will ease their load rather than make it heavier.

2.9.4 For the school administration

According to Froehlich (1958 : 19) the guidance programme can assist those who have responsibility for the administration of the school. Operating a school is a co-operative venture with administration playing its part, the instructional staff doing its share, and the guidance programme rendering those services for which it is uniquely qualified. The guidance programme can render a service to administration as it plans the curricular development of the

school. No other school programme has as many data regarding each individual pupil. The guidance programme identifies the needs and requirements of each of the pupils. The guidance programme has a responsibility for summarizing its findings and presenting those findings to the administrative staff for consideration as the curriculum of the school is built.

2.10 STAFFING OF GUIDANCE SERVICES

A discussion of the staffing of guidance services tends to be an inevitably long discussion. This is due to the fact that we have so many people involved: guidance staff, instructional staff, the administration as well as senior staff from the education department. For the purposes of this study, we shall look at the staffing format that pertains in most education departments in the RSA.

Staffing in KwaZulu will be researched in Chapter 5.

2.10.1 Types of personnel and their duties

In looking at the types of personnel and their duties in guidance services, we shall look at those located at the schools, the clinics and regional and head offices.

2.10.1.1 School personnel.

At school we find the guidance teacher, guidance counselor and principal involved in the guidance services. The involvement of the principal is mainly administrative and will not be discussed.

2.10.1.1.1 The guidance teacher.

The HSRC (1984 : 17) outlines the following functions:

- (i) He is responsible for the individual inventory. He studies and identifies pupils' abilities, interests and other personal characteristics.
- (ii) He is responsible for group guidance.
- (iii) He is responsible for individual guidance - personal interviews with individual pupils for the solution of problems that pupils may experience.
- (iv) Collection of occupational information for the career information library.
- (v) The keeping of reports and records. Personal files of pupils must be kept up to date with information on individual inventory, group discussions, individual interviews and testing.

- (vi) Liaison - liaises with the principal, the guidance counselor (if there is one), other teachers, parents, employers and school psychologists (if there is no guidance counselor).
- (vii) The guidance teacher is usually also expected to teach other subjects.

2.10.1.1.2 The guidance counselor

According to HSRC (1984 : 18,19,31,32,80) the guidance counselor carries out the following duties.

- (i) He is responsible for the implementation of the guidance programme at school in consultation with the principal.
- (ii) He is responsible for all guidance services to pupils.
- (iii) He conducts tests as well as their evaluation and interpretation i.e. standardised scholastic and psychological tests if he is accredited as a psychometric. He is also responsible for questionnaires.

- (iv) He is responsible for group guidance, whereby pupils receive guidance in a situation. He co-ordinates guidance themes so that guidance teachers present similar work.
- (v) He is responsible for individual guidance, i.e. personal interviews with pupils for the solution of problems that pupils may experience. He also offers guidance to guidance teachers in the form of case study discussions with regard to the nature, organisation and implementation of interviews.
- (vi) Liaison - personal consultation or through correspondence with the principal, colleagues, parents, employers, tertiary institutions, welfare organisations, medical practitioners, priests etc.
- (vii) The counselor keeps reports for the attention of the principal and guidance inspectors as well as annual reports on the school guidance programme.
- (viii) He gives guidance to class teachers with regard to the completion and keeping of cumulative record cards.
- (ix) The counselor's whole work is organisational - he organises the school guidance programme such that it reflects continuity and co-ordination.

It must be pointed out that the posts of guidance teacher and guidance counselor do not always exist side by side. In the absence of one post, the incumbent of the other becomes solely responsible for the whole school guidance programme. If both posts exist, the guidance teacher - a more generalistic post - reports to the guidance counselor - a more specialist post - who administers the guidance programme.

2.10.1.2 Clinic personnel

The clinic personnel occupy posts of school psychologists and each one of them is an expert in his own professional field. We shall discuss the overall duties of clinic personnel which are collective to all of them and not the specific duties which are peculiar to each particular professional field.

According to the HSRC (1984 : 17) the clinic personnel carry out the following duties:

- (1) They administer the guidance programmes of the schools in the regions or areas on behalf of the head office.
- (ii) They supervise the technical aspects of guidance programmes of the schools in their jurisdiction.

- (iii) They have to discuss the different aspects of guidance with principals, school guidance personnel and the school staffs.
- (iv) They conduct individual interviews with problematic cases which are referred to them by the school principals or counselors.
- (v) They regularly arrange in-service training courses for school guidance personnel.
- (vi) They guide school counselors to conduct, evaluate and interpret scholastic and psychological tests and questionnaires.
- (vii) They keep school guidance personnel abreast of new techniques and information on guidance and counseling.
- (viii) They collect information on occupational matters and distribute it to the schools in the form of brochures, pamphlets and articles.
- (ix) They serve in relevant committees so that all information gained on educational, personal, social, family, leisure and occupational matters can be made available to the schools.

- (x) They have to organise guidance committees on regional basis so that school guidance personnel can communicate with one another on common matters.

2.10.1.3 Head/regional office personnel

The HSRC (1984:80) states that head office personnel are jointly responsible for the planning, organisation, administration and inspection of the guidance services as a whole. No attempt will be made to discuss the duties of head office personnel in more detail here because planning, organisation, administration and inspection differ from department to department. The organisation of guidance services in two education departments will, however, be briefly outlined in Chapter 3.

2.11 THE TRAINING AND CERTIFICATION OF SCHOOL GUIDANCE PERSONNEL

The HSRC (1981 : 25) notes that:

Since the introduction of school guidance at secondary school level more than thirty years ago, there have been no requirements with regard to qualifications or training facilities. This in itself explains why justice has not been done to school guidance.

The HSRC (1981 : 27) made the following comments on the state of training.

(i) Some universities offer courses in school guidance from undergraduates to doctoral level, while others offer no training. The best provision, although inadequate, is made for Whites and then for Indians.

The training for Coloureds is totally inadequate while little or no training is available for Blacks.

(ii) Universities enjoy autonomy with regard to standards, entrance requirements, duration of courses and syllabus composition.

(iii) There is still room for closer co-ordination with regard to the different population groups.

(iv) With the exception of one university, there is no undergraduate teacher's course where school guidance may be a major subject like other school subjects.

(v) School guidance or even careers guidance as an independent subject field with contents in its own right does not exist and is dependent on other subject fields like Applied Psychology and Guidance Psychology.

- (vi) There is an exaggerated and ungrounded attachment to archaic syllabi e.g. sex and marriage guidance, child battering, birth control, etc. This leads to the overloading of the syllabus and resultant generality, superficiality and monopolization of available time.

- (vii) There is a great lack of pertinent subject didactic approach in group guidance.

- (viii) There is a tendency in training to unilaterally accentuate problem areas e.g. the handicapped, children with special problems of either physical, mental, social or psychological origin.

- (ix) Most training programmes lack contents which adequately take account of present day realities and tendencies.

- (x) Justice is not being done to careers guidance within existing training programmes. There is a just need to separate careers guidance from general guidance and expand it as a subject to independent and expert status.

2.11.1 Principles in the training of guidance personnel.

The HSRC (1981 : 37) offers some general principles in the training of guidance personnel.

- (i) The guidance personnel is primarily involved with the task of educating children. To qualify as educationist one must be pedagogically thoroughly trained. The guidance personnel have to succeed in turning each situation in the guidance practice into an educational situation.

- (ii) As educationist the guidance personnel must be didactically skilled, i.e. they have to learn how to reveal the contents of their subject field to the child. It is also important that each subject teacher should know how he can reveal general guidance and careers guidance contents by means of a particular didactic approach.

- (iii) The counselors in particular have to be experts. They have to integrate professional knowledge with educational, didactic and psychological insights. Their degree of training in their professional field must be of such quality as to enable them to be fully in control of the contents, techniques and methods of orientation related to his subject.

2.11.2 Training requirements for school guidance and counseling.

The HSRC (1981 : 110 - 111) suggests specialized training in the form of a B.Ed. degree for school

guidance personnel (i.e. school counseling assistant, careers counselors and junior careers counselors) Section 3 of Government Gazette Notice no. R434 of 19 March 1976 in the Government Gazette No. 5020 (1976 : 10) elucidates the question of training and certification as follows:

Training in school guidance and counseling shall satisfy the following requirements:

(a) Training of all teachers

The curriculum of every first pre-primary, primary and secondary teacher's degree / diploma approved by the committee shall make provision for School Guidance and Counseling in order to equip teachers to give suitable school guidance and counseling at each of the stages concerned in a child's schooling.

(b) Training of teachers entrusted with school guidance and counseling

The training shall include:-

- (i) Psychology 111 and /or Pedagogy 111 and/or School Guidance Psychology 111 or another subject approved by the committee, or

(ii) a B.Ed. degree approved by the committee,
or

(iii) for a pre-primary school, a four year teacher's training course approved by the committee with School Guidance and Counseling as a special field of study and shall be such as to qualify these teachers to undertake school guidance and counseling.

The big question is : Must all teachers go through at least a basic training in school guidance or must this be left to personal choice?

Section 2 of Government Notice R434 Government Gazette No. 5020 (1976 : 10) answers this question as follows:

With a view to implementing the policy set out in paragraph 16 (1) and 17 of Government Notice R2029 of 12 November 1971, School Guidance and Counseling shall be included in the training of the following persons:

(a) All teachers.

(b) Teachers entrusted with school guidance and counseling.

It is clear then that according to the above-mentioned legislation all teachers must have a basic training in School Guidance and Counseling.

Although the training and certification of KwaZulu guidance teachers is a part of this research in Chapter 5, this aspect of the guidance services in KwaZulu still needs more attention and research.

2.12 Physical facilities and materials for guidance services

The HSRC (1981 : 82) states that adequate physical facilities (careers guidance rooms, interview rooms, clinical furniture and aids) are essential for effective guidance.

The HSRC (1981 : 131-140) then gives an outline of all the physical facilities required for the comprehensive guidance services of the school, the guidance centres and the school clinics. The list includes work rooms, the usual office furniture, teaching aids and audiovisual equipment. For schools can be added textbooks, syllabuses and work programmes.

The all too obvious implication with regard to physical facilities is the availability of finance.

The provision of physical facilities and materials for guidance services in KwaZulu is also researched in Chapter 5.

2.13 CONCLUSION

In this chapter an exposition has been made of some major issues regarding guidance services. The need for guidance services was also outlined. It is hoped that as we proceed with the next chapters clarity has been obtained as to the essence and nature of guidance services. The conceptual framework in this chapter is also an important source of reference and yardstick against which the guidance services of the NED and KDEC will be critically analyzed in Chapter 3.

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CHAPTER 3A COMPARATIVE STUDY OF THE ADMINISTRATION OF SCHOOL GUIDANCE SERVICES IN THE NATAL EDUCATION DEPARTMENT (NED) AND THE KWAZULU DEPARTMENT OF EDUCATION AND CULTURE (KDEC)3.1 INTRODUCTION.

Halls (1990 : 43) states that comparative education concerns itself with, inter alia opportunities for individual interests. The chapter compares guidance services that exist in KwaZulu with those in the NED.

Jones (1971 : 25) points out that the purpose of comparative education is to guide the planners. Halls (1990 : 23) suggests that many comparative studies have meliorist purposes. The purpose is to improve the particular education system (s). It is the purpose of this chapter to influence future planning for guidance services in KwaZulu by making KwaZulu aware of the shortcomings that may exist in its guidance services as may be highlighted by their comparison with those of the NED.

3.2 THE NATAL EDUCATION DEPARTMENT. (NED)

3.2.1 The Nature and Scope of the Guidance Services.

According to the HSRC (1984:75) the nature and scope is as follows:

(1) Psychoclinical Services.

Psychoclinical services are provided for at child guidance clinics and special schools.

The service provides for:

- (a) Testing : the use of standardised psychological and scholastic tests and questionnaires.
- (b) Therapy : psycho-, socio-, physio- and occupational therapy.
- (c) Remedial : remedial education like speech therapy and.
- (d) Guidance : to complement guidance at school level.

According to the NED (1988:3) these services promote the mental health and well-being of all pupils. The personnel attached to school psychological clinics

guide, consult with and assist school personnel, parents and pupils in schools. Clinic personnel visit schools regularly and are considered to be an integral part of each school's multi-disciplinary team.

The provision of psychological services links directly with the pupil inventory service (paragraph 2.5.3) in general and what must be known about the pupil in particular (paragraph 2.5.3.1). Psychological services also address the importance of differences between individuals (paragraph 2.6.8) and the importance of differences within the individual (paragraph 2.6.9).

(2) Guidance services to schools, offered as group guidance. It is offered in the following facets:

(a) Educational guidance.

(b) Personal guidance.

(c) Career guidance.

Paragraph 2.4 on the nature and scope of school guidance endorses the offering of school guidance in the three above - mentioned facets. This classification is also in accordance with section 16(1) of Government Notice R 2029 of 12 November 1971 (Government Gazette 1971 : 20).

(3) Provision is also made for individual counseling and personal interviews with:

- (i) Parents.
- (ii) Pupils with self-reported problems.
- (iii) Pupils with problems referred by principal, staff or parents.
- (iv) Under - achievers identified by the guidance teacher.
- (v) All standard 7 pupils in the last two quarters of the year who have to make final subject choices for the senior secondary school phase.
- (vi) All standard 10 pupils and other school-leavers in the first two quarters so as to ensure that they make responsible choices with regard to future careers.

In this regard the NED conforms to the provision of the counseling service as discussed in paragraph 2.5.5.

3.2.2 Organisation and administration of the guidance services.

3.2.2.1 Aims.

The NED (1988 : 2) states that the aims of Counseling / Guidance, as a service offered to pupils on a group and individual basis, are to assist pupils to develop their capacity for self-direction by promoting self-acceptance, increasing self-understanding and encouraging realistic self-evaluation. It is equally concerned with the preparation of pupils to meet the demands of society in particular, and of life in general, by helping them to formulate sound philosophies of life; to plan for the future; to develop problem-solving and decision-making skills; to deal with problems that can be overcome; and to cope with those problems for which there are no easy or immediate solutions.

The setting of aims is very important for research and evaluation. Paragraph 2.5.7 points out that evaluation consists of judgements on the effectiveness with which goals are being attained.

3.2.2.2 Legislation and policy.

The NED (1988 : 2) points out that in terms of the National Education Policy Act (Act no. 39 of 1967) Counseling / Guidance is an essential service which holds a key position in the system of differentiated education. The Act states that guidance should be given to pupils in respect of "personal matters, educational choice and choice of career."

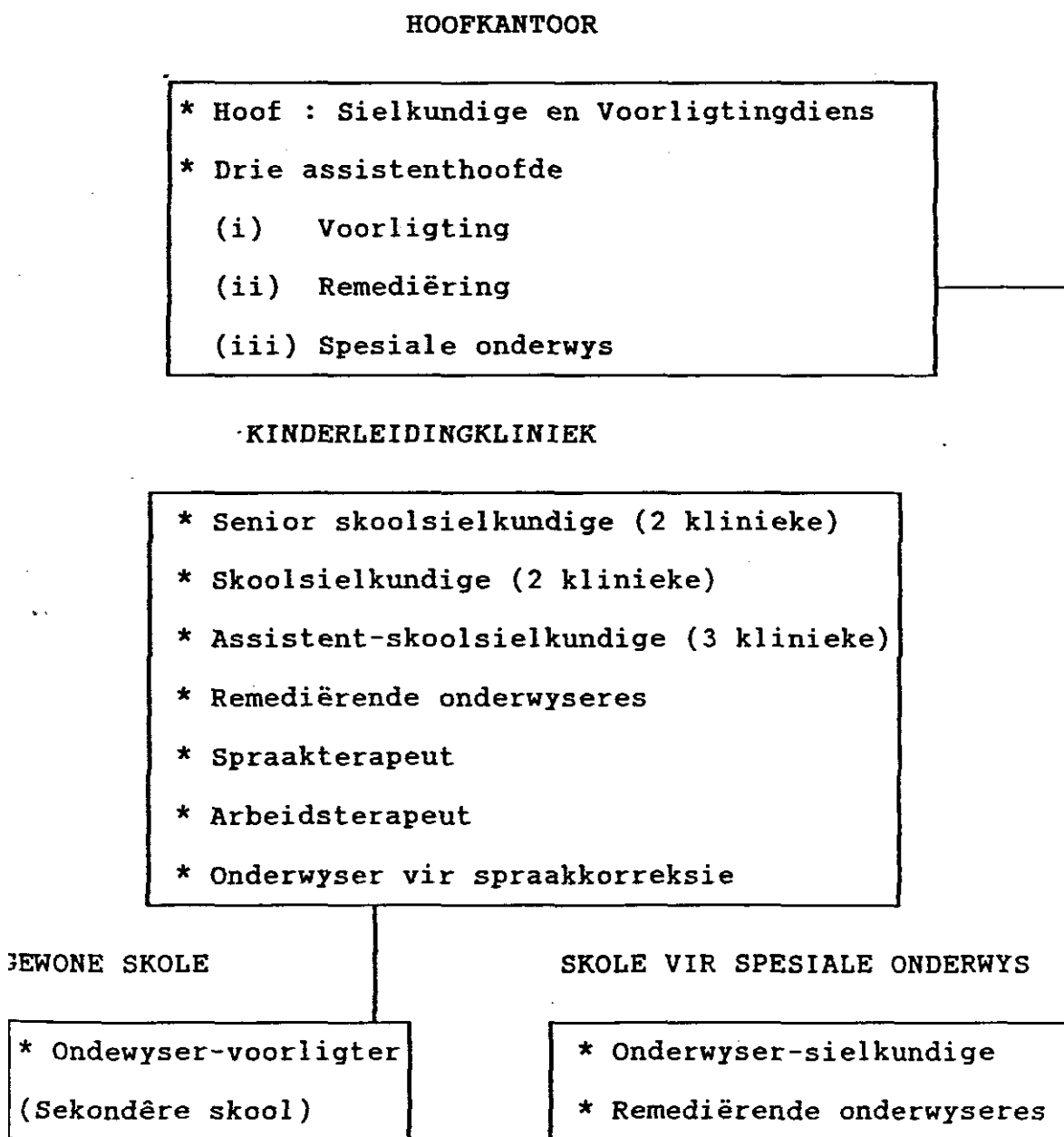
According to the NED (1988 : 5) it is the responsibility of the counsellor to implement the guidance / counseling policy of the NED. This he must do under the direction of the principal and the principal school psychologist for guidance. Every school must have an explicit, written policy reflecting official departmental policy and catering for the unique needs of the school in question. The principal school psychologist provides the framework for such a document on request.

Reference to paragraph 2.7.6 shows that legislation and policy are important. This paragraph states that since the provision of formal guidance is the responsibility of the state, This responsibility must be guided by policy and practice.

3.2.2.3 Hierarchical Organisation and Staffing.

The HSRC (1984 : 77) gives a schematic representation of the departmental organisation of guidance services.

FIGURE 3.1



The whole guidance service is administered, organised and controlled by means of inspections by Head Office personnel. Furthermore, the personnel of the child guidance clinics are responsible for giving help and guidance to the principals, guidance teachers and personnel attached to school that fall under the jurisdiction of these clinics.

Paragraph 1.2.2 states that the effectiveness of the school guidance service is, inter alia, determined by the staff position in respect of personnel responsible for school guidance with regard to their availability, qualifications and training. Figure 3.1 depicts a three-tier availability of personnel who are trained specialists in various fields, e.g. psychologists, speech therapists, occupational therapists and personnel for remedial education.

3.2.2.4 Group guidance.

According to the NED (1988 : 5) group guidance is a compulsory non-examination subject for all class groups. It has a minimum allocation of one period per fortnight (or equivalent) for all classes. The aim of group guidance is to provide pupils with information and insights which will foster improved self-understanding and understanding of others, and to provide the counsellor with information which should facilitate more meaningful individual intervention whenever necessary.

The NED (1988 : 5) identifies the following three primary components of the group guidance programme:

3.2.2.4.1 Personal guidance.

Personal Guidance attempts to foster realistic knowledge of self and healthy inter-personal relations. Some methods used are formal teaching, planned discussion, involvement of outside speakers and the application of selected principles of problem-solving and of decision-making to personal and social issues.

3.2.2.4.2 Educational guidance.

It attempts scholastic progress by alerting pupils to (and correcting where possible) the causes of underachievement. Methods used are formal teaching discussion, involvement of outside speakers, and by both formal and informal evaluation, to assist pupils to integrate and apply knowledge of self and of some principles of problem solving and decision-making to problems of an educational nature.

3.2.2.4.3 Careers education.

It focuses on the application of knowledge of self and some principles of problem-solving and decision-making to the demands of the world or work and of further education. Methods used include formal teaching, discussion, formal and informal

assessment, exposure to published careers information, exposure to careers exhibitions and the direct involvement of parents.

3.2.2.5 Individual counseling.

Once the necessary time has been allocated to group guidance, principals should ensure that a realistic proportion of the remaining allocation is designated for individual counseling and interviewing. An arrangement for the release of pupils must be clarified to ensure that counsellors will actually have access to pupils during these periods. Where the arrangement for group guidance does not allow the counsellor fortnightly access to all classes for individual counseling, another suitable arrangement must be made. It is recommended that group guidance be linked to another subject, preferably a non-examination subject assigned to a member of staff other than the counsellor, thereby permitting the latter to use this period for individual counseling or to attend to other service components of the counseling programme. It is also accepted that the counsellor might have to set aside some additional time after school hours for interviews with parents in particular, and for routine interview with standard 10 pupils.

The allocation of as much as possible to counseling in the NED seems to be in recognition of counseling as the "heart of the guidance programme" (par. 2.5.5). Interviews with parents are in keeping with par. 2.9.2 which states that the school must offer "specialised services to the parent for his child" as well

as par. 2.7.3 and 2.7.6 which point out that the parent must have a say and freedom of choice in his child's educational and career choices. Parental choice and involvement in guidance is also an ideal expressed by Government Notice R2029 of 12 November 1971 (Government Gazette 1971 : 20) as quoted in par. 2.7.6.

3.2.2.6 Referrals.

The NED (1988 : 3) states that schools may refer pupils or divulge information on pupils to outside agencies in cases of emergency or on written request for a referral from a parent or for communication of information to another professional agency. In doing this the school must inform the department or the school psychological clinic. Under normal circumstances, however, outside agencies are given no referrals or information on pupils.

3.2.2.7 Collection of Occupational Information.

According to the HSRC (1984 : 76) Occupational information must be collected and made available to pupils. A practical index system must be used for easy reference.

The collection of occupational information is in keeping with the information service (par. 2.5.4). It is the duty of the school's information service to make all necessary information available to the pupils.

Paragraphs 3.2.2.8 and 3.2.2.9 below also conform to the information service.

3.2.2.8 Visiting Personnel.

The HSRC (1984 : 76) states that:

With the permission of the school principal speakers from outside may visit the pupils and address them on practical matters, career opportunities, etc.

3.2.2.9 Written work.

The HSRC (1984 : 76) points out that:

Pupils must be encouraged to keep guidance files in which they should record all relevant information presented during group guidance periods. They must collect information so that they can develop a complete picture on the basis of completed work.

3.2.2.10 Administration.

Administration will vary according to the time of year. The teacher counsellor is responsible for keeping all professional administrative tasks up to date and the principal should ensure that sufficient time is set aside for this purpose on the counsellor's time table. Duties include keeping up-to-date records of interviews, writing reports on pupils when necessary,

keeping all filing up-to-date and handling applications for bursaries, loans, employment and admissions to training and educational institutions. Cumulative record cards are also kept and filed.

Administration is part and parcel of the pupil inventory service (par. 2.5.3). The pupil inventory service refers to the up-to-date keeping and filing of information on the individual ^{pupil} ~~people~~. Schools cannot adequately offer guidance services if the individual pupil is an unknown entity.

3.2.2.11 Psychometric testing.

Psychometric testing is the responsibility of the counsellors, who must be accredited testers.

Principals must ensure that adequate time is made available for the respective test programmes. Periods during which testing programmes are to be conducted should preferably be included on the school's calendar. Counsellors administer and score a number of group psychometric tests used to assist pupils in career and/or educational decisions. Counsellors from time to time administer test batteries designed by the Human Sciences Research Council and approved by the Committee of Heads of Education.

Psychometric testing forms part of the pupil inventory service (par. 2.5.3) in that it is a method of studying individual

pupils (par.2.5.3.2). Psychometric testing also upholds the importance of differences between individuals (par. 2.6.8) and the importance of differences within the individual (par. 2.6.9).

3.2.2.12 Allocation of posts.

According to the NED (1988:3) provision is made for the appointment of teacher-counsellors on the basis of a time allocation of 7 periods per 100 pupils per week. This is roughly equivalent to one full-time counsellor for an enrolment of every 600 pupils. It is the responsibility of principals to ensure that there is not an under-allocation of personnel for this service.

Also refer to paragraph 3.2.2.3 on Staffing.

3.2.2.13 Facilities.

The NED (1988:5) states that provision is made for a group guidance room, at least one office for individual interviews or counseling and a telephone in the counsellor's office. It is the counsellor's responsibility to ensure that the available facilities are used and arranged in such a way as to clearly identify the type of service being offered.

The provision of facilities is essential for effective guidance (paragraph 2.12).

3.2.2.14 Evaluation.

The NED (1988 : 7) points out that in addition to the routine evaluation of the contributions of the counseling departments by the principal and management team, each counseling department of a school is expected to prepare a comprehensive report at the end of each year. The report must reach the principal at the end of November each year, providing a critical and constructive evaluation of counseling activities during the year and bring to the principal's attention any changes considered to be necessary for improved service delivery. Two copies of the report are forwarded to the deputy head of the School Psychological and Counseling Services responsible for guidance. The deputy head forwards one copy to the district inspector. The deputy head also provides guidelines for the compilation of such a report.

In par. 2.5.7 it was pointed out that guidance services must be constantly evaluated in terms of effectiveness and the attainment of goals.

3.3 THE KWAZULU DEPARTMENT OF EDUCATION AND CULTURE. (KDEC)

3.3.1 The Nature and Scope of Guidance Services.

The KDEC (1991:45) summarizes the services offered by the Psychological and Guidance Services to KwaZulu pre-primary,

primary and secondary schools as follows:

To satisfy the differentiated needs of school children, the Psychological Services identifies the children who are not ready for formal education in the pre-primary classes. The service identifies and gives remedial education to the primary school children with minimal brain dysfunction. It provides vocational and educational guidance to secondary school children.

As far as the secondary schools are concerned the 1987 - 1991 KDEC annual reports identify the following aspects of the school guidance programme:

- (1) The guidance testing programme.
- (2) Career guidance.
- (3) Educational guidance.
- (4) Personal guidance and counseling.

The guidance testing programme is mostly offered not as a service on its own but as part of the pupil inventory service (par. 2.5.3 and 2.5.3.1). In KwaZulu, however, it is offered more as a service on its own.

Career guidance, educational guidance and personal guidance collectively comprise school guidance (par. 2.4) ; also referred to as group guidance (par. 3.2.2.4).

Counseling is a service on its own (par. 2.5.5).

The above classification is therefore not according to the conceptual framework which identified (1) the pupils inventory service, (2) group guidance and (3) counseling.

(1) The Guidance Testing Programme.

The guidance testing programme has three main objectives according to the KDEC (1988 : 27) These are:-

- (a) To predict potential failures in std 10 and reduce them.
- (b) To guide std 10 pupils with respect to subject choice or study directions after std 10.
- (c) To select deserving pupils for bursaries.

We shall now look more closely at each of these objectives.

(a) Prediction of Failures and Reducing Them.

To predict failures std 10 pupils are according to the KDEC (1988 : 27), tested with the Academic Aptitude Test (AAT) battery. The report (1988: 27) points out that the comparison of the AAT results and the examination results for 1987 indicated that in 1987 there was great improvement in the

achievement of pupils in that the results were almost as predicted.

The KDEC (1989:31) points out that AAT results are sent to the various schools for the purpose of achievement prediction and the identification of the underachievers during follow-up visits.

The KDEC (1990:43) states that during February 1990 the inspectors were engaged in the discussion of the 1989 Std 10 results with teachers and principals of high schools in all circuits. In their discussions they compared the aptitude tests with the standard 10 aggregate symbol obtained by the individual pupils. Teachers were expected to produce better results than were predicted by the aptitude tests.

In certain circuits unrest and poor discipline were found to have led to poor results. In quiet circuits a number of schools managed to produce better results than predicted by the aptitude tests.

In March 1990 inspectors started the guidance testing programme which is "meant for the motivation of teachers to work hard for better standard 10 results" (The KDEC, 1990, P43).

The KDEC (1991:45) states that during the period 11 to 12 February inspectors visited the schools with Std 10 in their circuits for the purpose of discussing the Std 10 1990 results

with the principals and teachers. In 1990 the teachers had been motivated to produce better results than the minimum number of passes predicted by means of the expectancy tables.

The analysis of the results of all the schools in 1990 then showed that:

- 54,4% schools over-achieved.
- 20,6% schools produced almost what was expected.
- 25,0% schools under-achieved.

The KDEC (1991:45) states that in 1991 testing was started in February and completed at the end of May.

When the 1984 and 1991 AAT results were compared, it was found that in 1991 there was a slight decline in the aptitude levels of the high school pupils. This meant that steps had to be taken to bring about effective teaching in the high schools in order to improve the pass percentage in standard 10. For this reason a decision was taken in 1991 to have the general inspectorate work in close co-operation with the Educational Support Services as from 1992.

Prediction of pupil failure rate and making attempts to reduce it is directly in accordance with par. 2.6.11 which states that guidance services must combat high pupil failure rates. Table 2.2 further shows this high standard 10 pupil failure rate in KwaZulu.

(b) To Guide Std 10 Pupils with Respect to Subject Choice or Study Directions after Std. 10.

A discussion of this objective will inevitably overlap with the discussion of career guidance and/or educational guidance. For that reason it will be discussed as part of career guidance and/or educational guidance.

(c) Selection of Pupils for Bursaries.

Selecting pupils so that they can obtain bursaries is a placement service. This service is discussed in Par. 2.5.2 and is about helping pupils transfer from one educational field to another or take the next step.

The annual report (1989:31) states that the Psychological Services assisted Anglo-American Corporation, South African Sugar Association, the University of Zululand, Eskom and AECI in the selection of students for the bursary schemes. There was seen to be an increase in the demand for the best students who have the opportunity to receive bursaries granted by various organisations. It was then decided that in 1990 an emphasis would be given to vocational guidance and to the training of students in the interview skills.

TABLE 3.1

TABLE SHOWING THE NUMBER OF STD 10 PUPILS TESTED BY AAT IN KWAZULU FROM 1988 TO 1991.

YEAR	NUMBER
1988	2,037
1989	19,960
1990	32,531
1991	34,098

Source : KDEC Annual Reports 1988 - 1991.

(2) Career Guidance.

(1) According to the KDEC (1987:8) the Career Information Centre in Durban has been giving guidance to KwaZulu pupils by providing relevant literature and exposing them to various occupational symposia.

(ii) In 1988 career guidance was given to 42,000 standard 7 children with the purpose of enabling them to choose the right subjects for standard 10. The standard 10 pupils were assisted with career guidance by their principals and teachers as they had received the necessary training. (The KDEC 1988, P27)

(iii) In 1989 guidance teachers were assisted by the inspectors of Psychological Services in giving career guidance in their schools. Professionals like nurses, policemen, agricultural officers, etc. were invited to schools to give career guidance lessons. For the Mahlabathini Circuit this service was centralized at James Nxumalo Agricultural High School.

Professionals from the various KwaZulu government departments and staff from Career Information Centre, University of Zululand and Anglo-American came to address the students (The KDEC, 1989, Page 31).

- (iv) Careers days have been organised from 1989 (Ibid).
- (v) In 1990 careers days were organised at various places during the year. Anglo-American also organised a winter school for prospective engineers at Technikon Mangosuthu (The KDEC, 1990, Page 44).
- (vi) In 1991 a Vocational Interest Questionnaire (VIQ) was applied together with the Academic Aptitude Tests in order to gather the objective data that could be used in career guidance. 34,098 standard 10 pupils were tested. (The KDEC, 1991, P.45).

The information service (par. 2.5.4) is designed to provide pupils with, inter alia, a knowledge of vocational opportunities so they may make better informed choices and decisions. KwaZulu conform to the requirements of the information service by making career information available to pupils through career days and the Career Information Centre.

(3) Educational Guidance.

(i) Subject guidance was given to all pupils from standard 5 to 10 in 1987 (The KDEC, 1987, p. 8).

(ii) In the same year senior certificate candidates received specific study skills programmes designed to enhance retentive capability. (Ibid).

(III) To motivate the standard 10 pupils to work harder for their examinations, winter schools are organised at various places. (The KDEC, 1990, p.44)

(4) Personal Guidance And Counseling.

According to the KDEC (1991 : 5) this service is limited to schools that are recipients of the KwaZulu Education Enhancement Programme (KEEP), Ogwini Comprehensive High School and James Nxumalo Agricultural High School. The four KEEP schools are Masibumbane, Mlokothwa, Siyamukela

and Vukuzakhe. These schools are provided with full-time guidance teachers.

Principle 2.7.1 on the provision of guidance services points out that every pupil should have equal access to a school guidance programme of equivalent standard. Thus the selective provision of more comprehensive guidance programmes to certain schools only and the exclusion of others is in breach of principle 2.7.1. Paragraph 3.3.1(4) shows that only 6 post primary schools enjoy a more comprehensive guidance programme. According to KDEC (1991 : 59) there were 757 post primary schools in 1991. This means a total of 751 schools were excluded!

3.3.2 Organisation and Administration of the Guidance Services.

3.5.2.1 Departmental Organisation.

3.3.2.1.1 Aims.

Mtshali (1991 : 87) states the aims of the KwaZulu Psychological and Guidance Services as essentially twofold:

- (a) To provide preventive intervention in the form of school readiness, remedial education and guidance teaching.
- (b) To offer education guidance to all school-going children

experiencing learning and vocational guidance difficulties.

The identification of aims is in accordance with paragraph 2.5.7. Refer also to paragraph 3.2.2.1.

3.3.2.1.2 Legislation and policy.

The KwaZulu Education Act (Act no.7 of 1978) contains no legislation on guidance services.

As far as policy on guidance services is concerned, the KDEC (Undated : 43) states the following:

- (a) The assistance of the Psychological Services is available to all schools on request by the circuit inspector.
- (b) The Psychological Services determines the abilities and aptitudes of pupils by means of standardized tests. Principals are expected to enter test results on the cumulative record cards and file the record cards. The pupils' scholastic achievements must be continually compared with the test results.
- (c) Principals are advised to seek vocational information in the publications called Educamus

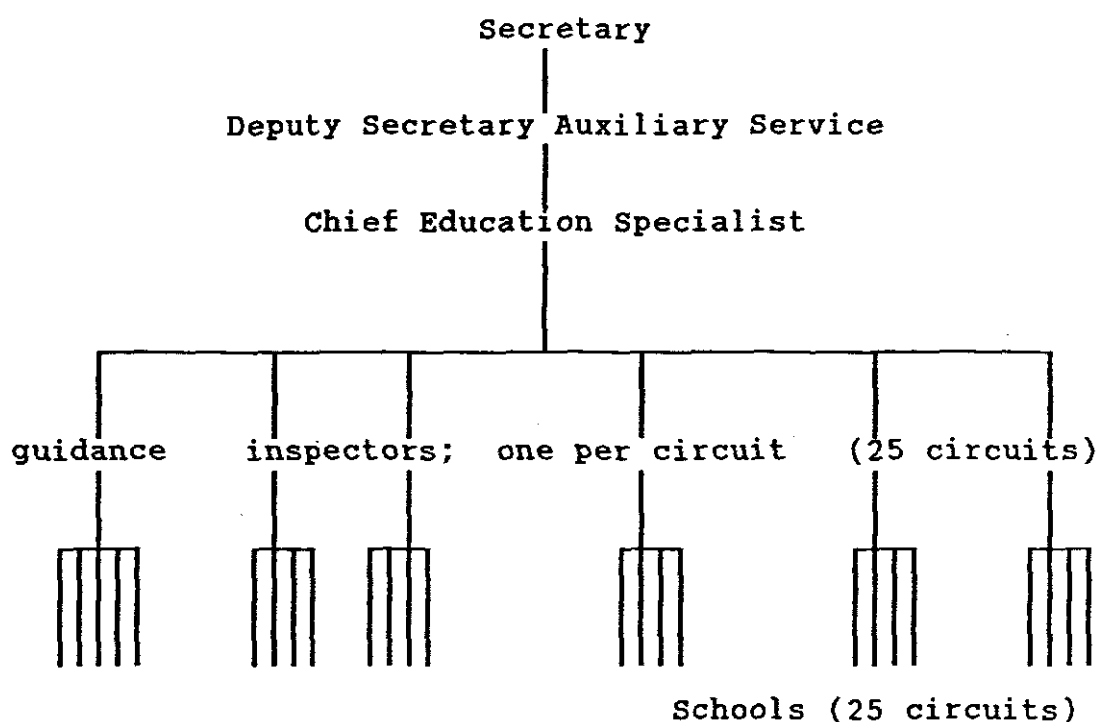
and the school library and impart this information to the pupils.

3.3.2.1.3 Hierarchical organisation.

According to the KDEC (1991:5) there is a three-tier organisation of the guidance services in KwaZulu. There is a head of the Psychological and Guidance Services who is stationed at Head Office at Ulundi. Under the head are inspectors of Psychological and Guidance Services for all 25 circuits in KwaZulu. Inspectors are responsible for the guidance services of their circuits.

The following is a simple schematic representation of the departmental organisation of guidance services in Kwa Zulu:

FIGURE 3.2



Source : Graphic presentation by the researcher

This hierarchical organisation is discussed in more details in paragraph 3.4.1.5.

3.3.2.1.4 Psychometric testing.

Mtshali (1991 : 90) and the KDEC Psychological and Guidance Services (1991 : 6) points out that it is the responsibilities and duties of the inspectors for Psychological and Guidance Services and interest questionnaires to schools in their circuits, with the emphasis on the std. 10 pupils. Mtshali (1991 : 91) also points out that the "dislocated social and political situation" prevented the testing of std. 10 pupils in

certain circuits, e.g. KwaZulu, Enseleni and Mehlwesizwe.

3.3.2.1.5 Evaluation.

According to the KDEC (1991 : 46) evaluation of guidance services is in the form of visits by inspectors of the Psychological and Guidance Services.

Paragraph 2.5.7 recommends systematic, constant and formal evaluation on the basis that they yield more reliable data on which improvements can be effected with greater confidence. Paragraph 2.5.7 denounces informal evaluations. The "visiting" of secondary schools by inspectors clearly does not conform to the recommended type of evaluation.

3.3.2.2 Organisation at School Level.

We shall quote extracts from annual reports of the KwaZulu Department of Education and Culture which summarize this aspect with regard to the position in KwaZulu secondary schools.

(1) The KDEC (1990 : 43) describes the position as follows:

During the month of October, certain high schools were inspected to determine the extent to which Guidance was taught. The general finding was that Guidance was not receiving the attention it deserved because of the absence of full-time

Guidance teachers and because of the non-supply of Guidance books to all high schools.

(2) The KDEC (1991 : 46) confirms the above as follows:

A total of 125 secondary schools were visited in September for the purpose of evaluating the teaching of School Guidance. The inspection reports indicated that School Guidance is not taught in most schools because of the absence of text books for the subject and the lack of posts for Guidance teachers in the high schools. As a result, our school-going children missed an aspect of their education which is essential for this transitional stage in South Africa.

Extracts (1) and (2) have the following implications:

- (a) The absence of full-time guidance teachers is contrary to paragraph 1.2.2(2) which states that the effectiveness of guidance services depends on the staff position in respect of personnel responsible for school guidance, including availability.
- (b) The non-supply of guidance books does not adequately meet the provision of the information services in paragraph 2.5.4.

- (3) The KDEC (1991 : 46) describes the position in KEEP schools as follows:

There are full-time Guidance teachers at the four KEEP schools, Ogwini Comprehensive High School and James Nxumalo Agricultural High School. It is at these schools that Guidance was taught in all classes and where the children with educational and personal problems were counselled.

The position in KEEP schools conforms to the provision of Group Guidance (paragraph 2.4) and the provision of the counseling service (paragraph 2.5.5).

3.4 SOME COMPARISONS IN THE ADMINISTRATION OF THE GUIDANCE SERVICES OF THE TWO EDUCATION DEPARTMENTS.

We shall briefly look at how the two already discussed education departments compare with each another in terms of the administration of the guidance services. This we shall do against the background of the conceptual framework regarding guidance services which has already been discussed in Chapter 2 and the introduction to the study as discussed in Chapter 1.

3.4.1 The nature and scope of the guidance services.

Here we look at the nature and scope of the services actually offered and how these services compare with one another in the two departments.

3.4.1.1. Group guidance.

Group guidance is offered by the guidance teacher in a class situation. Group guidance forms part of the information service as discussed in paragraph 2.5.4.

While the NED ensures that group guidance is offered, in Kwa Zulu group guidance is not receiving adequate attention due to lack of full-time guidance teachers.

This is a breach of principle 2.7.1 which advocates equal access to a school guidance programme of equivalent standard for every pupil.

3.4.1.2 Counseling.

In paragraph 2.5.5 the person-to-person relationship we call counseling is referred to as the "heart of the guidance programme." The NED has fairly provided for this service by appointing counsellors. In KwaZulu only KEEP schools (four in number) and some other two schools enjoy this service as indicated in paragraph 3.5.1(4).

3.4.1.3 The testing service.

Testing is an apparatus of the pupil inventory service. Paragraph 2.5.3 points out that the pupil's values and goals must be known alongside his mental, physical, social and emotional strengths.

Different batteries of tests are used for this purpose.

Both education departments offer this service. In KwaZulu, however, it is mostly std 10 pupils that benefit due to the shortage of personnel to conduct tests.

This is once more a breach of principle 2.7.1 because it deprives pupils in other standards equal access to a guidance programme of equivalent standard.

3.4.1.4 Psychoclinical services.

The guidance and testing services (a part of the pupil inventory service) identify, inter alia, pupils with emotional, scholastic or behaviour problems and this leads directly to the need for psychoclinical services to offer remedial help. The offer of remedial help is in turn linked to the counselling service.

Psychoclinical services give help to pupils, teachers and parents on problems such as behaviour, speech defects, hearing

defects, learning difficulties, scholastic disturbances, maladjustment, etc.

This help is mostly offered at child guidance clinics. While the NED administer child guidance clinics, KwaZulu does not. This service in KwaZulu does not receive adequate attention.

The position in KwaZulu is strongly opposed to paragraph 2.7.7 which recommends an overall co-ordination of programmes and resources in order to ensure equivalence of standards. It is ironic that paragraph 2.7.7 cites clinics as resources that require equitable distribution whereas no adequate attempts have hitherto been made toward an inter-departmental sharing of guidance resources.

3.4.1.5 Staffing of guidance services

In paragraph 1.2.2 it was stated that the effectiveness of guidance services is also determined by the staff position in respect of personnel responsible for school guidance with regard to their training, qualifications and availability.

We note the following factors with regard to staffing in the two education departments:

- (1) Figures 3.1 and 3.2 show us that the common organisation is to have a head of guidance services stationed at head office. Figure 3.1 also

shows us that the NED has deputies or assistants to the head called assistant heads (Figure 3.1) who are specialists in certain fields, e.g. special education, counseling and remedial education. Figure 3.2 shows that in KwaZulu the head has no immediate specialists who act as his deputies.

- (2) Figures 3.1 shows us that the NED has clinic personnel in the capacities of senior psychologists, school psychologists, assistant school psychologists, speech therapists, occupational therapists, counsellors and others. Figure 3.2 shows us that KwaZulu does not have such personnel.
- (3) Figures 3.1 indicates that the NED has appointed guidance teachers or school counsellors at the secondary schools. Figure 3.2 shows that this is not the case in KwaZulu.

The above facts point out clearly that there is a shortage of guidance personnel in KwaZulu. Mtshali (1991 : 93) bemoans the inability to create sufficient posts for guidance personnel because of budgetary constraints and points out that this frustrates teachers who are to offer guidance to pupils.

The staff position in KwaZulu is therefore not in accordance with paragraph 1.2.2 as earlier quoted above.

3.4.2 Organisation and administration of the guidance Services.

We shall now look at how organisation and administration of the guidance services compares in the two departments. We shall first look at departmental organisation and secondly organisation at school level.

3.4.2.1 Departmental organisation.

It should be pointed out that in paragraph 1.2.2(5) it was stated that the effectiveness of the school guidance service depends, inter alia, on effective control and organisation.

In the Natal Education Department organisation and administration are both centralized and decentralized. Centralization is reflected in control and administration by the head, inspectors and psychologists from head offices, regional offices and child guidance clinics. Decentralization is reflected in control and administration by the school personnel, i.e. principals, counsellors and guidance teachers.

In KwaZulu the organisation and administration are only centralized through control by the chief education specialist and guidance inspectors.

Principals are not involved in the administration as there are no counsellors and guidance teachers. In the NED, for example, accredited counsellors will conduct certain psychological tests (paragraph 3.2.2.11). In KwaZulu, only guidance inspectors do this work. Paragraphs 3.2.2.14 and 3.3.2.1.4 also show that evaluation of guidance services is centralized in KwaZulu because it is done by inspectors rather than the schools themselves as is the case with the NED.

3.4.2.2 Organisation at school level.

3.4.2.2.1 Legislation and policy.

Paragraph 3.2.2.2 shows that the NED schools are guided by legislation and a clear policy regarding guidance services. Paragraph 3.3.2.1.2 shows that this is not the case with the KDEC schools. KDEC policy is narrow and refers only to aptitude tests and cumulative record cards. In the case of the KDEC this is a breach of paragraph 2.7.6 which recommends the establishment of policy and practice.

3.4.2.2.2 Time allocation.

In the Natal Education Department the school time table must reflect periods for both group guidance and counseling. In KwaZulu schools group guidance has to be allocated periods on the time table, but the same is not specified for counseling.

3.4.2.2.3 Allocation of posts.

In the NED, posts are allocated to secondary schools for counsellors and guidance teachers. The number of posts depends on the school enrolment. In KwaZulu posts for full-time guidance teachers are allocated to KEEP schools and some two other schools. Many community schools with very large enrolments have no posts for guidance teachers.

In paragraph 1.2.2(2) effectiveness of the school guidance service was said to depend on, inter alia, the availability of school guidance personnel.

3.4.2.2.4 Facilities.

For the effectiveness of the guidance services the availability of school facilities is recommended in paragraph 1.2.2(4).

The NED provides group guidance rooms, interview rooms, filing cabinets and telephones for guidance services. In the KDEC secondary schools are not provided with these facilities.

3.4.2.2.5 Schemes of work and work programmes.

It is the policy of the NED that schools be supplied with work programmes. The guidance teacher uses the work programme to draw a scheme of work in conjunction with the principal. Thorough lesson preparation and records of work completed are also demanded. In KwaZulu this is not the case due to absence of full-time guidance teachers.

It must once more be highlighted that in paragraph 1.2.2(3) it was stated that the contents of the school guidance programme or curriculum determine the success of the guidance services.

3.4.2.2.6 Pupils' written work

It is policy with the NED to give written work to pupils. This written work is in the form of notes, relevant information or assignments. Each pupil must keep a guidance file in order to develop a complete picture on the basis of completed work. In KwaZulu this is not part of the organisation at school level, once more due to shortage of personnel.

Written work ensures a more adequate information service (paragraph 2.5.4).

3.4.2.2.7 Pupils' personal files.

The keeping of personal files that contain information on pupils is part of the pupil inventory service discussed in paragraph 2.5.3.

It is the policy of NED that pupils' personal files be kept. This encompasses the collection of data about the pupil's socio-economic and scholastic background, the application of standardised scholastic and psychological tests and questionnaires and the acquisition of medical reports (paragraph 3.2.2.10).

In the KDEC this service does not receive adequate attention due to absence of full-time guidance teachers. This works against the provisions of paragraph 2.5.3 on the pupil inventory service.

3.4.2.2.8 Psychometric testing

Paragraphs 3.3.2.1.4 and 3.2.2.11 reveal the following facts about psychometric testing in the NED and KwaZulu:

- (a) In the NED testing is done by the school counsellor who is expected to be an accredited tester. In the KDEC testing is done by the inspectors of the Psychological and Guidance Services only.
- (b) In the NED the counsellor is in a position to administer

tests to any standard. In the KDEC inspectors concentrate the testing programme on the std 10 pupils.

In the case of the KDEC (b) above is contrary to principle 2.7.1 on the equal access to guidance programmes for all pupils.

3.4.2.2.9 Range of services offered

The NED enjoys a wider range of services than KwaZulu. These services are paedodiagnostic, counseling, psychoclinical, orthopedagogic, testing, advisory and the information services. The KDEC schools are mostly exposed to testing and some very limited counseling (KEEP schools).

The provision of guidance services in the KDEC is therefore not in accordance with paragraph 2.5.

3.4.2.2.10 Evaluation

Paragraph 3.2.2.1.4 shows that in the NED evaluation is done by the schools themselves and compile annual reports. Paragraph 3.2.2.1.5 indicates that in the KDEC evaluation is the responsibility of the inspector for Psychological and Guidance Services.

In the case of the KDEC this is against paragraph 2.5.7 which denounces informal evaluations. Further refer to paragraph 3.2.2.1.5.

3.5 CONCLUSION.

The comparative study of the NED and the KDEC has not been very easy due to shortage of literature on the guidance services of the KDEC. The KDEC, for example, does not have guidance syllabuses and work programmes of its own and uses syllabuses and work programmes of the Department of Education and Training. The researcher hopes, however, that the research data of chapter 5 of this study will help shed more information on this aspect of the KDEC.

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CHAPTER 4DESCRIPTION OF RESEARCH AND DATA-COLLECTING INSTRUMENTS4.1 INTRODUCTION

Tuckman (1972 : 1) defines research as " a systematic attempt to provide answers to questions." Wiersma (1991 : 8) identifies five steps that characterize the systematic nature of the research process. These are : (1) identifying the problem, (2) reviewing information, (3) collecting data, (4) analysing data and (5) drawing conclusions. This chapter is about the third step, i.e. collecting data.

The chapter will describe the population from which data was collected, how the population was sampled as well as the size of the sample. Data collecting instruments will also be discussed and proved capable of having achieved the aims of this research.

4.2 POPULATION

Van Dalen (1979 : 128) states that a population is a well-defined group (set) of human beings or other entities. Gay (1987 : 102) describes the population as the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The defined population

has at least one characteristic that differentiates it from other groups.

Gay (1987 : 102) adds that the population the researcher would ideally like to generalize to is referred to as the "target population;" the population the researcher can realistically select from is referred to as the "accessible" or "available population."

For the purposes of this study the target population is all the secondary schools of the KwaZulu Department of Education and Culture in all its 25 circuits. According to KDEC (1991 : 59) KwaZulu had 757 secondary schools in 1991.

TABLE 4.1

The following Table shows the target population, i.e numbers of all secondary schools in all inspection circuits in KwaZulu.

CIRCUIT	NUMBER OF SECONDARY SCHOOLS
Bergville	30
Edendale	32
Enseleni	28
Hlabisa	28
Inkanyeni	28
KwaMashu	19
Madadeni	36
Mahlabathini	35
Maphumulo	40
Mehlesizwe	24
Mnambithi	23
Mphumalanga	35
Msinga	29
Ndwedwe	34
Nkandla	31
Nongoma	55
Nguthu	32
Pholela	32
Port Shepstone	25
Ubombo	34
Umbumbulu	39
Umlazi North	12
Umlazi South	16
Umzinto	31
Umzumbe	29
TOTAL	757

Source : KDEC Annual report (1991 : 59)

The accessible population in this study is all secondary schools located in the following eight circuits: Umzinto, Mpumalanga, KwaMashu, Umlazi North, Umlazi South, Ndwedwe, Umbumbulu and Umzumbe. According to KDEC (1991 : 59) these eight circuits had a combined total of 205 secondary schools in 1991.

TABLE 4.2

Table showing the accessible population, i.e. the numbers of secondary schools in eight circuits from which the sample was taken.

CIRCUIT	NUMBER OF SECONDARY SCHOOLS
Umzinto	31
Mpumalanga	35
KwaMashu	19
Umlazi North	12
Umlazi South	16
Ndwedwe	34
Umbumbulu	39
Umzumbe	29
TOTAL	205

Source : KDEC Annual Report (1991 : 59).

4.3 SAMPLING

Slavin (1984 : 98) observes that one very important aspect of research design, especially in survey research, is determination of the appropriate sample. As the word implies, a sample is a part of a larger whole.

Ary et al (1972 : 138) point out that inductive reasoning is the rationale of sampling. The inductive method involves making observations and then drawing conclusions from these observations. This is the concept of sampling, which involves taking a portion of the population, making observations on this smaller group, and then generalizing the findings to the large population. Since the purpose of drawing a sample from a population is to obtain information concerning that population, it is extremely important that the individuals included in a sample constitute a representative cross section of individuals in the population. That is, samples must be representative if one is to be able to generalize with confidence from the sample to the population.

4.3.1 Stratified sampling

There are quite a number of types of sampling designs. This study, however, made use of stratified sampling.

Cohen and Manion (1980 : 75) describe stratified sampling as follows:

Stratified sampling involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics. For example, group A might contain males and group B, females. In order to obtain a sample representative of the whole population in terms of sex, a random selection of subjects from group A and group B must be taken. If needed, the exact proportion of males to females in the whole population can be reflected in the sample.

This study acknowledged the fact that the location of secondary schools in KwaZulu falls into three strata: urban, peri-urban and rural. The study presupposed that the provision and effectiveness of guidance services in KwaZulu may possibly vary from stratum to stratum. It must be added, however, that in as much as research was conducted at urban, rural and pre-urban schools; the study did not unnecessarily categorize the responses strictly under the three strata. The aim of stratification was to accommodate diversity of response rather than categorization thereof.

4.3.2 Urban, rural and peri-urban

Nzama (1991 : 83) quotes Graaf (1989) and points out that there is no universally accepted definition of "rural", "urban" and "urbanisation". The best way to view "rural" and "urban" areas is to see them as points on a continuum which may then be defined in three ways:

4.3.2.1 Modes of production

One extreme should refer to forms of agricultural production - the cultivation of crops, forestry, and/or the husbandry of livestock and the other forms of urban/industrial production. On such a continuum, those areas predominantly concerned with forms of agricultural production would be rural, while those concerned with forms of industrial production would be urban.

4.3.2.2 Development

This is provision of employment, infrastructure and institution. Less developed regions would be rural, particularly homeland regions, and more developed regions would be urban.

4.3.2.3 Institutional definitions

Since the official definition of urban is one incorporating those regions which fall within the areas of jurisdiction of local governments, rural becomes equivalent to all regions which do not receive services delivered by local governments.

Nzama (1991 : 83) quotes Graaf (1989) in mentioning that there are areas which are known as "peri-urban", i.e. those areas which fall between "urban" and "rural areas".

In this sampling the researcher aimed at accommodating "urban", "rural" and "peri-urban" diversifications by spreading the

sample across eight circuits that he believed were representative of the three strata. For example, KwaMashu was considered to be urban, Umbumbulu rural and Mpumalanga peri-urban. The researcher would like to point out that strict classification into "urban", "rural" and "peri-urban" is so complex that he did not attempt a strict classification.

4.3.3 The size of the sample

Wiersma (1991 : 264) observes that a number of factors may affect the sample size; in educational research, available resources of time, money, personnel, and facilities are often the most influential. Generally, increasing sample size enhances statistical precision. However, it should not be inferred that it is always desirable to increase the sample size to its maximum, since this may be unduly costly; wasteful of effort and information.

According to Gay (1987 : 114) for descriptive research, a sample of 10% of the population is considered minimum. For smaller populations, 20% may be required.

4.3.4 Choice and sizes of samples for this study

Three samples were involved in this study, viz. samples from schools, guidance inspectors and the head of the psychological and guidance services.

4.3.4.1 Schools

A sample of 10% based on the 1991 total number of secondary schools in KwaZulu, gives us 75,7 schools. For the purposes of this study a total of 100 secondary schools was selected, 12 schools from the smaller of the eight circuits and 13 from the bigger. This gives us a sample of 13,2%. It is acknowledged that new secondary schools probably opened in 1992. But then, it is equally likely some old ones may have closed due to countrywide political violence. Besides, the new schools would for obvious reasons not be good samples for a study of this nature.

The last argument is in defence of a sample based on 1991 figures for a study conducted in 1992.

4.3.4.2 Guidance inspectors

KwaZulu had 22 guidance inspectors in 1992. 4 Inspectors were interviewed in Ndwedwe, Mpumalanga, Umlazi North and Umlazi South. This is a sample of 18%.

4.3.4.3 The head for psychological and guidance services

KwaZulu has only one head of the Psychological and Guidance Services. This head has no deputy or deputies. This head was interviewed. This is a sample of 100%.

TABLE 4.3

Table showing the choice and size of sample for this study.

CIRCUIT	NUMBER OF SECONDARY SCHOOLS
Umzinto	12
Mpumalanga	13
KwaMashu	12
Umlazi North	12
Umlazi South	12
Ndwedwe	13
Umbumbulu	13
Umzumbe	13
TOTAL	100

4.4 TRIANGULATION

Wiersma (1991 : 233) defines triangulation thus:

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data-collection procedures.

In this study triangulation was valid in the two instances mentioned in the definition. Data was collected from multiple

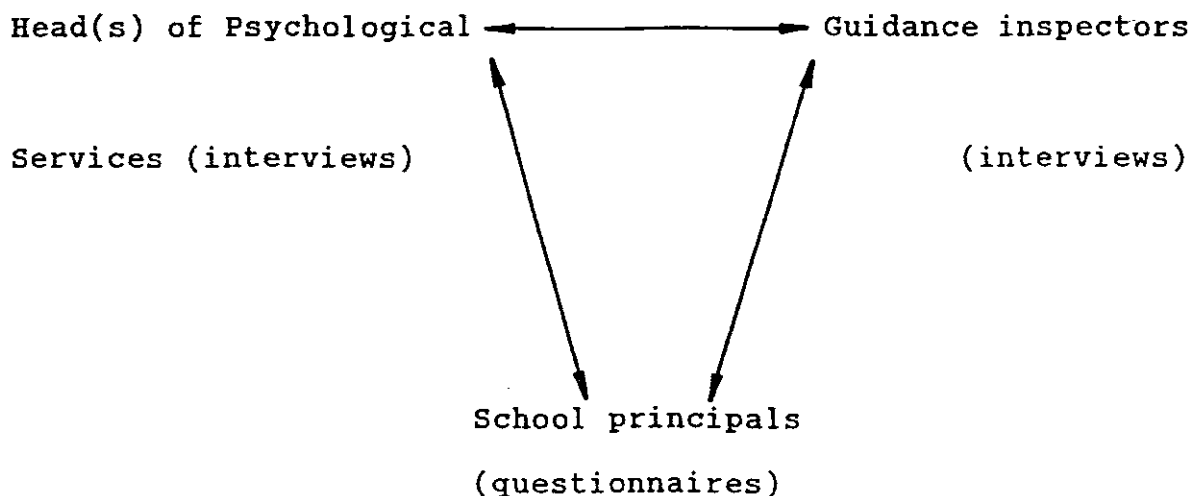
data sources, i.e. not only school principals but also the head of the KwaZulu Psychological and Guidance Services and guidance inspectors.

Data-collection procedures involved both interviews and questionnaires.

This form of triangulation can be represented as follows:

Figure 4.1

Triangulation (qualitative cross-validation) depicting multiple data sources and multiple data-collection procedures in this study.



Source : Graphic presentation by the researcher.

4.5 METHODS USED FOR DATA COLLECTION

Landman (1980 : 5) describes the importance of methods as follows:

"Metode" (Grieks : meta + hodos) beteken: "die weg waarlangs". Die wetenskaplike ondersoeker moet van 'n toespaslike metode (weg) gebruik maak wat die werklikheidsaspek wat hy wil ondersoek, vir hom toeganklik sal maak.

This study made use of interviews and questionnaires. We shall now take a closer look at these two methods.

4.5.1 The interview

Bogdan and Biklen (1982 : 135) define the interview as follows:

An interview is a purposeful conversation, usually between two people (but sometimes involving more) that is directed by one in order to get information.

4.5.1.1 Types of interviews

Good (1972 : 241) gives the following working classification of interviews:

- (1) According to function (diagnostic, treatment, or research)
- (2) Number of persons participating (individual or group)
- (3) Length of contact (short or prolonged)
- (4) According to the roles assumed by the interviewer and interviewee, in relation to the sociopsychological process of interaction.
- (5) Non-directive (uncontrolled, unguided, or unstructured)
- (6) Focused
- (7) Depth
- (8) Repeated, in order to trace change or development.

This study made use of the interview as depicted by figure 4.1. These interviews were (1) for research, (2) individual, (3) prolonged and (4) unstructured. Mason and Bramble (1989 :307) explain that if the interview is unstructured, the respondent will be allowed to express his or her view and feelings in his or her own words.

The interviewer found the unstructured interview very rewarding. The interviewees freely 'rambled off' without being restricted

as would have been the case with the structured interview. In the process the interviewer was inundated with a lot of information.

4.5.1.2 Value of the interview

Good (1972 : 239) outlines the following values of the interview:

- (1) The interviewees may require the stimulus and confidential relationships of the interview in order to provide personal and confidential information which they would not ordinarily place on paper.
- (2) The interviewer may follow up leads and clues in a manner that is not possible by means of an instrument prepared in advance.
- (3) The interviewer may form some impression of the interviewee, in relation to the truth of the answers and the things that may have been left unsaid.
- (4) The interviewer may give information and develop attitudes on the part of the respondent especially in a therapeutic relationship, sometimes encouraging exchanges of ideas and information.

- (5) The interview permits study of illiterates or near-illiterates for whom the written instrument is not applicable.

The values of the interview, especially (1) and (2) above, were quite evident in this research. Because of the one-to-one confidentiality, interviewees found themselves divulging 'confidential' information being assured that they would not be 'quoted'. The interviewer was able to follow up leads and clues till he got to the bottom of facts and truths.

4.5.1.3 Setbacks of the interview

Van Dalen (1979 : 158) points out the following setbacks of the interview:

- (1) More time, money and energy are required to conduct interviews.
- (2) The interviewers may bias the responses. The race, age, sex, religion, vocabulary, accent, ethnic background or social class of the interviewer may alter the responses of the respondents.
- (3) Several extraneous factors may, in part, account for the variations in a set of findings: an increase or decrease in the fatigue, boredom, or recording skill of the

interviewer; their knowledge of the hypothesis being tested or of early data returns; and the subtle but unconscious visual or vocal cues they give respondents.

- (4) Interviewers' opinions and attitudes and their expectations of the respondents' opinions and attitudes may influence whether and what answers are given and whether and how they are recorded.

The interviewer acknowledges experiencing the setback of spending more time, money and energy on the interview. Some appointments were difficult to arrange and it sometimes took a long time before the interviewer could be granted an interview. In one instance the interviewer had to visit the interviewee twice due to a duty-related interruption during the first interview, this after driving no less than 200km. But the overall wealth of data collected more than compensated for the setbacks.

4.5.1.4 Conducting the interview

Wiersma (1991 : 192) states that, as with any data-collection process, there must be preparation for conducting the interview.

The interview should be pretested and items revised until they are satisfactory. To schedule the interview, a mutually convenient time for the potential respondent and the interviewer must be identified. Interviewers should have flexible schedules

so that they are available at times convenient for the respondents. After the interview is scheduled or initiated it is necessary to obtain the respondent's cooperation. An advance letter informing the respondent about the study can be effective in obtaining cooperation. The respondents should be informed about the purposes of the study and the importance of their contributions.

Since the interview is a social encounter, it is important that the interviewer establish a good rapport with the respondent. The approach should be businesslike and efficient, friendly but not "chummy". Confidentiality of information should be assured, and the respondent should not be threatened by the questions. The data - recording procedures used in the interview should be efficiently structured so that they do not interfere with the process of conducting the interview. A tape recorder can retain the entire oral communication, but the interviewer should get the respondent's consent before using one. If taping the interview is not practical or feasible, shorthand records of the interview must be developed.

The interviewer first wrote to the KwaZulu Department of Education and Culture in order to obtain permission to conduct the research. Written permission was received. A copy of this permission was then sent to the head of the Psychological and Guidance Services, together with a letter explaining the nature and purpose of the research. Follow-ups were made telephonically until the interviews with the head were arranged and conducted.

Guidance inspectors were contacted telephonically, explaining the nature and purpose of the research as well as arranging interviews.

The interviewer managed to establish very good rapport with all the interviewees, in some cases even after the interviews. Shorthand records of the interviews were developed.

4.5.2 The questionnaire

Good (1972 : 226) states that the questionnaire is generally regarded as a form distributed through the mail or filled out by the respondent under the supervision of the investigator or interviewer.

4.5.2.1 Methods of presentation

According to Van Dalen (1979 : 153), questionnaires may be presented to respondents in two ways: through mails or in a face-to-face situation.

4.5.2.1.1 Direct contact

Fewer partial responses and refusals to reply are obtained when the researcher personally presents the questionnaire, for the researcher can explain the purpose and significance of the study, clarify points, answer questions, and motivate respondents to answer questions

carefully and truthfully. Direct contact is costly, difficult to organize and time-consuming.

Only a few questionnaires to neighbouring schools were presented personally to the respondents. The researcher initially intended to mail most questionnaires but encountered problems. The schools' postal addresses were unknown to him. Obtaining addresses from circuit offices would have involved time and money. So the researcher used 'indirect contact' as a compromise between direct contact and mailed questionnaires. A covering letter, a copy of the departmental permission, the questionnaire and a self-addressed, stamped envelope were all deposited into each envelope. The researcher then took the envelopes to each circuit office, asked for a list of all post-primary schools and wrote the names of the schools on the envelopes. The envelopes were left at the circuit offices with the assurances that principals would collect them with the cheques of the next month-end, at the next principals' meeting or during visits to the circuit office. Schools' postal addresses and telephone numbers were also taken down for follow-up purposes.

4.5.2.1.2 Mailed questionnaires

Mailed questionnaires reach many people in widely scattered areas quickly and at a relatively low cost. The returns, unfortunately, do not bound back with equal

celerity, and partial returns may introduce a bias that will render the obtained data useless.

To achieve an acceptable number of returns from a mailed questionnaire, a researcher first makes certain that the study is of sufficient importance to warrant asking busy individuals to answer the questions, that the information cannot be easily obtained elsewhere, and that the questionnaire has been made as short, clear, attractive and easy to fill out as possible. Before mailing a questionnaire, the investigator obtains permission to contact respondents from the highest authority in all units. Respondents are sent a covering letter that explains clearly the purpose and the importance of the study, promises to protect the confidentiality of the data, informs the respondents why they were chosen to participate, sets a definite date for the return of the questionnaire and includes a stamped, self-addressed envelope for the return of the questionnaire.

In this study the researcher never made use of the mailed questionnaire.

4.5.2.2 Forms of questionnaires

Van Dalen (1979 : 154) identifies three forms of questionnaires; a closed, an open, or a pictorial form, or any combination of these forms.

4.5.2.2.1 The closed form

Closed-form, or structured, questionnaires consist of a prepared list of concrete questions and a choice of possible answers. To indicate their replies, respondents mark "yes" or "no"; check, circle or underscore one or more items from a list of answers; mark points or units on scales; or rank a series of statements in order of their importance (1,2,3). Sometimes they are asked to insert brief statements into blank spaces or on empty lines. The closed-form keeps respondents' mind on the subject and facilitates tabulation and analysis.

The researcher did not make use of the structured questionnaire.

4.5.2.2.2 The open form

Rather than forcing respondents to choose between rigidly limited responses, the open-form questionnaire permits them to answer freely and fully in their own words and their own frame of reference. When subjects have no clues to guide their thinking, however, they may unintentionally omit important information or fail to note sufficient details. If subjects are not highly literate and willing to give considerable time and critical thought to questions, they cannot provide useful data. If they are capable to provide a wealth of pertinent information, the task of categorizing,

tabulating and summarizing their many different, detailed and complex answers may be extremely difficult and time-consuming.

The researcher used the open form of questionnaire. The aim was to permit respondents to answer freely and fully in their own words and their frame of reference. The researcher did not experience setbacks with the open form because the respondents (principals) were literate people.

Refer to appendix F.

4.5.2.2.3 The pictorial form

Some questionnaires present respondents with drawings or photographs from which to choose answers, and the directions may be given orally. This form of questionnaire is particularly suitable for gathering data from children and adults with limited reading ability. Pictures often capture the attention of respondents more readily than printed words, lessen subjects' resistance to responding, and stimulate their interest in the questions. Pictures may depict clearly situations that do not lend themselves readily to verbal descriptions.

The pictorial questionnaire has two limitations:

(1) They can only be used in situations involving distinguishable and understandable visual characteristics.

(2) This questionnaire is difficult to standardize, particularly when the pictures are photographs of human beings.

This type of questionnaire was not used in this research.

4.5.2.3 Advantages of the questionnaire

Mason and Bramble (1989 : 308) point out that the questionnaire offers certain advantages over the interview.

- (1) A larger sample can be reached economically. This increases the generalizability of the data.
- (2) It provides greater anonymity to the respondents. This can result in people being more willing to respond openly and honestly to the questions.

The researcher reached a larger sample, 100 schools, economically. The honesty and openness of responses were quite gratifying.

4.5.2.4 Limitations of the questionnaire

Mason and Bramble (1989 : 308) state that:

- (1) The questionnaire tends to be less flexible and adaptable than the interview. The advantage of having an interviewer present who is capable of adapting to the situation and the subjects' responses is lost.

Ary et al (1985 : 345) add that:

- (2) A disadvantage of the questionnaire is the possibility of misinterpretation of the questions by the respondents due to poor wording or differential meaning of terms.
- (3) Large segments of the population may not be able to read and respond to a mailed questionnaire.
- (4) Questionnaires do not elicit as high a completion rate as the interview. It is easy for the individual who receives a questionnaire to lay it aside and simply forget to complete and return it.

The researcher did experience the second and the fourth disadvantage. Some responses were spoilt due to misinterpretation and not all principals sent back their responses.

4.5.2.5 Constructing the questionnaire

Ary et al (1985 : 345) warn that constructing a good questionnaire is a difficult and time-consuming task. They give eleven suggestions for writing items for a mailed questionnaire:

- (1) Construct the instrument in such a way that it reflects quality.
- (2) Keep the questionnaire as brief as possible so that it requires a minimum of the respondents' time.
- (3) Make sure that the respondents have the information necessary to answer the questions.
- (4) Phrase questionnaire items so that they can be understood by every respondent.
- (5) Keep individual questionnaire items as short and simple as possible.
- (6) Phrase questionnaire items so as to elicit unambiguous answers.
- (7) Phrase questionnaire items so as to avoid bias that might predetermine a respondent's answer.

- (8) Avoid questionnaire items that might mislead because of unstated assumptions.
- (9) Make sure that the alternatives to each questionnaire item are exhaustive; that is, express all the possible alternatives on the issue.
- (10) Avoid questions that might elicit reactions of embarrassment, suspicion or hostility in the respondent.
- (11) Avoid "double-barrelled" questions that attempt to ask two questions in one.

The researcher accommodated the above suggestions in constructing the questionnaire. This, however, did not always meet with success as already pointed out in par. 4.5.2.4.

4.5.2.6 Distributing the questionnaire

Ary et al (1985 : 352) indicate that researchers may find it useful to mail an introductory letter to potential respondents in advance of the questionnaire itself. This alerts the subjects to the study rather than overwhelm them with the questionnaire package. In any case, a cover letter addressed to the respondent by name and title must accompany the questionnaire. The cover letter serves to introduce the potential respondents to the questionnaire and "sells" them on responding. The cover letter should include the purpose of the study, a request for

cooperation, the protection provided the respondent and a request for immediate return.

An introductory letter was not sent in advance of the questionnaire itself but with the questionnaire. The researcher wanted to be more cost-effective and save time.

4.5.2.7 Follow-ups

Ary et al (1985 : 354) state that in order to reach the maximum percentage of returns in a mailed questionnaire survey, planned follow-ups are essential. They mention three steps in follow-up.

- (1) First reminder. If the questionnaire has not been returned in a week or ten days after the initial mailing, a postcard should be sent to the respondent. The card is a polite reminder that the questionnaire was sent earlier and that the response is very important to the study.
- (2) Second follow-up. This follow-up, about three weeks after the original mailing, involves a letter, another copy of the questionnaire and an addressed return envelope. The letter reiterates the usefulness of the study along with a strong appeal to complete and return the second questionnaire.
- (3) Third follow-up. The third and final follow-up is sent out six to seven weeks after the initial mailing. It is

similar to the second, having both a letter and a replacement questionnaire. Many researchers send this follow-up by certified mail.

If a researcher has 75 to 90 percent returns after three follow-ups, he or she may be ready to terminate the survey and to declare the remaining subjects nonrespondents.

The researcher phoned quite a number of principals either at school or home to ascertain that they had actually received the questionnaires and as to when they would return it. Some queries were also clarified on the phone. The researcher noticed that follow-ups improved responses as most of the principals with whom follow-ups were made later responded.

4.5.2.8 Dealing with nonresponse

According to Ary et al (1985 : 355) the usual approach is to interview either personally or by telephone a small random sample, perhaps 10 percent, of the nonrespondents for the purpose of learning something of their characteristics as well as obtaining their responses. The portion of responses of the respondents and nonrespondents to the items may be compared to see whether the two groups differ significantly. If no significant differences are found, then one could reasonably assume that the respondents represent an unbiased sample. If there are meaningful differences, some type of weighting procedure can be applied to the nonreturns in the final analysis

of data. If identifiable subgroups did not return the questionnaire, it may be necessary to change the original research question to exclude these subgroups.

The researcher had no serious problems with nonresponse. This is due to the fact that the researcher sent questionnaires to all post-primary schools in each circuit, not just the 12 or 13 that were part of the sample. All in all, 205 questionnaires were sent rather than just the 100 that were part of the sample. The researcher then recorded the first 12 or 13 responses from each circuit, easily obtaining the 100 responses needed. Responses beyond 100 were put aside and their data was not considered.

4.6 CONCLUSION

The researcher found both the interview and the questionnaire most capable of yielding the research data. In this study the interview was not very costly in terms of money, time and energy because there was a total of only six interviewees. The questionnaire also proved suitable and cost-effective in collecting data from the 100 respondents.

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CHAPTER 5ANALYSIS AND INTERPRETATION OF RESEARCH DATA.5.1 INTRODUCTION

In this chapter data will be analysed and interpreted. These data were obtained through interviews with the head of the psychological and guidance services of the Department of Education and Culture, Ulundi, and with inspectors of guidance services. Additional information was also obtained through questionnaires administered to principals of post-primary schools, of which 100 were analysed and interpreted. These instruments sought to obtain data on the provision and effectiveness of guidance services in KwaZulu post-primary schools.

5.2 ANALYSIS AND INTERPRETATION OF DATA OBTAINED FROM INTERVIEWS WITH HEAD OF THE PSYCHOLOGICAL AND GUIDANCE SERVICES.

Two interviews were conducted on two different dates with the head of the KwaZulu Psychological and Guidance Services. We will look at the broad format of questions asked, why they were asked, the responses given and the analysis and interpretation of responses.

5.2.1 Staffing and hierarchical organisation.

- (a) What is the hierarchy of officials who staff this section?

This question was based on the fact that the successful administration of the guidance services in KwaZulu would, to a certain extent, depend on the staffing of the section and its hierarchical organisation. Refer to par. 1.2.2.

The head outlined the following hierarchy:

- (1) One chief education specialist (himself)
- (2) Twenty five deputy education specialists (guidance inspectors)
- (3) Education specialists (guidance teachers) at some schools.

The head indicated that the hierarchy is still very much incomplete. There was a need to create more posts at some levels of the hierarchy. This is further discussed under 5.2.1.(e)

- (b) Does your section serve all categories of schooling, i.e. primary schools, secondary schools and colleges of education?

The question was asked in order to assess the amount of work the section has in terms of the numbers and types of institutions the section serves.

The respondent answered in the affirmative.

According to the KwaZulu Department of Education and Culture (KDEC) (1991:59) in 1991 KwaZulu had a total of 3 152 education institutions of all types; excluding industrial schools, technikons, nursery schools and pre-primary schools.

KwaZulu had 22 guidance inspectors in 1992. This means that in 1992 the ratio of inspectors to schools was 1:143.

The above-mentioned ratio suggests that guidance inspectors have each too many schools to offer guidance programmes to. This is contrary to par. 1.2.2 which suggests that effectiveness of guidance services depends on adequate staffing, especially in the light of centralization in KwaZulu (par. 3.4.2.1) and the absence of guidance teachers. (TABLE 5.9).

(c) Can your staff cope with the big size of the education department in terms of the large numbers?

The aim was to determine if Kwa Zulu had enough guidance personnel to deliver the services to the schools.

According to the KwaZulu Department of Education and Culture (1991:61) KwaZulu had a total of 1 472 046 pupils at primary and post-primary schools, other types of institutions excluded. In 1992 KwaZulu had 22 guidance inspectors. This means that the ratio of guidance inspectors to primary and post-primary pupils in 1992 was 1:66 911.

The respondent answered that the section definitely had a shortage of staff. A number of factors came to light.

- (1) The head had no deputy or deputies. He said that his section needed eight senior deputy chief education specialists, 5 to occupy posts of regional heads and 3 to be responsible for guidance and counseling, psychometric evaluation and remedial and special education. The section also needed to create posts for 25 assistant chief education specialists for the circuits.
- (2) The shortage was worsened by shortage of administration staff who are an important support system as they score the answer sheets, convert the raw scores to standard scores, compile the school schedules, draw up the expectancy tables, post the preliminary schedules to schools and circuit offices as well as feed the computer with all the data for further analysis and reporting of trends.

- (3) Not all circuits had guidance inspectors. By October 1992 three circuits still had no guidance inspectors. These were Madadeni, KwaMashu and Nkandla. According to KDEC (1991 : 60) this means a total of 1555 post primary pupils received very little guidance in 1992.
- (4) A further complication was the absence of full-time guidance teachers at secondary schools who would take some of the load of work from the inspectors. Only KwaZulu Education Enhancement Programme (KEEP) schools, (Mlokothwa, Masibumbane, Vukuzakhe and Siyamukela) James Nxumalo, Ogwini and Tysand had full-time guidance teachers.

The respondent acknowledged that his staff could not cope with the big size of the education department in terms of the large numbers of schools. Because of this the head also recommended the sub-division of big circuits and appointment of occupational therapists at regions, school nurses at circuits and education' specialists (guidance teachers) at post primary schools.

The above mentioned information and statistics further reveal understaffing of the KwaZulu Guidance Services. Refer also to par. 5.2.1 (b) and figures 3.1 and 3.2.

5.2.2 Communication

- (a) How rapid is communication between head office and officers in the field in terms of issuing instructions and directives?

This question was asked in order to assess the frequency and effectiveness of communication which is an important determinant of success of guidance services, especially with reference to par. 2.7.7 which recommends overall co-ordination of school guidance services.

The respondent indicated that communication did not have to be rapid, nor did the section function on instructions and directives. He holds a meeting with guidance inspectors at the beginning of the year. The year's programme is discussed. Materials and handouts are also given out. Another meeting is held in June to report on progress of work. Short, impromptu meetings are also held, sometimes for just one day. At the end of the year inspectors also compile annual reports on all the year's work. Otherwise inspectors are regarded as trained, responsible specialists who work on their own initiative, skills and organisation. Individual inspectors are free, however, to contact the head of the section whenever they deem it necessary. The interviewer was also shown an impressive 1992 year programme giving details of work to be done each month from January to December.

The flaws in the above-mentioned communication lie in that communication is centralized between guidance inspectors and head office; thus excluding schools for example, whereas in the NED annual reports are compiled by individual schools, in KwaZulu they are compiled by the guidance inspector for all the schools in the circuit. Refer to par. 3.4.2.1 and 3.2.2.14.

(b) Do schools have direct contact with your section?

The question was asked because guidance services at schools will be promoted if there is adequate communication between schools and the section for guidance and psychological services at head office.

The respondent answered that only schools with full-time guidance teachers could adequately communicate with his section and the head of the section. The rest of the schools had no adequate means of communication.

This means that except for schools mentioned in par. 5.2.1 (c) (4), most schools are excluded from the communication channels. This is contrary to the provisions of par. 2.7.7.

(c) If yes, what problems do they communicate to your section?

The aim here was to determine if the head is kept in the know about the needs, problems or wishes of the schools.

He stated that the schools that had full-time guidance teachers mostly asked to be supplied with guidance materials and equipment.

The above information reveals that KDEC is confronted by an ongoing challenge to provide materials and equipment. Refer to par. 2.12.

5.2.3 Career guidance

- (a) What is your success rate in guiding pupils into specific careers on the basis of academic aptitude test (AAT) results?

The purpose here was to assess how much pupils benefit by way of being channelled into certain careers on the basis of the AAT result.

The respondent explained that the success of guiding pupils depended on a number of factors rather than just academic aptitude tests. Among other factors he mentioned academic exposure and educational opportunities. The AAT was merely a pointer of the child's potential and aptitude so that he could be guided to make his own choices rather than being prescribed to. The child could, for example, be exposed to careers days so that he could in time decide on his own career. But the child also had other problems to contend with, e.g. high university costs and lack of employment opportunities. Lastly, the section

had neither the manpower nor the time to make follow-ups on career guidance.

The above information reveals that KDEC mostly lacks the follow-up service (par. 2.5.6) as well as research and evaluation. (par. 2.5.7)

(b) What support do you offer to teachers so that they can guide and monitor children on an ongoing basis as far as career guidance is concerned?

The researcher based the question on the fact that success of guidance generally depends to a certain extent on close cooperation between the guidance section and the school and specifically on the involvement of the school in the guidance of its children. But to this end teachers themselves would have to be guided.

The response was that inspectors organise guidance courses and seminars for the teachers. The head also visits schools to help teachers.

The above is in keeping with principle 2.7.9 which calls for constant in-service education and upgrading of guidance teachers.

(c) Can pupils in urban and rural areas be guided on an equal footing as far as career guidance is concerned?

The purpose was to assess if pupils in urban and rural areas benefit equally from the services offered.

The respondent pointed out that pupils in urban areas benefited more than those in rural areas. For one thing pupils in urban areas receive support from some institutions such as the University of Natal, Mangosuthu Technikon and Career Information Centre. On the other hand, with the exception of Ulundi, careers days in areas like Msinga are held without success due to poor attendance. The section has, as a result, decided to advise rural pupils to avail themselves of the urban support services.

The above data prove that the situation in KwaZulu is contrary to principle 2.7.7. This principle calls for co-ordination of guidance programmes and resources in terms of the difference in opportunity between urban and rural areas.

5.2.4 Educational guidance

What strategies do you have in place for the pupils who, according to the achievement tests, are shown to be under-achieving?

The basis of this question was to find out what follow-ups are made to assist those pupils who have been identified by tests

to be under-achievers and potential failures in the national senior certificate examination.

The head visits some schools, especially KEEP schools, to explain achievement to pupils and teachers. The pupils are also advised to assist one another in improving their achievement.

This means that some schools, although quite few, are provided with the follow-up service. (par. 2.5.6)

5.2.5 Psychoclinical services.

What psychoclinical services do you have in place to assist those pupils who have special guidance problems e.g. behaviour and learning problems.?

The purpose was to find out if the psychological and guidance services provide facilities and strategies in order to handle problems that cannot be handled at school by teachers.

The head responded that it was part of the planning to offer psychoclinical services in future. Posts for specialists such as school social workers, occupational therapists and speech and hearing therapists, still had to be created. School psychological clinics that would provide facilities for remedial and special education were in the pipeline. At the present time these services were mostly being handled with the assistance of agencies outside the section for psychological and guidance

services. Schools for the mentally retarded were administered with the assistance of the Department of Education and Training. The school nursing services of the Department of Health and Welfare reported behavioural cases to school psychologists and referred the children to local clinics and hospitals.

The head was looking forward to the day the school nursing services would be incorporated under the Department of Education and Culture.

The inadequate provision of psychoclinical services works against principle 2.7.1 which advocates guidance programmes of equivalent standards for all pupils and principle 2.7.7 which calls for equitable distribution of resources, including clinics. Figure 3.1 and 3.2 as well as par.3.2.1 (1) shows that the NED provides by far better psychoclinical services than the KDEC.

5.2.6 Evaluation

(a) How do you assess the effectiveness of your guidance services in schools?

This question was asked in order to assess if each secondary school is expected to evaluate the effectiveness of its guidance programmes and how this had to be done. Par. 2.5.7 states that guidance services should have an evaluative component designed to determine the effectiveness of the school guidance programme.

The head's response was that the guidance syllabuses are the bases for the schools to determine progress made and evaluate effectiveness as to whether the aims of the syllabuses have been met.

The type of evaluation described above is problematic in that the head acknowledged in par. 5.2.1 (c) (4) that very few schools had full-time guidance teachers. Refer also to par. 2.5.7.

(b) What is revealed by your evaluation of Kwa Zulu guidance services as a whole in terms of effectiveness?

The emphasis of this question lies in that the KwaZulu guidance service must be in a position to evaluate itself in terms of effectiveness.

The response was that there is no formal evaluation of the guidance services due to the shortage of manpower. There is just not enough staff to make evaluation possible. The head further acknowledged that he could not say that the guidance services were successful. The only programme that showed a degree of success was the organisation of careers days. Success was mainly due to the involvement of the Career Information Centre.

Lack of formal evaluation in the KDEC is contrary to the provisions of par. 2.5.7.

5.3 ANALYSIS AND INTERPRETATION OF DATA OBTAINED FROM INTERVIEWS WITH GUIDANCE INSPECTORS.

Four guidance inspectors were interviewed. We shall look at the broad format of the interview questions, the purpose for asking these questions and the responses.

5.3.1 Staffing at inspectorate level.

The KwaZulu Department of Education and Culture is the largest department of education in South Africa after the Department of Education and Training. Do you feel the section for psychological and guidance services is adequately staffed at the inspectorate level?

The basis of this question is that since inspectors are the people who take the services to many schools, they are in the best position to state whether their numbers are adequate or not.

All 4 inspectors answered that they were understaffed. Taking guidance services to all the schools in a circuit was unmanageable for one inspector. Conducting tests alone took a lot of time. Large enrolments and the absence of guidance teachers at schools further overburdened the inspectors. The end result was that the year's work could not be completed in one year.

Guidance inspectors suggested that understaffing could be eliminated as follows:

The number of inspectors who made each suggestion has been indicated in brackets.

- (1) Appointment of full-time guidance teachers.(4 inspectors).
- (2) Additional appointments of 2 or 3 inspectors per circuit.
(2 inspectors)
- (3) Guidance inspectors must not be used for conducting courses or in taking guidance to the schools. Some other personnel must do this. Inspectors must be used for the inspection of the service and as specialists in certain fields of specialization, e.g. guidance, remedial, counseling or psychometry. (one inspectors)
- (4) Certain tests must be conducted by school personnel. (3 inspectors)
- (5) The teacher guardian system must be used in guidance.
(one inspector)
- (6) New appointments of regional head and regional inspectors must be made at regional level. (One inspector)

The above data are in accordance with par. 1.2.2 on the availability of guidance personnel and effective control and organization of school guidance. The data condemn centralization in the KDEC as revealed in par. 3.4.2.1.

5.3.2 Services to post-primary schools.

What services do inspectors take to the schools?

This question was asked with the aim of pinpointing the exact services that inspectors take to the post-primary schools in their circuits.

Responses from the 4 inspectors revealed the following services:

- (1) Conducting tests (e.g. aptitude and achievement tests) and administering questionnaires (e.g. on interests).
- (2) To offer career guidance on the basis of aptitude test and interest questionnaire results as well as on the basis of school test and examination results.
- (3) To identify underachievers and predict examination results on the basis of aptitude tests (especially in std 10) and to offer guidance to underachievers so that they can improve their performance.

- (4) To help Std 7 pupils make appropriate subject choices on the basis of questionnaires, tests and examinations. These choices are very important in their future careers.
- (5) Conducting seminars for guidance teachers.
- (6) Counseling pupils where possible, sometimes in conjunction with other services (e.g. health and welfare.)
- (7) Inspection of guidance.
- (8) Motivating std 10 pupils before they write examinations.
- (9) Organising careers days.
- (10) Conducting sexuality education, especially with the outbreak of AIDS.

Most of the above-mentioned services reveal that, probably due to the absence of guidance teachers, guidance inspectors "deliver" services to schools, rather than for the schools to "collect" the services themselves. This is also due to the centralization in the KDEC (par. 3.4.2.1).

Par. 3.2.1 reveals that the guidance services of the KDEC are not as comprehensive as those of the NED.

5.3.3 Guidance resources for inspectors.

Do inspectors have adequate resources (e.g. test manuals, transport) to carry out their duties adequately?

The basis of this question is that personnel can only offer the best service if they are adequately provided with 'tools' needed to do the job.

All 4 inspectors maintained that they were adequately provided with materials, equipment or resources (including transport) needed to fulfil their duties.

This upholds par. 2.12 as far as guidance inspectors are concerned.

5.3.4 Testing.

(a) Are all classes subjected to the testing programme?

This question was asked because tests (e.g. aptitude tests) play an important role in educational and career guidance. All classes should benefit from the testing programme.

All 4 respondents stated that all classes should be tested but this is not the case. The Survey of Study Habits and Aptitude (SSHA) Questionnaire and the Vocational Interest Questionnaire (VIQ) were said to be suitable for all pupils from std 6 to 10.

The Easy Steps Questionnaire is specifically for std 5 - 7 pupils, the Guidance Test Battery for Secondary Schools (GBS) for std 8 pupils and the Academic Aptitude Test (AAT) for std 10 pupils. But all 4 respondents acknowledged that there was no time to test all classes. As a result inspectors concentrated on the std 10 AAT.

Three inspectors pointed out that the testing programme could benefit more classes if school personnel were to be trained in the conducting of tests. Inspectors suggested that teachers can for example easily administer the Survey of Study Habits and Aptitude Questionnaire (SSHA) and the Vocational Interest Questionnaire (VIQ).

In the KDEC not all pupils are subjected to the testing programme. This is a breach of principle 2.7.1 on equal access to equal guidance programmes for all pupils. It also works against the pupil inventory service (par. 2.5.3 and 2.5.3.2). It is also contrary to par. 2.6.8 on the importance of differences between individuals and par. 2.6.9 on the importance of differences within the individual.

(b) What happens to AAT results at school level? Are they being used for guidance purposes?

The basis of this question is that testing is important, time consuming and expensive. It would then be duly expected that test results be put to good use by the schools. These tests are

supposed to be used for career guidance as well as to predict pupils' performance in the national senior certificate examinations with the aim of offering remedial assistance to identified under-achievers.

Two inspectors believed that schools were making proper use of the Std 10 AAT results. This they based on the fact that teachers were taught early each year how to interpret test results. After testing follow-ups were made by the inspectors so that the potential of pupils could be clarified on the basis of test results. Test schedules were discussed with teachers and they were then left to do remedial work.

Two inspectors believed that the Std 10 AAT results could not be put to good use by the schools because testing was done too late in the academic careers of the pupils. Testing could only be fruitful if it was done in standards 6,7,8 and 9 because schools still had time to offer guidance and remedial work. Furthermore, one of these inspectors believed that the std 10 AAT served more to predict the national senior certificate examination results than to help the pupils as individuals.

The data reveal that the follow-up service (par. 2.5.6) as well as research and evaluation (par. 2.5.7) are not adequately provided for.

5.3.5 The information service

The Department of Education and Training (Undated : 16) states that each school should have an informational component designed to give students a greater knowledge of educational, vocational and personal-social opportunities so that they may make informed choices and decisions in an increasingly complex society.

The following questions are based on this statement.

- (a) Are all schools supplied with syllabuses for all standards?

The premise is that schools should be informed as to what they should teach pupils in guidance.

All 4 respondents stated that all schools were supplied with syllabuses for all standards.

The supply of syllabuses promoted the information service as discussed in par. 2.5.4.

- (b) Are all schools supplied with work programmes for all standards?

The argument behind this question is that all schools should be informed as to how they should set about teaching guidance to the pupils.

Two inspectors asserted that all schools were supplied with work programmes for all standards. One inspector stated that not all schools were supplied. One inspector stated that in his circuit work programmes were supplied only to primary schools and not post-primary schools.

The data reveal that this aspect of the information service is inadequate.

(c) How are schools assisted to cope with the teaching of guidance in particular and guiding pupils in general?

The foundation of this question is that schools need assistance in the teaching of guidance and guiding pupils, especially in view of the fact that not all teachers are specialists in this field.

Three inspectors responded that they organize seminars and in-service training for schools, sometimes with the assistance of interested organisations, e.g. Career Information Centre and Umlazi College for Further Education. One inspector pointed out that he has stopped seminars and in-service training until the department appoints permanent guidance teachers because it is futile training people who are not involved full-time in guidance. He encountered the problem of training new teachers every year.

All inspectors suggested schools must be backed by continual in-service training of guidance teachers.

The data reveal that constant in-service education and upgrading of guidance teachers are inadequate. This is a breach of principle 2.7.9.

- (d) Are pupils and teachers adequately exposed to sources of information? (e.g. references, audiovisual aids, libraries and resource centres?)

DET (Undated : 4) states that the child should be assisted to initiate and undertake certain tasks on his own. If this principle is to be seen to, it is obvious pupils must not depend on the teacher for information but must have other sources as well. In this regard schools will need the assistance of the section for psychological and guidance services.

Only 1 circuit managed to supply references to schools. The other 3 did not. The standing policy is for schools to buy their own references.

In three circuits no schools had guidance libraries or resource centres. In one circuit at least three territorial schools had some guidance resource centres.

Two inspectors suggested each school should have a guidance resource centre. One inspector suggested one resource centre for

the circuit. One inspector suggested the schools should be supplied by the department with guidance books.

The above data show that the information service (par. 2.5.4) is inadequate.

5.3.6 Guidance inspections

(a) Are guidance inspections conducted?

This question was asked in order to assess whether schools are being monitored in the teaching of guidance.

All 4 respondents confirmed that inspections are being conducted. One respondent acknowledged that inspections were not extensively conducted because there were no teachers who were officially accountable for the teaching of guidance.

Inspections are not per se research and evaluation. Extensive inspections, however, can be valuable in promoting the latter. Refer to par. 2.5.7.

(b) If yes, what do the inspections reveal with regard to the teaching of guidance?

The aim was to assess as to what extent guidance is being taught at the schools.

All 4 respondents pointed out that guidance is mostly not being taught. This they said is due to lack of permanent posts for guidance, poor teacher qualifications in guidance and sheer indifference on the part of principals and teachers. The end result was that guidance periods were being used for other subjects. Inspections also revealed that cum files (ZE41) were not being kept. These form part of the pupil inventory service.

All 4 respondents suggested that principals and teachers be educated about the importance of teaching guidance.

The above information does not confirm equal access to equal guidance programmes in the KDEC (par. 2.7.1). Nor is the pupil inventory service (par. 2.5.3) adequately provided for. The need for intensive training of guidance personnel (par. 2.7.8) and constant in-service education and upgrading (par. 2.7.9) is also revealed.

5.3.7 Communication

How is communication between guidance inspectors and the head of the section for psychological and guidance services?

This question is based on the assumption that good communication will promote good administration of guidance services.

Respondents stated that there were various communication channels. Meetings were held with the head of the section,

reports were sent to him and inspectors could write to him or phone him. One respondent was totally satisfied with the quality of communication and stated that input by inspectors was favourably considered and recommendations met. Three respondents felt there was room for improvements. The first respondent felt there should be more input from inspectors to head. The second felt inspectors' recommendations were not being adequately met e.g. the recommendation that full-time guidance teachers be appointed. The third respondent felt there was poor coordination from top to bottom.

The data show that communication is too inadequate to effect the recommendation of principle 2.7.7 which recommends overall co-ordination of school guidance services whatever the extent of decentralization of these services may be.

5.3.8 Problems that stand in the way of effective guidance services.

What problems do you contend with in your work?

The aim of this question was to focus on problems that would have to be solved in order to improve guidance services.

Inspectors outlined the following problems:

- (1) Absence of full-time guidance teachers.

- (2) Inadequate guidance facilities at the schools.
- (3) Principals and teachers have not fully accepted the necessity of the teaching of guidance. They are not adequately motivated. If principals appoint some teachers, they don't supervise them nor do they control guidance schemes of work and lesson preparation.
- (4) The service of counseling is almost non-existent due to lack of proper planning. This service cannot be organized adequately by only one inspector in the whole circuit, especially since there are no full-time guidance teachers.
- (5) Even if principals appoint some part-time guidance teacher, the problem is that they change such appointments almost every year. This breaks continuity.
- (6) Some schools have high enrolments.
- (7) Some circuit and ward inspectors do not understand guidance services in the correct perspective of auxiliary services. As a result they have a negative attitude towards guidance services.
- (8) The cooperation of parents in guidance services is still lacking. The attitude of parents towards sexuality education is particularly problematic.

Most of the above-mentioned problems fall within the ambit of the need for guidance services (par. 2.6), principles for the provision of school guidance services (par. 2.7) and the functions served by guidance services (par. 2.9). The data mean that KDEC must pay particular attention to these areas.

5.3.9 Effectiveness of guidance services

(a) Are the guidance services in a position to evaluate themselves?

This question was asked on the basis that the guidance services must be organised in such a way that the services can evaluate their own effectiveness.

All 4 respondents pointed out that in view of the problems already mentioned, there was no system or process by which the services could evaluate themselves.

This means that the service of research and evaluation (par. 2.5.7) is not adequately provided in the KDEC.

(b) How would you assess the effectiveness of the guidance services?

The basis of this question was that inspectors should be in a position to at least assess the effectiveness of the guidance

services, especially in view of the fact that they are expected to make reports at least twice a year on the work performed.

All 4 respondents stated that guidance services are presently not effective, this due to the problems already mentioned.

The acknowledgement of the ineffectiveness of the guidance services in the KDEC by guidance inspectors corroborates a similar acknowledgement by the head of the Psychological and Guidance Services (par. 5.2.6 (b)).

5.4 ANALYSIS OF DATA OBTAINED FROM PRINCIPALS OF SECONDARY SCHOOLS

These data were obtained through questionnaires. Data analysed were obtained from 100 respondents. Due to the large number of respondents these data are mostly in the form of tables which, the researcher believes, summarize the data.

5.4.1 Guidance textbooks

School principals were asked to comment on the type of support they received in the provision of textbooks. Responses were analysed and classified as follows:

TABLE 5.1

TABLE SHOWING THE PROVISION OF GUIDANCE TEXTBOOKS AT 100 POST-PRIMARY SCHOOLS.

Classification of responses	Number	Percentage
Spoilt responses	6	6%
Books insufficient	14	14%
No Books	80	80%
TOTAL	100	100%

The table shows that 6% of the responses were spoilt. This means that the schools either did not comment on this topic or their comments were out of context. 14% Of the schools had an insufficient supply of books. This means that there were either less books than the total number of pupils or there were books for certain standards only and others had none. 80% Of the schools had no books at all.

Lack of textbooks is not conducive to effectiveness as determined by the contents of the school guidance programme (par. 1.2.2. (3)). Nor does it promote the information service (par. 2.5.4).

5.4.2 Guidance syllabuses

Schools were asked to comment on the support they received in the provision of guidance syllabuses.

The following table summarizes the responses:

TABLE 5.2

TABLE SHOWING THE PROVISION OF GUIDANCE SYLLABUSES AT 100 POST-PRIMARY SCHOOLS.

Classification of responses	Number	Percentage
Spoilt responses	4	4%
No syllabuses	30	30%
Syllabuses insufficient	10	10%
Syllabuses sufficient	56	56%
TOTAL	100	100%

4% Of the responses were irrelevant to the topic. 30% Of the schools had no guidance syllabuses at all. 10% Of the schools had syllabuses for certain standards only. 56% Of the schools had syllabuses for all standards.

Inadequate provision of syllabuses works against effectiveness. Refer to par. 1.2.2.(3) and 2.5.4.

5.4.3 Guidance work programmes

Schools had to comment on the support they received in the provision of guidance work programmes.

TABLE 5.3

TABLE SHOWING THE PROVISION OF GUIDANCE WORK PROGRAMMES AT 100 POST-PRIMARY SCHOOLS.

Classification of responses	Number	Percentage
Spoilt responses	4	4%
Work programmes insufficient	4	4%
Work programmes sufficient	32	32%
No work programmes	60	60%
TOTAL	100	100%

4% Of the responses did not relate to the topic. 4% of the schools had work programmes for some standards only. 32% Of the schools had work programmes for all standards. 60% Of the schools had no work programmes at all.

Shortage of work programmes does not promote effectiveness (par. 1.2.2. (3) and 2.5.4).

5.4.4 Guidance facilities and equipment

The schools had to comment on the provision of facilities and equipment for guidance. These include interview rooms, furniture, filing cabinets, and audio-visual aids.

TABLE 5.4

TABLE SHOWING THE PROVISION OF GUIDANCE FACILITIES AT 100 POST-PRIMARY SCHOOLS.

Classification of responses	Number	Percentage
Spoilt responses	2	2%
No facilities	98	98%
TOTAL	100	100%

2% Of the responses were out of point. 98% Of the schools did not have facilities for guidance.

According to par. 2.12 w3ithout guidance facilities there can be no effective guidance.

5.4.5 GUIDANCE STAFF DEVELOPMENT

Principals were asked to comment on the provision of staff development programmes for guidance teachers.

TABLE 5.5

TABLE SHOWING THE PROVISION OF STAFF DEVELOPMENT FOR GUIDANCE TEACHERS AT 100 POST-PRIMARY SCHOOLS.

Classification of responses	Number	Percentage
Spoilt responses	10	10%
Staff development insufficient	22	22%
Staff development sufficient	28	28%
No staff development	40	40%
TOTAL	100	100%

Although 22% of the schools stated that they had been insufficiently exposed to staff development, a total of 50% of the schools had been exposed to some staff development. 40% had never been exposed to staff development at all.

Inadequate staff development is a breach of principle 2.7.9 which recommends constant in-service education and upgrading of guidance teachers.

5.4.6 Official visits or inspections

Principals had to comment on official visits or inspections with regard to guidance.

TABLE 5.6

TABLE SHOWING GUIDANCE INSPECTIONS AT 100 POST-PRIMARY SCHOOLS

Classification of responses	Number	Percentage
Spoilt responses	2	2%
Visits frequent	22	22%
Visits infrequent	34	34%
No visits	42	42%
TOTAL	100	100%

Although 34% of the schools had had infrequent visits by guidance inspectors, a total of 56% of the schools had had some official visits. 42% Of the schools had never had guidance inspections at all.

Inadequate guidance inspections or visits can hardly lead to effective in-service education and upgrading of guidance staff (par. 2.7.9). Neither can research and evaluation be adequately promoted (par. 2.5.7).

5.4.7 Careers days

Principals were asked to comment on their schools' exposure to careers days.

TABLE 5.7

TABLE SHOWING THE EXPOSURE OF 100 POST-PRIMARY SCHOOLS TO CAREERS DAYS.

Classification of responses	Number	Percentage
Spoilt responses	14	14%
Careers days infrequent	12	12%
Careers days frequent	12	12%
No careers days	62	62%
TOTAL	100	100%

Although 12% of the schools were infrequently exposed to careers days, at least 24% of the schools had been somewhat exposed to careers days. 62% had not been exposed at all.

Inadequate exposure to careers days is contrary to principle 2.7.9 which recommends constant updating of careers information.

5.4.8 Career information

Principals had to comment on the provision of career information.

TABLE 5.8

TABLE SHOWING THE EXPOSURE OF 100 POST-PRIMARY SCHOOLS TO CAREER INFORMATION.

Classification of responses	Number	Percentage
Spoilt responses	6	6%
No information	34	34%
Information insufficient	12	12%
Information sufficient	48	48%
TOTAL	100	100%

Insufficient career information means the information service (par. 2.5.4) and career guidance (par. 2.4.(c)) are inadequate.

5.4.9 Appointment of guidance teachers.

Principals were asked to comment on the appointment of guidance teachers. They commented on appointments made by themselves and the department.

TABLE 5.9

TABLE SHOWING THE APPOINTMENT OF GUIDANCE TEACHERS AT 100 POST-PRIMARY SCHOOLS.

Classification of responses	Number	Percentage
Departmental appointments	0	0%
Appointed by principal on qualifications	32	32%
Appointed by principal without qualifications	24	24%
No appointments by principal	28	28%
Spoilt responses	16	16%
TOTAL	100	100%

The department made no appointments of guidance teachers at any of the schools. At 32% of the schools principals appointed guidance teachers who had some qualifications in guidance. At 24% of the schools principals appointed teachers who had no qualifications in guidance. At 28% of the schools principals made no appointments at all. 16% Of the responses did not address the topic.

Par. 1.2.2.(2) shows that shortage of guidance teachers is not conducive to the effectiveness of guidance services.

5.4.10 Counseling

Principals commented on the provision of counseling at their schools.

TABLE 5.10

TABLE SHOWING THE PROVISION OF COUNSELING AT 100 POST-PRIMARY SCHOOLS.

Classification of responses	Number	Percentage
Spoilt responses	6	6%
Counseling adequate	8	8%
Counseling inadequate	44	44%
No counseling	42	42%
TOTAL	100	100%

8% of the principals stated that they had made adequate provision of counseling at their schools. 44% had made inadequate provision for counseling. 42% had made no provision for counseling at all.

The data show that the counseling service (par. 2.5.5) is hardly provided for in the KDEC.

5.4.11 Psychoclinical services

Principals were asked to comment on the support they received with regard to psychoclinical services. This refers to assistance with psychoclinical problems like learning problems, behaviour problems, hard of hearing, etc.

TABLE 5.11

TABLE SHOWING THE PROVISION OF PSYCHOCLINICAL SERVICES AT 100 POST-PRIMARY SCHOOLS.

Classification of responses	Number	Percentage
Spoilt responses	4	4%
Psychoclinical services inadequate	10	10%
Psychoclinical services adequate	8	8%
No Psychoclinical services	78	78%
TOTAL	100	100%

10% of the schools received inadequate assistance with psychoclinical problems from the department. 8% were assisted adequately. 78% had never been assisted at all.

Lack of psychoclinical services is not in accordance with principle 2.7.1 on equal access to equal guidance programmes for all pupils and principle 2.7.7 which recommends overall co-ordination of school guidance services in order to ensure equivalence of standards.

5.4.12 Communication channels.

Principals were asked to comment on the channels that they used to communicate their needs and problems to the section for guidance and psychological services.

TABLE 5.12

TABLE SHOWING COMMUNICATION CHANNELS BETWEEN 100 POST-PRIMARY SCHOOLS AND THE SECTION FOR GUIDANCE AND PSYCHOLOGICAL SERVICES.

Classification of responses	Number	Percentage
Spoilt responses	6	6%
Communication channels poor	18	18%
Communication channels good	52	52%
No communication channels	24	24%
TOTAL	100	100%

18% of the principals stated that communication channels were poor. 52% stated that communication channels were good. This means that 70% of the schools had some communication with the section for guidance and psychological services. 24% of the principals had no communication with the section for psychological and guidance services at all.

The data shows that communication is still too inadequate to address principle 2.7.7 on co-ordination of school guidance services within decentralization.

5.4.13 Problems and needs that need the special attention of guidance services at schools

Principals were asked to list the problems and needs with which they needed the assistance of the psychological and guidance services.

Principals listed the following problems and needs:

- (1) Under-achievement.
- (2) Lack of motivation among pupils and the deterioration of the culture of learning.
- (3) Intrusion of politics into education and the resultant disruption of teaching and learning.
- (4) Poor guidance facilities.
- (5) Juvenile delinquency.
- (6) Truancy.
- (7) Behaviour problems.

- (8) The violent social structure facing pupils.
- (9) Pupils are socially, politically and economically disoriented.
- (10) Poor study skills.
- (11) Lack of the counseling service which schools are in dire need of.
- (12) Full-time guidance teachers solely for guidance.
- (13) The acquisition of career information that is related to labour market needs by schools.
- (14) Testing that is focused on identifying pupils' talents and helps pupils with educational and career choices.
- (15) Interpretation of Psychological test results and availability of results to pupils.
- (16) Psychoclinical services to address psychological problems emanating from the socio-economic situation. These problems include behaviour problems, learning problems, maladjustment, violence as well as drug and alcohol abuse.

- (17) Teachers need help to cope with pupils' problems e.g. through in-service training.
- (18) Teachers need assistance with their own psychological problems that affect pupils' learning.
- (19) Homogeneous schools in order to cater for pupils' different potentials separately e.g. a school catering for gifted children only.
- (20) Schools need the necessary equipment and facilities for guidance.
- (21) Regular guidance inspections and visits.
- (22) Principals and teachers need in-service training, workshops and seminars.
- (23) Social guidance is highly needed and must be offered with special reference to pupils' deteriorating moral standards.
- (24) Schools are short of syllabuses, work programmes and textbooks.
- (25) There should at least be one guidance resource centre for the circuit or region.

- (26) Principals need orientation with regard to the importance of guidance.
- (27) Educational guidance is highly needed and must be offered to pupils.
- (28) Organisation of careers days so that experts can be invited to address pupils and staff on careers.
- (29) Establishment of more contact between schools and technical institutions.
- (30) Establishment of more comprehensive schools because they cater for a wider range of pupils.
- (31) New guidance teaching methods.
- (32) Personal guidance merits greater attention.
- (33) Assistance of schools by nurses, psychologists and social workers.
- (34) Each school needs a guidance centre for information, interviews and confidentiality.
- (35) Introduction of remedial classes.
- (36) Opening of more special schools.

- (37) Guidance services must address the high failure rates.
- (38) Guidance services must be continually evaluated.

5.5 CONCLUSION

This chapter has been an exposition, analysis and interpretation of research data on the provision and effectiveness of guidance services in KwaZulu. This analysis and interpretation has shown numerous shortcomings in the provision, organisation and administration of guidance services in KwaZulu. These shortcomings inhibit the effectiveness of guidance services in KwaZulu.

5.6 REFERENCES

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CHAPTER 6SUMMARY OF FINDINGS AND RECOMMENDATIONS6.1 INTRODUCTION

This chapter is the concluding chapter that will round off the whole study. This will be done by making conclusions about guidance services in KwaZulu. These conclusions are based on data obtained by research methods explained in chapter 4 and analysed and interpreted in chapter 5. In this chapter recommendations regarding the improvement of the quality and effectiveness of guidance services in KwaZulu will also be made.

6.2.1 Findings regarding the head office of the KwaZulu psychological and guidance services.

The following are the findings regarding the head office of the KwaZulu Psychological and Guidance Services at Ulundi.

6.2.1.1 Staffing

Head office is understaffed. This finding is based on the following data:

- (1) Research revealed that the head of the psychological and guidance services (chief education specialist) has no immediate deputies. According to paragraph 5.2.1(e)(1)

the head needed eight senior deputy chief education specialists.

- (2) Par. 5.2.4 reveals that the head sometimes has to leave his office and visit schools on educational guidance.
- (3) Statistics show that the head was responsible for 3 152 institutions (par. 5.2.1 (b)), 1 472 046 pupils (par. 5.2.1 (e)) and about 25 inspectors in 1991.
- (4) The head stated that his office had a shortage of administration staff who are an important support system in guidance services (par. 5.2.1 (e)(2)).

Figure 3.4 also shows the absence of deputies in the hierarchy.

6.2.1.2 Communication and organisation

Par. 5.2.2(a) shows that communication between head office and circuits as well as the organisation of the annual guidance services in the circuits need improvements. Meetings, reports and annual programmes are important features of communication and organisation.

6.2.1.3 Research and evaluation

There is no formal research and evaluation of guidance services in KwaZulu.

Par. 5.2.6.(b) reveals that shortage of manpower was the reason advanced by the head for lack of research and evaluation.

6.2.1.4 Effectiveness

The head of guidance services stated that he could not say that guidance services were successful. (Refer to par. 5.2.6 (b)). The evidence provided by the head is sufficient to conclude that the guidance services in the KwaZulu Department of Education and Culture are ineffective.

6.2.2 Findings regarding circuit offices and guidance inspectors.

6.2.2.1 Staffing

(1) Par. 5.3.1 shows that guidance inspectors are understaffed and cannot cope with the large circuits, many schools, big enrolments and absence of guidance teachers.

(2) Par. 5.2.1(b) shows that the ratio of guidance inspectors to schools was 1:143 in 1992 whereas their ratio to pupils was 1:66 911 in the same year (par. 5.2.1 (e))

(3) Par. 5.2.1.(e)(3) reveals that three circuits (Madadeni, KwaMashu and Nkandla) did not have guidance inspectors in 1992.

(4) Par. 5.2.1 (e)(4) reveals that the chief education specialist acknowledged that guidance inspectors were understaffed.

6.2.2.2 Communication

Par. 5.3.7 shows that while fair communication was maintained between the circuits and head office, inspectors felt communication could still be further improved. On the other hand table 5.12 shows that communication between the circuits and the schools is poor.

6.2.2.3 Organisation

There is much room for improvement as far as organisation is concerned. For example, some schools have been inspected and others have never been inspected. The same can be said for testing, work programmes, syllabuses, etc. Refer to par. 5.3.4, 5.3.5, 5.3.6 and 5.3.8.

6.2.2.4 Service delivery

Service delivery is centralized. Guidance inspectors are overburdened by "delivering" services to schools rather than

schools "collecting" the services. For example, the whole testing service is conducted by inspectors and no work is delegated to the schools. Par. 5.3.2 supports the above findings.

6.2.2.5 Inspections

According to par. 5.3.6 guidance inspections are conducted but are, on the school to school basis, inconsistent and infrequent. Inspections are also not extensive.

6.2.2.6 Services offered

According to par. 5.3.2 the variety of services offered is poor. For example, the information service (par. 5.3.5(d), counseling (par. 5.3.8. (4)) and the pupil inventory service (par. 5.3.6(b)) are quite poor.

The variety of guidance services was mentioned in par. 1.2.3 and discussed in par. 2.5.

6.2.2.7 Effectiveness

According to par. 5.3.9(b) inspectors acknowledged that guidance services are not effective as far as benefiting the schools is concerned.

6.2.3 Findings regarding guidance services at post-primary schools

6.2.3.1 Services offered

Tables 5.7, 5.8, 5.10 and 5.11 as well as par. 5.4.13 reveal that principals of post primary schools have not been able to organise a fair variety of guidance services for their schools.

6.2.3.2 The teaching of guidance

Guidance as a subject is mostly not being taught. Where guidance periods are reflected on the time table, they are mostly used for other purposes other than the teaching of guidance. This datum was presented in par. 5.3.6(b).

6.2.3.3 Appointment of guidance teachers

With the exception of KEEP schools and some two others, the department has not appointed full-time guidance teachers. Many principals do not or cannot make school appointments from the available staff. Table 5.9 shows that only 32% of the post primary schools have teachers appointed by principals.

6.2.3.4 Guidance syllabuses

Guidance syllabuses are insufficient, but more than 50% of the schools were supplied. Table 5.2 shows that 40% of the schools had insufficient syllabuses or no syllabuses at all.

6.2.3.5 Guidance work programmes

Guidance work programmes are insufficient. Table 5.3 indicates that only 32% of the schools had been sufficiently supplied with work programmes. Table 5.3 indicates that only 32% of the schools had been sufficiently supplied with work programmes.

6.2.3.6 Guidance facilities

Guidance facilities (resource centres, guidance rooms, furniture, equipment, aids) have not been provided by the department. Table 5.4 shows that 98% of the schools lacked facilities for guidance.

6.2.3.7 Guidance staff development

In the absence of full-time guidance teachers, one would expect the department to select certain teachers and train them in the part-time teaching of guidance. This the department has not done sufficiently. According to table 5.5 only 28% of the schools had sufficient staff development.

6.2.3.8 Communication

According to table 5.12 communication between schools and the section for psychological and guidance services is poor, only 52% of the schools had good communication channels with this section.

6.2.3.9 Organisation

Tables 5.1 to 5.12 reveal that organisation of guidance services at post primary school level is very poor.

Organisation is centralized at head office and circuits, leaving out the schools. Centralization is highlighted in paragraphs 5.3.2 and 5.3.8(4).

6.3 Recommendations by the researcher

6.3.1 Creation of additional posts

It is ideal that additional posts be created at head office, regions, circuits and schools; especially at schools. Additional posts will improve organisation and administration of guidance services. Creation of additional posts, however, depends on finances.

6.3.2 Involvement of whole staff in guidance at school level

The researcher recommends that the whole staff of a secondary school be involved in the guidance of pupils. This recommendation is based on the following reasons:

- (1) Finances may be a problem when it comes to appointing a full-time guidance teacher at each and every secondary school. The involvement of the existing staff in guidance will compensate for the absence of a full-time guidance teacher.
- (2) Even if one, two or even three full-time guidance teachers were appointed, high enrolments at KwaZulu secondary schools would make it difficult for them to cope with the high numbers by themselves.
- (3) Every full-time guidance teacher has his own shortcomings and is not an infallible expert. Where he encounters problems, some members of staff can help him out. For example, the extramural teacher may help the school counselor in counseling certain pupils because he may be mixing with them more freely on the sports field, knows and understands them better and the pupils may accept him better than the counselor.
- (4) Involvement of all the staff may alleviate the traditional mistrust, misunderstanding or antagonism that

has always existed between guidance teachers and other teachers.

The next question is: how and in which areas must the different members of staff be involved? We shall now try to answer this question by looking more closely at the different members of staff.

6.3.2.1 The class teacher

- (1) The class teacher is in the best position to know about the pupils' attendance, punctuality, scholastic performance, behaviour, family background, etc. He is therefore very valuable in the pupil inventory service as far as non-confidential information is concerned.
- (2) The class teacher can help with incidental or crisis intervention. NED (1988:6) explains crisis intervention as the times of crisis or of particular needs during which the pupils must have the freedom to seek assistance.
- (3) The class teacher can be used to offer group guidance to his class. This comprises personal, social, educational and career guidance. The class teacher can be able to perform this task on the basis of the information he has about his pupils and their educational choices.

6.3.2.2 The subject teacher

(1) The subject teacher is also in an ideal position to observe the pupils' attendance, punctuality, behaviour, aptitude and performance in his subject. The subject teacher is also valuable in the pupil inventory service.

(2) The subject teacher can help with some career guidance. This he can do by using a few minutes of his lesson time to relate the importance of his subject to certain careers. This will not only help pupils to know the importance of each subject in their career choices but it will also motivate them to learn since they will be clearly informed as to how each subject is important in their future careers.

6.3.2.3 The extramural teacher

(1) The extramural teacher is in a unique position to observe the pupils during their freest moments, outside the classroom. He can observe their fitness, talents, behaviour, attitude, temper, likes, dislikes, etc. This kind of information is valuable for the pupil inventory service.

(2) This teacher can in certain instances help with crisis intervention. Pupils will probably more readily accept

him because his sportsman image rather than teacher image makes him appear more unpartisan.

6.3.2.4 The teacher guardian

- (1) The teacher guardian has 20-25 children allocated to him across the whole enrolment of the school. This means that, unlike other teachers, he is not restricted to a certain specific group of pupils.
- (2) A pupil is allocated to a teacher guardian until he or she leaves the school. This affords the teacher guardian a longer period with the pupils than the other teachers.
- (3) The teacher guardian gets to know the biographical background, scholastic history, extramural activities, attendance, punctuality, etc. of the pupil.
- (4) He takes an active interest in the development and welfare of all the children allocated to him. He builds up a friendly relationship, encourages and advises frequently, motivates each one to succeed and acts in all respects loco parentis.
- (5) He makes an effort and goes out of the way to speak to one or two pupils almost every day.
- (6) He refers problems to the guidance teacher.

6.3.2.5 The departmental head

- (1) He is an authority in charge of the activities of junior teachers in his department. He is in a position to liaise with the guidance teacher and ensure that pupils in his department receive the high quality guidance services that they deserve.
- (2) The HOD can assist with crisis intervention and conducting personal interviews with pupils and/or parents.

6.3.2.6 The deputy principal

- (1) He is, after the principal, the deputy chief guidance teacher.
- (2) He helps in the interpretation and application of the guidance policy of the department.
- (3) Some of the problems referred to the deputy principal, especially disciplinary problems, can be related to guidance. He is therefore in a position to liaise with the guidance teacher and/or parents.
- (4) The deputy can assist with crisis intervention and conducting personal interviews with pupils.

6.3.2.7 The principal

- (1) He is the chief guidance teacher. This makes him ultimately responsible and accountable for all the guidance services at his school.
- (2) He must interpret and apply the policy of his department with regard to the guidance services.
- (3) He must ensure that guidance is taught and must control and supervise this e.g. lesson preparation, schemes of work, etc.
- (4) He must appoint a guidance teacher (full-time or part-time) in the absence of an appointment by the department.
- (5) He can assist with crisis intervention and conducting personal interviews with pupils and/or parents.
- (6) He naturally liaises with the guidance teacher, parents, the department and other individuals or bodies related to guidance.
- (7) He should ensure that his school receives the necessary materials (e.g. syllabuses and work programmes) from the department.

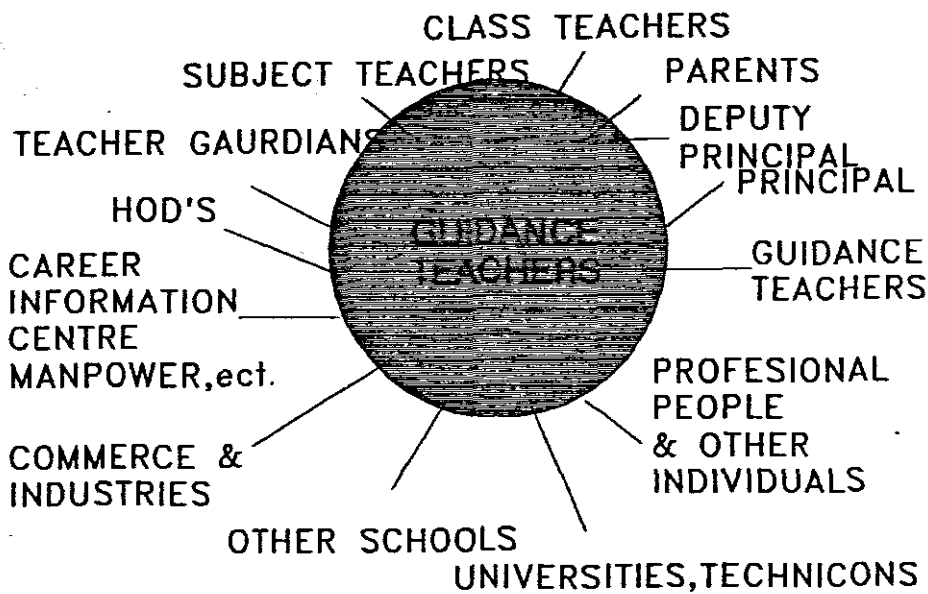
- (8) He should ensure continual staff development of his guidance teachers and other staff members e.g. through in-service training.

6.3.2.8 The guidance teacher or co-ordinator(s)

- (1) The duties of the guidance teacher were discussed in par. 2.10.1.1. These will not be repeated here. We can, in a nutshell, state that he is supposed to be the specialist in charge of the school's guidance programme.
- (2) Where the guidance teacher is not a full-time specialist appointed by the department, it is suggested that he be a full-time guidance teacher appointed by the principal due to certain qualities and/or qualifications which make him capable of being in charge of the school's guidance programme.
- (3) The teacher so appointed must be the overall coordinator of all the guidance activities and actions of the other staff members, including the school authorities. He should also liaise with parents, individuals and bodies that relate to the guidance services of the school.

The researcher schematically represents this co-ordination as below:

FIGURE 6.1



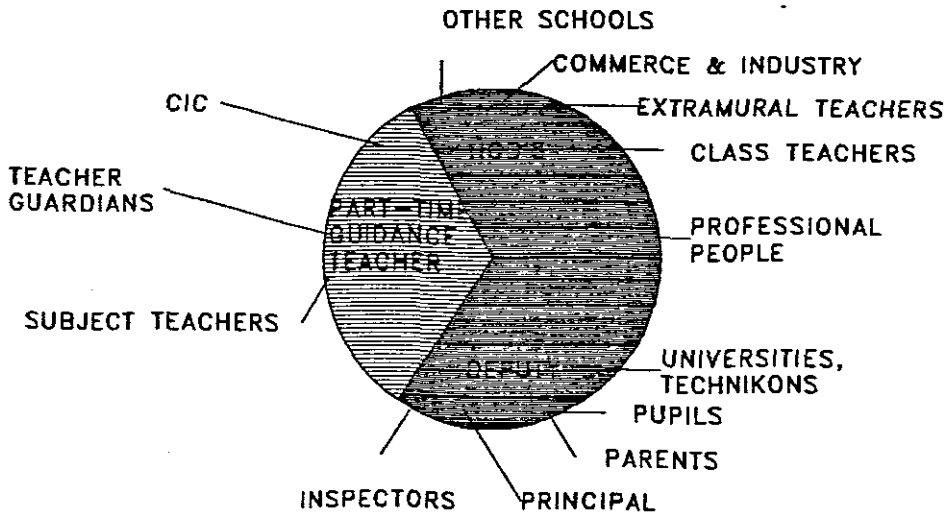
Source : Graphic presentation by the researcher.

- (4) It must be recommended that in order to coordinate successfully, the guidance teacher would not only have to be full-time but would have to be assisted by other staff members as already indicated. He could, perhaps, be responsible for individual counseling and interviews only.

- (5) It must be noted that if the full-time guidance teacher is appointed by the principal from among the existing staff, this would mean that the appointed teacher's duty load would have to be redistributed among the other staff. If the school is shortstaffed this will not be always possible. In this event it is recommended that part-time coordinators be appointed, e.g. part-time guidance teacher, HOD's and deputy principal. They would then form a coordinating committee.

The researcher schematically represents this co-ordination as follows:

FIGURE 6.2



Source : Graphic presentation by the researcher.

- (6) The coordinator(s) would have to work from an equipped office or resource centre. Such a place should ensure confidentiality. All pupils' files and records would be kept and filed securely in this place. This also means that all other teachers would report to the coordinator(s).
- (7) Coordination and organisation would have to be jointly planned with all staff members so that each teacher knows clearly where, how and when he fits in. This would also prevent duplication of work.
- (8) The coordinator(s) would have to continually upgrade their skills and qualifications e.g. by further study or in-service training.

6.3.3 The guidance awareness campaign

It has emerged that among KDEC principals and teachers alike there is lack of awareness as to the importance of guidance, hence the use of guidance periods for other purposes. The section for psychological and guidance services must 'sell' guidance to the schools. NED, for example, inundates schools with pamphlets, newsletters, bulletins and circulars on guidance - besides meetings, seminars, workshops or in-service courses for guidance. On the other hand, although KwaZulu has a guidance inspector almost in every circuit, certain principals are unaware of the importance of guidance in their schools. KwaZulu

shall have to teach principals and teachers the importance of guidance services.

6.3.4 Communication must be improved

Communication must be improved between the section for psychological and guidance services and the schools. In some instances there is totally no communication between this section and the schools. Frequent correspondence and school visits can be used to improve communication.

6.3.5. Accountability must be introduced

Presently there is no accountability in Kwa Zulu secondary schools for guidance, in the same manner as principals are accountable for the teaching of examination subjects. Once KwaZulu has introduced proper staffing, administration and facilities for guidance services, school principals shall have to be officially held accountable for guidance services at their schools.

6.3.6 Schools must liaise and ask for assistance

Schools must not only look to themselves and the department in their guidance task. Their work will be much easier if they liaise with interested individuals, groups, agencies, educational institutions, etc. Professional people can, for example, be invited to come and address pupils on certain

careers on careers days. Information can be obtained from career information centres, the department of manpower, universities, technikons, commerce and industry. Other agencies (e.g. Manpower, Technikon Natal,) also help with sending their staff to come and teach career education at the schools.

6.3.7 Guidance resource centres

Each school needs a guidance resource centre or at least a guidance room. Information on guidance (e.g. career information) can also be made available at such a centre. Pupils can also refer to books and other literature. If possible, a section of the school library can be set aside for this purpose.

6.3.8 Guidance subject committees

All post-primary schools in the circuit should form a guidance subject committee in which each school will be represented by its guidance teacher. The committee would liaise with the guidance inspector in the circuit.

Forming such a committee would have the following advantages:

- (1) There would be better communication between the schools on the one hand and between the schools and the department on the other.

- (2) Links can be more easily established between that particular circuit and other circuits, education departments, interested outside agencies, commerce, industry, etc.
- (3) Schools in the circuit would share resources, personnel, skills, facilities, etc. more equably.

6.3.9 Staff development

There has to be continual staff development of school guidance personnel, especially those not qualified in guidance. Staff development programmes could be arranged within the circuit once subject committees are in place. Assistance can also be sought from professionals in other departments in this regard.

6.3.10 Testing

- (1) Testing should be focused on the lower classes (std. 6 and 7) rather than std. 10. The lower classes are the crucial phase during which pupils must be assisted on the basis of aptitude tests, scholastic tests, questionnaires and other factors in making career choices. Assistance with career choices in std. 10 is rather late. In std 9 and 10 follow-ups on choices made in the lower classes would be the ideal thing.

- (2) Testing must be conducted as early as possible in the year if pupils are to be assisted with choices in the same year.
- (3) If certain tests or questionnaires can be conducted at school, then this should be implemented. Besides giving schools immediate feedback on their pupils, this will promote the involvement of schools in the guidance of their own pupils.

6.3.11 Decentralization

Because Kwa Zulu guidance services are centralized, inspectors "deliver" the services to schools rather than for the schools to "collect" the services.

In the Natal Education Department (NED : 1988, p.7) guidance teachers are expected to be accredited testers so that they can administer and score a number of group psychometric tests. In Kwa Zulu all tests are conducted by guidance inspectors at the school. With decentralization, a number of tasks can be performed by the schools themselves so that inspectors can be free to perform other professional duties.

6.3.12 Psychoclinical services

Schools must have access to psychoclinical services for problems that cannot be handled at school e.g. behaviour problems and

psychological problems. The KwaZulu Department of Education and Culture can liaise with the Department of Health for this purpose. In this way referrals can be made to psychologists of the Department of Health.

6.3.13 Parental involvement

Parents must be involved in the guidance of their children. Schools should organize occasions for inviting parents to come for interviews whenever necessary.

6.3.14 Time allocation

The department specifies the time allocation for group guidance. Counseling and personal interviews require quite a lot of time especially at schools with big enrolments. The problem of time can be solved by sometimes using the time allocated to extramural activities for counseling and personal interviews. In KwaZulu it is common practice that post primary schools set aside time for extramural activities on certain days, usually Thursdays and/or Fridays. Whenever there are no extramural activities, this time can be used for counseling and personal interviews. The other option is to use this time alternately between extramural activities and counseling and personal interviews.

6.3.15 Research and evaluation

The section for psychological and guidance services should have a unit responsible for research and evaluation. This unit should promote research and evaluation at all levels; head office, regional level, (when introduced) circuit level and at school level. Only then will guidance services be in a position to evaluate themselves and improve effectiveness on the basis of continual research.

6.3.16 The training of guidance teachers

The KDEC administers at least ten full-time teacher training colleges and one distant teacher-training college. KDEC should ensure that in its institutions guidance is included in the training of teachers. KDEC should also liaise with the University of Zululand in connection with the training of guidance teachers.

6.4 Conclusion

Chapter I of this dissertation stated the problem, the purpose of the study, significance of the study, delimitation of the field of study and the method of study. Chapter 2 was on the conceptual framework and literature review on the nature and scope of guidance services and school guidance. Chapter 3 compared the provision and administration of guidance services

in KwaZulu with those of the Natal Education Department. Chapter 4 outlined the research instruments and research methods. Chapter 5 analysed and interpreted data. Chapter 6 was on findings and recommendations.

The researcher encountered the problem of lack of literature on certain aspects of the guidance services of the KwaZulu Department of Education and Culture. The researcher also observed that certain areas also need to be researched, for example the training and qualifications of teachers with regard to guidance.

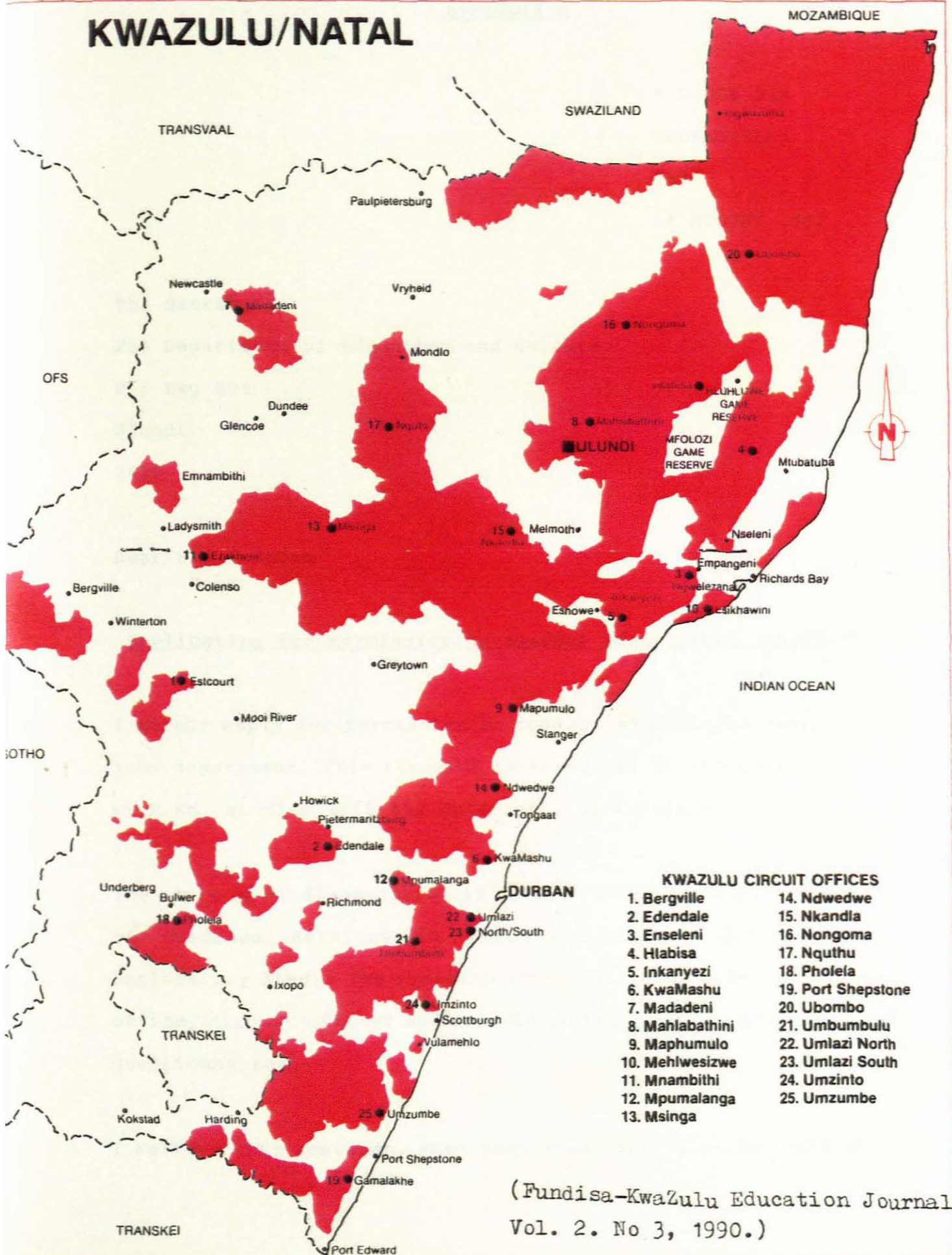
All in all, the researcher hopes more research will be forthcoming on this subject in KwaZulu. Such research, the researcher believes, will contribute towards the improvement of the provision and effectiveness of guidance services in KwaZulu.

CIRCUIT DISTRICTS AND OFFICES

KwaZulu Department of Education and Culture

APPENDIX A

KWAZULU/NATAL



KWAZULU CIRCUIT OFFICES

- | | |
|-----------------|--------------------|
| 1. Bergville | 14. Ndwedwe |
| 2. Edendale | 15. Nkandla |
| 3. Enseleni | 16. Nongoma |
| 4. Hlabisa | 17. Nquthu |
| 5. Inkanyezi | 18. Pholela |
| 6. KwaMashu | 19. Port Shepstone |
| 7. Madadeni | 20. Ubombo |
| 8. Mahlabathini | 21. Umbumbulu |
| 9. Maphumulo | 22. Umlazi North |
| 10. Mehlwesizwe | 23. Umlazi South |
| 11. Mnambithi | 24. Umzinto |
| 12. Mpumalanga | 25. Umzumbe |
| 13. Msinga | |

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APPENDIX B

P.O.BOX 846

CLERNAVILLE

3602

14 AUGUST 1992

The Secretary

The Department of Education and Culture

P / Bag X04

Ulundi

3838

Dear Sir / Madam

Application for permission to conduct educational research

I hereby apply for permission to conduct educational research in your department. This research is essential in the completion of my M.Ed. studies with the University of Zululand.

The topic of my dissertation is : The Provision and Effectiveness of Guidance Services in KwaZulu Secondary Schools : An Exploratory Study. The research itself will be conducted at head office, circuit offices and schools in the form of interviews and questionnaires.

I believe this research, when completed, will also be beneficial

to the KwaZulu Department of Education and Culture. I am prepared to reveal research data to your department if you so wish.

Thanking you in Anticipation.

Yours faithfully.

T.M. Linda.



DEPARTEMENT VAN ONDERWYS EN KULTUUR

Ikheli Locingo : Telegraphics Address : INKANYISO Telegrafiese Adres :	Isikhwama Seposi : X04 Private Bag : Utundi Privaatsak :	Ucingo : Telephone : 0358- Telefoon : 203906
Imibuzo :: Enquiries : Navrae : S.M. GOWARU (MR)	Usuku : Date : Datum : 18 August 1992	Inkomba : Reference : Verwysing : 8/2

Mr. T.M. Linda
P.O. Box 846
CLERNAVILLE
3602

Dear Mr. Linda

**PERMISSION TO CONDUCT RESEARCH IN KWAZULU DEPARTMENT OF EDUCATION
AND CULTURE**

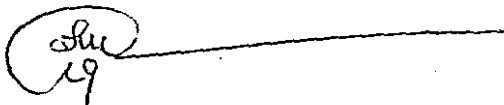
Thank you for your letter of 14 August 1992 in which you enclosed the outstanding documentation that was required for formal processing of your application.

The Department has great pleasure in granting you permission to conduct research as you requested. However, in doing so, the Department will expect you to observe the following:

- i) work through the Heads of Sections and / or Circuit Inspectors of the areas from which you will select your sample;
- ii) ensure that information elicited be treated as confidential,
- iii) make a copy of the research findings available to the department if requested to do so.

Best wishes for a successful research project.

Yours faithfully,


PP SECRETARY FOR EDUCATION AND CULTURE
SMG/ltd

tmlinda.smg

APPENDIX D

Name of Circuit	No. Interviewed
MPUMALANGA	1
UMLAZI NORTH	1
UMLAZI SOUTH	1
NDWEDWE	1
TOTAL	4

APPENDIX E

P.O.BOX 846

CLERNAVILLE

3602

14 AUGUST 1992

DEAR SIR / MADAM

I have been granted permission (attached) by the KwaZulu Department of Education and Culture to conduct research at its schools for M.Ed. studies.

The research topic is **THE PROVISION AND EFFECTIVENESS OF GUIDANCE SERVICES IN KWAZULU SECONDARY SCHOOLS**. It is hoped that the success of this study will be a milestone in the betterment of education in KwaZulu in general and the guidance services in particular.

But most important the success of the study depends on your cooperation in filling in the provided questionnaire. The questionnaire has been made as simplistic and as short as possible so as to take a minimum of your time. You are dearly requested to mail the completed questionnaire as per self addressed envelope at your very earliest convenience.

The importance of your cooperation cannot be overemphasized.

Thanking you in anticipation.

Sincerely yours

Theodore Magwendu Linda

APPENDIX F

QUESTIONNAIRE FOR SCHOOL PRINCIPALS

NAME OF CIRCUIT : _____

NAME OF SCHOOL : _____

1. Comment on the type of support you receive at school as far as guidance is concerned. Comment according to the following sub-topics.

1.1 Guidance textbooks

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1.2 Guidance syllabuses

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1.3 Guidance work programmes

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1.4 Guidance facilities and equipment

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1.5 Guidance staff development

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1.6 Official visits/inspections

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1.7 Careers days

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1.8 Career information

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1.9 Appointment of guidance teachers

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.....

1.10 Counseling

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1.11 Specialist services (e.g. hard of hearing, behaviour problems, learning problems)

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.....

2. What channels are there for the school to communicate its needs and problems to the Psychological services?

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.....

3. What guidance needs do you feel should be addressed by the psychological services?

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.....
.....

4. With what problems do you need the assistance of the psychological services?

.....
.....
.....

5. What recommendations would you put forward to the Psychological services for the improvement of guidance services for your secondary school?

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.....

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