

PERCEPTIONS OF TEACHERS AND
LEARNERS TOWARDS
EDUCATIONAL GUIDANCE

by

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DEDICATION

This study is dedicated to :

- my husband, Lukas Mbheki Madi.
- my children, Sithembiso, Nkosinathi, Wandisa, Lethukuthula and Butho, for their support and encouragement.



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ABSTRACT

Although Outcomes Based Education (OBE) approaches are implemented in schools, emphasizing the holistical development of a learner by teaching skills, knowledge, attitudes and values for the learner to cope with life inside and outside the education system, educational guidance which gives direction to a learner's future planning, is neglected and underestimated by most educators.

This study is undertaken with the aim of investigating the perception of educators and learners about educational guidance as a subject in schools, and to set the guidelines to assist the educators to teach educational guidance subject in schools so that learners will be developed holistically.

A qualitative, exploratory, descriptive and contextual design is undertaken to find out the perceptions of educators and learners towards educational guidance as a subject in schools. A purposive sample is used and the educators and learners are to satisfy certain criteria in order to be participants.

Focus group interviews and focus individual interviews are conducted. They are recorded in audio-tapes. Field notes are taken by the researcher after each interview, and interviews are transcribed. Tesch's approach is used to analyse data. Steps to ensure trustworthiness are also taken into consideration.

The result of this study shows that educational guidance is very important to learners and to the education system as whole. Educators and learners shared their concerns and frustration if this subject is neglected. They also mentioned the need of qualified guidance educators for teaching the following issues effectively :

- career education
- sex education
- skills development

Guidelines and recommendations are drawn from the study to assist, and motivate educators in teaching educational guidance with courage. Limitations and conclusions are also done.



Opsomming

Die uitkomsgerigte onderwysbenadering is in skole in Suid-Afrika geïmplementeer. Die klem val op die holistiese ontwikkeling van die leerdes deur aan hulle vaardighede, kennis, waardes en gesindhede te leer sodat hulle, hulleself in die lewe binne en buite die skool kan laat geld opvoedkundige leiding, wat 'n leerder se toekoms kan lei en rig, word deur die meeste opvoeders afgeskeep en onderskat.

Hierdie studie is onderneem met die doel om die persepsies van opvoeders en leerders ten opsigte van opvoedkundige leiding as 'n vak in skole te ondersoek. Daar is voorts gepoog om riglyne te help om opvoedkundige leiding as 'n vak in die skool te onderrig sodat leerders holisties kan ontwikkel.

'n Kwalitatiewe verkennende, beskrywende en kontekstuele ontwerp onderneem om uit te vind wat die persepsies van die opvoeders sowel as leerders is ten opsigte van opvoedkundige leiding as vak in skole. 'n Doelgerigte steekproef is gebruik om deelnemers in die navorsing in te sluit.

Fokusgroepe sowel as individuele fokus onderhoude is gevoer. Die onderhoude is op oudioband opgeneem. Veldnotas is deur die navorser geskryf en die onderhoude is getranskribeer. Tesch se benadering is gebruik om die data te analiseer. Stappe om die vertrouers waardigheid te verseker is ook in ag geneem.

Die bevindinge van die studie is dat opvoedkundige leiding baie belangrik is vir leerders en die onderwysstelsel as 'n geheel. Opvoeders sowel as leerders is bekommerd en gefrustreerd met die vak wat afgeskeep word. Dit het ook aan die lig gekom dat daar 'n behoefte is vir opgeleide opvoeders om die volgende aspekte suksesvol te onderrig:

- Beroeps-voorligting
- Seksvoorligting
- Vaardigheidsontwikkeling

Riglyne en aanbevelings om opvoeders te ondersteun, motiveer en behulpsaam te wees in die onderrig van opvoedkundige leiding het uit die studie na vore getree. Tekortkominge en gevolgtrekking is ook bespreek.



ANNEXURES

ANNEXURE 1: A letter of approval of the field of study

ANNEXURE 2: Request for consent form to participate in the research

ANNEXURE 3: Protocol for co-coder

ANNEXURE 4: Example of an interview with the group of educators



CHAPTER 1

RATIONALE AND OVERVIEW OF THE STUDY

ROOTH'S COMMENTS

YOU TAUGHT ME

You taught me the names of the cities in the world;

BUT

I don't know how to survive in the streets in my own city.

You taught me about the minerals that are in the earth;

BUT

I do not know what to do to prevent my world's destruction.

You taught me to speak and write in three languages;

BUT

I don't know how to say what I feel in my heart.

You taught me all about reproduction in rats;

BUT

I do not know how to avoid pregnancy.

You taught me how to solve maths problems;

BUT

I still can't solve my own problems.

Yes, you taught me many facts, and thank you;

- I am not quite clever.

BUT

Why it's that I feel I know nothing?

Why do I feel I have to leave school to learn about coping with life?

(Rooth ,1999 : 1)

I concur with what Rooth has said. Learners finish their schooling without linking what they have learned with what they do in their lives. This exemplifies that the knowledge acquired from various subjects should be linked to the values and cultivate positive attitudes and relevant skills needed by the society.

1.1 RATIONALE

The researcher's experience as an educator has shown that some skills need to be taught while others are acquired from the moment the individual is born. According to the Interim Core Syllabus for Guidance (1995:1), educational guidance is one of the compulsory subjects from grade one to grade twelve. The focus of the educational guidance syllabus remains on the development of skills.

In order to illustrate the importance of educational guidance as a subject, the researcher gives the following comparison :

Looking at the engine of a car for example, there are many different parts that make up the engine. These parts are of different sizes and shapes. There are small, round, big, long and short parts. If one does not have an insight about a car and remove a small part from the engine, he may not know how much harm is caused to the engine. What should be borne in mind is that each and every part has a specific purpose to serve. They work together as a system that smoothly runs the engine.

Removing one part is when the problem begins. The same thing applies to different subjects of the curriculum. Every subject is there to serve a specific purpose in producing competent and high quality learners. A 100% competent learner is the target, not a 75% competent learner. Subjects work as a system. Problems begin when one compulsory subject is neglected and the system becomes imbalanced.

The assumption is that no school system can provide quality education when the majority of its learners have no access to

educational guidance. According to Curriculum 2005 (1997:14-15) a balanced curriculum should include life orientation (Guidance) as one of the eight learning areas. Learners are experiencing many social problems such as sexual abuse, substance abuse, pregnancy, suicide and peer pressure. An educator can address these problems at school level during educational guidance lessons.

Sexual learning takes place over an entire lifetime in the total environment. All children must attend school. It is therefore the schools' responsibility to complement the family in providing sex education. According to Tatum (in Cassel and Wilson, 1989:96), schools can however provide an unique opportunity for learners and especially adolescents, to have serious peer exchange of ideas, thoughts and feelings under the guidance of a trained facilitator. It is the family's primary task to provide love, esteem, security and system of values to guide children's behaviour. The school's primary task is to complement the family.

The school should support those positive values and allow objective learning in a peer setting. Educators should develop the learner as a whole and prepare him/her for the life outside the school environment. It is also important to develop sex education programmes to address issues such as AIDS, teenage pregnancy and sexual abuse.

Substance abuse is the problem facing most teenagers. Therefore programmes that will 'caution' about the use of drugs and alcohol need to be developed and implemented. This will promote healthy bodies and minds of learners. Experts, like Sora, (1997:71) say that curiosity is the first reason why teens use drugs. She continues to say that learners who abuse alcohol are less likely to graduate from high school than their peers who do not drink.

Another problem that faces the community, is the rate of unemployment. If Educational Guidance has been taught in schools, learners who have completed grade 12 would not be wandering about, seeking for jobs, or ending up in jail because of their criminal

behaviour to obtain a better living. Teaching career education, which is part of educational guidance in schools, would have produced learners who have a direction in life. Learners who are learnt to be competent will thus reduce the unemployment rate.

According to Zaccaria and Bopp (1981:15), guidance has ultimate and proximate objectives. The ultimate objectives are to:

- enable the learners to develop physically, intellectually, socially, emotionally, and spiritually;
- live better lives to maximize their satisfaction and social productivity; and
- develop self-guidance as well as maturity.

Proximate objectives include :

- development of initiative;
- responsibility;
- self direction;
- ability to select goals;
- self awareness;
- adjustment to school life;
- prevention of crisis in the learners' life;
- promotion of understanding; and
- ability for solving problems.

1.2 PROBLEM STATEMENT

Mwamwenda (1995:457), the writer and educator, has shown that non-examination subjects are generally not regarded as important in most schools. Educators seem to undermine such subjects like educational guidance, and utilise the time allocated for them to teach other subjects which they believe are important.

Educators generally reflect mainstream values and tradition in educational guidance in the education of learners about sex education. They have a history of silence while the media, when advertising with the purpose of selling and entertaining the

audience, breaks the cultural tradition of silence about sex education (Cassel and Wilson, 1989:97).

The most recent survey of the National Parents Resource Institute for Drug Education (PRIDE) states the following statistics about alcohol and substance abuse :

- 24% of teens regularly drink;
- 11% of teens smoke marijuana (dagga); and
- 2% of high school students use cocaine at least once a month (Wilkinson, 1991:34)

Although educational guidance makes a significant contribution to the social, academic and personality development of a person, it is not perceived as an indispensable integral part of the school curriculum and as a result it is neglected and underestimated.

RESEARCH QUESTION

Du Toit (1992:10) indicates that the research question should be carefully formulated to elicit the desired information. In this case the following question will be asked :

What are learners' and educators' views on educational guidance as a subject?

1.3 OBJECTIVES

The purpose of this study is to achieve the following objectives:

- To explore and describe the perception of educators and learners towards Educational Guidance and
- to describe guidelines for educators to assist learners to develop holistically through learning Educational Guidance.

1.4 PARADIGMATIC PERSPECTIVE

Guba (in Brink,1999:28) describes a paradigm as a patterned set of assumptions about reality (ontology), knowledge of that reality (epistemology) and the particular ways for knowing about that reality (methodology).

According to Covey (1992:23), a paradigm is the way one 'sees' the world not in terms of one's visual sense of sight, but in terms of understanding and interpretation. The paradigmatic perspective of a researcher refers to the world-view, the individual's place in it and the range of possible relationships to that world and its parts (Denzin and Lincoln, 1994:107). The researcher's paradigmatic perspective reflected in the assumptions, will be discussed in the next session.

1.4.1 Metatheoretical and theoretical assumptions

The researcher has accepted the Systems Theory Pedagogics (Higgs, 1995:265) as her paradigm. This theory reflects the focus on the wholeness. A system can be defined as two or more elements which function as a whole to achieve a common purpose. The researcher adopted one of the system's theory approaches which is cybernetics pedagogics. It considers teaching holistically. She believes that for the holistic development of a learner these elements, namely skills, knowledge, attitudes and values function as a whole to achieve a common purpose which is the production of a competent learner in the society. A learner should be developed in all spheres of life during the teaching and learning process. For the purpose of clarification, it is necessary to discuss the following terms as they are essential concepts of this research.

A learner

According to the South African Council for Educators (SACE) (Government Gazette, number 16037 (1994 :1), a learner is defined

as a pupil or a student who is taught or trained by an educator. In this study, a learner can be seen as someone who should be developed in all aspects to meet the challenges in life.

The educator/teacher

According to the Government Gazette, number 16037, (1994 :1), an educator is any person who teaches, educates or trains other persons, provides professional therapy at any school, Technical College, College of Education, or assists in rendering professional services, or performs educational management services, or educational auxiliary services provided by, or in a department of education (and whose employment is regulated by the Educators Employment Act of 1994) and any person registered with the Council. In this study, the researcher is seen as someone who assists the learner to develop holistically with regard to skills, knowledge and values.

Guidance

Lindhard and Dlamini (1991:3) perceive educational guidance as the continuous activity in which the teacher brings students into contact with the realities of the world and helps them to make wise choices in their day by day lives. The most relevant definition of educational guidance in this study is the following :

educational guidance includes all activities done in the school by a professional who equips a learner with knowledge, skills, attitude and values for life-long learning.

Perception

It is a way of gathering sensory information and assigning meaning to it (Johnson, 1997:4). In this study, perception means the feeling or understanding of educators and learners towards educational guidance.

1.4.2 Methodological assumptions

In this study, qualitative research is used because it is explorative, descriptive and contextual in nature. The central methodological assumption is based on functional reasoning of Botes (1995:13), which implies that the research must be applicable to practice and must be useful.

This research is not conducted merely to obtain knowledge but to investigate why Educational Guidance as a subject is neglected in schools, yet it contributes to life-long learning. The investigation into this issue will contribute to existing knowledge in the literature and will highlight problems that need to be addressed by educators.

The researcher will use Lincoln and Guba's strategies (1985:209-307) to ensure trustworthiness. The researcher will also use the criteria for practising science, which are logical reasoning and justification (Botes 1995:17-18).

1.5 RESEARCH DESIGN AND METHOD

A qualitative, explorative, descriptive and contextual design will be adopted to investigate the perceptions of educators and learners about Educational Guidance as a subject in schools.

1.5.1 Research design

It is the researcher's responsibility to choose a research design best suited for the research (De Vos and Strydom,1998:80). A qualitative, explorative, descriptive and contextual research design will be used for this study This research will be conducted into two phases. Phase 1 will explore the perceptions of educators and learners about Educational Guidance as a subject. Phase 2 will provide a description of guidelines for educators.

1.5.2 Research method

In depth interviews will be conducted. The researcher chose this method because it describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions (McMillan and Schumacher, 1993:372). Focus groups and focus individual interviews will be conducted. The following open ended question will be asked:

What are your views about educational guidance?

An audio-tape will be used during interviews to get actual responses. The research will be conducted into two phases.

1.5.2.1 Phase 1: Exploration of perceptions of educators and learners about Educational Guidance as a school subject.

The purpose of this study is to explore the perceptions of educators and learners about Educational Guidance as a subject.

Population and sampling

The researcher chose a purposeful sample composed of specific respondents who represent the population best and who have the most typical attributes of the population (Singleton, Straits, Straits and McAllister, 1988:153). The target groups will be educators from Vryheid Region who have more than five years experience and learners in grade twelve.

Data collection

When collecting data, both focus individual interviews and focus group interviews will be conducted to find out what the perceptions of educators and learners are about Educational Guidance. Field notes

will be written and an audio-tape will be used to collect data during interviews.

Data analysis

Tesch's approach (in Creswell, 1998:165) will be utilised for this study. The researcher will discuss this approach in detail in chapter 2.

Literature control

A literature control will be conducted. The information obtained will give validation of the accuracy of the researcher's findings and will also provide help in contributing to the formation of guidelines.

1.5.2.2 Phase 2: Description of guidelines for educators to assist learners to develop holistically by teaching Educational Guidance.

Insight from the study and a literature control in phase one are used to formulate guidelines for educators to assist learners to develop holistically by teaching them Educational Guidance as a subject.

Measures to ensure trustworthiness

Lincoln and Guba (1985:209-307) identified a model for trustworthiness for qualitative research. Four criteria will be used in this study. These are :

- credibility
- transferability
- dependability
- confirmability

These will be discussed in chapter two.

Ethical measures

The researcher has an obligation to respect the rights, needs, values and desires of the respondents (Creswell, 1998:165). The nature of this study will be fully described to participants by the researcher when conducting field work. Potential ethical dilemmas will be discussed in chapter 2.

1.6 CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Conclusions and recommendations will be drawn from the findings of this study. Limitations identified in the study will be highlighted.

1.7 DIVISION OF CHAPTERS

This study will consist of four chapters that will be organised as follows :

Chapter 1: Introduction rationale and overview of the study.

Chapter 2: Research design and method.

Chapter 3: Discussion of the results and literature control.

Chapter 4: Guidelines, limitations, conclusions and recommendations.

1.8 SUMMARY

In this chapter, an overview of the research study is given. This includes the problem statement, research question, objectives, paradigmatic perspective, research design and method and division of chapters.

CHAPTER 2

RESEARCH DESIGN AND METHOD

2.1 INTRODUCTION

This chapter focuses on the research design and method. The research design adopted for this study is qualitative, explorative, descriptive and contextual in nature. More insight will be gained by interviewing educators and learners about their perceptions towards Educational Guidance as a subject.

2.2 RESEARCH DESIGN

It is the researcher's responsibility to choose a research design best suits the research. The research design guides the investigation. It indicates the activities that the investigator and the participants should perform (Catanzaro and Wood, 1998:117). This study will adopt a qualitative, descriptive and contextual design to investigate the perceptions of educators and learners towards educational guidance as a subject.

2.2.1 Qualitative

Qualitative research is characterised by the fact that the researcher is trying to get hold the heart and soul of the issue in order to understand it (Mouton and Marais 1992:175). Owing to problems that are facing learners in schools, in the community and even at the work place, there is a great need of investigating more about the perceptions of educators and learners towards Educational Guidance as a subject in schools. This is necessary to address such problems.

2.2.2 Explorative

According to Mouton and Marais (1992:45), the term “explorative” implies that the research is being done on a relatively unknown topic which can be explored to gather information to do this. Educational Guidance is a neglected subject in most South African schools.

2.2.3 Descriptive

Descriptive research provides an accurate portrayal or account of characteristics of a particular individual situation or group (Mouton and Marais, 1991:43). In this study, an in depth description of the perceptions of educators and learners towards Educational Guidance as a school subject will be given.

2.2.4 Contextual

The aim of a contextual design is to produce an extensive description of the phenomenon in its specific context (Mouton, 1996:33). This study is contextual in nature in the sense that it is conducted in a specific relevant context namely the school. Educational Guidance as a subject should be taught in the school to ascertain the perceptions of the participants who partake in teaching and learning namely educators and learners.

2.3 RESEARCH METHOD

The research will be conducted in two phases. The first phase deals with the exploration and description of the perceptions of educators and learners towards Educational Guidance as a subject. In phase two guidelines will be formulated for educators to assist the learners to develop holistically by teaching them Educational Guidance as a subject. Both focus group and focus individual interviews will be conducted.

2.3.1 Phase 1: Exploration and description of the perception and educators and learners towards Educational Guidance.

This phase consists of the following components: sampling, data gathering, data analysis and literature control. Each component will be discussed hereunder.

2.3.1.1 Sampling

Sampling is the process of selecting the people with whom to conduct research (Burns and Grove, 1993:58). Educators and learners will form the sample for this study.

Sampling criteria

According to Burns and Grove (1993:294-295) sampling criteria are designed to make the population as homogeneous as possible or to control for extraneous variables. The sampling criteria is developed from the research problem, the objective operational definitions of the study variables and the research design. For this study the sample will be selected from educators and learners from different schools who meet the following criteria:

- Educators with more than five years experience, and who are willing to participate.
- Learners in grade twelve, who are willing to participate and who are able to articulate their feelings by using English or isiZulu.

Sampling method/selection of participants

Participants will be selected by purposive sampling which means that the researcher, based on knowledge and expertise of the subject, select the respondents of the study (Talbot and Edwards, 1994:254-255). The researcher attempts to obtain data through focus group

and focus individual interviews and detailed exploration of the perceptions of educators and learners towards Educational Guidance.

Sampling size

According to Du Toit (1992:10), the nature and size of the sample depends on the decision of the researcher who is guided by the nature of the researched phenomena. Two focus group interviews with six educators in each group will be conducted.

For the focus individual interviews with learners, the researcher does not know how many subjects are needed prior to data collection. Therefore the determinant of the sample size is the saturation of the data (Lo Blondo-Wood and Harber, 1994:257). The data saturation occurs when no new information on the perceptions of learners towards Educational Guidance as a subject is generated.

2.3.1.2. Data collection

Qualitative research requires that the data to be collected must be rich in description of people's places (Patton, 1982:169). This is the reason why purposive sampling is used in order to identify access points and to select specially informative subjects. According to Gypser and Moore (1981:46) the best method of collecting data concerning people's views is the interview. Therefore, focus group interviews and focus individual interviews will be conducted.

Focus group interview

Krueger (1988:15) defines a focus group as "A carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissible non-threatening environment." This focus group aims at finding educators' and learners' views about their perceptions towards Educational Guidance.

Holloway and Wheeler (1996:144) defines a focus group interview as involving a number of people with common experiences or characteristics who are interviewed by the researcher or moderator for the purpose of eliciting ideas, thoughts and perceptions about a specific topic or certain issues linked to an area of interest.

The focus group interview is conducted as an open conversation on a specific topic in which each participant may make comments, ask questions from other participants or respond to comments by others, including the facilitator or moderator (Ferreira and Puth, 1988:167).

Holloway and Wheeler (1996:146) state that although group members share experiences this does not mean that they all have the same views about the topic area, nor that they come from the same background while they have experienced the same conditions or events. They are nevertheless heterogeneous in other ways and could illuminate the topic from all sides.

For this study, two groups of educators with six participants in each group will be interviewed to find out what their perceptions are towards Educational Guidance as a subject. Incentives such as free transport from home to the interview location and refreshments will be offered to them.

The moderator

The moderator and the researcher in this research project are one and the same. The role of the moderator is to develop questions, facilitate the sessions, sort out documentation, do an analysis, and interpret the results.

Communication techniques like probing, clarifying and summarising will be used to encourage respondents who are interviewed to freely articulate their views (Okun, 1997:76). The researcher will use reliable communication skills and group dynamics interaction. The

following question will be thoroughly discussed by the participants, starting with general introductory questions.

What are your views about educational guidance?

The interviewer will exercise some flexibility and open-mindedness so that the environment becomes an open and non-threatening. This is done because if the group feels at ease with the interviewer, the interaction will be open and productive and the participants will be comfortable to disclose their perceptions and feelings (Holloway and Wheeler, 1996:146).

The researcher's role will be that of alternative listener, probing for more information whilst adapting a non-directive approach. She will ask questions when necessary and avoid concentrating onto a specific individual. The researcher will also make sure that all members get a chance and participate fully to the discussion by doing good facilitating work.

Focus individual interview



In focus individual interviews, learners from different schools doing Grade 12 will participate as the informants in the study. Semi-structured interviews will be conducted where the researcher will ask an open-ended question, but additional probes are allowed or even encouraged. Audio-tape and field notes are frequently the record keeping devices for this interview. The focus individual interview will be conducted until the data is saturated. The following question would be asked :

What are your views about educational guidance?

Observation and field notes

The researcher will observe during the interview process. Observation and field notes will supplement the taped interview.

The following types of notes will be written to constitute a written record of the development of observation and certain ideas will be used in future publications of the research findings and methods (Wilson, 1989:436), namely :

- Observational notes which are descriptions of events as experienced through watching and listening.
- Theoretical notes that are purposeful attempt to derive meaning from observational notes.
- Methodological notes which are instructions to oneself, being critical of one's tactics and reminders about methodological approaches that might be fruitful.
- Personal notes which are notes about one's own reactions, reflections and experiences.

2.3.1.3 Data analysis

According to Bailey (1996:89) data analysis begins at the moment the research is thought of and continues up to the final report. As the researcher of this study, I define data analysis as the continuous evaluation of the data, beginning at the moment where the researcher thinks about the research up to the end of the research where limitations are stated, and conclusions and recommendations are drawn.

Miles and Huberman (1994:428) also mention that the data analysis is a process. It occurs before data collection during the research design and planning, during data collection as interim and early analysis and is carried out after data collection as a final product.

To analyse data for this study, Tesch's approach to qualitative data analysis will be utilised. Tesch's approach (in Creswell, 1998:155) to qualitative data analysis steps are as follows :

- The researcher ought to get a sense of the whole by reading through all the transcriptions carefully. He can then get down some ideas as they come to mind.
- The researcher selects an interview, for example, the most interesting, the shortest, the only at the top of the pile and goes through it asking "What is this about?" and thinking about the underlying meaning in the information. He writes thoughts that come up in the margin.
- When the researcher has completed the task for several respondents, a list is made of all the topics. Similar topics are clustered together and formed into columns that might be arranged into major topics, unique topics and left-over.
- The researcher takes the list and returns to the data. The topics are abbreviated as codes written next to the appropriate segments of the text. The researcher tries out this preliminary organising scheme to see whether or how categories and codes emerge.
- The researcher finds the most descriptive wording for the topics and turns them into categories. He endeavours to reduce the total list of categories by grouping together topics that relate to each other and drawn between the categories to show interrelationships.
- The researcher makes a final decision on the abbreviation for each category and alphabetises the codes.
- The data material belonging to each category is assembled in one place and a preliminary analysis is performed.
- The researcher re-codes existing data if necessary.

A set of transcripts of the interviews and fieldnotes will be given to an independent coder who will analyse the data and then meet with the researcher for consensus discussions regarding identified themes and categories.

2.3.1.4 Literature control

Literature control is conducted to compare obtained results with results of the other research project to identify similarities,

differences and the unique contribution of the research (Poggenpoel, 1993:3).

2.3.2 Phase 2 Description of guidelines will be generated from the results of phase one for educators to assist learners to develop holistically by teaching education guidance

The objective of phase two is to describe guidelines for educators to assist learners to develop holistically by teaching Educational Guidance. The data collected from phase one of this research will be used as a basis to describe guidelines for educators to assist learners in their development. After analysing the results, the literature will be further reviewed to the effect that it will help in the formation of guidelines.

2.4 MEASURES TO ENSURE TRUSTWORTHINESS

All research is rightly open to criticism and there must be criteria by which qualitative research can be evaluated (Holloway and Wheeler, 1996:162). Guba's model (in Krefting, 1990:215), will be used to ensure the trustworthiness of the research. The model is based on identification of four aspects namely: truth value; applicability; consistency; and neutrality. These aspects could be discussed together with the control measures.

2.4.1 Truth value

The truth-value reflects the confidence, the researcher has in the truth of her findings, including the context in which the interview took place (Krefting, 1990:215). The control measure for truth-value is credibility. The following techniques will ensure this :

Prolonged engagement

Lincoln and Guba's model (1985: 302) allows the researcher to spend more time with the participants. The researcher will engage in the research field three weeks before collecting data. Prolonged engagement is intended to build trust. During that time the researcher will discuss general issues with potential informants, enhance the establishment of rapport, develop trust and orientated herself to the context.

Member checking

Analytic categories, interpretation and conclusions will be tested with educators and learners as participants from which the data will be originally collected.

Triangulation

Researcher will use different methods of collecting data (interviews, observation and field notes) with literature control in order to test the reliability of the data. Differences that occur will help to describe the perceptions of educators and learners towards Educational Guidance as a subject.

Peer examination

An external coder will be engaged. The researcher will meet regularly with her research supervisors to ensure rigor in data analysis and conclusions.

2.4.2 Applicability

Applicability is the degree to which the results can be applied in similar contexts on similar respondents (Lincoln and Guba, 1985:290). The control measure for applicability is transferability. Krefting (1990:220) says that transferability of the study is the

responsibility of the person who wants to apply the findings of the study rather than of that the researcher. Holloway and Wheeler (1996:166) describe transferability as, it is about how the findings can be generalised or transferred from representative of a population to the whole group. The following activities will be followed to improve transferability :

- Purposive sampling will be used to select educators and learners as participants for the interview.
- Dense description of the results.

To make transferability possible the researcher aims to provide a “dense” database. Literature control and verbatim quotes from the focus group discussions as well as from the focus individual discussions will also be done. The reason for this is to compare the findings with relevant studies regarding perceptions of educators and learners towards Educational Guidance as a subject.

2.4.3 Consistency



The process of the study remains consistent and reasonable stable over time and across research and methods (Miles and Huberman 1994:178). The control measure of consistency is dependability. Koch (in Holloway and Wheeler, 1996:168), states the following : “One of the ways in which a research study may be shown to be dependable as opposed to consistent is for its process to be audited.” To ensure dependability, the following activities will be carried out :

- Triangulation will be applied by interviewing educators and learners from different schools. Literature control will be done to compare the findings with relevant studies.
- Consensus discussion between the researcher and external coder.

2.4.4 Neutrality

It refers to the degree to which the findings are a function solely of the informal and condition of the research and not of other biases motivations and perspectives (Krefting, 1990:216). Confirmability which is the control measure of neutrality will be discussed.

Guba and Lincoln 1985 (in Holloway and Wheeler, 1996:68), point out that confirmability means that the data are linked to their sources for the reader to establish conclusions and interpretations that arise from them.

To ensure confirmability the following criteria should be established :

- Raw data which include field notes and audio-recordings.
- Data reduction and analysis products which include qualitative summaries and condensed and theoretical notes.
- Data reconstruction and synthesis products which consists of thematic categories , interpretations and inferences.
- Process notes, which include procedure, designs, strategies and trustworthiness notes.
- Material related to intentions and dispositions, which include the study proposal and field journal.
- Reflexive analysis - the researcher will keep a journal in order to reflect information about herself and the method she used. The journal will consist of three sections namely a daily schedule, a personal diary and notes about methodology (Lincoln and Guba,1985:327).

2.5 ETHICAL ISSUES

Ethical issues have to be considered in all research methods. Conducting research ethically starts with the identification of the study topic and continues through to the publication of the study (Burns and Grove,1993:195). When conducting field work, the

following potential ethical dilemmas should be considered (McMillan and Schumacher, 1993:398) :

2.5.1 Informed consent as a dialogue

In obtaining permission to enter the field most researchers give assurances of confidentiality and anonymity and describe the intended use of data.

Informing participants will be done in a manner to encourage free choice of participants. Participants may withdraw from the research at anytime without penalty. The time required for participation and the non-interfering and non-judgemental research role would be explained to participants.

2.5.2 Confidentiality and anonymity

To ensure confidentiality and anonymity participants would be informed about the purpose of the research. They will also get the assurance that their names will not be used.

2.5.3 Deception, privacy and empowerment

Most qualitative researchers view deception as violating informed consent and privacy. Other researchers suggest that field workers negotiate with the participants so that they understand the power that they have in the research process. When ethical problems arise in the field, mutual problem solving by the researcher and participants lead to alternatives. Researcher and participants could be flexible.

2.5.4 Harm, caring and fairness

Although physical harm to informants seldom occurs in qualitative research, some persons can experience personal humiliation and loss

of interpersonal trust. Other researchers feel that a sense of caring and fairness have to enter into the researchers thinking and actions.

A researcher should identify potential ethical dilemmas and resolve them. Open discussion and negotiations usually promote fairness to the person and to the research inquiry.

2.6 CONCLUSIONS AND RECOMMENDATIONS

At the end of the study, conclusions and recommendations will be made about the research results. Limitations will also be highlighted.

2.7 SUMMARY

In this chapter, the research design and method have been discussed together with measures to ensure trustworthiness and ethical measures.



CHAPTER 3

DISCUSSION OF THE RESULTS AND LITERATURE CONTROL

3.1 INTRODUCTION

In the previous chapter, the research design and method for this study were discussed. In this chapter, the results of the research will be outlined and discussed. The results will be verified by using relevant literature.

3.2 DESCRIPTION OF THE REALIZATION OF THE SAMPLE

The sample in this study comprised of educators with more than five years experience as educators and learners in Grade 12 from different schools in the Vryheid area. The sample is determined by the saturation of the data. The researcher conducted interviews with two focus groups of six educators each and focus individual interviews with learners.

3.3 RESULTS

The results are from the respondents who were asked the following question :

- *What are your views about educational guidance?*

Audio-recordings of the interviews were transcribed. The transcription was analysed to identify themes and categories by underlining words and sentences. Related themes were grouped together. Field notes were used in connection with transcribed interviews.

A protocol was drawn and given to an independent coder who has experience in qualitative research. The researcher and the independent coder met where consensus was reached about the results and identified themes.

The following themes and categories are identified from educators and learners.

3.3(a) Table: Viewpoints on Educational Guidance

<u>THEMES</u>	<u>CATEGORIES</u>
1. Career education as a life-long process.	<ul style="list-style-type: none"> - 1.1 Study skills as an integral part in a child's performance. - 1.2 Career choice as process.
2. Life skills as fundamental aspects in empowering learners to cope with life.	<ul style="list-style-type: none"> - 2.1 Sex education as a great need to learners. - 2.2 Substance abuse as an obstacle to succeed.
3. Personal perceptions of educators and learners towards Educational Guidance.	<ul style="list-style-type: none"> - 3.1 Educational Guidance should be taught as early as possible to learners. - 3.2. The need of qualified Guidance educators. - 3.3 Recognition of Educational Guidance by educational leaders. - 3.4. Importance of Educational Guidance as a subject.

Three themes identified from educators and learners will be discussed.

3.3.1 CAREER EDUCATION AS A LIFE-LONG PROCESS

Career education is a life-long process that infuses a career emphasis in all subjects from Grade 0-12, including job training apprenticeship programmes, mentoring, career exploration and the non-paid work done as family member, citizen and leisure seeker (Brolin, 1995:53).

In this study respondents view Career Education as playing an integral part in job satisfaction, job creation and reducing the unemployment rate. Although Educational Guidance as a subject is neglected in schools, it can contribute to learners' personality development. It can also be regarded as a link between the school and workplace. When educators are exposed to career education, this will assist them to develop values, attitudes and preferences which influence their occupational decision-making processes. It is the Educational Guidance educator's duty to match the work chosen by the learner with his or her personality.

Therefore, in a school, career education should be designed by creating activities which could be carried out by Educational Guidance educators. The purpose is to stimulate and facilitate career development in individuals during their working lifetime. These activities include assistance in career planning, decision-making and adjustment (Mitchel and Gibson, 1981:215).

The following categories are strongly linked to career education and it will be discussed in detail hereunder (See Table 3:1 Viewpoints).

3.3.1.1 Study skills as an integral part in a learners performance

These are skills that can be acquired through teaching. It should be the educator's responsibility to develop such skills. Study skills are the key to reflect a person's potential or capabilities. They are the key to improve performance.

“Guidance helps learners to do self-introspection, to know themselves better. Learners can select careers and subjects that are relevant to their abilities.”

Second statement :

“...and you can also prove that you are capable of doing what ... and what I did, I planned in June to get an 'A' and I got it. I know myself that I am capable of getting A's. If our teacher did not advise us about study skills, I can end up getting 'C's instead of an 'A'.”

First statement :

The following statements from educators and learners emphasize the importance of study skills.

capabilities. come to Grade 8 are able to choose subjects relevant to their weaknesses and strengths in different subjects so that when they study time tables and to stick. They learn how to identify their important in obtaining study skills. They also learn how to draw Educators and learners indicated that career guidance is very

and choose subjects that are relevant to these capabilities. To like a subject does not always mean that one can perform better in it. Therefore it is important to be aware of one's capabilities,

perform better. it would be easy for them to choose subjects, in which they could aware of their capabilities. When they are aware of their capabilities developed to improve learners' performance so that they become learner could perform poor. Therefore such skills need to be well If a learner is intelligent but lacks study skills, that particular

Learning from the above statements, learners need to be motivated, taught and guided by educators internally about how to link their studies to future careers for a better future.

3.3:1.2 Career choice as a process

Choosing a career cannot happen over night. Learners have to go through a certain process regarding career choice before deciding on a career. There is a need to know enough about the career, its technical skills, social characteristics as well as its value orientations.

Educators also raised their concern about 'wrong' people in 'wrong' places. One of them said the following :

“Guidance is very important. At the end of the day we have wrong people in wrong places, like you can find a policeman teaching and because that particular policeman was not given the right guide, (emphasizing) ‘one finds a good policeman teaching.’”

When talking with educators, they sounded frustrated, saying that some people do the job for the sake of doing it, without any interest or abilities for it. Since there are certain characteristics when choosing a career, educators commented that it is dangerous to choose a career that does not match one's capabilities.

They also emphasized that learners should be taught to choose other careers because the choice is wide. Learners should be assisted in developing adequate understanding of themselves and must be prepared to relate their understanding to both social and personal development and career educational planning. By so doing, learners could be equipped with relevant tools to choose what is suitable to them and not choosing what is affordable.

An educators said the following :

“We have to wash away in the brains of learners that they should not all become teachers, nurses, or policemen like their parents. They should think about other careers. Guidance as a subject can address such issues.”

Mitchel and Gibson (1981:255), say no longer “one world one career”.

They also said that teaching Educational Guidance to learners will reduce the number of strikes at the work place because learners will have a wide choice of jobs to their satisfaction. Job satisfaction is referred to as the type of work that one does as the first preference or choice.

An educator comments :

“I believe that people in these days strike because they are doing jobs that do not satisfy them. I strongly believe that if you are doing the job that satisfies you, you cannot not strike ...that is why priests do not strike because what they are doing, is what they like.”

Educators also raised their concern about unemployment :

“At the moment, we have thousands of Grade12 learners who are unemployed. Some of them do not even know what they can do, or about careers that they can choose.”

Another educator said :

“If you guide someone, he goes to a certain level , especially career linked, we have to teach our learners to be employees. ”

Other statements are :

Educator :*“I organised the career exhibition where I invited different training institutions to address learners, which is one of the duties of the Guidance teacher... because we do not have enough money to take our learners to different institutions in the country.”*

Learner :*“Our teacher organised career day and invited learners from other schools to speak to those people from different institutes.”*

Both educators and learners stressed the importance of career education. Mitchel and Gibson (1981:217) say the following in this regard :

“Protection of individuals freedom to choose, and assistance in making and implementing career decisions are of central concern to career education. Some of the learners fail to see a meaningful relationship between what they are being asked to learn in school and what they would be when they leave the education system. They view career education as primary responsibility of the school to emphasize on learning about planning, and preparing to enter a career.”

3.3.2 LIFE-SKILLS: A FUNDAMENTAL ASPECT IN EMPOWERING LEARNERS

Life-skills are fundamental in empowering learners to live a meaningful life in a society that demands rapid transformation. It empowers learners to live a meaningful life. It also plays an integral part in education, training and development. It develops the learner holistically because it involves intellectual, spiritual, emotional, physical and social development (AM Education Consultants, 1999 : 22).

According to Rooth (1995: 2), a life skill is any skill which enables a person to interact meaningfully and successfully with the environment and with other people. Skills can be acquired at birth and carried throughout people 's lives.

The following categories are closely linked to life skills :

- Sex education as a great need to learners nowadays.
- Acquisition of other skills.
- Substance abuse as an obstacle to success.

3.3.2.1 Sex education as a great need to learners nowadays.

According to Siecus 1991 (in AM Education Consultants, 1999: 69), sex education is a life-long process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy. It encompasses sexual development, reproduction, health interpersonal relationships, affection, intimacy, body -image and gender roles. Therefore, learners need to be taught information, values and skills. These three elements should form the core of an effective sex education programme (Vergani and Frank, 1998:169).

Educators and learners indicated the role that can be played by Educational Guidance in addressing issues like HIV/AIDS, rape and teen pregnancy. Learners experience difficulties when coming to these problems appear. They blame their parents by saying that they do not give them relevant and adequate information concerning these issues. As a result of Allen's research (in Sora,1997:38) conducted in 1987, she found that 96% of parents felt that schools should teach sex education. In this case however educators and learners suggested that educators can play a significant role in addressing issues like pregnancy rate, rape and death rate as a result of HIV/AIDS-related diseases and the high statistics regarding these problems would be lowered.

Educators and learners remarked :

“Guidance also can reduce teenage pregnancy, since parents do not want to talk to their kids. They just say: ‘You must not sleep with boys’, without explaining the consequences of that like pregnancy and AIDS. There is AIDS in these days. Such issues should be addressed in schools because they fall under Guidance.”

3.3.2.2 Acquisition of other skills

Learners need to acquire certain skills in order to face the demands of transformation as well as for life-long learning. In order to achieve that, the functional curriculum should be implemented. Clark (in Brodin, 1995:40) says: “Functional curriculum is instructional content that focuses on the concepts and skills needed by students in the areas of personal, social, daily living and occupational adjustment.” It is important that a life skills approach should be a part of every school curriculum. Educators should be responsible to teach life skills at all school levels these are; primary level, senior secondary level and high school level, to ensure applicability of basic skills education.

A concern was raised by educators and learners about the importance of Educational Guidance as a subject in the acquisition of these skills. Learners need to have self-knowledge, which is nothing else but knowing yourself. It leads to self-understanding for better performance. Self-knowledge and self-understanding help the individual to know himself adequately. To know and understand yourself, builds up better self-esteem, an opinion or a picture that could be carried together with self-worth. People have to accept themselves to keep their self-esteem high. One of the learners said the following:

:

“It also helps the learner to accept themselves. I remember when I was a child. I had a problem

because I was not a gifted child among the family, but because of Guidance I accepted myself. To me Guidance is very important. I was a person with low self-esteem and my Guidance teacher helped me."

The educational guidance educator can contribute in helping learners with low self-esteem so that they can cope better in life. Beverly Killian in her article (in the Professional studies, 1994:11) says: "The best way to protect children is to build up their resilience by building up self-esteem". Learners with high self-esteem perform better at school. From the feedback gathered during interviews, most respondents evidenced that Educational Guidance plays an important role in building learners' positive self-esteem.

Learners said in one accord that Educational Guidance plays an important role in developing social skills in order to fit comfortably in the society. They mentioned some of the aspects that were taught during the Educational Guidance period and said :

"In Guidance we also learn how to create positive relationships with our friends, peer group, family members and others."

"In our classroom you can find that there were learners who did not like lesbians and our Guidance teacher told us that we have to love them. They did not choose to be lesbians, it's not their fault. Those learners now have a positive attitude towards them."

A Biblical quote says : "A house divided against itself, cannot stand (The Holy Bible,1982 :978)." People cannot do everything by themselves, they need one another. Social skills should be taught to learners, as well as good, healthy relationship skills. There is a need for other people because loneliness and emotional isolation create psychological illness. According to

Johnson (1997:16), friendship is like money, easier made than kept. We need interpersonal skills to maintain caring and productive relationships.

Educators and learners also added that skills such as problem-solving and assertiveness are essential and should be developed. are Some responses from the learners about problem solving are :

“It is hard for teenagers to make decisions and to come up with solutions to certain problems because they are without direction. They go through a stage of confusion.”

“You must know that you are unique. If someone is doing something else, it does not mean that you must do it too. We are not the same.”

It is common that when people solve their problems, they become assertive, passive or aggressive. It might be helpful for educators to be assertive in order to solve problems effectively. To be assertive, simply means to face the conflict, express your feelings and reach a consensus. It is therefore, a need to learn to solve problems in schools and at home, to cope with everyday situations.

Learners also were of the opinion that, if they have peer pressure problems, they can manage it by sharing ideas during the educational guidance session and come up with solutions. One of them said :

“Guidance also has a positive impact on us because we as learners can make our own decisions in such a way that they succumb to peer group pressure, when a learner approaches his/her peers for an advice, he/she already has his/her own solution or decision. This puts us in the position to judge what is a wrong or a right advice.”

Tomlison (1993:13), discussed her vision as follows, "In the society of the future, all young people will need to be able to solve problems, including some yet not imagined, to think for themselves, to engage in life-time learning to work in co-operation with others and to participate in the society which has long been forecast and is now upon us."

3.3.2.3 Substance abuse as an obstacle to success

Respondents viewed substance abuse as a serious problem among the teenagers. They said that peer pressure is one of the reasons of using drugs and alcohol, therefore educators need to talk about consequences of using drugs and alcohol. One of the respondents said:

"We also talk about drugs around us and how we can stay away from them. We also learn about the consequences of drugs."

According to Mwamwenda (1995:484), drugs were considered to be an American or British problem. It has however become an African problem to such an extent that a month hardly passes without media reports on large quantities of drugs which are having been intercepted in a number of African cities.

Alcohol and drugs are a problem that faces teenagers, and the community. Nugent (1990:180), says that people become addicted to or dependant upon illegal street drugs because the drugs fulfil their need to withdraw or escape from painful reactions of life. Temporary feelings of euphoria and feeling of power inhibit confrontation of the problems they are experiencing. Although what Nugent explains might be the reason of learners using drugs it is still a concern to most of them.

3.3.3 PERSONAL PERCEPTIONS OF EDUCATORS AND LEARNERS ABOUT EDUCATIONAL GUIDANCE

The perceptions or suggestions of learners about Educational Guidance as a subject in schools will be discussed in this chapter.

Richardson (in Inman and Buck, 1995:2) says: "Schools are not powerless, they are doomed to be more victims or pawns, nor bound merely to breed dependency and passivity amongst their pupils." He emphasizes the fact that schools cannot fail to meet their responsibility which is the potential development of learners.

The following categories are closely linked with personal perception :

- Educational Guidance should be taught as early as possible to learners.
- The need of qualified Educational Guidance teachers.
- Recognition of Educational Guidance by educational leaders.
- Importance of Educational Guidance as a subject.

3.3.3.1 Educational Guidance as a subject should be taught as early as possible to learners

In the junior phase, learners have problems such as as emotional, sexual and physical abuse. By introducing learners to Educational Guidance as early as possible they could be equipped to solve their developmental problems. Prevention is better than cure. Equipping learners that which could protect them, is better than waiting for the worse to happen and then seeking for help. Some of the respondents said the following when expressing their feeling about starting to have Educational Guidance as a subject as early as possible.

One of them said :

“As far as Guidance is concerned, I should be guided right from when I start to open my eyes. If it is not so, it’s very difficult to pick up on the way.”

Another respondent said :

“From Grade 1 because they are also exposed to things like being given lifts or sweets by men. By learning Guidance as a subject, it will help them to be aware that if they take sweets or money from any person, they might be in danger.”

Educational guidance should start as early as possible. The vision of Inman and Buck (1995:2), is that “It is central to our vision for education in the next century that all children should, from a very early age, learn to succeed and go on succeeding.”

Mitchel and Gibson(1981:49) supported introduction of Educational Guidance at an early age by saying that learners who cannot adjust during their elementary school years are at risk for a variety of later problems. Children, like adults, have their own problems and they need guidance from their elders.

According to Mwamwenda (1995:463), Educational Guidance is not for teenagers only but it should be introduced at all three levels of education namely: Primary, Junior Secondary and Senior Secondary school levels. It is also emphasized in the Interim Core Syllabus of 1994, that Educational Guidance is a compulsory subject as from Grade 1-12.

3.3.3.2 The need of qualified Educational Guidance educators

Educators and learners are frustrated if Educational Guidance is taught by anybody. Their concerns from their experience about Educational Guidance are as follows :

The first one said :

“Maybe one of the reasons in our schools, particularly in Black schools, is because they do not have a real Guidance educator. Anyone is given the task while this is a very important subject. It accompanies learners to their future and it is a sort of direction. Anyone is given that job as if anyone can do it.”

The second one added :

“... because some of the educators do teach Guidance as a subject yet they do not know what to say to the learners. Therefore Guidance can be improved by training additional Guidance educators, since most of the educators have very little knowledge of Guidance.”

Educators should need to be equipped with skills to face the challenges of transformation. In the Education Planning for a Winning Nation, booklet (1990:7), Thandiwe Guma an educationist emphasized: , “... the onus rests with educational leaders to train educators who will be relevant to present day educational situation.” There should be ways of empowering educators so that they can do better in their teaching. Educators need to be continuous learners to enquire new skills and develop their talents. By continuous learning they would be able to motivate their learners to become excited about learning.

As a researcher I view schools as a factory where different skilled workers work as a team to produce quality products. Schools should have qualified educators in different fields, for example, a Mathematics educator or an English educator, working harmoniously to develop a competent individual. In Educational Guidance as well as other subjects there should be educators with relevant qualities for the subject. It should be taught by educators with the best expertise to get the best outcomes.

Wolder (1980:40) mentions the following essentials qualities of Educational Guidance educators :

- They must be able to offer specialised information and be fully informed with regard to educational manpower needs and choices.
- They should have knowledge of the fundamentals of interviewing and counselling, and create a climate of confidence in their relationship with people.
- They should establish a rapport and co-operation with the principal of the school, their colleagues, and with parents.
- The Guidance specialists should have a sincere and genuine interest in their fellow men.
- They must be sympathetic and understanding in their relationship with learners and have insight into their successes and failures.
- The Guidance educators should always demonstrate their sense of responsibility, so that the learners may learn by examples.

3.3.3.3 Recognition of Educational Guidance as a subject by educational leaders

Educators and learners were of opinion that educational authorities neglect this subject in the former white schools there were qualified Educational Guidance educators, as a result of the introduction of the new Post Provisioning Norm (PPN) those educators could then hardly

concentrate on the subject as it was viewed as a non-examinable subject. Automatically, examinable subjects carry more weight than non-examinable subjects. At the end of the day it is the educational department which needs high pass rate in schools educators tend therefore to concentrate on examinable subjects for acknowledgement by the Department of Education (DOE). The DOE mainly focuses on Grade 12 academic results and pay less attention on skills development. One respondent said :

“I think teachers should inform the DOE about its ‘Guidance’ need to learners because at the end of the day we as learners should benefit from learning Educational Guidance, not the teacher.”

Another one continued :

“Maybe the attitude of the management team should change because if they think that something is not important to them, it is difficult to implement it.”

Another one said :

“I think, on the government level, the Minister must realise the importance of Guidance in schools. They should bring in the policy that each school should have a professionally trained Guidance educator.”

Educational Guidance, as a subject in schools is regarded as a compulsory subject. It is however the duty of the stakeholders to advise the provincial departments as well as the national ministry to recognise it as important as other subjects. People usually pay more attention to implement the programme when it is announced by someone occupying a better position, rather than when it is announced by someone whom they regard as unimportant to them.

It is stated in the Reconstruction and Development Programme (1994:61) that it is the Provincial Department for Education and Training Development's responsibility to plan and manage all aspects of education and training provision other than higher education. It is however the responsibility of the statutory bodies, based on appropriate democratic representation of stakeholders, to establish standards and advise the national ministry and provincial departments on policy and development programmes in education and training.

3.3.3.4 Importance of educational guidance as a subject

Educational guidance is seen as an integral part of education. Educators and learners perceived educational guidance as central to the learning process. They think that, as it is important to learners, educational guidance processes should be carried out by professional Guidance teachers so that they could implement systematical programmes. Those programmes need to be evaluated in order to determine their effectiveness.

To show the importance of Educational Guidance they mentioned the following :

"... as I mentioned before, it is important if it is taught. You will see a learner as a future citizen who will enjoy living in his community and working in his community. If you learn what type of job is suitable for you, you can choose a perfect job. A learner can become independent and explore certain avenues in life."

"Guidance subject is very important because some children in their homes do not even begin to talk about AIDS, and how to be safe. How to apply for a job, bursary, et cetera without Guidance, you would not know about these things."

Mwamwenda (1995:470), views Educational Guidance as important in schools because it assists learners of all ages to deal with the problems that they encounter personally, socially, vocationally and educationally. In assisting them to resolve problems, this will contribute to the national and economical development of their respective countries.

It also helps in the holistic development of a learner. Learners should be developed so that they will become adults who are responsible and ease with themselves on a personal and interpersonal level. Furthermore they should become adults who can make informed judgements about the world and who have the knowledge and the tools either to sustain or change that world (Inman and Buck, 1995:32).

3.4 SUMMARY

From the data obtained from educators and learners, it was evident that educational guidance as a subject needs to be taught in schools. The respondents viewed educational guidance as important as all other subjects. They agreed that it should be taught by properly qualified educational guidance educators. Educational authorities should recognise this subject as one of the important tools in life. Therefore respondents suggested that educational guidance should be taught so that learners would be developed holistically.

CHAPTER 4

GUIDELINES, LIMITATIONS, CONCLUSIONS, AND RECOMMENI

THOSE WHO EDUCATE CHILDREN WELL ARE
MORE HONOURED THAN THOSE WHO
PRODUCE THEM, FOR THESE ONLY GAVE
THEM LIFE, THOSE THE ART OF LIVING
WELL

[ARISTOTLE]

4.1 INTRODUCTION

In the previous chapter the results of this research were discusse
Three themes were discussed. These themes are as follows :

- Career education as a life-long process in orientating learne
for life outside the education system while they are with
the education system.
- Life-skills: Sex education as a major role in addressing
problems such as pregnancy, sexual abuse and HIV/AIDS.
- Personal perceptions: Qualified guidance educators in the
effective implementation of educational guidance.

Guidelines will be discussed so that educators will assist learners
develop holistically by teaching them educational guidance as
subject.

4.2 DESCRIPTION OF GUIDELINES TO ASSIST EDUCATORS TO RECOGNISE EDUCATIONAL GUIDANCE AS AN IMPORTANT SUBJECT IN SCHOOLS IN THE HOLISTIC DEVELOPMENT OF A LEARNER

The guidelines are based on the themes that were identified from the results of the interviews conducted with educators and learners. Educators perceive that there is a need for educational guidance as a subject to be taught in schools for all grades. It is indicated that most schools neglect the subject although it can contribute in bringing some changes in the lives of learners. The following guidelines are indicated :

4.2.1 Career education in orientating learners for life outside the education system while they are within the education system

The results showed that teaching educational guidance as a subject in schools is the solution in orientating the learners to choose the right jobs suitable to their capabilities.

Career education is the link between the school and work-place. Therefore career education should play an integral part in addressing the problems of the unemployment rate and incompetent learners as the end product of schooling. After leaving the education system, learners should have skills, knowledge and attitudes that will enable them to be appropriately employable.

At this time of transformation and career education approach is adopted in schools by infusing career education concepts and a curriculum approach in the classroom as well as in the school and the district programs. The results also showed that career education is mostly considered only in the secondary phase when it is too late for learners.

According to Brolin (1995:53) career education can be conceptualised as a progression of four unrelated stages, career awareness, career exploration, career preparation and career assimilation. These stages can help educators to assist learners in career development in different development stages.

Career awareness

Career awareness begins at elementary level. It is intended to make learners aware of the existence of work, 'paid or unpaid for,' and workers and how learners will fit into the work-orientated society of the future. Career awareness relates to the self-awareness aspect of human development that occurring during these years.

Career exploration

This is the second stage of career awareness that is emphasized at middle school, junior and high level. It is intended to help learners explore their interests and abilities in relation to life-style and their occupations. Learners should learn to examine their own unique abilities and needs and should be exposed to many hands-on experiences. They should also be given the opportunity to engage in several community-based experiences.

Career preparation

Career preparation is emphasized at high school level. It is a period for career decision-making and skills acquisition. Learners should be able to identify their specific interests and aptitudes as well as the type of life-style that will meet these characteristics.

Career assimilation

Career assimilation is the transition of the learner into post-secondary training and community adjustment situations. The learners should be able to engage in satisfying a vocation, family,

civic/volunteer work activities as well as gaining paid employment. Many learners will need continuing education and follow-up services at this stage. All these stages emphasize that career education begins at the elementary level and ends at a post secondary level.

Hoyt (in Brolin, 1995:58) identifies seven major goals of career education namely :

- to help persons in career awareness; exploration and decision-making;
- to equip persons with general employability, adaptability, promotability skills;
- to promote and implement private sector education system partnership;
- to relate education and work so that better choices of both can be made;
- to reform education by infusing a “career” emphasis in classrooms;
- to make work a meaningful part of the individual’s total life-style; and
- to reduce bias and stereotyping and thus protect freedom of choice of learners.

It will be beneficiary to learners to receive career education. These are major benefits of career education for learners with or without learning difficulties (Brolin, 1995:59):

- It emphasizes teaching learners all the important skills they will need to function as productive, family and community members with regard to meaningful leisure and recreational pursuit. It will also secure entry-level employment on a job that is satisfying to the person.
- It addresses each individual’s total life-style and the quality of life that every individual is entitled to achieve.
- It provides a mechanism by which all learners can be educated together so that more normal relationships can be

- experienced and where all ability levels will be able to appreciate each other.
- It opens the doors of the school to a wide variety of community representatives, employers, agencies, volunteers and others.
 - It encourages greater communication between school personnel and families and a more active partnership in teaching children the skills they need to become productive learners citizens, family members, and employees.
 - It offers learners more interesting, motivating and understandable purpose for their education because it directly relates the teaching-learning process to the real world and its requirements.
 - It builds a greater sense of self-determination in the learners by promoting each individual learners self-esteem and self-confidence.
 - It enhances the learning of greater basic academic skills by infusing the career education concept into various general education subjects.
 - it provides an overall framework for the total curriculum by virtue of its developmental, sequenced and competency-based approach.

Educators should consider that career education is not only a special education programme. It is an approach that educators are implementing for learners in general education as well.

4.2.2 Life-skills: Sex education as a major role in addressing problems such as pregnancy, sexual abuse and HIV/AIDS

The results showed that sexual education is a need in schools. As learners spend most of their time at school, educators should address them on issues like sexual education. In the past, it used to be a clan's or a family's responsibility to teach children about sensitive issues like sex education. Nowadays things have changed. If there is

less education regarding sexuality the progress and the performance of a child at school is affected.

Sex education is a sensitive issue and it needs an educator who has these special qualities (A M Education Consultants, 1999:79). This educator :

- feels that there is a need to teach about sexual issues;
- has the necessary knowledge to present sex education;
- is comfortable with his or her own sexuality;
- has a high self-esteem;
- gets on well with most learners;
- can work well with parents and members of the community;
- can handle situations in which there is no clear-cut answers;
- uses interactive methods of teaching;
- is tolerant with different viewpoints;
- is a positive role model;
- is trusted and respected by the learners;
- can speak openly about sexual matters without being embarrassed;
- has a sense of humour, without being vulgar;
- can guide in groups and individuals towards making morally responsible choices about sexual behaviour;
- is willing to learn and know more about sexuality;
- is prepared to be trained for the task of sex education;
- is an experienced educator and is able to use audiovisual media;
- can empathize;
- has a healthy heterosexual orientation;
- can accept the sexuality of others;
- is strict but not rigid in his/her approach;
- is willing to answer sensitive questions; and
- does not preach or talk down to learners.

Sex education should provide the necessary information, clarity and teach values and skills. There should be a balance between skills, knowledge and values. Sex education is an ongoing process, starting

at birth (home) and should be complemented at school. Educators with special qualities of approaching learners when dealing with sex education would know when, how, where and what to say to the learners by considering the age of the learners.

Considering the average age found in each phase, the following plan was presented which should be implemented in each phase (AM Education Consultants, 1999: 81).

Junior Phase (age 6-8)

No formal sex education lessons should be taught at such an early age. Lessons should focus on the prevention of child abuse. The educator should answer questions about HIV/AIDS in a responsible manner. Children at this age are interested in their own bodies and their genital organs. They are also curious to know about the bodies of the opposite sex. Educators should not overact in this case but should set limits to unaccepted behaviour. Discussions about the problems of children should be confidential and extreme problem behaviour should be discussed with a professional.

Senior Phase (age 9-11)

Children are different and their stages of development differ. Girls show signs of development before boys do. Some girls start menstruating at the age of 9 or 10, therefore it would be wise to have a discussion on menstruation with girls in this age group. Lessons such as stages of development should be included. There should be lessons on sexual abuse and AIDS to comfort and allay fears and to warn against certain risky behaviour. Relationships with the members of their own peer group, which includes the opposite sex, should be taught in this age group.

Secondary Phase (age 12-18)

All the themes should be discussed with learners at this phase. It is recommended that themes should be grouped together, and discussed as sex education units. Examples of these themes are :

- Puberty and adolescence (growing up, marriage, conception and birth).
- Meaningful relationships (heterosexual and homosexual as well as dealing with abuse, rape, STDs and AIDS).
- Family planning (pregnancy and abortion).

When presented in this manner, learners have enough time to ask questions. A relationship of trust is established between the educator and the learners, fears are allayed and myths dispelled. Enough time should be allocated for each theme so that learners could benefit from it. It is recommended that boys and girls are separated for this kind of discussion. Same sex educators are preferable, although some boys do not have any problem in discussing with female educators because they see the female as a mother figure. This will encourage the learners to ask questions freely without being intimidated by the opposite sex.

When Educational Guidance educators experience problems when dealing with sensitive topics such as rape, HIV/AIDS and pregnancy, there are guidelines based on the school policy or community values, in dealing with sensitive questions and situations during the lessons (A M Education Consultants, 1999:83) :

- Answer all questions (acknowledge limitations, if you do not know the answer, offer to do research on the question).
- Be reliable about follow up (do this quickly).
- Consider the reason behind the question (learner may be seeking information, expressing anxiety or wanting a solution to a problem).

- Be relaxed (establish trust and put the learners at ease).
- Pay attention to your own body language, conduct and attitude (be a role model, show genuine interest, let learners know that you listen to them).
- Inspire confidentiality (appreciate the confidence placed in you and do nothing to damage that trust).
- Answer questions honestly and provide the facts (make sure of the facts and use correct terminology).
- Keep the developmental phase and age of the learner in mind (avoid complex information).
- Handle disclosures and discoveries appropriately (remain calm and reassure the learner as far as possible set ground rules in this regard. Private matters should be discussed with parents in an individual discussion with you. Do not tease learners about the questions they ask).
- Provide appropriate reassurance, particularly concerning HIV/AIDS.
- Refer to parents or other sources when necessary.
- Avoid answers that may cause learners to feel bad about family members (alcohol abuse and divorce, phase questions in a non-judgemental way).
- Try not to show embarrassment.
- Be honest and open.
- Use the correct biological terminology.
- Use humor to resolve tension but the humour should never be vulgar.
- Never preach or judge the actions of parents or learners;
- Guide learners through knowledge to understand what behaviour is acceptable and what is not and to consequently make responsible choices.
- Ask learners to give their opinions on sexual issues; encourage open discussions.
- React calmly to street words or other coarse remarks by replacing them with correct biological or medical terms and explaining what they mean.

- Speak with sensitivity (soften the content) in order to prevent vulgar interpretations and promote respect for human sexuality.
- Maintain discipline (not too rigid) so that meaningful discussions can take place.
- Avoid teaching sex techniques (that is, details of certain sexual activities).
- Do not discuss personal sexual experiences with learners.

Although sex education is not accepted by some parents and religious institutions, it seems to be the responsibility of the school to familiarise the parents, and other representatives with the content of the lesson. The school should also inform parents about the programmes of sex education they should implement to the learners.

4.2.3 Personal perception: qualified educational guidance educators as effective tools in the implementation of Educational Guidance as a subject

After the interviews, the respondents viewed the importance of teaching Educational Guidance to the learners, but they were frustrated by the fact that it is neglected in a way that it is given to any educator to teach and not to the educational guidance educators.

This negligence can be directed to in education leaders, because they have all the rights to exercise upon the compulsion of teaching educational guidance as a subject. Although there are not enough qualified educational guidance educators within the educational system, there could be means to train educators to develop and maintain professional skills in teaching these lesson.

Dawson (1984:138) says that: "A good guidance teacher has a particular innate ability that cannot be acquired. It cannot be described easily but it is recognisable in those who possess it. It is the responsibility of the teacher to sharpen and direct the skills,

trainees possess and provide them with sufficient straight forward knowledge in the subjects they are to teach.”

A qualified educational guidance educator has to possess these skills in order to work with learners effectively during the educational guidance lesson (Professional Studies, 1994:23).

EDUCATIONAL GUIDANCE EDUCATORS SKILLS

- communication
- listening
- problem-solving
- conflict management
- assertiveness
- counselling
- facilitation

Communication skills

These skills are essential to all educators, but mostly to educational guidance educators. Communication is more than the exchange of words. Johnson (1997:106), defines communication as a message sent by a person to a receiver's behaviour. In this process of communication, one has to have the ability to verbalize what she/he wants to communicate. The ability to put thoughts into words is the most important aspect of communication. Communication skills were neglected in the past but educators have to teach these skills in order to produce learners who can communicate effectively. Through communication, other skills can be developed to learners. Educators who can communicate effectively with learners when solving problems, developing assertiveness skill, in conflict resolution, facilitating and counselling learners are needed. Communication is also an essential element in building relationship. These skills should be learnt and improved throughout a person's life. Communication is tied up very closely with good listening skills.

Listening skills

Listening is another important element in making two-way communication successful. One has to listen attentively while the other person is speaking. This is a means of valuing a person while speaking. Especially when solving a problem, or during conflict management or counselling, one needs to listen to the person who has a problem. Communication and listening skills, are very important to all with regard to other skills, especially with reference to problem-solving.

Problem-solving skills

This is one of the most important skills, since life is sometimes encompassed by problems. Problems need to be solved. Unsolved problems can lead to an uncomfortable or non-conducive environment. When solving a problem, for example between learners, one need not be bias. Listening to someone while relating their problem, is the most special treat to offer because in doing that it shows how much one cares.

After listening, one can then come up with any positive or conditional response, depending on the matter. Let the learners say what they think the solution could be in order to engage them in the problem and help them realise if the cause was a necessity. That promotes forgiveness and better understanding. Also keep in mind that to confront a problem can lead to conflict.

Conflict management skills

Conflict is a clash of will or ideas between two or more people because they see things differently. Therefore, an educator needs to manage conflict in a manner that teaches learners how to handle or manage conflict. Listed below are some of the causes of conflict :

- People seeing things differently.
- People want different things.

- People think differently.

Conflict needs to be resolved constructively with understanding of how it appears to the other person's perspective, for example :

- Ask for clarification and correction to make sure that your understanding is accurate.
- Demonstrate your understanding of others' wants and needs.
- Present the others' position from their perspective (Johnson, 1997:270).

The researcher hopes that these proposed guidelines for educators will provide assistance in the teaching and learning of Educational Guidance in schools.

Assertiveness skills

An educator needs to be assertive even when dealing with a person in authority or when he/she is being intimidated. To be assertive means that one should :

- know what one wants to say;
- say it, be specific;
- look the person in the eye;
- relax, do not laugh nervously; and
- not whine or be sarcastic.

Counselling

Mitchel and Gibson (1981:262), state that untrained and unskilled helpers, regardless of their best intention, cannot duplicate the functions of a professional counsellor. The employed counsellor in the education system should however equip educational guidance educators with counselling skills to lessen the load by organising effective workshops because of the shortage of skilled human resources. Educators are always with the learners. Counsellors can visit the school once a year because of the workload they have. By

delegating workshopped educational guidance educators to do counselling, this would help the learners as well as counsellors. This will also develop the educational guidance educators so that there can be more counsellors in the Department of Education. Counsellors and educators consult with each other to identify the needs of the learners, gather information to assess these needs, make decisions about practical strategies to assist learners and evaluate outcomes of these strategies (Schmidt, 1991:175). Therefore counsellors and educators can work together.

According to Doyle (1992:3), the counsellor is a trained professional person and have to show the following personal and professional characteristics :

- the belief that clients are unique individuals of significant value;
- the belief that clients are capable of change;
- the knowledge of how effective individuals function;
- the willingness to become involved in this interpersonal process; and
- the knowledge of oneself and one's own skills and limitations.

Schmidt (1991:78), suggests that there has to be a good relationship amongst educators in the school. Other educators should know what is happening during counselling lessons so that they could support the concerned educator. Therefore unskilled human resources are there in schools. It is however the responsibility of the Department of Education to unfold the process by selecting educators with the above qualities and workshop them. Counselling and other skills need good facilitators.

Facilitation skills

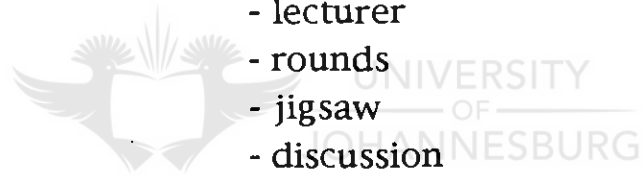
An educational guidance educator, like other educators, must be a good facilitator. Facilitation demands more than teaching. The

essential qualities of effective and successful facilitators (AM Education Consultants, 1999:28) are :

- creative
- enthusiastic
- flexible
- non-manipulative
- acceptive
- practical
- encouraging
- empathic
- sense of humour
- skilled
- helpful
- listener
- conflict manager
- playful
- supportive
- confident
- sensitive

A good facilitator should be flexible by using different methods relevant to the activity they are engaged in during that period. The following are some of the methods that can be used when facilitating:

- skit
- input
- seminar
- panels
- modelling
- case study
- props
- demonstration
- buzz groups
- junk
- fishbowl
- lecturer
- rounds
- jigsaw
- discussion
- movement
- brainstorming
- simulations
- critical incident



Some of these these skills can be developed if a person is interested to be an Educational Guidance educator.

4.3 LIMITATIONS

During the interviews, the researcher found that some of the respondents had never been exposed to interviews. They experienced problems with the central question and it resulted in leading the interviews by asking leading questions. They also felt

uneasy with tape recordings, therefore further research is needed with regard to Educational Guidance.

4.4 CONCLUSION

This study was undertaken as a result of a neglected subject namely educational guidance in schools although it forms an integral part in the education of a learner. The purpose of this study was two-fold :

- Firstly, to explore and describe the perceptions of educators towards educational guidance.
- Secondly, to describe guidelines to assist the educators to effectively teach educational guidance as a subject in schools.

A qualitative, explorative, descriptive and contextual research design was used to investigate the answer to the question. Focus group interviews as well as focus individual interviews were conducted with educators and learners.

The result of this study showed that Educational Guidance as a subject is viewed by educators and learners as a very important subject. They viewed Guidance subject as a solution in addressing issues such as career education, sexuality education, and other skills needed in the holistical development of a learner. The respondents stressed the need of having qualified Guidance educators to educate learners effectively. Three themes were identified, namely :

- The career education as a life long process in orientating learners for life outside the education system while they are within the education system.
- Life skills :Sex education as a major role in addressing problems such as pregnancy, sexual abuse and HIV/AIDS.
- Personal perceptions: Qualified guidance educators in the implementation of educational guidance .

Based on the results of the research, the researcher developed guidelines to be used by educators who encounter the same problems of the teaching and learning of educational guidance as a subject in schools.

4.5 RECOMMENDATIONS

- After the recognition educational guidance as an important subject in schools, the school management team (SMT) should create posts and advertise these posts just like posts for educators of other subjects.
- Each school should have a properly qualified Educational Guidance educator so that this educator would be able to teach all topics under Educational Guidance as a subject, even sensitive topics such as pregnancy, HIV/AIDS or sexual abuse.
- A psychological, Guidance and Special Education Services (PGSES) team from each regional office should select one educator from each school who has the potential of being an educational guidance educator. They should be workshopped so that they will know how to implement educational guidance projects or programmes effectively. Follow up programmes should also be done by the PGSES team to ensure the effective implementation of programmes by educators.
- Parents should be included in the development of programmes. They should be notified about the programmes so that they will support the educators as well as acknowledgement.
- Educational guidance as a subject should not be reserved for learners in secondary schools only. Learners in lower grades also need this subject, therefore it is recommended that this subject should be taught as early as possible.

- The researcher is of the opinion that further research should be conducted about the effectiveness of the workshops conducted by the PGSES team.

4.6 SUMMARY

The research focused on the perceptions of educators and learners towards educational guidance. Educators and learners are faced with certain problems as a result of undermining educational guidance as a subject in schools. This was identified by the respondents. It is the responsibility of the human resources in the DOE to be aware of these problems and to make use of the suggested guidelines and recommendations to empower educators in order to ensure that educational guidance is taught in schools.



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ANNEXURE 1

A LETTER OF APPROVAL OF FIELD OF STUDY



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Enq. JA Vermeulen

Ref.: 200003738

Date: 2001-08-22

Mrs TS Madi
48 Anderson Street
VRYHEID
3100

Dear Mrs Madi

APPROVAL OF FIELD OF STUDY / TITLE OF RESEARCH PROJECT

I wish to inform you that the field of study for your mini-dissertation has been approved as follows:

"Perceptions of teachers and learners towards educational guidance."

Supervisor : Prof CPH Myburgh
Co-supervisor : Prof. M Poggenpoel

UNIVERSITY OF JOHANNESBURG

At this stage I would like to draw your attention to the relevant University Regulations, a copy of which is included. Please study it very carefully.

Yours sincerely

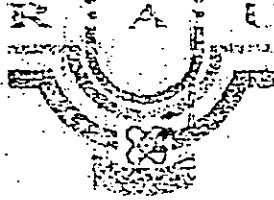

JA VERMEULEN
DEPUTY DIRECTOR (EDUCATION AND NURSING)

ANNEXURE 2

**REQUEST FOR CONSENT FORM TO PARTICIPATE IN THE
RESEARCH**



UNIVERSITY
OF
JOHANNESBURG



July 2001

QUEST FOR CONSENT FORM PARTICIPANTS

I am a MEd Psycho-Educational Programme Development student at the Rand Afrikaans University in Johannesburg, presently engaged in a research project entitled 'Perceptions of teachers and learners towards Educational Guidance'.

The study is conducted under the supervision of Professor CPH Myburgh (Faculty of Education and Nursing) and Professor M. Poggendorf (Faculty of Education and Psychology). The aim of the study is to explore and describe guidelines to promote guidance as a school subject.

Participation in this research will be voluntary and a participant can withdraw any time without penalty.

To complete the study I need interviews with learners in Grade 12 and teachers with more than 5 years teaching experience. The length of these interviews will be between 45 and 60 minutes. Each interview will be audio taped.

To ensure each person's anonymity, I guaranteed that the participants names will not be used in the study. The interview will be audio taped for verification of findings by my supervisors and independent coder.

The long-term advantage of this study is that these findings will contribute to existing knowledge in the literature and will highlight problems to be addressed.

If you have any further questions regarding the research you are welcome to contact the researcher (073 169-4570).

A summary of the research findings will be made available to you.

.....
MADI
Ed/MPhil (Psycho-Educational Programme Development)

CPH Myburgh
.....
PROF CPH MYBURGH
ED; BSc; BSc (Hons); MCom; BEd; MEd; Ded
SUPERVISOR

Maria Poggendoel
.....
PROF M POGGENPOEL
Ph D
D-SUPERVISOR



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JOHANNESBURG

ANNEXURE 3

PROTOCOL FOR CO-CODER



UNIVERSITY
OF
JOHANNESBURG

48 Anderson Street
3100 VRYHEID
12 July 2001

P.O. BOX 1054
AUKLAND PARK
2006

Dear Colleague

I am requesting your assistance as an independent coder for my study. The topic of this researcher project is "Perceptions of teachers a learners towards Educational Guidance"

Please follow the steps below to analyse the data of the transcribed interviews conducted with the educators and learners.

1. Firstly read through the whole transcript. Ideas that come to mind can be written in the margin:
2. Read through the transcript again underlining words, sentences and themes.
3. Identify the main categories in the data.
4. Sub categories are identified under each main category by grouping data in a logical manner.
5. The independent coder and researcher meet to obtain consensus about the themes and the relationship between them.

Kindly arrange time convenient to you for our discussion.

Thanking you in advance

Your faithfully

T.S. MADI MED/MPHIL (ADOLESCENT GUIDANCE)

ANNEXURE 4

**EXAMPLE OF AN INTERVIEW WITH THE GROUP OF
EDUCATORS**



UNIVERSITY
OF
JOHANNESBURG

TRANSCRIBED GROUP INTERVIEW

Focus group - Educators.

Keys: R stands for - Researcher.

P stands for - Participant.

P: What are your views about Guidance as a school subject?

R: It is very important in schools although we a teachers neglect it, as it is non-examination subject. I think as it is, Guidance guide our learners in different things like choosing a career etc. It is important to teach it.

P: Besides that it orientates in choosing careers, it also helps them to live acceptable life after they have gone through schooling. The way the learner has to be, is very important, like in schools we do not offer subjects like psychology where you learn more about different personalities, so in Guidance we get such field where learners will learn about their personality.

R: Okay, what about you?

P: even us teachers we were not taught the subject at school. The way you teach is how you were taught. Guidance is very important because some of us chose teaching profession accidentally, if Guidance was offered in our schools, I would have not been a teacher.

R: Can you tell me more about choosing a career accidentally?

P: Guidance is very important, at the end of the day we have wrong people in wrong places, like you can find a policeman teaching because that particular policeman was not given the right guide - a policeman teaching because no one identified the qualities of that particular person, no one guided him/her properly.

R: You said Guidance is neglected and also it is a non-examination subject, can you tell me more about that.

P: It seems as if it is a waste of time, may be the teacher teaches other subjects instead of Guidance, it is very important to guide learners to choose right careers. may be one of the reasons in our schools, particularly Black Schools, they do not have a really Guidance teacher. Anyone is given a task while this is a very important subject. It accompanies learners to their future and it is a sort of direction. Anyone is given a job and anyone is just anyone.

R: Do you have Guidance period in your school?

P: At school we do have Guidance periods but we are using them for marking or doing other things.

P: and also in our school we are doing some things. In the past years we had Guidance as a subject but now we have Life Orientation therefore we have such periods, we do teach Guidance/Life Orientation.

R: What else can you say about the impact of Guidance to learners?

P: As I mentioned before, it is important if it is taught. You will see the learners as a future citizen who will enjoy living in his community, working in his community.

P: ... if you learn why a certain type of job is suitable for you, you can choose a perfect job, how to apply for bursaries. A learner can become independent and explore certain avenues in life.

R: Hmn.

P: (participant continues) as my colleague has already said that choosing the right career is very important. If I was taught about career choice, I would choose another job, not teaching.

R: Uhm, there are many teachers who were not prepared to be teachers. What else can we say about the impact of Guidance to learners?

P: Guidance is important to learners. You can find that we are teaching learners in grade nine with two children. If that particular learner was taught Guidance properly, the unwanted pregnancy would be avoided. This subject should be implemented in schools because they fall under Guidance, we need to implement the subject in schools.

R: What else can be addressed by the subject, Guidance?

P: It also helps the learners to accept themselves. I remember when I was a child, I had a problem because I was not a gifted child among the members of the family, but because of Guidance, I accepted myself. Guidance also, can help them to solve problems.

R: You said Guidance is important to learners, then what can be done to promote Guidance in schools?

P: It is interesting that you ask that question in this time when the unemployment rate is high, when we have retrenchment problem. If you have guided someone, he would go to a certain level especially career wise. We have to teach our learners to be business people. Therefore to answer your question, we have to introduce a system which existed in the former White schools where they had proper trained Guidance teachers. Department of Education or authorities should recognise Guidance. In recognizing it, they should make posts for trained Guidance teachers to apply for those posts, as it is with other subjects like Geography, Maths, Science etc. rather than giving that job to any person. If it is impossible, interested teachers should go out to find the information and also invite nurses, policemen, social workers to guide learners.

R: What else can be done?

P: I think each school should have a well trained guidance teacher and Guidance should be taught as early as possible to learners.

R: What do you mean by teaching Guidance as early as possible?

P: I think teachers must not focus on grade 12 only, but even in the primary schools Guidance should play an important role.

R: Anyone may add what she/he wants to add.

P: May be attitudes of the management team should change because if they see that something is not important to them, it is difficult to implement it. We need to work out the attitudes of the management teams of schools from there, to the authorities where they should introduce posts where allegeable people would apply for teaching Guidance.

P: We have also to wash away in the brains of the learners that they should not all become teachers, nurses, or policemen like their mothers and fathers. They should think about other careers because most of the time they flock in one career. Guidance can address such issues.

R: (Pointing at one of the participants) Let me give you a chance, what is your opinion on that?

P: I was prepared to say more, teachers should be trained for Guidance in schools. (pause) ... before training teachers, management team should also invite outside structures from Universities or Technikons to address learners.

P: Another thing that can be done is to increase the time allocated to Guidance, because with proper Guidance there will be no spoon-feeding. Learners will know how to study, they will be motivated because they will be goal oriented, and then, to us it will be easy to teach, as they will know why they are suppose to learn.