

## CHAPTER 6

### A PROGRAMMATIC CURRICULUM OF SCHOOL GUIDANCE AND MULTI-MODAL COUNSELLING FOR THE TEACHING-LEARNING OF LIFE COMPETENCIES AND SKILLS

#### 6.1 INTRODUCTION

The incidence of life skills needs for the 685 sample group students was empirically highlighted and partially addressed in chapter four. Chapter five also empirically, albeit partially, addressed the incidence of two of the thirty life competencies and skills needs through multi-modal group counselling of nine counsellees. Pursuant to the empirical confirmation of phenomena that were once questionable but that are now empirically unquestionable (Van Sertima, 1976), the present chapter presents the very final confirmation of how to do it for guidance teachers, school counsellors and others with similar interest in students' lives. In brief, this chapter confirms Rhine's dictum (quoted in Van Sertima, 1976 : 256) that "the overwhelming incidence of coincidence argues overwhelmingly against a mere coincidence" of satisfaction of life competencies and skills needs as outlined in chapters four and five as well as it will be outlined in this chapter.

From the onset it needs, however, to be borne in mind that an infusion of a guidance and counselling programme on the one hand, and a curriculum of guidance and counselling on the other hand offers an efficient, effective and alternative expedient to either of the two extremes. This is due to the fact that a guidance and counselling programme alone would fall far short of the curricular content, and a guidance and counselling curriculum would be without programmatic essentials. In brief the researcher, in similar manner to Chuenyane (1990), advocates a programme and/or curriculum of guidance and counselling services that forms an integral part of the general school curriculum. Apart from this analytical, critical and pragmatic viewpoint, the entire teaching-learning process (Canter, 1953) of life competencies and skills would be left to chance as it is presently the case with the majority of the South African secondary schools in particular and other schools in general.

## 6.2 THE MEANING OF THE CONCEPT OF PROGRAMME

According to Baker (1981 : 94), schools consist of "several subsystems of which one is the guidance program, which provides several well-defined, or sometimes loosely defined, services such as career and personal counseling, orientation, placement and consultation".

Baker and Shaw (1987 : 247) regard a programme as consisting of four interrelated components, namely "a rationale, ... a set of goals and objectives, ... a description of the functions that will lead to the accomplishment of the goals and objectives, and ... a description of the evaluation strategies to be used to determine whether goals and objectives have been accomplished".

Flowing from above, it can in the first place be observed that a programme does not exist in a vacuum. That is, it exists to facilitate the effectiveness of the service rendered to a specific target of the population. The guidance teacher and/or school counsellor's anticipated collaboration with committed staff members forms the founding basis for the success of this service. Briefly stated, the rationale for this programme is to finally address life skills needs of the sample group students as these needs have been identified by the students themselves.

In the second place, it can be observed that the anticipated behaviour of those who benefitted from the service should be clearly described. This has been done in the previous chapter, namely that the acquisition, mastery and implementation of life skills will lead to more effective functioning and living of the said students.

In the third place, the guidance teacher's and/or the school counsellor's functions were described within the broad commitments and responsibilities of the entire school staff.

Finally, an on-going evaluation should be done on the strength of opinions from teachers, parents, students and administrators as well as from criteria such as test scores, attendance, tardiness, and other verifiable criteria about the service (Baker et al, 1981).

### 6.3 THE MEANING OF THE CONCEPT OF CURRICULUM

Kruger (quoted in Dreckmeyr, 1993 : 71) "describes a curriculum as selected and systematised teaching material which creates a programme for teaching in which there is a demonstrable interrelationship between situation analysis, aims, planned learning experience, opportunities for actualization and evaluation".

Steyn (1992 : 2) maintains that the first Latin meaning of this word "was a running, a race, a course, with secondary meanings of a race-course". By direct implication, therefore, each student is involved in a race-course of formal teaching from kindergarden starting point to get to the finishing point at the end of standard ten in this case.

It is, however, very intriguing and thought-provoking to note that:

- \* in spite of running the good race-course of formal learning from kindergarden onwards, the 685 sample group students are possibly experiencing problems in almost all of the subfields of the administered questionnaire,
- \* all the sample group students were from high schools with full-time guidance teachers in employ from 1987 up to date,
- \* of all the provinces of South Africa, this is the only province with many full-time guidance teachers at high school level, and
- \* the longetivity of the provision of guidance service in this and other provinces is as uncertain as the April 1994 elections were certain to take place.

Now, attention will be given to the aspects of the programmatic curriculum through which, it is hoped, guidance teachers, school counsellors and other parties with vested interest in the students' teaching-learning of life skills may help to make their worth-while and professional contributions.

#### 6.4 ASPECTS OF THE PROGRAMMATIC CURRICULUM

For this programmatic curriculum to be effective, certain aspects thereof need to be highlighted. Such aspects relate to ways of implementing this programmatic curriculum, ground rules for life skills teaching and learning, and practical suggestions for implementing a life skills programmatic curriculum.

##### 6.4.1 Ways of implementing this programmatic curriculum

It is suggested that this exercise be used in various ways. These include, though not necessarily confined to, the following:

- \* all secondary school classrooms during guidance periods,
- \* during regular in-service, induction, orientation and meetings for teaching staff,

- \* at special seminars for specific voluntary groups,
- \* during multi-modal group counselling sessions of counsellees who experience similar problems, and
- \* use of various methods such as ice breakers, music, sharing, projects, brainstorming, problem-solving, homework and assignments be made.

6.4.2            Ground rules for life skills teaching and learning

Adherence to the following rules is more likely than not to render this exercise effective and worth-while:

- \* assurance that everything possible in this regard will be treated with the strictest confidentiality it deserves,
- \* assurance that confidentiality can only be overruled on account of privileged communication in which case the disclosures become a matter of all or nothing (Knapp and VandeCreek, 1983),

- \* the determination of life skills needs can be a very persuasive evidence for the specific target students to show their enthusiasm and commitment to participate in the initiative,
- \* making sure that the initiative is enjoyable, informative and developmental,
- \* commitment by both the facilitator and the participants to be relaxed, open, interested, ready and willing to learn, re-learn and unlearn, and
- \* the facilitator to exhibit enough evidence about his expertise in this case, including the effectiveness and value of the exercise for the participants.

6.4.3            Practical suggestions of implementing life skills programmatic curriculum

Pursuant to the teaching-learning of life skills in accordance with the developmental ages and/or levels of the participants, it is also suggested that:

- \* with regard to time, each session should be forty-five minutes,



- \* with regard to materials, the following are important:
  - a list of the said group's life skills needs,
  - an access to a photocopier or duplicator,
  - pens, pencils and rubbers,
  - newsprint-type paper, prestik, chalk, chalkboard and duster, and
- \* with regard to venue, it should be accessible to all the participants and be of an atmosphere that is conducive to teaching and learning.

The programmatic curriculum for the standard ten students will now be attended to. It is based on life skills needs analysed in Table 4.116 on page 180 of chapter four. The necessary adjustments with regard to presentation, approach and language usage should be made to cater for the needs of the lower secondary school classes.

## 6.5 A LIFE SKILLS PROGRAMMATIC CURRICULUM

Sub-sections 6.5.1 up to 6.5.30 represent how the thirty life skills needs from the thirty subfields of the six fields of the administered questionnaire can be addressed. The same order of priority as in Table 4.116 on page 180 is maintained for both continuity and clarity's sake. Furthermore, it is suggested that each life skills topic under each of the thirty subfields be allotted forty-five minutes.

#### 6.5.1 Study methods

- \* How to organize and plan one's study
- \* How to study effectively
- \* Knowing one's learning style
- \* Attitude towards study
- \* How to maintain one's motivation
- \* How to train one's memory
- \* How to listen and respond attentively

#### 6.5.2 Finding and keeping a work

- \* How to write an attention-getting application letter
- \* How to prepare successfully for a job interview
- \* The importance of healthy human relationships within the work environment
- \* How to cope with employment demands
- \* How to cope with self-employment
- \* How to cope with unemployment

#### 6.5.3 Career planning and development

- \* The importance of knowing one's aptitudes, interests and values in relation to one's career choice
- \* The value of the world of work for each person
- \* The relationship between subject streams and career choice
- \* Choice between studying further and seeking a job
- \* The relationship between behaviour and attitudes learnt at school and at work situations

6.5.4            Sex guidance

- \* Healthy peer heterosexual relationships
- \* Dating
- \* Premarital/marital sex relationships
- \* Aids
- \* Contraceptives
- \* Abortion

6.5.5            Handling stress

- \* How to become knowledgeable about stress
- \* How to prevent and/or manage stress
- \* The importance of constructive self-talk for stress-free living and functioning
- \* The importance of an effective support system for purposes of managing stress

6.5.6            Identity development

- \* The importance of self-knowledge in one's life
- \* How to develop self-confidence
- \* The importance of building and maintaining a positive self-concept

6.5.7            Cultural orientation

- \* The importance of one's culture for one's life
- \* The importance of knowing other people's culture
- \* How one's culture influences one's perception

6.5.8 Entrepreneurship (initiative)

- \* Little steps do count
- \* It is better to do something than to do nothing
- \* Self-discipline
- \* The importance of setting goals in one's life

6.5.9 Technological development

- \* Technology as a way of people's life
- \* Technological pressures and demands on the system of education
- \* Information about careers in the technological field
- \* Misconceptions about careers from the technological field and how to overcome them

6.5.10 Political orientation

- \* How politics affect people's life
- \* Different types of political leaders
- \* The value of free and fair political activities
- \* Democracy and what it holds for the people

6.5.11 Religious orientation

- \* Different religious beliefs
- \* The Christian beliefs
- \* Other non-Christian beliefs
- \* The value of inter-denominational tolerance

6.5.12 Problem-solving and decision-making

- \* Problem-solving skills
- \* Decision-making skills
- \* How to cope with life demands
- \* Indecision and what it entails

6.5.13 Life and world orientation

- \* Developing a philosophy of life
- \* Capitalism
- \* Communism
- \* Socialism
- \* Tolerance of other people with different ideologies

6.5.14 Human rights

- \* Democratic rights for each person
- \* Protection of human rights
- \* Violation of human rights
- \* The value of assertiveness for one's rights

6.5.15 Work values

- \* How to derive satisfaction from one's chosen job
- \* How to discover one's interests, values and beliefs
- \* How to set and achieve one's goals at work situations
- \* How to cope with work demands and pressures

6.5.16            Acceptance of one's own body

- \* Self-appraisal of one's body
- \* Peer group influence towards one's physical body
- \* The importance of keeping physically fit
- \* The relationship between physical and mental health

6.5.17            Peer group influence

- \* Peer group as a source of information and acceptable standards
- \* The value of self-discipline and goal-setting in one's life
- \* How to assess disseminated information before assimilating it
- \* Ways to harmonize peers and parents' views and expectations

6.5.18            Road safety

- \* Acquisition of knowledge about road signs, rules and regulations
- \* The importance of complying with instructions for road safety
- \* What to do under emergency situations
- \* Drinking and driving as opposites
- \* Pedestrians and their rights to road usage

6.5.19 Community responsibility

- \* How to become an accountable community member
- \* How to make a humble contribution in one's community
- \* Individual and community needs
- \* Charity begins at home

6.5.20 Leadership

- \* The role and function of a leader
- \* Leadership and followership
- \* What the future holds in store for both leaders and followers
- \* Leadership and democracy

6.5.21 Family education

- \* The importance of regular family council meetings
- \* Reasons for conflict arising in the family
- \* How to cope with conflict in the family
- \* Display of assertive behaviour in the family

6.5.22 Communication skills

- \* The SOLER approach (Egan, 1986)
- \* How to make, keep and end a relationship
- \* How to give and receive feedback
- \* How to give and get help

6.5.23            Mental health

- \* The importance of regular physical fitness exercises
- \* The importance of how to relax
- \* How to manage anger constructively
- \* One apple a day

6.5.24            Self-concept / self-assertion

- \* Hamachek's (1978) three questions of:
  - Who am I?
  - Where am I going?
  - How will I get there?
- \* The importance of significant people in one's life
- \* How to build and maintain one's self-concept
- \* How to be assertive without being aggressive

6.5.25            Exertion and recreation

- \* How to utilize one's leisure time
- \* How to augment one's salary through use of leisure time
- \* The pleasure of hobbies
- \* The value of music for recreational purposes



6.5.26 Financial management

- \* How to be able to budget
- \* How to become a wise consumer
- \* How to become self-employed
- \* The value of self-discipline in monetary matters

6.5.27 Time and self-management

- \* How to manage oneself and one's time well
- \* Ways of preventing misuse of time and potential
- \* Creative use of available opportunities
- \* How to avoid regrets and self-blame in one's future

6.5.28 Healthy lifestyle

- \* Healthy mind, body and soul
- \* Food and eating habits
- \* Regular physical fitness exercises
- \* How to express one's emotions constructively

6.5.29 Literacy / Education

- \* The importance of reading, writing and speaking skills
- \* Regular practice of reading, writing and speaking skills
- \* The importance of further studies through distance education
- \* How to raise literacy level in one's community

6.5.30 Alcohol and drug abuse

- \* Ways in which people abuse alcohol and drugs
- \* The effects of alcohol and drug abuse
- \* Problems associated with alcohol and drug abuse
- \* Ways of preventing teenage alcohol and drug abuse

Note should be taken here that:

\*\*\*the suggested programmatic curriculum needs to be implemented with due regard to the levels and/or ages of the concerned students,

\*\*\*the guidance teacher, school counsellor, teacher and parent be flexible and sensitive with regard to life skills needs as outlined in Table 4.116 on page 180 of chapter four, and

\*\*\*priority be given to most problem areas such as study methods, and finding and keeping a work.

6.6 SUMMARY

Various ways, ground rules and practical suggestions for implementing this programmatic curriculum through lesson presentations have been given. The list of these lesson topics is, however, inexhaustible.

Finally, the acquisition of life skills cannot be actualized without the support, commitment and co-operation of all concerned parties such as, for example, guidance teachers, teachers and parents.

## CHAPTER 7

### SUMMARY AND RECOMMENDATIONS

#### 7.1 INTRODUCTION

This chapter presents a brief summary of chapters one up to six for purposes of rounding off this study and putting everything in clear perspective. It also outlines recommendations and suggestions, including where possible implications, for the implementation to improve, solve, resolve and/or ameliorate the irritating state of the researched problem situation.

#### 7.2. SUMMARY OF CHAPTERS ONE UP TO SIX

Chapter one serves as an introduction to the research project. It states the problem, the hypothesis, the aim of study, the method of research and the plan of study.

Chapter two reviews available and pertinent literature on the most important concepts on which clear understanding of, and thorough insight into, the study as a whole will be hopefully gained. The concepts school guidance, counselling, multi-modal counselling, life skills, teaching and South African secondary school students were given the necessary attention for the sake of clarity.

Chapter three identifies and describes the mutual interconnectedness between and among multi-modal counselling skills on the one hand and life competencies and skills on the other hand. That is, in the first place skills from the multi-modal counselling approach are described in details in accordance with the key word TEACHIING (Molefe, 1989). In the second place, four classifications of areas of life skills are given from the perspective of four life skills experts. These are Hopson and Scally (1981), Nelson-Jones (1988), Gazda, Childers and Brooks (1987), and Jacobs and Theron (1994). Tables 3.4 up to 3.7 on pages 90 - 98 show respectively these experts' four classifications of areas of life skills. Table 3.8 on page 99 shows a schematic representation of the interdependent interwovenness between and among multi-modal counselling and life skills.

In chapter four, the nomothetic research results and findings of the 685 sample group revealed, amongst other things, that:

\*\*\*almost all the students possibly experience problems in all the thirty subfields of the administered questionnaire,

\*\*\*at most 59.7% of the sample size, that is 409 students, possibly experience problems with study methods,

\*\*\*at least 9.2% of the sample size, that is 63 students, possibly experience problems with alcohol and drug abuse,

\*\*\*the creation, establishment and promotion of positive learning environments can help address the students' life skills needs, and

\*\*\*life competencies and skills are necessary for the students' effective living, better functioning and wise choosing.

In chapter five, the idiographic research results and findings of nine multi-modal group counselling cases revealed, amongst other things, that:

\*\*\*the creation, establishment and promotion of positive learning environments can help address the students' life skills needs,

\*\*\*a school-based guidance can improve the students' effective living, better functioning and wise, informed choosing,

\*\*\*the design and implementation of a programmatic curriculum for school guidance and counselling can facilitate and expedite the delivery system of this service, and

\*\*\*the acquisition and mastery of multi-modal counselling skills can improve the students' growth, development and functioning.

In chapter six, a programmatic curriculum of school guidance and multi-modal counselling is outlined. Through the implementation of this plan, it is hoped that students' needs will be met. This will, in turn, facilitate and expedite their effective functioning, wise choosing and constructive living.

At this juncture, attention will be given to the recommendations and suggestions for improvement of the researched problem situation, by parties with interest in students' better development, effective functioning and wise, informed choices.

### 7.3 RECOMMENDATIONS AND SUGGESTIONS

The proposed recommendations and suggestions, including where possible their implications for implementation, are motivated on the strength of the researcher's firm belief in, and sound conviction about, the South African country's inestimable human potential, resources and capacities. As such, they need to be preceded by surveys in instances where recent research findings are not available to support their successful implementation. Furthermore, it is important that these recommendations and suggestions be viewed as complementary to, and/or supplementary with, one another. Again, these recommendations and

suggestions can only be realized if, and only when, (Meier, 1992) politicians and policymakers at all levels institute vast new legislated and balanced revolutionary-reformist policies. This should also be done after prior consultation, understanding, net-working with, and input from, parties such as teaching control staff, teaching fraternity, guidance generalists and specialists. Unless this is recognised, then all the big talks (Meier, 1992 : 143) "will be rhetorical and cosmetic, and after a time they will wither away" as unpredictably as the weather is difficult to predict with precise forecast.

7.3.1 The establishment and maintenance of one education system for all in South Africa

From the State President's (Sunday Times EXTRA EDITION, May 8 1994 : 1) firm "belief that we are one country, one nation, whether we are Coloureds, Indians, Whites or Africans," the immediate establishment and maintenance of one education system at national level seems a logical foregone inclusive recommendation. It stands to reason, therefore, that the nineteen different education departments referred to in chapter one will be reduced to nine uniform education departments at provincial/regional level. Furthermore, one

education system for all South Africans has the potential to impact guidance and counselling delivery system, because all stakeholders are more likely to contribute to the maintenance and upliftment of the standards thereof than if it were otherwise created.

7.3.2            The passage of an Act of Parliament  
for Guidance and Counselling  
Supervision and Development

Guidance and Counselling services in this country as a whole can only be placed on a sound footing through the passage of an Act of Parliament particularly at national level and generally at provincial/regional level. A case in point is the American National Defence Education Act of 1958. "This act, passed during the first Sputnik by the Soviet Union, provided federal funds for approximately one third of the testing conducted in the U.S. public schools during the 1960s" (Aiken, 1988 : 409).

To effect lasting positive changes concerning this recommendation, it is suggested that a specially unbiased and unprejudiced national council be



established for guidance teachers, school counsellors, school psychologists and other relevant parties. Such a council would deal with the following concerns to the benefit of all concerned parties:

\*\*\*applicants' accreditation, certification, licensure and evaluation,

\*\*\*educating, training, re-training and supervising of guidance teachers, school counsellors, and other concerned parties,

\*\*\*commitment to, and practice of, ethical and legal standards of the profession by concerned parties for effective service delivery, and

\*\*\*daily execution of the said parties' other duties and responsibilities.

Finally in this matter, the anticipated massive financial implications remain the responsibility of the state, the private sector, business corporates, church councils and sports organizations.

7.3.3 Upgrading and application of  
psychological tests in pre-primary,  
primary and secondary schools

The impact of the provision of quality education can only be accomplished and assessed within the context of the role and function of standardized tests whose validity and reliability need thorough scrutiny beforehand. Once more, a case in point is the American National Defence Education Act of 1958. "Much of that testing was concerned with identifying high-ability students who could help the United States catch up with and surpass the Soviets on several fronts" (Aiken, 1988 : 409).

To achieve long-lasting effects concerning this mammoth task, it is suggested that testing be conducted at pre-primary, primary and secondary school levels :

\*\*\*for proper screening, careful selection and purposeful placing of each pupil/student,

\*\*\*at least at entry, mid-way and exit points of each phase for purposes of thoroughness in follow-ups, and

\*\*\*in such a way that no pupil/student would be advantaged or disadvantaged subsequent to taking the specific test. In brief, testing should not be a matter of testing and telling them all, but a matter of giving them first positive and, if then any, negative feedback on test results through the application of counselling strategies and interventions (Talbutt, 1983 : 245 - 247).

Over and above the expected ten years' free and compulsory education (ANC Discussion Document, 1994), it is suggested that big companies, industries and firms consider investing in pupils/students from childhood onwards. Such investments would, with the passage of time, help to generate a culture of tolerance, appreciation and co-operation not only between employers from different career fields and these pupils/students, but also among these two parties and any of the prospective and real employees. In this way a spirit of family unit will be extended to both the school and the work situations.

Though this enormous venture has massive, albeit estimable, financial and economical implications from the state and private sector for implementation, the loss of unused and untapped human potential and resources still remain comparatively inestimable.

7.3.4 Extension of guidance and counselling services to pre-primary and primary schools

In the former Republic of Bophuthatswana, guidance and counselling services have been rendered by full-time professionally qualified guidance teachers at high school level only. This operation was initiated in 1988 and by 1992 almost all high schools were granted full-time guidance teachers' posts.

In the light of this information, it is strongly recommended that these services be gradually extended to both pre-primary and primary schools. In the same breath, middle schools in the now defunct Republic of Bophuthatswana be similarly catered for. Again, other secondary schools that are presently part of the North West province need similar services. Finally in this respect, other eight provinces also need to be considered about this matter.

To deal effectively with the expected unavoidable practical constraints in terms of massive funding needed, large numbers of pupils/students, lack of suitably qualified guidance teaching staff, lack of physical school facilities and other relevant aspects thereof, it is suggested that:

- \*\*\*the ten years' policy provision of free and compulsory education (ANC Discussion Document, 1994), be revisited with the view towards subsuming guidance and counselling services thereunder for the same period,
  
- \*\*\*additional well-equipped classrooms and schools be erected jointly by the state, state departments, business, employers, collective and individual donors,
  
- \*\*\*pre-primary and primary teachers presently in employ be in-serviced regularly on a programmatic curriculum of school guidance and counselling upon whose completion and satisfaction by all concerned, certification may be issued, and
  
- \*\*\*relevant governmental sections and para-statal enterprises such as Human Sciences Research Council be approached for their inputs to upgrade pre-primary and primary teachers' statuses. That is, such teachers need to be trained for them to be guidance generalists, to move to guidance specialists and to school counsellors. The proposed council for Guidance and Counselling Supervision and Development could, if constituted and mandated, could take care of this task.

7.3.5 Motivation, re-training and regular  
in-service of school principals,  
teachers and other parties

The culture of effective teaching and successful learning can be adequately restored and certified by the teaching fraternity's satisfaction with important aspects such as regular and fruitful re-training, in-service, remuneration, working conditions, leave benefits, equitable allowances, etc. However, it is also true that the teacher's personality is of overriding importance in the determination of the success or failure of his pupils/students' learning. Jersild (1952 : 129) aptly states that "Everything a teacher does, says or teaches has or could have a psychological impact".

In the light of this information it is suggested that, for the benefit of the students at large, links be forged amongst school principals, teachers, parents and others through:

- \* the formation and/or renewal of regular teacher-parent associations,
- \* regular and fruitful use of school councils as liaising bodies between the school and the community,
- \* upgrading and re-training initiatives of community adults to bring them on board of the ever-changing world and its demands, and

- \* regular holding of community festivals to honour, praise and motivate all those who deserve such feats.

#### 7.3.6 Reduction of teacher-student ratio

It is strongly recommended that secondary school teacher-student ratio be seriously considered. The suggested ratio of thirty students per teacher would be an ideal situation not only for successful teaching and effective learning, but also for the facilitation and expedition of better knowledge, sound understanding and intimate relationships between and amongst teachers and students.

The resultant implications in terms of financial, numerical, physical and other types of resources needed for the implementation of this recommendation remain a matter of further discussions, debate and deliberations between and amongst all concerned parties, spearheaded by the state, the private sector, conglomerates, etc. One fact stands out clearly: the provision of the best quality education generally and guidance-counselling services specifically can only be realized through very manageable teacher-student ratios within the South African secondary school context.

7.3.7 Restructuring of curricula for all  
the schools and other institutions

The present secondary school curricula present many flaws. For example, too many standard ten students enter and/or seek employment lacking life competencies and skills. This is an empirically verified fact. In brief, the existing gap between skills taught and learned at school and those expected of these learners within the world of work merits serious and timeous attention by curriculum experts.

Furthermore, careers in the technological field are either dispised, or considered inferior, by either many students or parents or teachers or all of these parties. A change of such attitudes towards this matter will positively influence curriculum experts to, in turn, have an immediate review of the need for technologically-oriented secondary schools and other institutions.

Finally in this matter, it should be pointed out that conscientious school principals, guidance teachers and teachers have the potential to address this matter symptomatically, whilst politicians, policymakers and other big business companies have the capacity to address the root cause thereof squarely. For example, the idea of every teacher becoming a counsellor (Chuenyane, 1983) is long overdue. If some incentives could be devised to persuade colleges and universities to consider



Guidance and Counselling as a major subject, it is more likely than ever that many prospective teachers would welcome such gestures. After all talking, like teaching, is a cure (Egan, 1986).

7.3.8 Narrowing the gap between the school and the work situations

A very strong recommendation is made that the irritating issue of the existing gap between skills taught and learned at school and those expected of these learners within the world of work be addressed as a matter of urgency. The following inexhaustible ways are suggested to address this problem area:

- \* Guidance and Counselling curricula should be need-oriented and research-based,
- \* Guidance and Counselling personnel's expertise into this special service be evaluated,
- \* Initiatives to equip secondary school students with basic guidance and counselling skills to serve as peer counsellors to their peer group members be looked into,

- \* Peer group counsellors who are successful as suggested above, be motivated and persuaded to major in this specialty at college and/or university levels, and
- \* career guidance and awareness initiatives from pre-primary throughout primary schools need to be implemented in order to facilitate better subject stream choices leading to meaningful career choices and to both job satisfaction and satisfactoriness at the time of entry into the world of work.

7.3.9            Equal treatment of teaching, and  
guidance and counselling

Notwithstanding various constraints from all levels, it is strongly recommended that guidance and counselling service be treated equally as it is the case with teaching. What this recommendation amounts to is that even in the absence of full-time guidance teacher at any school, some form of guidance and counselling be given to students by their teachers without any additional load of work.

The following are some of the suggestions for implementation of this recommendation:

- \* creation of positive learning classroom and school environments by all the staff members,

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- \* making vigorous attempts to have community need-oriented curricula at schools,
- \* emphasis on subject and career choices in lesson presentation without deviating from the topic,
- \* some form of introspection by teachers about the use of corporal punishment,
- \* where possible, time slots to discuss, debate, deliberate about guidance and counselling; for example during staff meeting where teachers may exchange ideas, and
- \* net-working with other experts to initiate and hold a career's day at school on an on-going basis.

The researcher believes firmly that with the commitment, dedication and potential that the teaching control, teaching fraternity, parents, and students are capable of displaying by virtue of their respective roles, some of the recommendations and suggestions can be implemented. Finally, with the support and leadership from politicians, state departments, private sectors, industries, firms, individual donors, business men and women,

the South African education system in general and guidance and counselling services in particular can make inroads into the future for the benefit all the citizens of this country.

#### 7.4 SUMMARY

The study reached completion by summarising the first six chapters at the beginning of this chapter. This was followed by a presentation of the nine mutually-exclusive recommendations and some suggestions for implementation purposes. Where possible, some implications - be they financial, economical, physical, human, numerical - were given as a yardstick for undertaking to implement the recommendations and suggestions made. In brief, all the recommendations centre on the important potential role that guidance and counselling services in particular and education in general can play to facilitate and expedite the South African secondary school students' effective functioning, better living and wise, informed choosing.

#### 7.5 CONCLUSION

The need to bring up (Sonnekus and Ferreira, 1981) mature, confident and competent secondary school students is undeniable. Lack of life competencies

and skills as well as lack of counselling skills on their part have also been validated empirically. Various ways of addressing their needs have also been proven. It is important that students' needs be met to enable them to become what their potential allow them to be (Vrey, 1979).

In general terms, the school-based guidance programmatic curriculum remains a viable option whereby the students can be helped to become the best that they are capable of (Vrey, 1979). In specific terms, the advantages of multi-modal counselling over other approaches argue overwhelmingly for tangible steps to be initiated to address the students' life competencies and skills needs. In brief, school guidance and multi-modal group counselling approach have been empirically validated in this research project in particular and other researches in general as "an efficient, effective and caring" (Human Performance Systems, 1994 : 25) service for the South African secondary school students specifically and others in general.

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