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Attitudes of Black Secondary School Teachers Toward School Guidance in the Potchefstroom Area, South Africa

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ATTITUDES OF BLACK SECONDARY SCHOOL TEACHERS TOWARD SCHOOL GUIDANCE IN THE POTCHEFSTROOM AREA, SOUTH AFRICA

by

Elias H. Masibi

A Dissertation Submitted to the Faculty of The Graduate College in partial fulfillment of the requirements for the Degree of Doctor of Education Department of Educational Leadership

Western Michigan University Kalamazoo, Michigan December 1995
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Elias H. Masibi
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CHAPTER I

INTRODUCTION

Before the advent of the new dispensation as embodied by the new government of national unity in 1994, education in South Africa relied heavily on state-level legislation, regulation and bureaucratic control in a top-down approach. The former government had the effect that many black teachers' potential could not be fully realized. Black teachers were very accustomed to doing things without power. A moot point, of course, is the very little power pupils had in the educational hierarchy when compared to teachers. To cover up for not being empowered in their own education, pupils in most urban schools resorted to riots and sit-ins. Conversely, many teachers found reinforcement for themselves as professionals in the classroom--the only place where they were not treated as organizational and intellectual subordinates at the time.

When it came to school guidance, among other curricular school activities, decision-making within the system was solely the responsibility of Head Office in Pretoria. Schools failed to use human resources available to them. These resources include human talents, expertise and energy in providing guidance services suitable for pupils.

The new government of national unity in 1994 emphasized redesigning governance structures with the aim of decentralizing and professionalizing
decisions about education. With regard to school guidance, the implication was that stakeholders, i.e. the community, parents, teachers and pupils should decide on the guidance service to be implemented in schools. Research findings indicate that effective guidance services cannot be imposed from a distance, but that local school leaders, teachers, pupils, parents and the community can create effective school guidance services (Swanson, 1989). Accepting, therefore, that change is imperative, it is of critical importance that research be conducted on the attitudes of stakeholders, especially teachers, toward school guidance before one can really embark on strategies needed for the implementation of an effective school guidance service.

Statement of the Problem

This study grew out of a need for an effective school guidance system in Black secondary schools in the Potchefstroom area (North West Province, South Africa). Most (urban) secondary schools experience problems of discipline, absenteeism, truancy, scholastic under-achievement and misbehavior by pupils. These problems may be indicators of the inadequacy of the schools' programs for dealing with the human needs of the pupils. Hence, a well-organized guidance system may: (a) stimulate pupils to perform acceptable behaviors, (b) minimize unwise (career and other) choices by pupils, and (c) facilitate the finding of solutions to these problems.

Negative attitudes of pupils towards schooling may be changed by
classroom guidance lessons. Classroom guidance lessons can, if effectively offered, positively influence pupils' scholastic achievements (Lee, 1993), and may facilitate finding solutions to problems of absenteeism, truancy, misbehavior and discipline. Attitudes about school, self and others affect pupils' learning. When pupils are against schooling, they are usually ineffective learners, but if they feel accepted, successful and important in school, they generally tend to participate and to achieve more. One of the objectives of school guidance programs is to help pupils develop positive attitudes towards schooling, themselves and others and life in general (Myrick et al., 1986). It is worth noting that teachers exhibiting negative attitudes toward school guidance (if any) may fail to implement school guidance programs, and thus fail to help pupils develop positive attitudes toward schooling. This does not imply that teachers exhibiting positive attitudes toward school guidance will of necessity effectively implement school guidance programs, as there may well be other factors causing neglect of this facet. An assessment of the attitudes of teachers toward school guidance, however, should be useful in establishing whether teachers' attitudes will be a factor in the implementation of school guidance in Black secondary schools in the Potchefstroom area.

Studies reveal that the secondary school years are a time of considerable tension in the life of pupils (adolescents). During this period rapid changes occur when stressors in the school (teacher and peer pressure), in the home (conflicts with parents), in the workplace (career choices/decisions), and in the social
environment are at their peak. This is a period when pupils urgently need guidance and counseling (Armacost, 1990; Robinson et al., 1991). Hence, there is a special demand on guidance teachers to be aware of possible stressors and to be open to pupils seeking to reduce stress levels. Schools could function as stress-reduction agencies for pupils. To do so, knowledge of factors causing stress in pupils is required to eliminate or minimize the sources of stress and to reinforce or expand those procedures that are positive stressors (Armacost, 1990).

School guidance (although purportedly a service rendered) under the Department of Education and Training (DET) is structured in such a way that it is a non-examination subject with a syllabus and a work program scheduled to be reflected in the school teaching time-table for a prescribed number of teaching periods—two periods per week in secondary schools. The literature abounds with guidance programs which do not reflect the teaching of guidance in accordance with a syllabus in the secondary schools, but rather the offering of a service to pupils according to their needs.

There are no school counselors in South African Black secondary schools, nor are there full-time guidance officers in secondary schools. Guidance teachers offer both guidance (a non-examination subject) and other subjects. The teachers are inclined to concentrate on examination subjects because it is on their performance and their pupils' performance in these subjects that they are evaluated as teachers eligible for promotion. This structure therefore has a clearly invidious effect on the attitudes of teachers clamoring for promotion. If the attitudes
of teachers toward school guidance are clearly negative, then strategies relating to attitude change should be planned and implemented. If, on the other hand, teachers are seen to exhibit positive attitudes toward guidance, then the neglect of school guidance may be attributed to other variables which should again invite investigation.

Purpose of the Study

The purpose of conducting this study was to examine the attitudes of Black secondary school teachers in the Potchefstroom Area (North West Province, South Africa) toward school guidance, and also to obtain an indication of guidance teachers' awareness of guidance services offered in their respective schools.

The teachers' attitudes toward and awareness of school guidance services offered to pupils may be of value (a) in formulating strategies for the implementation and evaluation of school guidance, and (b) in determining alternative ways of development and improvements that will impact on teachers' efforts to offer guidance effectively. This can probably be achieved by involving the teachers in the design of the school guidance program and in formulating strategies for the implementation of school guidance.

A further purpose and application of the study can be found in the fact that teachers' suggestions elicited in the course of this study will be of value to the Potchefstroom Area in that the information gathered will (a) help the department of education in reviewing the present school guidance system; (b) serve as
a guideline to the department of education when examining alternative ways of improving school guidance in Black secondary schools; and (c) serve as a guideline for the department of education in investigating possible variables that may be the cause of teachers' negative attitudes (if any) toward school guidance, or in examining possible variables that might cause the neglect of school guidance when teachers display positive attitudes toward school guidance.

The information gathered from the checklist will help the department of education gain a better insight into the extent of the effectiveness of school guidance services in Black secondary schools, and on identifying promising lines of improvement.

Theoretical Framework for the Study

Knowledge of teachers' attitudes toward school guidance is fundamental to the establishment of guidance programs to increase the range and scope of school guidance. The literature suggests that while the success of the school guidance program ultimately lies with the classroom teachers, they may be one group least represented in the design of the program. If this is true, such a movement could generate mixed emotions, ranging from enthusiasm to resentment, thus leading to positive or negative attitudes toward school guidance. Negative attitudes toward school guidance do not necessarily imply the neglect of the service, neither do positive attitudes imply established guidance practices, as there is a complex set of variables which can be attributed to this neglect. For the purpose
of this study, the point of departure is the attitudes of teachers; other variables are open to further investigation.

Jordan (1968) posits that teachers having similar roles, for example teachers who studied or attended in-service courses in the object of the referent (guidance, in this case) are presumed to hold similar attitudes toward the referent (guidance) which is significantly related to their roles as guidance teachers, those having dissimilar roles are presumed to hold dissimilar attitudes. Research hypotheses that will be tested in this study are as follows:

1. Teachers involved in the teaching of guidance have a more favorable attitude towards guidance than teachers not involved in the teaching of guidance.

2. Teachers who studied guidance in their initial teacher training courses have a more favorable attitude towards guidance than teachers who did not study guidance.

3. Teachers who attended guidance in-service courses have a more favorable attitude towards guidance than teachers who did not attend such courses.

Teachers who studied and attended in-service courses in guidance are presumed to be well-informed with regard to the design, development and organization of school guidance programs and considered to be effective enough to help pupils with their problems.

School guidance programs should be developed, organized and coordinated with the education program to enable teachers to spend their time more efficiently in guiding pupils and in helping pupils to receive an adequate balance of
guidance services. Many of the current school programs actually discourage decision-making by pupils because the curriculum is largely pre-determined and the decision to be made by the pupil is whether or not to meet the expectations of the school.

According to Schmidt (1993) and Walz (1988) school guidance programs have three functions.

1. They facilitate the educational development of all pupils. Guidance teachers should see to it that their schools encourage lifelong learning as an essential objective for all pupils.

2. They facilitate the career development of all pupils. Schools have the responsibility of helping pupils develop realistic and self-satisfying career goals. It is thus critical for guidance teachers to provide pupils with accurate information about the world of work and existing opportunities and to assess pupils' interests and abilities to enable them to make appropriate career choices.

3. They facilitate the personal and social development of all pupils. Achieving academically and choosing a successful career are incomplete goals unless pupils understand and accept themselves personally and use this understanding to relate with others successfully.

Many pupils achieve academic success in school only to fail in their personal and social development. This implies that school guidance programs are developmental and comprehensive in that they are consistent with expected developmental stages of learning in assisting pupils and in that they cover a full range
of activities and services (Murphy, 1983; Schmidt, 1993; Walz, 1988). How well pupils of today will meet the problems of tomorrow will depend on the development of their competence as well as on the remediation of their deficiencies. How well-prepared they are in these competencies is primarily the responsibility of their parents and teachers. Through an effective guidance system in the school, teachers can play a constructive and useful role in the development of these competencies in pupils.

To have a better understanding of the growth and development of pupils, the school guidance program should aid and orientate teachers by providing in-service educational guidance programs. Teacher in-service guidance programs will provide teachers with the opportunity to increase their efficiency and skills in rendering assistance to pupils. A study by Pinholster (1990) in eight school districts in Florida concluded that in-service training (though to a limited extent) facilitates developmental guidance practices.
CHAPTER II

REVIEW OF THE LITERATURE

Guidance

The term 'guidance' abounds with definitions, and no consensus has been reached on one particular definition for it (Nelson, 1972). Attempts to arrive at one specific definition of guidance are never wholly successful because of the following problems: (a) the contextual implication of its usage; (b) the semantic interpretation of what the term 'guidance' really implies; and (c) the extent to which it is inter-related with or overlaps into other disciplines, for example counseling (Best et al., 1984).

Guidance has its dictionary meaning (Ehrlich et al., 1980; Fowler et al., 1961) of: guiding, directing, leading, advising and showing the way. Implicit in these verbs is the notion that guidance involves assistance rendered to somebody in need of help. In education the origin of the word guidance can be traced far back into the history of educational thought. Dewey, in his child-centered ideology, saw the essence of guidance as being embedded in the child's rediscovery of his/her social inheritance (Bolger, 1982). This implies that guidance is a personalized phenomenon of assistance.

Stoops and Wahlquist (1958) define guidance as a continuous process of
helping the individual develop the maximum of his capacity in the direction most beneficial to himself and to society. This definition indicates that the guidance function is a continuous process and cannot be handled in a few short counseling sessions.

Ohlsen (1964) defines guidance as a co-operative effort of the counselor and his colleagues aimed at helping a pupil improve his adjustment to school, and to help him develop skills for dealing more successfully with the problems he encounters after he has left school. Central to Ohlsen’s definition is the help rendered to the pupil. The mode of assistance at school is channelled to two aspects in the development of the pupil’s personality, viz. adjustment and the development of coping skills.

Shertzer and Stone (1976) define guidance as a process of helping individuals to understand themselves and their world. Pumfrey (1983) endorses the notion of guidance being a process.

The literature (Downing, 1968; Glennen, 1966; Makinde, 1985; Miller, 1961; Nelson, 1972; Pumfrey, 1983; Shertzer & Stone, 1976) fundamentally agrees on the following key elements of guidance:

1. Guidance is a process and not a single event--rather a series of actions.
2. Guidance is personalized--it is concerned with the individual and his needs.
4. Guidance seeks to expand self-understanding, the understanding of...
others and of the world.

From the above key elements of guidance, one can deduce that school guidance, in addition to having a structure and a content, is a process through which a service is rendered to a pupil in need of help. It is assistance given to a pupil in the school to supplement his own effort to improve his adjustment to his changing world, to discover and develop himself, his potential and personal skills, and to progressively expand his self-understanding, his world, his understanding of others and the world in order to become an autonomous and well-functioning adult in a dynamic society.

The above description of school guidance does not fully do justice to the phenomenon 'guidance'. Bernard and Fullmer (1969) state that the basic problem is to define the science of guidance; however, the notions of structure, content and process provide a valuable basis for considering a school guidance service. For the purpose of this study, the term guidance was used in the sense of its being an educational service (Arbuckle, 1966; Peters & Farwell, 1967) to refer (a) to a process concerned with helping the pupil make plans and decisions in his development according to his own emerging life pattern; and (b) to the school guidance program, i.e. an organizational guidance plan, aimed at implementing the guidance process.

Guidance is an essential phase of the total educational process. It cannot stand independently of the educational process. It does not supplement the instructional program of the school, it rather complements it. In the school it has
come to mean those functions, activities and services which have as their common
goal the assistance given to the pupil. If secondary schools neglect guidance, one
cannot expect pupils to meet standards of minimum performance or behavior in
future adult life. Gibson et al. (1983) posit that secondary schools are subject-
matter orientated, with little room for planning for personal-social growth. This
statement has a bearing on the neglect of guidance in Black secondary schools in
the Potchefstroom Area, especially in that some teachers view guidance as a
non-examination subject and therefore a subject with no potential credit in terms
of their aspirations to promotion. Some actually view school guidance as a
bureaucratic requirement taught in a perfunctory manner, with no real thought
about achieving any meaningful goals (Root & Overly, 1990). As has by now
been well-documented, the learning atmosphere in most classrooms is too
content-oriented to produce either intellectual or psychological development
(Sprinthall, 1980).

Modern society is changing at a rapid rate, and the changes continue to
accelerate (Gysbers & Henderson, 1988). To cope with the changes, the roles
and functions of guidance teachers in Black secondary schools need to be adjusted
accordingly to enable them to respond differently and more effectively than ever
before to the complex needs facing pupils today. These changes demand of guid-
ance teachers to prioritize the needs of pupils by exhibiting an awareness of alert-
ness to the world of today in their planning and organization of the guidance pro-
grams they offer (Gysbers & Henderson, 1988; Hackey, 1990; Lee, 1993;
Lehmanowsky, 1991). Peeks (1993) posits that the pupil, as the primary unit of intervention in the fields of guidance and education in this changing world, should be the target of attention in this whole process.

Guidance and the Curriculum

The term curriculum is difficult to define. Interpretations of what it really is are many. For some people, curriculum refers to a textbook or an outline of a course of study. For others, curriculum encompasses all the learning that occurs in school as a result of teaching and instruction. It is that which is taught in school; it is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships; it is that which an individual learner experiences as a result of schooling (Aubrey, 1979; Oliva, 1982). For the purpose of this study, curriculum refers to a planned set of identified educational goals and learning experiences that are organized in a manner suited to facilitating evaluation of learner outcomes (Schaffarick & Hampson, 1975).

The terms curriculum and instruction are usually construed to mean the same thing, and so are guidance and instruction (Peters & Shertzer, 1982). There is a relationship between the terms, but they are not the same thing. Simplistically, curriculum may be viewed as that which is taught and instruction as the means or methodology used to teach that which is taught. Guidance is part of the educative process. It is an inherent part of the total educational experience of the pupil, and it is not limited to certain grade levels as is the case with
instruction and curriculum. It is focussed on the inner person, as contrasted with instruction and curriculum, which focus, in everyday terms, on the teaching of the subject matter, the acquisition of which is shown by grade point average (Miller, 1961; Peters & Shertzer, 1963; Sprinthall, 1980). Research on the academic achievement of secondary school pupils indicates that guidance, as part of the educative process of the school, has proved to be effective in improving the academic performance of low-achieving secondary pupils (Benson & Blocher, 1967; Bunda & Mezzanom, 1968; Creange, 1971). This is further endorsed by a study conducted by Lee (1993) on the effects of classroom guidance on student achievement. The results of the study show that classroom guidance lessons can positively influence students' academic achievement.

The majority of questions involving guidance and the curriculum have assumed that guidance exists largely outside the school curriculum and is supportive of curriculum and instruction (Aubrey, 1974). In Black secondary schools in South Africa, however, guidance has been a part of the curriculum since its inception in the late seventies.

**Educational Guidance**

Educational guidance is needed by almost every pupil at every level from the time of the pupil entering the school until the time comes for leaving school. One reason for the need of educational guidance is found in the increasingly wider range of choice, both in school and out of school, of offerings that educate
Educational guidance is guidance leading to self-discovery with emphasis on self-realization through appropriate education. It is concerned with the change in attitude and the modification of the perception of the school and teachers. It is essential because it helps pupils in the choice of subjects and in other important choices that have to be made. It also helps pupils to perceive themselves and the school in a positive manner. Through educational guidance pupils are helped to get to know their present and future educational needs and opportunities (Howden & Dowson, 1973). Guidance teachers should thus focus on and encourage a lifelong mindset about learning in the educational development of pupils (Schmidt, 1993).

**Personal Guidance**

Personal guidance is a process aimed at helping pupils through their own efforts to explore their world views, discover and identify problems obstructing or obscuring their self-esteem and self-enhancement for the development of their personal happiness and social usefulness. It helps pupils develop a better self-understanding and also enhances their power of rational decision-making. Sustained research efforts in this field are very rare. No major study has been conducted on personal guidance in recent years.
Career Guidance

The world is full of uncertainties. One domain of life in which uncertainty plays a significant role is that of career decisions by pupils. If pupils disregard uncertainties in their career decisions, they may find themselves deciding on inferior career choices when options have to be exercised. Correct career decision-making is an important factor in the life of a pupil (Gati, 1990). Pupils need guidance and counseling on decision-making, and this, among others, is the responsibility of the school. The school must prepare pupils for rational and responsible career choices and career preparation. To achieve this, pupils must be assisted to become competent, achieving individuals. Pupils should be provided with the information and personal insight needed to begin making career decisions. Correct career decision-making is an important factor in the life of a pupil. Career guidance should aim at preparing pupils for the future by exploring their personal beliefs, values and interests, and also that which lies ahead in increasingly complex and bewildering world of work. It should instil in the pupils confidence in their abilities to successfully compete in a specific career environment (Gati, 1990; Okey et al., 1993; Walz, 1988).

Many career decisions involve a choice among occupational alternatives, and it is important for the career decision-maker to compare and evaluate the alternatives before making a choice as to the career alternative best suited to his potential and personal interest. A factor involved in most career decisions is
making a compromise (Gati et al., 1993; Hesketh et al., 1990; Leung & Harmon, 1990). The need for compromise can be attributable to the fact that an optimal alternative may not be attainable due to external (e.g., geographic location) or internal (e.g., lack of the required abilities) factors which may block the possibility of having it actualized. The decision-maker may thus be forced to make another compromise of choosing the next best attainable alternative preferred to the unattainable optimal alternative (Gati, 1993). Pryor and Taylor (1989) suggest that within the set of acceptable and attainable occupational alternatives, the choice of a less preferred alternative, because it is more readily available, also constitutes a kind of compromise. One of the functions of a guidance teacher is to help the pupil to effect this compromise by providing the pupil with information relevant to feasible ways of making decisions (Gati et al., 1993; Hesketh et al., 1990).

A study by Sheila Stoney (1984) on career guidance in colleges and polytechnics revealed:

1. Students who made initial career selections were uncertain of the viability of their choices. They sought further information and clarification, thus there was a need for practical guidance as to how to proceed.

2. Students who were vocationally unfocussed were simply prepared to take what was available because they feared choosing careers which would prove unattainable.

3. There were students who made incomplete or unrealistic career plans without due thought to the need for making back-up arrangements. Such
students needed guidance to assist them in making realistic choices.

The 1970 *Annual Report of the National Institute for Careers Education and Counseling* stated that guidance teachers should make pupils aware of (a) the range of opportunities that are open, the demands they may make, and the rewards and satisfaction they can offer; and (b) the styles in which decisions can be made, and the acquisition of the skills that will help them make decisions in a manner more satisfactory to themselves.

It should also be understood that the primary goal of career guidance is not to have pupils choose careers to fit very specific jobs but rather to broaden their capacities to make decisions about themselves and their career development in the society in which they live. To accomplish this goal, it is important that the career plan be thoroughly conceived, well-organized and implemented (Hoffman & McDaniels, 1991).

In sum, career guidance involves the growing complexity in occupational and organizational structures of society. The ever-increasing rate of technological change demands human adaptability and responsiveness, and the need for skilled workers for jobs impinges on the pupil in ways that make achieving self-fulfilment ever more difficult.

**School Guidance Program (SGP)**

Guidance services should be accepted as an essential part of the school program. Failure to provide these services suggests that the school is not
committed to helping pupils to improve their adjustment and to develop their potentialities (Ohlsen, 1955).

The phrase school guidance program refers to an organized set of functions or services centering on specific and defined guidance goals (Shaw, 1973). School guidance programs should be developed, organized and co-ordinated with the education program (a) to enable teachers to spend their time more efficiently in guiding pupils, and (b) to help pupils obtain an adequate balance of guidance services (Ohlsen, 1955).

Crucial to the design and implementation of the SGP are (a) its attractiveness in reflecting the correlation between those (teachers) implementing it and those (pupils) served by it, (b) its comprehensiveness in developing the guidance staff in a larger plan of objectives, (c) its continuity through follow-ups and feedbacks, (d) its potency to reflect its relevancy and usefulness for participants, and (e) its support structures and personnel to combat isolation and program fragmentation and to demonstrate commitment (Griffin, 1983).

School guidance programs facilitate the personal and social development of all pupils. Achieving academically and choosing a successful career are incomplete goals unless pupils understand and accept themselves personally and use this understanding to successfully relate with others (Walz, 1988). How well pupils of today will meet the problems of tomorrow will depend upon the development of their competencies (Schmidt, 1993). An effective guidance program will facilitate the development of pupils' competencies as well as the remediation of
their deficits. Research conducted by Haack (1994) and Lee (1993) showed that an effective guidance program will improve pupils' academic performance.

**Evaluation**

The evaluation of guidance programs has been approached in various ways. Whatever approach is utilized, however, three components are inherent in any comprehensive evaluative process:

1. The objectives of the program must be stated in observable behavioral terms so that the anticipated outcome can be observed and verified.
2. The methods implemented to attain these objectives must be verified.
3. Procedures must be developed to collect evidence as to whether the methods employed would result in the attainment of the objectives (De Roche, 1987).

In testing the effectiveness of a guidance program, Pietrofesa et al. (1980) are in agreement that the use of an evaluation which uses pupil outcomes as indicators is the ultimate criterion for an effective program. It is an evaluation in which actual pupil outcomes match intended pupil outcomes. Pupil outcomes alone cannot be a determining factor in the effectiveness of a program, because of the controversy surrounding what constitutes the goals of a program (Metzler, 1964).

Most of the studies on evaluation appear to have been somewhat narrowly conceived because a few studies have been conducted with a view to appraising
the total guidance program within the context of the educational process itself. Nevertheless, the importance of such evaluative studies cannot be over-emphasized (Mortensen & Schmuller, 1959).

In sum, evaluation is needed to make sure that adequate and appropriate services are being rendered on an ongoing basis. It is a means of justifying an existing school guidance program and of furnishing the necessary information for improvement (Stoops & Wahlquist, 1958).

In-Service

The term in-service education is used to mean any planned program of learning opportunities afforded to staff members of schools, colleges or other educational agencies for purposes of improving the performance of the individual in already-assigned positions (Harris, 1980). For the purposes of this study, the use of the term staff member is restricted to the guidance personnel for whom in-service education activities are planned.

If teachers as key figures in the educational program are to contribute to the improvement of the guidance function, they need insight into the whole problem of guidance. In-service training when effectively conducted will provide such insight to the teachers.

In-service training is essential to guidance teachers because it provides them with the opportunity to learn new skills and strategies in terms of rendering school guidance. It keeps teachers abreast of modern developments and
innovations in the subject, and as such shapes and develops their personal growth. It is worth noting, however, that maximum in-service effectiveness can be obtained if the skills and strategies are well-described/presented; well demonstrated/modelled; well-practised (in simulated and in classroom settings); and are well-structured and provide open-ended feedback. Coaching for application, e.g., hands-on, is also an important component of the in-service training setup (Joyce & Showers, 1980).

Researchers have found that teachers generally evaluate the effectiveness of an in-service program by how relevant its content is to their particular classroom situation (Gall & Renchler, 1985). Holly (1982) interviewed 100 K-12 teachers and concluded that the single most important factor determining the value teachers placed on an in-service education activity was its personal relevance.

**Record-Keeping**

School records (e.g. cumulative files, anecdotal reports, grades and test results schedules, attendance data) are the most important sources of information about pupils. Cumulative record files of marks, failures, length of time spent in each grade, etc., show the trend of academic achievement as indicated by teachers’ marks, discrepancies between test results and achievement, the trend of grades, their consistency from year to year, and variations from subject to subject. Anecdotal reports help teachers understand pupils. They describe the situation
concretely, tell what the pupil under observation did, and how others have responded to him. They suggest ways of behavior, and indicate ways in which the pupils may be helped to improve (White & Harris, 1961).

Guidance records are used for many purposes, such as to help school principals and inspectors of education to identify pupils quickly, study pupils' progress, study changing characteristics of pupils, help parents and teachers understand their children, etc. Record-keeping is thus a vital step in the initial organization of the school guidance program (Gibson & Higgins, 1966). This is endorsed by a study by Hicks (1992).

**Standardized Tests**

Standardized tests are published tests that have resulted from careful and skillful preparation and which cover broad academic objectives common to a large number of school systems. They are tests for which comparative norms have been derived, their validity and reliability are established, and directions for administering and scoring them prescribed. The directions are contained in the manuals provided by the test publishers (Ary et al., 1990).

Standardized tests of achievement are essential in a school setting. They are the school's yardstick to measure one aspect of the school's effectiveness as an educational institution (White & Harris, 1961). They show a pupil's position in relation to a larger group, both locally and nationally. The results of standardized tests may play an important role in building a pupil's self-confidence, in
raising his general morale, and in helping him to make appropriate plans.

**Parent Involvement**

Research on the trends perceivable in parental involvement did not begin in earnest until the late seventies; it was only then that attitudes were changing about the desirability of involving parents in the class. Discussion at the beginning of the 1980s stressed the desirability of parental involvement: Cullingford (1984) and Meighan (1981) both make the point that parents ought to be seen as having a right to involvement at school. Research of varying quality has proclaimed the benefits for academic attainment as inherent in parental involvement (Coleman et al., 1966; Jenck et al., 1972; Thomas, 1992; White et al., 1992).

**Staff Development**

Since the late sixties and early seventies, the pace of change within secondary schools has been accelerating. It is the very speed of these changes and teachers' needs to develop and extend their knowledge and skills to meet the challenges of educational change which has led to the development and need for constant staff development in schools (O'Sullivan et al., 1988).

The term **staff development** has been defined in a number of ways (O'Sullivan et al., 1988). Matheson (1981) defines it as the activity of staff training that is a conscious institutional approach intended to improve the capability for staff to fill specific roles, particularly in relation to teaching. Matheson's
definition assumes that staff development leads to staff improvement—in other words, people are better at their jobs as a result of their staff training exercises.

Staff development encompasses everyone who is employed within a school system or an educational endeavor (Fitch & Kopp, 1990). Teachers need training and assistance to become the best they can be, and to improve their performance/productivity.

Duke (1993) advocates a student-based staff development model to assist pupils and to facilitate teachers' collaboration in assessing their needs and in sharing intervention strategies. He maintains that the focus on pupils provides a clear basis for assessing the effectiveness of the staff development.

Gall and Renchler (1985) and Lomax (1990) advocate a research-based approach to developing staff in schools. They maintain that such an approach will enable teachers to explore the meaning of their own frameworks of interpretation rather than discourses created outside the practical situation of teaching. Lomax further argues that the most effective research base for facilitating staff development is action research. He maintains that action research is more relevant to education than other methods because it focuses on education and is able to harness forms of collaboration and participation that are part of the teaching rhetoric, but are rarely effective in practice.

Whatever staff development program is designed, it must be relevant to what is to be achieved. Its objectives must be clear and well-defined. The attainment of its objectives (when evaluated) will reflect on its effectiveness. Vacca and
her colleagues (1981) found that teachers' major criterion in rating the effectiveness of staff development of personnel was the relevancy of their message. Teachers preferred staff development specialists who gave them ideas, strategies and materials that relate very directly to their own classroom situations.

**Attitude**

Like guidance, the term attitude elicits a whole host of definitions. Social scientists have not reached total consensus regarding a specific definition of the term, instead there is substantial agreement that "affect for or against" is a critical component of the concept attitude (Mueller, 1986). Affect for or against may be described positively as appertition (like, favor), or negatively as aversion (dislike, hate) towards a particular stimulus. This, however, implies that attitudes are evaluative feelings towards favorable or unfavorable stimuli (Fishbein & Ajzen, 1975; Harris, 1961) as related to the individual's beliefs.

There is evidence (Fishbein & Ajzen, 1975) which provides a strong measure of support for a relationship between attitudes and beliefs that an individual's attitude towards a stimulus is a function of his beliefs about a particular stimulus, but this does not imply that any given belief will be correlated with attitude because it is quite probable that some of the individual's beliefs may be inconsistent with his attitudes.

Some characteristic features discernible in most definitions of attitudes are that attitudes are acquired or learned (Cribbin, 1972; Fishbein & Ajzen, 1975),
and that they are inferred from modes of behavior exhibited by individuals in a consistent and selective way - they are predispositions of individuals to view things positively or negatively (Cribbin, 1972; Shaw & Wright, 1967; Sherif et al., 1965).

The literature (Cribbin, 1972; English & English, 1958; Jahoda & Warren, 1966; Kretch et al., 1962; Mueller, 1986; Sherif et al., 1965) indicates that attitudes have a specific reference or a class of referents rather than generalized and pervasive ones. Having an attitude implies that the individual upholds and cherishes certain standpoints about people, events, situations, the environment and issues. This means that the individual is no longer neutral towards a referent of an attitude, he is for or against the referent, because he likes or dislikes the referent, or the individual is positively or negatively disposed in some degree towards the referent of an attitude (Cribbin, 1972; Mueller, 1986; Sherif et al., 1965).

Studies involving in-service training programs as a means of modifying teachers' attitudes towards school guidance have generally proven these to have been successful (Francis, 1988; Pinholster, 1990). One should be cautious, however, in that attitudes may be predispositions to actions, they cannot be presumed to augur actual behavior change. The findings of Lapp's (1974) study which reported an absence of change in teacher behavior in the presence of significant positive changes in knowledge and attitude, support the above hypothesis (cited from Francis, 1988).

The research hypotheses stated in Chapter I are based on the following:

**Hypothesis 1**: Teachers involved in the teaching of guidance have a more
positive attitude towards guidance than teachers not involved in the teaching of
guidance.

In comparing attitudes of regular and special class teachers towards the
educable mentally handicapped, Fine (1967) concluded that attitudes of teachers
regarding the educable mentally handicapped differed. There was a significant
difference between the attitudes of regular and special teachers towards the edu­
cable mentally handicapped (cited from Jacobs, 1974).

Hypothesis 2: Teachers who studied guidance in their initial teacher train­
ing courses have a more positive attitude towards guidance than teachers who did
not study guidance in the initial teacher training courses.

Shaw and Gillung (1975) assessed the efficacy of a college course which
included information components requiring practical implementation of skills in
the areas of diagnostic-prescriptive teaching, classroom management and individ­
ualization. An analysis of data showed that the initial college course teachers
underwent in the areas of diagnostic-prescriptive teaching, classroom management
and individualization was effective in improving their attitudes towards mildly
handicapped children.

Hypothesis 3: Teachers who have attended guidance in-service courses
have a more favorable attitude towards guidance than teachers who have not
attended such courses.

Larrivee (1981) focused on the impact of the degree of in-service training
on teachers' attitudes towards mainstreaming. The results of his study indicated
that a one-year period of in-service training, which included contact with exceptional students, knowledge and skills attainment, and supportive assistance, resulted in significant changes in teachers' attitudes towards exceptional students (cited from Francis, 1988).
CHAPTER III

METHODOLOGY

Population

The target population is composed of all Black secondary school teachers in South Africa. The accessible population for this study is composed of all tenured Black secondary school teachers in the Potchefstroom area.

South Africa is divided into nine provinces. Map 1 (Appendix D) shows the nine provinces. The Potchefstroom Area is in the North-West Province. It comprises the following magisterial areas: Potchefstroom, Ventersdorp, Koster and Rustenburg. Map 2 (Appendix E) presents these magisterial districts. The focus of this study was on secondary schools in the Black residential areas of Ikageng (Potchefstroom), Tshing (Ventersdorp), Reagile (Koster), and Hartebeesfontein (Rustenburg) as delimited by the Department of Education and Training. The area under investigation was named the Potchefstroom Area by the Department of Education and Training (and still is) because the State then (prior to April 1994) recognized Potchefstroom as the administrative and educational center of the erstwhile Western Transvaal.

Documentation required to prove with exactness the historical establishment of Potchefstroom is not available, but generally historians like Theal and
Voight are in agreement that Potchefstroom was established in 1838 (Herald, Potchefstroom/Ventersdorp, 23-26 February 1988).

The population for the four magisterial districts, according to a study undertaken by the Small Business Advisory Bureau, called The Regional Development Advice Committee of Region J (January 1994), may be seen in Table 1.

Table 1
Population for the Four Magisterial Districts

<table>
<thead>
<tr>
<th>District</th>
<th>Whites</th>
<th>Blacks</th>
<th>Asians</th>
<th>Coloreds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potchefstroom</td>
<td>38,147</td>
<td>71,100</td>
<td>1,210</td>
<td>6,800</td>
<td>118,257</td>
</tr>
<tr>
<td>Venterdorp</td>
<td>1,724</td>
<td>3,209</td>
<td>92</td>
<td>331</td>
<td>5,356</td>
</tr>
<tr>
<td>Koster</td>
<td>1,218</td>
<td>16,344</td>
<td>130</td>
<td>39</td>
<td>17,731</td>
</tr>
<tr>
<td>Rustenburg</td>
<td>46,510</td>
<td>77,009</td>
<td>2,035</td>
<td>1,355</td>
<td>126,909</td>
</tr>
</tbody>
</table>

The population of the area under investigation is predominantly composed of urban middle-class Blacks. It is a heterogeneous population composed of different ethnic Black groups and languages. Tswana is the dominant language used most probably because the area had originally been occupied by Tswanas.

Sample

The sample consisted of 176 teachers randomly selected from an accessible population of 320 teachers in nine Black secondary schools in the Potchefstroom area. This sample size is obtained from Krejcie and Morgan’s (1970) Table 1 for determining sample size for research activities. Only attitudes of tenured teachers
with two or more years' teaching experience were examined. The assumption was that they have a better understanding and experience of how the guidance system in the schools works as compared with probationary teachers.

Instrument

A questionnaire was designed with the intention to (a) elicit information on the respondents' professional details, (b) elicit respondents' attitudes towards school guidance, and (c) elicit suggestions for improving school guidance in secondary schools in the area under consideration.

A pilot study was conducted in the Fall semester of 1992 to test data suitability of the questionnaire to be revised and refined for purposes of inclusion in a dissertation. The questionnaire developed for the pilot study had 45 items (statements) which had a bearing on school guidance, selected and adapted from a pool of statements selected from the literature (Edwards, 1957; Shaw & Wright, 1967). Following the pilot study some statements were discarded because they had either not been endorsed by anyone or had been endorsed by practically everyone; they were not relevant to the subject of study (attitudes toward school guidance), and they could be interpreted in more than one way. A survey questionnaire was designed after refinement of the pilot study questionnaire. The survey questionnaire consisted of 19 Likert-type forced-choice items. For attitudes towards school guidance respondents responded to each item by checking one of four response alternatives: (1) SA = Strongly Agree, (2) A = Agree, (3) D =
Disagree, and (4) SD = Strongly Disagree. A copy of the questionnaire is provided in Appendix B.

The Likert approach was used because it achieves a wide range of scores by having respondents report the intensity of an attitude (Henerson et al., 1978), and it is a good deal less time-consuming than the Thurstone approach (Remmers, 1954). The four-point Likert-type forced choice scale was used because the neutral point of the attitude continuum poses a problem of interpretation. It may indicate a presence of a response predisposition on the one hand, and the lack of a predisposition on the other. From this viewpoint, the neutral position on the continuum represents no attitude towards the object in question. A second alternative interpretation which may be given to the neutral point is that it represents the point of balance in positive-negative evaluative conflict, thereby reflecting an ambivalent attitude (Mueller, 1986; Shaw & Wright, 1967).

A guidance awareness checklist was also administered to the guidance teachers to obtain an indication of their awareness of the existence and extent of guidance services in their respective schools. A few of the items for the checklist were selected from the Teacher Inventory of Guidance Awareness developed by Wysong (Peters & Shertzer, 1969), but the great majority of items were created and developed specifically for the South African education system.

The checklist consisted of 35 items with a "YES-NO" pattern of responses. The respondents checked either a YES or a NO response to indicate their awareness of guidance services offered in their schools. A copy of the checklist is

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provided in Appendix C.

Reliability

The reliability of the attitude scale was low (.24), most probably because:

1. The questionnaire for this study was short. The longer the scale, the greater its reliability because such a scale will include a greater number of items relevant to the trait being measured.

2. The group tested was homogeneous. The reliability coefficient increases as the spread or heterogeneity of the subjects who take the test increases. Conversely, the more homogeneous the group is with respect to the trait being measured, the lower the reliability coefficient will be (Ary et al., 1990).

Validity

Validity of the scale was evidenced only by item content. This does not ensure that the whole scale had content validity, because some of the items, as reflected by the subjects' responses represented only one part of the attitude continuum, e.g., positive attitudes (Shaw & Wright, 1967). Empirical validity is limited by the low reliability of this instrument.

Scoring

The questionnaire had 19 items (statements) aimed at identifying teachers' attitudes toward school guidance. The 19 items were scored on a four-point scale
ranging from one to four. A high score was chosen to represent a favorable attitude and a low score an unfavorable attitude. Items which were considered to represent a favorable attitude were scored from four to one, and those for an unfavorable attitude from one to four. The sum of the item scores represented the attitude score.

Items referring to a specific guidance domain, for example, career guidance (items 7 to 11) were grouped together and items which referred to guidance in general were grouped together. School guidance in general (SG) had six items (items 1 to 4, 15 and 16), personal guidance (PG) three (items 6, 17, 18), career guidance (CG) five (items 7 to 11) and educational guidance (EG) five items (items 5, 12, 13, 14, 19). The range of scores for each respondent in each category was as follows:

\[
\begin{align*}
SG &= 6-24, \text{ with a theoretical mean of 15} \\
CG \text{ and } EG &= 5-20 \text{ with a theoretical mean of 12.5} \\
PG &= 3-12 \text{ with theoretical mean of 7.5}
\end{align*}
\]

The theoretical mean can be defined as the possible arithmetic average calculated by dividing the sum total of the lowest and the highest possible scores by two. For example, with the scores ranging from one to four per item, the lowest possible score for school guidance in general (SG) with six items is six, and the highest possible score is twenty-four. The sum total of both scores (6+24) is 30, and the theoretical mean is \((30 \div 2) = 15\).
Procedures

The researcher personally administered both the questionnaire and the checklist to teachers in the nine Black secondary schools as scheduled and agreed upon with the circuit inspectors and the principals during the 1995 Winter Semester.

At the pre-arranged venue checked by the researcher before embarking on administering the questionnaire and the checklist, the respondents were requested to take seats singly at desks. After establishing a measure of rapport with the respondents, the researcher allowed the respondents five minutes to read a letter explaining all about the purpose of the study. A copy of the letter is provided in Appendix A.

The researcher personally handed the questionnaire to be completed individually to the respondents. There was no time limit but the questionnaire was completed in 18 minutes. The completed questionnaires were placed in a box next to the exit by the respondents in order as they were completed. The researcher was monitoring this box to make sure that all the questionnaires were returned. When everybody had finished, the researcher collected the box which held the questionnaires. The same procedure was followed with the guidance awareness checklist.

The researcher subsequently checked both the questionnaires and the checklists for double responses or no responses. Three questionnaires had double
responses and one no response to two items. The four questionnaires were then discarded. This did not affect the sample size of 175 as determined by Krejcie and Morgan (1970) for a population of 320 teachers, because five more teachers had been added to the sample.

Variables Measured

*Independent Variables:* Secondary school teachers, operationalized as (a) those involved in the teaching of guidance and those not involved, (b) those who studied guidance in their initial teacher training course and those who did not, and (c) those who attended guidance in-service courses and those who did not.

*Dependent Variables:* Attitude scale items, operationalized as item categories focusing on guidance in general, personal guidance, career guidance and educational guidance.

Data Analysis

The one-way analysis of variance was not computed as was originally conceived by the researcher, because the assumption that the measures must be normally distributed in the sub-group populations was not met. The varied roll of staff in Black secondary schools (some high, some low) made a normal distribution impossible. It was thus not even necessary to compute the homogeneity-of-variance test for a one-way analysis to check whether the assumption of homogeneity-of-variance with the sub-group populations had been met. However,
the assumption that the individuals in each sub-group should be random samples from the corresponding population was met.

Although not computed for this study because of the assumptions mentioned above not being met, the one-way analysis of variance is a parametric test, and like all other parametric tests, it is more powerful than the Mann-Whitney test (which is a non-parametric test) computed for this study. The one-way analysis of variance has the ability of rejecting a null hypothesis when it is false, while non-parametric tests, like the Mann-Whitney test used for this study, are susceptible to committing the Type II error because they are not likely to reject the null hypothesis when it should be rejected (Ary et al., 1990).

The Mann-Whitney test was computed because it is a powerful non-parametric test which can be employed in place of the parametric t-test, but it can be applied to situations where the assumptions of the t-test cannot be satisfied.

If the assumptions needed for the t-test are met, the t-test is more powerful than the Mann-Whitney test. That is, the t-test will detect true difference between the two populations more often than will the Mann-Whitney test since the t-test uses more information deriving from the data.

The Mann-Whitney test does not require assumptions as does the parametric t-test. It requires only that the observations be a random sample and that the values be ordered (Norusis, 1990; Popham et al., 1992).

The pre-determined alpha level for the Mann-Whitney test used in this study was set at .05. Where the probability value of the test was smaller than the
pre-determined .05 alpha level, the null hypothesis of no difference between the sub-groups was not supported. On the other hand, where the obtained probability values of the test were greater than the pre-determined .05 alpha level, the results supported the null hypotheses of no difference between the sub-groups. The research hypotheses were not supported (Popham and Sirotnik, 1992).
CHAPTER IV

RESEARCH FINDINGS

The findings of this study are organized into descriptive data and inferential statistics.

Descriptive Data

Data have been organized into the following: (a) teachers' professional information, (b) category percentage responses, (c) item mean/standard deviations, and (d) item frequency-percentage tables.

Teachers' Professional Information

The design of the study involved teachers who teach guidance and those who do not teach guidance; teachers who studied guidance in their initial teacher training courses and those who did not study guidance in their initial teachers' training courses; teachers who attended guidance in-service courses, and those who did not attend such courses; and teachers who teach guidance only and those who teach guidance and other subjects.

Of the 176 teachers tested, 14.77% (n=26) teach guidance, and 53.85% (n=14) of these teachers studied guidance in their initial teacher training courses compared to 63.33% (n=16) of teachers who do not teach guidance but studied...
guidance in their initial teacher training courses. It is worth mentioning that 46.15% (n=12) of the guidance teachers did not study guidance in their initial teacher training courses compared to 63.33% (n=16) of those not teaching guidance had studied guidance in their teacher training courses. These findings are presented in Table 2.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>Teach Guidance = 26 (14.77%)</th>
<th>Did Not Teach Guidance = 150 (85.23%)</th>
<th>Total = 176</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studied Guidance</td>
<td>14 (53.85%)</td>
<td>95 (63.33%)</td>
<td>109 (61.93%)</td>
</tr>
<tr>
<td>Not Studied Guidance</td>
<td>12 (46.15%)</td>
<td>55 (36.67%)</td>
<td>67 (38.07%)</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>150</td>
<td>176</td>
</tr>
<tr>
<td>Had In-Service</td>
<td>9 (34.62%)</td>
<td>16 (10.67%)</td>
<td>25 (14.20%)</td>
</tr>
<tr>
<td>Had No In-Service</td>
<td>17 (65.38%)</td>
<td>134 (89.33%)</td>
<td>151 (85.8%)</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>150</td>
<td>176</td>
</tr>
<tr>
<td>Teach Other Subjects</td>
<td>25 (96.15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach Guidance Only</td>
<td>1 (3.85%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 also reflects that 34.62% (n=9) of guidance teachers attended guidance in-service courses compared with 65.35% (n=17) who did not attend such courses. Furthermore, 96.15% (n=25) of the guidance teachers in the nine secondary schools under discussion teach other subjects, compared to 3.85% (n=1) who teach guidance only.

There are differences observed between item mean scores and standard
deviations on the attitudes of teachers towards school guidance categories. The findings are presented in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maxium</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Guidance in General</td>
<td>16.60</td>
<td>2.29</td>
<td>10.00</td>
<td>22.00</td>
</tr>
<tr>
<td>Personal Guidance</td>
<td>8.72</td>
<td>1.55</td>
<td>3.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Career Guidance</td>
<td>13.99</td>
<td>2.60</td>
<td>6.00</td>
<td>20.00</td>
</tr>
<tr>
<td>Educational Guidance</td>
<td>15.10</td>
<td>2.48</td>
<td>6.00</td>
<td>20.00</td>
</tr>
</tbody>
</table>

The findings of the study on the attitude scale show the following: the actual mean range of scores is between 8.72 for personal guidance and 16.60 for school guidance in general. Career guidance and educational guidance are in the middle of the continuum with obtained means of 13.99 and 15.10 respectively.

The actual/obtained means in the findings of the study are higher than the expected/theoretical means: for school guidance in general the actual mean is 16.60 against the theoretical mean of 15; for personal guidance the actual mean is 8.72 against the theoretical mean of 7.5; for career guidance the actual mean is 13.99 against the theoretical mean of 12.50; and for educational guidance (EG) the actual mean is 15.10 against the theoretical mean of 12.50. With the standard deviations of 2.29; 1.55; 2.60 and 2.48 for guidance in general, personal guidance, career guidance and educational guidance respectively, it is ascertained that the
sample is fairly homogeneous and the scores cluster around the mean. Teachers thus display favorable attitudes toward school guidance as reflected by the actual means which are higher than the expected/theoretical means.

A frequency distribution table (Table 4) for school guidance categories shows significant differences between the total scores on the attitude scale for agreement on the one hand and for disagreement on the other. A significant difference is also reflected between the Strongly Agree responses and the Strongly Disagree responses. The findings of the study indicate that teachers exhibit more positive attitudes towards educational guidance compared to other guidance categories.

To obtain an indication of teachers' awareness of the guidance services offered to pupils in their schools, a checklist (Appendix C) administered to the

<table>
<thead>
<tr>
<th>Guidance Category Percentage Responses (N=176)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>School Guidance in General</td>
</tr>
<tr>
<td>Personal Guidance</td>
</tr>
<tr>
<td>Career Guidance</td>
</tr>
<tr>
<td>Educational Guidance</td>
</tr>
</tbody>
</table>
teachers yielded the following findings:

The frequency responses for awareness of:

1. Guidance programs and policies (items 10-18) are 66 (28.4%) for the YES response and 168 (71.6%) for the NO response out of a total of 238 responses gleaned from the 26 guidance teachers.

2. Cumulative records (items 24-27) are 48 (46.2%) for the YES response and 56 (53.8%) for the NO response out of a total of 104 expected responses from the 26 guidance teachers.

3. Guidance evaluation (items 28-31) are 11 (10.6%) for the YES response and 93 (89.4%) for the NO response out of a total of 104 expected responses from the 26 guidance teachers.

4. Guidance facilities (items 9, 33, 34) are 24 (30.8%) for the YES response, and 48 (69.2%) for the NO response out of a total of 78 expected responses from the 26 guidance teachers.

5. Guidance in-service courses (item 32) are 6 (23.1%) for the YES response and 20 (76.9%) for the NO response out of a total of 26 expected responses from the 26 guidance teachers.

6. Guidance and the curriculum (items 1-8) are 134 (64.4%) for the YES response and 74 (35.6%) for the NO response out of a total of 208 expected responses from the 26 guidance teachers.

7. Standardized tests (items 19-21) are 16 (20.1%) for the YES response and 62 (79.5%) for the NO response out of a total of 78 expected responses from
the 26 guidance teachers.

8. Parent involvement (items 22 and 23) are 39 (75.0%) for the YES response and 13 (25.0%) for the NO response out of a total of 52 expected responses from the 26 guidance teachers.

9. Other agencies (item 35) are 19 (73.1%) for the YES response and 7 (26.9%) for the NO response out of a total of 26 expected responses from the 26 guidance teachers. For a detailed frequency response see Table 5.

Table 6 presents category percentage responses of teachers' awareness of the guidance services offered to pupils in their schools.

The findings of the study reflect that 71.6% (n=19) as opposed to 28.4% (n=7) of the guidance teachers are not aware of any school guidance program or policy in their schools. This is highly endorsed by item 15 of the checklist (Table 5) which reflects that 88.5% (n=23) of the 26 guidance teachers are not aware of any guidance program or policy available to pupils in their schools.

Table 6 also shows that 53.8% (n=14) as opposed to 46.2% (n=12) of the guidance teachers are not aware of cumulative records (if any) being kept in their schools. The inadequacy of guidance facilities in the schools is reflected by 69.2% (n=18) of guidance teachers as opposed to 30.8% (n=8).

Guidance in-service training programs lag behind. The findings of the study show that 76.9% (n=20) as opposed to 23.1% (n=6) of guidance teachers are not aware of any guidance in-service programs in their schools. For the evaluation of guidance, 89.4% (n=23) as opposed to 10.6% (n=3) guidance teachers
Table 5

Teachers’ Guidance Awareness Checklist (N=26)

<table>
<thead>
<tr>
<th>Item</th>
<th>YES=1</th>
<th>NO=2</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Frequency</th>
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Table 6

Category Percentage Responses (N=26)

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<td>89.4 (n=23)</td>
<td>69.2 (n=18)</td>
<td>76.9 (n=20)</td>
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are not aware of any guidance evaluation programs in their schools. For standardized testing programs, 79.5% (n=21) as opposed to 20.1% (n=5) of guidance teachers are not aware of such programs.

The findings of the study positively reflect the following: (a) that 64.4% (n=17) as opposed to 35.6% (n=9) of guidance teachers are aware that guidance is part of the school curriculum; and (b) 73.1% (n=19) and 75.0% (n=20) of guidance teachers, as opposed to 26.9% (n=7) and 25.0% (n=6) respectively, are aware that their schools involve other agencies and parents in the guidance service.

Inferential Statistics

To test the three research hypotheses the Mann-Whitney test was computed to examine possible differences between groups. The test is a non-parametric technique which can be employed in place of the parametric t-test with little loss of power. The Mann-Whitney test compares favorably with the parametric t-test, but it can be applied to situations where the assumptions of the
t-test cannot be satisfied, as is the case in this study. The Mann-Whitney test does not require assumptions about the shape of the underlying distribution. It requires only that the observations be a random sample and that the values be capable of being ordered. It tests the hypothesis that two independent samples come from a population having the same distribution. The test does not require the variable to be measured on an interval scale; an ordinal scale is sufficient (Norusis, 1990; Popham & Sirotnik, 1992; Sprinthall, 1987).

**Hypotheses**

In this study the independent variables were secondary school teachers; the dependent variables were attitude scale items as stated in Chapter III.

The three research hypotheses stated were as follows:

1. Teachers involved in the teaching of guidance have a more favorable attitude towards guidance than do teachers not involved in the teaching of guidance.

2. Teachers who studied guidance in their initial teacher training courses have a more favorable attitude towards guidance than teachers who did not study guidance.

3. Teachers who attended guidance in-service courses have a more favorable attitude toward guidance than teachers who did not attend such courses.

**Research hypothesis 1:** Teachers involved in the teaching of guidance and those not involved.
The null form of hypothesis 1 tested in this study is: there is no difference between the mean ranks for the attitudes toward guidance of teachers involved in the teaching of guidance and those not involved.

**Research hypothesis 2:** Teachers who studied guidance and those who did not study guidance.

The null form of hypothesis 2 tested in this study is: the mean ranks for the attitudes of teachers (toward guidance) who studied guidance in their initial teacher training courses is the same as the mean ranks for teachers who did not study guidance in their initial teacher training courses.

**Research hypothesis 3:** Teachers who attended guidance in-service courses and those who did not attend such courses

The null form of hypothesis 3 tested in this study is: the mean ranks for the attitudes of teachers (toward guidance) who attended guidance in-service courses is the same as the mean ranks of teachers who did not attend such courses.

**Results**

Summarized statistical Mann-Whitney test results with obtained *p* values may be seen in Table 7.

**Analyses**

From the results of the Mann-Whitney test, the following conclusions
Table 7
Mann-Whitney Test Results With Obtained p Values

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<th>Personal Guidance</th>
<th>Career Guidance</th>
<th>Educational Guidance</th>
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<td>p .02</td>
<td>p .02</td>
<td>p .89</td>
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<td>p .43</td>
<td>p .31</td>
<td>p .21</td>
</tr>
<tr>
<td>Teachers who attended guidance inservices and those who did not attend such courses</td>
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<td>p .98</td>
<td>p .96</td>
<td>p .68</td>
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about the three null hypotheses tested can be drawn with regard to the following.

Teachers Involved in the Teaching of Guidance and Those Not Involved

Guidance in General

The obtained p value of .05 is the same as the predetermined alpha p value of .05. The null hypothesis that the mean ranks for the attitudes of teachers involved in the teaching of guidance and of those not involved in the teaching of guidance are the same can neither be rejected nor accepted. The evidence is sufficient to conclude that there is a difference.
Personal Guidance

The obtained p value of .02 is smaller than the predetermined alpha p value of .05. The null hypothesis that there is no difference between the mean ranks for the attitudes of teachers involved in the teaching of guidance and those not involved is not accepted. This means that the research hypothesis of a relationship between the two groups is accepted. This enables us to draw a conclusion that there is a difference between the attitudes (toward personal guidance) of teachers involved in the teaching of guidance and those not involved.

Career Guidance

The obtained p value of .02 is smaller than the predetermined alpha p value of .05. The research hypothesis for this test is retained. The null hypothesis is not accepted. There is thus evidence of a relationship between the attitudes (toward career guidance) of teachers involved in the teaching of guidance and those not involved. The mean ranks for the attitudes of teachers involved in the teaching of guidance are different from the mean ranks for the attitudes of teachers not involved in the teaching of guidance. By retaining the research hypothesis for this test, we can drawn conclusions about the null hypothesis.

Educational Guidance

The obtained p value of .89 is greater than the predetermined alpha p
value of .05. This means retaining the null hypothesis that the means ranks for the attitudes of teachers involved in the teaching of guidance and those not involved are the same. The research hypothesis is not accepted. There is apparently no relationship between the attitudes (toward educational guidance) of teachers involved in the teaching of guidance and those not involved. Any relationship discernible would have to be attributable to chance.

**Teachers Who Studied Guidance in Their Teacher Training Courses and Those Who Did Not Study Guidance**

**Guidance in General**

The obtained p value of .23 is greater than the pre-determined alpha p value of .05. The null hypothesis is retained and the research hypothesis for this test is not accepted. This means that a conclusion can be drawn that there is no evidence to indicate a relationship between the attitudes of teachers (toward guidance in general) who studied guidance in their teacher training courses and those who did not study guidance.

**Personal Guidance**

The obtained p value of .43 for this test is greater than the predetermined alpha p value of .05. The null hypothesis is retained because the probability that the results are due to chance alone is greater than .05 (alpha). The research hypothesis is not accepted. This means that a conclusion can be drawn that there
is no evidence to indicate a relationship between the attitudes of teachers (toward personal guidance) who studied guidance in their initial teacher training courses and those who did not study guidance. Any relationship may be attributable to chance.

**Career Guidance**

The obtained $p$ value of .31 for this test is greater than the predetermined alpha $p$ value of .05. The null hypothesis is retained and the research hypothesis is not supported. This means that a conclusion can be drawn that there is no evidence to indicate a relationship between the attitudes of teachers (toward career guidance) who studied guidance in their initial teacher training courses and those who did not study guidance.

**Educational Guidance**

The obtained $p$ value of .21 for this test is greater than the pre-determined alpha $p$ value of .05. The null hypothesis is retained and the research hypothesis is not accepted. Retaining the null hypothesis means that a conclusion can be drawn that there is no evidence to indicate a relationship between the attitudes of teachers (toward educational guidance) who studied guidance in their initial teacher training courses and those who did not study guidance.
Teachers Who Attended Guidance In-Service Courses and Those Who Did Not

Guidance in General

The obtained $p$ value of .10 for this test is greater than the pre-determined alpha $p$ value of .05. The null hypothesis is retained because the probability that the results are due to chance alone is greater than .05 (alpha). The research hypothesis is not accepted. This means that a conclusion can be drawn that there is no evidence to indicate a relationship between the attitudes of teachers (toward guidance in general) who attended guidance in-service courses and those who did not attend such courses. Any relationship may be attributable to chance.

Personal Guidance

The obtained $p$ value of .98 for this test is greater than the pre-determined alpha $p$ value of .05. The null hypothesis is retained and the research hypothesis is not accepted. Retaining the null hypothesis means that a conclusion can be drawn that there is no evidence to indicate a relationship between the attitudes of teachers (toward personal guidance) who attended guidance in-service courses and those who did not attend such courses.

Career Guidance

The obtained $p$ value of .96 for this test is greater than the pre-determined
alpha \( p \) value of .05. The null hypothesis is retained and the research hypothesis is not accepted. There is no evidence to indicate a relationship between the attitudes of teachers (toward career guidance) who attended guidance in-service courses and those who did not attend such courses. The probability that the results are attributable to chance alone are greater than .05 (alpha).

**Educational Guidance**

The obtained \( p \) value of this test is greater than the pre-determined alpha \( p \) value of .05. The null hypothesis is retained because the probability of the results being due to chance is greater than .05 (alpha). The research hypothesis is not accepted. There is thus no evidence to indicate a relationship between the attitudes of teachers (towards educational guidance) who attended guidance in-service courses and those who did not attend such courses.

For the Mann-Whitney test used in this study, the pre-determined alpha level was set at .05. Where the probability value of the test was smaller than the pre-determined .05 alpha level, the null hypothesis of no differences between the sub-groups was not supported. The research hypothesis of relationships was instead supported. Where the obtained \( p \) value of the test was greater than the pre-determined .05 alpha level, the null hypothesis of no differences between the sub-groups was retained, the research hypothesis was not supported (Hinkle et al., 1988; Isaac & Michael, 1981; Popham & Sirotnik, 1992).
Teachers' Suggestions on Improving the Guidance Practice/Services in Black Secondary Schools

Of the 176 respondents to the questionnaire, 67.05% (n=118) teachers had suggestions to make while 32.95% (n=58) teachers had nothing to suggest.

1. Forty-four (37.29%) of the 118 teachers who had suggestions suggested that guidance in-service courses should be held/conducted regularly.

2. Twenty-nine (24.58%) of the 118 teachers suggested that secondary schools should have full-time guidance teachers. These teachers must not teach other subjects. The findings of the study indicated that 96.15% (n=25) of the 26 teachers involved in the teaching of guidance teach other subjects.

3. Forty-five (38.14%) of the 118 teachers suggested that teachers involved in the teaching of guidance should have the necessary qualification to teach guidance. The findings of the study indicate that 46.15% (n=12) of the 26 teachers involved in the teaching of guidance have not studied guidance in their initial teacher training courses.

4. Nine (7.63%) of the 118 teachers suggested that guidance become an examination subject.

5. Five (4.24%) of the 118 teachers suggested (a) that educational tours be undertaken, and (b) that guidance meetings be held regularly.

6. Twenty-one (17.80%) of the 118 teachers suggested that the development of the guidance curriculum should be a joint venture of the whole staff.

7. Four (3.39%) of the 118 teachers suggested that school counselors or
school psychologists be appointed in Black secondary schools.

8. Two (1.70%) of the 118 teachers suggested the establishment of guidance associations.

9. Three (2.54%) of the 118 teachers suggested the use of standardized tests in Black secondary schools as well as regular guidance follow-ups and evaluations.

Possible interpretations of the results are discussed in Chapter V, Discussion and Recommendations.
CHAPTER V

DISCUSSION AND RECOMMENDATIONS

This study was designed to investigate the attitudes toward guidance of Black secondary school teachers in the Potchefstroom Area (South Africa). This chapter draws conclusions and makes recommendations based on the results of the study.

The chapter has been divided into four major sections: (1) Interpretation of Results, (2) Limitations of the Study, (3) Conclusion, and (4) Recommendations.

Interpretation of the Results

Three main null hypotheses were tested in this study:

1. There is no difference between the mean ranks for the attitudes of teachers involved in the study of guidance and those not involved toward: (a) school guidance in general, where the null hypothesis was neither rejected nor retained (the evidence being insufficient to conclude in either one direction or the other); (b) personal guidance, where the null hypothesis was not accepted; (c) career guidance, where the null hypothesis was not accepted; and (d) educational guidance, where the null hypothesis was retained.

2. There is no difference between the mean ranks for the attitudes of
teachers who studied guidance in their initial teacher training course, and those who did not study guidance towards: (a) guidance in general, where the null hypothesis was retained; (b) personal guidance, where the null hypothesis was retained; (c) career guidance, where the null hypothesis was retained; and (d) educational guidance, where the null hypothesis was also retained.

3. There is no difference between mean ranks for the attitudes of teachers who attended guidance in-service training courses and those who did not attend such courses towards: (a) guidance in general, where the null hypothesis was retained; (b) personal guidance, where the null hypothesis was retained; (c) career guidance, where the null hypothesis was retained; and (d) educational guidance, where the null hypothesis was also retained.

The results of the data indicated the rejection of null hypotheses 1b and 1c. Number 1a was neither rejected nor accepted. Null hypotheses 1b and 1c were rejected, based on the Mann-Whitney test analysis which found a statistically significant difference at the .05 probability level between the mean ranks for the attitudes of teachers involved in the teaching of guidance and those not involved. Therefore this difference could not be interpreted as a result of chance. Consequently, the evidence partly supports the research hypothesis 1, since the attitudes of teachers involved in the teaching of guidance was more favorable towards personal guidance and career guidance than the attitudes of teachers not involved in the teaching of guidance.

The results differed from what had been expected. Based on the review
of the literature, it had been expected that teachers who had studied guidance in the initial teacher training course would have had a more favorable attitude towards school guidance compared to teachers who had not studied guidance in their initial teacher training courses. The findings of this study are inconsistent with the research conducted by, for example, Einhauer and Zaporowski (1994) on cross-disciplinary teaching in high school economics. The results of the present study showed no significant difference, neither did the results show any significant difference between the attitudes (toward school guidance) of teachers who had attended in-service training courses, and those who had not attended such courses. It had been expected that teachers who had attended such courses would exhibit a more favorable attitude towards school guidance than teachers who had not attended such courses. Studies involving in-service training programs as a means of modifying teacher attitudes toward the attitude referent have generally proven to be successful (Francis, 1988).

The major findings of this study indicate that Black secondary school teachers as a whole expressed positive attitudes towards school guidance. This is supported by some studies of attitudes toward an educational referent, which indicate a positive attitude toward the attitude referent (Enderlin, 1993; Longcore, 1993; Pinholster, 1990; Prophet, 1993; Suyuthie, 1988; Walker, 1987; Watson, 1993).

The results of the Teachers' Guidance Awareness Checklist differed from what had been expected. It had been expected that the majority of guidance
teachers would be aware of the guidance services offered in their schools. The results of the study indicated that the majority of guidance teachers were not aware of the following: cumulative records being kept in their schools (53.8%); evaluation programs (89.4%); guidance in-service programs (76.9%); and school guidance programs in their schools (71.6%). The only results of the study which supported what had been expected rested on the involvement of parents (75.0%) and other agencies (75.1%).

Limitations of the Study

The results of the study can only be generalized to the nine Black secondary schools in the Potchefstroom Area (South Africa), and not to other secondary schools in South Africa, to the extent that the teachers in the nine Black secondary schools in this area displayed relatively similar characteristics. Generalizations in this regard will be among schools in the area (Bracht & Glass, 1968).

The nine secondary schools investigated were under the auspices of the Department of Education and Training (under the former National Party Government). They are different from those of the former Bophuthatswana in that Bophuthatswana had been a self-governing state with its own education system. The majority of secondary schools in the former Bophuthatswana area were in rural areas, compared to those under the Department of Education and Training (DET) where the majority of Black secondary schools are situated in urban areas. If the neglect of guidance was a common factor in Black secondary schools under

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the DET, then the results of this study could (without certainty) be generalized to other Black secondary schools. The results cannot be generalized to Black secondary schools which had been in the former Bophuthatswana area for the reasons stated above.

The reason for the uncertainty on generalization of the results to other Black secondary schools which had been under the DET could be found in the fact that the sample investigated was from the population of the nine relevant schools only. Inferential statistics indicate the likelihood that what was true of the sample is also true of the population from which it had been drawn (Ary et al., 1990). The study should be replicated to other areas for valid generalizations.

Conclusion

The findings of this study have opened up avenues for more research on the neglect of school guidance in Black secondary schools in the Potchefstroom Area (North West Province, South Africa). Of importance is the issue of making teachers aware of the guidance services in their schools, and involving them actively in these services. Given the positive attitudes displayed by teachers towards school guidance, effective guidance systems can be established in Black secondary schools if teachers are involved in the planning and decision-making relating to the system.
Recommendations

Most of the recommendations made have been derived directly from the study. Others, though not deriving directly from the present study, were closely related and basic to the understanding and resolving of issues raised by the investigation.

Records

Guidance records such as cumulative record files, achievement test records, psychometric and edumetric data schedules, examination marks schedules, etc. should be kept for all pupils. The value of these records is such that guidance operations cannot avoid them (Gibson & Higgins, 1966; Giek, 1992; Lund et al., 1983; White & Harris, 1961).

Standardized Tests

Standardized test programs are essential in a school setting (Shepard, 1989). They supplement and serve as a check on teachers' classroom appraisal of pupils' learning abilities (Mueller & Brunetti, 1989). Such a check is essential for the guidance teacher to diagnose the causes of discrepancies between the standardized test results of the pupil and his classroom performance. Gibson and Mitchell (1981) posit that a number of standardized tests have proved helpful in giving guidance teachers a more complete understanding of the pupil than would
be possible through observation and interview only. It is recommended that Black secondary schools should have standardized test programs.

**Evaluation**

Evaluation is needed to enable one to be certain that adequate and appropriate services are being rendered on a continuous basis (Mortensen & Schmuller, 1959). To improve the guidance system in Black secondary schools in the Potchefstroom Area (North West Province, South Africa), schools should have regular evaluation programs included in the guidance programs. Copies of the evaluation reports should be made available to the guidance teachers to be discussed with the evaluator concerned.

To determine both the effectiveness of the application and of the test itself, formative evaluation is recommended, because it gathers and uses information during the execution of the program. It is ongoing and requires continual feedback for decision-making and change along the way. Summative evaluation, inversely, is carried out after the program has been completed. It describes the program's success or failure (De Roche, 1987).

Formative evaluation is further recommended because it enables one to tell whether the program is having any effect on the participants. It is goal-based and focuses on the extent to which the guidance program results in desired objectives (Pietrofesa et al., 1980).
In-Service

In-service training is essential to the design of the school guidance program because it provides teachers with the opportunity to learn new skills and strategies to equip them to render school guidance. It keeps the teachers abreast of modern developments and innovations in the subject, and as such shapes and develops their personal growth. It is recommended that Black secondary schools in the Potchefstroom Area design guidance in-service training programs. Recent studies by Burke (1994), Eisenhauer and Zaporowski (1994) and Marek and Chiodo (1994) are in support of the importance of in-service training.

School Guidance Programs

Black secondary schools should have guidance programs drawn up and coordinated with the school policies in order to facilitate administrative and management matters. The staff should co-operatively plan the guidance program in which responsibilities are clearly defined and understood. School guidance programs are essential in a school setting because they are aimed at helping pupils identify their problems and the obstacles they face in order to remedy them. They help pupils identify competencies they already have and assist them in developing new ones (Schmidt, 1993; Walz, 1988).
Staff Development

Staff development programs should be introduced in Black secondary schools in the Potchefstroom Area for the personal growth of the teacher and his professional development (Duke, 1993; Lomax, 1990). Teachers should be involved in planning and co-ordinating the programs to increase their sense of ownership and to promote a climate of commitment (Burke, 1990).

Careers Information Services

Black secondary schools should establish career information services, career information provides a unifying medium which helps to integrate careers counseling, careers education and related activities. Research findings suggest that most frequently career problems relate to a need for more information (Stoney, 1984).

Guidance Teachers' Association

Guidance Teachers' Associations should be established and conferences (regional and federal) be held where views with regard to good practice in guidance, problems encountered in schools by guidance teachers, new techniques and methods employed in guidance activities could be discussed (Willey & Strong, 1957).

In sum, the study was limited to a small area in the North West Province.
(South Africa) which means that results could be skewed if generalized to the whole Province by the idiosyncrasies of individual teachers who responded to the survey questionnaire and teachers' awareness checklist (Smith et al., 1993). Further research is needed to evaluate the generality of the findings of the present study.
Appendix A

Cover Letter
Dear Teacher

This study is being conducted in all the secondary schools in the Potchefstroom Area. The purpose of the study is to examine the attitudes of secondary school teachers toward school guidance.

The information gathered from this study will be used to assist the Principal Education Advisor: Education Auxiliary Services in reviewing the present school guidance system, and in examining alternative ways of improving school guidance in secondary schools. The findings are also intended to help the Potchefstroom Area gain a better insight into the problems of school guidance and to identify promising lines of improvement.

To help in this study, you are kindly requested to provide information by responding to the attached questionnaire which will take less than 20 minutes of your time to complete. Your answers and suggestions are extremely important and will be critical to the success of this study.

Be assured that your responses will remain completely anonymous. No names should appear on the questionnaire.

Your cooperation is highly appreciated.

ELIAS H. MASIBI
(Doctoral Student: Western Michigan University)
Appendix B

Attitude Scale
SECTION I

Please make a tick (✓) in the appropriate block as it applies to you

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you teach guidance in the school?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Besides guidance, do you teach other subjects?</td>
<td></td>
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<tr>
<td>3</td>
<td>Did you study guidance in your initial teacher training course?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Have you attended refresher courses in guidance?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Have you attended in-service training courses in guidance?</td>
<td></td>
</tr>
</tbody>
</table>

SECTION II

Please make a tick (✓) in one of the appropriate spaces: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD), to indicate your opinion towards each of the following statements.

<table>
<thead>
<tr>
<th>STATESMENTS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Guidance is more concerned with the whole life of the child than with curricular instruction.</td>
<td></td>
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<tr>
<td>2 Guidance is a helping service in which people communicate about plans, decisions, and attitudes.</td>
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<tr>
<td>3 School guidance is more valuable than most people think.</td>
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<tr>
<td>4 School guidance is a service and not a subject to be taught.</td>
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<tr>
<td>5 There are areas in the school program more important than school guidance</td>
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<td></td>
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<tr>
<td>6 Teachers simply lack the time to get to know each pupil individually.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Career guidance is just another fad that will soon be forgotten.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATEMENTS</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----</td>
<td>---</td>
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</tr>
<tr>
<td>8 Career guidance should be taught by special career education teachers rather than by regular teachers.</td>
<td></td>
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<td></td>
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<tr>
<td>9 The quality of school guidance would be raised by an emphasis on jobs and work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Career guidance is just another name for career education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Pupils should be told about different jobs and job requirements during the study of every subject in every standard.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12 The choice of subjects is the responsibility of the student alone.</td>
<td></td>
<td></td>
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<tr>
<td>13 Pupils should plan their high school program of subjects on their own.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14 Only examination related subjects should be taught in secondary schools.</td>
<td></td>
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<tr>
<td>15 Money spent on school guidance could be used more wisely for other educational purposes.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16 School guidance is of little help in meeting the problems of real life.</td>
<td></td>
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<tr>
<td>17 Pupils are best left alone to find their own way of making friends.</td>
<td></td>
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<td></td>
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<tr>
<td>18 Pupils should feel free to discuss their personal problems with any teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Subject teachers are appropriate people to advise pupils on subject choices.</td>
<td></td>
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</tbody>
</table>
SECTION III: SUGGESTIONS

Please write down any suggestion(s) you have with regard to the improvement of the guidance practices/services in your school.
Appendix C

Guidance Awareness Checklist
GUIDANCE TEACHERS' AWARENESS CHECKLIST

We would like to obtain an indication of your awareness of the guidance services in your school. This information should be useful in improving guidance services to pupils. Please be frank in your response to the checklist. **DO NOT WRITE YOUR NAME ON THE CHECKLIST.**

Directions: Please put a tick (√) in the appropriate "Yes" or "No" block/box to indicate whether the activity is carried out in your school.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is guidance offered in your school?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is guidance part of the curriculum?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Is guidance treated like all other subjects in your school?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Does your school have guidance syllabi?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Does your school have guidance workbooks?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Does your school have a guidance head of department?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Is the guidance head of department employed full time?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Does your school have full-time guidance teachers?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Does your school have a guidance center?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Does your school have a guidance policy?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Is the guidance policy coordinated with the school policy?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Does your school have a guidance program?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Has the staff cooperatively planned the guidance program?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Is the guidance program adhered to by the staff?</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Is the guidance program available to pupils?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Is individual counseling of pupils part of the guidance program?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>17</td>
<td>Are teachers responsibilities in the guidance program clearly defined and understood?</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Are group guidance procedures used in the guidance program?</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Does your school have a standardized testing program?</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Are the standardized test results interpreted for teachers use?</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Are parents informed of their children standardized test results?</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Do you liaise with parents concerning their children?</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Do you (were accessible) visit pupils homes?</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Does your school keep cumulative record files for all pupils?</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Are the cumulative record files up to date with regard to the information they should provide?</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Do the cumulative record files show an educational growth pattern of pupils?</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Do the cumulative record files contain anecdotal reports or summaries of pupils progress written by teachers?</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Is there a guidance evaluation program in your school?</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Is guidance regularly evaluated in your school?</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Do you receive copies of evaluation reports?</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Do you discuss the evaluation report with the evaluator concerned?</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Do you have an in-service education program for the staff on guidance services?</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Are informational materials available to pupils concerning occupational opportunities and requirements?</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Do pupils accept and take advantage of the guidance services offered?</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Do you refer pupils to outside agents (social workers, psychiatrists, etc.)?</td>
<td></td>
</tr>
</tbody>
</table>
MAP 1

PROVINCES: SOUTH AFRICA

KEY:

NM = NORTH WEST
NC = NORTHERN CAPE
EC = EASTERN CAPE
WC = WESTERN CAPE
FS = FREE STATE
G = GAUTENG
NP = NORTHERN PROVINCE
ET = EASTERN TRANSVAAL
KZ/N = KWA-ZULU-NATAL
Appendix E

Map 2: Provinces (South Africa)
MAP 2:
WESTERN TRANSVAAL MAGISTERIAL DISTRICTS
Appendix F

Human Subjects Institutional Review Board Approval
Date: January 20, 1995
To: Elias Happy Masibi
From: Richard Wright, Interim Chair
Re: HSIRB Project Number 95-11-08

This letter will serve as confirmation that your research project entitled "Attitudes of black secondary school teachers in South Africa toward school guidance programs" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: January 20, 1996
xc: Thompson, ELDL
BIBLIOGRAPHY


McClelland, D.C. (1972). What is the effect of achievement training in the school? Teachers College Record, 74, 129-145.


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