

## Chapter 4

### THE EMPIRICAL RESEARCH : THE NOMOTHETIC RESEARCH

#### 4.1 INTRODUCTION

The present chapter presents the first, albeit partial, address to the problem statement formulated in chapter one, section 1.2 including sub-sections 1.2.1 and 1.2.2. Such an address entails the administering, processing and scoring of the general questionnaire on life competencies and skills (Jacobs, Olivier and Gumede, 1992) to a selected sample of the South African secondary school students. For the second partial address to the referred problem statement, a group of no more than ten South African secondary school students will be randomly selected (Mulder, 1982) from the results of the above-named questionnaire and be requested to undertake an idiographic research whose findings will be reported on in details in chapter five. For the third final, albeit partial, address to the same problem statement, a programmatic curriculum specifically designed to meet the needs, aspirations and wishes of the South African secondary school students will be presented in full in chapter six.

At this stage, it is essential to narrow the scope of the present problem statement for the sake of clarity.

#### 4.2

#### DELIMITATION OF THE PROBLEM

In brief, the following questions will be addressed:

- \* how can positive learning environments be established and promoted for the South African secondary school students?
- \* which life competencies and skills are necessary, desirable and essential for the South African secondary school students in order that these students should function more effectively, efficiently and caringly than ever before?
- \* what role and function can guidance that is offered within the school set-up play to address unnecessary problems that may trouble the South African secondary school students in their daily lives?
- \* what role and function can multi-modal counselling (Keat, 1980) play to address the needs, aspirations and wishes of a large body of the South African secondary school students?

The following postulates will hopefully help to focus the reader's mind on the most important central ideas of this chapter in particular and this study in general:

#### 4.3 POSTULATES

##### 4.3.1 The necessity of positive learning environments

Positive learning environments for the South African secondary school students can only be established and promoted through active and creative involvement of full-time guidance teachers, school counsellors and other parties with similar interest.

The importance of the existence of a conducive classroom atmosphere cannot be over-emphasized. This is the responsibility of each teacher in every school. However, the idea of every teacher (Chuenyane, 1983) being a counsellor still remains a pipe-dream within the South African school context. The starting point to address this issue squarely presupposes the genuine empowerment through full-time employment of guidance teachers, school counsellors and other parties with similar interest. Conversely stated, the fact that there are presently full-time guidance teachers at high school level in one province only militates against guidance teachers, school counsellors, teachers, parents and other interested parties' acquisition of knowledge and understanding of both

multi-modal counselling and life skills. If all these parties possessed the desired skills, they would greatly facilitate and expedite the students' realization of their capacities to the fullest degree. Nothing is further from this painful truth that the choice process of successful marriage partners cannot be equated with the choice process of any career options.

The creation and maintenance of positive learning environments by full-time guidance teachers, school counsellors, and other parties with similar interest will positively influence the South African secondary school students to strive for the following (Herr and Cramer, 1988; Keat, 1980 and Nelson-Jones, 1988):

- \* the existence of healthy, friendly relations with others,
- \* an awareness of a realistic and positive self-assessment,
- \* the promotion of a positive self-image and a sense of self-confidence,
- \* the need to be self-assertive,
- \* the need to develop their knowledge in accordance with their abilities, skills, interests and values,
- \* the identification of career fields that are of interest and that match with their gradually growing self-knowledge,

- \* the making of wise and informed choices of subject streams after prior consultation with important people in the lives,
- \* the gathering of information about the realities of work in the various career fields through regular work experience and consultation with familiar employees of the career fields of their choices and interest,
- \* the identification of post-secondary training and all related matters such as remuneration or non-remuneration, duration, courses, etc. pertaining to the specific training, and
- \* the identification of useful and relevant skills learnt at school and which, from a potential employer's viewpoint, would stand them in good stead.

4.3.2                    The necessity of life  
                                 competencies and skills

Life competencies and skills are necessary, desirable and essential for the South African secondary school students to function and to live more effectively, efficiently and caringly than ever before.

The rapid changes that characterise modern societies call for equivalent, constructive and creative strategies, tactics, interventions, energies, skills, etc. from every person in general and each student in particular. For each student to be able to cope effectively with the various life demands and pressures of his times, his timeous mastery and successful implementaion of relevant life competencies and skills will determine his success or failure in life.

The acquisition of life competencies and skills can adequately address and resolve some of the following problems that are a direct result of inadequate and ineffective career guidance (Herr et al, 1988 and Walters, 1990):

- \* Too many school leavers do not have vocational skills and self-understanding to function effectively within the work environment, because they
  - lack effective reading, writing and speaking skills, and
  - have underdeveloped thinking skills, particularly problem-solving and decision-making.

- \* Too many school leavers are ill-prepared for the world of work, with special reference to the relevance of their school subject streams in relation to the ultimate choices of their career options.
- \* Too many school leavers are non-assertive, lack self-confidence and fall far short of skills for competently presenting their expertise to potential employers.
- \* Too many school leavers are not ready for changes that are and will be sweeping through the economy, thereby creating many new, challenging and different jobs whose existence will, in turn, render other jobs obsolete.
- \* Both the educational policy and the system of economy are ill-prepared for, and are a wrong reflection of, the growing need for and presence of an equitable number of women and girls who together form more than fifty percent of the entire population.

#### 4.3.3                    The necessity of school-based guidance

The role and function of guidance within the school set-up can help prevent, ameliorate and/or minimize unnecessary problems that may trouble the South African secondary school students in their daily lives.

For practical reasons subject teachers, who may be willing to guide their students where the need arises, are often unable to do so due to time constraints, examination-oriented tendencies, lack of guidance expertise, etc. However, in instances where guidance is offered on full-time basis by qualified guidance counsellors, most of their respective staff members report favourably about guidance progress for both the students in particular and the community in general.

Guidance, especially career guidance, that is offered within the school set-up can help the South African secondary school students to meet some of the following employer expectations held for potential employees who need to have (Herr et al, 1988 and Walters, 1990):

- \* the ability to read, write and listen effectively,
- \* practical knowledge of mathematics and the ability to calculate effectively,
- \* the motivation, reliability and a sound, mature approach to work and its related aspects,
- \* the ability to communicate effectively and to relate to others harmoniously within the work environments,



- \* the ability to solve practical work problems and to make independent, wise and informed work-related decisions, and
- \* a clear understanding of the world of work, work attitudes and the contributions that both the employers and the employees can make towards the economy for the benefit of all the citizens of the country.

#### 4.3.4 The necessity of multi-modal counselling

Multi-modal counselling is about the only service that can accommodate and address diverse needs, aspirations and wishes of the South African secondary school students.

Throughout chapter three, it has been repeatedly shown that there is a mutual interplay between multi-modal counselling on the one hand and life skills on the other hand. Similarly, it has been shown in the previous chapter that the comprehensive and systematic nature of multi-modal counselling makes it possible to accommodate and address each student's concern (Molefe, 1989).

The acquisition of the following skills is pivotal for more effective living and functioning of the South African secondary school students in their

daily interaction with others in general and in their intended work situations in particular (Molefe, 1989):

- \* thinking skills for normal daily living and functioning,
- \* how to deal with one's emotions and feelings effectively,
- \* preference for, and tendency towards, engaging in constructive rather than destructive actions, activities, deeds and doings.
- \* the assessment and appraisal of different career options from various career fields in accordance with one's abilities, interest, aptitudes and values.
- \* how to care for one's health, body, food, property and the environment at large,
- \* knowing who one is, knowing what one wants to become, and how to become what one wants to be; that is, having a clear image of oneself (Hamachek, 1978),
- \* how to start and end a friendship, conversation and relationship with others; that is, interpersonal relationships,
- \* knowing one's needs and how to meet them without preventing others from doing exactly so, and

- \* the ability to guide others as much as one expects to be guided when the need arises.

At this stage, attention will be given to research findings done previously on the general questionnaire on life competencies and skills (Jacobs et al, 1992) in order to shed more light on the need for the present research.

#### 4.4 PREVIOUS RESEARCH FINDINGS ON LIFE COMPETENCIES AND SKILLS AS BACKGROUND FOR THE PRESENT RESEARCH

The present research should be regarded as the brainchild of the previous research findings done by various researchers on the general questionnaire on the life competencies and skills (Jacobs et al, 1992) for the South African secondary school students. The findings thereof are summarised below to provide further and firm basis for the present research.

#### 4.4.1 The Cherish our Youth 2000-report

According to Jacobs and Theron (1994 : 22 - 24), "the Cherish our Youth 2000-report found that pupils in general experience problems" in respect of some of the following:

- \* Peer group influence
- \* Coping with stress and performance pressures as well as disappointments and failures
- \* Teenage pregnancies
- \* The promotion of the quality of family life, for example, emotional support and communication within the family context, etc.

#### 4.4.2 KwaNdebele research report for 1990

According to Jacobs et al (1994 : 14 - 15), Von Mollendorf "found that black youth experienced the needs listed in the following table as life problems and that they would gladly have received guidance in this regard from their teachers":

Table 4.1

THE NEEDS OF ADOLESCENTS AS IDENTIFIED  
BY THEMSELVES

NEEDS	%
Vocational guidance	90.8
Subject choice	86.9
Study guidance	88.5
Sex counselling	67.4
Premarital counselling	61.8
Contraceptive methods	63.8
Teenage pregnancy	63.3
Communication : parents	82.8
Communication : teachers	82.4
Communication : older people	82.8
Communication : younger people	82.4
How to make friends	70.5
How to gain more self-confidence	89.2



Table 4.2 continues.

		20%	
<u>SELF MANAGEMENT</u>			
Time and self management			
Financial management			
Stress management			
Study methods			
Communication skills			
		16%	
<u>PHYSICAL AND SEXUAL DEVELOPMENT</u>			
Sex guidance			
Alcohol and drug abuse			
Exertion and relaxazation			
Healthy life style			
Acceptance of one's body			
		26%	
<u>CAREER PLANNING AND DEVELOPMENT</u>			
Entrepreneurship			
Problem-solving & decision-making			
Finding & keeping a job			
Career planning and development			
Work values			

4.4.4 Visser's 1990 research report on white, Asian and Coloured pupils

Jacobs et al (1994 : 11) maintain that "Visser (1991) found that in a research group of 1739 white, Asian and Coloured pupils, ten to eleven years of age, 33% of the children showed signs or symptoms of depression ..., 7% manifested suicidal tendencies and 10% stated that generally they felt unhappy about life." Furthermore, 23% of these children reported a high measure of tension that led to their restless sleep, constant headaches, stomach-aches, weepiness and bed-wetting; and finally, 24% of these children reported having a negative self-concept; 18% reported having a negative image of their bodies whilst 24% would have preferred to be someone else (Jacobs et al, 1994 : 11 - 12).

With the above-stated research findings as background information, attention will now be given to how, when, where and why the present research sample was selected.



#### 4.5 SELECTION OF THE SAMPLE

The South African secondary school student population is diverse, multi-ethnic and multi-cultural. For this reason and for purposes of avoiding duplication of research, a sample group of 685 Tswana-speaking standard ten students from five high schools will be systematically selected (Mulder, 1982) from 172 high schools' population in the North-West region of South Africa, that is formerly the Republic of Bophuthatswana. The choice on systematic sampling over other types of sampling is preferred on the strength of the fact that, in the first place, "Properly employed, findings on random and systematic samplings are said to be generalizable; that is, one can be confident that the findings on the sample are not biased and that they are generalizable (within a given margin of sampling error) to the parent population" (Glass and Hopkins, 1984 : 179). In the second place, the choice is based on the strength of Glass et al's fact that "the differences between a systematic and a random sample of persons are almost always inconsequential" (1984 : 179).

The methodology used in this study will now be attended to.

#### 4.6 METHOD OF RESEARCH

As indicated above, for purposes of avoiding duplication in research, of covering as wide an area of the parent population through sampling, and of reducing the research cost-effectiveness, a sample group of 685 standard ten Tswana-speaking students was systematically selected (Mulder, 1982 and Glass et al, 1984) from three cardinal points of the now North West province/region as follows:

<u>High schools</u>	<u>Areas</u>	<u>Number of students selected</u>
Ratshepo	Eastern	170
Kgabutle	Central	147
J.M.Ntsime	Central	83
Letsatsing	Western	49
Barolong	Western	<u>236</u>
		N = <u>/685/</u>

The sample group was then requested to complete the general questionnaire on life competencies and skills (Jacobs et al, 1992). For purposes of proper control over and effective administration of the questionnaire, the researcher worked collaboratively with the respective high schools' full-time guidance teachers. Through this way, positive and conducive atmosphere for test-taking was created. Again, the researcher enlisted the computer expertise and assistance from the

relevant section of the Human Sciences Research Council. The research findings will be attended to on pages 127 - 180.

Finally, no more than ten students will be randomly selected (Mulder, 1982 and Glass et al, 1984) from the nomothetic research findings for purposes of conducting an in-depth idiographic research whose findings will hopefully shed more light on this study. More will be said about this matter in chapter five.

#### 4.7 LIFE SKILLS AND COMPETENCIES : GENERAL QUESTIONNAIRE ON LIFE COMPETENCIES AND SKILLS

The general questionnaire on life competencies and skills (Jacobs et al, 1992) is used by the Department of School Guidance, University of Pretoria. It is a diagnostic medium used to assess the needs of adolescents through which guidance teachers, school counsellors and other parties with similar interest may identify not only possible problem areas experienced by their students, but also the strategies, measures and interventions to help prevent, ameliorate and/or minimize the occurrences of such problematic situations in students' lives.

The following sub-sections 4.7.1 up to 4.7.3 inclusive of its sub-items are from Jacobs et al (1992 : 1 - 3):

4.7.1 Purpose of this questionnaire

The purpose of this questionnaire is to determine your **competency and skills** in different fields. This knowledge will help you to identify those competencies and skills which may possibly cause you problems. By giving the required attention to them, you may improve them.

4.7.2 Answering the questionnaire

The questionnaire has 150 questions. These questions do not have a **right or wrong** answer. Indicate whether the statement given in each question is applicable to you or not. If your answer is **YES** colour in **A**. If your answer is **NO**, colour in **B**.

Example

Question	Answer	
	Yes	No
I worry about my schoolwork.		
A	B	

If you have marked **A**, it means that you worry about your schoolwork. If you have marked **B**, it means that you do not worry about your schoolwork. **REMEMBER** that you must answer what is true as far as you are concerned and not answer to please other people.

#### 4.7.3 Instructions

Mark your answer on side 1 of the separate answer sheet. Do not make any marks in this booklet.

##### 4.7.3.1 General details

Use a pencil to write the following on the appropriate answer sheet:

- |                    |                        |
|--------------------|------------------------|
| (a) Area number    | (g) Sex                |
| (b) School number  | (h) Language           |
| (c) Pupil number   | (i) Age                |
| (d) Your SURNAME   | (j) Standard           |
| (e) Your INITIALS  | (k) Date of<br>testing |
| (f) Name of school |                        |

##### 4.7.3.2 Answering the questionnaire

Answer the questions on the separate answer sheet by blackening the relevant oval space which you have chosen (A or B).

TAKE CARE THAT YOU ANSWER THE QUESTION NEXT TO THE CORRESPONDING NUMBER EVERY TIME.

-123-

4.7.3.3 Time

There is no time limit for completing this questionnaire. Work as fast as possible without being careless. Take care that you answer each question.

4.7.3.4 Changing answers

If you wish to change your answer, you must very carefully rub out the mark that you have already made, before marking another answer.

**DO NOT TURN THE PAGE**

4.7.3.5 The questions on general questionnaire on life competencies and skills

Refer to Appendix A on pages 270 - 279 for full information about this matter.

4.7.3.6 The fields and subfields of the general questionnaire on life competencies and skills

Refer to page 124 for full information about this matter.

Table 4.3

FIELDS AND SUBFIELDS OF THE GENERAL QUESTIONNAIRE  
ON LIFE COMPETENCIES AND SKILLS

- A. COMMUNITY AND SOCIAL DEVELOPMENT
  - A1 Mental Health
  - A2 Community responsibility
  - A3 Human rights
  - A4 Road safety
  - A5 Technological Development
- B. DEVELOPMENT OF PERSON AND SELF
  - B1 Leadership
  - B2 Literacy/Education
  - B3 Self-concept/Self-assertion
  - B4 Peer group influence
  - B5 Identity development
- C. SELF-MANAGEMENT
  - C1 Time and self-management
  - C2 Financial management
  - C3 Handling stress
  - C4 Study methods
  - C5 Communication skills
- D. PHYSICAL AND SEXUAL DEVELOPMENT
  - D1 Sex guidance
  - D2 Alcohol and drug abuse
  - D3 Exertion and recreation
  - D4 Healthy life style
  - D5 Acceptance of one's own body
- E. CAREER PLANNING AND DEVELOPMENT
  - E1 Entrepreneurship (Initiative)
  - E2 Problem solving and decision making
  - E3 Finding and keeping work
  - E4 Career planning and development
  - E5 Work values
- F. LIFE AND WORLD ORIENTATION
  - F1 Religious orientation
  - F2 Life and world orientation
  - F3 Political orientation
  - F4 Cultural orientation
  - F5 Family education

With the previous information in mind, attention will now be given to how these results were interpreted.

#### 4.7.3.7 The interpretation of the results

All in all there are one hundred and fifty (150) questions on the said questionnaire. These questions cover six (6) fields. In turn, each of the 6 fields is further sub-divided into five (5) areas, which means that there are thirty (30) subfields or areas. For each of the 5 areas, there are twenty five (25) questions. This means that there are 5 questions for each of the 5 areas. That is, 5 questions multiplied by 5 areas equals 25 questions for each area and 6 fields multiplied by 25 questions or 5 questions multiplied by 30 subfields equals 150 questions for the whole questionnaire.

Side 2 of the questionnaire answersheet states categorically that (Jacobs et al, 1992 : side 2) "A score of 3 or higher in respect of a specific sub-field, indicates that a testee may possibly be experiencing a problem in this area". This, therefore, implies that a score of 15 or higher out of the actual sub-total of 25 for a specific subfield is indicative of a testee's possible experiencing of a problem in that specific subfield. Furthermore, it also implies that a score of 15 out of the actual sub-total of 25 for a specific field indicates a testee's possible experiencing of a problem in that field. This, in turn, implies the need for help to resolve, solve and/or ameliorate the said situations.



To sum up, the irritating nature and extent of possible problems experienced by testees merit serious and timeous attention. In brief, the interpretation of these results in particular, including that of any standardized tests in general, remains the sole responsibility of professionally qualified full-time guidance teachers, school counsellors and other parties with similar interest.

The data below were processed by the Human Sciences Research Council on the instruction of the researcher.

#### 4.8 THE PRESENTATION OF THE DATA ACCORDING TO THE FIELDS AND SUBFIELDS OF THE GENERAL QUESTIONNAIRE ON LIFE COMPETENCIES AND SKILLS

The quantitative frequency distributions of the data (Freund, 1984) are presented in tabular forms in Tables 4.4 through 4.116 in respect of each of the six fields and thirty subfields of the said questionnaire. The distributions for the sample group are given first. Those for the male and female students from the sample group are given in the second and third places respectively. In the fourth place, the mean distributions are given in respect of the sample group, the male students from the sample group, the female students from the sample group and the sex-unspecified section of the sample group for purposes of clarifying the perspective further.

In the fifth place, the percentage and rank order of the sample group's life skills needs are given to highlight the state of students who need guidance.

At this stage, attention will be given to the frequency distribution in respect of the sample group.

#### 4.8.1 Data for the sample group

The following comments are worth making:

- \* The frequency distributions in Table 4.4 up to Table 4.33 are in respect of the thirty subfields of the said questionnaire for the sample group. Please refer to Table 4.3 on page 124 for full information on this matter.
  
- \* Each of these tables has five columns. The first column shows scores ranging from zero to five. A score of three or higher, which can be easily read from all these tables, indicates that the students may possibly be experiencing problems in this regard.

The implications from these comments are that these students should be helped to help themselves (Egan, 1986). The creation of positive learning environments, and the necessity for both the school-based guidance and multi-modal counselling programme form part of the help needed to address these students' life skills needs.

Table 4.4

MENTAL HEALTH

A1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	137	20.0	137	20.0
1	242	35.3	379	55.3
2	184	26.9	563	82.2
3	76	11.1	639	93.3
4	36	5.3	675	98.5
5	10	1.5	685	100.0

Table 4.5

COMMUNITY RESPONSIBILITY

A2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	125	18.2	125	18.2
1	226	33.0	351	51.2
2	194	28.3	545	79.6
3	104	15.2	649	94.7
4	31	4.5	680	99.3
5	5	0.7	685	100.0

Table 4.6

HUMAN RIGHTS

A3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	104	15.2	104	15.2
1	172	25.1	276	40.3
2	222	32.4	498	72.7
3	134	19.6	632	92.3
4	46	6.7	678	99.0
5	7	1.0	685	100.0

Table 4.7

ROAD SAFETY

A4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	123	18.0	123	18.0
1	228	33.3	351	51.2
2	186	27.2	537	78.4
3	111	16.2	648	94.6
4	32	4.7	680	99.3
5	5	0.7	685	100.0

Table 4.8

TECHNOLOGICAL DEVELOPMENT

A5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23	3.4	23	3.4
1	145	21.2	168	24.5
2	256	37.4	424	61.9
3	155	22.6	579	84.5
4	92	13.4	671	98.0
5	14	2.0	685	100.0

Table 4.9

LEADERSHIP

B1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	159	23.2	159	23.2
1	235	34.3	394	57.5
2	157	22.9	551	80.4
3	92	13.4	643	93.9
4	38	5.5	681	99.4
5	4	0.6	685	100.0

Table 4.10

LITERACY / EDUCATION

B2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	218	31.8	218	31.8
1	246	35.9	464	67.7
2	147	21.5	611	89.2
3	54	7.9	665	97.1
4	18	2.6	683	99.7
5	2	0.3	685	100.0

TABLE 4.11

SELF-CONCEPT / SELF-ASSERTION

B3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	202	29.5	202	29.5
1	208	30.4	410	59.9
2	155	22.6	565	82.5
3	74	10.8	639	93.3
4	35	5.1	674	98.4
5	11	1.6	685	100.0

Table 4.12

PEER GROUP INFLUENCE

B4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	107	15.6	107	15.6
1	202	29.5	309	45.1
2	224	32.7	533	77.8
3	117	17.1	650	94.9
4	32	4.7	682	99.6
5	3	0.4	685	100.0

Table 4.13

IDENTITY DEVELOPMENT

B5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	20	2.9	20	2.9
1	166	24.2	186	27.2
2	199	29.1	385	56.2
3	171	25.0	556	81.2
4	103	15.0	659	96.2
5	26	3.8	685	100.0

Table 4.14

TIME AND SELF-MANAGEMENT

C1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	230	33.6	230	33.6
1	234	34.2	464	67.7
2	135	19.7	599	87.4
3	62	9.1	661	96.5
4	19	2.8	680	99.3
5	5	0.7	685	100.0

Table 4.15

FINANCIAL MANAGEMENT

C2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	129	18.8	129	18.8
1	239	34.9	368	53.7
2	200	29.2	568	82.9
3	78	11.4	646	94.3
4	33	4.8	679	99.1
5	6	0.9	685	100.0

Table 4.16

HANDLING STRESS

C3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	48	7.0	48	7.0
1	120	17.5	168	24.5
2	208	30.4	376	54.9
3	189	27.6	565	82.5
4	100	14.6	665	97.1
5	20	2.9	685	100.0

Table 4.17

STUDY METHODS

C4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	12	1.8	12	1.8
1	76	11.1	88	12.8
2	188	27.4	276	40.3
3	294	42.9	570	83.2
4	102	14.9	672	98.1
5	13	1.9	685	100.0

Table 4.18

COMMUNICATION SKILLS

C5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	158	23.1	158	23.1
1	241	35.2	399	58.2
2	163	23.8	562	82.0
3	85	12.4	647	94.5
4	30	4.4	677	98.8
5	8	1.2	685	100.0

Table 4.19

SEX GUIDANCE

D1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	27	3.9	27	3.9
1	126	18.4	153	22.3
2	209	30.5	362	52.8
3	215	31.4	577	84.2
4	99	14.5	676	98.7
5	9	1.3	685	100.0

Table 4.20

ALCOHOL AND DRUG ABUSE

D2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	350	51.1	350	51.1
1	187	27.3	537	78.4
2	85	12.4	622	90.8
3	41	6.0	663	96.8
4	17	2.5	680	99.3
5	5	0.7	685	100.0

Table 4.21

EXERTION AND RECREATION

D3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	151	22.0	151	22.0
1	226	33.0	377	55.0
2	190	27.7	567	82.8
3	89	13.0	656	95.8
4	26	3.8	682	99.6
5	3	0.4	685	100.0



Table 4.22

HEALTHY LIFESTYLE

D4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	223	32.6	223	32.6
1	252	36.8	475	69.3
2	125	18.2	600	87.6
3	65	9.5	665	97.1
4	16	2.3	681	99.4
5	4	0.6	685	100.0

Table 4.23

ACCEPTANCE OF ONE'S OWN BODY

D5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	105	15.3	105	15.3
1	227	33.1	332	48.5
2	180	26.3	512	74.7
3	110	16.1	622	90.8
4	49	7.2	671	98.0
5	14	2.0	685	100.0

Table 4.24

ENTREPRENEURSHIP (INITIATIVE)

E1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	30	4.4	30	4.4
1	138	20.1	168	24.5
2	229	33.4	397	58.0
3	191	27.9	588	85.8
4	76	11.1	664	96.9
5	21	3.1	685	100.0

Table 4.25

PROBLEM SOLVING AND DECISION MAKING

E2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	19	2.8	19	2.8
1	171	25.0	190	27.7
2	258	37.7	448	65.4
3	179	26.1	627	91.5
4	47	6.9	674	98.4
5	11	1.6	685	100.0

Table 4.26

FINDING AND KEEPING WORK

E3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	21	3.1	21	3.1
1	87	12.7	108	15.8
2	171	25.0	279	40.7
3	210	30.7	489	71.4
4	147	21.5	636	92.8
5	49	7.2	685	100.0

Table 4.27

CAREER PLANNING AND DEVELOPMENT

E4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	14	2.0	14	2.0
1	94	13.7	108	15.8
2	204	29.8	312	45.5
3	169	24.7	481	70.2
4	131	19.1	612	89.3
5	73	10.7	685	100.0

Table 4.28

WORK VALUES

E5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	67	9.8	67	9.8
1	207	30.2	274	40.0
2	225	32.8	499	72.8
3	140	20.4	639	93.3
4	34	5.0	673	98.2
5	12	1.8	685	100.0

Table 4.29

RELIGIOUS ORIENTATION

F1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	64	9.3	64	9.3
1	138	20.1	202	29.5
2	242	35.3	444	64.8
3	168	24.5	612	89.3
4	63	9.2	675	98.5
5	10	1.5	685	100.0

Table 4.30

LIFE AND WORLD ORIENTATION

F2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	64	9.3	64	9.3
1	181	26.4	245	35.8
2	208	30.4	453	66.1
3	147	21.5	600	87.6
4	70	10.2	670	97.8
5	15	2.2	685	100.0

Table 4.31

POLITICAL ORIENTATION

F3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	39	5.7	39	5.7
1	164	23.9	203	29.6
2	239	34.9	442	64.5
3	166	24.2	608	88.8
4	67	9.8	675	98.5
5	10	1.5	685	100.0

Table 4.32

CULTURAL ORIENTATION

F4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	48	7.0	48	7.0
1	143	20.9	191	27.9
2	199	29.1	390	56.9
3	182	26.6	572	83.5
4	86	12.6	658	96.1
5	27	3.9	685	100.0

Table 4.33

FAMILY EDUCATION

F5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	117	17.1	117	17.1
1	234	34.2	351	51.2
2	210	30.7	561	81.9
3	92	13.4	653	95.3
4	28	4.1	681	99.4
5	4	0.6	685	100.0

The following six tables, that is Tables 4.34 up to 4.39, provide frequency distributions in respect of the six fields of the said questionnaire for the sample group of 685 students:

Table 4.34

A: COMMUNITY AND SOCIAL DEVELOPMENT

TOTAL_A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	1.2	8	1.2
2	16	2.3	24	3.5
3	26	3.8	50	7.3
4	28	4.1	78	11.4
5	42	6.1	120	17.5
6	64	9.3	184	26.9
7	70	10.2	254	37.1
8	78	11.4	332	48.5
9	76	11.1	408	59.6
10	66	9.6	474	69.2
11	61	8.9	535	78.1
12	54	7.9	589	86.0
13	37	5.4	626	91.4
14	24	3.5	650	94.9
15	13	1.9	663	96.8
16	10	1.5	673	98.2
17	5	0.7	678	99.0
18	3	0.4	681	99.4
19	2	0.3	683	99.7
20	2	0.3	685	100.0

Concerning the above, it can be commented upon that 5.1%, that is 35 students, of the 685 sample group scored fifteen or higher. Such a score indicates that these students may be possibly experiencing problems in this field.

This, therefore, implies that the said students need help in this field. Furthermore, school guidance and multi-modal counselling service can help them meet their life skills needs adequately.

Table 4.35

**B: DEVELOPMENT OF PERSON AND SELF**

TOTAL_B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.1	1	0.1
1	12	1.8	13	1.9
2	22	3.2	35	5.1
3	38	5.5	73	10.7
4	51	7.4	124	18.1
5	49	7.2	173	25.3
6	86	12.6	259	37.8
7	64	9.3	323	47.2
8	70	10.2	393	57.4
9	65	9.5	458	66.9
10	59	8.6	517	75.5
11	55	8.0	572	83.5
12	36	5.3	608	88.8
13	25	3.6	633	92.4
14	22	3.2	655	95.6
15	11	1.6	666	97.2
16	8	1.2	674	98.4
17	4	0.6	678	99.0
18	3	0.4	681	99.4
19	4	0.6	685	100.0

From the above it can, amongst other things, be observed that 4.4%, that is 30 students, from the sample group scored 15 or higher out of the total of 25. This is indicative of possible problems experienced by these students in this field.

The implications thereof are that such students need help in this field. Again, school guidance and multi-modal counselling service is more likely than not to lead to the acquisition and mastery of these students' life skills.

Table 4.36

## C: SELF MANAGEMENT

TOTAL_C	Frequency	Percent	Cumulativ Frequency	Cumulative Percent
0	2	0.3	2	0.3
1	3	0.4	5	0.7
2	10	1.5	15	2.2
3	12	1.8	27	3.9
4	30	4.4	57	8.3
5	36	5.3	93	13.6
6	71	10.4	164	23.9
7	61	8.9	225	32.8
8	78	11.4	303	44.2
9	87	12.7	390	56.9
10	67	9.8	457	66.7
11	68	9.9	525	76.6
12	60	8.8	585	85.4
13	33	4.8	618	90.2
14	23	3.4	641	93.6
15	16	2.3	657	95.9
16	15	2.2	672	98.1
17	7	1.0	679	99.1
18	3	0.4	682	99.6
19	3	0.4	685	100.0

Comments regarding the above are, amongst other things, that 6.4%, that is 44 students, scored 15 or higher. This indicates that possibly the said students may be experiencing problems in this field.

The implications thereof are that they need help in this regard. Furthermore, school guidance and multi-modal counselling service remains the only viable alternative expedient through which their life skills needs can be adequately addressed.

Table 4.37

D: PHYSICAL AND SEXUAL DEVELOPMENT

TOTAL_D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	2	0.3	2	0.3
1	12	1.8	14	2.0
2	22	3.2	36	5.3
3	30	4.4	66	9.6
4	56	8.2	122	17.8
5	75	10.9	197	28.8
6	82	12.0	279	40.7
7	67	9.8	346	50.5
8	96	14.0	442	64.5
9	69	10.1	511	74.6
10	48	7.0	559	81.6
11	47	6.9	606	88.5
12	31	4.5	637	93.0
13	18	2.6	655	95.6
14	15	2.2	670	97.8
15	5	0.7	675	98.5
16	4	0.6	679	99.1
17	1	0.1	680	99.3
18	3	0.4	683	99.7
20	1	0.1	684	99.9
21	1	0.1	685	100.0

Comments regarding the above are, amongst other things, that 2.2%, that is 15 students, from the sample group scored 15 or higher. This indicates the possibility of their experiencing problems in this matter.

The implications thereof are that these students need help effected through school guidance and multi-modal counselling service for them to acquire and master life competencies and skills.



Table 4.38

## E: CAREER PLANNING AND DEVELOPMENT

TOTAL_E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.1	1	0.1
1	2	0.3	3	0.4
3	7	1.0	10	1.5
4	7	1.0	17	2.5
5	11	1.6	28	4.1
6	21	3.1	49	7.2
7	29	4.2	78	11.4
8	39	5.7	117	17.1
9	52	7.6	169	24.7
10	65	9.5	234	34.2
11	66	9.6	300	43.8
12	72	10.5	372	54.3
13	84	12.3	456	66.6
14	72	10.5	528	77.1
15	58	8.5	586	85.5
16	45	6.6	631	92.1
17	29	4.2	660	96.4
18	14	2.0	674	98.4
19	4	0.6	678	99.0
20	6	0.9	684	99.9
22	1	0.1	685	100.0

From the above it can, amongst other things, be commented on that 22.9%, that is 157 students, from the sample group scored 15 or higher. This is an indication of possible problems experienced by these students.

In turn, the implications thereof are that these students need help in this field. Such a help can be procured through rendering school guidance and multi-modal counselling service to them.

Table 4.39

F: LIFE AND WORLD ORIENTATION

TOTAL_F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.1	1	0.1
1	3	0.4	4	0.6
2	11	1.6	15	2.2
3	14	2.0	29	4.2
4	13	1.9	42	6.1
5	22	3.2	64	9.3
6	41	6.0	105	15.3
7	61	8.9	166	24.2
8	53	7.7	219	32.0
9	77	11.2	296	43.2
10	67	9.8	363	53.0
11	77	11.2	440	64.2
12	73	10.7	513	74.9
13	67	9.8	580	84.7
14	28	4.1	608	88.8
15	32	4.7	640	93.4
16	22	3.2	662	96.6
17	16	2.3	678	99.0
18	5	0.7	683	99.7
19	2	0.3	685	100.0

Comments regarding the above are, amongst other things, that 11.2%, that is 77 students, from the sample group scored 15 or higher. This indicates that they may be possibly experiencing problems in this field.

In turn, the implications thereof are that they need help to acquire and master life skills. School guidance and multi-modal counselling service can help them acquire and master these life skills.

4.8.2 Data for the male students from the sample group

The data below are for the thirty subfields of the male students from the sample group. Note should be taken here that a score of three or higher in each subfield indicates the need for school guidance and multi-modal counselling interventions and strategies.

Table 4.40

MENTAL HEALTH

A1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	59	20.2	59	20.2
1	94	32.2	153	52.4
2	81	27.7	234	80.1
3	37	12.7	271	92.8
4	16	5.5	287	98.3
5	5	1.7	292	100.0

Table 4.41

COMMUNITY RESPONSIBILITY

A2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	42	14.4	42	14.4
1	97	33.2	139	47.6
2	76	26.0	215	73.6
3	56	19.2	271	92.8
4	16	5.5	287	98.3
5	5	1.7	292	100.0

Table 4.42

HUMAN RIGHTS

A3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	45	15.4	45	15.4
1	65	22.3	110	37.7
2	100	34.2	210	71.9
3	59	20.2	269	92.1
4	20	6.8	289	99.0
5	3	1.0	292	100.0

Table 4.43

ROAD SAFETY

A4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	41	14.0	41	14.0
1	86	29.5	127	43.5
2	81	27.7	208	71.2
3	58	19.9	266	91.1
4	21	7.2	287	98.3
5	5	1.7	292	100.0

Table 4.44

TECHNOLOGICAL DEVELOPMENT

A5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	7	2.4	7	2.4
1	64	21.9	71	24.3
2	119	40.8	190	65.1
3	61	20.9	251	86.0
4	37	12.7	288	98.6
5	4	1.4	292	100.0

Table 4.45

LEADERSHIP

B1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	63	21.6	63	21.6
1	101	34.6	164	56.2
2	71	24.3	235	80.5
3	36	12.3	271	92.8
4	19	6.5	290	99.3
5	2	0.7	292	100.0

Table 4.46
LITERACY / EDUCATION

B2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	94	32.2	94	32.2
1	103	35.3	197	67.5
2	56	19.2	253	86.6
3	28	9.6	281	96.2
4	10	3.4	291	99.7
5	1	0.3	292	100.0

Table 4.47
SELF-CONCEPT / SELF-ASSERTION

B3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	97	33.2	97	33.2
1	86	29.5	183	62.7
2	55	18.8	238	81.5
3	33	11.3	271	92.8
4	17	5.8	288	98.6
5	4	1.4	292	100.0

Table 4.48
PEER GROUP INFLUENCE

B4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	45	15.4	45	15.4
1	86	29.5	131	44.9
2	95	32.5	226	77.4
3	53	18.2	279	95.5
4	11	3.8	290	99.3
5	2	0.7	292	100.0

Table 4.49

IDENTITY DEVELOPMENT

B5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	10	3.4	10	3.4
1	77	26.4	87	29.8
2	93	31.8	180	61.6
3	67	22.9	247	84.6
4	33	11.3	280	95.9
5	12	4.1	292	100.0

Table 4.50

TIME AND SELF-MANAGEMENT

C1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	85	29.1	85	29.1
1	103	35.3	188	64.4
2	54	18.5	242	82.9
3	35	12.0	277	94.9
4	12	4.1	289	99.0
5	3	1.0	292	100.0

Table 4.51

FINANCIAL MANAGEMENT

C2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	54	18.5	54	18.5
1	95	32.5	149	51.0
2	92	31.5	241	82.5
3	34	11.6	275	94.2
4	15	5.1	290	99.3
5	2	0.7	292	100.0

Table 4.52
HANDLING STRESS

C3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	18	6.2	18	6.2
1	50	17.1	68	23.3
2	86	29.5	154	52.7
3	75	25.7	229	78.4
4	56	19.2	285	97.6
5	7	2.4	292	100.0

Table 4.53
STUDY METHODS

C4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	4	1.4	4	1.4
1	36	12.3	40	13.7
2	79	27.1	119	40.8
3	114	39.0	233	79.8
4	52	17.8	285	97.6
5	7	2.4	292	100.0

Table 4.54
COMMUNICATION SKILLS

C5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	75	25.7	75	25.7
1	109	37.3	184	63.0
2	58	19.9	242	82.9
3	35	12.0	277	94.9
4	12	4.1	289	99.0
5	3	1.0	292	100.0

Table 4.55
SEX GUIDANCE

D1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	11	3.8	11	3.8
1	62	21.2	73	25.0
2	93	31.8	166	56.8
3	88	30.1	254	87.0
4	36	12.3	290	99.3
5	2	0.7	292	100.0

Table 4.56
ALCOHOL AND DRUG ABUSE

D2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	102	34.9	102	34.9
1	97	33.2	199	68.2
2	48	16.4	247	84.6
3	27	9.2	274	93.8
4	13	4.5	287	98.3
5	5	1.7	292	100.0

Table 4.57
EXERTION AND RECREATION

D3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	61	20.9	61	20.9
1	93	31.8	154	52.7
2	83	28.4	237	81.2
3	42	14.4	279	95.5
4	13	4.5	292	100.0



Table 4.58

HEALTHY LIFESTYLE

D4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	82	28.1	82	28.1
1	111	38.0	193	66.1
2	54	18.5	247	84.6
3	33	11.3	280	95.9
4	9	3.1	289	99.0
5	3	1.0	292	100.0

Table 4.59

ACCEPTANCE OF ONE'S OWN BODY

D5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	52	17.8	52	17.8
1	81	27.7	133	45.5
2	73	25.0	206	70.5
3	54	18.5	260	89.0
4	24	8.2	284	97.3
5	8	2.7	292	100.0

Table 4.60

ENTREPRENEURSHIP (INITIATIVE)

E1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	8	2.7	8	2.7
1	58	19.9	66	22.6
2	103	35.3	169	57.9
3	84	28.8	253	86.6
4	29	9.9	282	96.6
5	10	3.4	292	100.0

Table 4.61

PROBLEM SOLVING AND DECISION MAKING

E2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	7	2.4	7	2.4
1	81	27.7	88	30.1
2	110	37.7	198	67.8
3	67	22.9	265	90.8
4	20	6.8	285	97.6
5	7	2.4	292	100.0

Table 4.62

FINDING AND KEEPING WORK

E3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	8	2.7	8	2.7
1	41	14.0	49	16.8
2	60	20.5	109	37.3
3	101	34.6	210	71.9
4	63	21.6	273	93.5
5	19	6.5	292	100.0

Table 4.63

CAREER PLANNING AND DEVELOPMENT

E4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	4	1.4	4	1.4
1	31	10.6	35	12.0
2	86	29.5	121	41.4
3	80	27.4	201	68.8
4	59	20.2	260	89.0
5	32	11.0	292	100.0

Table 4.64
WORK VALUES

E5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	19	6.5	19	6.5
1	88	30.1	107	36.6
2	95	32.5	202	69.2
3	69	23.6	271	92.8
4	14	4.8	285	97.6
5	7	2.4	292	100.0

Table 4.65
RELIGIOUS ORIENTATION

F1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24	8.2	24	8.2
1	56	19.2	80	27.4
2	94	32.2	174	59.6
3	81	27.7	255	87.3
4	30	10.3	285	97.6
5	7	2.4	292	100.0

Table 4.66
LIFE AND WORLD ORIENTATION

F2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	33	11.3	33	11.3
1	87	29.8	120	41.1
2	76	26.0	196	67.1
3	61	20.9	257	88.0
4	28	9.6	285	97.6
5	7	2.4	292	100.0

Table 4.67

POLITICAL ORIENTATION

F3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	16	5.5	16	5.5
1	79	27.1	95	32.5
2	97	33.2	192	65.8
3	63	21.6	255	87.3
4	31	10.6	286	97.9
5	6	2.1	292	100.0

Table 4.68

CULTURAL ORIENTATION

F4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	18	6.2	18	6.2
1	62	21.2	80	27.4
2	86	29.5	166	56.8
3	73	25.0	239	81.8
4	40	13.7	279	95.5
5	13	4.5	292	100.0

Table 4.69

FAMILY EDUCATION

F5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	49	16.8	49	16.8
1	102	34.9	151	51.7
2	92	31.5	243	83.2
3	35	12.0	278	95.2
4	12	4.1	290	99.3
5	2	0.7	292	100.0

The data below, that is Tables 4.70 up to 4.75, reflect a summary of the previous thirty subfields in terms of the six fields of the said questionnaire.

Table 4.70

A: COMMUNITY AND SOCIAL DEVELOPMENT

TOTAL_A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	1.4	4	1.4
2	5	1.7	9	3.1
3	9	3.1	18	6.2
4	9	3.1	27	9.2
5	16	5.5	43	14.7
6	27	9.2	70	24.0
7	27	9.2	97	33.2
8	32	11.0	129	44.2
9	36	12.3	165	56.5
10	24	8.2	189	64.7
11	29	9.9	218	74.7
12	22	7.5	240	82.2
13	16	5.5	256	87.7
14	13	4.5	269	92.1
15	7	2.4	276	94.5
16	6	2.1	282	96.6
17	5	1.7	287	98.3
18	1	0.3	288	98.6
19	2	0.7	290	99.3
20	2	0.7	292	100.0

Comments regarding the above are, amongst other things that 7.9%, that is 23 students, from 292 male sample group scored fifteen or higher in this field. This score indicates that they may possibly be experiencing problem in this field. Note should be taken here that 25 student did not indicate their sex during test-taking time and that this has had possible effects on the above data.

The implication thereof is that they need help in the form of school guidance and multi-modal counselling service so that they should acquire these life skills.

Table 4.71

B: DEVELOPMENT OF PERSON AND SELF

TOTAL_B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	1.7	5	1.7
2	11	3.8	16	5.5
3	18	6.2	34	11.6
4	19	6.5	53	18.2
5	23	7.9	76	26.0
6	36	12.3	112	38.4
7	29	9.9	141	48.3
8	36	12.3	177	60.6
9	26	8.9	203	69.5
10	21	7.2	224	76.7
11	19	6.5	243	83.2
12	10	3.4	253	86.6
13	16	5.5	269	92.1
14	12	4.1	281	96.2
15	4	1.4	285	97.6
16	3	1.0	288	98.6
17	1	0.3	289	99.0
18	1	0.3	290	99.3
19	2	0.7	292	100.0

Comments regarding the above are, amongst other things, that 3.8%, that is 11 male students, from the sample group scored 15 or higher in this field. This indicates that they may possibly be experiencing problems in this field. Note should be taken here that 25 students did not indicate their sex during test-taking time.

In turn, the implications thereof are that these students need help to acquire and master these life skills. Furthermore, it is through rendering school guidance and multi-modal counselling service to them that the desired goals and objectives can be achieved.

Table 4.72

## C: SELF MANAGEMENT

TOTAL_C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.3	1	0.3
1	3	1.0	4	1.4
2	2	0.7	6	2.1
3	6	2.1	12	4.1
4	12	4.1	24	8.2
5	13	4.5	37	12.7
6	31	10.6	68	23.3
7	24	8.2	92	31.5
8	23	7.9	115	39.4
9	41	14.0	156	53.4
10	32	11.0	188	64.4
11	30	10.3	218	74.7
12	26	8.9	244	83.6
13	15	5.1	259	88.7
14	14	4.8	273	93.5
15	7	2.4	280	95.9
16	4	1.4	284	97.3
17	5	1.7	289	99.0
18	1	0.3	290	99.3
19	2	0.7	292	100.0

Comments from the above data are, amongst other things, that 6.5%, that is 19 male students, from the sample group scored 15 or higher in this field. This indicates that they may possibly be experiencing problems in this regard.

The implication thereof is that these students need help to acquire and master life skills. In turn, the acquisition and mastery of life skills can be adequately effected through rendering school guidance and multi-modal counselling service to them.

Table 4.73

D: PHYSICAL AND SEXUAL DEVELOPMENT

TOTAL_D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.3	1	0.3
1	4	1.4	5	1.7
2	8	2.7	13	4.5
3	9	3.1	22	7.5
4	24	8.2	46	15.8
5	32	11.0	78	26.7
6	25	8.6	103	35.3
7	25	8.6	128	43.8
8	43	14.7	171	58.6
9	31	10.6	202	69.2
10	21	7.2	223	76.4
11	22	7.5	245	83.9
12	19	6.5	264	90.4
13	8	2.7	272	93.2
14	9	3.1	281	96.2
15	4	1.4	285	97.6
16	2	0.7	287	98.3
18	3	1.0	290	99.3
20	1	0.3	291	99.7
21	1	0.3	292	100.0

Comments from the above data are, amongst other things, that 3.8%, that is 11 male students, from the sample scored 15 or higher in this field. This indicates that they may possibly be experiencing problems in this field.

In turn, the implications, thereof are that these students need help in order to acquire and master life skills. Again, life competencies and skills cannot be acquired and mastered outside of the context of school guidance and multi-modal counselling service delivery system.



Table 4.74

E: CAREER PLANNING AND DEVELOPMENT

TOTAL_E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	2	0.7	2	0.7
4	1	0.3	3	1.0
5	5	1.7	8	2.7
6	7	2.4	15	5.1
7	11	3.8	26	8.9
8	12	4.1	38	13.0
9	27	9.2	65	22.3
10	31	10.6	96	32.9
11	27	9.2	123	42.1
12	29	9.9	152	52.1
13	34	11.6	186	63.7
14	36	12.3	222	76.0
15	29	9.9	251	86.0
16	20	6.8	271	92.8
17	11	3.8	282	96.6
18	5	1.7	287	98.3
19	1	0.3	288	98.6
20	4	1.4	292	100.0

Comments from the above data are, amongst other things, that 24%, that is 157 male students, from the sample group scored 15 or higher in this field. This is indicative of their possible experiencing of problems in this field.

The implications thereof are that they need to be helped to acquire and master life skills. Furthermore, life skills can be adequately acquired and mastered within the context of the delivery system of school guidance and multi-modal counselling service.

Table 4.75

F: LIFE AND WORLD ORIENTATION

TOTAL_F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	0.3	1	0.3
2	5	1.7	6	2.1
3	6	2.1	12	4.1
4	4	1.4	16	5.5
5	7	2.4	23	7.9
6	16	5.5	39	13.4
7	33	11.3	72	24.7
8	22	7.5	94	32.2
9	35	12.0	129	44.2
10	25	8.6	154	52.7
11	35	12.0	189	64.7
12	32	11.0	221	75.7
13	25	8.6	246	84.2
14	12	4.1	258	88.4
15	13	4.5	271	92.8
16	12	4.1	283	96.9
17	6	2.1	289	99.0
18	2	0.7	291	99.7
19	1	0.3	292	100.0

Comments from the above data are, amongst other things, that 11.6%, that is 34 male students, from the sample group scored 15 or higher in this field. This shows that they may possibly be experiencing problems in this field.

In turn, the implications thereof are that they need to be helped to acquire and master these life skills. This help can only be adequately rendered through school guidance and multi-modal counselling service.

#### 4.8.3 Data for female students from the sample group

The data below are for the thirty subfields of 368 female students from the sample group. Note should be taken here that a score of three or higher in each subfield indicates the need for school guidance and multi-modal counselling interventions and strategies.

Table 4.76

#### MENTAL HEALTH

A1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	73	19.8	73	19.8
1	139	37.8	212	57.6
2	95	25.8	307	83.4
3	38	10.3	345	93.7
4	18	4.9	363	98.6
5	5	1.4	368	100.0

Table 4.77

#### COMMUNITY RESPONSIBILITY

A2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	79	21.5	79	21.5
1	126	34.2	205	55.7
2	106	28.8	311	84.5
3	42	11.4	353	95.9
4	15	4.1	368	100.0

Table 4.78

#### HUMAN RIGHTS

A3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	54	14.7	54	14.7
1	99	26.9	153	41.6
2	113	30.7	266	72.3
3	72	19.6	338	91.8
4	26	7.1	364	98.9
5	4	1.1	368	100.0

Table 4.79

ROAD SAFETY

A4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	76	20.7	76	20.7
1	138	37.5	214	58.2
2	97	26.4	311	84.5
3	48	13.0	359	97.6
4	9	2.4	368	100.0

Table 4.80

TECHNOLOGICAL DEVELOPMENT

A5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	15	4.1	15	4.1
1	77	20.9	92	25.0
2	126	34.2	218	59.2
3	88	23.9	306	83.2
4	52	14.1	358	97.3
5	10	2.7	368	100.0

Table 4.81

LEADERSHIP

B1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	89	24.2	89	24.2
1	126	34.2	215	58.4
2	82	22.3	297	80.7
3	51	13.9	348	94.6
4	18	4.9	366	99.5
5	2	0.5	368	100.0

Table 4.82

LITERACY / EDUCATION

B2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	120	32.6	120	32.6
1	132	35.9	252	68.5
2	84	22.8	336	91.3
3	26	7.1	362	98.4
4	5	1.4	367	99.7
5	1	0.3	368	100.0

Table 4.83

SELF-CONCEPT / SELF-ASSERTION

B3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	100	27.2	100	27.2
1	110	29.9	210	57.1
2	95	25.8	305	82.9
3	38	10.3	343	93.2
4	18	4.9	361	98.1
5	7	1.9	368	100.0

Table 4.84

PEER GROUP INFLUENCE

B4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	57	15.5	57	15.5
1	110	29.9	167	45.4
2	121	32.9	288	78.3
3	60	16.3	348	94.6
4	19	5.2	367	99.7
5	1	0.3	368	100.0

Table 4.85

IDENTITY DEVELOPMENT

B5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	8	2.2	8	2.2
1	83	22.6	91	24.7
2	99	26.9	190	51.6
3	98	26.6	288	78.3
4	66	17.9	354	96.2
5	14	3.8	368	100.0

Table 4.86

TIME AND SELF MANAGEMENT

C1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	137	37.2	137	37.2
1	124	33.7	261	70.9
2	75	20.4	336	91.3
3	25	6.8	361	98.1
4	5	1.4	366	99.5
5	2	0.5	368	100.0

Table 4.87

FINANCIAL MANAGEMENT

C2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	68	18.5	68	18.5
1	137	37.2	205	55.7
2	102	27.7	307	83.4
3	41	11.1	348	94.6
4	16	4.3	364	98.9
5	4	1.1	368	100.0

Table 4.88

HANDLING STRESS

C3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	27	7.3	27	7.3
1	67	18.2	94	25.5
2	112	30.4	206	56.0
3	107	29.1	313	85.1
4	43	11.7	356	96.7
5	12	3.3	368	100.0

Table 4.89

STUDY METHODS

C4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	8	2.2	8	2.2
1	36	9.8	44	12.0
2	106	28.8	150	40.8
3	167	45.4	317	86.1
4	46	12.5	363	98.6
5	5	1.4	368	100.0

Table 4.90

COMMUNICATION SKILLS

C5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	81	22.0	81	22.0
1	123	33.4	204	55.4
2	96	26.1	300	81.5
3	45	12.2	345	93.8
4	18	4.9	363	98.6
5	5	1.4	368	100.0

Table 4.91

SEX GUIDANCE

D1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	16	4.3	16	4.3
1	60	16.3	76	20.7
2	105	28.5	181	49.2
3	122	33.2	303	82.3
4	59	16.0	362	98.4
5	6	1.6	368	100.0

Table 4.92

ALCOHOL AND DRUG ABUSE

D2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	235	63.9	235	63.9
1	85	23.1	320	87.0
2	34	9.2	354	96.2
3	13	3.5	367	99.7
4	1	0.3	368	100.0

Table 4.93

EXERTION AND RECREATION

D3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	86	23.4	86	23.4
1	125	34.0	211	57.3
2	98	26.6	309	84.0
3	43	11.7	352	95.7
4	13	3.5	365	99.2
5	3	0.8	368	100.0



Table 4.94

HEALTHY LIFESTYLE

D4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	132	35.9	132	35.9
1	133	36.1	265	72.0
2	65	17.7	330	89.7
3	31	8.4	361	98.1
4	6	1.6	367	99.7
5	1	0.3	368	100.0

Table 4.95

ACCEPTANCE OF ONE'S OWN BODY

D5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	46	12.5	46	12.5
1	141	38.3	187	50.8
2	101	27.4	288	78.3
3	52	14.1	340	92.4
4	22	6.0	362	98.4
5	6	1.6	368	100.0

Table 4.96

ENTREPRENEURSHIP (INITIATIVE)

E1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	21	5.7	21	5.7
1	72	19.6	93	25.3
2	122	33.2	215	58.4
3	98	26.6	313	85.1
4	44	12.0	357	97.0
5	11	3.0	368	100.0

Table 4.97

PROBLEM SOLVING AND DECISION MAKING

E2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	11	3.0	11	3.0
1	85	23.1	96	26.1
2	139	37.8	235	63.9
3	104	28.3	339	92.1
4	25	6.8	364	98.9
5	4	1.1	368	100.0

Table 4.98

FINDING AND KEEPING WORK

E3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	13	3.5	13	3.5
1	41	11.1	54	14.7
2	105	28.5	159	43.2
3	101	27.4	260	70.7
4	81	22.0	341	92.7
5	27	7.3	368	100.0

Table 4.99

CAREER PLANNING AND DEVELOPMENT

E4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	8	2.2	8	2.2
1	58	15.8	66	17.9
2	113	30.7	179	48.6
3	83	22.6	262	71.2
4	66	17.9	328	89.1
5	40	10.9	368	100.0

Table 4.100
WORK VALUES

E5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	44	12.0	44	12.0
1	113	30.7	157	42.7
2	126	34.2	283	76.9
3	63	17.1	346	94.0
4	17	4.6	363	98.6
5	5	1.4	368	100.0

Table 4.101
RELIGIOUS ORIENTATION

F1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	38	10.3	38	10.3
1	79	21.5	117	31.8
2	132	35.9	249	67.7
3	83	22.6	332	90.2
4	33	9.0	365	99.2
5	3	0.8	368	100.0

Table 4.102
LIFE AND WORLD ORIENTATION

F2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	29	7.9	29	7.9
1	86	23.4	115	31.3
2	127	34.5	242	65.8
3	80	21.7	322	87.5
4	38	10.3	360	97.8
5	8	2.2	368	100.0

Table 4.103
POLITICAL ORIENTATION

F3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	20	5.4	20	5.4
1	78	21.2	98	26.6
2	133	36.1	231	62.8
3	97	26.4	328	89.1
4	36	9.8	364	98.9
5	4	1.1	368	100.0

Table 4.104
CULTURAL ORIENTATION

F4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	27	7.3	27	7.3
1	75	20.4	102	27.7
2	105	28.5	207	56.3
3	103	28.0	310	84.2
4	44	12.0	354	96.2
5	14	3.8	368	100.0

Table 4.105
FAMILY EDUCATION

F5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	64	17.4	64	17.4
1	126	34.2	190	51.6
2	111	30.2	301	81.8
3	53	14.4	354	96.2
4	12	3.3	366	99.5
5	2	0.5	368	100.0

The data below, that is Table 4.106 up to Table 4.111, reflect a summary of the previous thirty subfields in terms of the six fields of the said questionnaire.

Table 4.106

A: COMMUNITY AND SOCIAL DEVELOPMENT

TOTAL_A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	1.1	4	1.1
2	9	2.4	13	3.5
3	16	4.3	29	7.9
4	19	5.2	48	13.0
5	23	6.3	71	19.3
6	37	10.1	108	29.3
7	40	10.9	148	40.2
8	43	11.7	191	51.9
9	38	10.3	229	62.2
10	40	10.9	269	73.1
11	29	7.9	298	81.0
12	29	7.9	327	88.9
13	20	5.4	347	94.3
14	9	2.4	356	96.7
15	6	1.6	362	98.4
16	4	1.1	366	99.5
18	2	0.5	368	100.0

**Comments** from the above are, amongst other things, that 3.3%, that is 12 female students, from the sample group scored 15 or higher in this field. This indicates that they may possibly be experiencing problems in this field. Note should be taken here that 25 students did not indicate their sex during test-taking time and that this has had possible effects on the above data.

The implications thereof are that these students need help through which they could acquire and master life skills. Again, such help exists in the form of school guidance and multi-modal counselling service.

Table 4.107

B: DEVELOPMENT OF PERSON AND SELF

TOTAL_B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.3	1	0.3
1	7	1.9	8	2.2
2	10	2.7	18	4.9
3	18	4.9	36	9.8
4	30	8.2	66	17.9
5	24	6.5	90	24.5
6	44	12.0	134	36.4
7	33	9.0	167	45.4
8	34	9.2	201	54.6
9	39	10.6	240	65.2
10	36	9.8	276	75.0
11	33	9.0	309	84.0
12	25	6.8	334	90.8
13	9	2.4	343	93.2
14	7	1.9	350	95.1
15	7	1.9	357	97.0
16	4	1.1	361	98.1
17	3	0.8	364	98.9
18	2	0.5	366	99.5
19	2	0.5	368	100.0

Comments from the above are, amongst other things, that 4.9%, that is 18 female students, from the sample group scored 15 or higher in this field. This shows that they may possibly be experiencing problems in this matter.

The implications thereof are that they need help in order to acquire and master life skills. Again, such help can only be rendered through school guidance and multi-modal counselling service delivery system.

Table 4.108

C: SELF MANAGEMENT

TOTAL_C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.3	1	0.3
2	8	2.2	9	2.4
3	5	1.4	14	3.8
4	15	4.1	29	7.9
5	23	6.3	52	14.1
6	39	10.6	91	24.7
7	35	9.5	126	34.2
8	52	14.1	178	48.4
9	43	11.7	221	60.1
10	31	8.4	252	68.5
11	36	9.8	288	78.3
12	34	9.2	322	87.5
13	16	4.3	338	91.8
14	8	2.2	346	94.0
15	7	1.9	353	95.9
16	10	2.7	363	98.6
17	2	0.5	365	99.2
18	2	0.5	367	99.7
19	1	0.3	368	100.0

Comments from the above are, amongst other things, that 6%, that is 22 female students, from the sample group scored 15 or higher in this field. This shows that they may possibly be experiencing problems in this field.

The implications thereof are that they need help so that they should acquire and master life skills. Again, such help can only be adequately rendered by school guidance and multi-modal counselling service delivery system.

Table 4.109

D: PHYSICAL AND SEXUAL DEVELOPMENT

TOTAL_D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.3	1	0.3
1	8	2.2	9	2.4
2	13	3.5	22	6.0
3	19	5.2	41	11.1
4	29	7.9	70	19.0
5	41	11.1	111	30.2
6	54	14.7	165	44.8
7	40	10.9	205	55.7
8	51	13.9	256	69.6
9	37	10.1	293	79.6
10	25	6.8	318	86.4
11	23	6.3	341	92.7
12	9	2.4	350	95.1
13	9	2.4	359	97.6
14	6	1.6	365	99.2
15	1	0.3	366	99.5
16	1	0.3	367	99.7
17	1	0.3	368	100.0

Comments from the above data are, amongst other things, that 0.8%, that is 3 female students, from the sample group scored 15 or higher in this field. This shows that they may possibly be experiencing problems in this field. Furthermore, it is interesting and thought-provoking to observe that whilst this field yielded low percentages in terms of the students' skill need thereof, that is 2.2% for the sample group, 3.8% for the male and 0.8% for the female from the sample group respectively, sex guidance, one of its subfields, yielded 47.2%, which represents about 323 of the total 685 sample group students. This is the case even if the 25 sex-unspecified students are considered.

The implications from the above comments are that these students need the services of school guidance and multi-modal counselling to deal effectively with these problematic situations.



Table 4.110

## E: CAREER PLANNING AND DEVELOPMENT

TOTAL_E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.3	1	0.3
1	2	0.5	3	0.8
3	4	1.1	7	1.9
4	5	1.4	12	3.3
5	5	1.4	17	4.6
6	14	3.8	31	8.4
7	17	4.6	48	13.0
8	25	6.8	73	19.8
9	24	6.5	97	26.4
10	32	8.7	129	35.1
11	38	10.3	167	45.4
12	40	10.9	207	56.3
13	46	12.5	253	68.8
14	35	9.5	288	78.3
15	27	7.3	315	85.6
16	23	6.3	338	91.8
17	15	4.1	353	95.9
18	9	2.4	362	98.4
19	3	0.8	365	99.2
20	2	0.5	367	99.7
22	1	0.3	368	100.0

Comments from the above data are, amongst other things, that 21.7%, that is 80 female students, from the sample group scored 15 or higher in this field. This shows that they may possibly be experiencing problems in this field.

In turn, the implications thereof are that these students need to be alleviated from these troublesome problems. Again, it is only through effective rendering of school guidance and multi-modal counselling service delivery system that immediate and durable outcomes can be assured.

Table 4.111

F: LIFE ANF WORLD ORIENTATION

TOTAL_F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.3	1	0.3
1	2	0.5	3	0.8
2	5	1.4	8	2.2
3	7	1.9	15	4.1
4	9	2.4	24	6.5
5	14	3.8	38	10.3
6	23	6.3	61	16.6
7	25	6.8	86	23.4
8	30	8.2	116	31.5
9	39	10.6	155	42.1
10	38	10.3	193	52.4
11	39	10.6	232	63.0
12	41	11.1	273	74.2
13	41	11.1	314	85.3
14	13	3.5	327	88.9
15	18	4.9	345	93.8
16	10	2.7	355	96.5
17	9	2.4	364	98.9
18	3	0.8	367	99.7
19	1	0.3	368	100.0

Comments from the above data are, amongst other things, that 11.1%, that is 41 female students, from the sample group scored 15 or higher in this field. This shows that they may possibly be experiencing problems in this field.

In turn, the implications thereof are that they need to be helped to acquire and master these life skills. It is only within the context of effective school guidance and multi-modal counselling service delivery system that these students can be adequately helped to help themselves (Egan. 1986).

4.8.4 The mean distribution

The mean distribution in respect of the sample group, the sex and the sex-unspecified sections of the sample group provide further information for the said thirty subfields.

Table 4.112

MEAN DISTRIBUTION OF THE SAMPLE GROUP

Variable	Label	N	Mean
A1	MENTAL HEALTH	685	1.51
A2	COMMUNITY RESPONSIBILITY	685	1.57
A3	HUMAN RIGHTS	685	1.81
A4	ROAD SAFETY	685	1.59
A5	TECHNOLOGICAL DEVELOPMENT	685	2.28
B1	LEADERSHIP	685	1.46
B2	LITERACY / EDUCATION	685	1.14
B3	SELF-CONCEPT / SELF-ASSERTION	685	1.36
B4	PEER GROUP INFLUENCE	685	1.67
B5	IDENTITY DEVELOPMENT	685	2.36
C1	TIME AND SELF-MANAGEMENT	685	1.15
C2	FINANCIAL MANAGEMENT	685	1.51
C3	HANDLING STRESS	685	2.34
C4	STUDY METHODS	685	2.64
C5	COMMUNICATION SKILLS	685	1.43
D1	SEX GUIDANCE	685	2.38
D2	ALCOHOL AND DRUG ABUSE	685	0.84
D3	EXERTION AND RECREATION	685	1.45
D4	HEALTHY LIFESTYLE	685	1.14
D5	ACCEPTANCE OF ONE'S OWN BODY	685	1.73
E1	ENTREPRENEURSHIP (INITIATIVE)	685	2.30
E2	PROBLEM SOLVING & DECISION MAKI	685	2.14
E3	FINDING AND KEEPING WORK	685	2.76
E4	CAREER PLANNING & DEVELOPMENT	685	2.77
E5	WORK VALUES	685	1.86
F1	RELIGIOUS ORIENTATION	685	2.08
F2	LIFE AND WORLD ORIENTATION	685	2.03
F3	POLITICAL ORIENTATION	685	2.13
F4	CULTURAL ORIENTATION	685	2.29
F5	FAMILY EDUCATION	685	1.55
TOTAL_A	A: COMMUNITY AND SOCIAL DEVELOPMENT	685	8.74
TOTAL_B	B: DEVELOPMENT OF PERSON & SELF	685	8.00
TOTAL_C	C: SELF MANAGEMENT	685	9.08
TOTAL_D	D: PHYSICAL & SEXUAL DEVELOPMENT	685	7.53
TOTAL_E	E: CAREER PLANNING	685	11.8
TOTAL_F	F: LIFE AND WORLD ORIENTATION	685	10.0

Table 4.113

MEAN DISTRIBUTIONS OF THE SEX-UNSPECIFIED SECTION OF THE SAMPLE GROUP

Variable	Label	N	Mean
A1	MENTAL HEALTH	25	1.44
A2	COMMUNITY RESPONSIBILITY	25	1.80
A3	HUMAN RIGHTS	25	1.40
A4	ROAD SAFETY	25	1.72
A5	TECHNOLOGICAL DEVELOPMENT	25	2.24
B1	LEADERSHIP	25	1.40
B2	LITERACY / EDUCATION	25	1.48
B3	SELF-CONCEPT / SELF-ASSERTION	25	1.24
B4	PEER GROUP INFLUENCE	25	1.68
B5	IDENTITY DEVELOPMENT	25	2.16
C1	TIME AND SELF-MANAGEMENT	25	1.32
C2	FINANCIAL MANAGEMENT	25	1.44
C3	HANDLING STRESS	25	2.12
C4	STUDY METHODS	25	2.80
C5	COMMUNICATION SKILLS	25	1.68
D1	SEX GUIDANCE	25	2.48
D2	ALCOHOL AND DRUG ABUSE	25	1.04
D3	EXERTION AND RECREATION	25	1.52
D4	HEALTHY LIFESTYLE	25	1.08
D5	ACCEPTANCE OF ONE'S OWN BODY	25	1.64
E1	ENTREPRENEURSHIP (INITIATIVE)	25	2.20
E2	PROBLEM SOLVING & DECISION MAKING	25	2.20
E3	FINDING AND KEEPING WORK	25	2.72
E4	CAREER PLANNING & DEVELOPMENT	25	2.48
E5	WORK VALUES	25	2.00
F1	RELIGIOUS ORIENTATION	25	1.88
F2	LIFE AND WORLD ORIENTATION	25	2.08
F3	POLITICAL ORIENTATION	25	1.72
F4	CULTURAL ORIENTATION	25	1.92
F5	FAMILY EDUCATION	25	1.92
TOTAL_A	A: COMMUNITY AND SOCIAL DEVELOPMENT	25	8.60
TOTAL_B	B: DEVELOPMENT OF PERSON & SELF	25	7.96
TOTAL_C	C: SELF MANAGEMENT	25	9.36
TOTAL_D	D: PHYSICAL & SEXUAL DEVELOPMENT	25	7.76
TOTAL_E	E: CAREER PLANNING	25	11.60
TOTAL_F	F: LIFE AND WORLD ORIENTATION	25	9.52

Table 4.114

MEAN DISTRIBUTION OF THE MALE STUDENTS FROM THE SAMPLE GROUP

Variable	Label	N	Mean
A1	MENTAL HEALTH	292	1.56
A2	COMMUNITY RESPONSIBILITY	292	1.73
A3	HUMAN RIGHTS	292	1.84
A4	ROAD SAFETY	292	1.82
A5	TECHNOLOGICAL DEVELOPMENT	292	2.24
B1	LEADERSHIP	292	1.50
B2	LITERACY / EDUCATION	292	1.18
B3	SELF-CONCEPT / SELF-ASSERTION	292	1.31
B4	PEER GROUP INFLUENCE	292	1.67
B5	IDENTITY DEVELOPMENT	292	2.25
C1	TIME AND SELF-MANAGEMENT	292	1.30
C2	FINANCIAL MANAGEMENT	292	1.54
C3	HANDLING STRESS	292	2.42
C4	STUDY METHODS	292	2.67
C5	COMMUNICATION SKILLS	292	1.35
D1	SEX GUIDANCE	292	2.28
D2	ALCOHOL AND DRUG ABUSE	292	1.20
D3	EXERTION AND RECREATION	292	1.50
D4	HEALTHY LIFESTYLE	292	1.26
D5	ACCEPTANCE OF ONE'S OWN BODY	292	1.80
E1	ENTREPRENEURSHIP (INITIATIVE)	292	2.34
E2	PROBLEM SOLVING & DECISION MAKING	292	2.11
E3	FINDING AND KEEPING WORK	292	2.78
E4	CAREER PLANNING & DEVELOPMENT	292	2.87
E5	WORK VALUES	292	1.97
F1	RELIGIOUS ORIENTATION	292	2.20
F2	LIFE AND WORLD ORIENTATION	292	1.95
F3	POLITICAL ORIENTATION	292	2.11
F4	CULTURAL ORIENTATION	292	2.32
F5	FAMILY EDUCATION	292	1.54
TOTAL_A	A: COMMUNITY AND SOCIAL DEVELOPMENT	292	9.19
TOTAL_B	B: DEVELOPMENT OF PERSON & SELF	292	7.91
TOTAL_C	C: SELF MANAGEMENT	292	9.27
TOTAL_D	D: PHYSICAL & SEXUAL DEVELOPMENT	292	8.04
TOTAL_E	E: CAREER PLANNING	292	12.07
TOTAL_F	F: LIFE AND WORLD ORIENTATION	292	10.12

Table 4.115

**MEAN DISTRIBUTION OF THE FEMALE STUDENTS FROM THE SAMPLE GROUP**

Variable	Label	N	Mean
A1	MENTAL HEALTH	368	1.47
A2	COMMUNITY RESPONSIBILITY	368	1.42
A3	HUMAN RIGHTS	368	1.81
A4	ROAD SAFETY	368	1.39
A5	TECHNOLOGICAL DEVELOPMENT	368	2.31
B1	LEADERSHIP	368	1.43
B2	LITERACY / EDUCATION	368	1.10
B3	SELF-CONCEPT / SELF-ASSERTION	368	1.42
B4	PEER GROUP INFLUENCE	368	1.67
B5	IDENTITY DEVELOPMENT	368	2.47
C1	TIME AND SELF-MANAGEMENT	368	1.03
C2	FINANCIAL MANAGEMENT	368	1.49
C3	HANDLING STRESS	368	2.29
C4	STUDY METHODS	368	2.60
C5	COMMUNICATION SKILLS	368	1.49
D1	SEX GUIDANCE	368	2.45
D2	ALCOHOL AND DRUG ABUSE	368	0.53
D3	EXERTION AND RECREATION	368	1.40
D4	HEALTHY LIFESTYLE	368	1.05
D5	ACCEPTANCE OF ONE'S OWN BODY	368	1.68
E1	ENTREPRENEURSHIP (INITIATIVE)	368	2.29
E2	PROBLEM SOLVING & DECISION MAKING	368	2.16
E3	FINDING AND KEEPING WORK	368	2.75
E4	CAREER PLANNING & DEVELOPMENT	368	2.71
E5	WORK VALUES	368	1.76
F1	RELIGIOUS ORIENTATION	368	2.01
F2	LIFE AND WORLD ORIENTATION	368	2.10
F3	POLITICAL ORIENTATION	368	2.17
F4	CULTURAL ORIENTATION	368	2.28
F5	FAMILY EDUCATION	368	1.54
TOTAL_A	A: COMMUNITY AND SOCIAL DEVELOPMENT	368	8.40
TOTAL_B	B: DEVELOPMENT OF PERSON & SELF	368	8.07
TOTAL_C	C: SELF MANAGEMENT	368	8.90
TOTAL_D	D: PHYSICAL & SEXUAL DEVELOPMENT	368	7.11
TOTAL_E	E: CAREER PLANNING	368	11.67
TOTAL_F	F: LIFE AND WORLD ORIENTATION	368	10.10

4.8.5 Percentage and rank order of the sample group's life skills needs

Table 4.116

PERCENTAGE AND RANK ORDER OF 685 SAMPLE GROUP'S LIFE SKILLS NEEDS

SUB-FIELD	SKILL	PERCENT	RANK
C4	Study methods	59.7	1
E3	Finding and keeping work	59.3	2
E4	Career planning & development	54.5	3
D1	Sex guidance	47.2	4
C3	Handling stress	45.1	5
B5	Identity development	43.8	6
F4	Cultural orientation	43.1	7
E1	Entrepreneurship (initiative)	42.0	8
A5	Technological development	38.1	9
F3	Political orientation	35.5	10
F1	Religious orientation	35.2	11
E2	Problem solving & decision making	34.6	12
F2	Life and world orientation	33.9	13
A3	Human rights	27.3	14
E5	Work values	27.2	15
D5	Acceptance of one's own body	25.3	16
B4	Peer group influence	22.2	17
A4	Road safety	21.6	18
A2	Community responsibility	20.4	19
B1	Leadership	19.6	20
F5	Family education	18.1	21
C5	Communication skills	18.0	22
A1	Mental health	17.8	23
B3	Self-concept / self-assertion	17.5	24
D3	Exertion and recreation	17.2	25
C2	Financial management	17.1	26
C1	Time and self-management	12.6	27
D4	Healthy lifestyle	12.4	28
B2	Literacy / education	10.8	29
D2	Alcohol and drug abuse	9.2	30

From Table 4.116 on page 180 it can, amongst other things, be observed that:

- \* the thirty subfields are in rank orders,
- \* the skill on which most students need guidance is study methods [59.7%], and
- \* the skill on which few students need guidance is alcohol and drug abuse [9.2%].

From an analytical, critical and pragmatic standpoint, the findings on page 180 are the result of some of the following mutually-inexclusive factors:

- \* inefficient and ineffective ways of guiding these students,
- \* lack of research-based school guidance offered to these students,
- \* lack of sufficient and necessary positive learning environments within which students need to grow up, develop and function,
- \* large teacher-student ratios that hamper intimacy between teachers and students,
- \* the South African education system's much emphasis on subject examination results at the expense of effective teaching and learning of life competencies and skills,
- \* too much discrepancies between skills taught and learned at schools and those expected of these learners within the world of work, and
- \* lack of suitably proper resources - be they physical and otherwise - to facilitate and enhance effective teaching and learning.



#### 4.9 SUMMARY

To sum up everything so far, the following four points merit serious attention:

In the first place, it can categorically be stated here that the necessity of life competencies and skills for the South African secondary school students was not erroneously postulated. In other words, the results of the questionnaire administered reveal the necessity, essentiality and desirability of these life competencies and skills for the normal everyday effective functioning and living of these students. Failure to learn, to acquire and to utilize these life competencies and skills will inevitably hamper their growth, development and personality.

In the second place, and closely related to the above-stated is the fact that the learning and acquisition of these life competencies and skills cannot occur in a vacuum. That is, proper and positive learning environments remain of significant importance not only for these life competencies and skills in particular, but also for all effective educative teaching and learning in general.

In the third place, full-time employment of professionally qualified guidance teachers at most high schools in this region in general and the active involvement and contributions of the five high school guidance teachers in particular attest to the value, role and function of a school-based guidance. Without their co-operation and expertise, this study's progress could have been greatly hampered.

In the fourth and final place, the fact that there is a mutual implication between life competencies and skills on the one hand and multi-modal counselling skills on the other hand has been undoubtedly shown. That is, the acquisition and learning of life competencies and skills cannot be construed outside of the context of the teaching and learning of multi-modal counselling skills and vice versa.

In chapter five, attention will be given to an in-depth idiographic research. It is hoped that no more than ten students will be involved to further advance, amongst others things, the practical evidence of the third and fourth postulates stated previously on pages 108 and 110 respectively.