SCHOOL GUIDANCE AND MULTI-MODAL COUNSELLING FOR
SECONDARY SCHOOL STUDENTS

by

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SWORN DECLARATION

I, the undersigned, hereby make an oath that :

    a) I was born on 13 January 1949

    b) all along I have been using the names <u>RALESENYA DANIEL MOLEFE</u>

    c) My ID No. is 490113 0 100 845,

    d) my other name OLEBOGENG be henceforth added, and

    e) RALESENYA DANIEL <u>MOLEFE</u> and OLEBOGENG RALESENYA DANIEL <u>MOLEFE</u> refer to one and the same person.

Signed ....*Mmabatho Police Station*.... this day <u>02</u> of the month June 1994 at Mmabatho.

(i)

I wish to sincerely extend my heart-felt thanks and gratitude to, and humble appreciation for, the following for their individual and/or collective contribution, inspiration and encouragement that facilitated the completion of this thesis:

*******The 1994 Guidance teachers, staff and standard ten students attached to the five high schools, namely Ratshepo, J.M. Ntsime, Kgabutle, Letsatsing and Barolong in the now North-West province. Without their co-operation and assistance, the success of this study as a whole would have been greatly grounded.

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****

(iii)

DEDICATION

To the world's most celebrated prisoner-cum-first THE Magnificent The Honourable The State President of South Africa, **Ntate Madiba**, Doctor N.R. Mandela.

I am not unconscious of my physical incapacitation that is usually unassociated with my conscious mind. I am not the smartest of the smart; yet, I often marvel at the highest level of the academic point to which my feet were elevated by <u>THE INVISIBLE HAND</u>.

OLEBOGENG R.D. MOLEFE

SCHOOL GUIDANCE AND MULTI-MODAL COUNSELLING FOR SECONDARY SCHOOL STUDENTS

INDEX

CHAPTER 1

INTRODUCTION TO THE RESEARCH PROJECT

CHAPTER 2

LITERATURE REVIEW

CHAPTER 3

THE INTERCONNECTEDNESS BETWEEN AND AMONG MULTI-MODAL COUNSELLING AND LIFE SKILLS FOR THE OPTIMAL REALIZATION OF THE SOUTH AFRICAN SECONDARY SCHOOL STUDENTS' CAPACITIES

CHAPTER 4

THE EMPIRICAL RESEARCH : THE NOMOTHETIC
RESEARCH

CHAPTER 5

THE IDIOGRAPHIC RESEARCH : MULTI-MODAL COUNSELLING
CASES OF TEN COUNSELLEES SELECTED FROM THE
NOMOTHETIC RESEARCH FINDINGS

CHAPTER 6

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

(xv)

CHAPTER   7

SUMMARY AND RECOMMENDATIONS

(xvi)

(xvii)

LIST OF TABLES

(xviii)

(xxii)

SCHOOL GUIDANCE AND MULTI-MODAL COUNSELLING FOR SECONDARY SCHOOL STUDENTS

CHAPTER 1

INTRODUCTION TO THE RESEARCH PROJECT

1.1   INTRODUCTORY ORIENTATION

A careful view at local, national and international world civilizations reveals strikingly that considerable efforts, money and time have been, are being and will be commendably spent by theorists and/or practitioners of guidance and counselling to promote what they stand for and believe in. Consequent upon their attempts, sources of information have been organised to represent not only the particulars that have been experienced (Vriend, 1985), but also the experiences that have been particularized. Briefly stated, various convergent or divergent perspectives and views on guidance and counselling are suggestive of the difficulties, problems, controversies, preventive and curative measures surrounding human life and living. The perennial question here is about which theory or perspective can best be used by parents, teachers, guidance teachers and others to communicate their care, consideration and respect for their (school) children to these children (Keat, 1980). Equally important is the question about what guidance teachers and others in similar positions can do to strengthen positive feeling, responses, behaviour, actions, thinking, relationship-building, etc. in their [school]

children which will, in turn, bolster their lives meaningfully as worthy members of their community (Nelson-Jones, 1988).

At a local level, it can be observed and stated that very few South African secondary schools had up to date been formally provided with guidance and counselling services. Yet, the majority of the South African secondary schools under the control of many different education departments have had no option in this respect but to respect whatever guidance nominal guidance teachers could give whenever they found time to do so. In fact, it was not until 1987 that one of the nineteen education departments gradually introduced full-time guidance teachers' posts at high school level - a move that became fully completed at this level in 1992 notwithstanding sporadic vacancies due to lack of suitably qualified and interested guidance teachers to take up such posts.

It is, therefore, not surprising to note that various local communities are vociferous about regional autonomy in education in South African schools (Wednesday 27 January 1993 THE CITIZEN). According to the Education Renewal Strategy report (1992) such an arrangement will promote, facilitate and expedite the realization of specific communities' particular needs while at the same time it will promote and enhance national unity. At a national level, according to the statement by the Minister of Education, the evolvement of a single, non-racial, non-sexist, democratic education department to

replace nineteen ethinically-based and discriminatory education departments in South Africa (Education Policy ANC Discussion Paper, 1992; Education Renewal Strategy, 1992; The Star Wednesday January 27 1993; Wednesday January 27 1993 SOWETAN and Wednesday 27 January 1993 THE CITIZEN) has the potential - once it is in place - to unite and harmonize national interest in general. In particular, it has the potential to impact guidance and counselling delivery system more effectively than ever before. In brief, this would help secondary school students in particular and all school children in general to realize that "life at its best is a creative synthesis of opposites in fruitful harmony" (King, Jr., 1963 : 9). It will also motivate them to search for and to learn life skills that are necessary prerequisites for their lives to be worthy of being lived fruitfully. Stated differently, guidance and counselling service is about the only viable and alternative expedient through which not only life skills teaching can be effected efficiently, but also through which South African secondary school students can assert themselves within the international arena.

As suggested above, internationally the South African education system in general and the guidance and counselling service in particular form the bedrock from which the country as a whole can gain international standards of competitiveness. A brief exposition from Aiken (1988 : 408) confirms

the author's view: "Many nation-wide testing programs were inaugurated or expanded as a result of the National Defence Education Act of 1958. This act, passed during the period immediately following the launching of the first Sputnik by the Soviet Union, provided federal funds for approximately one-third of the testing conducted in the U.S. public schools during the 1960s. Much of that testing was concerned with identifying high-ability students who could help the United States catch up with and surpass the Soviets on several fronts". To sum this up, the American dream came to fruition about three years ago. It is up to South Africa to decide if or not she wants to take her rightful place in the world among other nations of the world as an equal, if not a better, member.

The choice, therefore, implies careful consideration of an introduction of an efficient, effective and caring guidance and counselling service at national level, in the first place. In the second place, such a service must be considerably cared for. Thirdly, a specific group from the entire population must be targeted for life skills teaching purposes.

1.2   STATING OF THE PROBLEM

1.2.1   Introduction

The need for each person to actualize himself has been endorsed by researchers such as Vrey (1979), Rogers (1961), Burns (1982) and Maslow (1950; 1971).

Maslow's observation in this matter merits very careful attention: "To make the growth choice instead of fear choice a dozen times a day is to move a dozen times a day towards self-actualization" (1971 : 47). However, for the person and/or the student to actualize himself, it is necessary, desirable and inevitable to establish and promote positive learning environments for the concerned person and/or student and to find out what works best, for whom and under which particular circumstances (Lazarus, 1985). These conditions delineate prior careful consideration of the efficiency, effectiveness and care of the specific service before rendering it.

In the light of the above-mentioned information, the questions arise: Which helping skills would facilitate the execution of an efficient, effective and caring service to South African secondary school students-in-need of life-sustaining life skills? Which life-sustaining life skills are necessary and sufficient conditions for South African secondary school students-in-need of guidance and counselling service to live more efficiently, effectively and caringly than ever before? Which of these students would respond to which type of service to boost their acquisition of which skills?

1.2.2 Stating of the hypothesis

The following postulates will hopefully help to guide this study in its attempt to search for acceptable and workable solutions and resolutions to the problems raised above:

* through guidance that is offered within
  the school set-up, students can be helped
  from experiencing unnecessary problems
  that may trouble them in their daily lives.

* through multi-modal counselling that is
  offered within the school set-up, students
  can be helped to manage their problems more
  effectively than ever before.

* both multi-modal counselling and life skills
  overlap with one another as they are also
  teachable and learnable.

* both multi-modal counselling and life skills
  are about the only skills capable of
  accommodating and satisfying the needs,
  aspirations and wishes of a large body of
  South African secondary school students.

* South African secondary school students who
  have been helped multi-modally to acquire
  life skills are more likely to live and
  function effectively than ever before.

* guidance teachers, school counsellors,
  teachers and other interested parties'
  thorough knowledge of, and clear insight
  into, both multi-modal counselling and life
  skills is of pivotal importance to these
  students' motivation and encouragement to
  acquire and utilize these skills
  effectively.

With the previous postulates in mind, the purpose of this study is given further attention for express purposes of clarifying the perspective.

1.3   AIM OF STUDY

Against the background of the preceding exposition, the purpose for undertaking this study is:

* to lay a solid foundation for the understanding of important concepts upon which further understanding and appreciation of the study as a whole is based.

* to show that guidance and counselling service has potential to prevent students from experiencing unnecessary problems in their daily lives.

* to show the impact that both multi-modal counselling and life skills can have on students' better management of their lives than ever before.

* to show the relationship between multi-modal counselling and life skills in terms of teaching these skills to the students as they learn.

* to show that helping students to acquire life skills multi-modally can lead to the leading of their lives more effectively than ever before.

    * to demonstrate the significance of
      guidance teachers, school counsellors,
      teachers and other interested parties'
      knowledge and understanding of both
      multi-modal counselling and life skills
      for the ultimate motivation and
      encouragement of the students' acquisition
      of these skills.

At this stage, attention will be given to ways and means of attaining the above-mentioned aims.

1.4 METHOD OF RESEARCH

Both the nomothetic and the idiographic methods as well as the literature and the phenomenological approaches will be employed as follows for purposes of attaining the above-stated aims:

1.4.1 Literature study

In the first place, a detailed and thorough study of the available and relevant literature on, and pertinent researches into, the theme will be disclosed. Careful attention will be given to the concepts of school guidance, multi-modal counselling, life skills, teaching, and South African secondary school students. The purpose for this is to clarify any ambiquities that may arise in the reader's mind. This will, in turn, facilitate meaningful reading of this study.

1.4.2   The phenomenological approach

In the second place, the essences of phenomena such as school guidance, multi-modal counselling, teaching, etc. will be fathomed through this method to establish and re-affirm their existence out there (Smit, 1981; Kilian and Viljoen, 1974; Sonnekus, 1977).

1.4.3.   Empirical research

In the third place, the empirical research will be put to use in this study. This research is sub-divided into:

1.4.3.1. A nomothetic research

In the nomothetic section of the research, a systematically-selected sample of secondary school students from the South African secondary school students' population will be given 150 life skills teaching questionnaire items. The results of the questionnaire will hopefully shed more light not only on the students' needs such as "effective living, psychological health or high-level functioning" (Nelson-Jones, 1988:229), but also on the school guidance and multi-modal counselling service as being about the only viable and alternative expedient through which such needs can be adequately attained (Keat, 1980; Lazarus, 1985).

1.4.3.2. An idiographic research

In the idiographic section of the research, ten South African secondary school students - five male and the other female - will be randomly selected from the results of the nomothetic research explained above. An in-depth investigation, which will be explained fully in chapter five, will be applied on the ten subjects.

1.5. PROGRAMME OF RESEARCH

Chapter one serves as an introductory orientation and states the problem of research, aim of study, method of research and plan of study.

In chapter two, available and pertinent literature will be reviewed for purposes of explaining important concepts on which understanding of this study centres.

The interconnectedness between multi-modal counselling and life skills will be given in chapter three to emphasize the necessity and desirability of their mutual realization for the benefit of students' more effective choosing, functioning and living.

Chapter four gives feedback on the nomothetic section of the research to stress the accommodative potential impact of both multi-modal counselling and life skills on the possible attainment of South African secondary school students' needs, aspirations and wishes.

Chapter five describes the idiographic section of the research with special reference to the in-depth investigation results of the ten subjects.

Chapter six outlines a life skills programmatic curriculum through which students' needs can be met for purposes of facilitating their effective functioning and living.

In chapter seven the summary of the first six chapers, recommendations, conclusions, etc. will be given for purposes of both study completion and implementation by interested education bodies.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

Confusion and uncertainty usually exist in instances where people in general and school children in particular are requested and/or expected to respond to ambiguous messages, instructions, directives, situations, etc. which are given by those in positions of power, influence and authority. In instances where the power, influence and authority of a particular person's position is under constant checks and balances, confusion and uncertainty usually cease to exist in school children's minds. Their misguided feelings often give way to guided feelings. Their unwarranted reasoning normally paves the way for their rational thinking, acting and behaving which, in turn, may reinforce their feeling good about themselves and others.

In the light of the foregoing background, a carefully-detailed explanation, discussion and/or definition will be given below in respect of each of the important concepts used in this study. This is done with the view towards obviating, preventing and minimally reducing any confusion, ambiguity and uncertainty that may arise from the reader's mind in the first place. In the second place, this is done for purposes of facilitating and enhancing the reader's meaningful reading and clear understanding of this study.

The following concepts merit serious, albeit careful, attention, for the sake of clarity: school guidance, counselling, multi-modal counselling, life skills, teaching and South African secondary school students.

2.2 SCHOOL GUIDANCE

The concept, school guidance, can be best understood within the broad meaning of guidance from which it originated. Guidance, in turn, "has been defined in so many ways that it appears to mean many things to many people" (Chuenyane, 1990 : 6). Notwithstanding such diverse meanings of guidance, it is necessary, desirable and inevitable to derive a single, convergent conception thereof for the sake of clarity.

2.2.1 The meaning of school guidance

Makinde (1984 : 4) contends that at face-value the meaning of guidance "derives from its root word guide", which means direct, pilot, manage, steer, aid, assist, lead, inform, interact".

In general terms, according to Chuenyane (1990 : 6), "guidance encompasses such divergent meanings as directing, advising, persuading, talking, interviewing, analysing, disciplining, counselling, discussing, teaching, or therapy." All of these are attempts, according to the researcher, to arrive at the ultimate convergent goal of helping someone who is in need of such an explicitly-implied help.

According to Jones and Hand (1938 : 3) guidance "is peculiarly concerned with helping individuals discover their needs, assess their potentials, develop their life purposes, and to proceed to their realization." Jones (1951 : 3) furthermore concedes that "Guidance is founded upon the principle of the conservation of human life and human energy; it is based upon the fact of human need."

In 1981 the Human Sciences Research Council's Guidance work committee (quoted in Lindhard and Oosthuizen, 1985: 19) offered the following definition: "Guidance is a practice, a process which brings the pupils into contact with the real world in such a way that they acquire life-skills and techniques which allow them to direct themselves competently (i.e. become self-actualizing) within the educational, personal and social spheres and the world of work in order to progress and survive effectively." The researcher wishes to stress that guidance also has the potential to bring the real world, that is educationally, personally, socially and vocationally, into contact with the pupils with the view towards facilitating and enhancing their acquisition of life skills especially through multi-modal counselling approach.

Lindhard, Dlamini and Barnard (1987 : 1) maintain that "Guidance is an activity in which the teacher brings pupils or students into contact with the world as it really is and helps them to make choices wisely in the day-to-day lives." Note should be taken here that not all teachers have the ability, expertise and time to do what Lindhard et al expect of them. This is work that needs conscientious, confident and competent guidance specialists.

Aubrey (quoted in Chuenyane, 1990 : 7) analytically views guidance as "a comprehensive system of functions, services, and programs in the schools designed to affect the personal development and psychological competencies of students. As an educational concept, guidance is the sum total of those planned experiences for the students designed to achieve such developmental or educational outcomes. As an educational service, guidance, like teaching, consists of a number of functions and operations to be utilized by students in attaining developmental and educational outcomes."

Glanz (1965 : 5) defines guidance "as the process of helping individuals to solve problems and to be free and responsible members of a world community within which they live."

A similar view is expressed explicitly by Mortensen and Schmuller (1976 : 3) that guidance is "that part of the educational program that helps provide, as needed, the opportunities and specialized staff services so that all students can develop to the fullest of their particular abilities and capacities in terms of the democratic concept."

Shertzer and Stone noted the following dysfunctions implicit in the usage of the term guidance: "As a concept, guidance denotes a point of view about helping an individual; as an educational construct, it refers to the provision of experiences that help pupils to understand themselves; and as a program, it refers to procedures and processes organized to achieve certain educational and personal goals" (1981 : 40).

At this stage, it is necessary, desirable and inevitable to consider Napier's warning (quoted in Chuenyane, 1990 : 10) in terms of guidance provision within the South African context: "a society which fails to nurture the capacities and talents of its youth fails in its obligation to them and to itself."

Now, through use of the phenomenological approach, substantial attention will be given to some of the substantive elements as they manifested themselves in the previous definitions of, and views on, the concept, school guidance (Landman and Roos, 1973).

2.2.2 The essential elements of school guidance

Some of the essential elements that stand out there, waiting only to be revealed (Smit, 1981) include the following:

* guidance is always a tripartite word consisting of the helper, helpee and help; and each of these three components has its own special nature, relationship, structure, activity and aim (Landman et al, 1973).

* guidance is a purposeful, need-oriented, child-centred and goal-directed activity.

* guidance is both as (Sonnekus, 1977) teachable and learnable as both teaching and learning imply each other.

* guidance has more preventive than curative potential provided it is applied effectively and caringly by an efficient, competent provider.

* guidance provision presupposes the
  existence and acknowledgement of the
  democratic principles of freedom of
  thought, choice and responsibility.

* guidance is one of the international
  phenomena whose being-ness is
  internationally debatable
  (Herr and Cramer, 1988).

To this stage, the meaning of guidance has been
given in terms of its broad application in daily
human life generally and within the school
environment specifically. Yet, the issue concerning
the origin of school guidance, the researcher
argues, needs further attention which will, in turn,
help clarify where, why and how guidance emerged.

2.2.3   The origin of school guidance in the
         United States of America

School guidance is the brainchild of Guidance
Progressive and Reform Movement which was conceived
by primarily reformers and social workers during an
era of social turmoil, strife and dislocation in the
United States of America from 1898 to 1910 (Aubrey,
1977; Miller, 1961; Chuenyane, 1990). Stated
differently, as a result of lack of a placid

transition from self-sufficient and agrarian society to a nation dependent on industry and mass production of goods, American social reformers emerged in an attempt to merge the two apparently-irreconcilable historical trends. A few examples are given below to clarify this matter further:

As early as 1895, a systematic vocational guidance program was developed at the California School of Mechanical Arts in San Francisco (Aubrey, 1977).

In 1898 Davis, who was troubled by the vocational and social problems of his students during his English periods, created a weekly guidance curriculum lesson through which his students' vocational, social and moral needs were addressed (Aubrey, 1977).

Parsons, often called the Father of Guidance, began his work with out-of-school young people as a social worker and gradually laid the foundation for vocational guidance to become a part of the public school system in every community (Aubrey, 1977).

Finally in this regard, the United States government supported the guidance movement to the extent that Springthal's apt comment (quoted in Chuenyane, 1990 :21) is note-worthy: "Resulting from the spasms of anxiety induced by Sputnik, the critical shortages of engineers, plus the need for trained personnel in general, the country at every level suddenly embraced guidance as the solution to all our national problems."

The spread of guidance from America to other countries, especially Europe, is outside the purview of this study. It is sufficient to give attention to the origin of guidance within the South African context in an attempt to clarify the meaning of this concept.

2.2.4   The origin of school guidance in South Africa

Various researchers give more divergent than convergent views about, and reasons for, the origin of guidance in South Africa. An attempt at a logical presentation of such views and reasons follows below.

The economic depression of the 1930s saw the rise of the National Institute of Career Guidance for white people in South Africa. According to Dovey (1983), this was in response to the large number of poor white and black people that drifted into urban areas in search of employment.

According to Prins and Roux (quoted in Shertzer et al, 1981), the present guidance service offered by teacher-psychologists in schools for white students owes its origin and existence to the 1930 National Institute of Career Guidance on the one hand.

On the other hand, Cloete and LeRoux (quoted in Shertzer et al, 1981 : 501) maintained in 1979 that "Guidance in the Black schools has only been introduced during the last decade by the Department of Education and Training, which is responsible for the education of Blacks living outside the semi-independent homelands or states. In many of these states no organized guidance services have as yet been introduced."

According to Msimeki (quoted in Chuenyane, 1990 : 26-27) "the establishment of the first Psychological Services by the Department of Bantu Education" can be traced to 1960.

Dovey (1983 : 459 - 461) commented about the school inspectors and the services they have been rendering since the 1960s as follows: "Their work consists mainly in maintaining a superficial testing service. These tests constitute a form of social bookkeeping, used for statistical and research purposes rather than for guidance and aimed at guiding vocational decisions according to the manpower needs of the country".

The previous description of the origin of guidance and its provision in South Africa prompted a serious, albeit lamentable, contemplation by Walters (1976 : 35) that "an integrated service for all groups is not yet foreseen." Added to this is the fact that both Ndaba (quoted in Chuenyane, 1990 : 27) and, Cloete and LeRoux (quoted in Shertzer et al, 1981) concluded respectively that "there were no guidance services in African schools" and that their 1978 first-year university black students had received little or no official guidance before entering university.

Finally note should be taken that though the impact of guidance, including that of counselling delivery system, by externally-based organizations such as Career Research Information Centre, Rural Education Trust and Careers 2000 to black pupils in particular and others in general is acknowledged and appreciated, it does not, however, fall within the purview of this study.

To this end, the meaning of school guidance has been given not only in terms of various definitions and

views expressed by many writers, but also in terms of its historical, albeit briefly-stated, origin, development, role and function.

Now, meticulous attention will be given to the concept of counselling within which the concept of multi-modal counselling will be better understood than otherwise.

2.3   COUNSELLING

A full, clear and unequivocal consideration of the   meaning of counselling will be meaningless unless it encompasses the context within which counselling originated and developed.

2.3.1   The meaning of counselling

The following definitions of, and views on, counselling are presented with hopes that their understanding will form the necessary foundation for gaining further clarity on, and thorough insight into, the meaning of multi-modal counselling which will be explained later than now.

According to Gustard's 1957 definition (quoted in Brammer and Shostrom (1977 : 8) "Counseling is a learning-oriented process, carried on in a simple, one-to-one social environment, in which a counselor, professionally competent in relevant psychological

skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel program, to learn more about himself, to learn how to put such under-standing into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of his society."

Muro and Dinkmeyer (1977 : 17) define "... counseling as an interaction between an adult and a child or group of children wherein the conditions that exist between them could be characterised by mutual concern, respect, warmth, and caring. It is a process designed to produce growth. Such growth may be in the direction of greater self-acceptance or greater self-worth, or it may involve a change in the child's perceptions, behaviors, attitudes, and convictions ... ."

Eisenberg and Delaney (1977 : 13) maintain that "Counseling is a human transaction process to help individuals achieve goals" such as self-understanding, important personal decision-making, acquisition of information about present and possible future environments, development of effective solutions to personal and interpersonal problems.

According to Shertzer et al, (1981 : 168) "Counseling denotes a professional relationship between a trained counselor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of their life space, to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature."

Warner (quoted in Gibson, Mitchel and Higgins, 1983 : 222) views counselling as a "therapeutic and growth process through which individuals are helped to define goals, make decisions, and solve problems related to personal-social, educational, and career concerns. Specialized counseling provides assistance with concerns related to physical and social rehabilitation, employment, mental health, substance abuse, marital and family problems, human sexuality, religious and value choices, career development, and other concerns."

Makinde (1984 : 44) maintains that "Counselling is a service designed to help an individual analyse himself by relating his capabilities, achievements, interests and mode of adjustment to what new decision he has made or has to make."

According to Hummel and Humes (1984 : 104) "Counseling may be defined as professional assistance given to individuals which helps them make wise choices, assists them in utilizing their potential, and aids them in becoming self-directive."

According to Lindhard et al (1987 : 1) counselling "is personal assistance for the individual in an interview situation." This definition does not take cognisance of the fact that job interview can be understood by the interviewee as both personal assistance for him and as taking place within an interview situation.

Nelson-Jones (1988 : 264) defines counselling and helping concurrently as "a process whose aim is to help clients, who are mainly seen outside medical settings, to help themselves by making better choices and by becoming better choosers. The counsellor or helper's repertoire of skills includes those of forming an understanding, relationship as well as interventions focused on helping clients change specific aspects of their feeling, thinking and acting."

On the basis of the above-stated definitions of, and views on, counselling, some substantive elements that manifested themselves herein merit serious attention.

2.3.2.   The essential elements of counselling

From the phenomenological point of view, the following essential elements manifest themselves (Smit, 1981; and Landman et al, 1973) within the previous counselling discussion context:

* counselling involves at least two people, namely the counsellor and the counsellee, who are bound together by their respective need to help and to be helped.

* counselling is a collaborative process in which both the helper and the helpee's roles, functions and expectations are brought in line with the ultimate goal(s) of helping.

* counselling is predicated upon a professional therapeutic relationship that is both free from duress and is goal-directed.

* counselling has more curative and remedial than preventive potential provided it is provided effectively and caringly by an efficient, competent counsellor.

* counselling is one of the international phenomena whose emergence and existence will always receive international attention (Herr et al, 1988).

* counselling has the potential to address
  and to resolve concerns from various areas
  of human life such as physical, personal,
  social, educational, career, interpersonal,
  and human sexuality.

* possession of ingredients such as caring,
  sensitivity, flexibility, warmth and
  respect by counsellors will facilitate and
  enhance the definition and attainment of
  mutually-agreed-upon counselling goals.

* whatever the nature and extent of the
  counsellee's concern may be, it is
  likely to affect his thinking, feeling,
  and acting both towards himself, others
  and his situation.

With the meaning of counselling now at the forefront, attention will be given to its origin and development in a further attempt to clarify why, where and how it emerged.

2.3.3 The origin of counselling in the United States of America

The term <u>counsel</u> owes its historical connotation of mutuality from the Latin word <u>consilium</u> which means <u>together</u> or <u>talk together</u> (Baruth and Robinson, 1987). This sense of verbally-articulated, mutual relationship between the helper and the helpee is pervasive not only in all the above-stated definitions, descriptions and explanations of counselling, but also in each of the six influencial areas that contributed greatly towards the origin and development of counselling.

According to Aubrey (1977), Belkin (1988), Walz (1988) and Chuenyane (1990), the six areas that are summarised below due to space constraints are considered as the basic sources of counselling in the United States of America:

*<u>Firstly</u>, the beginning of modern psychology is usually traced to 1879 with Wundt's setting up of the first experimental psychology laboratory in Leipzig, Germany. James and his followers modified Wundt's introspectionist psychology and they developed what became known as structuralist-functionalist approach in the United States of America. Watson, commonly known as the founder of American behaviourism despite the uncommonness of common sense, suggested and supported the use of observable and measurable behaviour (Belkin, 1988) through which people with problems could be helped.

*<u>Secondly</u>, new approaches to the treatment of "mental and emotional illness in a humane, constructive, scientifically valid manner" (Belkin, 1988 : 12) arose from the works of psychiatrists such as Pinel, Charlot and Janet. Consequently, counselling received a long-lasting, impregnable impetus.

*<u>Thirdly</u>, it was Freud who, upon following his predecessor and his instructor Janet, revolutionized the field of psychology with his well-known psychoanalytic approach to human problems (Belkin, 1988). Many counselling theories such as the Adlerian, Gestalt, Rogerian, Existential and others mushroomed from the Freudian psychoanalytic approach.

*<u>Fourthly</u>, the mental hygiene movement impacted counselling in the United States of America greatly by bringing the enormity and seriousness of the mentally ill persons to the attention of the public. The case in point is that of Beers, a minor clerk in the financial district of New York City, who deserves special and judicious emphasis for impacting counselling tremendously. Beers, who spent a long time in mental institutions on account of schizophrenia, finally recovered and wrote a book, <u>A mind that found itself</u>, which became an influencial bestseller (Belkin, 1988). Beers vividly describes his personally

terrifying condition and recovery thereof as follows: "My memory during depression may be likened to a photographic film, seven hundred and ninety-eight days long. Each impression seems to have been made in a negative way and then, in a fraction of a second, miraculously developed and made positive" (1956 : 152). In like manner, counselling as a curative approach for mental health attracted world-wide attention due to Beers' case.

*Fifthly, the testing movement which was started with Wundt in Germany drew groups of students from all over the United States. Consequently, one of those students, Stanley, came back and became credited with the establishment of one of the first psychology departments in his country and with the organization of the American Psychological Association (Belkin, 1988). It was through his influencial work that (Belkin, 1988 : 5) "Counselors and counselor educators began to recognize the value of testing, and the testing movement became a significant part of counseling from its very beginning." This, therefore, implies that the marriage between counselling and testing needs to be celebrated by the nations of the world with the dignity it deserves.

*<u>Sixthly</u>, Parsons impacted counselling considerably through his founding of the vocational guidance movement. In the words of Cremin (quoted in Belkin, 1988 : 17) "Parsons ... believed not only in that vocational counseling would lead to greater individual fulfilment, but that people suited to their jobs would tend to be active in the creation of a more efficient and humane system."

At this stage, the stage is set for how and why counselling originated in South Africa.

2.3.4   <u>The origin of counselling in South Africa</u>

A discussion of the origin of counselling in South Africa cannot be completely divorced from consideration of the origin of guidance in the same country. This is mainly due to major differences in the origin of both guidance and counselling for both black and white South African secondary schools in particular and for other schools in general, in the first place. In the second place, this is due to the overlapping way of how guidance and counselling services are delivered in South Africa.

Pursuant to the state of guidance and counselling in South Africa, Watts (quoted in Chuenyane, 1990 : 25) remarked that "To move from considering guidance for Whites to a discussion of careers for Blacks is to move from one world to another. This is hardly surprising, in view of the vast differences in educational and employment opportunities for the two ethnic groups, in view of the fact that it has been the deliberate policy of the Nationalist government to maintain these differences."

With the above-stated information as background, it can be logically stated here that counselling in primary and secondary schools for white students owes its origin from the 1930 National Institute of Career Guidance. That is, the Department of National Education established and organized, according to Visser's statement in 1970 (quoted in Shertzer et al, 1981 :500) "two interrelated but separate branches, namely a psychological service and a school guidance service." According to Cloete and LeRoux (quoted in Shertzer et al, 1981 : 500 - 501) the psychological branch "performs mainly a clinical remedial function where the more serious psychological-educational problem cases are treated on an individual basis in a school clinic. Each clinic serves a number of primary and secondary schools and is not attached to a specific school. A major problem is that primary orientation of the professionals is geared toward the more seriously disturbed student who requires individual treatment ... ." This is undoubtedly the purview of the origin of counselling within schools for white students in South Africa.

Concerning the origin of counselling for black students in South African schools, according to Msemeki, the first psychological services organized since 1960 by the Department of the then Bantu Education, presently the Department of Education and Training, began to render services that "consisted chiefly of testing the aptitudes and interests of pupils in Standard Five, Eight and Ten" (quoted in Chuenyane, 1990 : 26). However, note should be taken that such services were rendered by a few, ill-prepared, would-be counsellors whose counsellor-student ratio was 1 : 124,382 (Chuenyane, 1990). It is logical to state that it was well-nigh impossible, if not improbable, for one to render effective, efficient and caring counselling services under such circumstances.

In the light of the above, it is sufficient to note that of the nineteen various departments of education in South Africa, less than six of them have created secondary schools' posts for guidance-counsellors on full-time basis.

At this juncture, further attention will be given to multi-modal counselling for purposes of shedding more light on this concept.

2.4   MULTI-MODAL COUNSELLING

Lazarus (1977 : 553), formerly of South Africa and pioneer of multi-modal therapy, stresses his position and conviction emphatically as follows: "I am opposed to the advancement of psychoanalysis, to the advancement of Gestalt therapy, to the advancement of existential therapy, to the advancement of behavior therapy, or to the advancement of any delimited school of thought. I would like to see an advancement in psychological knowledge, an advancement in the understanding of human interaction, in the alleviation of human suffering, and in the know-how of therapeutic intervention" in the form of multi-modal counselling approach.

Against the above-stated background information, Lazarus, Keat and Molefe's views on multi-modal counselling approach will be given for the sake of clarity.

2.4.1   <u>Lazarus' views on the meaning of multi-modal counselling</u>

Lazarus (1978 : 8) believes firmly that people, including secondary school students, "are biological beings who move, feel, sense, imagine, think, and relate to one another" so much that "each of these dimensions requires our attention when problems emerge". According to him, to "ignore any of these modalities is to practice a brand of therapy that is incomplete" (Lazarus, 1976 : 14). Cormier and Cormier

(1985 : 151) remark aptly that "it is important to remember that each modality described by Lazarus interacts with other modalities and should not be treated in isolation."

Lazarus goes on to state that (1985 : 2) "Multimodal therapy is pluralistic and personalistic. It emphasizes that human disquietude is multileveled and multilayered and that few, if any, problems have a single cause or unitary cure."

Multi-modal counselling approach addresses each of the above-stated dimensions squarely through Lazarus' (1977; 1978) use of the acronym BASIC ID or BASIC IB. Each of these letters that make up this acronym stands for each of the dimensions that require attention in order to help the troubled person effectively. That is,

B	stands for	Behaviour
A	stands for	Affect
S	stands for	Sensations
I	stands for	Images/Imagery
C	stands for	Cognitions
I	stands for	Interpersonal relationships
D	stands for	Drugs, including
			Biological causes.

Each of these dimensions should receive attention in order "to come up with the best methods for each client rather than to force all clients to fit the same therapy", according to Zilbergeld (quoted in Lazarus, 1985 : 3).

It is equally important to note here that multi-modal counselling approach, like many other counselling approaches, also stresses rapport building, or problem diagnoses especially during the first three sessions of individual counselling. After this, the counsellee's profile can be drawn. Furthermore, while the multi-modal counsellor remains alert and sensitive to troublesome areas across the entire BASIC ID, his choice of intervention treatments is chartered in a modality profile that lists problems and proposed treatments across the BASIC ID. Again, both the counsellor and the counsellee jointly examine the profile and determine treatment preferences or priorities. Table 2.1 on pages 37 - 38 reflects an adapted modality profile from Lazarus' (1985 : 4) and it is meant to shed more light than ever on this matter as follows:

* The case involves a woman who depended on alcohol for her survival.

* The column entitled "P" represents priorities or preferences of treatment agreed upon between the counsellor and the counsellee.

* The other columns are self-explanative.

* Refer to page 38 for further information.

Table 2.1

An adapted modality profile of a woman with "Alcohol Dependence"

Mode	P	Problem	Proposed treatment
Behav-iour	B	1.Excessive drinking 2.Avoids confronting most people 3.Negative self-statements 4.Always drinks exce-ssively when alone at home at night 5.Screams at her child-ren	1.Aversive imagery 2.Assertiveness training 3.Positive self-statements 4.Develop social outlets 5.Parenting Skills Instruction
Affect	C	1.Holds back anger, except with her children 2.Anxiety reactions 3.Depression	1.Assertiveness training 2.Self-hypnosis or Positive Imagery 3.Increase range of positive reinforcement

Sensa-tion	A	1. Butterflies in the stomach 2. Tension headaches	1. Abdominal breathing exercises 2. Relaxation training
Image-ry	E	1. Vivid pictures of parents fighting 2. Being locked in bed-room as a child	1. Desensitization 2. Images of escape and/or release of anger
Cogni-tion	F	1. Irrational self-talk about low self-worth 2. Numerous regrets	1. Cognitive disputation 2. Reduction of categori-cal imperatives, i.e. shoulds, musts, and oughts
Inter-perso-nal rela-tion-ships	D	1. Ambivalent responses to husband and child-ren 2. Secretive and suspicious	1. Possible family therapy and specific training in using positive reinforcement 1. Support group like Alcoholics Anonymous 2. Self-discolure training
Drugs	G	1. Reliance on alcohol to alleviate depres-sion, anxiety and tension	1. Possible use of disulfiram and anti-drepresant medication

From the modality profile of Table 2.1 on pages 37 - 38, it can be observed that:

* there are seven dimensions used in accordance with Lazarus' <u>BASIC ID</u> therapy approach,

* there are seventeen problems juxtaposed to seventeen treatment proposals,

* following on Lazarus' listing of the first three modalities' treatment priorities, the researcher completed the prioritization of the remaining modalities; that is, labelling them A up to G preferentially for the sake of clarity,

* though the cause and nature of the counsellee's problem involves alcohol dependency, the multi-modal counsellor views it as multi-faceted, multi-layered and as in need of multiple intervention strategies,

* "by identifying problems in different modalities of a person's functioning, it is possible to gain a broader view of how well or how poorly the person is doing in life" (Belkin, 1988 : 288),

* the drawing up of the modality profile is subject to constant and continual review, re-adjustment and re-evaluation by both the counsellor and the counsellee, and

* this approach is not only comprehensive, but it is also systematic and holistic in the application of diagnosis and treatment.

Now, attention will be given to Keat's views on the multi-modal counselling approach for the sake of clarity.

2.4.2   Keat's views on the meaning of multi-modal counselling

Keat, like Lazarus, recognizes and demonstrates that in the final analysis people are biochemical and/or neurophysiological entities whose human life and conduct are products of ongoing health processes, emotional processes, learning experiences, personal and/or interpersonal relationships, images, needs and guidance for optimal growth, development and functioning (Keat, 1980; Lazarus, 1985). For Keat, the key word HELPING represents his multi-

counselling approach as follows:

<u>H</u>   stands for   Health

<u>E</u>   stands for   Emotions

<u>L</u>   stands for   Learning

<u>P</u>   stands for   People

<u>I</u>   stands for   Imagery

<u>N</u>   stands for   Need to know

<u>G</u>   stands for   Guidance of ABC, namely
          Actions, Behaviours and Consequences.

For the sake of brevity, Keat's drawing up of the counsellee's modality profile will not be presented here. It is sufficient, however, to state here that there are no major differences between Lazarus' and Keat's use of the multi-modal counselling approach except in the number of the dimensions as it is represented by each therapist's respective acronyms.

At this juncture, attention will be given to Molefe's views on the concept of multi-modal counselling for further clarity's sake.

2.4.3   <u>Molefe's views on the meaning of multi-modal counselling</u>

In an article entitled, "<u>TEACHIING", A Multi-modal Counselling Approach</u>", Molefe (1989) gives some of the following basic assumptions that underpin this approach:

* "People, including students, are more multi-modal than pluralistic entities that have to be approached from a multi-modal framework in order to understand and appreciate their viewpoints, experiences, ideas, actions, etc." (1989 : 23),

* "The comprehensive and systematic nature of this approach makes it practically easy for all students' concerns and problem situations to be addressed and/or explored in accordance with the set standards and guidelines of both individual and group settings ... ." (1989 : 23),

* "This approach ... is specifically structured in a way that ties up exploration of students' concerns on the nine modes to a specific intervention strategy that, in turn, has potential for outcome efficacy" (1989 : 23),

* "A choice over the use of a somewhat
  common conceptual acronym, <u>TEACHIING</u>,
  ... is, therefore, specifically meant
  to make teachers, parents, students and
  teaching control staff aware of the
  enormous contributions towards human
  relations development that this approach
  may make" (1989 : 24).

According to Molefe (1989 : 24), each of the letters in the
acronym, <u>TEACHIING</u>, represents each of the following possible
troublesome modalities of counsellees' concerns to which the
multi-modal counsellor needs to be alert and sensitive:

<u>T</u>   stands for   Thoughts/Thinking

<u>E</u>   stands for   Emotions (and Feelings)

<u>A</u>   stands for   Actions (and Behaviour)

<u>C</u>   stands for   Career-related issues

<u>H</u>   stands for   Health-related issues

<u>I</u>   stands for   Imagery

<u>I</u>   stands for   Interpersonal relationships

<u>N</u>   stands for   Need to know, to learn and
                        to be informed

<u>G</u>   stands for   Guidance of ABC, that is
                        Antecedent, Belief and
                        Consequences.

Each of these nine modalities is not explained further. Suffice to state here that this matter will be discussed in detail in chapter three where the mutual interconnectedness between multi-modal and life skills will be uncovered.

Now attention will be given to the concept of life skills.

2.5   LIFE SKILLS

Hopson and Scally (1981 : 63) aptly remarked as follows: "There has been much discussion recently about providing young people with 'life and social skills', and there appears to be considerable diversity of definition as to what these skills are. Theoretically, the addition of any skill to one's behavioural repertoire will make one potentially more self-empowered. In practice, however, certain skills will be more closely related to self-empowered living than others".

With the above-stated information in mind, it is essential to derive a single convergent conception of what life skills are in the first place. In the second place, it is also necessary to isolate life skills from other skills that may not necessarily impact and empower a person's life.

2.5.1   The meaning of life skills

Lindhard et al (1987 : 238) define life skills as "coping skills which can be taught - in guidance lessons in schools as well as in guidance seminars - to young people who will enter a world of economic uncertainty. They will need to develop capacities to become adaptable and flexible, to be able to cope with constantly changing situations and technology, with the learning of new jobs, redundance, part-time work, self-employment and unemployment".

Rooth (1989 : 1) defines life skills "as a person's ability to perform a certain function that helps him to cope with and overcome life's challenges".

McGuire and Priestly (quoted in Naude' and Bodibe, 1986 : 1) define both social and life skills as "those kinds of skills that we use when dealing with others, which are generally important for our ability to function successfully in society".

Nelson-Jones (1988 : 228) indicates that "one way of viewing life skills is to relate them to developmental tasks throughout the life span". He goes on to state that "Another way of viewing life skills, albeit interrelated with developmental tasks, is as the skills of effective living, psychological health or high level human functioning" (1988 : 229).

O'Bryant, the President of American School Counsellor Education, states that "We empower students to see life skills we teach (decision making, goal setting, peer relationships, feeling good about self, etc.) to develop themselves to their fullest potential" (ASCA, December, 1990 : 1).

Gazda (quoted in Baruth et al, 1987 : 74) lists six basic assumptions for life skills training used in primary prevention. Two of these are given below on account of their special relevance to this study:

* "Life skills are most effectively and efficiently taught in the small group and when the learners are developmentally at the peak of readiness", and

* "Life skills will be learned and transferred to out-of-group situations when the entire life skills curriculum is taught simultaneously at the age/stage level appropriate to the learner's readiness. In other words, in fashion similar to the teaching of reading, writing, and arithmetic at the age/stage levels, the dozen or so life skills should be so organized that they would be taught daily at all age/stage levels".

Hopson et al (1981 : 64) consider the following areas of life skills as both important for, and relevant to, effective human functioning and living:

* "skills I need to survive and grow
  generally",

* "skills I need to relate effectively to you",

* "skills I need to relate effectively to
  others",

* "skills I need in specific situations".

Nelson-Jones (1988 : 229 -231) lists "life skills in seven broad areas: feeling, thinking, relationships, study, work/handling unemployment, leisure and health".

Pursuant to the issue of clarifying the concept of life skills, further attention will be diverted to its essential elements.

2.5.2   <u>The essential elements of life skills</u>

* Life skills are amenable to both teaching
  and learning.

* Life skills acquisition is as basically
  important as the basic knowledge of
  reading, writing and arithmetic.

* Life skills training can be transferred to outside classroom situation to bolster more effective human living and wiser informed decision-making.

* The age or standard of the learners are prerequisites for the determination of the curricular content for a specific age or standard's teaching and learning of certain life skills.

* Life skills have self-empowering effects, which distinguish them from other skills that have no preventive impact on a person's life.

* A conducive therapeutic atmosphere is a prerequisite for the teaching and learning of life skills.

* Skilled multi-modal counsellors form the backbone of life skills' teaching and learning.

Now, in order for effective teaching of life skills through multi-modal counselling approach to occur, it is necessary to explain the concept of teaching.

2.6   TEACHING

The concept of teaching is as old as human nature itself. However, as used in the context of this study, the concept of teaching encompasses more than its fundamental-didactic connotations of a professional assisting a child-in-need of education (Griesel, 1985; Sonnekus, 1977). It means that a professionally, trained and registered counsellor competently and efficiently takes the responsibility of building a collaborative relationship with an individual child or small group of children with the view toward imparting life skills to them, as this child or small group of children also becomes actively involved in the said exercise. Equally important is the fact that the child or small group of children's concerns need to be viewed as multi-faceted, multi-layered and worthy of multiple intervention strategies. In brief, this is no more teaching of the body or the head or the spirit, but teaching the whole person in toto for his more effective human living, functioning and choice as well as its concommitant responsibility-taking (Lindhard et al, 1987).

2.7   THE SOUTH AFRICAN SECONDARY SCHOOL STUDENTS

In order to understand, and hopefully appreciate, the meaning of the concept of the South African secondary school students, sight should not be lost of the nineteen various departments of education that were referred to in chapter one. It is within this context that this concept be construed to mean students who are presently between

are presently between standards five and ten in the
four provinces of the Cape, Natal, Orange Free State
and Transvaal (Malherbe, 1925; Ruperti, 1979). In
other words, the broad meaning of this concept should
not be conjured by separatist-oriented,
ethnic-oriented and racially-motivated attitudes,
preferences, aspirations and wishes. The point is
through diversity the South African secondary school
students can be helped to achieve unity for their own
more effective, harmoneous and healthy living,
functioning and development. This is true especially
in view of "further evidence that all great
civilizations and races are heavily indebted to each
other and that no race has a monopoly of enterprise
and inventive genius" (Van Sertima, 1976 : 255).

To this end, important concepts that are used in this
study have been defined, discussed and/or explained.
It is hoped that in this way, the way forward has been
cleared of ambiquity, confusion and uncertainty about
the usage of these concepts in this study.

2.8 SUMMARY

Chapter two aims at defining, discussing and/or expaining the important concepts that are used in this study for the sake of clarity. The following concepts: <u>school guidance</u>, <u>counselling</u>, <u>multi-modal counselling</u>, <u>life skills</u>, <u>teaching</u> and <u>the South African secondary school students</u> received meticulous care.

The following points need to be borne in mind concerning the above-stated concepts:

* School guidance needs careful planning, implementation, development and establishment as well as maintenance so that its preventive potential can be fully realized.

* Though guidance and counselling imply each other, the two can be distinguished from each other.

* Counselling needs considerable and careful planning and implementation by professionally trained and registered personnel for its establishment and maintenance to advance curative and remedial benefits thereof.

* Multi-modal counselling approach is about the
  only way through which students' concerns
  can be understood and addressed as
  multi-layered, multi-levelled and as in need
  of multiple intervention strategies.

* Life skills form an integral part of the life
  of the people in general and students in
  particular.

* Life skills can be taught effectively to, and
  learned adequately by, students through the
  application and the practice of the
  multi-modal counselling approach.

* The teaching of life skills through multi-
  modal counselling approach requires
  collaborative efforts from the professionally
  trained counsellor and the counsellee.

In chapter three, further attention will be given to
the mutual relationship existing between and among
multi-modal counselling and life skills. That is,
chapter three stresses how this mutuality can lead to
the realization of the full potential of the students
in general and those in secondary schools in
particular.

CHAPTER 3

THE INTERCONNECTEDNESS BETWEEN AND AMONG MULTI-MODAL
COUNSELLING AND LIFE SKILLS FOR THE OPTIMAL REALIZATION
OF THE SOUTH AFRICAN SECONDARY SCHOOL STUDENTS' CAPACITIES

3.1   INTRODUCTION

The interdependent interrelatedness between and among
multi-modal counselling and life skills can be likened to the
counselling-technology "marriage that must succeed"
(Harris-Bowlsbey, 1984 : 7) in its mutual interdependence.
Both multi-modal counselling and life skills imply one
another extensively. In like manner, the various modalities
of multi-modal counselling approach are engaged in an ongoing
interactive role and function. The same interactive interplay
is applicable to the various aspects within each of the areas
of life skills. Stated briefly, albeit differently, the
realization of students' full potential through life skills
teaching implies the realization of multi-modal counselling
skills and the opposite holds true.

The discussion and explanation of the mutual interwovenness
between and among multi-modal counselling and life skills
become importantly relevant for their desirable contributions
towards better human functioning, living and choosing. Such
contributions will be uncovered (Smit, 1981; Griesel, 1985)
as the discussion on, and explanation of, this mutuality

unfold. Stated differently, the truth about the South African secondary school students becoming what their potential allow them to be (Vrey, 1979; Jacobs and Vrey, 1982) is found neither in the thesis of multi-modal counselling skills nor in the antithesis of life skills teaching, "but in an emergent synthesis which reconciles the two" (King, 1963 : 9).

The fact that both these two broad categories of skills are amenable to teaching and learning as conceptualized in chapter two also provides a common ground for their operationalization through guidance lessons in schools, guidance seminars, group guidance, individual and group counselling. In Gazda's view (quoted in Baruth et al, 1987: 71) students need to beware that "to be human means to be caught in the tension between what we are and what we are meant to be, to be aware that we do not need to remain the way we are but can always change". Moreover, in order to effect long-lasting changes in students' lives, it is important for them to be aware of King's advice (1963 : 4): "All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly" in an ongoing endeavour by one to actualize one's potential (Vrey, 1979).

In the light of the above-stated information, it is logical to state here that further careful attention will be given to how multi-modal counselling and life skills mutually imply one another in their facilitation and enhancement of the

South African secondary school students' realization of their fullest capacities. To achieve this, Molefe's multi-modal counselling approach will be used to throw more light on what each of the modalities thereof encompasses in the first place. In the second place, the various aspects within each of the areas subsumed under the term life skills will be uncovered from different experts' perspectives for purposes of disclosing everything involved herein. In the third place, an emergent overlapping nature of both multi-modal counselling and life skills will be stressed by way of symbolic representations and explanations to show the mutual contributions that these categories of skills can make towards better, effective living, functioning and choosing by the South African secondary school students. In the fourth place, the role and function of both teaching and learning of these skills will be stressed by way of curricular content matters suitable for maximazing the realization of secondary school students' capacities.

3.2   MOLEFE'S MULTI-MODAL COUNSELLING APPROACH

What follows later on is an in-depth discussion on, and explanation of, each of the letters making up the acronym TEACHIING (Molefe, 1989) which was fully explained in chapter two. In doing this, the line will be drawn between skills covered by this approach on the one hand and the various skills subsumed under the term life skills on the other hand. This arrangement will, hopefully, facilitate and expose the mutual interwovenness between and among multi-modal counselling and life skills as well as their concommitant

contributions towards secondary school students' realization of their capacities.

However, sight should not be lost of the fundamental premise that underpins multi-modal counselling approach. That is, notwithstanding the cause of a particular student's problem, the multi-modal counsellor views such a student as a person who <u>thinks</u>, <u>emotes</u>, <u>acts</u>, is <u>career-oriented</u>, <u>heals</u> as much as he needs to be <u>healed</u>, <u>imagines</u>, <u>relates personally and interpersonally with others</u>, has <u>needs</u> that need gratification and <u>guides</u> as much as he needs to be <u>guided</u> (Cormier and Cormier, 1985; Keat, 1980; Lazarus, 1976 and 1978; Molefe, 1989). Briefly stated, the interdependence among various modalities of multi-modal counselling approach cannot be over-emphasized. At the same time, it should always be remembered that in addressing students' concerns multi-modally, the repertoire of their life skills acquisition is also strengthened, broadened and deepened.

Now, each of these modalities will be explained below:

3.2.1   <u>Thinking/Thought</u>

Thinking is one of the principal modalities of being human. Nelson-Jones (1989 : 10) maintains that thinking skills "are sequences of choices, across various mental processes" and that each person's repertoire of thinking skills comprises of his strengths and weaknesses. Lewis (1987) maintains that fundamental mind skills for retaining and recalling useful

useful information, logical thinking, efficient problem-solving and effective decision-making are challenges and demands facing each child who, in turn, expects the adult person to act as an information resource, to build on the child's natural desire to learn and to create secure and safe environment in which the child can practise and improve on these skills. Nothing is further from the truth that "Cognition is unquestionably a fundamental contribution to emotion, if not its primary basis" (Lazarus, 1976 : 61).

Any adverse effects on the thinking mode are likely to permeate to other modes. In other words, (Cormier et al, 1985) it is very common for a person's cognitions, that is, his beliefs, attitudes and perceptions to influence his responses positively or negatively depending largely on the rational or irrational state of his mind at the time of reacting. It is, therefore, important for students to be helped to respond to various life demands, challenges, pressures, etc. as rationally as possible. This will, in turn, strengthen their chances of making rational decisions, and consequently feeling good about, and acting positively towards, themselves and others in many situations.

Ellis (1974 : 152 - 153), supported by Cormier et al (1985 : 403 - 404) and Corey (1986 : 212 - 213), cites the following ten major irrational ideas that usually trouble people, including secondary school students:

* The idea that one should have love or approval from virtually all significant people in one's community.

* The idea that one should prove to be thoroughly competent, adequate and achieving in all possible respects if one is to consider oneself worthwhile.

* The idea that human unhappiness is externally caused and that people have little or no ability to control or change their sorrows and disturbances.

* The idea that one's past history remains an all-important determinant of one's present behaviour and that since something once strongly affected one's life, it should have a similar effect on one's life across time and place.

* The idea that there is invariably a right, precise and perfect solution to human problems and that it is catastrophic if this solution is not found.

* The idea that if something seems dangerous or fearsome, one should be terribly concerned about it and should be preoccupied with, and be anxious about, it.

* The idea that certain people are bad, wicked or villaneous and that they should be severely blamed, damned and punished for their villainy.

* The idea that it is awful, terrible and catastrophic when things do not turn the way one would very much like them to be.

* The idea that it is easier for one to avoid facing life's difficulties and responsibilities than for one to take more rewarding forms of self-discipline.

* The idea that one should become quite upset over other people's problems and self-responsibilities.

The multi-modal counsellor helps his counsellees or students by teaching and showing them how to dispute and alter the above-stated irrational thoughts into rational ideas. For example, the first irrational idea can be changed to: <u>It is practically impossible for one to be loved by or to get approval from all significant people in one's community</u>. In like manner, other remaining irrational thoughts can be challenged and changed through active teaching and learning.

The issue about the thinking skills will be discussed
further under the section on life skills. This is due
to the fact that life skills specialists regard the
area of thinking as one of the broad main areas of
life skills, in the first place. In the second place,
this is due to the need to disclose the interwovenness
between multi-modal counselling and life skills as
well as their mutual contributions towards the
realization of students' capacities.

3.2.2   Emotions

This is the next principal modality that usually
troubles many people, including secondary school
students. According to Keat (1980 : 69) "We live in
tense times. Every day we are confronted with many
worries. If we can learn how to handle these difficult
times that everyone is bound to have, then we can live
more fruitful and happy lives". Like the thinking
modality, this modality needs to be kept under
constant control and checking. This is a task that
calls for endless efforts, teaching and motivation of
the said students by competent and committed
multi-modal counsellors. That is, students need to be
taught and to accept that emotions form part of their
personalities; that in expressing their anger,
happiness and sadness, it is always better for them to
express such emotions constructively than
destructively; that through teaching, practice and

motivation, they can learn and acquire how, when and under what conditions to express their emotions constructively and not destructively; and finally that constructive expression of their emotions generates constructive thinking about themselves, others and their situations. Stated differently, it is important for the students to learn that "... emotions follow ... thoughts just as surely as baby ducks follow their mother. But the fact that the baby ducks follow faithfully along doesn't prove that the mother <u>knows</u> where she is going" (Burns, 1980 : 46).

Burns (1980 : 31), citing "the distilled essence of many years of research and clinical experience," lists the following (Sank and Shaffer, 1984 : 221 - 222) ten forms of cognitive distortions as basic sources of all negative human emotional reactions to which students' attention needs to be drawn:

* <u>All or nothing thinking</u>. This refers to a person's tendency to evaluate his personal qualities in extreme and absolute black-or-white categories. Consequently, the person is likely to react with negative emotions upon discovering that absolutes "do not exist in this universe" (Burns, 1980 : 32).

* <u>Overgeneralization</u>. This refers to a
  person's tendency to blow a specific
  negative experience out of its proportion
  and to resultantly wallow into self-pity.
  For example, a male secondary school student
  needs to learn and to know that his female
  counterpart's reasonable refusal for a date
  does not mean that he will be endlessly and
  repeatedly rejected by her or any other
  female student(s).

* <u>Mental filter</u>. This refers to a person's
  selection of, and exclusive dwelling on, a
  negative detail in any situation until
  the whole situation is perceived negatively.
  Consequently, the person reacts unnecessarily
  with negative emotions (Burns, 1980).

* <u>Disqualifying the positive</u>. This refers to a
  person's persistent tendency to cleverly and
  swiftly transform neutral or positive
  experiences into negative ones (Burns, 1980).
  Such negative experiences lead to negative
  emotional reactions by the said person.

* <u>Jumping to conclusions</u>. This refers to a
person's tendency to abitrarily jump to an
unjustified conclusion about the situation he
is facing. Consequently, the person reacts
emotionally negatively. For example, a
student may, without checking facts first,
wrongly interpret his friend's silence as an
indication that their friendship has ended,
or that his friend is angry with him and that
it will be pointless to talk to his friend
about this issue.

* <u>Magnification and minimization</u>. These refer
to a person's tendency to look at his errors,
fears and imperfections in either an
exaggerated or shrinked fashion. The student
may, for example, feel awful and terrible on
account of the big mistake he made or he may
feel inferior on account of the small and
unimportant mistake he made.

* <u>Emotional reasoning</u>. This refers to a
person's tendency to base his emotions as a
valid evidence of the truth of how he is
experiencing his situation. For example, a
student may postpone doing his week-end
homework until the very last minutes because
he did not feel that he was in the mood to do
it.

* <u>Should, must, ought-to and have-to</u>
  <u>statements</u>. These are statements that usually
  generate a lot of unnecessary emotional
  turmoil in people's daily life. This is
  because such statements almost always use the
  above-stated words in one way or another.
  That is, when other people's performance,
  actions and conduct fall short of the
  <u>shouldistic</u>, <u>oughtistic</u> and <u>mustic</u> person's
  perfectionistic expectations, aspirations,
  and wishes, the concerned person usually
  feels bitter, resentful and frustrated.

* <u>Labelling and mislabelling</u>. These refer to
  the self-defeating ways in which people often
  create their self-images on the basis of
  their erroneous self-assessment. The point is
  that the sum total of all the labels the
  person may think of cannot and will never be
  equal to the whole person. Personal labels
  such as <u>I am a failure</u>, <u>a bore</u>, <u>a loser</u> and
  <u>a rotten piece of meat</u>, are not only
  negative and inaccurate, but they are also
  inducing pain and resentment on the said
  person's part. A worse scenario is that of
  a person who mislabels his performance,
  actions and conduct. For example, a
  weight-lifter misses training session once
  and wallows into self-pity that he has done
  something disgusting and repulsive. His
  description of the event is both inaccurate
  and emotionally heavily loaded (Burns, 1980).

* <u>Personalization</u>. This term, also dubbed "the
  mother of guilt" (Burns, 1980 : 39), refers
  to a person's assumption of responsibility
  for a negative event without any basis for
  assuming such a responsibility. For example,
  a father grieves overly over his son's poor
  school report and thinks that he is a bad
  father figure. This is an instance of someone
  who is suffering from a paralysing and
  burdensome sense of responsibility that
  forces him to carry the whole world on his
  shoulder mainly because he has "confused
  influence with control over others" (Burns,
  1980 : 39).

3.2.3.   <u>Actions</u>

The modality of actions, including the behavioural
aspects thereof, forms an integral part of each
person's personality as a whole. It is, therefore,
imperative that each student be helped, taught and
encouraged to engage in as many constructive actions,
activities and positive behavioural exercises as
possible.

Gazda (1976) stresses the value of activities chosen by the group counsellor in accordance with the needs of the group members. According to him, such activities help to:

* promote ways and means for tension reduction through physical catharsis,

* produce ample opportunities for active interpersonal interactions about common concerns by both group counsellor and the members.

* combine both preventive and remedial potential for preadolescents in particular and adolescents in general,

* provide some success experiences for all the group members provided such experiences are many, varied and need-oriented.

* constitute a new and promising medium for use in group counselling with preadolescents in particular and adolescents in general.

* provide the potential for improvement of group members' classroom social behaviour and total classroom behaviour.

In essence, Day (quoted in Gazda, 1976 : 69) studied the use of activity group counselling with culturally disadvantaged, behavioural-problem black American boys who were referred to him by teachers and came to the following four conclusions:

* "Activity group counseling has an effect on classroom behavior of culturally disadvantaged, behavioral problem students".

* "Written evaluation by teachers confirmed that twenty-three of the twenty-five subjects were seen as significantly improved in classroom behavior".

* "Activity group counseling was seen by the participants as a very positive experience".

* "Activity group counseling can be conducted within the confines of the typical school setting using facilities in the school".

Pursuant to Day's studies, Blakeman (quoted in Gazda, 1976 : 71) drew the following two conclusions after studying the fourty standards five and six problem boys of Caucasian origin:

*   "It can be stated with reasonable sureness that activity group treatment effects desirable changes in boys' self-evaluation to significant degrees".

*   "Graduate training programs can easily incorporate activity group counseling experiences and practicum courses for trainees. A variety of activities seem appropriate as a setting for activity group treatment. All of these are available within the school confines".

To sum this matter up, it is worthy to note Gazda's remarks about the preventive, growth-engendering and remedial effects of group counselling for high school-age students: "It is preventive to the extent that one has access to accurate information that can be used to make wise decisions. It is growth-engendering to the degree that the person's potential may be released through greater self-understanding and self-acceptance. It is remedial to the degree that a person's inappropriate habits and attitudes are modified" (1976 : 75).

3.2.4   Career-related issues

The modality of career-related issues does not form part of a person's personality. Notwithstanding this, career-related issues such as the absence or presence of employment opportunities, the nature and level of education attained, work-related attitudes and beliefs, job requirements and their concommitant satisfaction or dissatisfaction directly or indirectly do have an impact on a person's life and personality. The below-stated two definitions of the concept of career will hopefully show how a person's life and personality may be impacted upon by his career:

According to Raynor and Entin (quoted in Herr, 1988 : 17), "A career is both a phenomenological concept and a behavioral concept. It is a link between what a person does and how that person sees himself or herself. A career consists of time-linked senses of self that are defined by action and its outcomes. A career defines how one sees oneself in the context of one's social environment - in terms of one's future plans, one's present competences and attributes".

According to Super (quoted in Herr, 1988 : 17), career is defined as: "The course of events which constitutes life; the sequence of occupations and other life roles which combine to express one's commitment to work in his or her total pattern of self-development; the series of renumerated and nonrenumerated positions occupied by a person from adolescence through retirement, of which occupation is only one; includes work-related roles such as those of student, employee, and pensioner together with complementary avocational, familial, and civic roles. Careers <u>exist</u> only as <u>people</u> <u>pursue</u> them; they are <u>person-centred</u>".

In essence, the above-stated two definitions of career imply that:

* a career exists out there in its givenness awaiting for a person to pursue it in order that it should become a career.

* a person usually assumes several roles in pursuit of his career from adolescence to retirement period, and thereby the person constitutes his life.

* the renumeration and/or non-renumeration are not linked to a specific career per se, but to a particular position - that is, "a group of tasks to be performed by a person in industry for a pay" (Herr, 1988 : 18).

* there is a mutual interplay between the person's conception of himself on the one hand, and the career option he is pursuing on the other hand.

* occupation, position, job and leisure are
  issues that are related to the renumeration
  and/or non-renumeration within a particular
  career.

From the above-stated information, the relevance,
importance and urgency of a school-based career model
aimed at developing the following within each student
can no longer be postponed (Herr, 1988 : 21):

* "a concept of self that is in keeping with a
  work-oriented society",

* "positive attitudes about work, school, and
  society, and a sense of satisfaction
  resulting from successful experiences in
  these areas",

* "personal characteristics of self-respect,
  self-reliance, perseverance, initiative, and
  resourcefulness",

* "a realistic understanding of the
  relationships between the world of work and
  education", and

* "a comprehensive awareness of career options
  in the world of work".

In the light of the foregoing information, it becomes pertinently relevant and important to consider ways of helping students:

* to make wise and informed choices about their career, subjects, and types of schools,

* to manage time effectively,

* to study effectively,

* to face the examinations fairly courageously and successfully,

* to deal with employment, unemployment, self-employment and underemployment effectively,

* to apply for a job furnishing all relevant information and documents,

* to prepare thoroughly for an interview,

* to know how to find and to keep a job,

* to acquire knowledge and skills that are necessary for them to advance in their career lattice, and

* to know and accept their abilities,
  interests, aptitudes, strengths and
  weaknesses in relation to their intended
  career options' demands, challenges,
  opportunities for promotion or demotion,
  allowances, leave and pension benefits.

3.2.5   Health-related issues

The modality of health-related issues, including lack of health facilities and inadequate or poor state of these facilities, forms an integral part of each person's life and personality. Stated differently, albeit briefly, mental and physical health provision augers well for all people's mental and physical well-being, and the opposite is also applicable here. In Keat's words, "if you _feel_ healthy, you can usually _think_ and _act_ better" (1980 : 123) than otherwise, because the "balance of mind and body is always a very important consideration" (Keat, 1980 : 123) in any person's life.

It is, therefore, both important and relevant that problem areas such as poor eating habits, cough, overweight, hyperactivity, head injury, food poisoning, running stomach or nose, sore throat, vomiting, etc. be brought to the attention of students, parents, teachers, interested parties, and guidance teachers. Regular visits by the concerned students to the clinics, hospitals, health centres, surgeries, etc. and the inculcation of a culture of physical fitness for these students should not only be encouraged and maintained, but such vital facilities should also be made available to all the communities at large.

As a recipe for how and what parents, teachers, and guidance teachers could do in the event of some of the previous problem areas cropping up, the following points in respect of a few of these problem areas are worth remembering:

Table 3.1

Suggested measures for relief of pain from some problem areas

Problem area	Suggested measures for relief
1. Sore throat	1. Contact clinic/hospital for an examination 2. A saline solution or use of lozenges can bring temporary relief
2. Cough	1. Use cough syrup for temporary relief 2. If 1. above does not have any good effects within 48 hours, contact clinic/hospital for further help

Table 3.1 continues.

3. Food poisoning	1. For petroleum products, contact clinic/hospital for help immediately
	2. For caustic products, put a tea-spoon down the back of the child's throat to make him vomit
	3. As an alternative to 2. above, use medicine, such as ipecac, that causes vomiting
	4. Further consultation with a poison control centre is necessary

Table 3.1 continues.

Problem	Suggested measures for relief
4. Head injury	1. Determine if there is a depression in the child's skull 2. If not, determine if he is unsteady when left unsupportedly for a while 3. If the child vomits persistently or is unusually irritable consequent upon head injury, contact clinic/hospital at once 4. A difference in the size of the child's two pupils is usually a danger signal of the severity of the injury 5. Failure of the child's pupils to constrict when exposed to light is also a danger signal 6. Recall that "there is no correlation between the severity of the blow and the apparent degree of internal injury" (Keat, 1980:129).

3.2.6   <u>Imagery / Images</u>

The modality of imagery is pervasive to human life as a whole. Sullivan (1953 : 171) believes "that a human being without a self-system is beyond imagination". This is why Lazarus (quoted in Nelson-Jones, 1988 : 196) affirms that "If you repeatedly and conscientiously picture yourself achieving a goal, your chances of actual success will be greatly enhanced". Equally important in this matter is Jesse Jackson's accentuation of a person's imagination (quoted in Canfield and Wells, 1976 : 35) as follows: "I am somebody! - I may be poor - but I am somebody! - I may be in prison - but I am somebody! - I may be uneducated - but I am somebody!". To strife to be somebody is better than to be nobody (Vrey, 1979).

Molefe asserts that (1987 : 13) "how a person perceives himself is always an indication of the quality of his

self-acceptance, self-respect and self-esteem in each of the relationships" that he forms or has formed with himself, others and the Other. Vrey (1979 : 44) has this to say: "To be a child is to be somebody; to form a self-identity; to have satisfactory answers to the question of <u>who am I</u>?" In other words, "I am what I think I am" (Keat, 1980 : 2) forms the basis for such satisfactory answers to this question.

It is important to note here that the image that the person has about himself should extend beyond his physical consideration to include his personal self, social self, family self, values self and self-criticism (Vrey, 1979). Equally important is the fact that students need adults, teachers, guidance teachers and other experts' assistance to translate image-engendering exercises into regular practices. These exercises include, though not restricted to, the following:

IALAC exercise

The mnemonic, <u>IALAC</u>, stands for <u>I AM LOVABLE AND CAPABLE</u> (Keat, 1980 and Canfield et al, 1976). The exercise entails teaching and training students to respond confidently, albeit inwardly, with these words every time someone directs damaging and negative remarks towards them. Through this exercice, students' self-confidence, self-concept, and imagination will more likely than otherwise become sharpened and capable of withstanding pressures, and negative criticisms from others.

I AM A WORTH-WHILE PERSON

Canfield et al (1976) maintain that it is helpful to teach and train students to respond confidently and loudly with the words: <u>No matter what you say or do to me, I am still a worth-while person</u>. This response helps to build and restore students' self-confidence, to sharpen their imagination to tackle similar future challenging situations outside the practice situations and it is also easy to implement.

I AM WHAT I THINK I AM

Keat (1980) maintains that it is important to help students to imagine that they are some super, heroic characters in their most interesting stories or dramas or any fun-filled activities. Such an exercise boosts

students' self-confidence and morale, engenders positive thinking and feeling in students and offers them opportunities to be the real super hero through their imaging.

NIPPING IT IN THE BUD

Keat (1980) advises that it is better now than later to help students learn how to tackle their troublesome constant worries, imaginary fears, persistent unwanted thoughts and preoccupation with scary thoughts. The idea of a stitch in time saves nine is directly applicable in this exercise.

3.2.7 Interpersonal relationships

No human being is an island. A separate individual apart from the community is unknown to experience. It is an unthinkable inexperience for an individual person to live in isolation. These views highlight the importance, the need and the value of developing, maintaining and enhancing harmoneous and cordial human relations.

The foregoing information represents a mammoth task associated with students' learning of effective communication, responding and listening skills, how to start and to terminate a conversation, how to live together peacefully as a family within larger communities of families, the need for tolerance and

respect for self and others. According to Keat (1980 : 92) "In the process of learning how to live cooperatively and democratically there are the three R's goals of getting along with others. Show your child Respect, help your child develop Responsibility, and honor your child's Rights". Keat goes on to suggest the following steps meant to bring family members closer than ever together and which can lay a basic foundation for each student's success experiences at school:

All in the family

This exercise emphasizes the positive use of family council meetings where openness, respect and cooperation are fostered among all family members. Equally important here is that the basic steps such as time and place of the meetings, rules and regulations to be followed during meetings and order of the business of the meetings (Keat, 1980) are set and agreed upon during the initial meeting. Suffice to note here that committed and conscientious guidance teachers can create and can fully take advantage of similar opportunities at schools.

Job jar

This exercise refers to (Keat, 1980 : 94) "a jar that contains slips of paper that have jobs written on them" in such a way that each family member is kept informed

about the decisions taken collaboratively during family council meetings. The interchangeable nature of the job slips adds fun to the whole exercise while at the same time it induces a sense of responsibility, cleanliness, cooperation and family unity among family members. Guidance-Counsellors can fully utilize this exercise and help to build on other collaboratively agreed-upon job slips with the students in accordance with the needs of the situation.

Let us make a deal

This exercise entails that parents and their children delineate, and where possible use is made of written agreements on and/or contracts about, what each child "will do in order to receive certain things, that is, what kinds of tasks (behaviors) must he or she carry out in order to get certain kinds of rewards" (Keat, 1980 : 94 - 95). Agreements on or contracts about brushing their teeth, doing their homeworks timeously and getting up in time for school can be entered into between a parent and his child. Similarly, a parent, a child and a teacher or Guidance-Counsellor can make a tripartite agreement aimed at preventing or minimally reducing the child's attention-getting behaviour by spelling out clearly certain conditions under which will be rewarded by the parent.

3.2.8 <u>Needs</u>

The "search for a place of importance is especially true for children. They are learning ways in which they can gain attention and have their needs met" (Keat, 1980 : 6). Broadly speaking, Molefe (1989) maintains that students' needs are three-fold, namely the need <u>to know</u>, the need <u>to learn</u> and the need <u>to be informed</u>. Notwithstanding this notion, Chuenyane (1990 : 41 - 42) delineates the following twenty-two secondary school students' needs:

* "The need to understand and accept one's self".
* "The need to understand and be understood by others".
* "The need to clarify values".
* "The need to relate to others".
* "The need to develop self-responsibility".
* "The need to explore and plan careers".
* "The need to develop career awareness".
* "The need to select courses and make educational plans".
* "The need to make post-high school plans".

* "The need to acquire decision-making skills".
* "The need to understand sexual identity".
* "The need to find jobs".
* "The need to understand the school guidance programme".
* "The need to change the educational system".
* "The need to abolish apartheid".
* "The need to have equal rights and social justice".
* "The need to do away with school uniforms and corporal punishment".
* "The need to have free and compulsory education".
* "The need for information about bursaries and different professions".
* "The need to relate to other racial groups".
* "The need to learn problem-solving skills".
* "The need to have someone in the school to confide in".

Suffice to note here that these needs can be accommodated within the above-mentioned broad categories

of students' needs <u>to learn</u>, <u>to know</u> and <u>to be informed</u>. Equally important is that these needs associate closely with life skills' needs.

To sum this matter up, guidance teachers are in a better position than other teachers to help secondary school students accomplish their needs. This is true, because failure to remove and/or address obstacles impeding gratification of students' needs will not only hamper their scholastic performances and successful school experiences, but it will also prevent students from actualizing their fullest capacities.

3.2.9 <u>Guidance</u>

The modality of guidance should be understood within the broad meaning of the concept, <u>guidance</u>, as it is explained, described and defined in chapter two. Suffice to note here that secondary school students' belief system forms the root of guidance for these students. That is, very often students experience troublesome problems and they seldom attribute the <u>consequences</u> of such problems to some external previous <u>actions</u> by others instead of seeking such causes within their <u>belief</u>, <u>behaviour</u>, attitudes and interests. In brief, they need guidance about the guidance of ABC, namely their <u>Actions</u>, <u>Belief/Behaviour</u> and <u>Consequences</u>.

Keat (1980 : 107) is of the opinion that parents should let their children experience the natural, minimally risk-free consequences "that follow from violations of the way things are" - things that are totally and separately away from parents. For example, if a secondary school student insists on visiting his friend in spite of the darkness outside and/or in spite of the drizzing rain outside, he should be allowed to go. After all, it is the child, and by no means the parent, who will probably face the fear of darkness and/or the anxiety of getting wet or catching cold.

Furthermore, Lazarus and Fay (quoted in Keat, 1980) list twenty-two mistaken statements or beliefs that need to be challenged and reworded more positively than before.

In doing this, students would be taught to learn that neither their nor someone's actions are responsible for the consequences they are facing. That is, they will learn that once they change their belief systems, the magnitude of the consequences they experience will also change. Due to space constraints, only a few examples of

these mistaken belief statements will be given below (Keat, 1980 :179).

Table 3.2

Examples of how to reword mistaken statements more positively

Mistaken statements	Reworded more positively
1."Don't make mistakes".	1."It is OK to make mistakes"
2."Other people are happy".	2. Not all other people are always happy.
3."You are a victim of circumstances".	3. You have the capacity to change your situation.
4."Be right".	4. You can't always be right.
5."Strife for perfection".	5. It is alright to try your best.

It should be noted here that the reseacher has positively reworded statements numbers 2 up to 5. This indicates that guidance teachers may feel free to help their students to challenge and change these statements positively.

To sum this matter up, a schematic representation of the skills from multi-modal counselling approach is given in

Table 3.3

A schematic representation of multi-modal counselling skills

Modality	Intervention strategies/skills
Thinking	1. Cognitive disputation 2. Coping skills 3. Overt modelling 4. Covert modelling
Emotions	1. Anger management skills 2. Grief skills training 3. Systematic desensitization 4. Relaxation training
Actions	1. Coping skills 2. Behavioural rehearsal training
Career-related issues	1. Career choice skills 2. Positive attitudes towards work 3. Time management skills 4. Leisure-related skills
Health-related issues	1. Referral to clinic/hospital,etc. 2. Physical exercise training 3. Nutritional diet skills 4. Cleanliness campaign skills
Imagery	1. IALAC exercise 2. Mirror, mirror exercise 3. Positive self-concept building 4. Self-esteem enhancing exercises
Interpersonal relationships	1. Communication/Listening skills 2. Parenting/Child rearing skills 3. Conflict resolution skills 4. Rapport building skills
Needs	1. Study skills/methods 2. Information seeking skills 3. Need analysis skills 4. Information dissemination skills
Guidance	1. Reword wrong beliefs positively 2. Guidance of ABC.

The areas of life skills will now be attended to.

3.3 AREAS OF LIFE SKILLS

According to Gazda (1984) it is important for teachers, guidance teachers and other interested parties to note that:

* life skills involve many important areas of human development and functioning,
* mastery of life skills appropriate to the particular child's stage and age augers well for the accomplishment of his developmental tasks,
* life skills are so numerous and various that they can be acquired, modified and improved upon throughout the child's life span,
* life skills are fundamental to the child's successful adjustment and response to life's challenges, pressures and demands,
* the greater the range of life skills the child possesses, the more self-empowering he becomes, and
* the greater the range of alternatives he has at his disposal, the better the chances he has to respond to his future life demands, pressures and challenges.

Pursuant to further attempts to show how life skills are interwoven with multi-modal counselling skills, four classifications of life skills areas done by experts will be presented here. That is, Hopson and Scally (1986), Nelson-Jones (1988), Gazda, Childres and Brooks (1987), and Jacobs and Theron's (1994) classifications of life skills areas will be presented below to highlight Conger and Mullen's overall objective of teaching life skills, namely "to develop a balanced self-determined person solving problems creatively in everyday life" (1981 : 318):

3.3.1   Hopson and Scally's classification of
             areas of life skills

This classification will be briefly presented here, because it
was fully presented in chapter two. Suffice to note here that
Hopson et al (1981 : 64) divide life skills areas into skills
needed:

  * "to survive and grow generally",
  * "to relate effectively to you",
  * "to relate effectively to others", and
  * "in specific situations".

However, sight should not be lost of Hopson and Scally's (1986
: 15) revised classification of life skills as given below:

Table 3.4

A schematic representation of Hopson and Scally's
classification of areas of life skills

Areas of life skills	Sub-divisions of various and numerous skills to be acquired
Skills of learning	literacy; numeracy; information-seeking; learning from experience; using whole-brain approaches; computer literacy; study skills.
Skills of relating	making, keeping and ending relationships; communication; assertiveness; being an effective member of a group; conflict management; giving and receiving feed-back; parenting; influencing.
Skills of work-ing and playing	Career management; time management; money management; entrepreneurship; choosing and using leisure options; preparation for retirement; home management, etc.
Skills of developing self and others	being positive about oneself; creating problem-solving; decision-making; stress management; transition management; managing sexuality; maintaining physical well-being; helping others, etc.

The previous skills are similar in all respects to the skills discussed under multi-modal counselling approach.

3.3.2   Nelson-Jones' classification of areas of life skills

Nelson-Jones (1988) classifies five areas of life skills, each with several specific skills, as follows:

3.3.2.1   Feeling

Some of the skills to be acquired by students are:

* acknowledging the importance of their feelings
* becoming aware of, and open to, their feelings
* becoming aware of their wants and wishes
* becoming aware of their body sensations
* ability to express their feelings appropriately.

3.3.2.2   Thinking

Some of the skills to be acquired by students are:

* having a realistic conceptual framework
* attributing responsibility accurately
* anticipating risk and gain accurately
* decision-making
*problem-solving

3.3.2.3.   Relationships

Some of the skills to be acquired by students are:

* ability to own their thoughts, feelings and actions in relationships
* starting and developing relationships
* managing anger and conflict
* defining and asserting themselves
* good listening.

3.3.2.4   Study

Some of the skills to be acquired by students are:

* making wise and informed educational choices
* goal setting and planning
* ability to meet deadlines
* managing time effectively
* effective reading.

3.3.2.5 Working/handling unemployment

Some of the skills to be acquired by students are:

* accurate identification of their interests
* realistic appraisal of their abilities and skills
* written self-presentation skills
* ability to make the most of their worksetting
* business/money related skills.

3.3.2.7 Health

Some of the skills to be acquired by students are:

* assuming responsibility for their own health
* eating nutritionally and moderately
* avoidance of smoking
* adequate control of alcohol consumption
* keeping physically fit.

Schematically speaking, Nelson-Jones' classification of areas of life skills is represented as follows for further clarity's sake:

Table 3.5

<u>A schematic representation of Nelson-Jones' classification of areas of life skills</u>

Areas of life skills	Sub-divisions of various and numerous skills to be acquired
Feeling	1. owning the importance of feelings 2. becoming aware of one's wishes 3. becoming aware of one's body sensations, etc.
Thinking	1. having a realistic conceptual framework 2. decision-making, etc.
Relationships	1. starting and developing relation-ships 2. managing anger and conflict, etc.
Study	1. goal setting and planning 2. managing time effectively 3. effective reading 4. ability to meet deadlines, etc.
Working/handling unemployment	1. written self-presentation skills 2. ability to handle unemployment 3. business/money-related skills 4. Self-employment skills
Health	1. Nutritional diet and in moderation 2. physical fitness exercises 3. adequate control of alcohol consumption, etc.

It is emphatically stated here that the previous skills
are similar in all respects to the skills covered under
multi-modal counselling approach.

3.3.3 Gazda, Childers and Brooks' classification of areas of life skills

Gazda et al (1987) classified over three hundred life
skills descriptors into the following four categories of
skills:

* interpersonal communication and human relations,
* problem-solving/ decision-making,
* physical fitness/ health maintenance, and
* identity development/ purpose in life.

In turn, each of these four categories of skills is
sub-divided into several separate but mutually-related
skills whose overall acquisition, mastery and
maintenance will enhance and strengthen the particular
child's quality of life. Table 3.6 op page 96 gives
further clarity on this matter according to Gazda et al
(1987).

Table 3.6

A schematic representation of Gazda, Childers and Brooks' classification of areas of life skills

Areas of life skills	Sub-divisions of various and numerous skills to be acquired
Interpersonal communication and human relations	- verbal and non-verbal communication with others, - skills for participating in small and large groups within one's community, - skills for management of interpersonal intimacy, etc.
Problem-solving and decision-making	- skills for information seeking, - skills for assessment and analysis, - skills for problem identification, solution, implementation, and evalua-tion, - skills for goal setting, - skills for critical thinking, etc.
Physical fit-ness/ health maintenance	- skills for motor development and coordination, - skills for nutritional maintenance, - skills for weight control, - skills for stress management, - skills for using leisure times, etc.
Identity development/ purpose in life	- skills for maintenance of self-esteem, - skills for developing meaning in life, - skills for manipulating and accommoda-ting to one's environment, - skills for clarifying morals and values for and in one's life, etc.

In like manner, it should be observed here that the previous skills are similar to those treated under multi-modal counselling approach.

3.3.4   Jacobs and Theron's classification of areas of life skills

South African life skills' experts such as Jacobs and Theron have developed a life skills competencies questionnaire - more about this on page 98 - and have brought life skills teaching and learning in line with the family, the school, the church, the community and the world of the student body as a whole. According to Jacobs et al (1994 : 8) there are six interrelated areas of life skills, namely:

* community and social development,
* development of person and self,
* self-management,
* physical and sexual development
* career planning, and
* life and world orientaion.

Furthermore, each of these six areas of life skills is sub-divided into five separate but mutually interrelated skills. Sight should not be lost of the fact that these skills are to a large extent a relica of the skills covered under the multi-modal counselling approach. Table 3.7 on page 98 explains this matter better schematically.

Table 3.7

A schematic representation of Jacobs and Theron's
classification of areas of life skills

A. COMMUNITY AND SOCIAL DEVELOPMENT	D. PHYSICAL AND SEXUAL DEVELOPMENT
1. Mental health 2. Community responsibility 3. Human rights and civics 4. Road safety 5. Technological development	1. Sex guidance (education) 2. Alcohol and drug abuse 3. Exertion and recreation 4. A healthy life style 5. Acceptance of one's own body
B. DEVELOPMENT OF PERSON AND SELF	E. CAREER PLANNING AND DEVELOPMENT
1. Leadership 2. Literacy 3. Self-concept and self-assertion 4. Peer group influence 5. Identity development	1. Innovation, creativity and entrepreneurship 2. Problem-solving and decision-making 3. Finding and keeping a job 4. Career planning and development 5. Work ethics and values
C. SELF-MANAGEMENT	F. LIFE AND WORLD ORIENTATION
1. Time and self-management 2. Financial management and consumer's behaviour 3. Managing stress and conflict 4. Study methods 5. Communication skills and critical thinking	1. Religious orientation 2. Life and world view 3. Political orientation 4. Cultural orientation 5. Family education

Similarly, it should be observed here that the previous skills are not only the same as those discussed under multi-modal counselling approach, but that they are also similar to those covered under the first three life skills experts' three classifications of areas of life skills. In brief, Table 3.8 below clarifies this matter further:

Table 3.8

<u>A schematic representation of the interdependent interwovenness between and among multi-modal counselling and life skills</u>

Multi-modal counselling	Four classifications of areas of life skills			
	Hopson et al	Nelson-Jones	Gazda et al	Jacobs et al
Thinking	Skills of learning	Thinking	Problem-solve Decision-make	Develop self and others
Emotions	skills to develop	Feeling	Problem-solve Decision-make	Self-management
Actions	skills of playing	Working and handling unemployment	Physical fitness	Self-management
Career	skills of working		Physical fitness	Career planning
Health	skills to develop self and others	Health	health maintenance	Phys. & Sexual development
Imagery		Health	Identity dev. Life purpose	Development of self and others
Interpersonal relationships	skills of relating	Relationships	Interpersonal communication and human relations	Community and social development
Needs	skills of learning	Study	Purpose in life	Life and world orientation
Guidance	skills of learning	Study	Purpose in life	Life and world orientation

3.4   SUMMARY

The emphasis in chapter three has been on the interrelated interwovenness between multi-modal counselling skills on the one hand, and life skills on the other hand. This mutual interplay has been shown to be reinforced by the many and various interrelated skills falling under each of the modalities of the multi-modal counselling approach and each of the areas of life skills. In this way, it becomes logical to state that the possible realization of secondary school students' capacities through interventions from multi-modal counselling approach is basically the same as that of interventions from life skills perspective. In brief, both multi-modal counselling skills and life skills imply one another exhaustively. Stated differently, it can be noted here that the complexities of modern living and high standards render certain skills worth-while and others worthless depending on the depth, breadth and width of the particular child's possessed repertoire of such skills. From a critical, analytical and pragramatical viewpoint, the teaching and learning of multi-modal counselling and life skills come to the foreground especially in view of the following characteristics common to both perspectives:

* in both multi-modal counselling and life skills teaching and learning, students' active participation and total human involvement are very fundamental,

* in both multi-modal counselling and life skills
  teaching, the focus is on the learning, mastery
  and maintenance of specific internal and/or
  external behaviours or activities,

* in both multi-modal counselling and life skills
  teaching and learning, progress can be easily
  monitored,

* in both multi-modal counselling and life skills
  teaching and learning, goals can be formulated
  and defined, and

* in both multi-modal counselling and life skills
  teaching and learning, emphasis is laid on
  working with small groups of children.

In chapter four, further attention will be given to life
competencies and skills questionnaire, including the
results and the findings thereof.

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   <u>The necessity of positive learning environments</u>

<u>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</u>.

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 strife 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   <u>The necessity of life
               competencies and skills</u>

<u>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</u>.

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 harmoneously 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   <u>The necessity of multi-modal
                counselling</u>

<u>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</u>.

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):

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

* the ability to <u>guide</u> others as much as one
   expects to be <u>guided</u> 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

4.4.3   Research report for 1990 standard 7
          Coloured pupils

Jacobs et al (1994 : 16 - 22) maintain that "a
research undertaken by the Department of School
Guidance, University of Pretoria, 1990, regarding
the necessities of life of 750 standard 7 Coloured
pupils" reveals the following:

Table 4.2

NECESSITIES OF LIFE OF STANDARD SEVEN COLOURED
PUPILS

COMMUNITY AND SOCIAL DEVELOPMENT		20%
Mental health	@@@@	@@@@
Community responsibility	####	####
Human rights	$$$$	&
Road safety	%%%%	&
Technological		$$$$	&
development	&&&&	&
		%%%%

PERSON AND SELF DEVELOPMENT		18%
Leadership	@@@@	@@@@
Literacy	####	
Self-concept & self-assertiveness	$$$$	#### $$$$ %%%%
Peer group influence	%%%%	
Identity development	&&&&	&&&&

Table 4.2 continues.

```
                                                          ┌20%
┌───────────────────────────╥═════════════════════════╗
│SELF MANAGEMENT            ║        @@@@             ║
│Time and self              ║                         ║
│management        @@@@╟─────────────────────────╢
│Financial                  ║        ####             ║
│management        ####╟─────────────────────────╢
│Stress management $$$$║      $$$$               ║
│Study methods     %%%%╟─────────────────────────╢
│Communication        ·     ║   %%%%   │ &&&&       ║
│skills            &&&&║             │           ║
├───────────────────────────╫─────────────────────────╢
│PHYSICAL AND               ║                     ║16%
│SEXUAL DEVELOPMENT         ║        @@@@         ║
│Sex guidance      @@@@║                     ║
│Alcohol and drug           ╟─────────────────────╢
│abuse             ####║        ####         ║
│Exertion and               ║                     ║
│relaxazation      $$$$╟─────────────────────╢
│Healthy life               ║      $$$$           ║
│style             %%%%╟─────────────────────╢
│Acceptance of              ║      %%%%  │&&&&   ║
│one's body        &&&&║             │         ║
├───────────────────────────╫─────────────────────────────┐26%
│CAREER PLANNING            ║           │               ║
│AND DEVELOPMENT            ║    @@@@   │    ####       ║
│Entrepreneurship  @@@@║           │               ║
│Problem-solving &          ║           │               ║
│decision-making   ####╟───────────────────────────╢
│Finding & keeping          ║    $$$$           │    ║
│a job             $$$$║                   │    ║
│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:

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

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 occurences 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
(b) School number
(c) Pupil number
(d) Your SURNAME
(e) Your INITIALS

(g) Sex
(h) Language
(i) Age
(j) Standard
(k) Date of 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.

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	00.0

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	00.0

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 <u>Tables 4.70</u> up to <u>4.75</u>, reflect a summary of the previous thirty subfields in terms of the six fields of the said questionnaire.

<u>Table 4.70</u>

<u>A: COMMUNITY AND SOCIAL DEVELOPMENT</u>

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 grou scored fifteen or higher in this field. This scor 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 an that this has had possible effects on the above data.**

The **implication** thereof is that they need help in th form of school guidance and multi-modal counsellin 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	00.0

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 <u>Table 4.106</u> up to <u>Table 4.111</u>, reflect a summary of the previous thirty subfields in terms of the six fields of the said questionnaire.

<u>Table 4.106</u>

<u>A: COMMUNITY AND SOCIAL DEVELOPMENT</u>

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 <u>Percentage and rank order of the sample group's life skills needs</u>

<u>Table 4.116</u>

<u>PERCENTAGE AND RANK ORDER OF 685 SAMPLE GROUP'S LIFE SKILLS NEEDS</u>

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:

<u>In the first place</u>, 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.

<u>In the second place</u>, 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.

<u>In the third place</u>, 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.

<u>In the fourth and final place</u>, 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.

CHAPTER 5

THE IDIOGRAPHIC RESEARCH : MULTI-MODAL COUNSELLING CASES OF TEN COUNSELLEES SELECTED FROM THE NOMOTHETIC RESEARCH FINDINGS

5.1   INTRODUCTION

The present chapter presents the second, albeit partial, address to the problem statement formulated in chapter one, delimited and initially addressed in chapter four. In other words, the sample group's life skills needs depicted in Table 4.116 in chapter four form the point of departure here. Ten students, rightly counsellees, will be randomly selected from those students who obtained a score of three or higher in each of the thirty subfields of the said questionnaire. The counsellees will then be counselled multi-modally as a group. The purpose thereof will be to help them manage their identified problems better.

Pursuant to the above-stated matter, it is essential to delimit the problem further in this chapter for the sake of clarity.

5.2   DELIMITATION OF THE PROBLEM

In short, the following questions will be addressed:

> * how can positive learning environments be established and promoted for the South African secondary school students?
> * what role and function can a school-based guidance play to address the identified problems?
> * how can multi-modal counselling interventions help the South African secondary school students manage, and/or cope with, their identified problems better?

5.3   POSTULATES

5.3.1   The importance of positive learning environments

The adage that first impressions are lasting is true for subject teachers, guidance teachers, school counsellors, principals, inspectors and other parties with similar interest in the lives of students and pupils. The central position, function, influence and role of each of the above-stated parties can be reasonably construed as a source of psychological impactfulness from

which students and pupils can learn either to
realize and accept themselves or to wallow into
perpetual, pitiful self-shame and humiliation.
Lazarus reaffirms this aptly: "During the initial
interview, multimodal therapists behave similarly
to most practitioners who are interested in
establishing rapport, in assessing and evaluating
presenting complaints, and in determining the best
course of treatment" (1981 : 45).

The value of a conducive classroom and/or
counselling room atmosphere, a friendly but firm
and healthy person-to-person relationship, and a
deep-seated desire for mutual help and
inspirational hope cannot be over-emphasized
beyond what has so far been stated.

5.3.2   The practice of a school-based
           guidance

The previous chapter has, amongst other things,
shown that the majority of the sample group
students falls far short of life competencies and
skills. The same deficiency was also found in
respect of previous researches conducted with
other South African secondary school students. The
relevance of the learning and acquisition of these
life competencies and skills is not only
highlighted here, but it is also crying out there
for practical steps to be taken to prevent,
ameliorate and/or minimize this irritating state
of affairs.

There is, therefore, a clear, loud and undeniable
need for purposeful, goal-directed and effective
guidance programmes to be provided for these
students by professionally qualified and
effectively trained guidance teachers and school
counsellors. The truth of the matter lies in
effective empowerment of these fully-trained
permanent change agents in all South African
secondary schools in particular and other
institutions in general.

5.3.3   The practical application of
           multi-modal counselling interventions

Life competencies and skills needs identified and
analysed in Table 4.116 in the previous chapter
present a cause for concern by all parties that
have the students' concerns at heart. "The aim of
multimodal therapy is to reduce psychological
suffering and to promote personal growth as
rapidly and as durably as possible" (Lazarus, 1981
: 13).

The starting point in addressing such deficiencies
in life competencies and skills is an utter
realization and humble acceptance "that few, if
any, problems have a single cause or a unitary
cure" (Lazarus, 1981 : 13). For example 59.7%,
which is about 409, of the sample group students

possibly experience problems pertaining to study methods. A multi-modal assessment of these students' problem of study methods would focus on the following issues (Lazarus, 1981 : 17 - 18):

* What are the students' major intellectual interests and pursuits? How do their **thoughts** affect their emotions? What are their main <u>shouldistic</u>, <u>oughtistic</u>, and <u>mustic</u> statements about themselves?

* What makes them **sad, mad, glad, scared?** Are they troubled by **anxiety, anger, guilt, depression, etc.?** How do they behave and act when they feel **sad, or mad or glad or scared?**

* What **actions** are getting in the way of their happiness? What would they like to start doing? What would they like to stop doing?

* What would they like to become? How do they plan to become that? Which **career** options are open or closed for them and in which way are they open or closed?

* What concerns do they have about their **health?** What are their habits concerning their diet, exercise, and physical fitness? Do they take any medication, drugs, intoxicating drinks, etc. and under what circumstances do they do so?

* How do they describe their **self-image and body-image?** What are their likes and dislikes about the way they perceive themselves to be? What do they picture themselves doing in the immediate future, in five years from now and in ten years from now?

* Who are the most important people in their lives? What are the significant people in their life doing to them? How do they describe the **relationships** with, and expectations from, their most important people in their life?

* What bearing do their **needs** have on their feelings, emotions, behaviours, actions and thoughts? How would they prioritize their needs in five years from now, and in ten years from now? How do they usually satisfy their needs?

* What do they regard as important decision points in their life? What are their beliefs and values in life? How do they take responsibility for themselves?

5.4   SELECTION OF TEN COUNSELLEES

Ten   counsellees were randomly selected from a list
of   raw   scores   of   the   questionnaire   on   life
competencies   and   skills   administered   to,   and
processed in respect of, 685 sample group students
in   the   previous   chapter.   In   other   words,   ten
counsellees   were   randomly   selected   from the raw
scores of those   students who obtained a score of
three   or higher in each of the thirty subfields of
the   said   questionnaire.   This is in line with the
interpretation   of   the   said questionnaire that "A
score   of   three or higher in respect of a specific
subfield,   indicates   that a testee may possibly be
experiencing   a   problem   in   this   area"   (Jacobs,
Olivier   and   Gumede,   1992 : side 2). Furthermore,
the   ten counsellees were helped multi-modally as a
small   group   in   respect   of each of the first two
life   skills   needs   shown   in   _Table 4.116_ on page
180,   namely **study methods and finding and keeping
a work.**

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

5.5   METHOD OF RESEARCH

As indicated above, ten counsellees selected randomly from the raw scores of three or higher on each of the thirty subfields of the said questionnaire were counselled multi-modally as a small group. Their presenting problems were the first two life skills needs identified and presented in Table 4.116. This is mainly due to the fact that it is well-nigh impossible, if impractical, to counsel them as a small group on each of the thirty subfields of the said questionnaire. Again, it is hoped that the impending multi-modal group counselling will confirm either the correctness or the incorrectness of the postulates made.

5.6   MULTI-MODAL GROUP COUNSELLING CASES

For all practical purposes and reasons, it is impractical to counsel the ten counsellees multi-modally as a group on each of the thirty subfields of the said questionnaire. As such, the first two life skills needs in Table 4.116 in the previous chapter were considered.

Note should, however, be taken that the said first three life skills needs are subsumed under two

fields namely, **self-management and career planning and development.** However, the third subfield of <u>career planning and development</u> will be left out. This is because, in the first place, it has the same name for both the subfield and the field. In the second place, it is because it is closely associated with its sibling subfield, namely <u>finding and keeping a work</u>, which occupies the second position. This, therefore, means that two instead of three life skills needs will be further brought under the spotlight of multi-modal group counselling.

5.6.1   <u>Study methods</u>

As a <u>background information</u>, note should be taken that 59.7% of the total sample group size may possibly be experiencing problems related to <u>study methods</u>. This figure represents about 409 out of 685 sample group students. Furthermore, it is both intriguing and thought-provoking to reflect on the fact that there have been full-time guidance teachers at the five sample group schools from the beginning of 1989 up to date. Again, the relative calm that prevailed upon most parts of the former Republic of Bophuthatswana prior to the March 1994 disruptive eruptions there seems to have rekindled many sample group students' interest in, and need for, <u>study methods</u>.

Though Axelson (1985 : 437) regards Lazarus' multimodal therapy as "an excellent example of technical ecclectism", the procedures below center directly on Molefe's (1989) key word, <u>TEACHIING</u>, and indirectly on either Lazarus' (1976 and 1978) <u>BASIC ID / IB</u> or Keat's <u>HELPING</u> (1980). In Axelson's view, the key word is supportive of the underlying assumption of multi-modal counselling approach that, "because individuals are troubled by a variety of specific problems, it is appropriate that a multitude of treatment strategies be used in bringing about change" (1985 : 308 - 312).

5.6.1.1   <u>Session one : building rapport</u>

The session started with a warm welcome to, and hand-shaking with, nine instead of ten expected counsellees. The tenth counsellee was absent from school in spite of prior notification. Subsequently, he had withdrawn himself permanently from participating in group counselling.

The small group counselling members consisted of five female and four male students whose ages ranged respectively from eighteen to twenty three and nineteen to twenty two. Their respective mean ages were twenty six and twenty. Their total mean age was twenty point three (20,3).

The room arrangement and seating accommodation were reasonably conducive to an effective participation in discussions. Added to this the name game (Canfield and Wells, 1976) was introduced to facilitate and expedite knowing each counsellee by name.

The purpose of group counselling was explained to them. It involved sharing with them the results of the life skills needs as outlined in Table 4.116 on page 180, as each counsellee was given a copy thereof. A copy of part of the administered questionnaire that outlines only the fields and subfields, as outlined in Table 4.3 on page 124, was also given to them to facilitate their understanding.

They were also briefed on why and how they have been selected from a sample group of 685 students. Over and above this, they were assured of the strictest confidentiality with which group counselling discussions would be treated.

They were, furthermore, invited to feel free, open, relaxed and to contribute actively during the discussions. It was pointed out to them that it was not necessarily the counsellor-counsellee "relationship per se, but rather the role of the relationship as a foundation" (Corey, 1991 : 299) for fruitful counselling efficacy.

It is interesting to note that one counsellee who asked about the importance of relationship in this matter was answered by his female counterpart. The answer thereof echoed Lazarus and Fay's statement (quoted in Axelson, 1985 : 316) that "the relationship is the soil that enables the techniques to take root". Equally important was that factors such as respect, physical attentiveness, frequent use of gestures, helpful guessing of what the particular counsellee was about to say, etc. began to emerge. All these observations, according to the researcher, re-affirm Lazarus' maintenance (quoted in Corey, 1991 : 299) "that unless clients respect their therapist, it will be difficult to develop the trust necessary for them to engage in significant self disclosure".

Upon one counsellee's request about the length of group counselling, as prompted by the researcher's suggestion of fourty-five sessions, another counsellee voluntarily stated that it would depend on the progress made by group members.

According to the researcher's understanding of Lazarus (quoted in Axelson), the counsellees' verbal interactions were reminiscent of some of the common characteristics of highly successful counsellors namely, "a genuine respect for people, flexibility, a non-judgemental attitude, a good sense of humor, warmth, authenticity, and the willingness to recognise and reveal their shortcomings" (1985 : 436).

Upon further information that, due to other practical considerations, group counselling would be restricted to <u>study methods</u> and <u>finding and keeping a work</u>, one counsellee remarked that solutions to these two problems appear to be the gateway to better living, functioning and choosing.

As the session was rounded off, the counsellees were reminded of the time and venue for the next session. They were also requested to think and bring whatever problems come in the way of their effective studying for further sharing and discussions within the group setting. Furthermore, they were given, briefed on, requested to complete and to bring along Lazarus' (1976 : 219 - 231) adapted life history questionnaire during the second meeting.

5.6.1.2   <u>Session two : an in-depth
             identification of possible sourses of
             counsellees' study problems</u>

The second session took off with a brief resumé of
the first session including what the counsellees
experienced since the last meeting. This exercise
seemed   helpful   in   further   easing   whatever
tensions, fears and anxieties that might have been
in the counsellees' minds.

This was followed by counsellees' brainstorming of
any   possible   causes   of   their   <u>study   methods</u>'
problem. Their   answers   were written unchanged on
the chart. Almost all the counsellees gave three
or more answers. According to Lazarus (quoted in
Axelson, 1985 : 436) the counsellees' active
contributions   to   the   firm   "relationship with
variables   such   as   motivation,   co-operation,
interest,   concern,   attitudes,   perceptions,
expectations, behavior, and reactions to the
counselor" facilitated and expedited the following
as the most important sources of their ineffective
study methods:

     * counsellees' lack of clear difference
       between reading and studying;

     * counsellees' tendency to draw up an
       unrealistic individual study time-table;

* counsellees' habit-forming of continual
  studying without pauses, note-taking and
  reviewing;

* counsellees' lack of suitable place of
  study, especially at home;

* counsellees' other equally important
  house-hold responsibilities;

* counsellees' negative attitude towards
  careers in the technological field.

In line with multi-modal homework assignment
tendency, each counsellee was requested to suggest
at least two possible solutions to each of the
five above-stated sub-problems. They were also
requested to bring their written responses to the
next session's meeting for further discussion and
sharing.

Towards the end of the session, counsellees
commented very generally about their impressions
of the adapted life history questionnaire.

5.6.1.3   <u>Session three : further diagnosis
            and the adapted life history
            questionnaire</u>

The third session started with the sorting out
and discussions of possible solutions to the
previous five sub-problems. In brief, through
group work their five responses were as follows in
respect of each sub-problem:

<u>Differences between reading and studying</u>

* Reading may be done for fun, whilst
  studying is always purposeful;

* reading, unlike studying, requires less
  concentration;

* reading can be done continuously, whilst
  studying should be continual with short
  pauses for rest, note-taking and recalling;

* reading can be done without much
  organization of one's material whilst
  studying involves organization,
  self-discipline, time and
  self-management; and

* reading can be done without studying, but
  not vice versa.

Drawing of a realistic individual time-table

* Subjects that are less demanding need less
  period of studying;

* subjects that are more demanding need more
  period of study;

* maintenance of a balance between study time
  and time for other responsibilities at
  home;

* an agreement about study time needs to be
  reached and observed between the student
  and his family members; and

* making allowances in the time-table for
  upsets caused by unforeseeable
  circumstances, and for leisure time.

Continual studying without pauses,
note-taking and reviewing

* Each student was coached on how to study
  according to his concentration period to
  facilitate pauses for brief rests,
  note-taking, reviewing and recalling;

* handouts on how to study effectively were
  given and explained to counsellees
  (Hamblin, 1988 : 23 - 24);

* the use of (Hamblin, 1988 : 44 - 55) "SQ3R"
  for survey, scan, read, recall and review
  was explained, and handouts were given,
  to counsellees;

* strategies of managing both themselves and
  their time were shared with counsellees;
  and

* counsellees were able to see study as an
  enduring hard-work and sacrifice.

Lack of suitable place that is conducive to learning

* Use of classrooms after school hours was considered as a viable alternative to this sub-problem;

* forming smaller study groups of three or so to meet at venues that are conducive to study, either at home or at school was also discussed and accepted;

* regular visits to the nearby national library was accepted as very practical;

* liasing with ministers of religion for time slots in the use of church buildings was considered implementable; and

* requests for similar time slots in community centres and tribal authority halls were thought as possible alternatives.

Other equally important house-hold responsibilities

* Sharing of these reponsibilities on more or less equal basis was discussed. In instances where both parents are either physically away due to work commitments or

are physically present, but are
non-committed, consideration of each
sibling's age in relation to the expected
duty was also discussed;

* where possible regular family council
  meetings (Keat, 1980) held in free and
  relaxed conditions were also suggested for
  the sake of giving direction, clarity and
  guidance to one another;

* the issue of physical child-abuse was
  discussed lengthly. Finally, group members
  accepted maintaining a balance between
  being prepared for adulthood and being
  over-loaded with house-hold chores;

* use of flexible time-table for the
  execution of these responsibilities was
  also accepted; and

* the importance of starting happy family
  unit within each group member's home
  appealed to almost all group members.

Now, a thorough exploration of how the adapted
life history questionnaire (Lazarus, 1976 : 219 -
231) was completed would be undertaken in the next
session.

5.6.1.4   Session four : counsellees' information
             from the adapted life history
             questionnaire

This session took off with few minutes' discussions
of what counsellees experienced since the previous
meeting.   After   sharing   their   experiences,   the
information pertaining to the first nine aspects of
the adapted life history questionnaire was gained
through their co-operation and active participation.
The said nine aspects outlined fully in Appendix B,
which appears on pages 280 - 295, are:

General
Clinical
Personal data
Occupational data
Menstrual history
Marital history
Family data and
Self-description.

Each of these nine aspects will be attended to as
follows:

***General

All the counsellees supplied relevant information
such as their full names, addresses, religion, etc.
Only six counsellees gave their telephone numbers.
Three did not have telephone numbers. Concerning
their places of residence, the small number per

family unit was three and the big number was six in a house. One counsellee stated that seven of his family members share a single room. Eight counsellees are single. The only married counsellee was the only one who had changed religion from Roman Catholic church to <u>Nederduitse Gerefomeerde Kerk in Afrika</u>.

***<u>Clinical</u>

Notwithstanding the vast differences between clinical and counselling psychology within the South African education context as against the blurred differences in American counsellor education programme (Herr and Cramer, 1988), the following observations emerged from the completed questionnaires:

* One counsellee is reportedly using one panado tablet thrice daily due to continual headaches. This is in spite of several visits to either the clinic or hospital about this matter.

* Five more counsellees reported suffering from continual headaches, stomachaches and dizzy spells. Usually they resort to panado tablets or aspirin or any pain-killers, if the need arises.

* The other one reported that his headache subsided as soon as he stopped studying.

Several points need further exposition with regard to the three previous health and mental conditions of the seven counsellees. Firstly, according to Table 4.116 in chapter four mental health is ranked life skill need number twenty three by 17.8% of 685 sample group students. This percentage is equivalent to 121 students. Secondly, healthy lifestyle is ranked life skill need number twenty eight by 12.8% of the said sample group. This represents about 87 out of 685 sample group students. Thirdly, the said life skills questionnaire was administered to these students during February 1994. Fourthly, the adapted life history questionnaire was completed during May 1994. It, therefore, seems logical to state from a clinical-cum-counselling point of view that:

*** the March 1994 unrest situation in and around Mafeking-Mmabatho areas where these counsellees reside could have had disruptive effects on the health of these seven counsellees,

*** whereas the nine counsellees' main presenting problem is study methods, one clear evidence of the advantage of approaching counsellees' problems multi-modally cannot be gainsaid at this stage, and

*** alternatively, it is possible that these seven counsellees may be some of the 87 and/or 121 students in need of help in healthy lifestyle and mental health respectively. Now as a sequel to this possibility, the disruptive effects of the March 1994 unrest situation, coupled with lack of medical attention and normal food supplies during that tulmultuous period, might have precipitated the deterioration of their somewhat unstable health and mental conditions.

* Another counsellee reported that since he turned fourteen, he had been given work daily at home. He would subsequently go to sleep feeling very tired. Again, he had been punished daily from six years onwards. Consequently, he reported that he was angry and short-tempered.

Note should be taken here that the issue about physical child-abuse was handled briefly in the previous session. This issue will be dealt with after a thorough multi-modal profile for treatment will have been collaboratively drawn. Refer to pages 218 - 221 for more information.

***<u>Personal data</u>

All counsellees, except one who comes from Stilfontein, live in and around Mafeking-Mmabatho

areas. They were born and grew up there. Common ailments expressed by counsellees here include headaches, stomachaches, eye pains, horrible thoughts, night terrors, no appetite, suffering from appendix, vomiting and unhappy childhood.

Common fears expressed by counsellees include fear of animals such as dogs and cats, escalating violence especially in Kwa-Zulu/Natal, an end to racial discrimination, fear that peace may not prevail and concern over whether or not one will pass standard ten.

***<u>Occupational data</u>

The only information supplied in this regard relates to two counsellees' wish to become either a <u>social worker</u>, or a <u>nurse</u>, and one counsellee per each of these career options: a <u>lawyer</u>, a <u>diesel mechanic</u> or a <u>chev</u>. Two counsellees stated their indecisiveness.

***<u>Sex information</u>

None of the nine counsellees reported gaining sex information from their parents. In the researcher's view, this is suggestive of the traditional view by

many African families that sex-related issues are not matters of concern to, and discussions by, teenagers. This view is likely to persist unless it is confronted in a confronting, but not necessarily a confrontational, way. This is one of the ways in which the present rate of teenage pregnancies can be prevented and/or minimized.

Only one reported gaining such information from the clinic at the age of seventeen. Others reported gaining it from friends, television and pictures.

In the light of the foregoing information, this is an irritating state of affairs given the fact that almost all high schools in the former Republic of Bophuthatswana have full-time guidance teachers. Similarly, the picture is disturbing given that life skill need for sex guidance is ranked number four by 47.2% of 685 sample group students. This percentage represents about 323 students. Table 4.116 on page 180 contains more information about this matter. Last, but not least, the number of unplanned for, and not necessarily unwanted, babies is likely to increase unless this matter is given the serious attention it merits.

***Menstrual history

Of the five female counsellees, only two reported being informed by their mothers about this matter at the ages of fifteen and sixteen. It is intriquing to note here that this information was extrapolated by the two female counsellees' mothers from many other relevant and important issues falling under the rubric of sex information. The other three female counsellees evaded answering this question. They, instead, reported on their menstrual circles whose average duration is three days.

***Marital history

The only twenty-three year-old female counsellee's marital history is as follows:

* the counsellee is the only daughter in the family,

* the couple knew each other for two years before their engagement,

* the couple has been married for three years,

* the twenty-eight year-old male partner is a police officer,

* the couple has so far a four year-old son,
  and

* three equally important questions tapping the
  couple's areas of compatability,
  incompatability and relationships with the
  in-laws were left blank.

***Family data

The following information was gleaned from the
completed questionnaire in this respect:

* some questions were left blank,

* five out of nine counsellees' parents, that is
  father and mother, were still alive,

* two counsellees' fathers had passed away. The
  female and the male counsellees' ages then
  were respectively eight and sixteen,

* regarding the issue of siblings, only three
  counsellees reported as follows:

> - the first counsellee has three,
>   fourteen, twenty-seven and
>   thirty-three year-old brothers and
>   and two fifteen and twenty-one
>   year-old sisters,

- the second counsellee has two,
  twenty-six and twenty-seven year-old
  brothers and a four year-old sister,
  and

- the third counsellee has two, nine
  and twenty-three year-old brothers
  and fifteen year-old sister.

Regarding information reported by three, out of the
actual total of nine, counsellees on their family
data the following can be observed:

* the number of ages in between the birth
  of siblings per first family unit fluctuates
  greatly from at least one year to at most
  nineteen years,

* the number of ages in between the birth
  of siblings per second family unit
  fluctuates greatly from at least one
  year to at most twenty three years, and

* the number of ages in between the birth
  of siblings per third family unit
  fluctuates from three years to fourteen years.

Note should be taken here that one outstanding flaw inherent in the family data section of the questionnaire was the omission of whether or not these siblings still stay together. Such information, if tapped, would have provided more information in terms of some house-hold responsibilities about which most counsellees complained.

**Self-description

This aspect consisted of eighteen incomplete sentence stems which counsellees completed as follows:

* Only one counsellee completed all the incomplete sentence stems.

* The second counsellee completed seventeen incomplete sentence stems.

* Two more consellees did not complete five and six of the said sentence stems.

* In brief, the most number of incompleted sentence stems is eleven, whilst the least number thereof is one.

An analysis of such completed sentence stems revealed, amongst other things, that:

* most counsellees possibly experience problems in describing themselves,

* most counsellees' lives centre on God as the Provider of their needs, a liking for money, hard work, and a wish to be brave and courageous,

* since childhood, most counsellees held dreams of being educated, being patient, and of working hard,

* most counsellees feel proud about themselves and about furthering their studies,

* most counsellees experience difficulties in admitting unpleasant occurences in their lives; for example, being in trouble, having clashes with others, worry when things go wrong and a dislike for being told lies,

* death, murder, falsehood, criminal offences and other negative aspects of life are described as unforgivable by most counsellees,

* both self-image and body image appear to be
  problematic areas to be described reasonably
  by most counsellees,

* insults, teasing, falsehood, and false
  accusations appear hurting to most
  counsellees,

* most counsellees' description of their mothers
  was very positive,

* the only two counsellees described their
  fathers adverbially as <u>possessive</u> and <u>harsh</u>
  alternately,

* three counsellees expressed anger about the
  unrest situation, disruptions of education and
  being teased alternately,

* one counsellee expressed the wish to receive
  presents from a man/woman,

* most counsellees associated the issue of
  growing up with <u>more problems</u>, and <u>many</u>
  <u>challenges</u>, and

* almost all counsellees admitted they could
  help themselves by not playing with their
  talents, time and chances.

***<u>Multi-modal counselling approach</u>

As indicated earlier on, the key word <u>TEACHIING</u> (Molefe, 1989) forms the cornerstone of the presentation of the profile for treatment of counsellees' problems, as it is outlined in session five.

5.6.1.5   <u>Session five : profile for treatment</u>
            <u>of counsellees' problems</u>

The session started off with a review of their previous experiences, encounters and expectations since the previous session's meeting. This was followed by the discussions of their multi-modal counselling approach's section of the questionnaire.

Consequent upon Lazarus' statements (quoted in Axelson, 1985 : 433) that:

*   "the therapist's personality and style
    are integral to the therapy process and
    outcomes",

*   "the mechanisms of change cannot be separated
    from the person who administers the
    therapeutic procedures",

* "counselors need to reveal themselves in the relationship with clients", and

* "they can then sift through the responses they receive and make appropriate decisions", the profile in <u>Table 5.1</u> on pages 218 - 221 was subsequently collaboratively drawn.

With regard to <u>Table 5.1</u> on pages 218 - 221, it is equally important to note that:

* thorough "diagnosis must usually precede treatment" (Lazarus, 1981 : 17),

* "... when the real problems have been identified, effective remedies - if they exist - can be administered" (Baruth and Huber, 1985 : 199), and

* this approach "... addresses not only individual client's psychological functioning, but [also] gives equal consideration to ... the environment within which clients experience their problem situations" (Baruth et al, 1985 : 319).

Table 5.1

PROFILE FOR TREATMENT OF COUNSELLEES' PROBLEMS

Modality	P	Problem	Treatment strategy
Thinking	C	1.How to be a school achiever	1.Effective Study and Test Taking
		2.Horrible thoughts	2.Rational Thinking Training
Emotions	B	1.Anger/sadness if one fails or things go wrong	1.Effective Study and Test Taking 1.Anger Management Training
		2.Loneliness due to loss of loved ones or due to financial problems	2.Grief Training 2.Friendship Training 2.Timed Instruction for localized Tension Reduction 2.Self-employment Training
		3.Guilt for seeing others suffering	3.Psychological control of pain 3.Support Groups
		4.Fear of cats and dogs	4.Systematic Desensitization

Modality	P	Problem	Treatment strategy
Actions	E	1.How to over- come laziness	1.Self-motivation and goal-setting Training
		2.How to find a job	2.Job search Tips 2.Attention-getting Curriculum Vitae 2.Preparation for successful inter- view
		3.How to keep a job	3.Positive Work Attitudes and Relations 3.Job Skills Tips
Career- related matters	D	1.How to be a social worker or nurse or or lawyer or diesel mecha- nic, etc.	1.Retrieval of all these careers' information from "Career Mentor" 1. Effective Study and Test Taking

Modality	P	Problem	Treatment strategy
Health-related matters	A	1.Continual headaches and/ or stomachaches	1.Refer to clinic and/or hospital
		2.Body pains	2.Muscle Relaxation Training 2.Psychological control of pain 2.Refer to clinic and/or hospital
Imagery	G	1.Obesity	1.Weight Loss Tips 1.Physical Fitness Exercises
		2.Negative self-concept	2.IALAC 2.Personal Enrichment Through Imagery
		3.Horrible thoughts	3.Discovering Pleasant Images Through Imagery

Modality	P	Problem	Treatment strategy
Interpersonal relations	I	1.Having no friends 2.Shy when with other people	1.How to start and end a conversation 1.Friendship Training 2.Assertiveness Training 2.Communication Skills Training
Needs	F	1.How to grow up and be a mother 2.How to pass matric with an exemption	1. Parenthood Training 2.Effective Study and Test Taking 2.Matric Exemption Rules
Guidance of ABC	H	1.How to gain foresight and thinking before acting 2.Coping with daily work at home	1.Rational Thinking Training 1.Challenging Mistaken Beliefs 2.I CAN IF I WANT TO 2.Coping Skills Training

Concerning Table 5.1 on pages 218 - 221, note should
be taken here that:

* the "P" in the second column stands for
  preferences or priorities of the modalities
  ranked in order of their urgency for the
  application of treatment procedures,

* both the counsellor and the counsellees
  collaborated actively in the creation of
  such preferences,

* counsellees were provided with some of the
  relevant copies of the radio tape recordings
  of treatment strategies suggested and
  successfully used by multi-modal experts such
  as Lazarus, Keat, and Wolpe for practice
  purposes at home. Where possible, counsellees
  were sub-divided into groups of three members
  per relevant tape recording,

* the other treatment strategies were realized
  through handouts given for prospective career
  options chosen by counsellees. Appendix C,
  which appears on pages 296 - 304, reflects
  relevant information in respect of an
  attorney as one example of such career options
  in respect of which information was retrieved
  from Career Mentor (HSRC : 1992),

* this approach attaches a lot of importance and
  emphasis on each counsellee's active
  participation in, and involvement with, the
  given homework assignments for its durable
  results to be realized. Counsellees were duly
  told about this matter. Nothing is further
  from the proverbial sayings that <u>practice
  makes perfect</u>, and that <u>nothing ventured
  nothing won</u>, and

* the problem of <u>study methods</u> has undoubtedly
  been approached as multi-facetted,
  multi-layered and in need of a multitude of
  treatment strategies and interventions
  (Lazarus, 1976, 1977, 1981; Wolpe and Lazarus,
  1966; Keat, 1980; Baruth and Huber, 1985;
  Axelson, 1985, Molefe, 1989; and Corey, 1991).
  As an example, the second problem of
  <u>finding and keeping a work</u> has already been
  partially addressed so far. More will still be
  said about it later on.

At this stage, the last two aspects of the life
history questionnaire attended to during this
session were counsellees' <u>expectations about
counselling</u>, and <u>their description from four
viewpoints</u>.

***<u>Counsellees' expectations about counselling</u>

The nine counsellees' responses to the five questions tapping this issue were as follows:

* five counsellees did not express any thoughts about the personal characteristics of an ideal counsellor. Four other counsellees' descriptions included responses such as <u>patient</u>, <u>kind</u>, <u>knows how to handle people</u>, <u>responsible</u>, <u>self-respect</u>, <u>cautious</u>, <u>committed</u>, <u>self-motivated</u>, and <u>independent</u>,

* five counsellees did not offer their descriptions of an ideal counsellor's interactions with clients. Four other counsellees' descriptions were <u>the same as above</u>, <u>listen attentively</u>, <u>friendly and lovingly</u>, and <u>help us choose good careers</u>,

* eight out of nine counsellees stated that they thought counselling should do the following for them:
  - <u>advise generally</u>, <u>enrichment, satisfaction and community well-being</u>, <u>help me know myself and my environment</u>, <u>share problems with me and advise on my future</u>, <u>guide me in choosing my career</u>, <u>anything that suits and benefits me</u>, <u>solve my social and physical problems</u>, and <u>help me with method of study</u>,

*counsellees' expectations of the duration of counselling ranged from <u>till I am satisfied</u> to <u>till I die</u>, and

* counsellees thought positively that counselling was about the following:

> - <u>anybody who can be an adviser for you</u>, <u>guidance to the community</u>, <u>all about human rights</u>, <u>helping, caring, kind to others' problems</u>, <u>giving good life</u>, <u>provision of jobs and education</u>, <u>solving people's problems</u>, <u>to help people with their needs and problems</u>.

***<u>Counsellees' self-description from four viewpoints</u>

* Only seven counsellees described themselves as <u>assisting</u>, <u>hard-worker</u>, <u>kind, darling person</u>, <u>boyish</u>, <u>someone to be educated and handsome</u>, <u>bad person</u>, <u>tall and slim,</u>

* the only married female counsellee stated that "her" spouse would use the word <u>success</u> as a word-picture of his description of "herself",

* seven counsellees stated that their best friends would use word-pictures such as <u>friendly</u>, <u>fair</u>, <u>gives advice</u>, <u>boyish</u>, <u>to have him till I die</u>, <u>good</u>, <u>tall and short-tempered</u>,

* six counsellees stated that someone who
  dislikes them would use the following
  word-pictures in describing them:

  - <u>proud</u>, <u>pray for him/her</u>, <u>clever</u>, <u>I
    will like him to change</u>, <u>bad</u>, and
    <u>as a criminal</u>.

At the end of this session, counsellees expressed
the idea that three more sessions would be enough to
share their experiences regarding radio tape
recordings' intervention treatment strategies, to
prepare them for termination and finally to
terminate counselling.

5.6.1.6. <u>Session six : discussions on treatment
         strategies</u>

This session started with the general discussions of
how counsellees felt, and what they experienced,
about the treatment strategies assigned to them
during the previous session. Without getting into
any details about the treatment strategies that will
be given on pages 227 - 230 in respect of each
modality and its outcomes, it is worth-noting that
in the words of Lazarus and Beutler (1993 : 384)
effective, workable techniques are **"those that are
founded on empirically derived relationships among
client problem, therapeutic procedure, and outcome;
and those that outline the processes by which a
counselor can reliably select and implement
therapeutic procedures"**.

The nine group multi-modal counselling cases are presented in accordance with the preferences, as outlined in Table 5.1, of the key word TEACHIING (Molefe, 1989). However, note should be taken of the overlapping nature of this approach in some of the modalities and the treatment strategies suggested. From the nine counsellees' experiences, feelings, behaviours, actions and expectations concerning the treatment strategies, the following account was compiled:

Priority A: **Health-related matters**.

Counsellees who complained about continual headaches and stomachaches reported positively about the useful visits to the clinic. Besides, they also felt that the two tape recordings on deep muscle relaxation training (Lindenberg, 1982 : Tape) and psychological control of pain (Melzack, 1980 : Tape) have helped greatly in teaching them how to do all these exercises. One clear statement from the group was that with further practice, they stand a better chance of being in control of their health states. Furthermore, they also reported favourably about sharing the taped radio recordings as arranged.

Priority B: **Emotions**.

The group gave positive feedback in dealing with

their emotions such as anger, sadness, loneliness and guilt. In the words of one counsellee, <u>the up and down nature of life</u> demands a reasonable control of one's emotions which may fluctuate from one state of intense pleasure and pleasantness to the extreme end. The group felt that some tips on how to manage one's anger, for example by counting nine to zero backwards and pillow-pounding (Keat, 1980), and <u>personal enrichment through imagery</u> exercises (Lazarus, 1982 : Tapes) were very helpful to them.

Priority C: <u>**Thinking**</u>.

The group accounted their positive gains here to the combined efforts of the handouts on effective ways of studying and the tape recording on <u>effective studying and test taking</u> (Griswold, 1981 : Tape). They expressed optimism about the final, forth-coming examinations.

Priority D: <u>**Career-related matters**</u>.

Group members expressed satisfaction about both the retrieved career information from <u>Career Mentor</u> (HSRC, 1992) and the previous discussions on career choices vis-a-vis subject streams during the previous sessions. In brief, group members felt competent about how to choose a career, how to find and to keep a job.

Priority E: <u>Actions.</u>

As an overlapping to the previous information regarding careers, group members' brief positive feedback showed that handouts on <u>an attention-getting curriculum vitae</u> and <u>preparation for successful interview</u> benefitted them immensely. According to the group's feedback on their problem of laziness, self-motivation and goal-setting as explained to them during counselling were fruitful in eliminating or reducing this problem. Refer to page 67 for the relevancy and applicability of the last two statements in this instance.

Priority F: <u>Needs</u>.

The group reported favourably about the positive effects of knowing <u>matric exemption rules</u>, the tape recording on <u>effective studying and test taking</u> (Griswold, 1981 : Tape), and the handouts on effective ways of studying (Hamblin, 1988 : 23 - 24 and 44 - 45).

Priority G: <u>Imagery</u>.

Group members' feedback on <u>I AM LOVABLE AND CAPABLE</u> (Keat, 1980), <u>how to enrich themselves and to discover pleasant images through imagery</u> (Lazarus, 1982 : Tapes) were beyond imagination.

Priority H: <u>Guidance of ABC</u>.

Group members realized that what they believe [B] in, and hold onto steadfastly, has far-reaching effects on how they react to both the real and unreal causes, that is <u>antecedents</u> [A] as well as how they interpret the results thereof, that is <u>consequences</u> [C]. They felt properly guided in this respect.

Priority I: <u>Interpersonal relationships</u>.

Group members reported positively that they have acquired sufficient knowledge, information and skills about how and when to start and to end a conversation. They maintained that through this guidance, they are able to maintain friendship with others both within and outside the school situation.

The session was rounded off with agreement among participants that making preparation for termination was necessary. They also agreed that such a session should also attend to whatever experiences they might have gained regarding their further practices with the assigned taped radio recordings.

5.6.1.7   <u>Session seven : preparation for termination</u>

Group members started this session with the discussions of what they considered important issues to facilitate next session's termination. From such discussions, the following points emerged:

***almost all group members expressed some change in their lives since counselling started. They agreed that they gained mostly in <u>how to study effectively</u> and reasonably in <u>how to find and keep a work</u>,

***group members expressed the idea that the time and efforts spent were constructively used,

***some group members requested that tape recordings be given to them for further use beyond counselling time. This matter was resolved by requesting the concerned group members to provide for their blank copies of radio cassettes, and

***finally they were asked to think of how best to terminate counselling, and to bring such suggestions during the very last session.

5.6.1.8   <u>Session eight : termination</u>

As requested, a lot of time during this session was spent on group members' positive feedback on issues already covered so far. In brief, group members felt they have gained so much about study methods directly and indirectly about how to find and keep a job. They felt it was not essential to go through the second problem in similar ways, given the information and knowledge about it so far.

Upon the request about the best way of terminating, group members suggested hand-shaking and wishing one another all the best luck in everything. Finally, possibilities of further contact outside counselling were handled by referring group members to their guidance teacher, if such a need may arise.

5.7   SUMMARY

The advantages of group multi-modal counselling approach have been empirically verified and validated over other approaches as a journey through which a plethora of group members' experiences, views and expectations about a specific <u>problem</u> are explored and sifted, available treatment strategies collaboratively selected and implemented, and a joint assessment of progress made and recorded.

In chapter seven, further attention will be given to the summary of the first six chapters and to the recommendations necessary to round off this study.

CHAPTER   6

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

6.1   INTRODUCTION

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

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

6.2   THE MEANING OF THE CONCEPT OF
           PROGRAMME

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

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

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

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

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

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

6.3   THE MEANING OF THE CONCEPT OF
        CURRICULUM

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

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

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

* in spite of running the good race-course of formal learning from kindergarden onwards, the 685 sample group students are possibly experiencing problems in almost all of the subfields of the administered questionnaire,

* all the sample group students were from high schools with full-time guidance teachers in employ from 1987 up to date,

* of all the provinces of South Africa, this is the only province with many full-time guidance teachers at high school level, and

* the longetivity of the provision of guidance service in this and other provinces is as uncertain as the April 1994 elections were certain to take place.

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

6.4   ASPECTS OF THE PROGRAMMATIC
         CURRICULUM

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

6.4.1   <u>Ways of implementing this
          programmatic curriculum</u>

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

* all secondary school classrooms during guidance periods,

* during regular in-service, induction, orientation and meetings for teaching staff,

* at special seminars for specific voluntary
  groups,

* during multi-modal group counselling
  sessions of counsellees who experience
  similar problems, and

* use of various methods such as ice
  breakers, music, sharing, projects,
  brainstorming, problem-solving, homework
  and assignments be made.

6.4.2   Ground rules for life skills teaching
          and learning

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

* assurance that everything possible in this
  regard will be treated with the strictest
  confidentiality it deserves,

* assurance that confidentiality can only be
  overruled on account of privileged
  communication in which case the disclosures
  become a matter of all or nothing (Knapp
  and VandeCreek, 1983),

* the determination of life skills needs can
  be a very persuasive evidence for the
  specific target students to show their
  enthusiasm and commitment to participate
  in the initiative,

* making sure that the initiative is
  enjoyable, informative and developmental,

* commitment by both the facilitator and the
  participants to be relaxed, open,
  interested, ready and willing to learn,
  re-learn and unlearn, and

* the facilitator to exhibit enough evidence
  about his expertise in this case, including
  the effectiveness and value of the exercise
  for the participants.

6.4.3   <u>Practical suggestions of implementing</u>
           <u>life skills programmatic curriculum</u>

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

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

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

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

6.5   A LIFE SKILLS PROGRAMMATIC CURRICULUM

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

6.5.1 Study methods

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

6.5.2 Finding and keeping a work

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

6.5.3 Career planning and development

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

6.5.4   <u>Sex guidance</u>

* Healthy peer heretosexual relationships
* Dating
* Premarital/marital sex relationships
* Aids
* Contraceptives
* Abortion

6.5.5   <u>Handling stress</u>

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

6.5.6   <u>Identity development</u>

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

6.5.7   <u>Cultural orientation</u>

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

6.5.8   Entrepreneurship (initiative)

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

6.5.9   Technological development

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

6.5.10   Political orientation

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

6.5.11   Religious orientation

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

6.5.12   Problem-solving and decision-making

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

6.5.13   Life and world orientation

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

6.5.14   Human rights

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

6.5.15   Work values

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

6.5.16   Acceptance of one's own body

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

6.5.17   Peer group influence

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

6.5.18   Road safety

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

6.5.19 Community responsibility

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

6.5.20 Leadership

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

6.5.21 Family education

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

6.5.22 Communication skills

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

6.5.23   <u>Mental health</u>

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

6.5.24   <u>Self-concept / self-assertion</u>

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

6.5.25   <u>Exertion and recreation</u>

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

6.5.26   Financial management

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

6.5.27   Time and self-management

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

6.5.28   Healthy lifestyle

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

6.5.29   Literacy / Education

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

6.5.30   <u>Alcohol and drug abuse</u>

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

Note should be taken here that:

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

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

***priotity be given to most problem areas such as
   <u>study methods</u>, and <u>finding and keeping a work</u>.

6.6   SUMMARY

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

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

CHAPTER   7

SUMMARY AND RECOMMENDATIONS

7.1   INTRODUCTION

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

7.2.   SUMMARY OF CHAPTERS ONE UP TO SIX

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.3   RECOMMENDATIONS AND SUGGESTIONS

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

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

7.3.1   <u>The establishment and maintenance of one education system for all in South Africa</u>

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

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

7.3.2   <u>The passage of an Act of Parliament
             for Guidance and Counselling
             Supervision and Development</u>

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

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

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

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

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

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

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

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

7.3.3   <u>Upgrading and application of</u>
         <u>psychological tests in pre-primary</u>,
         <u>primary and secondary schools</u>

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

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

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

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

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

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

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

7.3.4   <u>Extension of guidance and counselling
         services to pre-primary and primary
         schools</u>

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

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

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

***the ten years' policy provision of free and
   compulsory education (ANC Discussion Document,
   1994), be revisited with the view towards
   subsuming guidance and counselling services
   thereunder for the same period,

***additional well-equipped classrooms and schools
   be erected jointly by the state, state
   departments, business, employers, collective
   and individual donors,

***pre-primary and primary teachers presently in
   employ be in-serviced regularly on a
   programmatic curriculum of school guidance and
   counselling upon whose completion and
   satisfaction by all concerned, certification may
   be issued, and

***relevant governmental sections and para-statal
   enterprises such as Human Sciences Research
   Council be approached for their inputs to
   upgrade pre-primary and primary teachers'
   statuses. That is, such teachers need to be
   trained for them to be guidance generalists,
   to move to guidance specialists and to school
   counsellors. The proposed council for
   Guidance and Counselling Supervision and
   Development could, if constituted and mandated,
   could take care of this task.

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

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

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

* the formation and/or renewal of regular teacher-parent associations,

* regular and fruitful use of school councils as liasing bodies between the school and the community,

* upgrading and re-training initiatives of community adults to bring them on board of the ever-changing world and its demands, and

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

7.3.6   Reduction of teacher-student ratio

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

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

7.3.7 <u>Restructuring of curricula for all the schools and other institutions</u>

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

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

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

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

7.3.8   <u>Narrowing the gap between the school and the work situations</u>

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

* Guidance and Counselling curricula should be need-oriented and research-based,

* Guidance and Counselling personnel's expertise into this special service be evaluated,

* Initiatives to equip secondary school students with basic guidance and counselling skills to serve as peer counsellors to their peer group members be looked into,

* Peer group counsellors who are successful as
  suggested above, be motivated and persuaded to
  major in this specialty at college and/or
  university levels, and

* career guidance and awareness initiatives from
  pre-primary throughout primary schools need to
  be implemented in order to facilitate better
  subject stream choices leading to meaningful
  career choices and to both job satisfaction
  and satisfactoriness at the time of entry into
  the world of work.

7.3.9   Equal treatment of teaching, and
         guidance and counselling

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

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

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

* making vigorous attempts to have community
  need-oriented curricula at schools,

* emphasis on subject and career choices in
  lesson presentation without deviating from the
  topic,

* some form of introspection by teachers about
  the use of corporal punishment,

* where possible, time slots to discuss, debate,
  deliberate about guidance and couselling; for
  example during staff meeting where teachers may
  exchange ideas, and

* net-working with other experts to initiate and
  hold a career's day at school on an on-going
  basis.

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

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

7.4   SUMMARY

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

7.5   CONCLUSION

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

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

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

oooOooo

APPENDIX   A

General Questionnaire on Life Competencies and Skills

1.   Do you think that you are an unhappy person?

2.   Are you unwilling to help keep your school grounds
     neat?

3.   Do you think that other people have cheated you in
     dealings/business?

4.   Will you drive a car if you do not have a licence?

5.   Do you think technological development threatens
     your chances to find a job?

6.   Do you revolt against rules and regulations?

7.   Do you think attending school is unnecessary?

8.   Do you feel uneasy if you have to speak in front of
     other people, e.g. deliver a speech?

9.   Do you allow yourself to be influenced by your
     friends?

10.   Do you find it difficult to make independent
      decisions?

11.   Are you often late for appointments?

12.   Do you feel that you do not have enough friends?

13.   Would you like to change certain of your personal
      qualities?

14.   Do you need a place where you can study conveniently
      and undisturbed?

15.   Do you have a speech or hearing defect?

16.   Are you shy of members of the opposite sex?

17. Do you think it is acceptable to smoke?
18. Do you think it is wrong to exercise your body until you are tired?
19. Are you sometimes untidy with regard to your personal appearance?
20. Do you feel unhappy about your body?
21. Do you prefer working for a salary rather than having your own business?
22. Do you find it difficult to solve your problems?
23. Do you feel uncertain about the job you wish to do one day?
24. Do you have doubts about your aptitudes, interests and ideas about careers?
25. Are you uncertain about what you require of your intended job?
26. Do you sometimes experience doubts about your beliefs?
27. Are you confused by ideologies such as capitalism, communism, socialism, etc.?
28. Do you feel ignorant about political affairs?
29. Are you uncertain about the value of your own culture?
30. Do you regard your parents as merely figures of authority?
31. Do you often feel lonely?
32. Have you damaged school property, such as school books/desks by scribbling in or scratching on them?

33. Do you think that people discriminate against you as a person?

34. Are you impatient with other road users, e.g. pedestrains and cyclists?

35. Do you think that careers in the technological field are inferior?

36. Do you avoid taking responsibility for others?

37. Would you like to leave school as soon as possible?

38. Do you find it difficult to get along with others?

39. Do you feel rebellious if your parents refuse to let you have certain persons as friends?

40. Do you find that you need the assistance and guidance of adults (parents/teachers)?

41. Do you feel that your life is disorderly?

42. Do you think it is impossible to plan your money matters and keep to this plan?

43. Are you unhappy with your table manners?

44. Do you think it unnecessary to study according to a fixed programme?

45. Do you find it difficult to talk to other people?

46. Do you wonder about specific sexual questions?

47. Would you drink alcoholic drinks with your friends?

48. Do you think that it is unnecessary to take part in sports?

49. Are you dissatisfied with the amount and quality of food you eat daily?

50. Are you troubled about your body?

51. Is it more pleasant being one of the ordinary team members than being the leader/captain of the team?

52. Do you think the majority of schoolchildren find it impossible to solve their own problems?

53. Do you want assistance on how to apply for a job?

54. Do you need more information about the world of work?

55. Is salary the most important consideration in the choice of a job?

56. Do you believe that only your religious convictions are correct?

57. Are you uncertain about which particular philosophy of life you follow?

58. Do you believe that only your political convictions are correct?

59. Do you believe that cultural differences are usually the cause of friction between different groups?

60. Do you think that parents are old-fashioned as a rule and therefore hinder the social development of young people?

61. Does life make you tense?

62. Will you refuse to help at a hospital/nursery school if you do not receive payment for your services?

63. Do you think that advertisers try to mislead the public?

64. Have you ever driven a vehicle or ridden a bicycle that is not roadworthy, e.g. lights or hooter are nor working?

65. Do you need more information about careers in the technological field?
66. Do you find it difficult to be a follower?
67. Do you think that postschool training has little value?
68. Are you uncertain about your real abilities and talents?
69. Would you hesitate to go against your friends' decisions?
70. Are you confused by the demands made on you by your friends and other people?
71. Do you think it is wrong to plan each day's programme thoroughly?
72. Do you think it is wrong if schoolchildren do part-time work in order to earn pocket money?
73. Are you sometimes tired mentally?
74. Do you dislike being given homework to do?
75. Are you afraid to look another person in the eyes when talking to him?
76. Would you like to attend a course in sex guidance?
77. Do you know of friends who use drugs?
78. Do you spend too much time on recreation and sport?
79. Do you feel uncomfortable to attend church services?
80. Do you feel self-conscious about your body?
81. Is it wrong to risk your money on an undertaking that has a 50% chance of failing?

82. Are you afraid to make important decisions?
83. Are you afraid that you may possibly lose your job one day?
84. Do you find it difficult to make a decision about a job?
85. Would you hesitate to work in a job where you have to teach or care for other people?
86. Do you find it difficult to form an opinion on religion?
87. Do you have doubts about whether the various philosophies of life make room for religion?
88. Do you find it difficult to form an opinion on politics?
89. Do you doubt whether members of a group should adhere to their own culture at all costs?
90. Do you prefer to leave your parent's home as soon as possible and to be self-supporting?
91. Are you unhappy with yourself?
92. Have you ever behaved yourself badly in the streets by screaming and making noise?
93. Have you ever wondered if the death sentence is unjust?
94. Are you unsure with the meanings of most traffic signs?
95. Will you avoid following an occupation in a technological field?

96.   Do your friends find it difficult to regard you as a leader?

97.   Do you think it is more desirable to work than to attend school?

98.   Are you often dissatisfied with yourself?

99.   Do you regard it as essential for your friends to accept you?

100. Are you uncertain about where you are going in life?

101. Are you uncertain about your occupational possibilities?

102. Would you buy something you badly want on credit?

103. Do you experience tension at home and/or at school?

104. Do you experience problems with your studies?

105. Do you find it difficult to talk to a person in another language?

106. Do you think a homosexual relationship is acceptable?

107. Have you ever used cigarettes/liquor/drugs?

108. Are you afraid to study so hard that you become mentally tired?

109. Do you think going to performances/shows/sports meetings is a waste of time?

110. Do you often wish that you would be complimented on your appearance or physique?

111. Do you think your friends are better equipped for the business world than you are?

112. Do you think it is impossible to learn how to make wise decisions?

113. Are you concerned about the country's unemployment situation?

114. Are you still uncertain about what your career plan should be?

115. Do you think it is unnecessary to always reach the highest level in a chosen job?

116. Do you sometimes feel the need to discuss your religious doubts with someone?

117. Do you sometimes wonder whether there is one correct philosophy of life?

118. Do you sometimes want to discuss your political uncertainty with someone?

119. Do you think that the mixing of groups causes cultural impoverishment?

120. Do you find it difficult to communicate with your parents?

121. Do you think life is more important to other people than it is to you?

122. Are you dissatisfied because you will have to pay tax?

123. Are you unsure about your rights as a person?

124. Do you think that traffic officers have an inferior job?

125. Are you unsure about what technological developments hold in store for you?

126. Have you ever been discharged from a leadership position you have held?

127. Do you consider postchool training unnecessary?

128. Do you find it difficult to communicate with members of the opposite sex?

129. Do you have problems making good friends and keeping them?

130. Do you find it difficult to adjust to the changing world?

131. Do you feel that your school life is unorganized?

132. Are you worried that you will earn too little to care for yourself one day?

133. Do you feel that life is making too many demands on you?

134. Do you think that you can do better in your school subjects than is the case at present?

135. Do you think other people find it difficult to understand when you tell or explain something to them?

136. Do you avoid talking to your parents about sexual matters?

137. Do you think smoking/drinking/taking drugs can sometimes be a good thing?

138. Do you think it is unhealthy to study hard?

139. Do you feel that you have fewer belongings than most other people you know?

140. Do you think that some physical disability may make it difficult for you to find a suitable occupation?

141. Are you so afraid of failure that you fail to tackle a task?

142. Would you like to learn more about ways to make
      better decisions?
143. Do you think a personal interview requires special
      preparation?
144. Do you want assistance to implement your career
      plan?
145. Is it wrong to choose a job which offers a great
      deal of free time?
146. Do you disaprove of people who adhere to religions
      other than your own?
147. Are you sure that your philosophy of life has
      already been established and will not change?
148. Do you mistrust all politicians?
149. Do you think one culture acquires mainly the
      negative from another culture?
150. Do you think unfair that children have to do tasks
      at home?

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-280-

APPENDIX B

LAZARUS' ADAPTED LIFE HISTORY QUESTIONNAIRE

Purpose of this questionnaire:

The purpose of this questionnaire is to obtain a comprehensive picture of your background. In scientific work, records are necessary, since they permit a more thorough dealing with one's problems. By completing these questions as fully and as accurately as you can, you will facilitate your therapeutic programme. You are requested to answer these routine questions in your own time instead of using up your actual consulting time.

It is understandable that you might be concerned about what happens to the information about you because much or all of this information is highly personal. Case records are strictly confidential. **No outsider is permitted to see your case record without your permission.**

* * * * * * *

Date : ....

1. General :
   Name : ....
   Address : ....
   ....
   ....

Telephone numbers: (day)...............................

                 (evenings).........................

Age :............. Occupation : ....

By whom were you referred? ....

List people with whom you are now living: ....

....

....

....

Do you live in a house, hotel, room, etc.?...........

Marital status : (circle answer)

Single; engaged; married; remarried; separated;
divorced; widowed.

If married, husband's (wife's) name, age, occupation?

....

Religion and Activity

(a) in childhood :................................

(b) as an adult : ....

2. Clinical

a) State in your own words the nature of your
   problems and their duration:

   ....

   ....

   ....

   ....

   ....

b) Give a brief account of the history and
   development of your complaints (from onset to
   present): ....

   ....

   ....

   ....

c) On the scale below please estimate the severity of
   your problem(s):
   mildly upsetting ....
   moderately severe ....
   very severe ....
   extremely severe ....
   totally incapacitating ....

d) Whom have you previously consulted about your
   present problem(s)?:................................

e) Are you taking any medication? <u>Yes/No</u> If <u>Yes</u>,
   what, how much and with what results?:............
   ....

3. Personal data

a) Date of birth: .... Place of birth:........
b) Mother's condition during pregnancy (as far as you
   know): ....
c) <u>Underline</u> any of the following that applied to you
   during your childhood:
   Night terrors Bedwetting   Sleepwalking
   Thumb sucking Nail biting   Stammering
   Fears   Happy childhood Unhappy childhood
   Any others:.......................................
d) Health during childhood?
   List illnesses:...................................
   ....
e) Health during adolescence?
   List illnesses: ....
   ....

f) Your height? .... Your weight? ....

g) Any surgical operations? (Please list them and give age at the time): ....
....

h) Any accidents?: ....

i) List your five main fears:

1. ....
2. ....
3. ....
4. ....
5. ....

j) <u>Underline</u> any of the following that apply to you:

headaches	dizziness	fainting spells
palpitations	stomach trouble	anxiety
bowel disturbances	fatigue	no appetite
anger	take sedatives	insomnia
nightmares	feel panicky	alcoholism
feel tense	conflict	tremors
depressed	suicidal ideas	take drugs
unable to relax	sexual problems	allergies
don't like week-ends and vacations	overambitious	shy with people
can't make friends	inferiority feelings	can't make decisions
can't keep a job	memory problems	bad home conditions
financial problems	lonely	
excessive sweating	often use aspirin or painkillers	unable to have a good time
concentration problems	List others:....................	

k) <u>Underline</u> any of the following words which apply
   to you:
   Worthless, useless, a "no body", "life is empty",
   Inadequate, stupid, incompetent, naive, "can't do
   anything right"
   Guilty, evil, morally wrong, horrible thoughts,
   Hostile, full of hate,
   Anxious, agitated, cowardly, unassertive, panicky,
   Aggressive,
   Ugly, deformed, unattractive, repulsive
   Depressed, lonely, unloved, misunderstood, bored,
   Restless,
   Confused, unconfident, in conflict, full of
   regrets,
   Worthwhile, sympathetic, intelligent, attractive,
   Confident, considerate. List others: ....
   ....
l) Present interests, hobbies, and activities:.......
   ....
   ....
m) How is your free time occupied? ....
   ....
n) What is the last grade of school that you
   completed? ....
o) Scholastic abilities; strengths and weaknesses: ..
   ....
   ....
p) Were you ever bullied or severely teased?:........
   ....
q) Do you make friends easily? ....
   Do you keep them?...................................

4. Occupational data

a) What sort of work are you doing now? ....

b) Kinds of jobs held in the past?...................

c) Does your present work satisfy you? <u>Yes / No</u>. (If no, in what ways are you dissatisfied?)

d) What do you earn? ....
How much does it cost you to live? ....

e) Ambitions?: ....
Past: ....
Present :..

5. Sex information

a) Parental attitudes towards sex (e.g., was there sex instruction or discussion in the home?) ......
....

b) When and how did you derive your first knowledge of sex? ....
....

c) When did you first become aware of your own sexual impulses? ....
....

d) Did you ever experience any anxieties or guilt feelings arising out of sex or masturbation? <u>Yes / No</u> (If <u>Yes</u>, please explain)......................
....

e) Any relevant details regarding your first or subsequent sexual experience: ....
....

f) Is your present sex life satisfactory? <u>Yes / No</u>
   (If no, please explain): ....
   ....
g) Provide information about any significant
   heterosexual reactions:............................
   ....
h) Provide information about any significant
   homosexual reactions: ....
   ....
i) Are you sexually inhibited in any way?: ....
   ....

6. Menstrual history

   Age at first period?...............................
   Were you informed or did it come as a shock?.......
   ....
   Are you regular? .... Duration: ....
   Do you have pain? .... Date of last period: ..
   Do your periods affect your moods? ....
   ....

7. Marital history

   How long did you know your marriage partner before
   engagement? ....
   How long have you been married?....................
   Husband's / wife's age: ....
   Occupation of husband / wife: ....

a) Personality of husband or wife (in your own words):.......................................
b) In what areas is there compatibility?.............
....
c) In what areas is there incompatibility?...........
....
d) How do you get along with your in-laws? (This includes brothers and sisters-in-law).............
....
How many children have you? ....
Please list their sex and ages: ....
....
e) Do any of your children present special problems?
....
f) Any relevant details regarding miscarriages or abortions? ....
....
g) Comments about any previous marriage(s) and brief details: ....
....

8. Family data
a) Father:
Living or deceased? ....
If deceased, your age at the time of his death? ..
....
Cause of his death? ....
If alive, father's present age? ....
Occupation: ....
Health: ....

b) Mother:

Living or deceased? ....

If deceased, your age at the time of her death? ..

....

Cause of her death? ....

If alive, mother's present age? ....

Occupation: ....

Health: ....

c) Siblings:

Number of brothers: ..... Bothers' ages: ....

Number of sisters: ..... Sisters' ages: ....

d) Relationship with brothers and sisters:

1) past: ....

....

2) present: ....

....

e) Give a description of your father's personality and his attitude towards you (past and present):

....

....

....

f) Give a description of your mother's personality and her attitude towards you (past and present):

....

....

....

g) In what ways were you punished by your parents as a child? ....

....

....

h) Give an impression of your home atmosphere (i.e., the home in which you grew up. Mention state of compatibility between parents and between parents and children)...

i) Were you able to confide in your parents?: ....

j) Did your parents understand you?...

k) Basically, did you feel loved and respected by your parents?: ....
   If you have a step-parent, give your age when parent remarried: ....

l) Give an outline of your religious training: ....

m) If you were not brought up by your parents, who did bring you up, and between what years? ....

n) Has anyone (parents, relatives, friends) ever interferred in your marriage, occupation, etc.? ....

o) Who are the most important people in your life? ....

p) Does any member of your family suffer from alcoholism, epilepsy, or anything which can be considered a "mental disorder"? ....

q) Are there any other members of the family about whom information regarding illness, etc. is relevant? ....

r) Recount any fearful or distressing experiences not previously mentioned? ....
....
....

s) List the benefits you hope to derive from counselling: ....
....
....

t) List any situations which make you feel calm or relaxed.: ....
....
....

u) Have you ever lost control (e.g., temper or crying or aggression)? If so, please describe:
....
....
....

v) Please add any information not tapped by this questionnaire that may aid your counsellor in understanding and helping you: ....
....
....

9. Self-description (Please complete the following):

a) I am a person who ....
b) All my life ....
c) Ever since I was a child ....
d) One of the things I feel proud of is ....

e) It's hard for me to admit.........................

f) One of the things I can't forgive is ....

g) One of the things I feel guilty about is ....

h) If didn't have to worry about my image ....

i) One of the ways people hurt me is ....

j) Mother was always ....

k) What I needed from mother and didn't get was .....

l) Father was always ....

m) What I wanted from father and didn't get was .....

n) If I weren't afraid to be myself, I might ....

o) One of the things I am angry about is ....

p) What I need and have never received from a
   woman/man is ....

q) The bad thing about growing up is ....

r) One of the ways I could help myself but don't is..
   ....

10. Multi-modal counselling approach

a)   What do you consider to be your most rational
     thought or idea? ....
     ....
     ....
     What do you consider to be your most irrational
     thought or idea? ....
     ....
     ....
     What are your major intellectual interests and
     pursuits? ....
     ....
     ....

b) What makes you sad, or angry, or glad, or scared?
Please specify: ....
....
....
Are you troubled by anxiety, or guilt or anger, or
depression, etc.? Please specify: ....
....
....
What do you do when you feel in a certain way?
Please specify: ....
....
....

c) What actions are getting in the way of your
happiness? ....
....
....
What would you like to start doing? ....
....
....
What would you like to stop doing? ....
....
....

d) What would you like to become? ....
....
....
How do you plan to become that?...................
....
....
Which career options remain open for you and in
which way are they open? ....
....
....

e)   What concerns do you have about your health? ....
     ....
     ....
     What are your habits concerning diet and physical
     fitness exercises? ....
     ....
     ....
     Do you take any medication, intoxicating drinks,
     drugs, etc.? ....
     ....
     ....

f)   How would you describe yourself? ....
     ....
     ....
     What are your likes and dislikes regarding your
     self-image and body image? ....
     ....
     ....
     What do you picture yourself doing in the
     immediate future and in five years from now? ....
     ....
     ....

g)   Who are the significant people in your life? ....
     ....
     ....
     How would you describe your relationships with
     the significant people in your life? ....
     ....
     ....
     What are your expectations of the significant
     people in your life? ....
     ....
     ....

h) How would you prioritize your first five
    immediate needs? ....
    ....
    ....
    How would you prioritize your first five needs in
    five years from now? ....
    ....
    ....
    How do you usually satisfy your needs? ....
    ....
    ....

g) What are your beliefs and values in terms of
    your whole life? ....
    ....
    ....
    What do you regard as the most important
    decision points in your whole life? ....
    ....
    ....
    How do you take responsibility for yourself? ...
    ....
    ....

11. Your expections about counselling

a) What personal characteristics do you think the
    ideal counsellor should possess? ....
    ....
    ....
    ....

b) How would you describe an ideal counsellor's
    interactions with his clients? ....
    ....
    ....

c) What do you think counselling should do for you?

    ....

    ....

    ....

d) How long do you think your counselling should

    last? ....

    ....

    ....

e) In a few words, what do you think counselling is

    all about? ....

    ....

    ....

12. Briefly give a word-picture of yourself as would
    be described:

    a) By yourself: ....

    b) By your spouse (if married):........................

    c) By your best friend: ....

    d) By someone who dislikes you:........................

                    THE   END

JOB DESCRIPTIONS

THIS IS THE FIRST SCREEN OF THIS DESCRIPTION

PRESS PgDn to continue
ATTORNEY

1. WHAT IS THE NATURE OF THE WORK, WHAT
    TOOLS/EQUIPMENT ARE USED AND WHAT IS THE WORK SETTING LIKE?
2. **WHAT ARE PERSONAL REQUIREMENTS, ADVANTAGES AND DISADVANTAGES?**
3. WHAT ARE THE SCHOOL SUBJECTS,
    LEVEL OF SCHOOLING AND EDUCATIONAL/TRAINING REQUIREMENTS?
4. WHAT EMPLOYERS,
    AREAS OF SPECIALIZATION AND RELATED OCCUPATIONS ARE THERE?
5. **WHAT ARE SALARIES, ADVANCEMENT AND FUTURE PROSPECTS LIKE?**
6. **HOW CAN I GET ADDITIONAL INFORMATION ON THIS OCCUPATION?**

I WANT TO ADD THIS OCCUPATION TO MY CURRENT LIST OF OCCUPATIONS
(For more information see MAKING A LIST OF OCCUPATIONS)
HOW DOES THIS OCCUPATION MATCH WITH MY INTERESTS?
(Only applicable if you have completed the SAVII)

ATTORNEY

1A   DESCRIPTION OF THE OCCUPATION AND WORK TASKS/ACTIVITIES

Attorneys, also known as lawyers, give legal advice to their clients regarding rights and obligations. They may also serve businesses, institutions, local authorities, the government or individuals. Although attorneys' specialities determine actual duties, basic activities are performed by most lawyers. Attorneys consult with clients to determine the nature of their problems and then give advice. These activities may fall into one of three main categories:

PRESS PgDn to continue

1A   DESCRIPTION OF THE OCCUPATION AND WORK TASKS/ACTIVITIES
    (Continued)

- acting as agents/representatives of any person in an action in a court of law by pleading or arguing a case whether civil or criminal

- drafting legal documents

- administering deceased estates and clients' affairs.

An attorney can handle civil or criminal cases for his client.

PRESS the minus(-) key to select another option
                    ATTORNEY

1B   DESCRIPTION OF THE TOOLS/EQUIPMENT USED AND WORK SETTING

Attorneys work with:

- counsels' briefs, reports, and administrative documents
- wills, trusts, contracts, title deeds, mortgages and other legal documents
- government laws and regulation ordinances
- reference books
- clients' records
- statements by witnesses.

Attorneys work in a variety of settings. Most law offices are quiet, comfortable and appealing to the public. Attorneys also travel to courtrooms, record rooms and jail cells. Some attorneys teach in law schools.

PRESS the minus(-) key to select another option
                              ATTORNEY

2A   PERSONAL REQUIREMENTS NEEDED IN THIS OCCUPATION

 Attorneys should:

- enjoy working with people
- be able to communicate well both in writing and in speech
- be able to reason logically
- be able to interpret problems quickly and correctly
- be persons of absolute honesty, integrity and reliability.

 Attorneys should also have:

- a logical mind
- physical stamina
- above average intelligence.

PRESS PgDn to continue
                              ATTORNEY

2B   ADVANTAGES AND DISADVANTAGES OF THIS OCCUPATION

 Some satisfying aspects of this occupation include:

- being respected members of one's community
- the challenge and variety of the occupation
- working with people
- being able to have one's own practice
- the financial rewards of successful practice.

Demanding aspects of this occupation can be:

- working long hours, evenings, and weekends preparing cases and talking to clients
- the years of study required before they can practise
- the competition and pressure in this field.

PRESS the minus(-) key to select another option

ATTORNEY

3A   SCHOOL SUBJECTS AND LEVEL OF SCHOOLING REQUIRED FOR THIS OCCUPATION

A high school course leading to a Matriculation Exemption Certificate should be followed. Accountancy will be helpful.

PRESS PgDn to continue

ATTORNEY

3B   POSSIBLE WAYS OF GETTING TRAINING FOR THIS OCCUPATION

The training of attorneys consists of legal and practical training. Legal training is offered by most South African universities, while the practical training is obtained in the office of a practising attorney. Matriculation exemption is the minimum qualification needed to enter as an articled clerk with a practising attorney. This learning period extends over five years during which the required degree course can be taken part-time. For students with an LL.B or B.Proc. degree, two years' practical training is required. In addition the student must also pass an examination on legal practice and procedures, practical accounting for attorneys, and the functions of an attorney set by a provincial law society. To be allowed to

practise as an attorney, all candidates must register with a law society after having passed the examinations.

PRESS the minus(-) key to select another option

ATTORNEY

4A   POSSIBLE EMPLOYERS

Most attorneys are in private practice either on their own or as partners in law firms.

Other attorneys are employed by:

-    Business firms
-    Central, provincial or local government
-    Law schools.

PRESS PgDn to continue

ATTORNEY

4B   AREAS OF SPECIALISATION

 Specialities within this field include:

-    Legal advisers
-    Civil attorneys
-    Commercial attorneys
-    Patent attorneys
-    Conveyancers
-    Notaries
-    Criminal attorneys
-    Real estate attorneys.

PRESS PgDn to continue

ATTORNEY

4C   RELATED OCCUPATIONS

 Some related occupations include:

- Advocates
- Magistrates
- Insurance claims assessors
- State prosecutors
- Tax consultants.

PRESS the minus(-) key to select another option
                    ATTORNEY

5A   SALARY RANGE

According to research by the HSRC on the income of male graduates as
at 1 March 1990, the situation in respect of attorneys is as follows:

Sector	Median age	50% earn between:
Public	36	R 74 500 and R102 300 per annum
Private	31	R 36 000 and R63 100 per annum
Self-employed	44	R 72 000 and R150 000 per annum

In all three sectors 25% of the survey group indicated that they earn
more than the top salary given above while 25% indicated that they
earn less than the lower salary given above.

Use the Tab key and ENTER for the meaning of median
            OR
PRESS PgDn to continue

ATTORNEY

5B   OPPORTUNITIES FOR ADVANCEMENT

Since most attorneys go into private practice, advancement takes the form of an increased number of clients. Attorneys in private industry and government may be promoted to heads of legal staff.

PRESS PgDn to continue

ATTORNEY

5C   FUTURE PROSPECTS

Because of the wide range of specialities open to attorneys, the prospects for work are good. Among others, qualified attorneys may work as notaries, conveyancers, town clerks, legal advisers and debt-collectors. Attorneys must continue their education throughout their careers and must keep up with the latest changes in law, as well as read professional journals.

According to the Manpower Survey (1989) there were 6 619 people working as attorneys and 63 vacancies.

PRESS the minus(-) key to select another option

ATTORNEY

6A   BOOKS AND PAMPHLETS THAT MAY BE HELPFUL

- My Career Guide 1989, Department of Manpower, Private Bag X117, Pretoria 0001

-   Study opportunities at universities and possible initial
    occupations 1990/1991, HSRC, Private Bag X41, Pretoria 0001.

PRESS _PgDn_ to continue

ATTORNEY

6B ADDRESSES YOU CAN WRITE TO FOR MORE INFORMATION

-   The Law Societies in Pretoria, Cape Town, Bloemfontein and
    Pietermaritzburg

-   The Secretary, Department of Justice, Private Bag X81,
    Pretoria 0001.

PRESS _PgDn_ to continue

ATTORNEY

6C WHAT YOU COULD DO TO GET SOME DIRECT EXPERIENCE OF THIS
    OCCUPATION

-   Arrange to speak to a attorney to obtain first-hand information
    about this field

-   Try to obtain vacation work in a law office

-   Attend open court sessions

-   Join a debating society and take part in discussions.

PRESS the minus(-) key to select another option

JOB DESCRIPTIONS

YOU HAVE REACHED THE END OF THIS DESCRIPTION

PRESS PgUp to see the previous screen

SUMMARY

Title   : School Guidance and multi-modal
                        counselling for secondary
                        school students

Candidate   : Olebogeng Ralesenya Daniel Molefe

Promoter   : Prof. Dr   C.D. Jacobs

Faculty   : Education

Department   : School Guidance

Degree   : Ph. D.

This investigation aims at determining the
contributions of school guidance and multi-modal
counselling service for the South African secondary
school students' acquisition of life competencies and
skills.

The empirical research consisted of:
     *** A nomothetic investigation which indicated
         that many of the sample group students fall
         far short of almost all of the thirty
         subfields of the life skills questionnaire,
         and that they can be helped to acquire both
         multi-modal counselling and life skills.

     *** An idiographic research involving nine
         counsellees also confirmed these results.

<u>OPSOMMING</u>

Titel	:	Skoolvoorligting en multi-modale oriëntering van sekondêre skoolleerlinge
Kandidaat	:	Olebogeneng Ralesenya Daniel Molefe
Promotor	:	Prof Dr CD Jacobs
Fakulteit	:	Opvoedkunde
Departement	:	Skoolvoorligting
Graad	:	PhD

- - - - - -

Die doel met die onderhawige ondersoek is om aan te dui wat die bydrae van skoolvoorligting en 'n multi-modale benadering is.

Sekondêre skoolleerlinge is by 'n empiriese ondersoek betrek. Aan die hand van 'n vraelys is vasgestel wat hierdie leerlinge se besondere lewensbehoeftes is. Leerlinge wat uitvalle ten aansien van bepaalde lewenskundighede en -vaardighede toon, is by 'n multi-modale hulpverleningsprogram betrek.

Die uitkomste van die hulpverlening toon duidelik aan dat 'n multi-modale benadering in sinsamehang met die beginsels van skoolvoorligting, 'n bydrae kan lewer om sekondêre skoolleerlinge toe te rus om alledaagse probleme die hoof te kan bied.

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