

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 maximizing 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 concomitant

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 thinks, emotes, acts, is career-oriented, heals as much as he needs to be healed, imagines, relates personally and interpersonally with others, has needs that need gratification and guides as much as he needs to be guided (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 Thinking/Thought

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.

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- * 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: It is practically impossible for one to be loved by or to get approval from all significant people in one's community. 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 knows 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:

- * All or nothing thinking. 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).

- * Overgeneralization. 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).

- * Mental filter. 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).

- * Disqualifying the positive. 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.

- * Jumping to conclusions. This refers to a person's tendency to arbitrarily 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.

- * Magnification and minimization. These refer to a person's tendency to look at his errors, fears and imperfections in either an exaggerated or shrunked 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.

- * Emotional reasoning. 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.

- * Should, must, ought-to and have-to statements. 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 shouldistic, oughtistic and mustic person's perfectionistic expectations, aspirations, and wishes, the concerned person usually feels bitter, resentful and frustrated.

- * Labelling and mislabelling. 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 I am a failure, a bore, a loser and a rotten piece of meat, 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).

* Personalization. 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. Actions

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 forty 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 concomitant 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 remunerated and nonremunerated 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 exist only as people pursue them; they are person-centred".

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 remuneration and/or non-remuneration 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 remuneration and/or non-remuneration 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 on page 75.

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3. Food poisoning	<ol style="list-style-type: none">1. For petroleum products, contact clinic/hospital for help immediately2. For caustic products, put a tea-spoon down the back of the child's throat to make him vomit3. As an alternative to 2. above, use medicine, such as ipecac, that causes vomiting4. Further consultation with a poison control centre is necessary
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Table 3.1 continues on page 76.

Table 3.1 continues.

Problem	Suggested measures for relief
4. Head injury	<ol style="list-style-type: none"> <li data-bbox="612 578 1319 666">1. Determine if there is a depression in the child's skull <li data-bbox="612 720 1319 851">2. If not, determine if he is unsteady when left unsupportedly for a while <li data-bbox="612 906 1319 1092">3. If the child vomits persistently or is unusually irritable consequent upon head injury, contact clinic/hospital at once <li data-bbox="612 1146 1319 1321">4. A difference in the size of the child's two pupils is usually a danger signal of the severity of the injury <li data-bbox="612 1386 1319 1517">5. Failure of the child's pupils to constrict when exposed to light is also a danger signal <li data-bbox="612 1572 1319 1758">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 Imagery / Images

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 strive 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 who am I?" 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, IALAC, stands for I AM LOVABLE AND CAPABLE (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 exercise, 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: No matter what you say or do to me, I am still a worth-while person. 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 harmonious 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 Needs

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 to know, the need to learn and the need to be informed. 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 to learn, to know and to be informed. 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 Guidance

The modality of guidance should be understood within the broad meaning of the concept, guidance, 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 consequences of such problems to some external previous actions by others instead of seeking such causes within their belief, behaviour, attitudes and interests. In brief, they need guidance about the guidance of ABC, namely their Actions, Belief/Behaviour and Consequences.

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 drizzling 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 on page 88.

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 feedback; parenting; influencing.
Skills of working 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

A schematic representation of Nelson-Jones' classification of areas of life skills

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 relationships 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 on 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - skills for information seeking, - skills for assessment and analysis, - skills for problem identification, solution, implementation, and evaluation, - skills for goal setting, - skills for critical thinking, etc.
Physical fitness/ health maintenance	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - skills for maintenance of self-esteem, - skills for developing meaning in life, - skills for manipulating and accommodating 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 orientaiton.

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 relic 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

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

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 pragmatological 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.