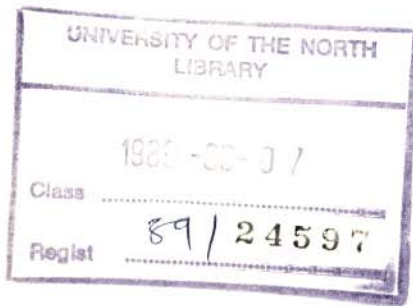


79

UNIVERSITY OF THE NORTH LIBRARY

**AN EMPIRICAL INVESTIGATION OF THE EFFECTS OF A SCHOOL  
GUIDANCE PROGRAMME ON THE CAREER DEVELOPMENT OF A  
GROUP OF SENIOR SECONDARY SCHOOL PUPILS**



by



**ARNOLD      KHETANI      MSIMEKI**

A thesis submitted in fulfilment of the  
requirements for the degree of

**DOCTOR OF EDUCATION**

in

PSYCHOLOGICAL EDUCATION

in the

FACULTY OF EDUCATION

at the

UNIVERSITY OF THE NORTH

SUPERVISOR : Prof A. Vermeulen

February 1988

Declaration

I declare that this thesis is my own work and has not been submitted for a degree at another university.

  
.....  
A K MSIMEKI

(ii)

DEDICATION

*N'wina va ka Ntsemi hinkwenu, this work  
is dedicated to you.*

**ACKNOWLEDGEMENTS**

I would like to express my appreciation and thanks to Prof. Dr. A. Vermeulen, my supervisor, for his interest, encouragement and guidance throughout the course of this study.

Thanks are also due to Mr M.P. Makgamatha ad Mrs T. Mashego, the then principal and Vice-principal of Mothimako Senior Secondary School and Mr M.P. Mamabolo, principal of Bجاتladi Senior Secondary, for their co-operation and assistance with regard to the carrying out of this study.

A special word of thanks and appreciation goes to all the pupils who took part in the testing sessions and/or participated in the Guidance Programme. Their enthusiastic participation in this project and thus their sharing a part of themselves with me, is highly appreciated.

I would also like to thank Mr M E Nthangeni for having helped with the statistical computations.

A special word of appreciation also goes to Thandi Mojapelo and Sophie Mpe for typing the manuscript.

The writer also wishes to thank friends and colleagues at the University of the North who helped in one way or another to make this study a success.

Financial support from the Human Sciences Research Council (Pretoria) and the Research Committee of

the University of the North is acknowledged with gratitude. The views expressed in this study are, however, those of the writer and do not necessarily reflect those of the said financial sponsors.

Lastly, with love and gratitude, I would like to thank my wife, children and parents, all of whom gave me much support and encouragement and accepted with such good grace the times I was unavailable to them.

**ABSTRACT**

AN EMPIRICAL INVESTIGATION OF THE EFFECTS OF A SCHOOL GUIDANCE PROGRAMME ON THE CAREER DEVELOPMENT OF A GROUP OF SENIOR SECONDARY SCHOOL PUPILS

BY

ARNOLD KHETANI MSIMEKI

The purpose of this study was to determine the effects of a broadly-based guidance programme on the career development of a group of senior secondary school pupils.

The literature research that was conducted led to the following conclusions:

- that school guidance is an essential aspect of education
- that since the major task of school guidance is the promotion of identity formation in pupils and students, it should occupy a central position in the educational activity.

The literature survey also revealed that there are several factors which have a negative effect on the development of children and youth. These factors include the adverse educational, socio-cultural and political conditions that impinge on the growing youth. This unwholesome situation in which young people must grow up makes the introduction of guidance services in all schools an urgent necessity. It was indicated that the school guidance teacher, with his

specialised training, has a crucial role to play in promoting the self-actualization of children and youth in these adverse conditions. The guidance teacher, both as an educator and as a change agent, is specially needed in the crisis-ridden school system for Blacks in South Africa.

The faith in the educational value of school guidance is based on the assumption that effective guidance programmes, implemented by proficient personnel, will yield valuable educational results. The writer shares in this faith. This belief in the value of school guidance has been validated by empirical research.

However, since guidance is a novelty in african schools it was decided to put the hypothesized efficacy of the guidance function to an empirical test in the african school context.

Intact classroom groups of standard nine pupils from two schools situated in a rural area of the Transvaal Province of the Republic of South Africa were used in the study.

A combination of the Pretest-Posttest and the Posttest Only group design was used in the study. The experimental group participated in a ten-week guidance programme which served as the treatment. Both the treatment and control groups did the pre-test and the post-test, but the control group received no treatment.

Change in the career development status of the two groups was measured by the Assessment of Career Development Test (ACD), developed by the American College

Testing Programme. Two versions of the t-test, one for correlated data and the other for uncorrelated data as well as the chi-square test were used in the processing and analysis of the data.

The experimental and control groups performed significantly differently on the various aspects of the ACD. The treatment group made significant pre- to post-test gains on the knowledge scales of the ACD. The treatment group also obtained significantly higher post-test scores on these knowledge scales than did the control group.

The treatment group did not show any significant pre- to post-test gains on the Occupational Exploratory Experiences Scale and the Career Planning Involvement Scales of the ACD. There was no significant difference in the performance of the treatment and control groups on these scales.

The treatment group also displayed significant pre- to post-test attitudinal shifts in the hypothesized direction. The control group did not display such attitudinal shifts.

Based on the findings of the study it was concluded that the guidance programme that was presented to the target group enhanced the career development of the pupils who were exposed to it. It led to a significant increase in the pupils's occupational awareness, to a heightened sense of self awareness, and to an enhanced career planning and decision-making ability.



The study clearly demonstrated the efficacy of programmatic intervention in enhancing the career development of african school pupils. Consequently, it was recommended that a comprehensive guidance programme be introduced in all african schools in the country.

TABLE OF CONTENTS

CHAPTER 1		PAGE
SCHOOL GUIDANCE AS AN EDUCATIONAL PHENOMENON		
1.1	INTRODUCTION	1
1.2	THE CONCEPT EDUCATION	2
1.2.1	Moulding	3
1.2.2	Education	4
1.2.3	Teaching	7
1.2.4	An Operational Definition of Education	10
1.3	SCHOOL GUIDANCE	10
1.3.1	Preview	11
1.3.2	The Trait-Factor Model of Guidance	13
1.3.3	Guidance as a Distributive and Adjustment or Remedial Service	15
1.3.4	Guidance as an Auxiliary Service in Education	16
1.3.5	A Broader view of School Guidance	18
1.3.6	Guidance as Identical with Education	22
1.3.7	The Role of School Guidance in Education	33
1.3.8	The Role of the School Guidance Teacher	36
1.3.9	School Guidance as Curriculum	40
1.3.10	The Time Dimension of a School Guidance Programme	42
1.3.11	The Principles of School Guidance and an Operational Definition of this Function	43
1.3.11.1	=Principles of school guidance	45
1.3.11.2	- An operation definition of School Guidance	47
1.4	SUMMARY	48
1.5	PROGRAMME OF THE STUDY	

## CHAPTER 2

THE NEED FOR SCHOOL GUIDANCE IN THE PRESENT-DAY SCHOOL		PAGE
2.1	INTRODUCTION	50
2.2	THE EDUCATIONAL FACTOR - A GENERAL CONSIDERATION	51
2.2.1	Education as just Intellectual Development	52
2.2.2	Pupil-Teacher Roles and Relationships	55
2.2.2.1	Pupil-teacher roles	55
2.2.2.2	Pupil-teacher relationships	56
2.2.2.3	Genuineness	58
2.2.2.4	Respect	59
2.2.2.5	Empathic understanding	59
2.2.2.6	Teacher as facilitator	61
2.2.2.7	The teacher as a self-actualizing individual	62
2.2.3	Order and Discipline	64
2.2.4	Distrust	66
2.2.5	Fear as a Motivating Factor	67
2.2.6	Constant and Hypercritical Evaluation	68
2.2.7	Competition in Education	70
2.2.8	Learning Separate from Living	71
2.2.9	The Effects of the Traditional School on both the Teachers and the children	71
2.2.9.1	On the teachers	71
2.2.9.2	On the pupils and students	73
2.3	THE EDUCATIONAL FACTOR AS IT MANIFESTS ITSELF IN THE EDUCATION FOR AFRICANS IN SOUTH AFRICA	74
2.3.1	Preamble	74
2.3.2	Expenditure on Education	79
2.3.3	Educational Wastage	79

	PAGE
2.3.4	Pupil-Teacher Ratios 79
2.3.5	Teacher Qualifications 80
2.4	THE GUIDANCE SERVICE IN WHITE EDUCATION 87
2.5	THE SOCIAL FACTOR 98
2.6	THE DISADVANTAGED YOUTH 101
2.7	THE PERSONAL FACTOR 102
2.7.1	Religious Values 103
2.7.2	Western Social and Moral Values as against Traditional African Values 106
2.7.2.1	"Western" values 107
2.7.2.2	Segregationist values 108
2.7.2.3	African humanism 109
2.7.2.4	Communalism 111
2.8	THE EXTENDED FAMILY SYSTEM 112
2.9	THE VOCATIONAL FACTOR 112
2.10	RESUMÉ 116

### CHAPTER 3

<b>PROBLEM AND AIM OF THE INVESTIGATION</b>	120
3.1	BACKGROUND TO THE PROBLEM 120
3.1.1	School Guidance in the United States of America 120
3.1.2	School Guidance in other Countries 126
3.1.2.1	School guidance in Great Britain 126
3.1.2.2	Guidance and counselling in some European countries 127
3.1.2.2.1	School guidance services in the Netherlands 128
3.1.2.2.2	Guidance in the Federal Republic of Germany 129
3.1.2.2.3	Guidance and counselling of France 130

	PAGE	
3.1.2.2.4	Guidance and counselling in Africa	132
3.1.2.2.4.1	School guidance in Nigeria	133
3.1.2.2.4.2	Guidance services in South African schools	134
3.1.2.2.4.2.1	School guidance in White school	134
3.1.2.2.4.2.2	Guidance services in the schools for Africans	136
3.2	STATEMENT OF THE PROBLEM	139
3.3	PURPOSE OF THE STUDY	140
3.3.1	Delimitation of the Scope of the Evaluation and Restatement of the Aim of the Study	143
3.3.1.1	Delimitation of the scope of the evaluation	143
3.3.1.2	Restatement of the aim of the study	145
3.4	RESEARCH QUESTIONS AND HYPOTHESES	146
3.4.1	QUESTION 1 : OCCUPATIONAL AWARENESS	147
3.4.1.1	Occupational Knowledge	147
3.4.1.2	Exploratory Occupational Experiences	147
3.4.2	QUESTION 2 : SELF AWARENESS	148
3.4.2.1	Work Value Preferences	148
3.4.2.2	Working Condition Preferences	149
3.4.2.3	Education Plans	150
3.4.2.4	Certainty of Occupational Preferences	151
3.4.2.5	Perceived Needs for Help	151
3.4.2.5.1	Help with solution of "educational problems"	151
3.4.2.5.2	Help with solution of "career problems"	152
3.4.2.5.3	Help with solution of "personal problems"	152
3.4.3	QUESTION 3 : CAREER PLANNING AND DECISION-MAKING	153
3.4.3.1	Career Planning Knowledge	153
3.4.3.2	Career Planning Involvement	154
3.4.3.3	Self Evaluation of Career Planning	154

	PAGE
3.5	RATIONALE FOR THE STUDY 161
3.6	BASIC ASSUMPTIONS UNDERLYING THE STUDY 162
3.7	DELIMITATION OF THE SCOPE OF THE STUDY 163
3.8	DEFINITION OF TERMS 163
3.9	SUMMARY 165
<b>CHAPTER 4</b>	
<b>CAREER DEVELOPMENT THEORIES</b>	167
4.1	THEORETICAL PERSPECTIVE IN CAREER DEVELOPMENT 167
4.1.1	Introduction 167
4.1.2	The Structural Approaches to Career Choice 168
4.1.2.1	Sociological factors 169
4.1.2.1.1	Socialization 169
4.1.2.1.2	Opportunity structure 171
4.1.2.2	Psychological factors 176
4.1.2.2.1	Motivation 177
4.1.2.2.2	The nature of jobs 178
4.1.2.2.3	Ambition and vocational behaviour 180
4.1.3	Matching Theories 183
4.1.4	Personality Theories of Career Development 185
4.1.4.1	Roe's personality theory of career choice 186
4.1.4.2	John Holland's congruence theory 192
4.1.4.2.1	Preamble 192
4.1.4.2.2	The theory
4.1.5	Developmental Theories of Career Choice 198
4.1.5.1	The career development theory of Ginzberg, Ginsburg, Exelrad, and Herma
4.1.5.2	Super's Developmental self-concept theory 198
	202

	PAGE	
4.2	RESEARCH ON THE EFFICACY OF PROGRAMMATIC INTERVENTION IN PROMOTING CAREER DEVELOPMENT	215
4.3	SUMMARY	220

## CHAPTER 5

	<b>METHODS AND PROCEDURE</b>	222
5.1	INTRODUCTION	222
5.2	PROGRAMMATIC INTERVENTION	222
5.2.1	The Content of the Guidance Programme for Senior Secondary School Pupils (The Independent Variable)	223
5.3	EXPERIMENTAL DESIGN	232
5.4	PUPIL GROUPS INVOLVED IN THE INTERVENTION	233
5.4.1	Selection of the Schools for the Study	235
5.4.1.1	Mothimako Senior Secondary School	236
5.4.1.2	Bjatladi Senior Secondary School	237
5.4.2	Selection of the Pupil Groups for the Study	237
5.4.2.1	The experimental group	237
5.4.2.2	The control group	238
5.4.3	Matching of the Experimental and Control Groups	238
5.4.2.1	Intellectual ability and aptitude	239
5.4.3.4	Sex	241
5.4.3.5	Age	
5.4.3.6	Educational level	243
5.4.4	The Career Development Status of the Pupils involved in this Study	244

	PAGE	
5.5	OPERATIONALIZATION OF VARIABLES	246
5.5.1	Selection of the Instrument	246
5.5.2	Description of the Assessment of Career Development Test (ACD)	249
5.5.2.1	ACD content outline	249
5.5.2.1.1	Detailed breakdown of ACD contents	250
5.5.2.1.1.1	Occupational awareness (162 items)	250
5.5.2.1.1.2	Self awareness (20 items)	251
5.5.2.1.1.3	Career planning and decision making (78 items)	252
5.5.2.1.4	Reaction to career guidance experience (7 items)	255
5.5.2.2	Compilation of the test and construction of the scales	255
5.5.2.3	Reliability	257
5.5.2.4	Content validity	258
5.5.2.5	Construct validity	260
5.5.2.6	Predictive and concurrent validity	260
5.5.2.7	ACD floor and ceiling	260
5.5.2.8	Degree of speededness	261
5.5.2.9	Reading level of the ACD	261
5.5.3	Adaptation of the ACD for Local Usage	262
5.5.4	Pilot-testing	264
5.5.5	Codification and Scoring	265
5.6	STATISTICAL ANALYSIS OF THE DATA	266
5.7	EXPERIMENTAL PROCEDURE	267
5.7.1	Organizational Arrangements	267
5.7.2	Time Tabling	267
5.7.3	Programme Presenters	267
5.7.4	Pretesting	268
5.7.5	Programme Presentation	269



	PAGE	
5.7.5.1	Method of presentation	269
5.7.5.1.1	Programme delivery strategies	274
5.7.6	Post Testing	277
5.7.7	Summary	278

## CHAPTER 6

<b>RESULTS AND DISCUSSION</b>		279
6.1	INTRODUCTION	279
6.2	OCCUPATIONAL AWARENESS	280
6.2.1	Occupational Knowledge	280
6.2.2	Exploratory Occupational Experiences	283
6.3	SELF AWARENESS	286
6.3.1	Work Value Preferences	286
6.3.2	Working Condition Preferences	294
6.3.3	Educational Plans	304
6.3.4	Certainty of Occupational Preferences	311
6.3.5	Perceived Needs for Help	314
6.3.4.1	Help with solution of Educational problems	314
6.3.5.2	Help with solution of career problems	318
6.3.6.3	Help with Solution of Personal Problems	327
6.4	CAREER PLANNING AND DECISION MAKING	325
6.4.1	Career Planning Knowledge	325
6.4.2	Career Planning Involvement	328
6.4.3	Self Evaluation of Career Planning	330
6.5	REACTIONS TO CAREER GUIDANCE EXPERIENCES	351
6.6	DISCUSSION	375
6.6.1	Preamble	375
6.6.2	Group comparisons for which the Null Hypothesis was Tested and Rejected	382

	PAGE	
6.6.2.1	Occupation awareness	383
6.6.2.1.1	Occupational knowledge	383
6.6.2.2	Self awareness	384
6.6.2.2.1	Work value preferences	384
6.6.2.2.2	Working condition preferences	385
6.6.2.2.3	Educational plans	386
6.6.2.3	Career planning and decision making	387
6.6.2.3.1	Career planning knowledge	387
6.6.2.3.2	Self evaluation of career planning	388
6.6.2.3.3	Comment on the career guidance provided by the school	388
6.6.3	Group Comparisons for which the Null Hypothesis was Tested and Accepted as a Result of Statistically Significant Differences that were not in the Hypothesized Direction	390
6.6.3.1	Self awareness	391
6.6.3.1.1	Certainty of occupational preference	392
6.6.3.1.2	Perceived needs for help	395
6.6.3.1.3	Self evaluation of career planning	396
6.6.3.1.4	Evaluation of the career guidance role of the normal school subject teacher	398
6.6.4	Group Comparisons for which the Null Hypothesis was Tested and Accepted because of an Absence of Statistically Significant Differences	398
6.6.4.1	Occupational awareness	399
6.6.4.1.1	Exploratory occupational experiences	399
6.6.4.2	Self awareness	400
6.6.4.2.1	Working condition preferences	400
6.6.4.2.2	Educational plans	401
6.6.4.3	Career planning	404

	PAGE
6.6.4.3.1 Career planning involvement	404
6.6.4.3.2 Self evaluation of career planning	404
6.6.4.3.2.1 - have carefully thought about chosen jobs	405
6.6.4.3.2.2 - have knowledge of job preparation requirements	405
6.6.4.3.2.3 - have an optimistic view of occupa= tional future	406
6.6.4.4 Comment on the school guidance service	406
6.6.4.4.1 Comment on career guidance help received from the school	408
6.6.4.4.2 Comment on the availability and accessibility of a school counsellor	408
6.7 SUMMARY OF FINDINGS	409
6.8 SUMMARY	415

## CHAPTER 7

<b>SUMMARY, CONCLUSIONS AND RECOMMENDATION</b>	416
7.1 INTRODUCTION	416
7.2 SUMMARY	416
7.3 CONCLUSIONS	419
7.4 EDUCATIONAL SIGNIFICANCE OF THE STUDY	421
7.5 LIMITATIONS OF THE STUDY	423
7.6 RECOMMENDATIONS	425
7.6.1 Research Recommendations	425
7.7 EDUCATIONAL RECOMMENDATIONS	426
7.8 CONCLUSION	429

	PAGE
BIBLIOGRAPHY	431
<b>APPENDICES</b>	
A GUIDANCE NOTES	450
B GUIDANCE LESSONS	603
C ASSESSMENT OF CAREER DEVELOPMENT	668

LIST OF TABLES

TABLE		PAGE
5.1	The Mean Aptitude Scores of the Treatment and Control Groups	240
5.2	Distribution of Groups by Sex	242
5.3	The Mean Age in Months of the Treatment and Control Groups	243
6.1	Post-Test and Pre-Test Means, Difference in Means, T-value, and Probability for Treatment Group on the Occupational Knowledge Scale of the ACD (Females, Males, Total Group)	281
6.2	Means, Difference in Means, T-Value, and Probability for Post-Tests of Treatment and Control Groups on the Occupational Knowledge Scale of the ACD (Females, Males, and Total Group)	283
6.3	Post-Test and Pre-Test Means, Difference in Means, T-Value, and Probability for Treatment Group on the Exploratory Occupational Experiences Scale of the ACD (Females, Males, Total Group)	284
6.4	Means, Difference in Means, T-Value and Probability for Post-Tests of Treatment and Control Groups on the Exploratory Occupational Experiences Scale of the ACD (Females, Males, and Total Group)	286
6.5	Most Important Post-Test and Pre-Test Work Value Elements for Treatment Group	287
6.6	Second Most Important Post-Test and Pre-Test Work Value Element for Treatment Group	288

TABLE		PAGE
6.7	Least Important Post-Test and Pre-Test Work Value Element for Treatment Groups	288
6.8	Most Important Post-Test Work Value Element for Treatment and Control Groups	291
6.9	Second Most Important Post-Test Work Value Element for Treatment and Control Groups	292
6.10	Least Important Post-Test Work Value Element for Treatment and Control Groups	292
6.11	The Post-Test and Pre-Test Preferences of the Treatment Group in respect of the Indoor versus the Outdoor Working Condition	295
6.12	The Post-Test Preferences of the Treatment and Control Groups regarding Indoor and Outdoor Work	296
6.13	The Post-Test and Pre-Test Preferences of the Treatment Group regarding Solitary Work versus Working with Other People	298
6.14	The Post-Test Preferences of the Treatment and Control Groups with regard to Working Alone as against Working with People	299
6.15	The Post-Test and Pre-Test Preferences of the Treatment Group with regard to Working at a Variety of Tasks as against Working at the Same Task	301
6.16	The Post-Test Preferences of the Treatment and Control Groups with regard to Working at a Variety of Tasks as against Working at the Same Task	303

TABLE	PAGE	
6.17	The Post-Test and Pre-Test Preferences of the Treatment Group regarding Working with One's Hands or Doing Physical Labour as against Working in an Office with Little Physical Activity	304
6.18	The Post-Test Preferences of the Treatment and Control Groups with regard to Working with One's Hands or Doing Physical Labour as against Working in an Office with Little Physical Activity	306
6.19	The Pre-Test and Post-Test Educational Plans of the Treatment Groups	308
6.20	The Post-Test Educational Plans of the Treatment and Control Groups	310
6.21	The Pre-Test and Post-Test Levels of Occupational Certainty for the Treatment Group	311
6.22	The Post-Test Levels of Occupational Certainty of the Treatment and Control Groups	313
6.23	The Treatment Groups Perceived Need for Help regarding the Solution of Educational Problems (Post-Test and Pre-Test)	315
6.24	The Treatment and Control Groups' Perceived Need for Help with the solution of Educational Problems (Post-Test)	317
6.25	The Treatment and Control Groups' Perceived Need for Help regarding the Solution of Career Problems (Post-Test and Pre-Test)	319

TABLES	PAGE	
6.26	The Treatment and Control Groups' Perceived Need for Help with the Solution of Career Problems	320
6.27	The Treatment and Control Groups' Perceived Need for Help with the Solution of Personal Problems (Post-Test and Pre-Test)	322
6.28	The Treatment and Control Groups' Perceived Need for Help regarding the Solution of Personal Problems	324
6.29	Post-Test and Pre-Test Means, Difference in Means, T-Value, and Probability for Treatment Group (Females, Males, Total Group) on the Career Planning Knowledge Scale of the ACD	
6.30	Means, Difference in Means, T-Value and Probability for Post-Tests of Treatment and Control Groups (Females, Males, and Total Group) on the career Planning Knowledge Scale of the ACD	327
6.31	Post-Test and Pre-Test Means, Difference in Means, T-Value and Probability for Treatment Group (Females, Males and Total Group) on the Career Planning Involvement Scale of the ACD	328
6.32	Post-Test Means, Difference in Means, T-Value and Probability for Treatment and Control Groups (Females, Males, and Total Group) on the Career Planning Involvement Scale of the ACD	330



TABLE	PAGE	
6.33	The Treatment Group's Post-Test and Pre-Test Level of Contemplation of a Future Career	331
6.34	The Treatment and Control Groups' Post-Test Level of Contemplation of a Future Career	333
6.35	The Treatment Group's Post-Test and Pre-Test Level of Certainty regarding the Appropriateness of their Educational Plans in Relation to their Career Plans	334
6.36	The Treatment and Control Groups' Post-Test Level of Certainty regarding the Appropriateness of their Educational Plans in Relation to their Career Plans	336
6.37	The Treatment Group's Post-Test and Pre-Test Level of Certainty regarding the Appropriateness of their Career Plans in Relation to their Life Goals.	338
6.38	The Treatment and Control Groups' Post-Test Level of Certainty regarding the Appropriateness of their Career Plans in Relation to their Life Goals	340
6.39	The Treatment Group's Post-Test and Pre-Test Level of Certainty regarding the Steps to be Taken in Preparation for Entry into Each of the Chosen Jobs	341
6.40	The Treatment and Control Groups' Post-Test Level of Certainty regarding the Steps to be Taken in Preparation for Entry into Each of the Chosen Jobs	343

TABLE	PAGE	
6.41	The Treatment Group's Post-Test and Pre-Test Level of Certainty concerning the Completion of All the Necessary Steps for Entry into at least One of the Chosen Jobs	345
6.42	The Treatment and Control Groups' Post-Test Certainty Level regarding the Ability to Complete All the Necessary Steps for Entry into at Least One of the Chosen Jobs	347
6.43	The Treatment Group's Post-Test and Pre-Test Conception of their Occupational Future	348
6.44	The Treatment and Control Groups' Post-Test Conception of their Occupational Future	350
6.45	The Treatment Group's Post-Test and Pre-Test Evaluation of the Career Guidance Resources that were provided them	351
6.46	The Treatment and Control Groups Post-Test Evaluation of the Career Guidance Resources which were made available to them.	353
6.47	The Treatment Group's Post-Test and Pre-Test Evaluation of the Career Guidance Activities at their school	354
6.48	The Treatment and Control Groups' Post-Test Evaluation of the Career Guidance Activities at their school	356
6.49	The Treatment Group's Post-Test and Pre-Test Evaluation of the Role of the Ordinary Subject Teacher with regard to Career Guidance	358

TABLE	PAGE	
6.50	The Treatment and Control Groups' Post-Test Evaluation of the Role of the Ordinary Subject Teacher in respect of Career Guidance	360
6.51	The Treatment Group's Post-Test and Pre-Test Evaluation of the Effectiveness of the School Counsellor in respect of Career Guidance	361
6.52	The Treatment and Control Groups' Post-Test Evaluation of the Effectiveness of the School Counsellor with regard to Career Guidance	363
6.53	The Treatment Group's Post-Test and Pre-Test Evaluation of Small Group Discussion Among the Pupils Themselves	365
6.54	The Treatment and Control Groups' Post-Test Evaluation of Small Group Discussion Among the Pupils Themselves	367
6.55	The Treatment Group's Post-Test and Pre-Test Evaluation of the Help with Career Planning which the Pupils Received from their school	368
6.56	The Treatment and Control Groups' Post-Test Evaluation of the Help with Career Planning which the Pupils Received from their School	371
6.57	The Treatment Group's Post-Test and Pre-Test Comments regarding the Availability and Accessibility of a School Counsellor at their School	372

TABLE		PAGE
6.58	The Treatment and Control Groups' Post-Test Comments on the Availability and Accessibility of a School Counsellor at their School	374
6.59	Summary Listing of the Group Comparisons for which the Null Hypothesis was Tested and Rejected	376
6.60	Summary Listing of the Group Comparisons for which the Null Hypothesis was Tested and Accepted as a Result of Statistically Significant Differences that are Not in the Hypothesized Direction	378
6.61	Summary Listing of the Group Comparisons for which the Null Hypothesis was Tested and Accepted Because of a Lack of Statistically Significant Differences	380

LIST OF FIGURES

FIGURE		PAGE
1.1	Yeoman's Tripartite Scheme Illustrating the Various Levels of Self-Actualization	31

## APPENDIX A

### GUIDANCE NOTES

#### UNIT. 1 PERSONAL GUIDANCE

##### 1.1 WHAT IS A PERSON

The question "what is a person" generally evokes a number of responses. These responses reflect the different perspectives from which this being is observed. However it is generally agreed that a person is a being that comprises a number of constituent elements such as the physical, physiological that has a biotic quality; the psychical made up of the cognitive (mind), affective (feelings) and the the conative (will); the socio-cultural and so forth.

A person is not a loose collection of these aspects. These aspects are welded together to form one whole; a person. This being is characterized by the fact of indivisibility. Another important characteristic is that these aspects together result in a being that is more than the constituent elements. A person is more than his muscles and bones. These aspects also combine to produce a being who, while in some respects is like other persons, is, in other respects, completely different. These aspects therefore result in a being that is unique.

It is this uniqueness that enables a person to recognize himself as an I, as an ego, or in religious term a spirit. This characteristic confers transcendental qualities on a person. As a consequence a person is not only a conscious being, he is also self-conscious. He is consequently able to evaluate himself, to take a critical look at his past, present and future and plan accordingly. This is the quality that distinguishes man from all other beings on earth. It is therefore not an unreasonable expectation that a person must know himself;

because as a self-conscious being he can, to some extent, know himself.

The following are some of the things that the person must know about himself:

### 1.1.1 Personality

When a person interacts with himself, as well as with his physical and socio-cultural environment he develops a personality. Personality is therefore everything that goes to form a person; that is, his inherited characteristics as well as those that he acquires as a result of the influence of his physical environment, the influence of other people as well as that of the societal norms, values and beliefs. The resultant qualities of the individual human being are known as personality traits or characteristics. These characteristics determine what a person is generally like, for instance, good-natured and happy, or serious and a little distant or aloof. The preponderance of these "positive" qualities or traits result in what we call a mature or healthy personality. We shall take a closer look at the mature personality in the following sections.

Character is a term that is very close to the term personality. Sometimes people use these terms interchangeably. However, we talk of a person's character when that person's personality traits are being evaluated or judged in terms of societal norms (rules). For instance, we talk of a person with a mean, aggressive, or selfish character, which according to societal norms is a bad character. A person can also have a patient, considerate or generous character, which in terms of the norms of society, is a good character.

#### 1.1.1.1 The mature personality

According to Neils Lindhard (1983), maturity refers to the way a person perceives (sees) himself, how he uses his abilities, how he controls his nature, how he copes with his problems and how he relates to his environment and his cultural expectations. Maturity is a wide and flexible term. It is also a growth term. No one arrives at the final goal of being mature, so maturity is, not an end state, it is a journey towards perfection.

These characteristics of maturity will be briefly discussed in the following paragraphs:

1.1.1.1.1 How one sees oneself: The first requirement is that a person should have a realistic view of himself, that is, he should try to see himself as he really is. It is of crucial importance that a person should have a fairly accurate idea of his strong points. He should seek to know, inter alia, what his values, abilities and interests are, as well as his general nature and personality.

1.1.1.1.2 How one accepts or likes oneself: The second requirement of real maturity is that we should accept ourselves as we are, and not wish that we were something else or somebody else. We should also like ourselves or have a positive kind of self-esteem. People who like themselves are normally well-liked and those who dislike themselves are often not liked by others. Of course, it is not the intention of this course to produce arrogant, boastful braggards. The attempt at promoting



a positive self-concept in people is based on the established fact that individuals who have developed a positive self-concept are likely to learn more, achieve more, enjoy more, care more, relate better and generally live more responsible, happy and fulfilled lives.

A distinction should be made between being positive about oneself and being conceited. They are not the same thing. A person who has a positive self-image is likely to be secure enough in himself not to need to brag and boast. Bragging and boasting are behaviours designed to win approval from others, because there is a deep need in the braggard for that. The braggard's self-esteem relies on others and he needs to convince them of his worth. The person who is basically positive and confident about himself need not boast or brag, and is able to relate more freely and equally to others.

Fully functioning people have been shown as seeing themselves as liked, wanted, acceptable and worthy. Not only do they feel they are people of dignity and worth but they behave as though they were. Indeed, it is in this factor of how a person sees himself that we are likely to find the most outstanding differences between high and low self-image people. It is not the people who feel that they are liked, and wanted and acceptable who turn to crime or find themselves in mental hospitals. Rather it is those who feel

highly inadequate, unliked, unwanted, unacceptable and unable.

People with positive self-esteem,

- accept themselves as they are.
- They try to make good use of their strong points or abilities.
- They attempt to overcome their weak points.
- They make use of opportunities that come their way or that they themselves create.

1.1.1.1.3 How one uses one's abilities: A mature person takes the responsibility for his own development. He takes the responsibility of developing his abilities. As Lindhard (1983) puts it, he turns his abilities into skills and becomes competent in what he does.

1.1.1.1.4 How one controls one's nature: Self-control implies self-discipline. It further implies that one may choose the difficult but appropriate things to do rather than the easy or pleasant things. Self-control is very much related to emotional maturity. This of course does not mean that one suppresses one's emotions and does not express the feelings he experiences at a given time. This would be dangerous for both our physical and mental health. The key consideration here is propriety. The individual must express his feelings, whatever they are, in an appropriate manner. As Lindhard (1983) has indicated, "a bad-tempered man is usually a quick-tempered man without self-control."

The ability to consider other people's feelings and not upsetting them deliberately is another form of self-control.

1.1.1.1.5 How one copes with one's problems: Lindhard (1983) maintains that coping is the ability to take decisions and to make progress in spite of pressures, obstacles and setbacks. It means being in control of a situation and this includes being able to handle or deal with uncertainty, worry and stress. The coping person is realistic and practical, he does not underestimate or overestimate his own abilities. When they are faced with a problem coping people think over it calmly and logically and try to get the best solution for it. Mature coping includes the ability to accept failure and turn it into useful experience. It includes the ability to recover after catastrophic events such as the loss of a loved one, a limb, or a job by accepting realistically what cannot be changed.

1.1.1.1.6 How one accepts others as they are: Lindhard (1983) states that the mature person sees other people realistically and accepts them as they are, as nature made them, and without wanting to change them into what they "ought to be". The mature person respects other people's convictions in the same way that he hopes others will respect his opinions. In this way we meet others who are very different from ourselves without prejudice, without comparing their values with ours and their

behaviour with the behaviour which is normal to our age group, racial group, etc. This ability is of particular significance in a country such as South Africa with its diversity of cultures.

This suspension of judgement and display of tolerance is a strong indicator of emotional maturity.

Lindhard (1983) goes on to add that a mature person may, however, not be willing to accept behaviour which is characterized by thoughtlessness or carelessness or behaviour which is self-seeking or grasping and which is intended to benefit one person or group of persons at the expense of others.

- 1.1.1.1.7 How we live amongst others: A mature person is able to get along well with other people. He is a person who loves his fellowmen. He is a person who respects other people's opinions even if they differ from him. He tries to reconcile his values with those of society and decides how he is going to behave.

By way of summary Lindhard has produced a chart which he has entitled "Know Yourself - and your Maturity" in which he indicates that maturity means how you

- see yourself and know yourself - in a realistic and positive manner.

- accept yourself and not wish you were somebody else.
- use your abilities and turn them into skills.
- control your nature in awareness of other people's feelings.
- cope with your problems according to your values and in spite of life's obstacles.
- see and accept others as they are, with tolerance.
- live amongst us as a free member of our society.

## 1.1.2 Self knowledge

### 1.1.2.1 Know your personality

The healthy personality or the fully functioning personality is someone who functions well as a person. It is a person who knows himself, his strengths and weaknesses. It is people who believe in themselves and who regard themselves as worthy, able and respectable people. It is also people who can cope with the ups and downs of life and who know what they want out of life.

Fully functioning people have been shown to have a positive self-image because they like themselves and they are also liked by other people and get along with them.

### 1.1.2.2 Know your aims/goals

A person should as early as he can, establish the aims/goals towards which he would want to strive in life. A person who does not have goals in life just drifts about like a ship without a rudder. He does not know where he is going, he does not have a specific destination.

To lead a meaningful existence, a person must, according to Engelbrecht et al (1981 : 4)

- decide on a destination (goal)
- plan how to reach that destination
- do what is necessary to reach the destination.

Engelbrecht et al, (1981) go on to indicate that a traveller may decide on a destination that is very far off. It may take him days or months or even years to reach his final destination. Such a traveller is very likely to set himself any number of short-term goals on his way towards his final destination.

He may realize that he is now at point A and wants to arrive at point Z, his final destination. But before he can get to a point Z, he will have to cross a river at point B, a mountain at point C, a forest at point D, and so on.

The process of goal-setting should also apply in our daily lives. A student may have his ultimate career goal as that of becoming a teacher. But he first will have to pass standard 6 before he can pass standard 8, and then he must pass standard 10 before he can go to university or to a teacher training college to train as a teacher. Even here he will have set several other intermediate goals before he can reach his ultimate goal. If we think about our final goals without doing something about our immediate goals, then we are acting in an immature way - we are merely daydreaming!

Another very important point about the goals that we set ourselves is that we must be **realistic** about these goals. According to Engelbrecht et al (1981), a realistic goal is

- one that one is **able** to achieve, and
- one that one is **willing** to achieve.

In order to reach a goal, it will be necessary for you to be **realistic** in setting the goal, to **plan** to reach that goal, and to **work as hard as is necessary** for you to reach that goal.

#### 1.1.2.3 Know your abilities

Your abilities can be explained in two words; namely actual **performance** (achievement) and potential (aptitude). Actual performance refers to what one is able to accomplish at a given moment in terms of such things as school work, sporting activities, work activities outside school and so forth.

Potential is performance not yet shown. This is a person's real ability or capacity in various areas which has not yet been fully utilized. It is said that the average person generally utilizes only ten percent of his real ability in any given field of activity. It is very important for a person to have an estimation of his real ability in a given field of activity. This knowledge is very important for the person in his attempt to convert his potential into actual skills. He will know more or less what he is really capable of. If we do not know what we are capable of we will not strive to utilize as much of our abilities as we possess. We will perform below our potential, sometimes too far below, so that we achieve at a far lower level than we are capable of; in other words we under-achieve, our God-given talents will simply go to waste.

As should be clear by now, a person has several abilities. We are going to look at only a few of these which are very important to you as students.

#### 1.1.2.3.1 General academic ability

General academic ability can be divided into two main aspects; verbal and non-verbal or numerical ability.

##### Verbal Ability

Verbal ability means that you have the ability to communicate, to express your thoughts clearly in words, as well as to solve problems mentally, using verbal ideas.

##### Non-verbal or Numerical Ability

Non-verbal ability indicates an ability to think and work with figures as well as the ability to solve problems by finding out how things are related.

#### 1.1.2.3.2 Practical ability

Practical ability is very closely related to

- non-verbal ability. But in addition to a person's
- ability to think non-verbally and solve problems with the minimum use of language, a person with practical ability is able to do things well with, say, his hands or feet. He also has good eye-hand coordination. He excels in manual work or sporting activities.



#### 1.1.2.3.3 Methodical ability

Here we are talking of a person who is able to carry out his work systematically and in an orderly manner and not haphazardly. Methodical habits are very necessary in any subject we study or any type of work that we do. They are especially important in many of the science subjects as well as other subjects like accountancy. It must be indicated that being methodical is an ability that can be learned so you must try and improve on this important characteristic.

#### 1.1.2.3.4 Artistic ability

Artistic ability refers to a person's ability to create and/or enjoy artistic things or things of beauty. These artistic things include literature (poetry, drama, novels) painting and sculpture and so forth.

#### 1.1.2.3.5 Social competence

Social competence usually means being at ease amongst other people as well as enjoying the company of others.

#### 1.1.2.4 Know your interests

An interest has been defined as a relatively constant orientation or attitude towards something. An interest does not change from day to day. An interest in something does not imply an ability for it (e.g. I may have a strong interest in soccer or tennis although I am a bad player).

Interest plays a vital role in determining the effort one is prepared to put into a task. You are all aware of the effort you put into a school task when you are interested in it in contrast to what you put into carrying out an uninteresting and boring one. The difference between a student with average abilities who does well and a good student with average marks is often interest.

#### 1.1.2.5 Know your values

Values can be described as those things which we regard as being very important to us. Your values are the things which are most important to you. You may for instance regard money as one of the most important things for you and you may want to own a lot of it. Another person may say that she is interested in helping people and that money is not so important. Values are therefore a person's personal standards of conduct and they are also the standards by which we measure other people's goals.

Some values represent life goals or aims. These are called terminal values e.g. family security, social acceptance, status, public service freedom and independence, salvation and eternal life. Other values deal with our chosen behaviour or deeds, these are called instrumental values. Such deeds might be honesty, courage, hard work, neighbourly love, responsibility etc.

Our values are generally measured against accepted societal norms/standards. Thus some values may be acceptable to society while others may be less acceptable, but some people still have them e.g. "get rich

quick and by any means". Some values are regarded as socially bad or good. Then we have the universal and eternal values that are espoused by the great religions of the world, namely, to love our neighbours as ourselves. Every individual, community and nation should seek to uphold and promote the realization of these values.

You should try to know what your values are. Values play a very big role in shaping our personalities. People without established values are drifting. They have no basis on which to base their decisions. They thus cannot make important decisions because they have never thought about what is important for themselves. People who know their values are purposeful, positive and decisive. (Lindhard, 1983 : 52).

As was indicated earlier on there are innumerable values that the individual can choose to adopt as his own. What follow below are a few examples of such values.

#### 1.1.2.5.1 Economic returns

Here we have a person who values money and wealth. If he has to make a choice of a job he focusses his attention on the salary attached to the job than on any other characteristic.

#### 1.1.2.5.2 Status and prestige

If you have status and prestige as your values you will engage in activities or seek a job that will give you standing in the eyes of others and that evokes respect. Your liking for high status will also cause you to seek for power and authority.

#### 1.1.2.5.3 Humanism (ubuntu)

African people in the length and breadth of the african continent have had humanism as one of their cherished values. African humanism entails the recognition of a person's worth and dignity as a human being.

It also refers to the desire in a person to deal humanely with others. Here a person realises that he can only realize himself (develop himself to the full) in coexistence, cooperation and collaboration with others. He becomes himself as the others also are able to realize themselves. He can only develop fully, attain happiness and peace if the other members of the community do the same. He can only prosper if others in the community prosper. The downfall of others is his downfall also; their prosperity is his as well.

#### 1.1.2.5.4 Communalism

African communalism places emphasis on the welfare of all the members of the society (e.g. that nobody should starve while his neighbours have enough and to spare). It underlies the importance of mutual help and caring for others. Many activities, tasks and projects are carried out by the members of the community together, each one making his own contribution towards the attainment of common objectives. A person who has the welfare, progress and prosperity of the community at heart will enthusiastically participate in activities that are geared towards the promotion of the common good.

#### 1.1.2.5.5 Intellectual stimulation

If you have intellectual stimulation as a value you will engage in activities and work which will provide you with an opportunity for independent thinking and for learning how and why things work. A person with this type of value tends to have scientific and professional interests, a liking for abstract thinking and using one's intellectual abilities.

#### 1.1.2.5.6 Creativity

If you have creativity as a value you will try to invent new things, design new products or develop new ideas. You will place great importance on approaching things in a new way rather than in the usual way.

#### 1.1.2.5.7 Altruism

This value is closely related to that of communalism that we described above. An altruistic person will want to do things that will contribute to the welfare of others. People with high altruistic values enjoy working with other people and being of service to others.

#### 1.1.2.5.8 Aesthetic values

If you have this value you will tend to value beautiful things and will try to contribute things of beauty to society.

#### 1.1.2.5.9 Security

A person who has security as a value is one who wants to feel secure and safe. Such a person may need to have a safe job which he will not easily lose. It may also be a person who needs something to fall back to in case of need.

#### 1.1.3 How can a Person Know Himself

We have repeatedly stated that a person should know himself. We have even attempted to indicate **what** a person could try to know about himself. The question that immediately comes up is **how** can one learn about oneself. There are a number of ways in which this can be done. A few of these are indicated below:

##### 1.1.3.1 Performance in class, tests and examinations

Your performance in class, the type of marks you get in tests and examinations are a valuable aid in enabling you to study aspects of yourself. You can know something about your abilities and even your interests in this manner.

##### 1.1.3.2 Psychological tests

These usually include tests on interest and ability. However, your values and personality can also be studied through the use of psychological tests. Pay particular attention to your score on the various tests. This will give you a reasonably good picture of yourself.

You can also learn more about yourself by seeing how you compare with your classmates. You will be able to see who is better than you in certain aspects of your school work as well as those who perform less than you. You can then seek help from those who do better than you in certain subjects while you also help those who perform poorer than you in those subjects in which you are good (Helping each other is one of the best way in which you can learn). In this way you will know yourself better, you will know more about the other students and you will most probably learn more at school. You can do the same with regard to the various sporting and cultural activities in the school.

1.1.3.4 Getting feedback (observing the behaviour of others towards you)

Most of the things we know about ourselves we have learnt from others. We learn if we are clever, or beautiful or friendly or strong or active from the comments of others on us. Learning from others by listening to them and observing the behaviour of others towards us is therefore another important way of learning about ourselves. You must therefore listen critically to what others say about you; parents brothers and sisters and friends and teachers. You must also critically observe the way they act towards you and how you get along with them. We say that you listen to and observe the other people critically because some of the things they say and do may not be based on facts. On the whole their utterances and actions contribute a great deal to our self knowledge.

Two American psychologists, Joseph Luft and Harry Jugham developed a very interesting method of self analysis. This method is based on their statement that every thing that can possibly be known about a person can be expressed in four sentences; namely,

1. The things that you know about yourself which are known to others.
2. The things you know about yourself which are unknown to others.
3. The things you do not know about yourself which are known to others.
4. What you do not know about yourself which is unknown to others.

These four sentences were put into a four compartmented frame which they called the Johari Window ('Jo' from Joseph and 'hari' from Harry).

#### THE JOHARI WINDOW

The things you know about yourself which are known to others	What you do not know about yourself which is known to others
What you know about yourself which is unknown to others	The things you do not know about yourself which are unknown to others



#### 1.1.4 Develop your personality

A significant part of our personality has been inherited from our parents. This part of our personality we cannot change. We cannot, for instance change our body, colour, age and sex. All these we have to live with and our ability to accept them will be a good sign of our maturity. People who bemoan their past, their beginnings, their parents and so forth and do nothing to change their circumstances are failing to find new directions from what might have been a poor start. We must take charge of our lives and change our circumstances and ourselves however difficult this may be. However, much of our personality and the behaviour that goes with it can be controlled and changed. Maturity as a set of habits or behaviour can be acquired at a young age and can be developed further. Much of the ability to change oneself depends on a person's self-esteem, that is, how he sees himself. Does he see himself as a **worthy** person or not.

There is a close relationship between a person's picture of himself (as being strong or weak, successful or unsuccessful, lucky or unlucky, confident or timid, intelligent or dull) and the performance he produces. Other people's attitudes to us will also be influenced by how we see ourselves. If we see ourselves positively they will also see us in a positive light.

The second factor that influences our ability to change ourselves is motivation and drive. Lindhard (1983) defines motivation as the daughter of need and the mother of drive. The student who has a need to become somebody or something and set that as a goal

will be motivated and will produce the drive which will enable him to reach his goal. To be able to do this perhaps we should ask ourselves some questions as:

**who am I really?**

**how did I get here?**

**what do I want?**

**where am I going?**

Our answers to these questions might be that we are not bound by our past, nor our circumstances; that we can influence events in our lives, choose our direction and take action. Thus we can develop and make better use of our abilities, cultivate new interests and adopt new values, thus expanding on our current value system. To be able to do this the student must know himself as well as his goals in order to change and develop his personality. So we can explore our possibilities, re-invent ourselves and find new meaning in our lives. This process of self development involves the making of specific choices and decisions in our lives. The process of decision making is a very important one indeed! We shall now go on to discuss this aspect of personal guidance in the next paragraph.

## 1.2 DECISION MAKING

### 1.2.1 Why do we Learn Decision Making?

All of us make decisions every day. More often than not without thinking much about these decisions. Even when we do think about the decisions we make we may not know the most effective methods to use to make a good decision. It is for this reason that we are going to talk about the principles of decision making in this section.

### 1.2.2. Different Kinds of Decisions

A decision is defined by Lindhard (1983) as the choice between two or more solutions to a problem. There are what we call simple decisions which are not very hard to make and the outcome is not very important or has little or no influence on the future (e.g. Shall I play netball or soccer this afternoon or shall I go and have a chat with my friends or shall I go and watch an interesting film at the cinema?) Then we can have **complex decisions**, (e.g. whether to go to university after passing standard ten or go and train as a nurse at a hospital or a teacher at a teacher training college). Now, complex decisions are hard to make and the consequences of such decisions are very important to us and may influence the whole of our future lives.

### 1.2.3 Decisive and Indecisive People

Some people make decisions and implement them readily, while others are reluctant to make decisions and avoid implementation as much as they can. Such people do nothing, hoping the problem will go away or solve itself. Some others hope that other people will make the decisions for them. From what has just been said we can distinguish between decisive people and indecisive people. Decisive people are active and get things done. They know where they are going and thus have a drive. They are willing to take the responsibility and the risk that decision making entails and take leadership roles. They are generally punctual with what they do and lead more meaningful lives. On the other hand indecisive people are passive and wait for

things to happen. They leave their lives to fate, and play safe. They wait for others to decide for them and have little control over their lives. They also change their minds very often.

#### 1.2.4 Decision Making Styles

There are basically two ways to making a decision. We have got the irrational way which basically amounts to flipping a coin a saying; head - I go to university! tails - I go and take up a job as a clerk! Such a decision is based on very little information and even less on rational thinking.

The second way of making a decision is the rational decision-making model. This model which is made of a number of decision making principles will now be discussed below.

#### 1.2.5 The Principles of Decision Making

The major or complex decisions need to be made in a systematic manner. There are a number of elements that make up the decision making activity. These elements are as follows:

- (a) You must know what you want to achieve. In other words you must know what your aims and values are.
- (b) You must have the necessary and relevant information on which to base your decisions. This information will enable you to know what course of action will be valuable, practical and possible. (Regarding the possibility of a

course of action, some things are precluded to us by belief, custom, rules and regulations and by laws - e.g. you cannot go to the university if you have not got a matriculation exemption pass).

- (c) You need to make a list of alternative solutions (choices) from which to choose.
- (d) You must now choose the best solution for you. When we choose or decide we need to bear the following in mind:
  - (i) a decision has to have a reasonable chance of being successful when carried out.
  - (ii) the best solution is not necessarily the easiest one.
  - (iii) some solutions have a high chance of failure than others, but if they succeed they bring greater rewards.
- (e) Now check on the outcome or consequences (results) of your choice - sometimes this is not immediately possible.

In summary we can say that to be able to make a good decision, a person must do the following:

1. Determine his aims or goals.
2. Get as much information as possible on the problem.
3. Find a number of solutions (options).
4. Decide.
5. Check consequences
6. Implement the decision.

It must be indicated to you that you cannot learn decision making or, for that matter, any of the other things that are being presented to you in this guidance course, only by reading these notes or listening to the guidance career. You will only learn decision making by doing it; i.e. making decisions. In the same way, you will only learn all the other aspects of this course by APPLYING THEM IN YOUR DAILY LIVES.

## UNIT 2 : SOCIAL GUIDANCE

### 2.1 SOCIAL RELATIONSHIPS

The nature and quality of your social (interpersonal) relationships are very important for you now and for the future. How you get along with others can mean the difference between happiness, success and failure and so on? You are at least partially responsible for the type of relationships that exist between you and anybody else. Your relationship with somebody else, be it a parent, friend, school mate etc., depends not only on him, but also on you.

#### 2.1.2 How to Establish and Maintain Good Human Relationships

##### 2.1.2.1 One's relationship with oneself

As was stated earlier on, the way you regard yourself will have a direct influence on the way you get along with others. The healthier your personality, the better your human relationships will be. If you accept and respect yourself, you will find it easier to accept and respect others.

If you can cope with your own problems, you will have time left to help others cope with theirs. They in turn will do the same for you. To be able to establish good relationships with others, one must, therefore, cultivate the qualities of a healthy personality such as:

- honesty : if you are honest, people will trust you.
- loyalty : if you are loyal people will rely on you.
- responsibility : if you are a responsible person, people will take you seriously.
- self discipline and self control : people will be able to accept your word.

#### 2.1.2.2 One's relationships with others

To be able to establish good relations with others there are a number of personal characteristics we must acquire and develop. These characteristics include the following:

- (a) The acceptance and respect of others as they are:

To be able to get along with others, it is important to accept and respect them as they are. In this way we will make the others feel that they are worthwhile, unique and valuable people. If we act in such a way as to make others feel they are nothing, they will resent this. Because of that our relationships with them will not be easy.

Our acceptance and respect must also be extended to those people who differ from us. We will often meet people of different ideas, views or opinions, races, tribes-cultures, religious backgrounds, etc. We must make the effort to understand and accept these people who are so different from us.

Tolerance is a very important quality in this matter.

You are all aware that all of us are often afraid of what we do not understand. And because we feel threatened by something strange, we try to get rid of it by attacking it or by belittling and ridiculing it. Lack of understanding sometimes leads to prejudice - which is pre-judging without careful consideration. Prejudice and fear often leads to misunderstandings, disagreements and sometimes violence. One of the aims of school guidance is to help us see the importance of mutual understanding between people of different cultures, values, beliefs, etc., and to make us realize how important an attitude of tolerance is to a peaceful society.

(b) Friendliness and interest

Here we are talking about a very important quality of a love for people. Do you like other people or not? If you like people they will almost always like you. You can show your liking for people by being friendly, smiling, *doing* things for people. As Lindhard (1983) puts it: cheerful people are always pleasant to be with; they lift your spirits and lighten your load. You must also show interest in other people, especially



in things they are interested in, such as their families, houses, health, work, sporting activities and hobbies.

(c) Sincerity and tact

Insincerity is very harmful to social relationships. It is no use being friendly and interested in people if you are not sincere about them. People will very quickly see through insincerity. Being sincere does not mean being insensitive to the feelings of others. If you are always blunt with people you might hurt their feelings. Sincerity must, therefore, be accompanied by tact. Tact means consideration for the feelings of others. The balance between complete honesty and tact is very difficult to achieve.

(d) Consideration for others

One of the surest way of getting on with people is to show consideration towards them. This means respecting them, accepting them as they are, being tolerant of their differences from you, taking a genuine interest in them and their activities and being sensitive to their feelings. Good manners serve as a very good way of showing consideration for others.

2.2 COMMUNICATION

As was indicated above, the achievement of meaningful relationships is likely to be central to your happiness and well being in life. The key to making and maintaining these relationships is your ability to communicate well.

Sharing ideas, giving opinions, finding out what you need to know, explaining what you want, working out differences with another, expressing your ideas etc., can be regarded as essential elements in being able to relate to and work with other people. Without communication there can be no relationships.

### 2.2.1 The Value of Effective Communication Skills

Person to person, face-to-face, communication skills are a key to much personal, social, and career success. People who are confident and skilled in communicating with others are very successful in their lives. They can use their skill to teach, to influence and persuade, to help, to befriend etc.

People who do not develop the skills of communicating well with others are likely to be at a considerable personal, and social disadvantage. They are likely to be isolated, rejected, resented, ignored and will have little confidence in themselves.

As with any other skill, it is not wise to leave communication skill-development to chance. Communication, person-to-person, is something each of us begins to do normally from the time we were born.

We learn to speak as we learn to walk, dress ourselves etc. Naturally, the temptation is to believe that communication skills are part of the person's natural development. Leaving communication skill-development simply to chance obviously does not produce an effective level for everybody and there are many personal and social consequences of underdeveloped communication skills. By identifying and practising

basic communication skills each of us can become more effective in our lives and in dealing with other people.

### 2.2.2 Creating a good interpersonal relationship

We have said that effective communication is essential to the establishment of good interpersonal relationships. On the other hand, (and in a paradoxical way) effective communication depends on the existence of a good interpersonal relationship. Effective communication will almost be impossible without there being a good relationship between the people who are engaged in communication. The two, that is, good interpersonal relations and good communication, therefore, go hand in hand. Because communication takes place between people we are automatically dealing with human relationships. Effective communication skills are built on good interpersonal skills. Hopson and Skully (1980 : 93) make use of a metaphor of a radio message to illustrate this point. They say that if the "atmosphere" is clear and interference-free, the messages are likely to be picked up loud and clear. If the atmosphere is cloudy and stormy then there is likely to be interference, distortion, and unclear reception: They go on to indicate that unless people actually make contact, unless there is a sharing of language, of mutual interest or purpose, unless there is giving and receiving, then communication will be impaired or impossible.

An interpersonal relationship that will provide effective communication must be characterized by the following:

- (i) Respect and acceptance of others; making them feel valued and important.
- (ii) Having a liking for, and being friendly to other people and showing an understanding of their points of view.
- (iii) Being sincere and honest in your dealings with other people.

### 2.2.3 Developing the Skills of Sending Messages to Others

- Know **what** you want to say.
- Decide **when** it is appropriate to say it i.e. finding the time when the person is likely to really "hear" and is not mentally busy (preoccupied) with something else.
- Decide **where** will be best to say it.
- Judge **how** best to say what you want to say e.g. in a direct, open way or in a round about way.
- Remember that the message is more understandable to you than it is to the listener and take the trouble to make it clear (understandable) to him.
- Speak clearly so that your words can be heard clearly.
- Keep your message simple so as not to confuse the listener.
- Observe the listener so that you can see signs of confusion, lack of understanding, disbelief, irritability, acceptance etc.
- Use "proper" language that can be understood by the other person.
- Check with the other person - has he understood your message? and give clarification if required.

#### 2.2.4 Developing the Skills of Receiving Messages or Listening Effectively

- Concentrate on the speaker's words and gestures. This will help you to disregard other things in your mind and listen effectively to the speaker's message. This include What is called "active listening", that is, giving the speaker our full attention and making him see that we are doing so.
- Try to get the "real meaning" of the words as well as the feeling behind the words.
- Check that you understand the message by summarizing what the speaker has said, asking for clarification, etc.
- Listen positively or with an open mind (not defensively). Avoid prejudging or rejecting what the speaker is saying. Listen with balance and not simply for points to challenge or disagree with. When you become judgemental or begin to plan your counter attack you are likely to have stopped listening.
- Avoid switching off even when you hear something you disagree with.
- Avoid interrupting the speaker or talking too much to yourself.
- Avoid pretending to understand when you do not.

#### 2.2.5 Person -to-Person, Face-to-Face Non-Verbal Communication

Sometimes we do not use words to convey a message to listeners. We do it by means of various signs that communicate a message to other people.

These signs include the tone of the voice, facial expression, use of eyes, body posture, hand gestures, the clothing we are wearing, the distance between the other person and ourselves, etc. Using these signs we are able to convey our ideas, feelings, wishes etc., to others. This type of communication is called non-verbal communication. More often than not non-verbal communication is used together with verbal communication; our words are accompanied by some of these signs. These signs confirm what is conveyed by words but sometimes they negate it.

#### 2.2.6 Mass Media of Communication

The word medium means a way, a channel through which something can pass or be transmitted. A voice, a gesture, a written document are all examples of media that we can use to transmit a message to people. If we want to get into contact with a large number of people, we make use of the mass media to reach these many people.

The mass media of communication include books, newspapers, magazines, radio and television. These media are used to inform, entertain or persuade. We should always be aware of the intention of the communicator when listening to or reading any of the mass media, and develop a critical attitude through a healthy inquiring mind. For instance, news is often written or presented in a way which is slanted towards the values of the person writing or publishing and you should not accept uncritically everything you read or hear.

Advertising is also something which must be treated with care. An advertisement is an emotional description of goods that is intended to make you want to buy them. The goods might not be wonderful, but the advertiser will try to make you believe that they are fantastic. One must therefore be careful not to be misled by this form of communication.

## 2.3 LEADERSHIP

### 2.3.1 What is a Leader

A leader is a person who has followers (Lindhard, 1983). Normally a person does not become a leader because of age, sex or looks. What seems to be important is a person's personality. Some of the personality characteristics that leaders possess are the following:

- (a) They are self confident and decisive people who take a leading position when there is a problem to be solved.
- (b) They are alert and energetic.
- (c) They show good judgement when making decisions, which they do well.
- (d) They are good communicators, thus they are articulate and persuasive.
- (e) They are considerate and sensitive to other people and get on well with them.
- (f) They are fully functioning persons with healthy personalities and are able to cope competently with different situations and people.
- (g) They tend to be more intelligent than the average of the group.
- (h) They are good at the task or job that is being commonly carried out by the group.

- (i) They show an ability to organize. This includes the ability to plan, to decide, to delegate responsibility and to motivate the group so that they work well together as a team.

There are different kinds of leaders and different styles of leadership.

### 2.3.2 Kinds of Leaders

Firstly we have what we call **natural leaders**. Such people stand out in a group, and people automatically and willingly follow them.

Then we have what we called **hereditary leaders**. These people are leaders by inheritance. They are the sons and daughters of persons who were themselves leaders. The role of leadership is passed on to the child or children when the parents die.

This does not necessarily mean that they are good leaders, nor that they are popular or inspire loyalty among those under them, especially in these modern times when democracy is being emphasized. Inherited leadership is often found in business (the father may start a business and his son takes it over) and in politics (the some of a chief becomes chief himself on the death of his father). People who are **leaders by rank or position are people** whose jobs or roles carry power and authority. Their followers are their subordinates, who are bound to obey the person in authority over them. Examples of these kinds of leaders are managers and supervisors in business,



school principals and teachers, school prefects and so on. Normally such people are appointed into leadership positions by a person or persons who have the authority to do so...

Leaders by election are those persons who are democratically elected into leadership positions by their followers. In an election the leader is the man or woman who get the most votes. Part of this democratic process is the agreement that the minority of the voters will follow the wishes of the majority in deciding who the leader is.

Finally we have what we called **situational leaders**. These are persons who do not play leadership roles under normal circumstances. However, in an unexpected situation or emergency, they come to the fore and reveal the ability to lead by taking control of the situation and making decisions. Several people may emerge as leaders in an emergency situation.

### 2.3.3 Methods of Leadership

We can mention two styles of leadership, namely, **autocratic and democratic leadership**.

An autocratic or authoritarian leader is one who gives orders and expects them to be followed without any questions. He gives no reasons and he accepts no suggestions from others. He is therefore a forceful person who expects results from her followers.

The **democratic or participative** leader discusses his plans with his followers before these are implemented. He explains and gives reasons for his decisions and

allows those under him to share in the decision making process. He rarely gives orders, as he allows people to work out their own methods of doing things but is firm about who shall do the work and when it shall be finished. People who are led by such a person can themselves learn to become leaders, because everybody shares in the making of decisions as well as in the work itself.

## 2.4 MARRIAGE AND PARENTHOOD

### 2.4.1 Friendships in Youth

We have stated that for a person to establish good interpersonal relationships he must be a friendly person who likes people. A young person will therefore make friends with many of his school mates and age mates. A boy will have some of the boys at the school and in his circle of associates as his friends. But he will have girls as his friends as well. The same applies to the girls who will also have both girl and boy friends. These friendships are generally characterized by mutual respect, mutual caring, and possibly, common interests and values. This is particularly the case where a love relationship develops between a girl and a boy. Consequently, the friends avoid actions that will lead to difficulties or trouble to either or to both of them.

In these relationships between boys and girls you will start to know what the different roles that men and women play in society. Men and women have different likes and dislikes, interests, hobbies etc. But there are actually more similarities between them than there are differences with the result that they

are equal in what they can do or achieve. For instance, a girl is just as good at Mathematics as a boy is. Some of these friendships will last for a long time while others will not. Some of these friendships may even lead to marriage. How does one person choose another to be his or her life partner?

#### 2.4.2 Choosing a Marriage Partner

In the olden days elders used to choose marriage partners for the young people. In most cases the young now choose their own marriage partners. You most probably would not like your parents to choose your life partner for you. And how do the young choose their marriage partners today? Some of the qualities that a young man may look for in a young woman he wishes to marry include the following: Beauty or physical appearance, cleanliness and smartness, particularly in dressing habits, good character and ability to show respect. The girls usually prefer a man who is strong, kind and considerate, who dresses smartly, who is interesting, lively and able to make pleasant conversation. The man must have a good education and must have the possibility of getting a good job. He must also be a well mannered person who shows respect for the girl's parents and people in general.

For things which really matter in a marriage, both the young man and the young woman will look for the same qualities in each other. There is no fixed recipe for a good marriage - marriage is different because the individuals in it are different - but there are some factors which are part of a successful marital relationship. These are the qualities that

both partners look for in each other. These factors include love, tolerance, respect and trust for the other person, emotional maturity, similar tastes, interests and background, communication, having similar aims and values, and agreeing on the management of family life; like in money matters or the bringing up of children.

One other factor that the two young couple must consider before getting married is whether they are ready for married life. They must find out if, for instance, they are both emotionally and financially ready to start a family. Parents in their twenties are usually more mature and prepared for the difficulties of raising a family than parents who are teenagers.

#### 2.4.3 Planning a Family

So young people marry and start their own families. One very important decision that young married couples must make is to decide how many children they are going to have. And one way of doing this is to decide how many children one can afford to bring up.

Family planning - deciding how many children you want or can afford, deciding when you want them, how many years apart, and preventing the conception of unplanned children - is very important in today's world.

### 2.5 THE USE AND ABUSE OF ALCOHOL, TOBACCO AND OTHER DRUGS

#### 2.5.1 Introduction

Drugs, in one form or another, are used throughout the world for socially acceptable reasons. For instance,

drugs such as tranquillisers, analgesics, antibiotics, etc., are used for medical reasons. There is nothing wrong with this. Problems start when people misuse drugs, by taking them for the wrong reasons, or in larger doses than are necessary or good for their health. Repeated abuse of drugs can lead to drug addiction. Addiction means these things: firstly, you need to take more and more of the drug to feel satisfied, secondly, your body has become so used to the drug, and depends on it so much, that you cannot stop taking the drug even if you want to. For this reason addiction is very difficult to overcome and you will usually need medical help and treatment.

#### 2.5.2 Causes of Drug and Alcohol Abuse

The question to ask is why do people use and abuse these stimulants to the extent of getting addicted to them. The reasons for using these drugs are not natural or physiological; they are basically social in nature. People smoke and drink because their friends or other people do so.

A person will therefore drink or smoke because his social mates smoke. He believes they will accept him and like him better if he drinks or smokes as they do. Young people imitate their parents or other adults who smoke or drink. Such children believe that they will be seen to be grown up if they smoke and drink.

Other people drink and take other drugs to escape their problems. The pressures of the modern way of life causes worry and tension. People get worried about how to cope with the problems facing them now as well as new and unexpected problems. The stress

of life becomes more and more uncomfortable. Worried people need to reduce the tension they are experiencing and calm down. They find that smoking and drinking seem to make a person feel relaxed and calm. As a result they use more and more of these stimulants until they can no longer control the amount they take.

### 2.5.3 The Use and Abuse of Tobacco

Smoking is not a natural habit and people have to learn it. Furthermore, at the beginning smoking is not nice at all; nobody enjoys their first cigarette. If starting to smoke is so unpleasant then why do people try? They do so for the reasons that have been given above. Once smoking has become a habit, many people would like to give it up, but they have become addicted to nicotine, which is the drug that tobacco contains.

### 2.5.4 The Harmful Effects of Tobacco

Nicotine is a mild stimulant which causes a feeling of calmness and relaxation in smokers. It also causes serious health problems. Nicotine increases the heart beat rate and blood pressure. This can lead to heart disease. The carbon monoxide content of tobacco smoke reduces the amount of oxygen delivered to the body tissues. Blood clotting time is also reduced.

Few smokers enjoy good health. They are often short of breath and tire easily. They cough and are hoarse voiced, especially in the morning. All these things are caused by the gasses and particles in the tobacco smoke. Smoking is thus the major cause of deaths from lung and throat cancer.

Smoking is particularly bad for pregnant women as the nicotine in the cigarettes they smoke is passed on to the unborn child. It has been found that babies of women who smoke during their pregnancy are smaller than the babies of non-smokers. Such babies may even be deformed.

In addition to the health problems mentioned above, there are other disadvantages of smoking. Smokers' senses of smell and taste are reduced, their fingers are stained yellow by nicotine, their skin is unclear and they smell of stale smoke - as do their clothes, homes, cars and offices. There is also the cost of smoking. Smoking is a very costly habit indeed; and smokers spend a lot of their money buying cigarettes and tobacco.

#### 2.5.5 The Use and Abuse of Alcohol

People start drinking for much the same reasons as they start smoking. They imitate their friends and want to be part of the crowd, they want to be adult, and they are trying to run away from their problems.

There are three kinds of drinkers

- Social drinkers. Who drink with other people for entertainment. They drink in moderation without becoming physically or mentally affected.
- Heavy drinkers. These people drink a lot because they like drink. They drink in bars, beer lounges and shebeens. With them drink is a habit but not yet an addiction.

Alcoholics have become physically and mentally sick.

They cannot stop drinking, and they need more and more drink to satisfy their needs.

Alcohol is a pure colourless liquid that is found in wine, beer and spirits (such as brandy, whisky, gin and rum). Beer contains less alcohol (4 - 6%), than wine (19 - 21%), while the spirits are very strong drinks with a very high alcohol content (40 - 50%). Beer is not safer than brandy, but you need to drink more to get drunk because it contains less alcohol than brandy does.

#### 2.5.6 The Harmful Effects of Alcohol

Alcohol contains no proteins, vitamins or fats, which is why chronic alcoholics suffer from malnutrition.

Alcohol produces a relaxing, calming and mildly stimulating effect on the person. When greater quantities of alcohol are drunk, the brain gets affected: The person loses his balance when standing up or walking. He also fails to control his social behaviour; thoughts and ideas become confused. After that there may be sleep or collapse and in extreme cases, unconsciousness or death. If large amounts of alcohol are drunk regularly, there are serious long-term effects such as cirrhosis of the liver, which can lead to death. Alcoholics are likely to die ten to fifteen years earlier than they would expect if they did not drink.

Alcohol dulls people's senses and their sense of social responsibility, so alcohol is the cause of crimes, assaults, fighting, drunken driving, family beatings and ruined careers.



### 2.5.7 The Use and Abuse of Drugs

Drugs are chemicals which people take for a number of reasons. The main reason is that one does not want to appear different from one's friends or appear frightened to try out new things. We have got drugs such as tobacco, and dagga. A person who uses drugs easily becomes addicted to them. Addiction, or dependence, means that more and more of the drug is required to satisfy the need or the craving of the user, and these larger doses become a serious health problem.

### 2.5.7 The Harmful Effects of Drugs

All drugs have the power to change a person's state of mind. They make a person dull and listless. Such a person will show a lack of energy and motivation. His reactions are also slowed down. The way they see, hear, touch and smell is also affected. He experiences changes in the size, shapes and colours of things. The person may start to hear, see, and feel things which are not there and may even become mad. These drugs may also damage the users vital organs like the brain, lungs, kidneys etc.

The law is very severe with people who use or sell drugs and very stiff sentences are imposed for these offences.

## 2.6 LEISURE TIME

### 2.6.1 What is Leisure Time

Leisure time is time which one does not use for work. In other words, it is **free time** or **spare time**; that

time not spent on those things which **have** to be done such as attending school, studying, sleeping at night, eating and the carrying out of day to day chores. Leisure time does not refer to wasted time which a person spends doing nothing. Leisure time should be planned.

#### 2.6.2 The Value of Leisure Time

Leisure time gives people time to relax **after** work. You can **regenerate** your energy so that you can again study and work with renewed energy and enthusiasm. Through the proper spending of leisure time you can broaden your experience. Leisure time activities can help you improve and develop your physical bodies and your personalities.

#### 2.6.3 Planning Your Leisure Time Activities

You should plan your leisure time. The planning of your leisure time will depend very much on the amount of time available.

The following are some of the things that your must consider when planning your leisure time:

- (a) Leisure time should never have priority over work. You can only really enjoy your leisure time when you take it after you have finished your work. If you have your leisure time before you finish what you have to do you are likely to experience some guilt so that you don't enjoy your leisure time.

- (b) Try as many activities as you can. Sometimes you may discover the enjoyment of an activity only after trying it.
- (c) Take care to have a healthy balance regarding leisure time activities. This way you will ensure that you develop your personality to the full. It is therefore important that all leisure time should not be spent in the same way. A person who has only one hobby is usually a dull person. If he spends all his leisure time in the football club and can think and talk about nothing else, then he will be interesting only to a very few friends.
  - (i) You should first of all, allow some time for being on your own; to think, to meditate, and to dream. Even though they enjoy being with others, most people like to have a certain amount of time on their own. As Lindhard (1983) says, solitude is not the same as loneliness; it is a time to refresh your soul and recharge your mental batteries. This is the time when you think about what you want in life and plan your future.
  - (ii) You should also have time for physical activity. Sport keeps you fit and healthy. A Latin phrase expresses the value of physical activity in the following way: *Mens Sana in Corpore sano*, which means "A healthy mind in a healthy body".

- (iii) Social activities are an important part of your life. Hobbies, sport and cultural activities, such as going to the bioscope, are much more fun when they are done with friends.
- (iv) And finally, there should be time to improve and develop yourself, whether by reading, going to cultural events, visiting interesting places such as museums, learning new skills through hobbies, or using the time for further study.

#### 2.6.4 Kinds of Leisure Time Activities

People spend their leisure time in different ways. Some people waste it: it drifts away and they do not know what happened to it. But others use it fruitfully. There are innumerable kinds of leisure time activities from which you can choose. These have been classified by Engelbrecht et al (1982) in the following way:

##### (a) Physical and sporting activities

Here the emphasis is on exercise or physical activity. These activities can be carried out individually or in a group:

These activities include soccer, tennis, netball, rugby, squash, badminton, volleyball, jogging, weight-lifting, judo, karate, body building, swimming, cycling, fishing etc.

(b) Creative activities and hobbies

Some people prefer to spend their time making, creating, building or repairing things. Included here are such activities as painting, playing a musical instrument, sculpturing, writing, drawing, photographing, carpentry, composing, repairing things (motorcars, watches, clocks, furniture), needlework.

(c) Mental activities

There are people who like to tackle things which challenge their intellectual ability or reasoning power. Examples are draughts, chess, crossword puzzles mental games.

(d) Collecting activities

Many people like to collect things. Activities included under this category are collection of stamps, coins, photographs of sport heroes, records, books, etc.

(e) Visiting activities

People also spend their leisure time visiting interesting places and thus increase their knowledge in the process. They visit such interesting places as Zoo's, museums, art galleries, shows, concerts.

(f) Social activities

There are many people who enjoy spending their leisure time in the company of people or in the service of the community.

Such people sing in a choir, take part in drama productions, play in a band, join a debating society. Community service would include participation in cleaning-up campaigns, youth work and church work.

(g) Passive relaxation activities

Certain activities emphasize relaxation rather than active participation by the individual. However such activities are uplifting and enriching to the individual. Examples here include listening to good music, attending concerts and reading.

**UNIT 3 : EDUCATIONAL GUIDANCE**

3.1 THE VALUE OF EDUCATION

Education is the most valuable thing to mankind. Without education people cannot survive, let alone develop and unfold their potentialities. Education is the foundation on which you built a life which is not only richer in terms of money, but also richer in quality. It is the latter type of reward that is of particular significance to all people.

For instance, education helps you to know yourself, develop your personality and character, your abilities and to acquire desirable interests, attitudes, values and beliefs. It enables you to acquire valuable skills such as reading, writing and arithmetic skills, as well as cultivate one's memory and reasoning abilities. Education, especially when it includes a good Guidance service, will provide the pupil with social awareness

and social skills such as the ability to communicate well, to get on well with others, to choose a career, etc. Education provides the individual with confidence, competence, maturity to meet the outside world. And although it is the role of the home to provide the first instruction in and knowledge of the family's particular culture, values and religion, it is the task of the school to reinforce these values. However, the pupil must make his personal choice in these matters, and decide what place certain values, cultural influences and religion should have in his personal life.

One of the major functions of the Guidance teacher is to awaken in the pupils educational awareness, an attitude that education is important and that it is worth making a major effort to succeed in school.

Educational awareness is the basis for pupil's motivation. A student who cannot see the purpose of his studies will not study. Fortunately young people today are fully aware that the road to opportunity is through a good education. That is why they show such a great concern for their education. They are aware that education pays, because one will decidedly be poorer without it, (Lindhard, 1983).

But pupil motivation is caused not only by the acceptance of education as a valuable experience; it is also caused by the way that education is offered. What is the atmosphere at the school? How are the students stimulated to learn? What does it take to be a good student?

### 3.2 THE SCHOOL

Education takes place both inside and outside the school. It occurs at home as well as in the world outside our home environment. A great deal of our education occurs at school. A school consists of teachers, pupils (students), the subjects and other activities which are offered in the school. Of course the work that is done in the school occurs inside school buildings and in the school yard and the school sport fields.

All the people who are found in the school play an important role in the work of the school. These people include the teachers; non-teaching staff such as cooks, gardeners, clerks, etc; and the pupils.

The success of the school in its work of educating will depend on the "spirit" that exists in the school. This spirit depends upon the nature of the relationships that exist among the teachers, the pupils and the other members of the school. For the school to fulfil its mission or task there must be cordial relations among the various members of the school. These relationships should be characterized by mutual understanding, mutual affection, and mutual respect.

### 3.3 SCHOOL RULES, ORDER AND DISCIPLINE

Rules, order and discipline are taught both in the home and at school. At home the child is taught what to do and what not to do, or in which way certain things should be done. This is the case because no baby is born with a knowledge of right or wrong, or of



order and discipline. The child must be helped to develop these in himself.

At school the training is formal, so that when leaving school, the young person will bring not only practical knowledge to society, but will also know a good number of rules about how to get on with others, how to work effectively, how to plan his day, how to be on time, how to wait until it is his turn, etc.

School rules create an organized and orderly life in which you can learn effectively. So there is at school rules for dress, behaviour, class attendance, the quality of work, relationships with other pupils as well as with those in authority. The person responsible for order and discipline in the school are the teachers, under the supervision of the principal. Breaking the rules leads to punishment. Various forms of punishment can be administered to you.

Punishment is meant to instil discipline in you. Of course the best form of discipline is self-discipline, i.e. when you control and discipline yourself, not because you fear punishment but because you know what is right and what is wrong, and decide to do the right thing.

One very useful way you can use to develop self-discipline in yourself is to cultivate good habits. A habit is a tendency to perform certain actions the same way every time without thinking much about it. Habits can be learned. Being punctual, being neatly dressed, studying for two hours a day, being polite in our speech, etc., are habits that we can learn. If we acquire good

habits we will go on with our lives and work without being punished at every turn for infringing the rules.

People, even young people like yourselves, must learn to think and make decisions for themselves. Rules are or should not prevent you from doing this. When you leave school you must be prepared to go and face "**the world out there**" and you must be prepared to go and make decisions for yourselves. Another thing is that as young people you are energetic; therefore, besides sitting down to do your studies, you need to have physical activity, sport and exercise, and mental activity such as discussion and debate. You also need the opportunity to relax, to run around and to be noisy from time to time. If you think you cannot do these things because of school rules, then you are not enjoying your school life. You more or less think of school as a prison. Now, school is a place where you must be happy because you can only learn well if you are happy.

### 3.4 HOW TO STUDY EFFECTIVELY

#### 3.4.1 Introduction

The work of a teacher is to teach, the medical doctor to heal people, the carpenter to make furniture, and so on. All these people have been trained to do their work effectively. The work of a student is to study. But we often find that the students have to do their work of studying without any training. You yourselves have been doing this work of studying for some time. It is most likely that you have not been taught how to study effectively. Now, how to study effectively is

one of the most important things that students should learn. We shall discuss a few factors which have a direct effect on your ability to study effectively. These factors include your motivation, your handling of worries and personal problems, your ability to plan and organize your study, (your ability to use people and resources), your listening and note-taking skills, your ability to write good essays, your readiness to do home work and joint projects, as well as your ability to prepare for and take tests and examinations. Then we shall also discuss the study method itself.

### 3.4.2 Factors that are Conducive to Effective Study

#### 3.4.2.1 Maintaining motivation

Lindhard (1983) states that motivation is that which makes people **want** to do something even when it is very difficult, tiring or boring. A person's motivation plus his intelligence, determine how well he will do at school. To have motivation in your studies you must have clear aims and objectives about your schooling. A pupil who for instance, wants to become a doctor, an engineer or pharmacist, will be motivated to work hard, especially at mathematics and science, because he badly wants to reach his goal. On the other hand, a highly intelligent pupil who does not want to go to college or university, will not be motivated to study hard. Our aims and values are therefore very important in maintaining our motivation. Such aims and values include financial security and professional competence.

### 3.4.2.2 Your handling of worries and personal problems

School pupils may lack enough motivation and fail to do well at school because of personal problems. The pupil may be having a physical ailment, may be hungry, sleepy from lack of good rest at home, etc. Children bring their problems to school in the same way that adults bring their worries to work. The student may also be worried about his school work. He may worry about falling behind in his class-work, studying for tests and examinations, or about specific subjects, such as mathematics, history, etc. The student can overcome some of the problems by

- Having organization and planning skills.
- Keeping a balance between study and other activities.
- Knowing how to manage worries and stress.
- Seeking the help of others such as teachers, especially the guidance teachers, in dealing with personal problems.

### 3.4.2.3 Planning your studies

Your planning will involve the following factors:

- (a) Planning for the **effort** you will have to put into your studies as well as the distribution of time among the various subjects. Draw up a time table that will include most of your daily activities such as attending school, taking part in sport, helping your parents at home, using your leisure time, etc. In your time table you must set aside

some time for study. This is your **study time**. You must draw another time table in which you divide your **study time** among your various subjects.

Try as much as possible to stick to both time tables.

The starting point in planning your study will be an examination of your present performance in the various subjects. If for instance, you had an F symbol in mathematics in standard 8, you will not pass this subject with flying colours in standard 9 and 10 unless you put much more effort in studying this subject. Planning your studies enables you to devote more time to the subjects which you find more difficult. More importantly, planning enables you to distribute your time to all the subjects you are studying so that you do not neglect any.

#### 3.4.2.4 Your listening and note-taking skills

Listening and note-taking are closely related. Attentive listening will enable you to take good notes; while note-taking helps you to concentrate better on what you are hearing or reading. Your notes should

- (a) contain the essential information. Many students feel that they must write down everything the teacher says, and in their frantic hurry to do this, they fail to really listen to what is being said. It is very important for you to listen to and to select the key points from what the teacher is saying. You must then write these

points. More importantly you must try to understand what the teacher is teaching you. And if you don't understand you can either ask him then or after the class.

(b) Be systematic and orderly

Work out a way of writing down your notes in such a way that you can understand them later on. You can, for instance, number, underline or indent the points which you jot down. You can use shorthand symbols and other personal ways of summarizing. It is very important to go through your notes again the same day to fill in the things you have left out and to make the notes clearer while you can still remember the lecture.

3.4.2.5 Your ability to write good essays

Much of your work at school is presented in the form of essays. A great deal of your answers in the tests and examinations are given in the form of essays. Essays are therefore not only written in language subjects. It is therefore very important for you to master the skill of essay writing. The things that you must master here are:

- the ability to define the task: You must be able to see what you are actually being asked to write about.
- the ability to use resources: Such resources include people, especially teachers, libraries, newspapers, magazines, periodicals, own notes, etc.

- the making of a good skeleton outline. This means preparing an introduction, the main body of the essay in which the key ideas are presented logically and developed with supporting arguments, as well as the conclusion.

#### 3.4.2.6 The thoroughness with which you do your homework and joint projects

Homework is a very important aspect of one's schoolwork. It is virtually impossible for a student to study successfully and pass examinations only by listening to what the teacher teaches in class and without doing extra work on his own. Banks and Finlayson (cited by Lindhard, 1983) found that the factors which greatly influence the pupil's success at school are their attitude to homework and their intellectual curiosity, that is, the desire to gain knowledge and understanding about various things. When you do your homework you have a chance to satisfy your intellectual curiosity because you have to search for information and facts on your own. Homework is therefore very valuable and can be given for a number of reasons. Some of these are given below:

- (a) To give you an opportunity to practice some skill such as mathematics, typing, etc. Since skills are acquired after length practice, there cannot be enough time to practise than in class. Extra exercises must be done at home .
- (b) To enable you to search for information on your own. You may have to talk to people, read books, magazines, periodicals, newspapers, or visit such places as museums, factories, etc to

gather the information. You may need this information to write essays or for discussion lessons etc.

- (c) To give you a chance to work with other pupils. Here the teacher gives you a project as homework. This project may be a big topic where a number of you must work together to complete the project. You may, for instance, be requested to work on tomato farming in the Moeketsi area. You may have to gather information by phone, by post, or must pay visits to relevant places and talk to people there.

### 3.5 AN EFFECTIVE STUDY METHOD

The study method which we are going to discuss here consists of a number of steps. This method is known as the SQ3R method: (Survey, Question, Read, Recite, Review). We shall consider these steps in some detail.

#### 3.5.1 Survey the Text

You must decide whether the work is familiar, partly familiar or totally new to you. If it is familiar or partly familiar, try to recall as much of the topics as possible before you start to study the text. Write down what you remember; main points only. The next thing to do is survey or pre-read the text. This survey is done whether the text is totally unfamiliar or familiar to you.

You survey the text, usually a chapter in a text book, to see what it is all about. Firstly, study the heading



of the topic or chapter and try to understand it. Examine the sub-headings as well as the illustrations, drawings, photos, maps, graphs, etc., if they are included in the chapter. The author has included all these things to help you, the reader, understand what he is trying to communicate to you. Read the introduction and the conclusion to the chapter. You must then ask yourself the question: What is the chapter about? A pre-reading or surveying of the chapter will enable you to find out what the author's main idea or theme is. Write this down. The pre-reading will also enable you to see how the various matters dealt with in the chapter relate to each other. At this stage you may rapidly go through the whole chapter to see if indeed you have got the theme of the chapter right.

### 3.5.2 Ask Yourself Questions about the Text

Of more importance, your surveying of the text will enable you to ask a lot of questions about it. You must ask yourself questions about the various aspects as well as answer as many of these questions as possible. Write your answers down and again jot down the main points only. Also write the questions for which you don't have answers.

### 3.5.3 Read

Start from the beginning of the chapter and study sections and sub-sections of the chapter to find the answers to your questions. Write down the answers that you find. When you read to answer questions you are reading with a purpose: it is a search for information. You may have to go over a section or sub-section

a number of times before you find answers to some of your questions. By questioning yourself and providing your own answers, you are making sure that you are reading the text with a great deal of understanding. This is so because questioning enables you to arrange your facts and thoughts in an orderly and logical way. The questions that you ask yourself are based on some principles of gathering and ordering facts. Your questions will include the following:

- the why questions by which the learner tries to understand what he is learning. This type of learning is different from rote learning. For instance you try to understand why  $a^6 \div a^3 = a^3$  and not only memorize this equation or why the process of photosynthesis occurs in the way it does,
- They why questions are closely related to the how. It is very important to see how things happen so as to have a good understanding of such things.
- Then there are the questions about the causes of things and events. These are the "cause and effect" questions. What is the actual cause of a particular thing or event or what does a particular thing or event actually lead to.
- The questions about cause and effect also touch on the order of importance or significance of such causes and effects. Main causes or effects come first with minor causes or side effects coming last.
- Then we have questions of chronology. These questions have to do with the when of things or events. Here

we have questions of chronological order which seeks to arrange things or events according to their time of occurrence; with the earlier events coming earlier and followed by later events.

- We also have classification questions which attempt put together things, events or facts that belong together.
- Critical or evaluative questions. Through the use of critical questions the learner is able, for instance, to determine or find the real cause of events. He is also able to see the value of what he is learning, etc.

Of course there are many other types of questions which a learner asks herself when she learns. The ones we have given above are just examples. Often the authors of a textbook will provide questions at the end of each chapter. Before an examination it can be helpful to study previous years' examination questions.

#### 3.5.4 Recite the Information

You have found the answers to your questions in the chapter and written them down in your notebook. Now close both the text book and the notebook and answer the questions again in your own words. You can either write your answers down or repeat them aloud. If necessary you must repeat this learning exercise until you have mastered the chapter. Your reciting of the facts is to make sure that they are transferred from the book to your mind. The information or facts become part of the learner. Because he now knows the

facts they now become knowledge. Through repetition this knowledge is stored in your mind and you will be able to remember it in future. Repetition is a very important aspect of the learning activity.

#### 3.5.5 Review

The information you have learnt should be revised as often as possible to keep it fresh in your mind and to make sure that you do not forget it.

### 3.6 TESTS AND EXAMINATIONS

Study usually leads to tests and examinations. A test is more or less a short examination.

#### 3.6.1 The Value of Tests

There are many reasons why teachers give tests to students. These reasons include the following:

- Tests stimulate pupils to study throughout the year; thus promoting good and regular study habits in them.
- They enable you the pupils, to find out what your weak points are. In this way you find out which subjects or sections of subjects you must concentrate on.
- Tests help the teacher to find out what your weak points are. This enables the teacher to give you more assistance in those areas in which you have problems. The teacher is also able to see those pupils who are falling behind the class and try to help them to catch up.

- Tests also help the teacher to see how effective his teaching is; whether the pupils understand what he is teaching them and what he should do to make them understand better.

### 3.6.2 The Value of Examination

All the things that have been said above about tests are also true of examinations.

The main purpose of an examination is to assess a pupil's knowledge and understanding of a subject, including his ability to solve problems in that subject.

- Examination results are used for purposes of promoting pupils to higher classes as well as to higher education at colleges, technikons and universities.
- Examination results are also used for grading pupils in order of ability: Who gets a first class pass; a second class, etc. Bursaries are often awarded to pupils according to the results they obtained in examinations. Certain institutions of higher learning admit only those students who did very well in examinations.
- The examination results help the teachers and even the pupils themselves to predict the level of education they are likely to reach. For instance, they can predict whether they will be able to complete a training course in law, medicine, engineering, and so on. In the same way the examination results will enable the teachers and their pupils to predict the possible jobs or

careers in which the pupils are likely to be successful.

### 3.6.3 Preparing for and Writing Tests and Examinations

Lindhard (1983) gives the following hints in connection with the preparation for and the writing of examinations.

The hints that he gives in preparing and writing examinations also apply to tests.

#### 3.6.3.1 Preparing for examinations

- (a) Draw up a study time-table. This will enable you to study regularly throughout the year. It is much better to study regularly than to try to master the whole of the work just before a test or an examination.
- (b) You make sure that you know what you are going to be examined on. Study the syllabus and also ask your teachers to help you.
- (c) Go through old examination papers so that you can get some practice in writing examinations, and also see how much you know about that subject.
- (d) Find out how many papers you will have to write, how much time you have per paper, and how many questions there will be. Also try to know the type of questions you will be expected to answer, e.g. essay, or multiple type and how many marks there are for each question.

- (e) Find out what the rules for writing examinations are. For example you are normally not allowed to bring any notes into the room with you.
- (f) Have a good rest before going to write an examination and avoid night-time cramming. Get your pens, rulers and other necessities, and even your clothes, ready the night before so that you do not have to rush to school.

#### 3.6.3.2 Good exam-writing technique

- (a) Do not panic. Read the examination instructions carefully. Check how many questions you must answer, and if they must be chosen from certain sections of the paper.
- (b) Read all the questions before starting to write. Mark the questions you are going to answer. Decide which questions are the easiest for you - start with these questions.
- (c) Plan the time you will spend on every question so that you are able to answer all the questions. Always consider how much each question is worth. You will be wasting valuable time if you spend an hour answering a question which is worth only five marks. Keep an eye on the time while you are answering a question so that you don't spend too long on it.
- (d) If you answer an essay type of question or where you must give a discussion of a particular topic, first write down the main ideas. Use this rough outline as you write so that you know what you are going to say next.

- (e) Write as fast as possible but be careful not to make mistakes. Write as neatly as you can. You can earn marks for neat work.
- (g) Try to finish a few minutes before the time so that you can quickly check your answers. You may have forgotten something important, or made some careless error in your hurry. Check again that you have numbered your answers correctly.
- (g) Treat an examination as an opportunity to show how good you are and not as a frightening hazard with a high risk of failure.

#### 3.6.4 Problems Inherent in Tests and Examinations

Examinations measure only a small segment of your knowledge of a subject. The questions may not measure what you actually know which may result in your failing a test or examination. An examination may not measure your ability to cope with life now or in future. A test or an examination is therefore a highly imperfect instrument for measuring your knowledge and ability.

However, examinations are part of your schooling and you must therefore prepare yourselves to do or write them and pass them well. But in your studies at school and beyond, you should not only aim at passing tests and examinations. You should aim at acquiring as much knowledge as possible on a variety of subjects and issues, even those that are not covered by tests and examinations. This is the only way in which you can develop yourself fully.



### 3.7 USING THE LIBRARY

#### 3.7.1 The Library and Its Value

A library is a room or building containing books, magazines, journals, for reading or for reference. There are various kinds of libraries.

- There is the school library.
- Then we have the public library.
- There are also University libraries.
- The collection of books in a home is also called a library.
- Your own collection of books is your personal library.

The type of library that will be of special relevance to you is the library at your school. The school library is of paramount importance in your education. You must therefore cultivate an interest in reading: If you read books, you will not only find great pleasure in it but you will also be learning all the time. You will gather a lot of knowledge about a great variety of subjects.

Furthermore, your vocabulary will be greater than that of a non-reader.

The library is also used for reference purposes. What we mean here is that if you have topic on which you must gather information, you go to the reference books in the library to search for such information. This is especially the case when you are preparing on a topic on which you must write an essay or you have to

speak on in a debate. You will, of course, do most of your reference work when you do your home work. Reference books include such books as dictionaries, encyclopaedia, atlases. Your school library may not have many reference books. Such books may, be obtainable at your local public library, if there is any in your neighbourhood. You should therefore frequently visit the public library and make use of the various types of books, magazines, etc. that are found there.

### 3.7.2 How to use the Library

Firstly you must make sure that you know how to use reference books such as the dictionary and the encyclopaedia. If you don't know ask your teachers they will show you. Then you must learn how to find a book in the library, using the catalogue that is used in your school and local public library.

In all libraries books are organized and placed together according to certain factors. One of the factors is the subject that is treated by a book. Books that treat a common subject, say literature (story books) are placed together.

The Dewey Decimal Classification System is the best-known system for arranging library books in this manner. This system of arranging the books on the shelves does so according to the subject of the book. Each subject, or group of subjects, is given a number and the books are grouped according to these numbers.

Your school library may or may not have used the Dewey system outlined above, but your local public library

certainly has. So it is important for you to try to understand this system so that you can use the public library effectively.

All libraries also use a system of cataloguing books which help you to find books easily. These catalogues generally consist of cards which are filed alphabetically. If you are looking for a book you first get a card in the catalogue that has information on that particular book. This information will enable you to locate the book in the shelves without difficulty. There are three kinds of card catalogues:

- An author catalogue in which each book has a card which is filed under the name of the author.
- A Title catalogue, in which each book has a card which is filed according to the titles of the book.
- A subject catalogue, in which the cards for the books are filed according to the subject of the book.

If you can remember the name of the author, but not the title of the book, then you can look up the book in the author catalogue. And if you know the title but not the author, then you find it easily in the title catalogue. If you are looking for a number of books dealing with one particular subject, then you can find out what books the library has on that subject by looking them up in the subject catalogue.

Lastly we would like to emphasize that visiting the library is a very good habit for any student. If you have some free time you could use it fruitfully by visiting the library. Even if you do not need to go and get a particular book or to search for a particular

piece of information, your mere taking a turn in the library will not be a waste of time. If you go and "browse" around you will most probably discover an interesting book you might want to read or you may pick up some valuable information on some topic in the reference texts.

### 3.7.3 The Careers Library

An important part of your school library is the careers library. The careers library will contain valuable educational, career and other types of information which are essential for the development of all pupils. You should make full use of the careers library.

### 3.8 THE LEVELS OF EDUCATION

There are basically three levels of education: primary, secondary and tertiary. Primary and secondary education is provided by the schools. Tertiary education occurs after matric and is provided by various types of colleges, technikons and universities.

All children receive the same basic primary education. They start to specialize in certain subjects only at the secondary level. On completing the secondary level, they obtain the Senior Certificate, with or without matriculation exemption. Tertiary education is highly specialised, usually with the intention of training the person for a particular field of employment. At this level the qualifications obtained cover a wide range of certificates, diplomas and degrees.

### 3.9 FURTHER EDUCATION/POST-PRIMARY EDUCATION

#### 3.9.1 The Advantages of Further Study

It is very important for a person to go as high as one can in education. One must therefore stay at school as long as one can. In several countries of the world young people are made by law to remain at school until they reach a certain age, say, sixteen years. In South Africa this applies to white pupils. There are many disadvantages in school leaving too early, say after standard two or standard five. These disadvantages include the following:

- limited range of unskilled occupations. The use of machines is making such occupations more and more scarce.
- low level of employment,
- low pay when we compare it to other salaries where people have reached a higher educational level,
- limited promotion possibilities,
- few additional benefits such as paid leave, pension, medical aid, etc.
- less satisfaction from one's job,
- less technical development and cultural enrichment.

A higher educational level offsets the disadvantages given above. It therefore pays to get as much school education as possible and this is only possible if one remains at school for as long as possible.

We believe that more and more young people will, like you, pass their standard five. Some will pass their standard eight and proceed to study for their matric. Anyway, after passing standard five young people go and study at a secondary school or a technical college. You, of course, have decided to study at a secondary school. Let us take a very brief look at further study that is done at secondary schools and technical and other colleges. We shall begin with education at the various types of colleges.

### 3.9.2 Technical, Trade and Commercial Education

#### 3.9.2.1 Technical and trade training

People who do well in technical education are normally practical people who are good at working with their hands. Most technical occupations involve working with machinery of some kind, e.g., a motor care engine, a printing press or a water pump. The people who work with such machines usually find it easy to understand the complicated internal mechanisms.

#### Levels of Technical Skills

There are several levels of technical know-how. The first level is that of **operators**. Operators run machines. For examples, they can be the driver of a big truck or a machine-minder on a newspaper printing press. These people do not repair their machines themselves, but call in a mechanic if anything goes wrong.

The next level of technical skill is that of **artisans** - also known as tradesmen, because they have learnt a trade and have become motor mechanics, electricians, fitters and turners, plumbers, etc.

The third, and higher level of technical worker, is the **technician** and **technologist**. A technician needs to have a standard ten certificate, usually with mathematics, and he is trained at a technikon. A technician is often a personal assistant to a university graduate.

Technical training is offered at various types of institutions. These institutions include technical centres, technical colleges and vocational schools.

#### 3.9.2.2 Types of technical education

##### Technical Centres

These centres were established to provide some technical training to pupils in ordinary secondary schools in certain urban areas. Pupils in standard 5, 6, 7 and 8 can attend training sessions at the centres for 2 - 2½ hours a week. Instruction at the centres and transport by bus between the pupils' schools and the centres are free. Subjects which the pupils study at the centres include brickwork, woodwork, metalwork, electrical work amongst others.

##### Technical Colleges

Technical colleges (sometimes called technical institutes) offer trade training in various fields. Technical

colleges offer courses for people who are interested in practical directions of study. Trade training involves both theoretical studies and practical work. After completing the course successfully, the pupil is awarded the National Technical Certificate (NTC).

The pupils then receives further in-service training on his first job so that he can qualify for admission for a trade test. If he passes the trade test he becomes a fully qualified artisan.

There are several technical colleges offering trade training in the following course:

Carpeting, joinery and cabinet-making (2 years).  
 Concreting, Bricklaying and Plastering (2 years).  
 Plumbers, Drainlaying and Sheetmetal Work (2 years)  
 Welding and Metal Work (2 years).  
 Motor-body Repairman's Course (2 years).  
 Upholstery and Motor Trimming (2 years).  
 Upholstery and Motor Trimming (2 years).  
 Painting and glazing (1 year).  
 Leatherwork (2 years).  
 Tailoring (3 years).  
 Electrical Work (3 years).  
 Motor Mechanics (3 years).  
 Watchmaking (3 years).  
 Fitting and Turning (3 years).

Admission requirements for the first courses is standard 7 (but preferably standard 8) and for the last four it is standard 8. In addition, to do fitting and turning (machining), you must have passed Mathematics at standard 8 level.



### Commercial Courses

There is also an intensive commercial course that is offered at most of the technical colleges. The admission requirement is Std 8 and the course consists of the following subjects:

Typing  
Accountancy  
Office Practice  
Communication.

### Vocational Training for Girls

There are courses which provide special vocational training for girls. There is a two-year course, and a shorter one, in dressmaking, for girls with a standard five certificate. The courses are designed to teach them to make clothes for themselves, clients, or as factory workers.

### 3.9.3 Other Forms of Post-Primary College Education

There are training colleges of all kinds at which a person can be given special training for his future job. More and more of these colleges are being built. Included in this category of educational institutions are:

#### Agricultural Colleges:

These colleges are found in many parts of the country. These colleges, like Arabie near Groblersdal, offer one- and two-year diploma and certificate courses. Admission requirements to these institutions is generally Std 8.

However, separate nursing colleges are being established. Nursing colleges offer a four-year diploma course and admit for training students who have passed matric. After passing matric students can also go straight to university where they can do a degree in nursing.

The post Office College trains telecommunications technicians and electronics workers. Some of these are also trained at technikons. People with standard 8 and standard 10 are admitted to these colleges.

The Hotel School trains people for various jobs in the hotel industry. The admission requirement is standard 8 although those persons who have passed standard 10 are given preference.

Police Colleges train men and women in police work. The admission requirement is standard 8 and standard 10, although people who have passed standard 5 and sometimes admitted for training.

The Prisons Service Training Colleges train future prison warders and officers. The admission requirements are more or less the same as for police colleges.

#### Religious Seminaries:

Various church denominations have colleges where future ministers of their churches are trained. Admission requirements will vary from institution to institution. The minister of your church will be in a position to give you more information.

### 3.9.4 Secondary Education

There are various types of secondary schools, namely:

#### (a) The Ordinary Secondary and High School

Most secondary schools are of this type. This school is also known as a high school because it is made up of both a junior and a senior secondary section. The subjects taught at the secondary school are usually divided into streams. For example we may have the **general stream** in which a student takes such subjects as History, Geography, Agriculture, Biblical Studies, etc.

We also have a **science stream**. A student following his stream includes such subjects as Mathematics, Physical Science, Biology in the group of subjects that he takes.

The third stream is the **commercial stream**. Here a student will include subjects like Mathematics, Economics, Business Economics and Typing.

Other streams may also be found at a secondary school. However, the ones that we have given above are the most common.

#### (b) The Technical High School

The technical high school is a special school which prepares pupils for advanced technical training at a technikon or university.

The technical high school prepares pupils for technical directions of study in engineering, architecture, building sciences, etc. At a technical high school, the student must take the following subjects:

- the three languages, namely, English, Afrikaans and an african language.
- Mathematics.
- Physical Science.
- Technical Drawing.
- Theory and practice in one of the following subjects:

building construction, woodwork, motor mechanics, welding and metal work, electrical work, fitting and turning, plumbing and sheet-metal work, bricklaying and plastering, electronics, motor body repair work.

An aptitude for **Mathematics** and an interest in technical activities are very necessary for one to succeed in this course. One must also be possessed of **above average** intelligence. A technical high school that is near us is S J van der Merwe which is situated at Lebowakgomo.

(c) The Commercial High School

The second type of special high school is the commercial school. This school prepares students to go and do commercial courses at a university of technikon. Students at a commercial high school usually take the following subjects:

- the three languages, viz, English Afrikaans and an african language.
- three of the following: Mathematics, Economics, Business Economics, Typing.

If a student who is doing commercial courses wants to go to a technikon or university, he must make sure that the combination of his subjects satisfy matric exemption requirements.

(d) Another special type of secondary school is the **Agricultural High School**. Here the students are expected to take the following subjects:

- the three languages.
- Mathematics.
- Agricultural Science.
- Practical Agriculture.

After completing their matric at an Agricultural High School students can go for a degree in agriculture at a University.

### 3.9.5 Tertiary Education

After completing your education at the secondary school or at one or another type of training college you can do one of two things. You can either look for a job and go and work or you can continue with your education at an institution of tertiary education.

As was indicated earlier on, tertiary education is that type of education that is offered at post-matric level. To gain admission to a tertiary educational institution one must therefore have obtained his Senior Certificate with or without matriculation exemption. If you obtain a Senior Certificate **with** matriculation exemption it means that you have passed standard 10 **AND** meet the requirements for university entrance. Students must have obtained a matriculation exemption to be admitted to certain courses offered at technikons.

If you obtain a Senior Certificate without matriculation exemption it means that you have passed standard 10 **but do not** meet the requirements of university entrance.

#### 3.9.5.1 Requisite knowledge relating to tertiary education

##### (a) Matriculation Exemption

In order to qualify for admission to a South African University, a pupil must pass the matriculation examination, which is controlled by the Joint Matriculation Board. However, pupils writing other exams - such as the Senior Certificate - are exempted from writing the matriculation exam if they fulfil certain requirements.

##### Fields of Study

South Africa has a differentiated school system in which a pupil follows a certain field of study. These fields are:

Commercial, home economics, art, agriculture, the humanities, the natural sciences, technical, practical and general.

(N.B. Check whether you need Mathematics in order to get a matric exemption in your field of study).

GROUP A : Official languages - English, Afrikaans, African languages,

GROUP B : Mathematics

GROUP C : Natural Sciences - Biology, Physical Science, Physiology.

GROUP D : Third languages - African language, French, German, Latin, Greek, Hebrew, Italian, Spanish, Portuguese.

GROUP E : All other subjects, including Geography.

If you are following, for example, the humanities course, you will need at least two subjects from Group E.

### Choosing your subjects

A Higher Grade subject demands more insight and understanding of the subject, which is marked out of 400 and has a pass mark of 40%, e.e.  $\frac{160}{400}$ .

A Standard Grade subject follows a less demanding syllabus, and the subject is marked out of 300, with a pass mark being  $33\frac{1}{3}\%$ , i.e.  $\frac{100}{300}$ .

- You must do your first language on the Higher Grade.
- You must also do your Second Language on the Higher Grade.
- You must choose another four subjects from at least three different groups, i.e. Groups B, C, E and F.

OR

You may choose two subjects from Group C or E, and the other subjects from at least one other group.

- Of the four subjects, (at least two chosen from different groups) must be done on the Higher Grade.
- Students who do an African language as their First Language, must also do both English and Afrikaans on the Higher Grade, but need pass only one of them on the higher Grade.
- Students who pass an African language (as their First Language) on the Higher Grade, plus English and Afrikans on the Higher Grade, can count English or Afrikaans as a Higher Grade subject from Group D.
- For Accountancy, and agricultural and technical fields of study, Mathematics is needed on at least the Standard Grade.
- If you do Home Economics on the Higher Grade, you must do Mathematics or a science subject on at least the Standard Grade.



The minimum Exam Requirement are:

- You must write at least six subjects at one sitting.
- You must pass at least **five** subjects from four groups.

OR

Two subjects from Group C or E, and the remainder from two other groups.

- You must pass three subjects from three different groups on the Higher Grade (including the first language).
- You must pass the Second Language on the Higher Grade.
- You must have a minimum aggregate of 950 marks.

This information is obtained from a poster supplied by the Careers Research and Information Centre,

Box 78

CLAREMONT

7735.

(b) Self-Knowledge

Do you remember the things that we said earlier on about knowing yourself? All those factors are very important when you are deciding about your further education at a tertiary institution.

You must therefore know about your personality. This will help you decide whether your personality is suited to certain courses of training such as medicine, law, mining engineering, etc., and the jobs they lead to. You must have some knowledge about your abilities; whether you have the intelligence to enable you to complete a particular course of training. Are you very good in verbal or non-verbal activities or are you a person who is excellent in the use of his hands? You must also know your interests. You will be able to do well in a course of training and in your subsequent job if the course is interesting to you. You will not have to force yourself to study it. And of more importance, you must know your aims and values in life; that which is important to you and which you would like to achieve in life.

(c) What educational opportunities exist

(i) Information about various courses

You must know the various courses of training that you can follow. There are many of these training opportunities. The important thing here is to know the various sources of educational information and to consult them so that you can get the information you want.

These sources include prospectuses and calendars produced by the various educational institutions. You will get valuable information from several publications such as My Career published by the Department of Manpower Utilization and from many other sources. If you write to the principals or rectors of

various colleges they will give you the necessary information. As far as universities and technikons are concerned, you must write to the heads or directors of counselling centres at those institutions. They will give you detailed information about those institutions. The principal of your school will also give you a lot of information about the educational opportunities that exist. However, the most important source of educational information for you is your guidance teacher.

These various sources will inform you about the nature of the courses, the subjects that you can take, the duration, the cost, etc. Of particular significance, you will also know about the admission requirements for such courses.

(d) Choice of subjects

From what was said above it is clear that you must

- Know yourself and your goals.
- Think about and plan your career early in your schooling.
- Collect information about courses and occupations while still at the primary and junior secondary school.
- Know what course you want to follow after standard 8 or standard 10.

- What subjects you have to take in std 8 or std 10 in order to gain admission to this course.
- Choose the correct subjects at **STANDARD SEVEN** with a view to your future educational and job career.

It is very important that you choose your subjects at standard 7 for standard 8 with a view to the subjects you want to take in standard 9 and 10.

The reason for this is, that at least 5 (but preferably 6) of the 7 subjects you choose for standard 8 must be carried forward to your standard 9 and 10 year. If you make a wrong selection in standard 8 it is very difficult if not impossible to change over to a new subject in your standard 9 or 10 year. This of course will determine the course you are going to take after matric. Your teachers will give you more information about this fact.

Some subjects are necessary as admission requirements for further study.

Your guidance teacher and other teachers will give you information about this. What we want to say in this day of technical advancement is that one should not give up Mathematics unless it is completely impossible for one to pass it. Mathematics is necessary for further training in all technical courses, in the science courses as well as in the commercial courses.

(c) Where can you go and train

Besides knowing the opportunities that exist, you must also know the various places where you can receive training.

If you decide on doing a particular course, say, law, engineering, agriculture, etc., find out which institutions offer this course. Rank (arrange) these institutions according to how you prefer them. **APPLY TO AT LEAST FIVE OF THESE INSTITUTIONS. YOU MUST APPLY IN TIME, WELL BEFORE THE CLOSING DATES FOR APPLICATIONS THAT ARE SET BY THE VARIOUS INSTITUTIONS.** This will increase your chance of getting a place at an institution that offers the course you want to do. If the institution that you have ranked No 1 accepts you then you will go and enrol there. If institution No 1 does not admit you, then you will fall back on No 2; going down the list in that manner. If you get admitted by more than one institution, you must decide on the institution at which you will go and study and then write a letter to the others that have accepted your application, informing them that you will not be taking up the place that they have offered you.

This will enable such institutions to give the place that they had reserved for you to other applicants.

It is generally unsafe to decide on only one course for further training. You may, for some reason, fail to undergo training in that course. Then your educational programme will have ground to a halt. It is far safer to choose a number of related courses in one of which you can train. For instance, if you decide to go for training as a medical doctor, you should also consider

the possibility of training as a pharmacist, optometrist, medical technologist, a nurse, and so on. If you decide to train as a social worker, you can also think of the possibility of training as a teacher, a nurse, etc. If it is a B Sc. engineering degree you are thinking of you could also consider the possibility of study to become an engineering technician or a tradesman. Some of these related courses that you may be considering may be offered by different institutions such as universities, technikons or various colleges. You must apply to as many of these institutions as possible.

### 3.9.6 Different Types of Tertiary Education

#### 3.9.6.1 Teacher-training at college or university

Teaching is a profession to which a great responsibility is attached. The teacher carries a big responsibility because he or she exercises considerable influence on the thinking and values of young people.

Teaching is therefore a very responsible job for mature people. If you think you have the personality and ability to be a good teacher you may want to consider some of the teacher training courses reviewed below:

Teachers are trained at these levels:

**pre-primary, junior primary and senior primary, junior secondary and senior secondary.**

1. Pre-primary teaching involves teaching children under the age of six. In the pre-primary school, the child learns through play in a

planned learning environment. Opportunities are created for the development of personality, confidence and social skills.

The Primary Teachers Diploma (Pre-Primary) takes three years and the admission requirement is a standard 10. The training takes place at St Francis Education Centre in Langa, Cape Town, and at the Soweto College in Johannesburg.

2. Primary School teaching is concerned with the education of children from Sub A to standard 5, and is divided into the lower primary and the higher primary phase. Since 1982 there has been a Primary Teachers Diploma (Junior Primary) and a Primary Teachers Diploma (Senior Primary). Both these certificates require standard 10.

The universities offer three courses for primary school teachers: a three year diploma course, a four-year degree course (B Prim. Ed.) and a one-year post-graduate diploma course which follows after a B A or a B Sc degree course.

3. High School teaching is concerned with the education of children between stds 6 and 10. These are the courses for future high school teachers:

Secondary Teachers Diploma

This is a three-year course which requires a standard 10 certificate. This qualified you to teach stds 5 to 8.

### Secondary Teachers Diploma (with degree courses)

This is also a three-year course. But a person must have a std 10 certificate with matriculation exemption. This diploma entitles the holder to teach up to std 10.

### Secondary Teachers Diploma (Technical)

A three-year course which requires a standard 10 certificate. This course is offered at the Transvaal Technikon in Pretoria for people who are going to teach at technical colleges or technical high schools.

### Bachelor of Education (Paedagogics)

A four-year university course which requires a std 10 certificate with matric exemption.

### The University Education Diploma

This is a four-year course requiring a Bachelor's degree with certain teaching subjects.

Bursaries are available for all teaching certificates and diplomas.

#### 3.9.6.2 Nursing education

Several nursing colleges are being established in the country. These colleges offer an integrated four-year diploma course. In this course training is offered in general nursing, midwifery, community health and psychiatric



nursing. The admission requirement is standard 10 with matric. Pupils with matriculation exemption can also go to universities and study for an integrated four-year degree in nursing.

### 3.9.6.3 Education at Technikons' Tertiary

Technikons are tertiary institutions which provide advanced training at post-standard 10 level. They offer a wide variety of technical, commercial and industrial courses on a full-time, part-time or sandwich basis. (The "sandwich" system is a training scheme in which the student spends a certain number of months a year attending the technikon - with his employer's consent - and the rest of the year getting in-service training).

There are a number of qualifications that are offered at a technikon.

National Certificate (One-year course).

National Higher Certificate - (two-year course).

National Diploma (three-year course).

National Higher Diploma (four-year course).

National Diploma in Technology (five-year course).

National Laureatus in Technology (six-year course).

Listed below are some of the courses that you can take at a technikon:

Secretarial work

Administration

Commerce

Cost Accounting

Business leadership

Medical Laboratory Technology  
Telecommunications  
Surveying  
Mining geology  
Civil engineering  
Electrical engineering  
Mechanical engineering  
Construction supervising  
Engineering drawing  
Architectural draughtsmanship.

#### 3.9.6.4 A University technical education

Technical training at university usually takes the form of a B Sc degree with technical subjects. A B.Sc. degree in engineering normally takes four years to complete, but at some universities the minimum period is five years. Only those who have obtained high marks in Mathematics and Science and who have practical ability, should study engineering.

Engineering training is not provided by all universities. None of the historically black universities, except for Durban-Westville and Western Cape, provides training in engineering. A limited number of black students are admitted for engineering training at the Universities of Cape Town, Natal, and the Witwatersrand. Black students may enrol for a one-year pre-engineering course in the science faculties of the historically black universities and then proceed to do a full engineering degree at the historically white universities that admit black students.

There are various kinds of engineering from which one can choose. These include the following:

Agricultural engineering	Industrial engineering
Chemical engineering	Mechanical engineering
Civil engineering	Metallurgical engineering
Electrical engineering	Mining engineering.

Land surveying is also considered to be an engineering course.

#### 3.9.6.5 University education

As was stated earlier on, the basic requirement for admission to university is matriculation exemption. Some universities may place additional requirements to the matriculation exemption one. Specific additional requirements may also have to be met before one is admitted to study for certain degrees and diplomas. To be admitted for engineering studies, for example, one must have passed Mathematics and Science on the Higher Grade in standard 10.

And you must have obtained very good marks in these subjects. Mathematics is required for study in the science and commerce fields as well as the field of medicine. Details about entrance requirements, courses and qualifications offered can be found in the prospectus of each university. If you write to the registrar of the University of free copy will be sent to you.

A university normally offers well over a hundred subjects to its students. The subjects that are offered at university are normally classified into certain groups known as faculties. The subjects in a particular faculty are generally related and lead to particular degrees. Such degrees lead to certain

occupations or professions. A university may have as many as ten faculties and more. The faculties that are found at a university include the following:

Faculty of Arts	Faculty of Medicine
Faculty of Science	Faculty of Engineering
Faculty of Commerce	Faculty of Architecture
Faculty of Administration	Faculty of Agriculture
Faculty of Education	Faculty of Education
Faculty of Law.	

Universities offer a bewildering number of degrees, certificates and diplomas (usually post-graduate diplomas).

The first degree that a student takes at university is a Bachelor's degree, which can take three years in the faculty of arts and science (B A and B Sc), five years in the faculty of Law (LL B) or five years for medicine (MB,ChB).

For a Bachelor's degree in the arts or sciences you normally have to complete nine, ten or more courses (this depends on which university you attend) spread over three years. One or two subjects must be studied in depth (these are your "major" subjects) and you do courses in these subjects each year. For example, if your majors are English and History, you will study English I and History I in your first year, English II and History II in your second year, and English III and History III in your third year. That leaves another two supporting courses to be done in your first year and two in your second. (In the third year you study your majors only). The supporting subjects

are normally related to your majors. For instance, a Social Work major could be supported by courses in Sociology and Psychology; Physics could be supported by Mathematics and Statistics, and Biology could be supported by Chemistry and Mathematics.

A post-graduate degree is a degree which follows after a Bachelor's degree. First is an Honours degree. This normally takes one year after the Bachelor's degree, and is spent studying one of your majors in even greater depth. After your Honours degree you can go on to a Master's degree, which normally takes two years and usually consists of a thesis on your chosen subject. Then comes a Doctorate, which may take three to four years or longer to complete.

### 3.10 BURSARIES AND SCHOLARSHIPS

#### 3.10.1 What is a Bursary?

Bursaries and scholarships are grants of money given to people to help them complete their studies. A bursary is almost the same thing as a scholarship, although you can sometimes win a scholarship without applying for one, if you get very high marks in your exams. If you want to be awarded a bursary, you normally have to apply for it, and prove that you need the money to go on with your studies. Bursaries are awarded only to those people who have done well in their studies, so it is necessary to put a lot of effort into your studies if you want to be awarded a bursary.

Some bursaries are awarded on condition that you work for the Government Department or the company awarding it for a certain number of years after you have completed your studies. If you don't, you then have to repay the bursary. Other bursaries are simply free grants with no strings attached other than that you use them for your studies.

You are normally awarded a bursary for one year at a time, on the understanding that you will receive the full bursary if you pass each year. If you fail one year, you usually have to repeat that year at your own expense. If you pass, the bursary may be re-awarded for the following year.

Bursaries are awarded by Government Departments, commercial and industrial companies, various other organizations such as church bodies, teacher associations, as well as other people who think that helping someone acquire an education is a good thing.

There are bursaries for pupils at school as well as for students at college or university.

### 3.10.2 How to apply for a Bursary

Pupils and students lose many opportunities for getting a bursary because they do not know how to apply for one; they write to the wrong people, they write too late, or they do not give the required information. Here is a list of things you should do when applying for a bursary.

1. Find out what bursaries are available to you. There are a number of organizations which collate and disseminate information about

bursaries available to Black students. One of the most important of these organizations is the **EDUCATION INFORMATION CENTRE** in Johannesburg. Universities publish in their calendars information about the bursaries that are available to their students.

2. Apply for only the bursaries for which you are eligible. This means that you must meet the requirements of the bursary. Some are for men or women only, some for people under a certain age, while others are for people wanting to take a particular course. The conditions for each bursary are clearly stated.
3. You should apply of a bursary in good time. Each bursary has its closing date, and the application should be in well before then.

You normally apply for a bursary in the second half of the year **before** the year in which you want the bursary. In that case you should not wait for your end-of-year results before applying.

4. You should apply for several bursaries if you qualify for them, but if you are awarded more than one, you should notify the other funds to which you have applied.
5. When you write to a bursary fund, you must make sure that your letter contains only the following information:

- name and home address (printed clearly).
- the last examination you passed and how well you did.
- the course you are studying or the standard you are in at the time of writing.
- the course for which the bursary is needed, for example, the final year at school, or the first year at college, or the whole of the university degree.
- the name of the institution at which you intend studying.

The application form will mention whether any other details are needed.

### 3.11 PART-TIME STUDIES

Many people, for one reason or other, are unable to complete their studies at school. They are obliged to take up employment and then continue with their studies while they work.

Others, who have reached a particular educational level, would like to improve their qualifications. They continue with their education but work to earn a living. Both these groups are engaged in what is called "part-time" studies. The word "part-time" is the opposite of "full-time". In school you are busy with your studies on a full-time basis.

#### The Value of Part-time Studies

- Many people study part-time merely to gain more information on various subjects and thus broaden their knowledge and skill. Thus the



main reason for doing part-time studies is the sheer enjoyment of gaining more information and knowledge.

- Some study to keep abreast with developments in their fields. With the rapid changes that characterise today's modern world, many things learned when a person was still studying full-time have become outdated. Part-time studies have become very important.
- Part-time studies enable people to improve their qualifications while working. Whether one left school with very low qualifications, or took up employment after earning university qualifications, one can improve one's qualifications through part-time study. In this way a person is able to improve himself as a person. Part-time study may also enable a person to advance in his work through promotion and added responsibilities.

#### Practical difficulties encountered in part-time studies

It is not always easy to study part-time because one has to do one's ordinary work and then continue one's studies after returning from work when one is often tired. In this connection draw up a study time table and try to keep to it.

Another difficulty about part-time studies is that you have to work largely on your own especially if you do part-time studies through a correspondence course. Try to form a study group with other part-time students with whom you can discuss problems.

Make a list of all your problems in connections with your studies. Discuss these with your teachers. When studying by correspondence you can write a letter to those who are guiding you in the various subjects.

### Opportunities for Part-time Studies

Ample opportunities exist nowadays for anybody who wishes to further his studies on a part-time basis. These opportunities include the following:

(a) Adult Education Centres

There are several adult education centres in cities and towns throughout the country where people can pursue part-time studies. These centres are run by the Department of Education and Training. There are also several private organizations that are doing great work of educating people on a part-time basis. These bodies include Sached. These bodies prepare students for the various departmental or overseas examinations.

(b) Correspondence Colleges

A person can also study part-time through correspondence. This means that you are taught by means of lessons which are sent to you by post. Correspondence Colleges prepare students for the various national examinations such as the standard 10 examination. There are a number of these correspondence colleges such as Damelin, and the Turret correspondence colleges.

(c) Technical and Commercial Education through Correspondence

People doing apprentice training in a trade (e.g. motor mechanics, plumbing) can also follow part-time training at a technical college. Employers usually release them from service to do the National Technical Certificate I (NTC I), II and III at a technical college.

Commercial courses that one can do through correspondence include those in computer programming, advertising, salesmanship, personnel management, accounting, secretarial work, public relations, etc.

The Technikon R S A is a correspondence institution that offers technical and commercial education at the post-matric level.

(d) Part-time University Education

Once a person has obtained matriculation exemption through full-time or part-time study, he can enrol as a part-time student for University study.

The University of South Africa (UNISA), which is one of the largest correspondence universities in the world, offers courses through correspondence. Some universities offer evening classes (also called extramural classes) for students who want to study part-time.

## UNIT 4 : CAREERS EDUCATION OR VOCATIONAL GUIDANCE

### 4.1 OBJECTIVES

- (a) To give you an idea of what career education is.
- (b) To enable you to make a study of the various occupations that are found in the world of work.
- (c) To enable you to explore the factors that you must consider when making a career choice.
- (d) To enable you to explore the various occupations with a view to make a choice of your future career.
- (e) To enable you to study the most effective ways of securing a job.
- (f) To enable you to think about the factors which contributes to a person's attainment of career success.

### 4.2 WHY DO WE NEED CAREER EDUCATION?

Vocational guidance concerns itself with helping the pupil choose a career, find a job, and succeed in it.

It concerns itself with introducing a person to the world of work.

The world of work is usually a hard world. It is certainly more demanding than the home environment or the school world. It is a new world for most young

people, and in order that they can become successful and contented in their work, they must be made aware of the key things that are required for one to achieve this success. For one thing an educated and qualified person will have a better chance than one with less education. The people with less education are for instance, the last to be hired and the first to be fired.

#### 4.3 A CAREERS EDUCATION PROGRAMME

Careers education is a systematic educational programme which attempts to help pupils choose a career and which tries to provide them with skills, attitudes and knowledge useful for success and progress in their work. Careers education is also known as Vocational Guidance. The name vocational guidance comes from the Latin word "Voco", which means "to call". A career or vocation is regarded as a "a calling" because some people may feel that they have been called to take up a particular career so as to render service to mankind in one way or another.

A Careers Education Programme tries to increase the pupil's awareness and knowledge of various important issues concerning career choice such as:

- self awareness
- educational awareness
- career and job awareness
- decision-making skills
- employability awareness.

These issues were discussed in some detail earlier in previous sections of these notes. They will be briefly reviewed again in the following paragraphs.

#### 4.4 THE WORLD OF WORK

##### 4.4.1 What is work?

Lindhard (1983) says that work is anything you do for a purpose which requires some effort. It includes paid work such as being a teacher, secretary; or lorry driver as well as unpaid work. School work done by a pupil or a student, is also work and so is a mother's work in the home. Cooking, looking after children, chopping wood or digging in the garden on a Saturday afternoon also constitute work.

##### 4.4.2 Why do we work?

Work is a natural activity for man. Without work man's life would be totally meaningless. Over and above this fact, people work for different reasons. First, people work because they have to have food to feed their families and themselves, to provide a roof over their heads and clothes to wear.

Fulfilling these biological needs is a big responsibility for all of us and is, for many people, the main reason for working. Some people never get further than the satisfaction of earning the money from their jobs. As Lindhard (1983) says, millions of people all over the world suffer from unfair, strick employers, or dirty working conditions, or long hours of travel between

their homes and places of work, but they stick to their jobs because they must earn a living.

While many people may not find a lot of satisfaction from their work, they do get satisfaction from experiences related to their jobs. They may get a lot of joy from working with good people. They may also gain a great deal of respect for being good and conscientious workers.

There are people who find happiness and satisfaction in the work itself. The work itself is satisfying. The person here is doing a job which is interesting to him and for which he has learned the necessary skills and is using them well. This is the satisfaction you get from knowing that you are a good worker in a job that is not only interesting and valuable to you, but is also of value to society.

#### 4.4.3 The Changing World of Work

The world of work is continuously changing and developing all the time. These changes are mainly brought about by new inventions. Automation or the use of automatic machines to do certain jobs has been the most important development in the world of work. The use of these machines has resulted in the disappearance of many jobs and the appearance of new ones.

However, a person needs more training than he did before to do these new jobs. The invention of the computer is a good example in this respect.

Changes are taking place in every line of work and every worker must adapt themselves to these changes. If a person does not he may find that he is no longer able to do the job well or to do it at all. Pupils and students must be constantly aware of work as well as the training necessitated by these developments.

#### 4.4.4 Where do people work?

People do different types of work. They work on farms and in forests, down mines, in factories, in shops, in government offices, in banks, etc. All these forms of employment constitute the economy of the country. The South African economy can be divided into four major parts or sectors. These sectors are the Agriculture, Forestry and Fisheries sector, the Mining sector, the manufacturing, and the Service group sector. It is interesting to see how many people work in each of these sectors. In the box below we can see that most people work in the manufacturing sector, followed by the Services sector, then the Agriculture and lastly by the Mining sector.

Employment in South Africa according to sector of the economy		
	Employees	Percent
Agriculture	1 176 300	21
Mining	713 700	12
Manufacturing	1 900 400	34
Services	1 862 100	33

From Guidance in the classroom (1983) by Lindhard, Dlamini & Barnard



Let us look at these sectors in some detail:

### Agriculture, Forestry and Fisheries

The activities that make up this sector include the following:

Agriculture : cultivation of maize and wheat; growing fruit and vegetables; breeding of sheep and cattle, poultry farming; production of milk, wool, hides, eggs, honey, etc.

Forestry: the growing of timber and timber milling.

Fishing : in the ocean, off-shore and estuary waters and the operation of fish hatcheries.

### Mining and Quarrying

Gold and Uranium mining, coal mining, metal ore mining, precious and semi-precious stone mining and prospecting.

### Manufacturing

Metal products and engineering : machinery, metal products, electrical and transport equipment, motorcars and trucks.

Chemicals : pharmaceuticals, rubber and plastic products.

Construction and infrastructure : construction work and building, electricity, water, roads, sewerage, etc.

Wood and wood products : furniture, wood, paper, printing and publishing.

Clothing and leatherwear : textiles, clothing, leather goods, including footwear.

Food, beverages and tobacco.

The Service Sector

Trade services : retail and wholesale trades, import and export trades, hotels and restaurants.

Transport and communications : land, water, air transport, storage and forwarding, postal and tele-communications.

Financial services : banks, building societies, insurance companies, real estate.

Professional and business services : architects, quantity surveyors, legal services, accounting and data processing, engineering and technical services, advertising and consulting.

Personal and household services : laundries, cleaners, domestics.

Cultural and recreational services : libraries, museums, art galleries, theatres, concerts, cinema, radio, television, authors, painters, other artists, lectures, parks, sports.

Social and related community services : educational, medical, veterinary and sanitary, research and scientific institutions, religious services.

Public service : administration and services by Government, Provincial departments and municipalities.

The economic activities of a country can also be divided into two major categories, namely, the Public Sector and Private Sector. Those commercial and industrial concerns in the Mining, Agricultural and Manufacturing sectors as well as some of the Services Sector that are owned and run by private persons or private organizations make up the Private Sector.

Government services and those activities and services that are owned and run by the state make up the Public Sector. In South Africa workers employed in concerns that make the Private Sector are generally organized into Trade Unions while those employed in the Public sector have, on the whole, organized themselves into Associations. These Unions and Associations will most probably be of great interest to you once you start working.

#### 4.5 SOURCES OF OCCUPATIONAL INFORMATION

Choosing a career is probably the most important decision that a person has to make. There is a large number of careers to choose from. A person is usually confused as to which occupation to choose. One source of this confusion is a lack adequate information on which to base one's decision. Actually the information is available, but the student does not know where to find it.

We shall now look at a number of sources from which one can get the information which one can use to make an effective career choice.

We divide sources of occupational information into primary and secondary sources. Primary sources refer to original sources of such information. Usually three original or primary sources of vocational information are distinguished. These are:

(a) The employee

Here you obtain the necessary occupational information directly from the person or persons who do the particular type of work in which you are interested. For instance, if you want to know more about what a medical doctor does, then you find out from a practising medical doctor. The same applies if you want to know about any other occupation such as that of attorney, computer programmer, laboratory technician, engineer and so on.

There are various ways which you can use to get information from an employee. Each method, however, requires that you prepare well in advance to ensure that you actually obtain the information that you need. The person you approach for information will also be more willing to help you if he realizes that you are serious in what you are doing and that he is not wasting his time.

One of the most effective ways of obtaining information from persons in employment is to use a questionnaire. A questionnaire is a list of questions.

You should include all the questions on which you wish to obtain information. An example of such a questionnaire is given below.

Occupational Information  
Questionnaire

- i) Name of occupation .....
- ii) Nature of work .....
- iii) Working conditions .....
- iv) Training and entrance requirements .....
- v) Qualities necessary for success .....
- .vi) Remuneration and other rewards .....
- vii) Opportunities for advancement .....
- viii) Related occupations .....
- Interview held with .....(answer optional)

Your need to make an appointment with the person from whom you want the information and then go and interview him using the questionnaire. The advantage of an interview with an employee is that you can talk to the person in his work environment. You can observe the tasks that the employee does and the working conditions in which they are carried out. If the person you are interviewing gives you certain answers that you do not understand you can ask him to clarify these. You can also obtain more information than that provided for in the questionnaire.

The interview has, however, certain disadvantages such as the fact that you may have to travel some distance to see the person you wish to speak to. It can also be time-consuming in that you only communicate with one person (or at most a few persons) at a time. It may also happen that the person whom you are interviewing may not have the information that you want at his fingertips and you may have to come back later on.

You can also obtain firsthand occupational information from an employee by post with a covering letter explaining your request for help. The person providing the information can then answer the questionnaire and send it back to you. The advantages with the method is that you can save time because you don't have to visit the interviewees. You can send questionnaires to several workers. In this way you can obtain more useful information than if you had interviewed a few people only. The disadvantages with this method are that the person to whom you sent the questionnaires may fail to return them. You may receive incomplete or inaccurate information or answers to your questions that you do not understand.

(b) The employer

You can use the same methods that you used with working persons to get occupational information from employers.

(c) Professional bodies and workers' councils or guilds

Workers in various jobs and professions have come together to form professional and worker bodies. These bodies lay down the rules which regulate the way the professionals should do the work and how they should conduct themselves in the profession. For instance there is an Association and a Council that controls the legal profession; an Association and Council also exist to control the work of medical doctors. Various other professions and occupations, such as those of nurses, engineers, architects, etc. are controlled in the same way.

These bodies are a very valuable source of occupational information. You can write to them for information on the specific occupations which they control. Your guidance teacher will certainly also communicate with these bodies, so you can also get information from him. Addresses of these bodies are obtainable from some of the other sources of occupational information which are listed below. These are referred to as secondary sources of occupational information.

(a) Books on Careers Guidance

1. The World of Work in South Africa, by Neils Lindhard and Henry Africa

This book describes the different types of jobs in the various sectors of the South African economy. This book is obtainable through all book sellers.

2. What can I do, by neils Lindhard

Available at all book sellers and from the Careers Office, University of Cape Town, Private Bag, Cape Town 7700.

3. The South African Careers Guide

Published annually by M S L Publications, P O Box 10061, Johannesburg. This publication is given free to schools.

4. The Careers File

Published by C R I C (the Careers Research and Information Centre). It is available at 7 Roscommon Road, Claremont, 7700. It costs R5.00.

5. Careers Information in South Africa, by Lizanne Penney

Is obtainable from the Careers Office, University of Cape Town, Private Bag, Cape Town, 7700.

6. Occupational Information : HSRC, Private Bag X41, Pretoria, 0001.7. Training and Career Opportunities for School-Leavers before Standard Ten:

HSRC, Private Bag X41, Pretoria, 0001.

8. Tertiary Training Outside Universities and Career Opportunities (Guidance Series GS-4) : HSRC, Private Bag X41, Pretoria, 0001.9. University Training and Career Possibilities (Guidance Series GS-5) : HSRC, Private Bag X41, Pretoria, 0001.10. Career Guide : Department of Manpower, Private Bag X117, Pretoria, 0001.



(b) Magazines

1. My Career, published quarterly by the Department of Manpower, is probably the most comprehensive source of occupational information in South Africa. It is provided free to schools and is available from Private Bag X117, Pretoria, 0001.
2. The Department of Education and Training journal, **Educamus**, is published monthly, and contains articles on vocational guidance.

(c) Information leaflets

Various institutions and government departments publish career information leaflets. Manpower 2000 are a good example in this connection. Their address is, P O Box 4430, Pretoria, 0001.

(d) Newspapers

Periodically, newspapers publish supplements carrying occupational information. Newspapers also carry job advertisements and notices about bursaries that can be applied for.

(e) Careers guides published by private firms

Some firms publish their own career leaflets, which usually describe the kinds of jobs that these firms offer.

(f) University calendars (yearbooks) and prospectuses

Each University produces a calendar and a prospectus containing information on the courses and degrees that it offers, as well as the entrance requirements for each course. Write to the Registrar of the University for a free copy.

(g) Professional careers advisers and organizations involved in career counselling

All universities and technikons have careers counsellors and a careers library. If you write to the head of these counselling centres or pay them a visit, you will get a lot of valuable occupational information from them.

There are also a number of organizations that provide occupational information as well as career counselling. These organizations are financed by business companies. Young people go to these organizations for free advice and guidance. In Cape Town there is the Careers Research and Information Centre (CRIC) at 7 Roscommon Road, Claremont. In Johannesburg there is the Education Information Centre (EIC) at 35 Jorrison Street, Braamfontein and the Careers Centre in Diepkloof, Soweto; and in Durban there is the Careers Information Centre, at 206 Ambassador House, on the corner of Pine and Prince Alfred Street.

(h) Class visits

Prospective employers themselves will often permit school classes to visit factories, hospitals, mines, etc. You as a student must make full use of such opportunities and try to obtain as much occupational information as you can on such trips.

4.6 CLASSIFICATION OF OCCUPATIONS

There are literally hundreds of jobs from which a person can choose. According to statistics supplied by the Department of Manpower, there are about 1 133 kinds of jobs (Lindhard 1983). Making a career choice from this huge number of occupations is not an easy thing to do. It is therefore necessary first to try and classify all these jobs into groups or categories and in that way narrow the field of choice. There are many ways of classifying occupations. One of these is to classify jobs according to **interest** and **ability**. Let us look at this way of classifying occupations in more detail.

4.6.1 Occupational Classification according to Interest

Interest means that you have a spontaneous preference for taking part in an activity. This preference is relatively constant and does not change from day to day.

In classifying occupations according to interest all those occupations that draw people with particular interests are grouped together. For example, occupations

which require people who prefer working in the open air and not in an office are grouped together, so are occupations that require people who enjoy working with numbers, and so on.

The resulting groups of occupations are known as "families" or "fields". The following are some of the fields into which occupations are usually divided:

(Social service; Administrative and commercial; Scientific field; Technical; Literary, Cultural and Educational; Arts and Entertainment; Outdoor).

#### The Social Service Field

Occupations that belong to this field are related to a preference for activities dealing with the needs and welfare of other people. The basic aim here is to render service to and to cater for the needs and welfare of others.

Some typical occupations in the social service field are:

Teacher

Nurse

Medical doctor

Social Worker

Minister of religion

Psychologist

Librarian

Physiotherapist.

Administrative and Commercial

These are people who want to plan, direct and take responsibility of the work done in a specific concern. They also seek to interpret and apply the rules of particular concerns or organizations.

These are therefore people who want to make money or who want to have secure jobs.

This is a wide field for people with different kinds of abilities. Some are risk-takers who want to buy and sell and make a profit. Others are administrators, bookkeepers, and so on. They are methodical and like things to add up. Some just want a steady job, and they work in banks, post offices, shops or factories.

Typical occupations in the administration and commercial fields include the following:

Manager  
 Director  
 Accountant  
 Secretary  
 Auditor, Salesman  
 Clerk  
 Computer operator  
 Personnel officer  
 Shop assistant.

Scientific Field

This is concerned with interest in principles, methods and theories in the natural sciences as well as the

systematic study of things and events by observation and experimentation.

Typical occupations in this field include those of:

Botanist  
 Zoologist  
 Medical doctor  
 Laboratory technician  
 Laboratory assistant  
 Chemist  
 Dietician  
 Geologist  
 Physicist.

#### Technical Fields

People in this field are usually practical, methodical and good at problem-solving. This involves a preference to deal with tasks related to the mechanical, electrical and building fields of occupations.

In this field we find                    occupations such as:

Engineer  
 Land surveyor  
 Technologist  
 Architect  
 Draughtsman  
 Motor-mechanic  
 Plumber  
 Cabinetmaker  
 Watchmaker  
 Carpenter  
 Upholster  
 Bricklayer.

Human, Cultural and Educational Field

This broad humanistic field includes occupations that have to do with man and his culture. In this field we have school subjects and occupations that are concerned with the nature of man and his work.

Man's origins, his history, his work on earth, his destiny are all of interest in this field.

Occupations classified in this category include those of:

Teacher  
Editor  
Journalist  
Judge  
Lawyer  
Minister of religion  
Librarian  
Radio announcer.

Literary, Arts and Entertainment

Most of the people in this field are either artistic or intellectual or both. They are creative in the various fields of the arts such as literature, painting, music composition and also shows great keenness in the performance and appreciation of all arts.

Some typical occupations belonging to this field are:

Author  
Painter  
Sculptor

Musician  
 Dancer  
 Actor  
 Photographer  
 Interior decorator

#### The Outdoor Field

Occupations in this field require an interest in activities that are mainly performed in the open air or outdoors. Many people who want to be out of doors are particularly anxious to avoid routine office work, having to sit in one place all day. This category includes what we may call physically active careers.

Included in this category are such occupations as the following:

Farmer forester  
 Game ranger  
 Fisherman  
 Road worker  
 Land surveyor  
 Traffic inspector.

The classification of occupations according to interest is called **FIELD CLASSIFICATION**.

#### 4.6.2 Classification of Occupations according to Aptitudes or Ability

As was stated earlier on, it is impossible to study all occupations. It is therefore necessary to concentrate on those occupations for which one has the necessary aptitude and interest. Occupations that require



the same aptitude and interest form what we call a family or field of occupations. For example, the occupations of (a) medical doctor and (a) nurse belong to the same family or field because both require an interest in man and his health as well as an aptitude to work with people, to comfort them.

We may refer to this field as the social service field or in a narrower sense, as the health field.

Let us refer to the occupational field as a ladder. A ladder consists of various steps or rungs. Let us take these rungs of the ladder to be **occupational levels**. If we take health as an occupational field, then the occupation of doctor is one of the highest levels in this occupational field. Below the occupation of doctor there are the occupational levels of health inspector, nurse as well as that of nurse aid. In this ways we find many occupational fields each of which has various occupational levels.

Different occupational levels are likely to have different levels of ability. The occupations that are placed at high levels usually require more formal education, and are more difficult to enter than those at lower levels. From this it is clear that some occupations can be handled by most people; others, by very few. More people have the ability to be nurse aids than to be doctors; more to be machine operators than to be mechanical engineers, and so on.

Occupations are usually classified into four different levels. The level of an occupation is determined by the amount of education and training that is required

as well as the difficulty of the job. These occupational levels are:

- the professional level
- the skilled level
- the semi-skilled level
- the unskilled level.

### Professional Occupations

These are occupational positions filled by qualified persons, usually graduates, who specialise in specific directions, e.g. that of lawyer, teacher, social worker, engineer, etc. You must therefore obtain a matriculation exemption and then study for a considerable number of years at a University before you can qualify for a professional job. This level includes people who not only are "their own bosses", but also are responsible for supervising others.

Examples of professional occupations are:

Teacher	Architect
Social Worker	Quantity Surveyor
Medical doctor	Land Surveyor
Pharmacist	Biochemist
Dentist	Biologist
Attorney	
Advocate	
Engineer Civil	
Mechanical	
Electrical	
Aeronautical	
Mining	

Metallurgical  
 Chemical  
 Agricultural  
 Industrial.

Skilled Occupations

In addition to the education received at secondary school, these occupations require special training at a technical college or technikon.

One also does an apprenticeship to gain the necessary experience in his chosen trade. Several years of training are necessary.

Examples of skilled occupations are:

Motor mechanic  
 Carpenter  
 Engineering technician  
 Telecommunications technician  
 Draughtsman  
 Tailor  
 Optometrist  
 Physiotherapist  
 Laboratory technician  
 Computer programmer  
 Secretary  
 Welder  
 Electrician  
 Technologist : Medical  
                   Plastics  
                   Petroleum  
                   Rubber

Paint  
Textile  
Coal.

Semi-skilled Occupations

These are occupations for which a certain amount of basic training is required.

Examples of semi-skilled occupations are:

Lorry driver  
Factory machine operator  
Waiter  
Typist  
Shop assistant  
Messenger  
Policeman  
Postman  
Nurse aid.

Unskilled Occupations

An unskilled occupation is one for which no special training is necessary.

Example of unskilled occupations are:

Cleaner  
Labourer  
Factory hand  
Dockworker  
Night watchman  
Road worker  
Farm labourer.

From what has been said above we can clearly see that different occupational levels require different levels of ability, and different occupational fields fit different kinds of interests. So you can relate your abilities to occupational levels and your interests to occupational fields when you choose from the great number of occupational fields that occupational field in which you are interested. Of course you may select, two, three or more fields which are closely related. For instance, you may consider the social services field together with the general cultural/educational and the literary, artistic, entertainment fields or the scientific together with the technical fields, and so forth.

Within this field or fields you must choose an occupational level according to your ability. You have to do this because interest alone cannot ensure that you will master the occupation or achieve success in it. You should then make a thorough study of the occupations at this occupational level. An effective choice is a choice that enables you to achieve your aim. This will enable you to have the occupational information that you need to make a "good" or "effective" career choice. This process is illustrated in table 1 given below. In the next few paragraphs we shall indicate what type of occupational knowledge you need to make an effective choice.

## Occupational level

TABLE 1 : FIELD-LEVEL CLASSIFICATION OF OCCUPATIONS

		Occupational Field						
		Social Service	Admin and Commerce	Science	Technology	General Cultural	Arts and Entertainments	Outdoor
Professional	Social Worker Medical Doctor	Accountant	Geologist Bio-chemist	Engineer Architect	Advocate Teacher Editor	Painter Author	Land Surveyor Civil Engineer	
Skilled	Occupational therapist Welfare Officers	Secretary Bookkeeper	Optometrist Laboratory technician	Computer Programmer Draughtsman	Journalist Radio announcers	Stage technicians	Building technicians	
Semi-skilled	Taxi-drivers Waiters	Clerks Typists	Sample takers	Machine Operators		Photographers	Bull-dozer Operators	
Unskilled	Hospital Attendant Watchman	Factory hand					Farm Labourers Road worker Dockworker	

#### 4.6 HOW TO CHOOSE A CAREER

##### 4.6.1 What is a career?

An occupation and a job mean more or less the same thing. Generally they mean work you are paid to do. A career on the other hand, means a series of related jobs which follow after each other. This series of jobs show a person's progress in his chosen career. For instance, if you choose teaching as a career, it means you will start working as a TEACHER; you could then progress to the position of HEAD OF DEPARTMENT or even that of PRINCIPAL. You could then be promoted to INSPECTOR OF SCHOOLS or even to higher posts in education.

A successful career in teaching could then be as follows:

TEACHER -- HEAD OF DEPARTMENT --  
 DEPUTY PRINCIPAL -- PRINCIPAL --  
 INSPECTOR OF SCHOOLS -- HIGHER POSTS

A career is, therefore, a life-long occupation or a series of occupations. Choosing a career is therefore one of the most important choices that a person makes in life. Choosing a career should not happen once in a lifetime or by accident; it is not a one-time event. Choosing a career extends over a long period and should be seen as a **CONTINUING PROCESS** which requires **PLANNING**. Planning your future career should start in the primary school and should continue throughout your secondary schooling and higher education. Every school year should prepare you for the career that you would like to follow.

#### 4.6.2 Choosing a Career

Choosing a career involves decision-making. In making a decision and choosing we retain something; but at the same time we lose another. If you decide to be a lawyer and prepare yourself accordingly; you are as a result of these choices losing the opportunity to be a medical doctor. It is important to remember this when you make your choice of an occupation. If you choose an occupation but discover that you do not like the work it involves, you will probably be unhappy in your job. If you cannot do the work, you will experience failure. And remember that you will have to work for 40 to 50 years of your life. To choose the right occupation for yourself you must be rational in your decision-making. Rational decision-making is only possible if you have sufficient relevant and reliable information. This information is usually divided into two broad categories, namely,

- (a) information about yourself, and
- (b) information about occupations.

##### 4.6.2.1 Know yourself (self awareness)

"Until you know **who** you are, you will not know **what** you can become." (Neils Lindhard, 1983)

##### Aspects of self-knowledge

###### (a) Personality traits

We said something about personality in a previous unit.



To refresh your memories we can say that personality means everything about you - what you look like, what you can do and cannot do, how you get on with other people, what you like and do not like, and so on.

What must be emphasized about personality and occupational choice is the following:

Every person has a particular combination of qualities; of strengths and weaknesses.

This combination of such characteristics as aptitude, interest temperament, character, skills, habits, physical characteristics and many others makes a person suited for **more than one** occupation. It is thus incorrect to think that you will be suited to **one** occupation, you will most probably be equally successful and happy in occupations that fall within specific fields in which you are interested and which are within your level of ability.

Some aspects of personality that are important in the process of occupational choice.

(b) Values

Values are those things which are generally important to us. Each one of us has a number of things that are really very important to us, like,

- being honest
- being well-known, etc.

These values influence one's life greatly and lead one to do certain things and not to do others. With regard to occupational choice, you must decide what values you want to satisfy in your future career. Occupational values, some of which were discussed in an earlier unit include:

- High economic returns
- Opportunity to be of service to fellow-man
- Leadership/Management: Leadership does not mean the domination of other people. It rather means the desire to take responsibility for and to direct the actions of others.
- Personal importance/prestige
- Change and variety
- Security
- Self-reliance and independence.

Occupational values are closely related to your general values in life. These general values, in turn, are closely related to your purpose in life.

(c) Intellectual ability

Intellectual ability, or general intelligence refers to a person's ability to act in such a way in his daily life as to meet the demands life makes on him. The greater one's intellectual

ability, or the higher one's general intelligence, the better one ought to be able to meet the demands of daily life.

When one knows, for example, that one's intelligence is considerably above average, one can accept with a reasonable degree of certainty that one will be able to follow a highly skilled occupation, demanding though this may be.

(d) Aptitude

An aptitude is a potential ability in a certain direction. We call aptitude a potential ability because, while we are born with it, it must be given an opportunity to develop. If one has an aptitude for music but does not have an opportunity to develop this aptitude, he won't be able to use this aptitude. People may not even know that he has it.

There are a number of these aptitudes which are related to occupational choice. What we must emphasize here is that a person is more likely to succeed in an occupation for which he has an aptitude. Aptitudes which are of importance in a person's choice of an occupation include .

- verbal or linguistic aptitude
- figural or numerical aptitude
- mechanical aptitude
- practical or manual aptitudes

- methodical aptitude
- Social competence.

Success in an occupation does not, however, depend on an aptitude in one direction only. Aptitudes in various directions are often necessary for success in an occupation. An engineer must, for instance, have an academic, mechanical and numerical aptitudes. Fortunately people have more than one aptitude. These various aptitudes that one person may possess are called his aptitude pattern.

In the same way an occupation has an aptitude pattern. The occupation of engineer requires one to have an academic, mechanical and practical aptitudes whoever it is who want to take up this occupations. These aptitudes form the aptitude pattern of the occupation of engineer. The jobs of lawyer, medical doctor, teacher, and so forth will have their aptitude patterns.

(e) Interest

A person is likely to be happy and successful in an occupation in which he is interested. Interest refers to a spontaneous preference for certain activities, and things.

Your interests are the things you want to do most. Interests can be grouped as follows:

- Working with people, helping them, persuading them or managing them.

- Working with ideas, words, communicating.
- Working with science and technology.
- Working with facts and figures.
- Artistic and creative work.
- Working with one's hands, practical work.
- Physically active work, mostly out of doors.

A person can have more than one interest. He may, for instance, be interested in helping people as well as in science and technology. The different interests a person has are called his interest pattern. An occupation also has an interest pattern. That is for a person to be successful in the occupation he must have the required interests. The job of medical practitioner, for instance, requires that a person, any person, have an interest in people in science and technology to be successful in the job.

In choosing an occupation, you must match both your interest and aptitude patterns to the interest and aptitude patterns of the occupation.

(f) Physical abilities and handicaps

It is also important to relate the state of your health or physical condition to your choice of a career. Many occupations can be followed successfully provided one is physically strong and healthy and does not suffer from any physical disability.

(g) Environment and opportunities

Your environment can help you or hamper you in your choice of a career.

Environmental influences include your family's expectations, cultural traditions, social customs, laws of the country, and economic opportunities such as your parents' ability to pay for your education and the availability of bursaries.

4.6.2.2 Knowledge of occupations

The choice of the "right" occupation contributes greatly to a person's happiness. However, to make the right choice a person needs occupational information in addition to self-knowledge. Given below is the type of occupational information that would be of value to you in your choice of an occupation.

4.6.2.2.1 A job description

The information about an occupation is known as a job description. When drawing up a job description we ask a number of questions about the job and the answers to these constitute a job description of the job. An example of these questions are given in the following paragraphs:

(a) Name of the occupation

The correct title of the job should be used. For instance, there are various kinds of engineer. The exact type of engineer, say electrical, civil, mechanical should be indicated.

(b) Nature of work

What does the worker do in a typical day, week, month or year? As many of the occupational activities must be mentioned.

These should include both the pleasant and the unpleasant, the important as well as the trivial.

- Does the job mainly involve dealing with ideas, data (facts), people or things?
- What is used to perform the work, for example, tools, machines and materials?
- Does one have to do a lot of jumping, running, balancing, climbing, crawling, kneeling, lifting and carrying objects around?
- Is there much traveling, to what places and by what means of transport?

(c) Working conditions

These conditions generally refer to the environment in which the job is carried out. Some of the questions we may ask in this connection are:

- Does one generally work indoors or outdoors.
- Are there large variations in temperature, for example extreme heat.
- Is the working area very dry, damp or wet?
- Does the worker experience a lot of noise, vibrations and tremors?
- Are there strong smells, gasses, dust, poor ventilation or even poisonous conditions?

- Are there possible dangers, e.g. a working environment in which the individual is exposed to the risk of bodily injury?

(d) Training and entrance requirements

Some of the different types of training required by different occupations include the following:

- general academic training. What specific school standard is required? Should one have passed std five, eight, or ten? Is matriculation exemption necessary?
- Vocational training : What level of vocational training must one have to do the job satisfactorily?
- technical training : What technical course must one have completed to be accepted to the job?
- One-the-job training. Is there training that will be offered to you after you have taken up the job? What is the nature of the training? Who provides it? Is there any apprenticeship?

Concerning entrance requirements the following can be asked:

- Age : What are the upper and lower age limits for entrance?
- Sex : Do both men and women have the same chances of getting into the job? Are there equal opportunities for promotion for both sexes?



- Other physical aspects that may be considered for entrance into the job include physical fitness and strength, vision, hearing, etc.
- Legal requirements: Is a licence or certificate required for the job? What requirements must one fulfil to get the document? By whom is it issued? Are there legal conditions that bar a person from entering the job because of his or her race, sex, or religion.

(e) Qualities necessary for success

To succeed in certain jobs one must have some of the following qualities:

- Very high intelligence
- Good at dealing with people
- be good at using language.
- be very energetic and hardworking
- be very honest
- be a punctual person.

(f) Importance of work and the role it plays in society

All forms of work are of importance to society. However some jobs such as teaching and nursing are more crucial to the welfare of society than others, such as the making or selling of cigarettes.

(g) Related occupations

To be able to choose wisely the person must know the fields into which occupations can be grouped.

If he fails to get a particular job he can look for another in the same field. Some examples of occupational groups are:

- Working mainly with figures: bookkeeper,  
accountant
- Working mainly with language: Author, trans=  
lator
- Working mainly with machines : mechanic,  
machine operator
- Working mainly with people : teacher, nurse.

(h) Remuneration and other rewards

You certainly should also try to find out the rewards that the occupation offers. The major reward that an occupation offers is, of course, financial one. One of the most important things that a person considers in choosing a job is how much he is going to be paid per week or per month in the job.

There are several factors that determine the wages or salaries paid to workers in different jobs. Some of these factors are

- the supply and demand of labour. When there are very few people to do a certain job, this means that the demand for those workers is high, and in order to get the workers to work for them, the employers have to pay attractive salaries. It is normally the case that there is a shortage of educated and well-qualified people, and this is one reason why they are well paid.
- The amount of education a person has. Highly qualified people usually get high salaries. The same is true for people who are highly skilled in certain trades and professions.
- Experience : A person who does a job for a long time gains a lot of knowledge and skill in the job. He is thus able to do the job very well. As a result he gets a high wage or salary as a reward for his good work.
- Leadership and responsibility: People who have positions of leadership and responsibility, such as supervisors and managers, earn very large salaries.

Money is not the only reward that a person gets from a job. There are many other important satisfactions that you can get at work such as:

- the pleasure of doing work that you like, and doing it in a competent way.

- The respect and prestige that you may get as an excellent performer of your work, e.g. as a carpenter, a football player, and author, a scientist, etc.
- the pleasure of working with pleasant people who become one's friends.
- the opportunity to render service to your fellowmen.

(i) Opportunities for advancement

Are there opportunities for promotion? Are there chances that one will be given more challenging duties as time goes on?

4.6.2.3 Choice process - matching your personal characteristics with those of the job

Once you have collected the relevant information about yourself and about the occupations that you are interested in, you must make a decision or a choice of the occupation you want to enter. To do the choosing you must **MATCH** the two sets of information about yourself and about the relevant occupations until the set of information about yourself is compatible with the set of information about a specific career. The rational decision-making approach to choosing is perhaps the best way of making the choice.

STEPS IN THE DECISION-MAKING PROCESS

The Occupation of Medical Doctor as a Future Career

- 593
1. - Set goal
  2. - Find alternatives
  3. - Collect and match information about yourself and the occupation of medical doctor

I want to be a medical doctor  
I may become a pharmacist or a nurse

Information about the occupation

Information about yourself

Intellectual demands:

Very high intelligence necessary.

Your Intellectual Ability:

Far above average.

Entrance Requirements:

Very good symbols required; matric exemption.

Your potential matric results:

Matric exemption with very good symbols.

Preferable School Subjects:

Maths, Physical Science, Biology.

Your subjects in Std 10:

Will include Maths, Physical Science, Biology.

Aptitudes:

Numerical  
Methodical  
Social Competence

Your aptitudes:

Verbal  
Numerical  
Social Competence

Desirable Interests:

Humanitarian  
Scientific  
Facts & figures  
Practical

Your Interests:

Humanitarian  
Scientific  
Facts & figures  
Verbal

Relevant Values:

Work important to community-  
promote health and prevent  
disease; pays well; gives  
a person status, and one  
can lead others.

Your Values:

Service to fellowmen. High  
economic returns, Prestige.

Training Requirements:

A very difficult post-matric  
course lasting six years.

Your ability to complete the  
course:

Has the intelligence and  
the energy to complete the  
work. Also ready to work hard.

Socio-economic

circumstances:

Person must have good  
economic and emotional  
support when training.

Your own environmental  
situation:

Has the necessary financial  
support, will also get a  
bursary. No social problems  
to disrupt my studies.

Physical demands:

Nature of work very demanding; long irregular hours; night duty; standing most of the time.

Your physical characteristics:

Physically strong; participate in several sporting activities.

Qualities Needed for success in the training course and in the job:

High intellectual ability  
good human relations.  
Energetic and hard-working.

Your own qualities:

Above average intelligence;  
Friendly person; Hard working.

595

- Decide

I am interested in the medical profession and I choose it as my future career.

- Test your decision against reality

The choice I have made is practical and I can carry it out. I have the ability, the strength and the will to be able to reach my goal. If the choice was impossible to carry out I would have taken pharmacy as an alternative.

#### 4.7 HOW TO FIND EMPLOYMENT

There are different ways in which a person can obtain the employment of his choice. However, it is important to start looking for such employment in **GOOD TIME**. Very often a person chooses a future occupation and even get trained for it, but neglects to make sure that he will actually get the job he wants. you should try to plan you future occupation in such a way that by the time you leave school, you will already know **WHAT** kind of work you are going to do and **WHERE** you will be doing it. The following are some of the methods of finding employment.

(a) Personnel contact

One of the best ways of finding a job can be through a friend or relative who has a job at an institution or factory where you would like to work. Employers are usually willing to employ a person if he is recommended by a satisfactory worker whom they trust.

(b) Advertisements

Newspapers carry advertisements by employers who are looking for people to take up vacant jobs. Journals and magazines written for specific professional or worker groups often carry job advertisements in that particular field. For instance, a journal or magazine for engineers will carry job advertisements for engineers.



(c) Employment agencies

An employment agency usually acts as a go-between or link between an employer and somebody who is seeking employment. The employer informs the employment agency of a particular post that is available in his organization. The employment agency then advertises the job, it interviews the applicants, and hires the suitable candidate on behalf of the employer. The job-seeker can also give the employment agency his personal particulars, whereupon the latter will inform him of any suitable vacancy in any of the firms the agency is dealing with.

(d) Guidance Teacher

Many companies and other institutions usually contact the principal or the guidance teacher to help them get promising young people for special training which lead to certain jobs. The guidance teacher must contact several firms and institutions for bursaries and jobs on behalf of his students. You must therefore constantly discuss your future career with your guidance teacher.

(e) Letter of inquiry

It is sometimes helpful to write those companies in which you are interested, telling them about yourself and asking if they have a job available. Even if they do not have one just then, they may keep your letter and contact you when one does come up.

(f) How to apply for a job

Once you have heard of or read about a job you would like to do, you must apply for it.

The letter of application is the first impression that the company will have of you. It should be neat, accurate and contain all the correct information. It usually follows a set pattern, and consists of a letter outlining the most important details, and a separate personal biography (it is also called a curriculum vitae), as well as testimonials.

Sometimes the company wants you to fill in their own special application form. This should also be done as neatly and accurately as possible, and you should not leave out any question.

You often have to supply either some testimonials or the name of a referee. A referee is a person that the company can phone to find out what sort of person you are, and what your work is like. A testimonial is a written reference of character and work.

(g) The employment interview

If the company thinks you might be the right person for the job, they will invite you to an interview. Once again, first impressions are important and it is wise to start off well.

You must be strictly on time for the interview. Dress as neatly as you can.

You must try to prepare as thoroughly as you can for the interview. Read as much as you can about the company itself. At the interview itself you must listen very carefully to the questions. Answer the questions fully but be direct and to the point. Be honest in your answers and don't pretend to be somebody you are not.

#### 4.8 SUCCESS AT WORK

Keeping a job and getting promotion and progressing in your chosen career is something you should work for. There are a number of important things that you must consider if you want to achieve success in your work. Some of them are the following:

##### (a) Time consciousness

To be a successful worker you must know the value of time. Time wasted cannot be regained. Once a second, an hour, a day or a year has passed it can never be retrieved. Time must therefore be used profitably, especially at work. You must therefore come to work on time, being absent from work as little as possible, and using working hours to the maximum.

##### (b) Productivity

An employer expects a good day's work from all his employees.

The employer is paying us to work, and has a right to expect a certain amount of productivity

from us. It is usually the people who have the highest productivity rate who get the best pay increase and promotions.

(c) Thoroughness

You must not only produce a lot of work of low quality. Your work must also be of high quality. This means that you are thorough in doing your work. All work must be accurate and well done. If you work carelessly and inaccurately you may have to do the work all over again.

If that happens then you are heading for failure in your work.

(d) Motivation

A motivated person works with an aim in mind. He knows what he wants to achieve and is not worried about the energy, trouble and time he has to devote to attain his goal. He enjoys being busy and usually does well at his work.

(f) Willingness to learn from books and form others

A successful worker has an open mind and is always prepared to learn. He reads a lot about his work. Also of importance is that he is willing to learn from others. Not all knowledge comes from books. You must also be prepared to learn from those who know more than you do.

You must therefore observe how the experienced workers do their work. Take you work to your senior for comment and criticism. Ask your senior to help you sort out any problems which you may meet.

(g) Being a willing worker

A willing person is a successful worker. Willingness does not imply that you should carry out all tasks or wishes of your employer slavishly and uncritically. Man possesses reason, therefore he should use his intelligence in connection with his job to decide whether a task required by his employer is reasonable or not. Positive willingness means that you are willing to carry out all reasonable tasks with regard to your job to the best of your ability.

(h) Honesty

This is also a key quality for occupational success. You will be held in high regard by both your employer and your fellow-workers if you are an honest person.

References

LINDHARD, N, DLAMINI, N and BARNARD W. **Guidance in the classroom.** Cape Town : Maskew Miller Longman, 1983.

HOPSON, B and SCALLY, M **Life Skills Teaching Programmes**  
**No. 1.** Life Skills Associates, 1980.

HOPSON, B and SCALLY, M **Life Skills Teaching Programmes**  
**No. 2.** Life Skills Associates, 1982.

ENGELBRECHT, G, FOURIE A B and VON MOLLENDORF, J.  
**Active Guidance.** Pretoria : De Jager-Haum.

## APPENDIX B

### LESSONS

#### LESSON 1

##### UNIT 1: PERSONAL GUIDANCE

LESSON: Person, Personality and character.

OBJECTIVES: To enable the pupils to know something about the concepts Person, Personality and character.

To enable them to realize that while people are similar to, they also different from one another, with each person having a unique personality and character.

MATERIALS: The chalk board is used in all the lessons. Flip-chart paper and Felt-tip pens. Prepared worksheets with a description of the "positive" personality and "good" character of a fictitious person.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Telling	What is personality	Explanation of the concepts person, personality and character; the difference between personality and character; A description of the personality and character of an imaginary person, Thabo.
	Class discussion (10 minutes)	What is this person's personality like?	The class comes up with various description of Thabo's personality and character.
	Class discussion (10 minutes)	What is this person's character like?	Some members of the class are given an opportunity to describe the person's character.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Telling (Recapiluta= tion (5 minutes)	Personality, character and guidance	Guidance tries to develop human personality and character - It tries to develop the whole person. Is the class interested in Guidance?
	Homework?	What is your personality like?	Write about 50 words about yourself as a person. Bring this to class when we meet again.

## LESSON 2

### UNIT 1: PERSONAL GUIDANCE

LESSON: Personality characteristics or traits.

OBJECTIVES: To make the pupils aware of the various characteristics that constitute a person's personality. To enable them to realize that while people are similar to, they are also different from one another, with each person having a unique personality and character.

MATERIALS: A prepared worksheet comprising a comprehensive list of personality traits. This list includes physical attributes, special abilities, four personality traits namely: temperament, confidence, drive and pace, and sociability. These four traits are subdivided into twelf subtraits and each of these subtraits is given five descriptions ranging from the positive to the negative. Pebbles, Flip chart.



PRESENTATION	METHODS USED (time allowed)	HEADINGS	CONTENT
	Activity and discussion (10 minutes)	Pebbles and Fingerprints	The teacher hands out a number of biggish pebbles to each pupil. The class will hopefully come to the conclusion that each and everyone is unique; i.e. no two pebbles nor any two fingerprints are the same. To a casual observer they may appear at first to be the same but in fact they are uniquely different. This leads to the point to be made; each of us in fact is like a pebble or a fingerprint. There is nobody exactly like anybody else. Each of us is unique and special.
	Small group discussion (10 minutes)	Personality traits	The class is split into groups of five. The worksheets of personality traits are handed out to each group. Each group is supplied with flip-charts and pens. Each group focusses for 3 minutes on each member of the group and tries to list his personality traits on the flip chart. The group is free to consult the list of personality traits on the worksheet.
	Small group Discussion (15 minutes)	Ways in which a person is unique and different from other people	Each group again focusses for 3 minutes on each member of the group and identify those personality traits in him that make him different from others.

PRESENTATION	METHODS USED	HEADINGS	CONTENT
	Home work	My friend's personality	Each pupil must go and write about 50 words on the personality of his friend without mentioning his or her name.

## LESSON 3

UNIT: PERSONAL GUIDANCE

LESSON: The mature personality

OBJECTIVES: To enable the pupils to appreciate the nature of the mature personality. To create in the pupils a desire to be fully-functioning people.

MATERIALS: Flip chart, felt-tip pens.

PRESENTATION	METHODS USED	HEADINGS	CONTENT
(15 minutes)	(Time allowed) (20 minutes) Telling	What is a fully-functioning person	The class is given a detailed description of a mature or a fully-functioning person - the well balanced, coping, mature person and decisive person. The characteristics of a mature person as outlined in the notes are also discussed.
	Group Discussion (20 minutes)	How can we become mature or fully-functioning people?	The class splits into groups of 5. Each group should give a detailed discussion of how a person can develop his personality and become a fully-functioning person. The groups are allowed to refer to the guidance notes.

/...

PRESENTATION	METHOD USED	HEADINGS	CONTENTS
	Feedback from groups (20 Minutes)	How can we become fully-functioning people?	A representative of each group gives a report of what the group found as the ways and means of becoming a fully-functioning person.
	Telling (10 Minutes)	Summing up	The teacher shows the importance of a person becoming a mature fully-functioning person and the role of guidance in this regard. The importance of self-esteem in the mature person is emphasized.
	Homework	How can we know ourselves	The pupils are required to study in their notes the various ways in which a person can know himself.

#### LESSON 4

#### UNIT 1: PERSONAL GUIDANCE

LESSON: The various ways of knowing oneself.

OBJECTIVES: To make the students aware of the various ways of gaining information about oneself. To encourage them to have as realistic a picture of themselves as they can.

MATERIALS: Samples of an aptitude, and an interest test, Hand-outs for each pupil with the Johari Window.

PRESENTATION	METHODS USED (time allowed)	HEADINGS	CONTENTS
	Telling (25 minutes)	What students should know about themselves and how they can gain this knowledge.	A detailed discussion of the following is given:  Abilities - class tests, examinations and aptitude tests can be of great value in this regard.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>Interests tests can help students know something about their interests. An explanation is given to the class on how to take psychological tests; the importance of being honest in answering the questions and in trying one's level best is indicated. The class is given a demonstration of how the tests are scored and interpreted. The class is told that most of the information about ourselves is obtained from others. The class is taught the importance of giving and receiving feedback.</p>
	<p>Individual Activity (10 minutes)</p>	<p>The Johari Window</p>	<p>The group is divided into small groups of five. Each pupil is given a worksheet with the Johari Window. Each pupil is requested to complete part one and two of the Window. They are told to write "things you know about yourself which are known to others" and "things you know about yourself which are unknown to others". They are told strictly to confine themselves to part one and two of the Window.</p>
	<p>Group Discussion (25 Minutes)</p>		<p>Each individual in the small group is given five minutes to tell the group what she has written.</p>

/...

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Telling (10 minutes)	The importance of a realistic self-concept in life.	The importance of self- knowledge is underlined. "Until you know who you are you cannot know what you can become". A discussion of the "low self-concept", the "high self-concept", and the "realistic self-concept" is given.
	Home work	Values	The class to go and study the section on values in the notes.

## LESSON 5

## UNIT 1: PERSONAL GUIDANCE

## LESSON: Values clarification

**OBJECTIVES:** To give the students an understanding of the concept "value". To give the students an opportunity to determine their value position in respect of various issues.

**MATERIALS:** Prepared worksheets with "values continuums".

PRESENTATION	METHODS USED (time allowed)	HEADINGS	CONTENTS
	Question and answer (10 minutes)	What are values?	A question and answer session between the teacher and the pupils with the aim of arriving at a consensus definition of values.
	Telling (25 minutes)	How important are our values? Our values are very important to us.	The significance of values in our lives is emphasized. The teacher emphasizes to the class that there are no right or wrong answers to questions concerning value positions.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>Students must feel good about themselves inspite of the fact that their values may differ from those of others. The teacher also emphasizes the importance of respecting other people's opinions even if we don't agree with them. The teacher discusses various types of values which are not included in the notes or in the examples given in this lesson.</p>
	<p>Group Activity (15 Minutes)</p>	<p>Career Continuums</p>	<p>Each student is handed a number of worksheets with "value continuums" on them. A few examples of these value continuums are given below. Each students is expected to indicate his position on each of the continuums by means of a cross. They must indicate only one position on a continuum.</p>

EXAMPLES OF VALUE CONTINUUMS

Economic Returns

I want to be very comfortable in life and the way to achieve this is to have a lot of money. I am aiming at getting rich.

I will be happy in my life if I can have just enough money to be able to buy the basic necessities of life. I don't want to be rich.

I don't know whether happiness in life depends on a person having a lot of money. I really have not thought about it.

I am not interested in money. Money prevents one from being happy.

I don't mind being poor as long as I can lead a useful life.

Altruistic values

I am prepared to sacrifice my own interests and welfare for the sake of the community.

I am only prepared to make a reasonable contribution to the community; but I am not prepared to sacrifice myself for it.

I am not sure what to place first; my own interests or the interests of the community.

While I am prepared to make my contribution to the community, my interests and my welfare come first.

I don't think it is my responsibility to carry other people's burdens; after all I have my own problems to solve and my own welfare to think of.

Intellectual Stimulation and Creativity

I enjoy tackling problems for which there are no ready answers and for which I don't have to study a lot.

I enjoy solving difficult problems as long as they are based on work that I have studied.

I have not decided which of the two is preferable: questions that require answers to which you must swot in the books or question that require you to use your reasoning.

I don't like tests and exams which are almost a gamble because you don't know what to expect. I prefer those in which you can predict what you are going to meet and prepare for these.

I prefer to settle down and read hard and prepare thoroughly for a test or an exam. I like to have the facts at my fingertips so that I can answer the questions without difficulty. I don't want to think in the exam, I want to write.

Security values

I prefer to get a job which I like very much even if there are risks of losing it or even if my salary will depend on my getting clients. I can always look for another job if the first one does not work out.

I would go for a job which I like even if there are some risks in it. But I don't like a job from which I can be expelled any time. The risks must be reasonable ones.

I don't know what is more important, the security of the job or its interesting nature.

To me what is important is to have a safe and permanent job. All other things are not important.

I want a job in which I will be sure to get my monthly salary and from which I won't be easily expelled. It is not important to me whether the job is boring or not.



PRESENTATION	METHODS USED (time allowed)	HEADINGS	CONTENTS
	Groups discussion (10 minutes)	Self-report on on value positions	Each member of the small group of five is given two minutes to report and comment on her value positions.
	Homework	Decision- making	Students are required to go and study the section on decision-making in the guidance notes.

## LESSON 6

## UNIT 1: PERSONAL GUIDANCE

LESSON: Decision-making.

OBJECTIVES: To make the pupils aware of the importance  
of making good and well considered decisions.

To encourage pupils to make use of the  
systematic approach to decision-making.

MATERIALS: Flip-chart paper, felt-tipped pen, Prepared  
worksheets with a sample of decision-making  
story.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (10 minutes)	Decision- making in our lives	The class is told about the importance of decision-making in our daily lives.
	Group Activity (10 minutes)	Decisive and indecisive people.	The class is divided into small groups of five . Each group has a flip- chart and felt-tipped pens.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			A line is drawn through the middle of the flip-chart and at the top of one half the phrase "Decisive people will" is written. The phrase "Indecisive people will" is written on the top of the other half. Each group must fill in both halves.
	Report back (10 minutes)	Decisive and indecisive people	Representatives of five groups are given two minutes each to report on what his or her group will have found. All the flip-charts are displayed on the walls for all to see.
	Group Activity (10 minutes)	Principles of decision- making or how to make good decisions.	The group is split into small groups of five. Each member is given a worksheet with a case study.
	Telling (5 minutes)	Principles of decision making or how to make good decisions.	The teacher goes over the principles of decision making with the class.
	Group Activity (30 minutes)	Principles of decision making or how to make good decisions.	The class is split into small groups of five. Each pupil is given a worksheet with a case study in decision making. It is the story of a very brilliant young girl from an extremely poor family. She is not sure whether she should become a medical doctor, a nurse or a physiotherapist. Each group must put itself in the place of the young girl and then apply the decision making principles to arrive at a decision. There are no right or wrong answers.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			The important thing is not what is decided but that the group knows why and how the decision is arrived at. The class may not all come to the same decision, but each group should try to agree on one solution. The flip-charts for all the groups are hung on the walls for all to see.
	Telling (5 minutes)	The importance of decision-making in our lives. Some major decisions that we must make.	The importance of good decision-making is again emphasized. Examples of major decisions that each person must make are given.
	Homework	Getting on with others	The class is requested to go and study the section on social relationships in the guidance notes.

## LESSON 7

## UNIT 2: SOCIAL GUIDANCE

## LESSON: Social Relationships

OBJECTIVES: To make the students aware of why relationships are so important to us.

To help students identify the people with whom they have difficulty in relating (and understand why they have this difficulty, and what it causes them to feel). To enable students to be aware of the fact that relationships do not simply happen but that they are consciously developed.

/...

MATERIALS: Copies of "My Relationships questionnaire"  
flip-charts and koki pens.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Telling (10 minutes)	Establishing and maintaining sound social relationships.	Teacher discusses with the class the various skills that are needed to make relationships.
	Individual Activity (30 minutes)	My relationships	<p>First of all the pupils are asked to give examples of whom we relate to in our lives. These are written on the board. Then each pupils is given a questionnaire to fill in by herself, which asks some questions on the kinds of relationships they have just identified. The questionnaire is divided into three columns. The first column consists of various persons with whom we have relationships such as mother, father, brother, sister, other relatives) e.g grandmother, aunt, uncle, etc) friend, teacher, persons of own age, older people, someone you have just met for the first time, people of the opposite sex, people of same sex, people in authority (e.g. school principala), any other people (specify).</p> <p>Each pupil is required to underline the people whom he or she finds it difficult to get on with</p> <p>In the second column each pupil has to give one example of what happened between himself and the particular person which made it difficult for the two of them to get on well.</p>

In the third column the pupil must write what he would like to have happened between himself and that particular person.

The students are then handed a second questionnaire with two columns only. In the first column *are listed* various persons as in the first questionnaire. The pupil must underline the names of the person or persons with whom he gets on well. In the second column he must give an example of what happened between the two of them that made them to get on well.

Group Activity (    minutes) "That's what friends are for "

The class is split into smaller groups of between five and ten. Each group is asked to think about "friends" and then for 10 minutes to produce, by "Brainstorming", as many ideas as they can under the heading "Friends are .....". These ideas are written on the flip-charts. The "Brainstorming" session is likely to produce positive ideas about friends and the point will now be made that friends form an important part of our lives and that if friends are important how do we make and keep them.

Each group is then asked to discuss the topic "what can we do that can help us to make and keep friends".

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>The emphasis is on identifying <u>behaviours</u> that are conducive to making friends. The groups have fifteen minutes to discuss this and record their ideas on the flip-charts. All the flip-charts are pinned on the walls and individuals can go round and read them.</p>
	Homework	<p>Making and Keeping friends, Communication</p>	<p>Individuals are asked to go and think about the ideas about making friends produced in class in relation to themselves and then answer the following questions:</p> <ul style="list-style-type: none"> <li>(a) Do I behave generally in ways which help me to make friends?</li> <li>(b) What behaviours of mine are most helpful?</li> <li>(c) What behaviours of mine hinder this process?</li> <li>(d) If I want to make more friends, what must I try to change in my behaviour?</li> </ul> <p>The class is required to go and study the section on communication in the notes.</p>

## LESSON 8 (2)

UNIT : SOCIAL GUIDANCE

LESSON: Communication.

OBJECTIVES: To make the student aware of the part played by interpersonal communication in our lives. To enable the student to find out about the factors which interfere with face-to-face communication (i.e. hindrances to sending and receiving messages accurately). To enable the student to find out about those factors which contribute to effective face-to-face communication (the skills of sending and receiving interpersonal messages). To enable the student to be aware of both verbal and non-verbal communication. To give the student an opportunity to practice and get feedback on different types of interpersonal communication.

MATERIALS: Flip-chart paper, koki pens. A newspaper story about a football hero who is being sought by the manager of a rival team. (The manager of the rival club is said to have had contacts with the star and a purchase price is mentioned.

However the football star himself, his manager in his present team, and the manager of the rival team all deny any knowledge of all the things that are said in the story. In the story the football star is also romantically linked to a prominent model and actress in his home town. The star is also said to be contemplating going abroad to play for an overseas team.

All the essential facts in the story can be communicated verbally in less than 2 minutes. (Photocopies of the story). A checklist of the main points of the story.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Question and answer session (10 minutes)	Communication and its value. Various types of communication. Various communication skills. Factors which promote or hinder effective communication.	Through a question and answer session, the various aspects of communication are examined. The point is made that each of us spends many hours of our day communicating with others. In total, years of our lives will be spent on this activity. (If we communicate well, we are likely to be successful in many things we want to achieve. If we do not communicate well we could miss out on many opportunities).
	Group Activity (30 minutes)	Pass it on - Factors that hinder effective communication.	The class is divided into small groups of ten. One member of each group is called outside. The teacher gives each of these pupils a copy of the story to read. Using the checklist, the teacher quickly tells the story to all these pupils. The teacher collects the copies of the story from the pupils and asks them to stand away from one another. One member of each group goes outside the room to hear the story from his fellow group member who is awaiting outside. After telling the story the teller goes into the class and sit down without talking to anybody.



PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>Members returning to the room are not allowed to discuss what they have heard outside. The listener remains outside so that he can relay the story to the next member of his group. The process of narrating and listening goes on until the last member of each group has heard the story. The final person in each group reports his version of the story privately to the teacher, who checks for accuracy by giving a point for each correct fact remaining from the original story. The group who have managed to convey the story most accurately can be regarded as the most skilled SENDERS and RECEIVERS, though the other groups are promised further opportunities to challenge that. Each of these pupils then announces her version to the other groups and the teacher then presents the original.</p>
	<p>Class Discussion (10 minutes)</p>	<p>Things that can hinder communication</p>	<p>The whole class is asked to discuss why inaccuracies, mistakes and distortion may have occurred in the exercise they have just done. The pupils are asked to call out the reasons why mistakes were made and these are written on the chalk board under the heading "THINGS THAT CAN HINDER COMMUNICATION."</p>
	<p>Group discussion (5 minutes)</p>	<p>Guide to Good communication</p>	<p>The class is divided into groups of five. The task of each group is to draw up a "GUIDE TO GOOD COMMUNICATION."</p>

/...

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>The guide should consist of instructions for SENDERS and RECEIVERS. One of the flip-chart should consist of lists of "dos" and "don'ts" for SENDERS and the other half for RECEIVERS. The guides are then displayed on the walls of the room for discussion and comment. The teacher can also present his prepared lists which are compared to those of the class.</p>
	<p>Activity in diads (15 minutes)</p>	<p>You are not all talk - communication without words.</p>	<p>The teacher calls for volunteers to do brief communication demonstrations. Two people to play a couple who like each other very much and communicate this without speaking.</p>
			<p>Two people who have had a quarrel and don't like each other at all and communicate this to each other without speaking. Both couples have 3 minutes each to complete their act. One person is requested to demonstrate boredom; another anger; another sorrow; another fear (without speaking). Each person has two minutes to play his role.</p>
	<p>Homework</p>	<p>Good and Bad communication.</p>	<p>Each pupil is required to go and think about Good and Bad communication. Each is then to take a sheet of paper and divide it into two columns and head one column "If a person communicates well he will be able to ....; and the other column "If a person communicates badly it could mean" .... The pupils are also required to study the section on leadership in their guidance notes.</p>

## LESSON 9 (3)

## UNIT 2: SOCIAL GUIDANCE

## LESSON: Leadership

**OBJECTIVES:** To enable pupils to understand the concept of leadership. To make the pupils aware of the various types of leaders that they will come into contact with and to enable them to appreciate the qualities of a good leader.

**MATERIALS:** Flip-chart, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Group discussion (20 minutes)	Good and Bad communication (from previous lesson).	The class is divided into groups of ten. Each group must collate the contributions which each individual has made as his home work. Each group is allowed to spend five minutes on the effects of good communication and another five minutes on those of bad communication. One person from each group is then asked to report to the whole class. Each person is given two minutes to do this.
	Telling (5 minutes)	Summary of lesson on communication.	Teacher summarizes the lesson by reminding the pupils that: <ul style="list-style-type: none"> <li>- each of us spend a great deal of time communicating</li> <li>- that this involves sending and receiving messages.</li> </ul>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<ul style="list-style-type: none"> <li>- that good communication will bring benefits (we will learn more; establish better relationships, influence others, settle differences; help others etc).</li> <li>- poor communication is likely to cause difficulties (relationships will be difficult to make; we will not learn so much; other people will find us confusing; we will not be able to achieve what we want; we will be unable to help others; we are likely to find life frustrating, etc). The main point to be made is that good communicators are likely to find life more satisfying and more rewarding. For example, one must be a good communicator to be a good leader. Of more importance is that each one of us can improve ourselves as communicators.</li> </ul>
	Telling (20 minutes)	What makes a leader	What leadership is; the characteristics of a good leader as well as the methods of leadership.
	Group Activity (10 minutes)	Kinds or methods of leadership	The class is divided into two groups. The two groups must have a leader each. The teacher appoints a leader for the first group. This group is designated the autocratic group. The second group is required to elect a leader for themselves.

/...

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>The second group is designated the democratic group. The groups are told that they have ten minutes in which to prepare themselves so as to act out the two kinds of leadership. The autocratic leader and his followers must prepare themselves for their respective roles and so does the democratic leader and his followers.</p>
	Group Activity (10 minutes)	Methods of leadership	<p>The first group is given five minutes to portray autocratic type of leadership. The leader must act like an autocrat and his followers must respond appropriately. The second group is also given five minutes to demonstrate the democratic type of leadership with both the leader and his followers acting appropriately.</p>
	Class discussion (5 minutes)	Methods of leadership	<p>Members of the class are asked to call out the pros and cons of the two types of leadership and these are written on the chalk board.</p>
	Homework	Pre-marital guidance, drug and alcohol abuse and leisure time activities.	<p>The class is required to study these sections in their notes in preparation for the next lesson. They are to jot down the main points in their notebooks.</p>

## LESSON 10 (4)

UNIT : SOCIAL GUIDANCE

LESSON: Marriage and parenthood.  
 Drug and alcohol abuse.  
 Leisure time activities.

OBJECTIVES: To enable the pupils to examine the human qualities necessary for a successful marital relationship. To enable pupils to find out why people use and abuse alcohol and drugs. To enable pupils to gain some knowledge of the various types of stimulants. To enable pupils to appreciate the consequences and dangers of abusing these stimulants. To enable pupils to find out what is meant by leisure time. To make the pupils aware of various types of leisure time activity. To enable the pupils to examine the value of leisure time.

MATERIALS: Flip-chart paper, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Group Discussion (20 minutes)	What do we mean by a happy family.	Groups of ten students discuss this theme and write their ideas on the flip-chart. Each group representatives is then given two minutes to report the findings of her group to the class. The flip-charts are displayed on the walls of the class where they can be read.

/...

Smoking and drinking

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Groups Discussion (10 minutes)	Why do people smoke and drink.	Pupils are told to change their groups. Pupils are to discuss this topic for five minutes and record their ideas on the flip-charts.
	Group Discussion (10 minutes)	The disadvan= tages of smoking and drinking.	The same groups brainstorm on this topic for five minutes. The flip-charts are displayed on the walls.
	Report back (10 minutes)	Reason for drinking and smoking and the disadvan= tages thereof.	The representative of each group is given two minutes to report on why people drink and smoke and the disadvantages thereof.

Leisure time

	Group Discussion (5 minutes)	How do members of the group spend their leisure time.	The pupils are requested to form different groups of ten. Each group is requested to supply answers to this question.
	Group Discussion (10 minutes)	How are you going to spend your leisure time in different and more imagina= tive ways.	
	Report back (5 minutes)	New ways of spending leisure time.	The representative of each group is given one minute to report ONLY on what his group thinks is a completely different way of spending leisure time than the ones the group is used.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Home work	The value of education	The pupils are requested to go and study the section on the value of education in the notes and jot down the important points in their note books.

## LESSON 11

## UNIT 3: EDUCATIONAL GUIDANCE

LESSON: The value of Education

OBJECTIVES: To enable the pupils to appreciate the value of education. To make the pupils understand that the school, as an educational institution, is structured in a certain way so that it can best achieve its goals.

MATERIALS: Flip-chart, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Group Discussion (20 minutes)	Education pays, because you will be poorer without it.	The class is divided into groups of ten and requested to discuss this statement. The points raised should be recorded on the flip-chart. The person should also prepare herself to give a report of the group's findings to the whole class.
	Report back (30 minutes)	Value of education	Each group representative is given five minutes to report to the whole class. The flip-charts are hung on the walls of the classroom.



PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Group Discussion (10 minutes)	Rules, order and discipline are important to both the pupils and the teachers.	Form new groups of ten to discuss this statement.
	Telling (10 minutes)	Summary of lesson.	The teacher summarises the lesson by tabulating the key points regarding the value of education and the need for rules and discipline in the school. The pupils are required to take these points down.
	Home work	Factors conducive to effective study.	The pupils are required to go and read on the factors that are conducive to effective study. They are to write the important points in their notebooks.

## LESSON 12 (2)

## UNIT 2: EDUCATIONAL GUIDANCE

LESSON: Factors that are conducive to effective study.

OBJECTIVES: To make the pupils aware of the factors that are conducive to effective study.

MATERIALS: Flip-chart paper, koki pens. A copy of the Study Habits Questionnaire compiled by Hopson and Scally.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (30 minutes)	Useful study habits	Teacher gives detailed explanation of the various factors that determine the effectiveness of our studying.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>These factors include the physical environment where studying takes place; the motivation of the learner; the way the learner handles worries and other personal problems; the way the learner plans his studies; the learner's listening and note-taking skills; the learner's ability to write essays; the thoroughness with which the learner does his homework.</p>
	Individual Activity (30 minutes)	How useful are my study habits.	<p>A copy of the Study Habits Questionnaire is handed to each pupil. The questions in the questionnaire are grouped under the following headings: motivation, Organizing and Planning; Memory Training; Using People and Resources; Effective Listening; Handling Worries and Personal Problems; Note-taking; Essay Writing; Reading for Learning; Preparing and Taking Exams; Project Work. The pupils answer the questions by indicating whether the ALMOST NEVER do it. For instance, to the question "Do you worry about failing or getting low marks?", which falls under the "motivation" sub-heading. The pupils responds by indicating whether they "almost always", "sometimes", or "almost never" worry about failing or getting low marks. The questionnaire has a total number of 81 questions. The score sheets are also handed to the pupils. The score sheets also shows the way the scores are interpreted.</p>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			After thirty minutes the pupils are asked to score their questionnaire and interpret the scores for themselves.
	Group Discussion (10 minutes)		The pupils form groups of 5 and compare and discuss their performance on the questionnaire. Those pupils who feel like it are invited to discuss their questionnaires with the teachers after the lesson.
	Home work	How to study effectively.	The class is to go and read on "How to study Effectively" in preparation for the next lesson.

## LESSON 13 (3)

UNIT : EDUCATIONAL GUIDANCE

LESSON: An Effective study method

OBJECTIVES: To make the pupils aware of the method (techniques) that can enable students to improve their study skills. To make it possible for pupils to improve their study skills.

MATERIALS: Flip-chart paper, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (30 minutes)	The SQ3 method.	Teacher gives a detailed explanation of the study method. (With particular emphasis on the question, Read and Recite steps).

/...

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Group Discussion (30 minutes)	Surveying Questioning and Reading	The class is divided into small groups of five. Each group has to study a Chapter in their biology textbook —. The group has to survey the Chapter together; then the members of the group must ask themselves various types of questions on the chapter and then read the Chapter together to answer the various types of questions.
	Question and answer session. (10 minutes)	SQ3R study method.	Teacher asks the class what they had found after surveying the Chapter as well as the questions they had asked themselves about the content of the chapter. What answers had the pupils found to other questions.

## LESSON 14 (4)

## UNIT 3: EDUCATIONAL GUIDANCE

## LESSON: Effective study habits

OBJECTIVES: To enable students to develop effective study habits.

MATERIALS: Flip-chart paper, koki pens. Copies of a blank work timetable.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Class Discussion (10 minutes)	Getting down to to work - why pupils find it difficult to settle down and start studying	The class is asked to brainstorm on the reasons why we find it difficult to get down to work.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Telling (10 minutes)	Getting down to work.	<p>The teacher indicates to the class that the reasons we find it difficult to get down to work can be reduced to just a few:</p> <ul style="list-style-type: none"> <li>- UNCLEAR OBJECTIVES: We don't know why we are studying.</li> <li>- POOR TIME MANAGEMENT: We don't know how to organize our time.</li> <li>- NOT PREPARING OURSELVES FOR WORK: Not getting rid of distractions and not making sure that we have everything with us that we need.</li> <li>- WORRYING ABOUT THE WORK: If we are worried about doing poorly, or worried about being overloaded and not knowing where to start, we are spending our time worrying instead of working.</li> </ul>
	Class discussion	Mind wondering	<p>Indicate to the class that all of us experience mind-wandering while we study. Mind-wandering is not always a bad thing. Mind-wandering can be positive. You may be getting ideas related to what you are studying; you may be seeing links with other topics. However mind-wandering negatively affect your studies if it is not controlled. The class is given ten minutes to brainstorm on the way of controlling mind-wandering. The teacher fills in the ideas raised by the class by including the following about the ways of combatting mind-wandering:</p>

## PRESENTATION    METHODS USED    HEADINGS

## CONTENTS

- physical movement; get up and move about.
- do something different: drink a glass of water; quickly brush your shoes.
- deliberately go with the daydream: consciously develop the daydream to some form of conclusion, this will ensure it does not recur
- change the subject
- play games: For instance, set yourself a time-limit like how much can I go through this in the next ten minutes.
- promise yourself a reward: If I finish this by 5 O'clock I will drink a glass of cold drink; or I will go and chat with my friend.
- don't try to do the entire work all at once: Divide it into units at a time.
- check your physical setting: Are you sitting in front of a window with too interesting a view? Is it too hot or cold? Too noisy? Are you trying to work outside in the sunshine?
- get your adrenalin moving: get up, throw your arms around, jump up and down on the spot.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			- Write down what you begin to daydream or think about.
	Class Discussion (10 minutes)	Organising my study.	The class is given five minutes to brainstorm the ideal physical setting where they would like to do their studies. They have another five minutes to brainstorm on all the things they would need to study effectively.
	Class work (20 minutes)	Organizing your study time.	The class together with the teacher work on a month's sample work time-table copies of a blank work time-table is handed out to each pupil.

## LESSON 15 (5)

## UNIT 3: EDUCATIONAL GUIDANCE

## LESSON: Effective study habits

OBJECTIVES: To provide an opportunity for pupils to acquire and practice effective study skills.

MATERIALS: Flip-chart paper; koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (35 minutes)	Listening in class.	Teacher introduces to the class a set of rules of listening. These rules are summarised in the mnemonic LISTEN. This mnemonic can be analysed in the following way:

/...

## PRESENTATION    METHODS USED    HEADINGS

## CONTENTS

L= Look ahead. This entails preparing oneself before the lesson so as to try to anticipate what is going to be said. If you read round the subject before the lesson and think about questions in advance, you will tend to be alert and look forward to the answers.

I= Ideas. Here you tend to look for important ideas. Most lessons involve one or two central ideas which are the basis for that lesson. Be on the lookout for them.

S= Signs and signals. These are what will help you to recognise the key ideas. Teachers do not always tell you when something is important or even when something important is coming. But they will give you signs by using particular words or phrases. Examples of these are:

- "there are three reasons why": this means he is about to tell you the reasons and you better on the lookout for them.
- Words like important, major, crucial, central idea, the basic idea is, etc.
- conclusions and summaries are usually signalled by such words as, in conclusion therefore, as a result, finally, etc.



## PRESENTATION    METHODS USED    HEADINGS

## CONTENTS

Listening for signs will help to keep you awake.

T= Take part: To be an active listener and not just to soak up the sound you need to do a number of things:

- be on time to lessons
- sit where you can see and can be seen
- look at the teacher
- make a point of responding to what he is saying not just inside yourself, but by nodding, smiling, frowning when you don't understand, even laughing at his jokes. Taking part in this way serves also as an encouragement to your teacher.

E= Explore: Ask questions. Bring your own ideas and questions from your reading or your on-the-spot thinking.

N= Note-taking: When you take notes you are forced to search for key points. This keeps you alert.

Telling  
(20 minutes)

Note-taking

Teacher discusses note-taking techniques with the class. The hints he gives them include the following:

- 1. Use your own shorthand.
- 2. Put a dash - for words you miss if the speaker goes too fast - fill in later.

/...

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<ul style="list-style-type: none"> <li>- Use symbols to draw attention to important words: <u>Underline</u>, CAPITALS, circle , box , colour.</li> <li>- when the teacher says "This is important", write it down and mark it.</li> <li>- Leave out unnecessary words such as The, and, that is, which is, a.</li> <li>- Work out a numbering and lettering system - for example, I, II, III, etc - main headings. 1, 2, 3 - less important points a, b, c - less important still i, ii, iii - least important.</li> </ul>
	Telling (15 minutes)	Home work and projects	The teacher makes the point that in any educational situation, whether in the classroom, it is the pupil and not the teacher who does the learning. The teacher merely helps the pupil to learn. Homework and projects are good opportunities for the pupil to learn. The teacher indicates the value of homework and projects to the class.
	Homework	Learning Resources	The teacher requires the pupils to go and list all the resources that they can use when doing homework and projects.

## LESSON 16 (6)

## UNIT 3: EDUCATIONAL GUIDANCE

## LESSON: EFFECTIVE STUDY HABITS

OBJECTIVES: To provide an opportunity to the pupils to acquire and practise skills in the effective use of people and resources.

MATERIALS: Flip-chart paper, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Group discussion (20 minutes)	"We are all in this together"	<p>The class is divided into two groups in terms of whether they prefer working with fellow students. The class is then requested to form small groups of four or five. Both the pupils who prefer working alone and those who prefer working with others are represented in each group. The groups are to discuss the following questions:</p> <ul style="list-style-type: none"> <li>- What are the advantages of working alone?</li> <li>- What are the advantages of working with others?</li> </ul> <p>The groups write their answers on the flip-chart which are then displayed on the walls for the whole class to see.</p>

## LESSON 16 (6)

## UNIT 3: EDUCATIONAL GUIDANCE

## LESSON: EFFECTIVE STUDY HABITS

OBJECTIVES: To provide an opportunity to the pupils to acquire and practise skills in the effective use of people and resources.

MATERIALS: Flip-chart paper, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Group discussion (20 minutes)	"We are all in this together"	<p>The class is divided into two groups in terms of whether they prefer working with fellow students. The class is then requested to form small groups of four or five. Both the pupils who prefer working alone and those who prefer working with others are represented in each group. The groups are to discuss the following questions:</p> <ul style="list-style-type: none"> <li>- What are the advantages of working alone?</li> <li>- What are the advantages of working with others?</li> </ul> <p>The groups write their answers on the flip-chart which are then displayed on the walls for the whole class to see.</p>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Telling (10 minutes)	We are all in this together	The teacher indicates that while it is understandable that pupils will want to stick to their personal preferences, it is important for pupils to realize what can be gained from trying something new. Schools unfortunately, have often encouraged students to compete with one another. This has meant that a very valuable resource for learning has sometimes been lost, namely, one's friends and fellow students.
	Group Activity	Helping one another study	<p>The class is asked to brainstorm on ways in which students could help one another to study. The teacher fills in the gaps in the students' ideas using the following list:</p> <ul style="list-style-type: none"> <li>- one person lends another his notes following a period of absence.</li> <li>- Meeting as a small group to plan a revision timetable.</li> <li>- forming a <u>study group</u>, each person to research one aspect of a particular topic and to share this with others.</li> <li>- operating a "<u>book bank</u>" - sharing key-text books where this is possible.</li> <li>- giving one another memory tests - this has the advantage of helping the person doing the testing to acquire that knowledge also;</li> </ul>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<ul style="list-style-type: none"> <li>- helping one another to keep to deadlines.</li> <li>- holding <u>problem surgeries</u> where students bring topics or questions they are having difficulties with and help to teach one another.</li> <li>- a study group can research different examination papers, interviewing teachers, looking for trends in past examination papers, etc.</li> </ul>
	Group Activity (10 minutes)	Learning resources	The groups are asked to name people and resources that could be helpful to their studying, (possible answers will include parents, friends, teachers, libraries, magazines, books, radio, etc.) The pupils are then asked to brainstorm the advantages of each, and then to examine any problems involved.
	Telling (15 minutes)	The library as a resource	The class is told of the importance of the library as a learning resource. The nature of the library; the kinds of materials that are kept there; how they are organized, etc. The point is repeated that the pupil and not the teacher does the learning, and that much of this learning should take place in the library.

Add How to Study Effectively.

LESSON 17 (7)

UNIT 3: EDUCATIONAL GUIDANCE

LESSON: Revising and Remembering

**OBJECTIVES:** To provide the pupils with an opportunity to acquire and practise skills in preparing for and taking examinations. To enable the pupils to develop their memory.

**MATERIALS:** Two lists of ten or more items or names for the memory task. A copy of "Guidelines for Revision Timetable". Flip-chart paper; koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENT
	Group Discussion (10 minutes)	Examination anxiety	<p>The class is divided into ten groups. The groups are required to brainstorm what worries them about exams. Add to their ideas from the following:</p> <ul style="list-style-type: none"> <li>- failing them</li> <li>- not being able to get down to study</li> <li>- not having kept notes and other requirements handy</li> <li>- forgetting things in the exam that you have spent time learning</li> <li>- exam anxiety itself</li> <li>- talking to other students about the exams and realising that other people have done more work than you</li> </ul>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<ul style="list-style-type: none"> <li>- running out of time to revise</li> <li>- worrying about the papers you have already written</li> </ul>
	Group discussion (20 minutes)	Hints about doing well in the exams	<p>The groups are now required to brainstorm for ten minutes on the best tips for doing well in examinations. They have another ten minutes to draw up a list of the best ten hints for success in the exam. A model list could consist of the following:</p> <ul style="list-style-type: none"> <li>- plan a revision time table</li> <li>- check syllabi - what has been covered what remains to be covered</li> <li>- for each subject review and rework your notes</li> <li>- research old examination papers</li> <li>- Keep fit, get exercise, keep up other interests</li> <li>- form study groups to exchange resources, books etc.</li> <li>- practise answering questions under examination conditions</li> <li>- review your notes periodically</li> <li>- get someone to question you on the lists that you need to remember</li> <li>- look for new ways of remembering information</li> <li>- do not stay up late the night before an exam</li> <li>- in the examination room, read the paper through before deciding which questions to answer;</li> </ul>



PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<ul style="list-style-type: none"> <li>- decide what the instructions are really asking for;</li> <li>- budget your time equally</li> <li>- produce a skeleton outline for each question</li> <li>- allow time to read through your answers</li> <li>- write legibly</li> <li>- after the exam, don't spend time on post-mortems - begin work for the next one</li> </ul>
	Group discussion	Drawing a revision time table (10 min)	<p>The teacher hands out copies of "Guidelines for Revision Time-table". The guidelines comprise a number of hints on the structuring of an effective revision timetable. Using these guidelines the groups should compile a revision timetable which will be compared to that drawn up by the other groups.</p>
	Telling (10 minutes)	All of us can improve our memories	<p>The class is asked as to how many of them have good memories and how many of them have poor memories. The point is then made that we are not born with good or bad memories. If someone has a "poor memory" it means he has not developed good techniques for remembering. It is not a matter of basic intelligence, it is a matter of basic skills. We can train our memories to be more effective.</p>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Group Activity (25 minutes)	Memory games	<p>The pupils are requested to form pairs; partners A and B. A list of ten names of countries are read out and partner A has to write these down. Then a list of ten names of the capitals of ten countries is directed to partner B. Partner A now reads out the ten names slowly and partner B is asked to recite them back in order of presentation. The process is reversed with partner A reading out his list and partner B trying to remember the names. Probably both partners will experience a great deal of difficulty in recalling the names in their order.</p> <p>The partners are now given the following further instructions: As partner A reads out each name, partner B is to begin a journey round the room, mentally, and find something in the room that she links to the name on the list. For example, the first name can be linked to the door, the second name to the chalk board, the third to the picture on the wall and so on. Partner B also say each link aloud to partner A. Partner B is then required to recite the list. Partner A is given a chance to make the same mental journey and to recite the list to her partner.</p>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>The teacher asks how many people have obtained a better score this time. Before the lesson ends the pupils are asked to recite their lists again. They will discover a high degree of recall using the "memory trip".</p>
	Telling	Mnemonic	<p>The word mnemonic is written on the chalk board. The word is explained as an aid to memory. Teacher gives several kinds of mnemonic techniques and how they are used. The pupils are asked to give examples of mnemonics they use or have used. The point is then made that always helps to remember things if we can link them to something else.</p>
	Homework	The value of education and the various educational levels	<p>Pupils are required to go and study the sections dealing with these aspects in their notes and make a summary thereof in their note books.</p>

## LESSON 18 (8)

UNIT : EDUCATIONAL GUIDANCE

LESSON: Trade and Technical Education

OBJECTIVES: To provide the pupils with basic information regarding technical education.

To enable them to explore the various trade and technical training possibilities.

**MATERIALS:** Flip-chart paper, koki pens, worksheets containing names and addresses of trade colleges/institutes, industrial training centres, vocational training schools (for girls). Colleges for higher technical education, technikon, comprehensive lists of courses that are offered at these various institutions and their qualifications that one can follow.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (10 minutes)	The value of trade and technical education in society.	The value of trade and technical education is emphasized.
	Group Activity/game (10 minutes)	Who did this?	Pupils are to point or refer to certain articles, objects and structures and then say what tradesman and technician or professional did it. The pupils are required to start with articles of clothes that they are having on, then go to the contents of the classroom, then the building they are in and they proceed outwards to objects and structures in the immediate environment like motor cars and if there is still time, the wider environment. The teacher stops the game after ten minutes of this type of brainstorming. Again the value of trade and technical education is indicated.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Question and answer session (15 minutes)	Who goes for trade and technical education?	After a question and answer session the myth that only the less able go for trade and technical education is debunked. It is indicated that a person who goes for training in these directions must not only have a high level of practical ability but must be generally intelligent with an above average ability in such subjects as Maths and science.
	Question and answer session (25 minutes)	Where can you go for trade and technical training? What courses are offered there?	The pupils are asked to name the technical colleges that they know of and the courses which are offered at each of these colleges. After ten minutes the teacher hands out the relevant lists and fills up the gaps in the pupils' knowledge in this regard. The same procedure is followed in respect of colleges for advanced technical education.
	Telling (15 minutes)	Technikons or "universities" for technical education	Teacher hands out the worksheet with the names of all the technikons for blacks (including technikon RSA) as well as those of the College for Advanced Technical education (CATES) and the addresses thereof as well as a comprehensive list of courses that are offered at technikons and the qualifications one can gain there.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>The duration of each of these qualifications is also indicated. The teacher explains to the pupils why he calls a technikon a "university for technical education". It is indicated to the class that most of the courses offered at a technikon are equivalent to those that are offered at universities. Technicians and technologists, who qualify at technikons are in great demand in the modern economy. The teacher also indicates the highly limited training opportunities that currently exist for blacks in this area.</p>

### LESSON 19 (9)

#### UNIT 3: EDUCATIONAL GUIDANCE

##### LESSON: Tertiary Education

**OBJECTIVES:** To offer the pupils basic information about tertiary education. To provide them with a basis from which they can explore the various academic directions.

To provide the pupils with a challenge to start finalising their future academic plans.

**MATERIALS:** Flip-chart paper, koki pens. Prepared worksheets with names and addresses of teacher-training colleges as well as those for all the universities in South Africa.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Telling (15 minutes)	Nursing education and teacher- training	<p>Teacher discusses nursing education and teacher-training with the class .</p> <ul style="list-style-type: none"> <li>- entrance requirements</li> <li>- courses offered</li> <li>- duration of the courses</li> <li>- employment opportunities (the current big shortage of workers in these two fields is indicated. The relevant worksheets are also given to the pupils.</li> </ul>
	Telling	University education	<p>The teacher briefly explains to the class what it takes to study successfully at a university. The teacher also briefly explains the following:</p> <ul style="list-style-type: none"> <li>- subject/course</li> <li>- diploma/degree</li> <li>- faculty (these are general study directions).</li> <li>- choosing your university studies - Teacher indicates that the student moves from the general to the specific. The student must firstly choose the general academic field in which he wish to studying. This is usually represented by a specific faculty. He must then choose the degree or diploma for which he will study. And lastly he must select the subjects which he will take to earn his degree or diploma.</li> </ul>

Comprehensive lists of the certificates and diplomas that are offered at the Nursing Colleges and teacher-training colleges. A comprehensive list of subjects, diplomas and degrees that are offered at Universities. A comprehensive list of faculties into which the subjects are grouped. Copies of a list of bursaries, scholarships and loans available to African, Coloured and Indian students and scholars compiled by the Education Information Centre in Johannesburg. Prospectus and Calendars of some universities.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (25 minutes)	Important factors to consider when choosing an academic career.	<ul style="list-style-type: none"> <li>- self-knowledge</li> <li>- information about various academic opportunities and where one can get this.</li> <li>- appropriate subject choice at the secondary school level.</li> <li>- institutions where you can go and train.</li> <li>- how and when to apply to the various institutions.</li> </ul>
	Group Activity (15 minutes)	Matriculation exemption	The class is divided into groups of ten. They are required to find the section in their notes that explains the conditions for obtaining matriculation exemption. Each group has to compile three curricular that will meet the requirements for matriculation exemption. The teacher collects the flip-chart to go and examine them and correct them at home.



He must do all these things bearing in mind his personal characteristics; the information he has about the various study directions, his social circumstances; as well as the job that he wants to do after completing his studies.

Homework

Bursaries and scholarships

Each pupil is given a copy of the bursary list. Each pupil is required to go and write a letter applying for a bursary from sponsors that give financial assistance to secondary school pupils. The pupils must firstly, hand in their letter for correction. Then they must send this letter to those bursary funds for which they are eligible.

#### LESSON 20 (1)

UNIT : VOCATIONAL GUIDANCE CAREER EDUCATION

LESSON: The world of work

OBJECTIVES: To give pupils a global picture of the occupational world.

MATERIALS: Flip-chart paper, koki pens, copies of the "Occupational Information Questionnaire" . copies of the following publications my career, the South African Careers Guide, Items Careers File, Educamus, career supplements of some newspapers, leaflets on various careers such as architecture, engineering, etc.

PRESENTATION	METHODS USED (Time allowed) (30 minutes)	HEADINGS	CONTENTS
		What is work? Why do people work?	The class is given some detailed explanation of these occupational issues.
		The changing nature of work.	The various sectors of the economy are also explained.
	Group Activity ( minutes)	Sources of occupational information	The various publications containing occupational information are handed out to the pupils. The pupils are required to work in groups of five and list all the occupations in the various publications. The point is made that valuable information about various types of occupations can be obtained from sources that are easily accessible to students.
	Telling (10 minutes)	Occupational Information Questionnaire	The various aspects of the questionnaire are explained to the class.
	Telling (10 minutes)	The Careers library	The value of a careers library is emphasized. The pupils are told that since there is no careers library in the school the publications that are handed out to them should serve to form a nucleus of that library. The point is also made that the pupils are expected to play a big role in such a careers library.
	Homework		The class is required to go and read the section on the classification of information in their guidance notes and record the main points in their note books.

## LESSON 21 (2)

## UNIT 3: CAREERS EDUCATION

## LESSON: Occupational classification

OBJECTIVES: To make the pupils aware of the way in which jobs can be classified into groups.

To indicate to the pupils the value of occupational classification in respect of career choice.

MATERIALS: Flip-chart paper, koki pens, comprehensive list of occupations classified in terms of interest field.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (25 minutes)	Classification of occupations in terms of interest field	<p>The class is given the interest fields according to which occupations can be classified. The following interest fields are identified:</p> <ul style="list-style-type: none"> <li>- the social service field</li> <li>- the administrative and commercial fields</li> <li>- the scientific field</li> <li>- the technical field</li> <li>- the human, cultural and educational field</li> <li>- the literary, artistic, and entertainment field</li> <li>- the outdoor field.</li> </ul>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>The likes, interests and general characteristics of people who prefer the various fields. It is emphasized that one occupation can easily be classified in a number of interest fields. The pupils are also told that there is a great deal of overlapping between the fields; and that they should therefore not be seen as water-tight compartments into which jobs are thrown and sealed in.</p>
	<p>Group Activity (20 minutes)</p>	<p>Classification of the careers in the school setting</p>	<p>The smooth functioning of a school requires the performance of many specialized functions by many specialized people. Often one person performs a variety of activities. For example the principal functions as a teacher, an accountant, a personnel manager, and counsellor. The students are divided into groups of ten and each group has to carry out a full-scale investigation of the various jobs and roles that are performed at the school by the teaching staff, the clerical staff, the workers, and the pupils. These jobs and roles must be identified and be classified in terms of the interest fields given above.</p>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Report back (15 minutes)	Classification of the jobs at the school	Each group representative is given about three minutes to report on the findings of her group.
	Question and answer session. (10 minutes)	The occupa= tional preferences of individual students.	Each pupil is required to call out the occupa= tional field which he prefers and the the career he thinks of following in this field.
	Homework	Occupational classification in terms of ability.	The pupils are required to go and study the classification of of occupations in terms of ability and make their own notes on this section.

## LESSON 22 (3)

UNIT : CAREER EDUCATION

LESSON: Classification of occupations in terms of aptitude or ability: the classification of occupations in terms of their level.

OBJECTIVES: To make pupils aware that occupations in the same field make varying demands on people's aptitudes or abilities. They thus occupy different levels when they

This will enable the pupil to choose the suitable occupational level in the occupational field in which he is interested.

MATERIALS: Flip-chart paper, koki pens, comprehensive list of occupations classified in terms of their level and field. A comprehensive list of occupations that are arranged alphabetically without being classified in any way.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (20 minutes)	The various <u>levels</u> according to which occupations can be classified - the <u>occupational ladder</u>	<ul style="list-style-type: none"> <li>- the professional level</li> <li>- the skilled level</li> <li>- the semi-skilled level</li> <li>- the unskilled level</li> </ul> <p>The point is made that this classification is made in terms of aptitude, educational qualifications and in some cases level of responsibility.</p>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Group Activity (40 minutes)	The Field-Level classification of occupations	The class is divided into groups of five. Each group is given a lot of flip-chart paper. Each group is handed a list of occupations that have been arranged alphabetically. The groups are requested to classify these occupations in terms of field and level. The pupils are told to handle one field at a time.
	Group Activity (10 minutes)	Field-Level classification of occupations	The lists of occupations classified in terms of field and level are then handed out to the groups. The groups are now required to compare their classifications with the classification done on the prepared list. They are free to agree or disagree with this classification.
	Homework	Review of the decision-making process	The class is requested to review or revise the section on decision-making that was treated earlier on.

## LESSON 23 (4)

UNIT : CAREERS EDUCATION

LESSON: Choosing a career

OBJECTIVES: To make the pupil aware of the factors that must be considered in career choice.

/...

To enable the pupil to understand the process of career choice.

To enable the pupil to make a tentative career choice.

MATERIALS: Flip-chart paper, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENT
	Telling (10 minutes)	The importance of effective career choice.	The teacher explains to the pupils what a career is and emphasises the importance of effective career choice is a long-term process and not a one time event. A person can change his occupation as well as his career.
	Telling (25 minutes)	Significant factors in career choice	Self knowledge <ul style="list-style-type: none"> <li>- Personality</li> <li>- values</li> <li>- Intellectual ability</li> <li>- Aptitudes</li> <li>- Interest</li> <li>- physical characteristics</li> <li>- environment and opportunities.</li> </ul>
	Activity (35 minutes)	Self-descriptions.	Each pupil is given a sheet of paper. He is then required to write a statement to describe his personality, another to describe his values, yet another to describe his intellectual abilities; one statement each to describe his aptitudes, interests physical characteristics.



PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>All in all he should end up with six statements. Each statement must start with the words "I am ...." After about twenty minutes the statements are handed in to the teacher. The pupils are not to put their names on the papers. The teacher selects some statements randomly and read them out to the class. The teacher asks the class to suggest three other things each pupil should have added to her list. For example, for the student who says "I am likable", the class may add "I have a lot of friends", "I treat others well", and "I don't start fights". The point here is that the pupil should try to describe himself as accurately as possible. The contributions of other pupils should be of great help in this regard.</p>
Homework		Writing an Advertisement about oneself	<p>Each pupil is asked to go and write an advertisement about himself that "sells" their strong points and best qualities to others. The pupils are again told not to write their names on the sheets of paper.</p>
Homework		"Career hats and uniforms"	<p>Slips of paper each with a name of a profession or trade written are thrown into a small box. The slips are a hundred and twenty in number. Each student is required to pick up two of these by way of a raffle.</p>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			Each pupils is required to bring to the next class a headgear, an article of clothing worn as uniform or a tool used by persons in the two occupations he has raffled.

## LESSON 24 (5)

UNIT : CAREER EDUCATION

LESSON: Occupational Knowledge.

OBJECTIVES: To make the pupil aware of the type of occupational information that a person must have to be able to make an effective career choice.

To enable the pupil to start seeking information about the careers in which he is interested.

MATERIALS: Flip-chart paper, koki pens.

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	(Time allowed)		
	Telling (30 minutes)	A job discription.	The various aspects of a job description are treated with a detailed explanation given to each of the following aspects:  - name of occupation - Nature of work done - working conditions - Training and entrance requirements

/...

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<ul style="list-style-type: none"> <li>- Qualities necessary for success</li> <li>- importance of work and the role it plays in society</li> <li>- related occupations</li> <li>- remuneration and other rewards</li> <li>- opportunities for advancement.</li> </ul>
	Group Discussion (30 minutes)	Career hats and uniforms.	The variety of headgear, uniforms and tools worn and used by various occupational groups are presented to the class. The students are required to consider why different "hats", uniforms and tools are required for different occupations. Elements of effectiveness of certain types of clothes and tools in certain conditions as well as those of safety and hygiene, presentability, etc are likely to be brought up.
	Role playing/skirt (10 minutes)	The characteristics of people in various occupations.	Three volunteers are given three minutes each to role-play a professional person, an artisan and a labourer at work.

## LESSON 25 (6)

## UNIT 4: CAREER EDUCATION

LESSON: Matching one's characteristics with those of a chosen occupation.

/...

OBJECTIVES: To make the pupil understand the decision-making process when applied to occupational choice.

To enable the pupil to choose a career effectively.

MATERIALS: Flip-chart paper, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (15 minutes)	Deciding on a career	The point is made that career decision-making involves the matching of one's characteristics with those of the occupation.
	Group Activity (45 minutes)	Deciding on a future career.	<p>The pupils are divided into groups of three. Each pupil must indicate to his two partners the occupation that he intends entering. With the assistance of his partners the pupil must match his personal characteristics with those of the envisaged occupation using the following:</p> <ul style="list-style-type: none"> <li>- intellectual demands</li> <li>- entrance requirements</li> <li>- preferable school subjects</li> <li>- aptitudes</li> <li>- desirable interests</li> <li>- relevant values</li> <li>- training values</li> <li>- socio-economic circumstances</li> <li>- physical demands of the job</li> <li>- qualities needed for success in the job.</li> </ul>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
	Question and answer session (10 minutes)	Problems encountered in the matching process.	The teacher invites the class to indicate what difficulties they encountered in matching their characteristics with the demands of their envisaged occupation. The teacher emphasises the fact that the decision-making process and the resultant choice of an occupation is the responsibility of the individual pupil and of no one else. The other people may give one help but the actual choosing is a matter of each individual.
	Homework	The job interview.	Two volunteering students are required to go and prepare for a job interview; one as a prospective employer and the other as an applicant.

## LESSON 26 (7)

## UNIT 4: CAREER EDUCATION

LESSON: Finding a job and succeeding in it.

OBJECTIVES: To make pupils aware of certain job-seeking strategies.

To make pupils aware of the qualities that enable one to be successful in a job.

To enable pupils to acquire skills and personal qualities that may make one a successful student and a successful future worker.

MATERIALS: Flip-chart paper, koki pens.

PRESENTATION	METHODS USED (Time allowed)	HEADINGS	CONTENTS
	Telling (20 minutes)	Various ways of locating job vacancies.	<p>The teacher gives a discussion of the sources of information about available jobs. These include the following:</p> <ul style="list-style-type: none"> <li>- personal contact</li> <li>- advertisements</li> <li>- employment agencies</li> <li>- the guidance teacher</li> </ul> <p>The teacher emphasizes that the student should be looking for a job long before he completes his course of training.</p>
	Group Activity (20 minutes)	The job application letter.	<p>The class is divided into groups of five. The groups are required to produce an effective application letter for a job that has been advertised in a newspaper. In drawing up the application the students are allowed to consult their notes. At the end, each group representative is to read out the group letter to the class.</p>
	Role-playing (20 minutes)	The job interview.	<p>The two volunteers are now requested to go and sit at the teacher's table and conduct a full-scale employment interview. The participants are told that they have twenty minutes to complete the interview. The rest of the class must monitor the whole interview from the moment when the "applicant" enters, the interviewer's office and shakes his extended hand and then sits down" to the very end when he is "thanked for coming" and told that he will "hear from the company".</p>

PRESENTATION	METHODS USED	HEADINGS	CONTENTS
			<p>Each pupil is required to take down any noteworthy thing as the interview proceeds. At the end of the interview the class is invited to comment on the interview and indicate anything that they observed during the interview. They are also requested to give verdict regarding the performance of the two participants and also to say whether the candidate was appointable or not.</p>
	<p>Question and answer session and telling (10 minutes)</p>	<p>Factors that contribute to success in a job.</p>	<p>The teacher asks the class to indicate the factors that are likely to lead to the pupils' success as students. The teacher then points out that there are certain personal characteristics and qualities that contribute to a person's success in any job, whether that of a student or that of a full-time employee. These qualities include the following:</p> <ul style="list-style-type: none"> <li>- time consciousness</li> <li>- motivation/dedication</li> <li>- being a willing worker</li> <li>- willingness to learn from books and from others</li> <li>- thoroughness</li> <li>- productivity</li> <li>- honesty.</li> </ul>

APPENDIX C  
ASSESSMENT OF CAREER DEVELOPMENT TEST

NAME : .....

SCHOOL : .....

STANDARD : .....

DATE OF BIRTH : .....

SEX : .....

HOME : .....

DIRECTIONS

This booklet is divided into 6 sections which, together take about 140 minutes to complete. Answer boxes are provided after each question. To indicate your answer to each question make a cross in the box with the same letter as the answer you have chosen. If you are not sure of the answer, give your best guess. Use a soft lead pencil and be sure to erase completely any answer you wish to change.

SECTION 1

JOB KNOWLEDGE (30 minutes)

Jobs differ in many ways - the duties performed, the conditions under which work is done, the abilities and interests of people working in the jobs, etc. In this section you will be asked questions about jobs



and workers in jobs. Choose the one best answer to each question. If you work steadily, you should be able to answer almost all of the questions in 30 minutes.

1. Who would most likely assist people in making arrangements for an overseas trip?

A. airline stewardess or steward  
 B. porter  
 C. urban planner  
 D. travel agent.

A	B	C	D
---	---	---	---

2. Who packages and keeps track of goods ordered by customers?

A. a sales manager  
 B. a post room supervisor  
 C. a dispatcher  
 D. a shipping clerk.

A	B	C	D
---	---	---	---

3. Who enters credits and debits in a ledger?

A. a postal clerk  
 B. a stenographer  
 C. a bookkeeper  
 D. an actuary

A	B	C	D
---	---	---	---

4. Who spends the most time working with groups of people?

A. a bookkeeper  
 B. recreation ground manager  
 C. a proof reader  
 D. a translator

A	B	C	D
---	---	---	---

5. In which job is knowledge of English grammar most often used?

A. sign painter  
 B. millwright  
 C. secretary  
 D. dressmaker

A	B	C	D
---	---	---	---

6. Which one of the following jobs most often requires working irregular hours?

- A. motor-mechanic
- B. junior secondary school teacher
- C. barber
- D. newspaper reporter

A	B	C	D
---	---	---	---

7. Which of the following have the least dangerous job?

- A. medical lab technicians
- B. iron workers
- C. police officers
- D. coal miners

A	B	C	D
---	---	---	---

8. Mathematical ability is most important for success in which one of the following jobs?

- A. librarian
- B. mechanical engineer
- C. anthropologist
- D. hotel manager

A	B	C	D
---	---	---	---

9. Who spends the most time standing while working?

- A. a securities account executive
- B. an optician
- C. a flight engineer
- D. a goods salesman

A	B	C	D
---	---	---	---

10. Which one of the following jobs would most likely require working during evenings or Saturdays?

- A. supermarket cashier
- B. telephone installer
- C. Primary school teacher
- D. roofer

A	B	C	D
---	---	---	---

11. Having a friendly personality is especially important for success in which one of the following jobs?

A. ticket agent  
B. sculptor  
C. personnel assistant  
D. motor-car salesman

A	B	C	D
---	---	---	---

12. Which of the following jobs usually requires the least amount of training?

A. physical therapist  
B. electrical engineer  
C. registered nurse  
D. hospital attendant

A	B	C	D
---	---	---	---

13. Which of the following works under almost constant stress?

A. industrial engineer  
B. bulldozer operator  
C. air traffic controller  
D. bartender

A	B	C	D
---	---	---	---

14. The ability to imagine how objects would look when viewed from different angles is most important for success in which one of the following jobs?

A. photographer  
B. dentist  
C. veterinarian  
D. astronomer

A	B	C	D
---	---	---	---

15. Which of the following jobs usually requires the least amount of on-the-job training?

- A. delivery driver
- B. police officer
- C. air traffic controller
- D. firefighter

A	B	C	D
---	---	---	---

16. Which one of these jobs most often requires working irregular hours?

- A. filing clerk
- B. nurse
- C. key punch operator
- D. systems analyst

A	B	C	D
---	---	---	---

17. Interest in reading and studying is most helpful in which one of the following jobs?

- A. bookbinder
- B. computer programmer
- C. horticulturist
- D. historian

A	B	C	D
---	---	---	---

18. Workers in which one of the following jobs are likely to have interests most similar to those of accountants?

- A. bankers
- B. lawyers
- C. chemists
- D. engineers

A	B	C	D
---	---	---	---

19. Which of the following jobs requires the longest period of specialized training?

- A. meter reader
- B. author
- C. baby sitter
- D. bank teller

A	B	C	D
---	---	---	---

20. In which of the following jobs would a person who prefers work involving many different kinds of tasks be most satisfied?

- A. assembly line worker
- B. hardware store manager
- C. office clerk
- D. typist

A	B	C	D
---	---	---	---

21. In which of the following jobs would a person who likes job security (not being put out of work) be most satisfied?

- A. postal clerk
- B. carpenter
- C. disc jockey
- D. politician

A	B	C	D
---	---	---	---

22. In which of the following jobs would a person who likes independence (deciding for yourself how to do your job) be most satisfied?

- A. computer operator
- B. bookkeeper
- C. farmer
- D. telephone operator

A	B	C	D
---	---	---	---

23. In which of the following jobs would a person who likes job security probably be least satisfied.

- A. truck driver
- B. singer with a small band
- C. farmer
- D. credit manager

A	B	C	D
---	---	---	---

24. In which of the following jobs would a person who likes independence and does not mind working alone be most satisfied?

- A. newspaper editor
- B. research chemist
- C. hospital orderly
- D. factory worker

A	B	C	D
---	---	---	---

25. Who spends the most time helping people with personal or family problems?

- A. banker
- B. police officer
- C. minister of religion
- D. teacher

A	B	C	D
---	---	---	---

26. Having a friendly personality is especially important for success in which of the following jobs?

- A. psychologist
- B. airline stewardess
- C. payroll clerk
- D. bus driver

A	B	C	D
---	---	---	---

27. Who spends the least time working outdoors?

- A. an encyclopaedia salesman
- B. a farmer
- C. a post deliverer
- D. a cement finisher

A	B	C	D
---	---	---	---

28. A person whose hobbies are rock collecting and exploring caves would probably have interests most similar to those of —
- A. biologists  
 B. oil well drillers  
 C. geologists  
 D. bricklayers

A	B	C	D
---	---	---	---

29. Six years of University and professional training are usually needed to get a job as —
- A. a lift repair worker  
 B. a cashier  
 C. a draftsman or draftswoman  
 D. an optometrist

A	B	C	D
---	---	---	---

30. Biology and chemistry courses would probably be most helpful to a student thinking about becoming a —

- A. meatcutter  
 B. tailor  
 C. jeweller  
 D. dietitian

A	B	C	D
---	---	---	---

31. A three-year university degree is not usually needed to get a job as —

- A. a pharmacist  
 B. an astronaut  
 C. a musician  
 D. a physicist

A	B	C	D
---	---	---	---

32. Buildings are usually planned and designed by —

- A. a pattern maker  
 B. an architect  
 C. a building contractor  
 D. an engineer

A	B	C	D
---	---	---	---



33. Predicting changes in weather is the job of \_\_\_\_

- A. a meteorologist
- B. an astronomer
- C. a demographer
- D. a geologist

A	B	C	D
---	---	---	---

34. Helping physically disabled people return to work is the job of \_\_\_\_

- A. a medical technologist
- B. a rehabilitation therapist
- C. a clinical psychologist
- D. a physiologist

A	B	C	D
---	---	---	---

35. A high school certificate is usually all that is needed to get a job as \_\_\_\_

- A. a clothing salesman
- B. an X-ray technician
- C. a mining engineer
- D. a home economist

A	B	C	D
---	---	---	---

36. Civics and current events courses would probably be most helpful to a student thinking about becoming a \_\_\_\_

- A. cartoonist
- B. music teacher
- C. nursery worker
- D. bookkeeper

A	B	C	D
---	---	---	---

37. A tool and die maker's job is most like that of \_\_\_\_

- A. a welder
- B. a machinist
- C. an electrician
- D. a boilermaker

A	B	C	D
---	---	---	---

38. For employment, a biologist usually must have at least \_\_\_\_
- A. a two-year technical college diploma
  - B. a vocational-technical school certificate
  - C. a three-year university degree
  - D. a certificate showing completion of an apprenticeship program

A	B	C	D
---	---	---	---

39. Placing children in foster homes and arranging adoptions are most often done by a \_\_\_\_
- A. probation officer
  - B. child psychologist
  - C. social worker
  - D. lawyer

A	B	C	D
---	---	---	---

40. An insurance company's decision of how much money it is willing to pay for damage to property it has insured is based on the report of \_\_\_\_
- A. a claims adjustment
  - B. a purchasing agent
  - C. a motor-body repair worker
  - D. a securities account executive

A	B	C	D
---	---	---	---

41. It is usually necessary to enter an apprenticeship training programme to become a \_\_\_\_
- A. dry cleaner
  - B. florist
  - C. plumber
  - D. bank teller

A	B	C	D
---	---	---	---

42. A three-year university degree is usually not required to get a job as \_\_\_\_
- A. a printer
  - B. a forester
  - C. an actor or actress
  - D. a tool and die maker

A	B	C	D
---	---	---	---

43. Speech and debate courses would probably be most useful to a student thinking about becoming a \_\_\_\_

A. barber  
 B. radio announcer  
 C. taxi driver  
 D. purchasing agent

A	B	C	D
---	---	---	---

44. AN INSURANCE AGENT

A. hires employees for insurance companies  
 B. sets the rates charged by insurance companies  
 C. sells insurance policies  
 D. decides which applications for insurance should be accepted

A	B	C	D
---	---	---	---

45. A PHARMACIST

A. develops new methods of undersea farming  
 B. studies the digestive process of human beings  
 C. prescribes and administers drugs and medicines  
 D. prepares and dispenses drugs and medicines

A	B	C	D
---	---	---	---

46. A SURVEYOR

A. finds and marks the boundaries of properties  
 B. sells stocks and bonds  
 C. designs roads and highways  
 D. asks people who they plan to vote for in upcoming elections

A	B	C	D
---	---	---	---

47. A CERTIFIED PUBLIC ACCOUNTANT

A. certifies applicants for public housing  
 B. compiles and checks business records  
 C. decides how products should be advertised  
 D. does public relations work

A	B	C	D
---	---	---	---

## 48. A DATA-PROCESSING EQUIPMENT SERVICE WORKER

- A. repairs and maintains dictating machines
- B. installs and repairs duplicating machines
- C. installs and repairs computers
- D. provides researchers with data

A	B	C	D
---	---	---	---

## 49. A LANDSCAPE ARCHITECT

- A. operates bulldozers and other types of earth moving equipment
- B. designs the walls of buildings
- C. draws city zoning maps
- D. designs the layout of gardens and parks

A	B	C	D
---	---	---	---

Directions for Items 50-58 : In almost any job you will have to work with at least one of the following:

- A. THINGS or MACHINES (also tools and materials such as food, wood, or metal). Bricklayers and electricians work mainly with THINGS or MACHINES.
- B. PEOPLE (people you help, serve, and sell things to). Salesmen and primary school teachers work mainly with PEOPLE.
- C. IDEAS or THEORIES (also knowledge and new ways of saying something - for example with words, equations or music). Music composers and scientists work mainly with IDEAS or THEORIES.
- D. DATA (that is facts or information) or RECORDS (also files, money, and steps for handling data and records - for example in an office. Secretaries and cashiers work mainly with DATA or RECORDS;

Choose the one best answer - A, B, C, D - for each of the items that follows:

50. A football coach works mainly with \_\_\_\_

- A. THINGS or MACHINES
- B. PEOPLE
- C. IDEAS or THEORIES
- D. DATA or RECORDS

A	B	C	D
---	---	---	---

51. A motor mechanic works mainly with \_\_\_\_

- A. THINGS or MACHINES
- B. PEOPLE
- C. IDEAS or THEORIES
- D. DATA or RECORDS

A	B	C	D
---	---	---	---

52. A public relations worker works mainly with \_\_\_\_

- A. THINGS or MACHINES
- B. PEOPLE
- C. IDEAS or THEORIES
- D. DATA or RECORDS

A	B	C	D
---	---	---	---

53. A commercial artist works mainly with \_\_\_\_

- A. THINGS or MACHINES
- B. PEOPLE
- C. IDEAS or THEORIES
- D. DATA or RECORDS

A	B	C	D
---	---	---	---

54. A baby sitter works mainly with \_\_\_\_

- A. THINGS or MACHINES
- B. PEOPLE
- C. IDEAS or THEORIES
- D. DATA or RECORDS

A	B	C	D
---	---	---	---

55. A supermarket cashier works mainly with \_\_\_\_

- A. THINGS or MACHINES
- B. PEOPLE
- C. IDEAS or THEORIES
- D. DATA or RECORDS

A	B	C	D
---	---	---	---

56. A fashion model works mainly with \_\_\_\_

- A. THINGS or MACHINES
- B. PEOPLE
- C. IDEAS or THEORIES
- D. DATA or RECORDS

A	B	C	D
---	---	---	---

57. An ecologist works mainly with \_\_\_\_

- A. THINGS or MACHINES
- B. PEOPLE
- C. IDEAS or THEORIES
- D. DATA or RECORDS

A	B	C	D
---	---	---	---

58. Which of the following jobs involves working mainly with both PEOPLE and DATA or RECORDS?

- A. lift operator
- B. Punch press operator
- C. Wholesaler
- D. Actor or Actress

A	B	C	D
---	---	---	---

Directions for items 59-63 : Choose the minimum type of training the following jobs usually require.

59. WAITRESS \_\_\_\_

- A. on-the-job training
- B. four years of high school plus on-the-job training
- C. apprenticeship
- D. vocational school training

A	B	C	D
---	---	---	---

60. FILING CLERK \_\_\_\_

- A. on-the-job training
- B. five years of high school plus on-the-job training
- C. two years of technical college
- D. three years of university

A	B	C	D
---	---	---	---

61. COMPUTER PROGRAMMER \_\_\_\_

- A. on-the-job training
- B. two years
- C. three years of university
- D. apprenticeship

A	B	C	D
---	---	---	---

62. CARETAKER OF BUILDINGS

- A. on-the-job training
- B. five years of high school plus on-the-job training
- C. two years of technical college
- D. apprenticeship

A	B	C	D
---	---	---	---

63. TELEPHONE OPERATOR \_\_\_\_

- A. on-the-job training
- B. five years of high school plus on-the-job training
- C. two years of technical college
- D. three years of University

A	B	C	D
---	---	---	---

64. Frank would like to be a hair stylist. Doing well in which one of the following high school subjects would provide the best evidence that he would be successful in that job?

- A. physical science
- B. French
- C. stenography
- D. art

A	B	C	D
---	---	---	---

65. Pat is studying to be a statistician. After he completes his training, in which one of the following businesses or organizations would he be least likely to look for employment?

A. an insurance company  
B. a university  
C. a large city school system  
D. a travel agency

A	B	C	D
---	---	---	---

66. Mary took several commercial subjects while in high school. English was her poorest subject. Her favourite outside activity was the Dramatic Club. She is a well-groomed, poised, and alert person who likes to be around people. She now holds one of the following jobs. Which one seems most likely?

A. secretary  
B. receptionist  
C. short-hand writer  
D. hotel maid

A	B	C	D
---	---	---	---

67. Jean enjoyed her high school subjects in art and mechanical drawing. She also enjoyed and did well in mathematics and science subjects. Jean is now preparing for one of the following jobs. Which one seems most likely?

A. drafting  
B. retail sales  
C. pharmacy  
D. plastering

A	B	C	D
---	---	---	---



68. Joe scores high on tests of mechanical ability. He is very skillful with his hands and has a sensitive touch. He has a great deal of patience and enjoys doing work others find tedious and frustrating. Joe recently dropped out of high school and is now preparing for one of the following jobs. Which one seems most likely?

A. bricklayer  
 B. electrical engineer  
 C. accountant  
 D. watch repairman

A	B	C	D
---	---	---	---

69. Bill has artistic ability, a strong and clear imagination, and enjoys working with people. He received above average marks in high school and continued his education after graduation. Bill is now employed by a large, well-known supermarket where he holds one of following jobs. Which one seems most likely?

A. shoe department manager  
 B. interior decorator  
 C. maintenance man  
 D. sales clerk

A	B	C	D
---	---	---	---

70. Jack has always been interested in helping others. He is friendly, outgoing, and a good listener. After graduating from university with above average marks, Jack served two years in the young Men Christian Association. He then took one of the following jobs. Which one seems most likely?

A. university professor  
 B. dental assistant  
 C. social worker  
 D. airline steward

A	B	C	D
---	---	---	---

7.1 Jane earned good marks in high school and university. She did quite well in science, especially Zoology, which was her university major subject. Jane enjoys dealing with people and does not mind working long irregular hours. She is now in a professional school preparing for one of the following jobs. Which one seems most likely?

- A. chemical engineer
- B. lawyer
- C. medical doctor
- D. statistician

A	B	C	D
---	---	---	---

7.2 Sally got married right after high school. Her two children are now in school and the family is not well off financially. Sally is a bright, alert person who gets along well with people. She would like a job where she can talk to people and influence them. Which one of the following jobs seems to be the best possibility for Sally?

- A. dental lab technician
- B. real estate agent
- C. market analyst
- D. sociologist

A	B	C	D
---	---	---	---

## SECTION 2

### PREFERRED JOB CHARACTERISTICS (10 minutes)

Job values (Questions 1, 2, and 3)

People find that different things are important to them in a job. The six statements below are examples of things that are important to many people.

- A. Working with people I like (co-workers)
- B. Being my own boss, doing the work as I want with nobody watching over me (independence)
- C. Work that I enjoy doing, that is interesting to me (interest)
- D. Having a steady job where I would not be fired (job security)
- E. Being responsible for making decisions and for the work of other people (responsibility)
- F. Being well paid for my work (pay or money)

1. Pick out the statement above, (statements A-F), which describes what you feel would be most important to you on a job. These statements are also given below in boxes A-F. Make a cross in the box for question a. (MOST IMPORTANT) containing the letter of that statement.

a. MOST IMPORTANT .....

A	B	C	D	E	F
---	---	---	---	---	---

2. Next, pick out the statement above which describes what you feel would be (the) second most important to you on a job. Make a cross in the box beside question b (SECOND MOST IMPORTANT) containing the letter of that statement.

b. SECOND MOST IMPORTANT ...

A	B	C	D	E	F
---	---	---	---	---	---

3. Pick out the statement above which describes what you feel would be least important to you on a job. Make a cross in the box beside question C (LEAST IMPORTANT) containing the letter of that statement.

c. LEAST IMPORTANT.....

A	B	C	D	E	F
---	---	---	---	---	---

## WORKING CONDITION PREFERENCES (Questions 4-7)

Each pair of descriptions given below presents opposite kinds of conditions which workers experience on different jobs. The working conditions on the left are named. Condition 1; those of the right are named Condition 2. You are to decide whether you prefer Condition 1 or Condition 2 and how strongly you prefer one or the other. Use the answers provided below and mark them in the relevant boxes for questions 4, 5, 6 and 7.

- A. I strongly prefer Condition 1
- B. I prefer Condition 1
- C. I prefer Condition 2
- D. I strongly prefer Condition 2.

	<u>CONDITION 1</u>	<u>CONDITION 2</u>					
4.	Indoor work	Outdoor work	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">A</td> <td style="width: 20px; height: 20px; text-align: center;">B</td> <td style="width: 20px; height: 20px; text-align: center;">C</td> <td style="width: 20px; height: 20px; text-align: center;">D</td> </tr> </table>	A	B	C	D
A	B	C	D				
5.	Working with people	Working alone	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">A</td> <td style="width: 20px; height: 20px; text-align: center;">B</td> <td style="width: 20px; height: 20px; text-align: center;">C</td> <td style="width: 20px; height: 20px; text-align: center;">D</td> </tr> </table>	A	B	C	D
A	B	C	D				
6.	Working at a variety of tasks	Working at the same task	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">A</td> <td style="width: 20px; height: 20px; text-align: center;">B</td> <td style="width: 20px; height: 20px; text-align: center;">C</td> <td style="width: 20px; height: 20px; text-align: center;">D</td> </tr> </table>	A	B	C	D
A	B	C	D				
7.	Working with my hands or doing physical labour	Working in an office With little physical activity	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">A</td> <td style="width: 20px; height: 20px; text-align: center;">B</td> <td style="width: 20px; height: 20px; text-align: center;">C</td> <td style="width: 20px; height: 20px; text-align: center;">D</td> </tr> </table>	A	B	C	D
A	B	C	D				

SECTION 3

## CAREER PLANS (10 minutes)

As you explore and plan your future, it will be helpful to think about how much education you would like to complete and what kinds of jobs you would like to have. The following questions will help you think about these things and, perhaps, suggest some possibilities you may want to explore.

1. What is the greatest amount of education you plan to complete during your life?
  - A. leave school after passing matric
  - B. complete an apprenticeship training course
  - C. complete a job training course in the government
  - D. complete up to two years in a technical college or a technikon
  - E. complete up to two years in a private trade or business school
  - F. complete three or more years at university
  - G. something else

A	B	C	D	E	F	G
---	---	---	---	---	---	---

2. (a) No doubt you already have made some tentative job choices. Print the name of the job that you are thinking about, using the box marked "1st Job Choice" provided below

1ST JOB CHOICE

--

- (b) Look through the JOB FAMILY LIST on the following pages and find where your "1st Job Choice" fits best. Mark the box that contains the letter for that Job Family.

JOB FAMILY CODE

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

- 3 (a) Print the name of your second job choice in the box marked "2nd Job Choice" provided below.

2nd JOB BELOW

--

- (b) Find the JOB FAMILY where your "2nd Job Choice" fits best. Mark the box that contains the letter for that Job Family.

JOB FAMILY CODE

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

4. Students often change their minds about job choices. How sure are you that your "First Job Choice" will be the same in the future.

- A. I am very sure  
 B. I am fairly sure  
 C. I am not sure at all

A	B	C
---	---	---

JOB FAMILY LIST

BUSINESS SALES AND MANAGEMENT  
 JOB CLUSTER

- A. PROMOTION AND DIRECT CONTACT SALES.  
 Public relations workers, fashion models, travel agents, sales workers who visit customers (for example-real estate brokers, insurance agents, wholesalers, office supplies sales workers)
- B. MANAGEMENT AND PLANNING  
 Hotel, store, and company managers, bankers, executive secretaries, buyers, purchasing agents, small business owners
- C. RETAIL SALES AND SERVICES  
 Sales workers in stores and shops, motor salesmen, retail sales workers

BUSINESS OPERATIONS  
JOB CLUSTER

---

- D. CLERICAL AND SECRETIAL WORK  
Typists, filing clerks, mailing clerks,  
office messengers, receptionists,  
secretaries
- E. PAYING, RECEIVING, AND BOOKKEEPING  
Bank tellers, accountants, salaries and  
wages clerks, supermarket tellers, ticket  
sellers, cashiers, hotel clerks.
- F. OFFICE MACHINE OPERATION  
Adding, billing and bookkeeping machine  
operators, computer and data processing  
machine operators, telephone operators.
- G. STORAGE, DISPATCHING, AND DELIVERY  
Dispatch and receiving clerks, stock  
clerks, truck and airplane dispatchers  
delivery truck drivers, taxi drivers,  
mail carriers.

TECHNOLOGIES AND TRADES  
JOB CLUSTER

---

- H. HUMAN SERVICES CRAFTS  
Barbers, hairdressers, tailors, shoemakers,  
cooks, chefs, butchers, bakers
- I. REPAIRING AND SERVICING HOME AND OFFICE  
EQUIPMENT  
Repairing and servicing - TV sets,  
appliances, type-writers, telephones,  
heating systems, photo copying machines
- J. GROWING AND CARING FOR PLANTS/ANIMALS  
Farmers, foresters, ranchers, gardeners,  
yard workers, groundskeepers, plant nursery  
workers, animal caretakers, pet shop  
attendants

## K. CONSTRUCTION AND MAINTENANCE

Bricklayers, carpenters, electricians, painters, care takers (janitors), sheet metal workers, construction labourers (buildings, roads, pipelines, etc)

## L. TRANSPORT EQUIPMENT OPERATION

Horse and trailer truck and bus drivers, bulldozer operators, crane operators, forklift operators

## M. MACHINE OPERATING, SERVICING AND REPAIRING

Motor mechanics, machinists, printing press operators, sewing machine operators, service station attendants, labourers and machine operators in factories, mines, saw mills, etc.

## N. ENGINEERING AND OTHER APPLIED TECHNOLOGIES

Engineers and engineering technicians, draftsmen and drafswomen, pilots, surveyors, computer programmers

NATURAL, SOCIAL, AND MEDICAL SCIENCES  
JOB CLUSTER

---

## O. NATURAL SCIENCES AND MATHEMATICS

Biologists, chemists, lab technicians, physicists, geologists, statisticians, agricultural scientists, ecologists

## P. MEDICINE AND MEDICAL TECHNOLOGIES

Doctors, dentists, veterinarians, medical technologists and lab workers, pharmacists, X-ray technicians, optometrists, dental hygienists, dietitians

## Q. SOCIAL SCIENCES AND LEGAL SERVICES

Sociologists, lawyers, political scientists, historians, psychologists, home economists



CREATIVE AND APPLIED ARTS  
JOB CLUSTER

- R. CREATIVE ARTS  
 Authors, opera singers, musicians, actresses  
 and actors, dancers, artists
- S. APPLIED ARTS (VERBAL)  
 Reporters, technical writers, interpreters,  
 newscasters, newswriters, advertisement  
 copy writers
- T. APPLIED ARTS (VISUAL)  
 Interior decorators, architects, commercial  
 artists, photographers, fashion designers
- U. POPULAR ENTERTAINMENT  
 Night club entertainers, pop singers and  
 musicians, disc jockeys, circus performers

SOCIAL, HEALTH, AND PERSONAL SERVICES  
JOB CLUSTER

- V. EDUCATION AND SOCIAL SERVICES  
 Teachers, counsellors, social workers,  
 librarians, athletic coaches, recreation  
 workers, clergymen and clergywomen
- W. NURSING AND HUMAN CARE  
 Nurses, dental assistants, physical  
 therapists, hospital attendants, baby  
 sitters
- X. PERSONAL AND HOUSEHOLD SERVICES  
 Waiters and waitresses, airline stewardesses  
 and stewards, housekeepers, porters, car  
 hops, butlers and house maids
- Y. LAW ENFORCEMENT AND PROTECTIVE SERVICES  
 Police officers; watchmen; factory guards;  
 firefighters; building, food, and postal  
 inspectors

SECTION 4

## CAREER PLANNING ACTIVITIES

PART A

Directions : There is a lot involved in making career (educational and job) plans. By seeing what you have already done about planning, we may be able to suggest other useful things for you to do. For this reason, we would like you to indicate how often you have done each activity listed below. Use the following responses for each activity.

- A. No, I haven't done this OR the time I spent on this is not worth noting.
- B. Yes, I have done this but only once or twice.
- C. Yes, I have done this several times.

YOU MAY BEGIN.

1. Listened to a tape recording or saw slides, a film, or a TV program about a job in which I was interested.

A	B	C
---	---	---

2. Discussed, in class, jobs related to the subject we were studying

A	B	C
---	---	---

3. Talked with an adult (not in my family) about how he/she came to be in his/her job.

A	B	C
---	---	---

4. Compared two different jobs in terms of how satisfied I would be with them.

A	B	C
---	---	---

5. Read a job description from the school library or guidance office job files.

A	B	C
---	---	---

Talked (alone or in a group) with a counsellor or teacher about \_\_\_\_

6. How my aims, interests, and abilities are related to different kinds of jobs

A	B	C
---	---	---

7. How jobs differ with respect to working conditions and fringe benefits.

A	B	C
---	---	---

8. How jobs differ with respect to rewards and satisfactions

A	B	C
---	---	---

9. Education or job training after high school

A	B	C
---	---	---

10. Financing education or job training after high school

A	B	C
---	---	---

11. Wrote for materials describing jobs or educational programs

A	B	C
---	---	---

12. Took a tour through a local factory, business, hospital, or office to observe what the various jobs were like

A	B	C
---	---	---

13. Watched and talked with workers in jobs related to a school subject we were studying

A	B	C
---	---	---

14. Attended a "job fair" or "career day" where workers or employers talked about jobs.

A	B	C
---	---	---

15. Took up a hobby or joined a group or club that was related to a job I was considering

A	B	C
---	---	---

16. Played a game or did an assignment in school in which I had to make education or work plans for some student

A	B	C
---	---	---

17. Took a course in school in which different types of jobs were described

A	B	C
---	---	---

18. Took a course in school to find out what jobs related to it would be like

A	B	C
---	---	---

19. Worked in a summer or part-time job related to an occupation I was considering

A	B	C
---	---	---

20. Took part in an actual or a practice job interview.

A	B	C
---	---	---

21. Filled out a job application form, for an actual job or for practice

A	B	C
---	---	---

22. Wrote a resume or summary describing my job qualifications, education, work experience, etc

A	B	C
---	---	---

23. Enrolled in or plan to take high school subjects that will prepare me for a specific job after high school or for additional education

A	B	C
---	---	---

24. Thought about whether I should obtain some additional education or job skill after high school

A	B	C
---	---	---

25. Worked out a plan that will provide enough money for me to begin to do what I plan to do after high school.

A	B	C
---	---	---

Directions : A few minutes ago, you were asked to print the names of your first two job choices. The rest of the questions in the subsection all refer to these two jobs. THINK ONLY OF THESE TWO JOBS as you answer each of the following items.

Show how often you have done each of the activities in items 26 through 32 using the following responses:

- A. No, I haven't done this, OR the time I spent on this is not worth noting.
- B. Yes, I have done this but only once or twice.
- C. Yes, I have done this several times.

26. Discussed the jobs with a parent, relative, or guardian

A	B	C
---	---	---

27. Listened to tape recordings or saw slides, a TV program, or a film about the jobs.

A	B	C
---	---	---

28. Talked with a counsellor or teacher about how my aims, interests, and abilities are related to the jobs.

A	B	C
---	---	---

29. Talked with workers in the jobs about how they came to be in the job.

A	B	C
---	---	---

30. Compared how satisfied I would be with each of the jobs.

A	B	C
---	---	---

31. Identified the school subjects that it would be helpful to take for each of the jobs.

A	B	C
---	---	---

32. Took a school subject related to one of these jobs.

A	B	C
---	---	---

33. Have you given much thought as to why these two jobs are "right" for you?

- A. A little  
B. Some  
C. A lot

A	B	C
---	---	---

34. Is the amount of education you are planning in line with what is needed for these jobs?

- A. Yes  
B. Not sure  
C. Probably not

A	B	C
---	---	---

35. Will the two help you obtain what you want out of life?

- A. Yes  
B. Not sure  
C. Probably not

A	B	C
---	---	---

36. How sure are you of the steps to take in order to prepare for and enter each of the two jobs?

- A. Don't know where to begin  
B. Have some idea of how to go about it  
C. The steps are fairly clear  
D. The steps are quite clear

A	B	C	D
---	---	---	---

37. Do you feel you will be able to complete all the necessary steps for at least one of the jobs?

- A. Yes
- B. Not sure
- C. Probably not

A	B	C
---	---	---

38. Would you say that your job future is \_\_\_\_

- A. Bright?
- B. Dark?
- C. Uncertain?

A	B	C
---	---	---

PART B : REACTIONS TO CAREER PLANNING ACTIVITIES

Directions for the next 5 items: Some of the ways schools help students with career planning are listed below. For each, show how you feel about the help provided at your school. Use these responses.

- A. Help not provided or not used.
- B. This was of little help.
- C. This was of some help.
- D. This was a lot of help.

39. File of job descriptions, pamphlets, or books on jobs. (Usually in careers library or a guidance office).

A	B	C	D
---	---	---	---

40. Films on jobs, talks by workers (in person or on tape), "career days", tours to work places.

A	B	C	D
---	---	---	---



41. Class discussion by teachers of jobs related to the subjects they are teaching.

A	B	C	D
---	---	---	---

42. Discussion with a counsellor about education and job plans for after high school.

A	B	C	D
---	---	---	---

43. Meetings with small groups of students to discuss what we want from a job, education plans, job plans, etc.

A	B	C	D
---	---	---	---

44. Overall, how much help with career (educational and job) planning has your school (teachers, guidance teachers, counsellors, principal, librarian, etc.) given you?

- A. None  
 B. Little  
 C. Some  
 D. A lot

A	B	C	D
---	---	---	---

45. Do you feel that you can go and see a guidance counsellor when you want to or need to?

- A. Never  
 B. Usually  
 C. Almost always  
 D. We don't have a guidance counsellor

A	B	C	D
---	---	---	---

PART C : "HELP WANTED" CHECK LIST.

Directions: The list below covers several things with which students sometimes would like help. If you would like help with any of these things, mark A for Yes. Otherwise mark B for NO.

- A. YES  
B. NO

46. Improving my study skills
- |   |   |
|---|---|
| A | B |
|---|---|
47. Improving my reading skills
- |   |   |
|---|---|
| A | B |
|---|---|
48. Improving my mathematics skills
- |   |   |
|---|---|
| A | B |
|---|---|
49. Choosing subjects
- |   |   |
|---|---|
| A | B |
|---|---|
50. Discussing personal things that are concerning me
- |   |   |
|---|---|
| A | B |
|---|---|
51. Discussing a health problem that is concerning me
- |   |   |
|---|---|
| A | B |
|---|---|
52. Making career plans
- |   |   |
|---|---|
| A | B |
|---|---|
53. Obtaining money to continue my education after high school
- |   |   |
|---|---|
| A | B |
|---|---|
54. Finding after-school or holiday work
- |   |   |
|---|---|
| A | B |
|---|---|

SECTION 5

CAREER PLANNING KNOWLEDGE (20 minutes)

This section covers some of the things that may be helpful to know when you are making "career plans".

By "CAREER PLANS" we mean plans for your EDUCATIONAL AND JOB future. Please remember this as you answer the questions that follow.

Choose the one best answer to each question. If you are not sure of an answer, make your best guess. The first group of questions should be answered "T" for TRUE or MOSTLY TRUE and "F" for FALSE or MOSTLY FALSE. If you work steadily, you should be able to answer almost all of the questions in 20 minutes.

Make a cross in the box containing T for TRUE or MOSTLY TRUE. For a FALSE or MOSTLY FALSE answer make a cross in the box containing an F.

1. Good career planning involves looking into several different jobs

T	F
---	---

2. Except for the income it provides, a person's job has little influence on his or her way of life

T	F
---	---

3. Most people do not need to begin career planning until their final year in high school

T	F
---	---

4. There is only one "right job" for a person according to his or her abilities

T	F
---	---

5. There is little one can do to get ready to choose a job except to see what's available when the time comes to choose

T	F
---	---

6. The average african adult spends more waking time in work-related activities (including housekeeping for women) than any other activity

T	F
---	---

7. Two persons with the same interests and abilities could be satisfied with jobs that are different

T	F
---	---

8. The Local Labour Bureau Office (at the magistrate's offices) provides free information about job vacancies and job training programmes

T	F
---	---

9. Apprentices are paid while they learn

T	F
---	---

10. Less than one-third of the students completing their matric finish a three-year degree course at a university

T	F
---	---

11. Courses at technical colleges and technikons are limited to students who want to transfer to do a degree at a university

T	F
---	---

12. Less than one-third of all jobs require a university degree

T	F
---	---

13. The English and Maths skills of first-year university students are more or less the same from one university to another

T	F
---	---

14. The unemployment rate of young people (e.g. 20-year-olds) in the labour market is usually less than the rate for older people

T	F
---	---

15. Few women work outside of the home after marriage

T	F
---	---

16. Entering an occupation is the only way you can learn whether you might like it.

T	F
---	---

17. Most people know by the end of high school which occupation they will be in when they are 40 years old

T	F
---	---

18. Most persons remain in the same job throughout their adult lives

T	F
---	---

19. Jobs of equal benefit to the community have the same social status

T	F
---	---

20. The earlier one chooses his or her life's work the better

T	F
---	---

21. Most people have the ability to do well in any job if they set their minds to it.

T	F
---	---

22. The typical man will hold more than four different full-time jobs during his lifetime

T	F
---	---

Directions for questions 23-27.

Each of the following is important in making career plans : goals and values; abilities; interests; and the job market. In the next five questions, pick the one that is most important to consider in answering the questions. In other words, which of the above-mentioned things must you consider in answering a specific question that you are directing to yourself?

23. What kinds of jobs have duties or activities I might like?  
(Find the choice below that is most important to consider in answering this question).

- A. goals and values  
B. abilities  
C. interests  
D. the job market

A	B	C	D
---	---	---	---

24. What is important for me in a job?

- A. goals and values  
B. abilities  
C. interests  
D. the job market

A	B	C	D
---	---	---	---

A	B	C	D
---	---	---	---

25. Would I be able to learn the work?

- A. goals and values  
B. abilities  
C. interests  
D. the job market

A	B	C	D
---	---	---	---

26. Will I be able to learn the work?

- A. Goals and values
- B. abilities
- C. interests
- D. the job market

A	B	C	D
---	---	---	---

27. Would I be able to do the work?

- A. goals and values
- B. abilities
- C. interests
- D. the job market

A	B	C	D
---	---	---	---

Directions for Questions 28-40:

Choose the one best answer - A, B, C, or D - for each of the questions that follows:

28. Which one of the following is the best way to begin career planning?

- A. look at what is available on the job market
- B. take tests to find out what you should do
- C. consider what it is you want out of a job
- D. read as many job descriptions as you can find.

A	B	C	D
---	---	---	---

29. The magazine "My Career" gives information about all of the following except \_\_\_\_

- A. job entry requirements
- B. average salaries in various occupations
- C. job vacancies in the rural areas
- D. descriptions of job duties

A	B	C	D
---	---	---	---

31. Which of the following is probably the best way for people to find out whether they would like the work of a carpenter?
- A. ask a career counsellor
  - B. talk to a building contractor
  - C. take a private study course in woodworking or carpentry
  - D. read articles about the building industry
- |   |   |   |   |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|
32. Choosing a job is similar to choosing a marriage partner because \_\_\_\_
- A. there is little a person can do to prepare for either choice
  - B. A person feels the same way about choosing a job as he does about choosing a marriage partner
  - C. there is only one right person and one right job for each of us
  - D. both choices are final
- |   |   |   |   |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|
33. Ideally, which of the following should be most important in your career decisions?
- A. what jobs are available in the market
  - B. the decisions you have made before
  - C. what your parents did
  - D. what you want out of life
- |   |   |   |   |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|
34. What will the world of work probably be ten years from now?
- A. Most jobs will require three or more years of university training
  - B. There will be fewer jobs for unskilled workers
  - C. There will be more jobs for high school dropouts than there are now
  - D. There will be fewer jobs for technical workers
- |   |   |   |   |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|



35. Which one of the following best describes women in the labour force?

- A. More women are choosing to remain in the home rather than work
- B. A larger percent of women now hold "women's jobs" such as secretary and bank teller
- C. More women are working at jobs which were once thought to be "men's jobs"
- D. Women now outnumber men on what used to be "men's jobs"; for example, draftsmanship and law.

A	B	C	D
---	---	---	---

36. Bob is interested in so many jobs he cannot make up his mind. He should \_\_\_\_

- A. try out as many of the jobs as he can
- B. try one and if he likes it, stick with it
- C. find out what to do by taking an ability test
- D. find out more about what each job is like

A	B	C	D
---	---	---	---

37. Marry is interested in a medical career as a psychiatrist but doesn't know much about what they do. What is the best step for her to take?

- A. look up the job in a medical college catalogue
- B. make an appointment to see a psychiatrist
- C. look "psychiatrist" in the dictionary
- D. get descriptions of the job from the school guidance office or library.

A	B	C	D
---	---	---	---

38. Alice has been accepted by two Universities, University A is better known than University B but its costs are higher. She cannot make a choice. What is the best thing for her to do?

- A. choose university B because it will cost less

- B. choose university A and write to the bursary office there for information
- C. make a list of what she expects to get from university study and compare the two institutions that way
- D. ask her parents to decide since they pay the fees.

A	B	C	D
---	---	---	---

39. John's high school marks are good, and he would like to be an engineer. No one in his family went to university. His parents are against his going to university. What should he do.

- A. see if his parents will agree to his taking an engineering technician's course at a technikon
- B. see his career counsellor about getting financial assistance so he can go and take engineering at a university without the help of his parents
- C. arrange a meeting with his guidance counsellor and his parents to talk over the whole matter.
- D. join government service and train for engineering there.

A	B	C	D
---	---	---	---

40. Bill cannot decide between engineering and motor mechanics. However he must decide soon or it will be too late to prepare for either. What is the best thing for him to do?

- A. get some part-time work experience in each
- B. get a job at a garage, and if he does not like it, go into engineering
- C. discuss his goals and abilities for each job with the school counsellor
- D. work his way through engineering college as a mechanic.

A	B	C	D
---	---	---	---

SECTION 6

## EXPLORATORY JOB EXPERIENCES (20 minutes)

Directions : People often develop special skills or have career-related experiences outside of the usual classroom setting. Often these skills and experiences provide clues for suggesting jobs that you might think about and explore. For this reason, we would like you to indicate how often you have done each activity listed below.

- A. No, I haven't done this OR the time I spent on this is not worth noting  
 B. Yes, I have done this but only once or twice.  
 C. Yes, I have done this several times.

1. Studied different groups of stars on my own

A	B	C
---	---	---

2. Played a musical instrument for a band or group

A	B	C
---	---	---

3. Worked actively in a charity or welfare group

A	B	C
---	---	---

4. Sold something through an advertisement in a newspaper

A	B	C
---	---	---

5. Operated office machines such as adding or duplicating machines

A	B	C
---	---	---

6. Used a voltmeter, micrometer, or pressure guage

A	B	C
---	---	---

7. Studied the theory of evolution on my own

A	B	C
---	---	---

8. Sang in a choir or chorus

A	B	C
---	---	---

9. Helped supervise holiday playground activities for children

A	B	C
---	---	---

10. Loaned someone some money and got it back with interest

A	B	C
---	---	---

11. Filed letters, bills, or papers

A	B	C
---	---	---

12. Repaired furniture

A	B	C
---	---	---

13. Used a microscope outside of classroom work

A	B	C
---	---	---

14. Sketched people so they could be recognized

A	B	C
---	---	---

15. Helped settle an argument between two friends

A	B	C
---	---	---

16. Served as a school crossing guard, school hall, study room, or dining room prefect.

A	B	C
---	---	---

17. Typed letters or reports outside the classroom situation

A	B	C
---	---	---

18. Repaired a toy that wouldn't work

A	B	C
---	---	---

19. Visited a science, natural history, or historical museum

A	B	C
---	---	---

20. Wrote a short story or poem outside of classroom work

A	B	C
---	---	---

21. Instructed others in a sport such as swimming, soft ball, hockey, basketball

A	B	C
---	---	---

22. Had a regular paying job outside of my home (for example, selling newspapers, shoe shining, selling peanuts, lawn mowing, car washing)

A	B	C
---	---	---

23. Sorted mail

A	B	C
---	---	---

24. Fixed mechanical things inside the house and around the yard

A	B	C
---	---	---

25. Prepared a project for a science show

A	B	C
---	---	---

26. Played or sang in a band, combo or rock group

A	B	C
---	---	---

27. Took care of sick or elderly people

A	B	C
---	---	---

28. Organized a club, school group or a team

A	B	C
---	---	---

29. Worked out my own budget

A	B	C
---	---	---

30. Replaced burned-out electrical fuses

A	B	C
---	---	---

31. Wrote a science essay or report that was not given in class

A	B	C
---	---	---

32. Wrote stories or news articles for a school newspaper or magazine

A	B	C
---	---	---

33. Helped teach games or sports to young children

A	B	C
---	---	---

34. Sold things like magazines and newspapers, sweets, fruit, door to door

A	B	C
---	---	---

35. Kept accurate record of my own expenses

A	B	C
---	---	---

36. Joined together two pieces of an electric wire
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
37. Did a science experiment that was not given in class
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
38. Drew cartoons or comic pictures
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
39. Helped a new boy or girl in the neighbourhood to get to know other youngsters
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
40. Stood for election to a school club or to some other position in the school
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
41. Checked for spelling errors in an essay or report
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
42. Read magazines such as "outdoor life", "Teach yourself mechanics", "Popular Science", "Mechanics Made Easy"
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
43. Read books or magazines on science and technology
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
44. Read books on art or music that were not given in class
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
45. Was selected by a group to buy a gift for someone like a friend, teacher, or club captain
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|

46. Sold tickets for activities like a drama presentation, sports event, or an evening variety show

A	B	C
---	---	---

47. Kept records of temperature, barometric pressure, or rainfall

A	B	C
---	---	---

48. Helped change a part on a car engine

A	B	C
---	---	---

49. Listened to a radio programme where prominent people such as politicians and other leaders answered questions on their work activities.

A	B	C
---	---	---

50. Learned handicrafts such as carving wood, weaving, making pottery, stringing beads, etc

A	B	C
---	---	---

51. Worked on a neighbourhood improvement project or charity campaign

A	B	C
---	---	---

52. Earned some money to pay part of my school fees.

A	B	C
---	---	---

53. Did lettering or drafting other than as a class assignment

A	B	C
---	---	---

54. Refinished, painted, or varnished furniture

A	B	C
---	---	---

55. Studied different cloud formations.

A	B	C
---	---	---



56. Had a speaking part in a play

A	B	C
---	---	---

57. Helped friends with their problems:

A	B	C
---	---	---

58. Worked as an usher at school events

A	B	C
---	---	---

59. Developed a system for sorting or storing things

A	B	C
---	---	---

60. Changed a bicycle or car tire.

A	B	C
---	---	---

61. Read the editorial page of a newspaper.

A	B	C
---	---	---

62. Visited an art museum

A	B	C
---	---	---

63. Gave first aid to an injured person.

A	B	C
---	---	---

64. Kept records of expenditure for a club group

A	B	C
---	---	---

65. Planned a trip using a bus, train, or airplane time table

A	B	C
---	---	---

66. Took apart a machine to see how it operates.
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
67. Did a chemistry experiment outside of class.
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
68. Attended a symphony, a pop or rock concert
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
69. Planned a school or church party.
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
70. Helped to stage a money-making or fund-raising event at school
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
71. Calculated postage costs for a mail order.
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
72. Developed pictures or photos on my own
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
73. Collected and studied things like rocks, shells, insects.
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
74. Performed in a variety show or short humorous play.
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|
75. Worked for a "good course" like the prevention of veld fires, prevention of the pollution of the environment, or road safety
- |   |   |   |
|---|---|---|
| A | B | C |
|---|---|---|

76. Helped sell things at a jumble sale

A	B	C
---	---	---

77. Packed or sorted books in a school library or did filing in a school office.

A	B	C
---	---	---

78. Operated a projector, tape recorder, or loud speaker system.

A	B	C
---	---	---

79. Wrote a report or made a chart about parts of the body

A	B	C
---	---	---

80. Did the art work or lettering for a greeting card.

A	B	C
---	---	---

81. Helped in a puppet show or play for children

A	B	C
---	---	---

82. Encourage people to join a club or team

A	B	C
---	---	---

83. Made charts to explain things like the cost of living, rate of population growth, and population changes

A	B	C
---	---	---

84. Made drawings to scale

A	B	C
---	---	---

85. Studied (outside of classroom work) diseases of humans, animals, or plants.

A	B	C
---	---	---

86. Drew or made designs for such things as clothing, buildings, or cars

A	B	C
---	---	---

87. Visited elderly or ill persons to cheer them up.

A	B	C
---	---	---

88. Handed out things like advertising pamphlets, political leaflets, and notices

A	B	C
---	---	---

89. Kept class register or class records for a teacher.

A	B	C
---	---	---

90. Raised animals to be sold

A	B	C
---	---	---