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PHYSICAL EDUCATION and SPORT in AFRICA

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FOREWORD

The two disciplines, Physical Education and Sport are not new to Africa. Precisely, the continent is very rich in traditional games, sports and dances. There is a lot of history behind these games and dances which only few Africans know very little about, let alone people from other continents. Africa's traditional and cultural heritage may be forgotten entirely if we do not revive them through our writings, teachings, research and professional practices.

Lately, Africa has demonstrated that it is a force to be reckoned with in different games and competitive sports as witnessed in world soccer cup, Olympic and commonwealth games and the All-Africa Games. In those countries with success stories about sports there are organisation and management structures, programmes and histories that have not been well documented. More importantly Department of Physical Education and Human Movement Studies and sport Organisations in many African countries have largely been consumers of research, academic and sport information from the developed countries, whereas there are many qualified and competent professionals in the two disciplines. There is, therefore, a high demand for publications in Physical Education, Recreation, sport Coaching and Administration, Rehabilitation and Human Movement for use at various educational levels and Sports Organisations in Africa.

Physical Education and Sport in Africa provides a comprehensive resource and reference book to assist students and practitioners understanding of the many issues surrounding Physical Education and Sports in Africa. I am sure it will make a valuable contribution to improving a whole lot of ideas and practices in the two disciplines.



Lt. General S.K.I. Khama
Vice-President and Minister of Presidential Affairs
and Public Administration, Republic of Botswana

18. CAREER GUIDANCE IN PHYSICAL EDUCATION AND SPORT IN AFRICA: THE PATHWAY TO THE NEW MILLENNIUM

Amos A. Alao and March L. Krotee

INTRODUCTION

To fully understand the implications of career guidance in Physical Education and Sport in Africa, this chapter explores the nature of guidance and the meaning and value of career guidance. The chapter also delves into crucial factors in career guidance, with specific reference to career pathways in Physical Education and Sport. Relevant educational and occupational information and career planning with reference to Physical Education and Sport are also discussed. Career opportunities in Physical Education are highlighted as well as job strategies and other salient factors that may affect career patterning for those interested in pursuing the multiple pathways that Physical Education and Sport offers as we enter the 21st century.

18.1 THE NATURE OF GUIDANCE

While there may not be a consensus on the definition of guidance, simply defined, guidance is the help or assistance provided by someone to another person. It is a process of helping an individual to understand themselves, their potential, and the society about them.

Guidance is both a philosophical and an educational concept involving an attempt to foster the development of an individual's unique potential and the provision of experiences that will enable someone to understand not only themselves but also the environment in which the individual exists. The implementation of the philosophical and educational dimensions of guidance takes the form of activities and services provided in schools, universities, and other critical settings. It could be in the form of appraisal, informational, advising, counselling, mentoring, coaching, planning, placement as well as guidance follow-up, guidance services and evaluation.

Inherent with the explanation of guidance as a process, is that guidance is continuous and connotes that the helper is in a position to provide a specialised service to smooth the transition along the professional pathway. The understanding of one's self means that the individual who has benefited from guidance would be in position to perceive clearly their fullest potential. Given that guidance has been defined in many ways, some of the common elements of guidance include the notion that guidance exists to enhance the choice making skills of the beneficiary. It is concerned with the individual and their needs and it exists to enhance personal, psycho social, affective, educational and vocational development (Kroth, 1973).

18.2 THE NATURE AND MEANING OF CAREER AND CAREER GUIDANCE

An individual who is engaged in an occupation may be viewed as someone who is contributing meaningfully to the development of society. Weber (1958) noted that the Puritans viewed work as a moral obligation as the concept of the Protestant work ethic was transnationalized to the "New World". Macoby and Terzi (1981) enumerated several work ethics representative of the social and economic stages in the development of North American character as including:

- The Protestant ethic: which views work as a religious calling
- The craft ethic: which describes work as a social obligation which also benefits the individual
- The entrepreneur ethic: which represents an orientation toward risk taking, striving to get ahead and exploiting opportunities
- The career ethic: which is an orientation toward ambition, financial success movement up the career ladder and loyalty to an organisation and
- The self-development ethic: or an orientation toward greater concern for self-fulfillment; personal growth, enjoyment of work and a healthy lifestyle that provides for more opportunities for leisure.

The Meaning of Career

It may be assumed that many individuals, who engage in careers today, do so, not only for financial reward but also for personal fulfillment and satisfaction, and growth development. The term career usually refers to the succession of occupations, jobs and positions in which one engages during the life span (Zunker, 1994). Career is thus seen as the sequence of occupations in which one engages. Occupation is a definable work activity that occurs in many settings and stages. It indicates a specific work role and responsibility.

Meaning of Career Guidance

Career guidance includes all the activities and services provided in educational institutions, agencies and organisations, which include career counselling and career related educational programmes. Career counselling may be performed one to one, or in small groups. Career counselling focuses on planning and making decisions about occupations and educational processes deemed appropriate to begin and sustain an effective career pathway.

Career education which may be conceived as part of career guidance, is mainly an effort to prepare each individual for living and working in society. Career education is viewed essentially as an instructional strategy aimed at improving educational outcomes by

relating teaching and learning activities to the concept of career development (Jesser, 1976).

Hansen (1977) defined school career guidance as a systematic programme involving counsellors and teachers. It is that part of career education designed to increase a students' knowledge of self, occupations, training paths, lifestyle, labour market trend, and self marketing skills. The career decision making process, which helps the individual gain self direction is critical to the programme.

Consequently, any exploration of career guidance in any discipline, including Physical Education and Sport must begin with the understanding of important technologies that are related to career guidance in general.

18.3 THE NATURE AND SCOPE OF PHYSICAL EDUCATION AND SPORT IN AFRICA IN GENERAL AND BOTSWANA IN PARTICULAR

The overall status of Physical Education (PE) and Sport in any country, region, or continent can affect career opportunities in that geographic domain. Hence, the career opportunities in Physical Education and Sport in Africa will depend to a large extent, on the recognition and development accorded to Physical Education and Sport in Africa as well as Africa's reputation in the sport global market place.

Nature of Physical Education and Sport

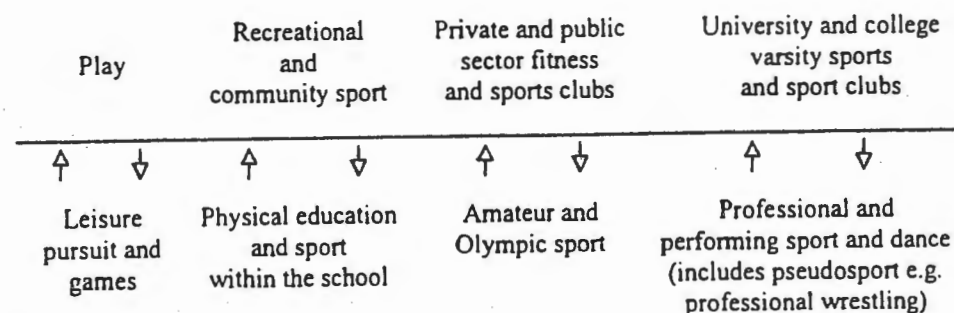
Puffa (1998) noted that Physical Education has myriad definitions, varying from its being conceived as education through the physical to its conception as involving running, throwing, jumping and catching. Physical Education in its totality according to Hetherington (1970) is described as education through the physical. Adedeji (1985) also remarked that functional Physical Education falls within the continuum of education through the physical, the aim of which is the resultant desire for specific skills to be acquired through balanced and well planned physical activities. Adedeji (1994) classified sport practices into three categories:

- Political:** which focuses on the production of national and international champions which can bring national prestige, pride and recognition.
- Economic:** which rewards the athlete after a performance, and
- Educational:** which encourages the concept of sport for all, sport for excellence and Physical Education and Sport for a healthy lifestyle.

Owolabi (1977) noted that human movement and physical activities including sports are the tools of Physical Education, which can be conceptually divided, into education through the physical, education about the physical and education of the physical. Pangrazi and Daur (1981) view Physical Education as learning to move, moving to learn and learning about movement..., a phase of the general education programme that

contributes primarily through movement experience to the total growth and development of the child.

Krotee in Bucker and Krotee (1998) presents the view that Physical Education and Sport lies across the Physical Activity and Sport Continuum (PASC). The PASC extends from play through professional performing sport and dance.



The Scope of Physical Education and Sport in Africa in General

The status accorded Physical Education and Sport in a society is likely to affect the level of development of Physical Education and Sport in that society. Adedeji (1994) noted that it was during the pre-independence period that various African nations were drawn closer to the acculturated concepts of functional Physical Education. Games like soccer, field hockey, rugby, cricket, basketball, tennis and netball etc. were encouraged to be practised and played in schools wherever colonial rule dictated. Other factors were observed as affecting the development of Physical Education and Sport in Africa in general.

Shehu and Wamukoya (1997) remarked that political instability and poor economy can affect the development of sports in a nation. Sports growth may be made or marred by a country's domestic politics as well as the degree of micro and macro economic stability. When a country is in turmoil, such as in Somalia, Rwanda, Ethiopia, Burundi, and Liberia, economic resources will invariably be diverted to military purposes at the expense of social and recreational needs of the people. Job opportunities in Physical Education and Sport invariably may be affected negatively just as with most career pathways. Waters and Krotee (1999) detail the factors that serve to construct an effective nation-building process. Physical Education Recreation and Sport can and should play an important role in the Recreation and Development of any nation and Africa is a case in study as the profession of Physical Education and sport is also in its developmental phase.

The Situation of Physical Education and Sport in Botswana

In its 1996 annual workshop, the Department of Physical Education and Recreation at the University of Botswana focused its attention to the status, problems and prospects

of sport in Botswana. A major submission after this workshop was that in order to properly fund, promote and develop sport in Botswana, Physical Education must be effectively taught as a curriculum subject in its schools and colleges. The department noted that although there is a Government policy making the teaching of Physical Education and Sport mandatory in schools, it has been largely ignored due to various constraints.

It appears however, that the Government of Botswana is sensitive to the development of Physical Education and Sports. Rathedi (1997) remarked that the recognition of the importance of Physical Education and sport in the Revised National Policy on Education (RNPE) 1994 recommendation 32 (e) which reads;

"Each student should also take at least a co-curricular activity in the form of sporting activity, a club or a hobby."

is an evidence of the interest of the government of Botswana in Physical Education and Sports. The Government has initiated the training of Physical Education teachers at Molepolole and Tonota Colleges of Education and have established the Department of Physical Education at the University of Botswana (Rathedi, 1997).

Masogo, Cooper and Molefe (1997) observed that despite the progress made in Botswana with regards to the teaching of Physical Education in the colleges, lack of quantity and quality facilities and equipment are still, major constraints. Amusa, Toriola and Monyeke (1997) noted that Physical Education is a relatively new academic discipline in Botswana, and as a new discipline, the prospects of career options available may be elusive to individuals who might be interested in this area. However, with career guidance, individuals presently engaged in training in Physical Education and Sport or those who may be interested in these areas in the future, can be assisted to discover and even create a variety of opportunities which will lead them to a successful career pathway.

18.4 CAREER GUIDANCE IN PHYSICAL EDUCATION AND SPORT

Career guidance in Physical Education and Sport entails the following:

1. Educational information
2. Occupational information
3. Career planning
4. Career decision making skills
5. Career opportunities in Physical Education and Sports
6. Job search strategies
7. Other factors which may affect careers

Educational Information

Entry into any career at an intermediate or senior level will require investment in education. Careers in Physical Education and Sport are no exception. An individual seeking career opportunities in Physical Education and Sport must be willing to acquire the necessary education, certification, licensing and training that will qualify him/her for their selected career pathway.

Educational information includes information in educational or training opportunities and requirements for entrance into such training. For individuals interested in careers in Physical Education and Sport, information on where appropriate education can be acquired, method of entry, requirements for entry into such institutions and the length of training will be useful. It will also be helpful to know, the courses or programmes that will lead to specific specialties in Physical Education and Sport. There is no doubt that different entry requirements and different lengths of training will be required for different specialties. Individuals with backgrounds in the humanities have the possibility of specializing in areas such as Sports administration, and management or Sports journalism. Individuals with interest and ability in the sciences may also find specialties, in sports medicine, athletic training as well as the fitness industry as pathways to a successful career. Educational information is relevant in career guidance, as the individual through educational information, becomes aware of where to go for training, what is required for entry, the courses available, the skills needed and the length of training required for careers in Physical Education and Sport.

Occupations Information

Occupational information will usually include the nature of work to be done or duties to be performed. The requirements for entrance into the occupation and the conditions of work are useful information that will be helpful in occupational choice in Physical

Education and Sport. Knowledge of duties to be performed is essential as this is what the individual would be doing in future. Consequently, before selecting Physical Education and Sport as an option, or any of its specialties the individual needs to know the nature of the work or the "Job Description". Some individuals also consider the rewards offered by an occupation as a crucial factor in their occupational choice. It will be helpful to explore the financial rewards and the methods of advancement in the different specialties of Physical Education and Sport. Service and satisfaction level as a contribution to society may also be measured.

Awareness of the supply and the demand for workers and the typical places of employment for individuals in Physical Education and Sport occupations will also be helpful in determining the appropriateness of choice. While a certificate or a diploma may be enough to enter some specialties in Physical Education and Sport, other specialties will require higher degrees of advanced training and certifications (Coaches, Officials). In terms of the demand and supply for workers in Physical Education and Sport, individuals seeking employment in these areas need to know that apart from professional athletes many workers support the 'actors' from Physical Education

instructions in the form of managing, organising, coaching, sports medicine, sports officiating and facilities management. Other workers are also involved in activities which happen off the field of play, on the side lines, cameras, and of course behind the scenes.

Career Planning

Each person is unique and this uniqueness is a product of many factors which include personal and educational experiences, values, interests, abilities, behavioural tendencies, genetic and socio-cultural factors to mention a few. The uniqueness of the individual plays an important role in career planning. For effective career planning, an individual's characteristics can be assessed through standardized assessment instruments as well as through personal interview and interaction.

In essence, career life planning focuses on those factors that influence career choice. These factors need to be evaluated and clarified to make sound career planning determinations. Career planning allows for change of direction whenever situational circumstances warrant or when an individual's need changes. Career planning is an ongoing process.

Strategies and Tasks in Career Planning in Physical Education and Sport

1. Standardized Instruments

To reduce the possibilities of errors in selecting among the multitude of career paths and alternatives, individuals must take stock of their abilities, resources and motivations. The career goals formulated must be in line with the factors which are important in the pursuit of an individual's career goal. The use of standardized

instruments will be helpful to determine the effect of the following in the pursuit of careers in Physical Education and Sport.

Interest: Interest inventories can help an individual to discover what they like to do. We all have work interests that will give one pleasure, enjoyment and satisfaction. The interest profile of the individual should fit what the individual would be doing in Physical Education and Sport. The individual needs to identify and evaluate their occupational interest in Physical Education and Sport and the various specialities. Individual interests should also be related to potential occupation requirements. An individual who wants to be a teacher for instance should show interest in activities involved with teaching.

Aptitude: Aptitude tests predict the potential for doing something. Some occupations differ from one another with reference to specific competencies required and the amount of specialized abilities expected. Aptitude tests are designed to measure specific skills and proficiencies or the ability to acquire certain proficiencies. Measures of aptitudes provide a good frame of reference for evaluating potential career paths.

Ability: Achievement tests may enable an individual to assess the present levels of developed abilities. The basic academic skills (such as Mathematics, reading and language usage) possessed by the individual will be helpful in planning for educational

and training programmes. Intellectual ability is a significant factor in educational and occupational choice. Entrance into some occupations seems to be contingent on the possession of minimum abilities. While a certificate may be sufficient for some careers in Physical Education and Sports, a diploma degree or a higher degree may be required for others. Some careers in sports require extensive training.

Personality: Personality test could determine if the individual has the right temperament for the work. Some occupations demand personality traits different from those demanded by other occupations. For instance, individuals with personality characteristics such as tolerance, self-confidence and the ability to make decisions under stress might make great sport officials.

Values and Needs: One may also need to assess his/her values and needs as they relate to career choice in Physical Education and Sport. This can be done by determining one's needs in relation to different career options in Physical Education and Sports. An individual can also weigh their satisfaction or dissatisfaction level in the career option envisaged.

Making a Career Decision in Physical Education and Sport

An individual needs to be knowledgeable in career decision making skills in order to make a wise career choice. Many theories have been put forward to explain vocational choices. The early vocational approaches perceived career decision making as a simple task. The trait and factor approach was employed to measure the individual's interest, aptitude and achievements and matches the individuals' profile with traits necessary for certain occupations.

Career decision making was seen in a broader perspective as more sophisticated counselling approaches emerged. Some of the theories propounded to explain why an individual chose a particular occupation include:

The developmental theories of Ginzberg, Ginzberg, Axerald and Herma (1951) which suggested that occupational choice was a developmental process that included fantasy, tentative, and realistic stages.

Super (1972) considered self-concept as a vital force which establishes a career pattern which an individual follows throughout life. Super (1990) later provided vocational developmental tasksthrough the life span.

Tiedeman and Miller - Tiedeman (1984) suggested that career decisions are reached through a systematic problem-solving pattern which includes exploration, crystallization, choice clarification, induction, reformation and integration.

Roe (1956) emphasized that early childhood experiences play an important role in finding satisfaction in one's chosen field. Roe classified occupation into (i) person oriented and (ii) non-person oriented.

Holland (1985) suggested that career choice is an expression or extension of personality into the world of work. That is, an individual is attracted to a given career by their particular personality and the numerous variables that constitute their background.

Social Learning Theory: Mitchell and Krumboltz, (1990) viewed career development as involving (i) genetic endowments and special abilities, (ii) environmental conditions and events, (iii) learning experiences and (iv) task approach skills.

The Psychoanalytic Theory viewed work as a method of satisfying impulses and providing outlets for sublimated wishes. (Osipow, 1983)

Sociological approaches have emphasized the interrelationship of psychological, economic and sociological determinants of occupational choice and development.

The individual characteristics which are responsible for choice viewed by Blau, Gustard, Jessor, Parnes and Wilcox (1956) include the biological, social conditions, social positions and social-role characteristics.

Implication of Theories of Career Development

It is important to note that in the theories of career choice and development summarized the unique traits of individuals and the characteristics of the society in which development occurs should not be ignored in career choice. Self-concept, one's personality orientation, learning experiences, developmental tasks are also important factors in career choice. Career decision must also include the provision of assistance in making appropriate choices through decision making and problem solving skills.

Krumboltz and Sorenson (1974) designed a decision making system which involves the following steps:

Formulation of individual goals which are designed in behavioural terms.

Commitment of time to meet the goal formulated.

Generation of activities to narrow the alternatives, the activities may include taking an inventory, studying occupational literature, and subjection to a variety of self assessment.

Collecting information which may include occupational information and opportunities.

Sharing information and estimating consequences so that the individual can predict success based on information.

Re-evaluation by going back to the previous steps in decision making.

Making a tentative decision which helps to narrow choices.

Recycling the whole step which enables the individual to view decision making as an ongoing process.

Krotee illustrates the decision making process in the following chart (Bucher and Krotee 1998).

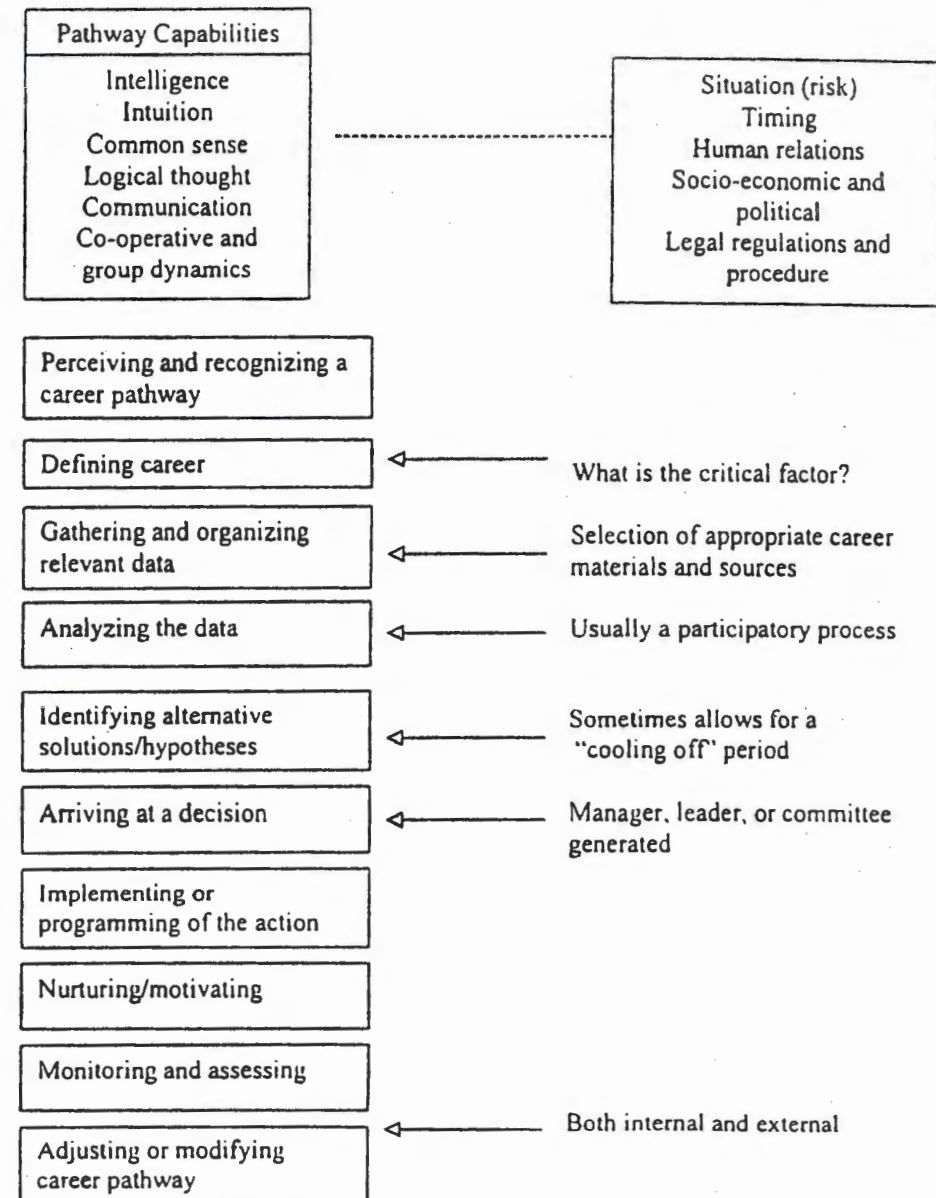


Figure 18.1: Model for career pathway decision making

Source: Charles A. Bucher & March L. Krotee, (1999). *Management of Physical Education and Sport* (11th ed.), p. 18.

Consequently making a career choice in Physical Education and Sport will involve:

One's self-evaluation, through appropriate standardized instruments,

An awareness that career development occurs in stages.

Knowledge of educational and occupational information relevant to Physical Education and Sport and

Possession of skills in career planning and decision making.

18.5 CAREER OPPORTUNITIES IN PHYSICAL EDUCATION AND SPORT

The common characteristics of the many professional jobs in education make it comparatively easy to move from one job to another. Careers in education in general can involve vertical and horizontal moves with no fear of becoming stagnant. A career in education was once exclusively a career in teaching usually in a primary or secondary school or in a college or university, but today, education is a much broader enterprise, as many sub specialities have developed.

Physical Education as a branch of education can lead to careers not only in teaching but also in sports and many other associated employment opportunities, in what is now a multi billion dollar sport industry. Coaches also seem to come from the ranks of Physical Education teachers. The urge to educate others on the importance of Physical Education, fitness, and sports in general has led to the increasing recognition of Physical Education. Physical educators are also undergoing training at different levels of education with various specializations. Jobs in sport now include those who prepare the events, the competitors, the venue of competition, and the equipment and market strategies to support the event. Those who manage, cover and report the competition are also career pathways to be explored.

Occupational Outlook Handbook (1994), Dictionary of Occupational Titles (1991) and Heitzman (1993) summarized the opportunities in sports careers as including but not limited to the following:

Professional Athletes - who are involved in a wide range of sports

Coaches - who prepare the athletes, the competitors at the school level and those involved in professional coaching.

Sports administrators/managers - who manage and direct school, professional and organisational programmes and provide expertise in organisation, budgeting, communication and human relations.

Sport officials - who supervise various sports

Sports journalists - who may be newspaper sports writer or sports caster, a television announcer or a radio news caster.

Physical education instructor - who teaches physical education skills

Sports Medicine Professionals - who assist athletes or players to avoid injury and cater for athlete after injury, and restore them to normal functioning through rehabilitative Sports medicine personnel include other specialists such as:

Athletics Trainers - who prepare participants before the contest and provide other needed services after the sports contest.

Physical Therapists - who work with athletes who have been disabled through accident, birth defect or illness. Physical therapists improve mobility, relieve pain and prevent or limit the permanent physical disabilities of patients suffering from injuries or diseases.

Sports Dentists - who provide various dental care to athletes. Dentists work on mouthpiece used by athletes. Face guards are also used to prevent injury.

Sports Vision Specialists - who provide services related to vision to enhance performance of athletes.

Exercise Physiologists - who employ psychological techniques and procedures to enhance performance in sports and the well being of athletes. Behaviour and mental processes of athletes are studied, with the goal to explain and change their behaviour.

Sport Massage Therapists - who ensure blood circulation of athletes through massage, with the goal to reduce or remove stress and to promote the general well being of the athletes.

Sports Podiatrists - who diagnose and treat disorders and injuries of the foot and lower leg to keep this part of the body working properly.

Sports Orthotists and Prosthetists - who employ bracing to correct and support body part (orthotists), and utilize artificial replacement limbs for handicaps interested in sports (prosthetists).

Sports Nutritionists/Dietitians - who plan nutrition programmes and supervise the preparation and serving of meals. Sports nutritionists are concerned with the nutritional needs of various athletes.

Sports Physician - who examine patients, order, perform and interpret diagnostic tests, they also diagnose illness and administer treatment.

Osteopathic physicians or allopathic physicians - who place emphasis on the body's musculoskeletal system. The orthopaedists treat injuries to the skeletal systems and can serve as consultants to athletes on injuries affecting the backs, necks, arms, legs, joints, and the body muscles.

Chiropractors or chiropractic doctors - diagnose and treat patients with problems with the body's muscular, nervous and skeletal system especially the spine. Some

chiropractors specialize in athletic injuries and employ other treatments such as heat, water, and nutritional supplement and massage therapy in treatment.

Other job opportunities in sports include:

Sport Public Relations Specialists who publicize sports, teams and athletes through press releases or interviews.

Sports equipment development and sales representatives – who develop the variety of sports equipment now in existence used athletes. The marketing of these products can also serve a career path for others.

Scouts/Agents/Sports representative – who search for and evaluate potential players. Some athletes who are very successful have agents who negotiate on their behalf, some teams also have managers who plan sporting engagements for the team and handle financial issues for the athlete or team.

Health and fitness specialities – who provide services for individuals who want to achieve fitness, as found in health clubs and spas and so on.

Krotee and Bucher (1998) go much further and provide a comprehensive Physical Education and Sport career opportunity list.

Table 18.2 Physical education and sport career opportunities

<u>TEACHING OPPORTUNITIES</u>		<u>SPORT MANAGEMENT OPPORTUNITIES</u>	
<u>School Setting</u>	<u>Non-School Setting</u>		
Elementary school	Community recreation/ sport programs	Athletic administration	Sport organization Administration
Junior high school	Corporate recreation Programs	Aquatic administration	Health club management
High school	Commercial sport clubs	Sport facility management	Sport information
Junior/community college	Youth-serving agencies	Commercial sport club management	Sport retailing
College and university	Pre-schools	Community recreation/sport management	Corporate recreation and wellness
Basic instructional programs	Health clubs	Recreational sport/ campus recreation	Resort sport management
Professional preparation programs	Military personnel programs	U.S. Olympic Committee organizations	Bowl organizations
Adapted physical education	Resort sport programs	Sports governing bodies	Sport conference commissioner
Overseas school programs	Correctional institution programs	Sport councils	Sport professional associations
Military school programs	Sport tourism		
International school programs	State high school leagues		

COACHING OPPORTUNITIES

Interscholastic programs	Commercial sport clubs
Intercollegiate programs	Community sport programs
Commercial sport camps	Military sport programs
International sport camps	AAU and club sport programs

SPORT MEDIA OPPORTUNITIES

Sports information	Sport broadcasting and production
Sport journalism	Sport art
Sport photography	Sport product advisor
Writing sport-oriented books	
Sport publishing	

FITNESS & HEALTH-RELATED OPPORTUNITIES

Cardiac rehabilitation	Space fitness programs
Sports medicine	Corporate fitness programs
Movement therapy	Sports nutrition
Health clubs	Athletic training
Community fitness programs	Weight control spas
Personal fitness trainer	Military personnel programs

SPORT-RELATED OPPORTUNITIES

Player personnel and community relations	Sport officiating : Game/event entertainment
Sport law	Sport statistician
Professional athlete	Sport consulting
Entrepreneur	Compliance director
Research	Golf club and turf management
Academic counselling	Sport/educational psychologist
Sport agent	

Source: Bucher, C. A. & Krotee, M.L. (1988).

This list is crucial for those in Africa as the list serves as both a career pathway guide as well as to shape. Progression Physical Education and Sport curriculum for certificates, diplomas and advanced degrees such as those at the University of Botswana and Kenyatta University in Nairobi, Kenya. Career pathways in Physical Education and Sport are requisite for a healthy and productive Africa. Teaching at the primary and secondary levels are vital. Health and fitness are more critical than ever as Africa faces challenges which require immediate urgency. The professional pathway here is clear and must be integrated with emerging jobs in the public and private sector sport, leisure and tourism industry which are vital to Africa's development. Education institutions, sports councils and associations must work together for effective and efficient use of scarce human resources.

18.6 JOB SEARCH STRATEGIES

After the completion of education or training, the next goal is to secure a job that will be satisfying and rewarding. Since the individual is likely to be competing with others for the same position, it will be helpful to have some ideas on how to compete successfully. To secure employment one needs to be aware of the important steps in job search.

Krannich and Krannich (1993) remarked that learning how to find a job could be as important to career success as knowing how to perform a job. Finding a job involves skills that can be learned. The individual needs to develop skills in:

How to write application cover letter,

How to shape a curriculum vitae and

How to handle job interviews.

There is need to transform the understanding of the skills mentioned earlier into action through implementation. Where necessary, professional advice could be sought during the job search. This may vary from career counselling to contacting different employment agencies in various settings. Someone seeking a job in Physical Education and Sport, would need to conduct a search on the agencies or organisations within the community that could offer him or her jobs based on his or her skills, abilities and experience. Networking may also be employed to identify different job opportunities in Physical Education and Sports within the community. The investigative stages of exploring possible agencies that could employ someone with background in Physical Education and Sports should be followed by the communication stage where the individual makes both written and personal contact with the appropriate or identified employer. Be assured the internet will soon come to Africa which will add another dimension to job search.

Other Factors Which May Affect Careers

Apart from individual factors which may lead to unemployment in some cases for a while, many different factors can also affect the availability of jobs in different professions. Some of these factors may be political, economic or social to mention a few. Awareness of these factors and what can possibly be done to cope with them, may enhance the possibility of employment. Sometimes, an individual may not have control over some of these factors. For example, a governmental policy which promotes sports may mean the possibility of jobs for individuals with training in Physical Education and Sport or negative governmental policy on sports may also denote danger or possible decline in job opportunities in this area. When an individual is faced with a factor he or she has no control over, it will be helpful to consider alternate jobs where one's skill, ability or experience can be utilized.

The individual needs to develop coping strategies to pass through any temporary stage of unemployment that he or she may face. In some cases acquisition of more education and training could be helpful in securing a job. Also voluntary work at agencies sport councils, NGO's and in the community will lead to valuable contacts networks and experience.

SUMMARY

Career guidance in Physical Education and Sport will be meaning if consideration is given to educational and occupational information in the two disciplines. Career planning in Physical Education and Sport must reflect one's interest, aptitude, ability and the personality for various options in this area. It must include the awareness of job opportunities in Physical Education and Sport and the realization that career choice is developmental. After attaining appropriate training and experience, the individual

seeking job in Physical Education and Sport needs to be aware of job search strategies and must be willing to implement them. It is important, however, that those of us in higher education, teaching, coaching and sports management positions join hands to move Africa ahead so that all may develop to their fullest potential and join fully in the global community.

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