

THE INFLUENCE OF HOME ENVIRONMENT ON THE
CAREER CHOICE OF STANDARD NINE PUPILS
IN MOHLAKENG SECONDARY SCHOOLS
IN GAUTENG

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**"What happens to a dream deferred? Does it dry up like
a raisin in the sun?" (J. Kozol, 1991).**

ABSTRACT

This study investigates the influence of the home environment on the career choice of Standard Nine pupils in Mohlakeng, Lunasands, Swaneville and Bekkersdal. A group of 240 pupils were selected from the two secondary schools, i.e. Phahama Secondary School and A.B. Phokompe Secondary School for this purpose.

A greater understanding of the squatter communities and township communities was necessary as well as insight into the career guidance programme for secondary schools of the former Department of Education and Training. This will help the reader to visualise the scenario in these communities.

During the literature study the background to the establishment of the squatter areas in South Africa was closely examined in order to identify the causes and results of squatting. The negative effects of both squatter areas and township areas on school-going children were examined. The relationship between these two areas was discussed.

The literature study was also aimed at gaining insight into factors that affect the career choice of pupils from squatter and township homes.

In the empirical research that followed, a questionnaire was devised and given to a sample of pupils from Phahama and A.B. Phokompe Secondary Schools to complete. The SAS-computer programme was applied to determine the average of the responses for each question.

A complete analysis of the investigation results indicated that home environment plays a major role in the career choice of the Standard Nine pupils. The career indecision of most of the squatter pupils is a result of not enough role models in their immediate environment.

One can suggest that greater emphasis on the empowerment of parents; would lead to pupils making a responsible and informed career choice. This in turn will mean the full utilization of untapped human potential which is present in abundance in this country.

DEDICATION

This thesis is dedicated with love and gratitude; to my mother Mary Mfihlwa Mahlangu, who fought a lonely battle; to my three sisters; and to the memory of Elizabeth Mmoni Ngoato.

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LIST OF ABBREVIATIONS

CSIR	Council for Scientific and Industrial Research
HSRC	Human Sciences Research Council
PU for CHE	Potchefstroom University for Christian Higher Education
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SAMDC	South African Medical and Dental Council

CHAPTER ONE

CHAPTER 1

1.1 STATEMENT OF THE PROBLEM

This research was prompted by the fact that, according to teachers, pupils from squatter camps other than those who reside in the normal township of Mohlakeng, fail to choose careers in the science, technology, commerce and other major academic fields. Jong (1993:64) concludes that only a moderate amount of research has been done on the influence of the home environment on career choice. Educational setting can be defined as an environment.

Education does not take place in a vacuum. It always takes place within the constraints of a physical or non-physical environment (Le Roux, 1993:100).

Education can thus be defined as "the process of guiding a child towards self-actualization within the constraints of an environment, a process in which child, adult and environment appear in a reciprocal, coherent and functional fashion" (van Greunen, 1990:12).

A child from a squatter environment cannot be separated from his environment. Chinniah (1984:14) reports that the personality of the child appears to depend on the relationship between environment and the person. According to Huston, McLoyd and Coll (1994:34) and Graham-Brown (1991:VII) an unstimulating, unsupportive, chaotic home environment and the quality and level of parents' education serve as contributing factors to pupils' achievement.

In view of the harsh living conditions, the general unavailability of proper educational facilities and a general mood of depression, one can safely state that functional education rarely occurs in squatter areas (Le Roux, 1993:105). According to Pretorius (Booyse, 1989:143) children from squatter areas, being environmentally deprived children, often manifest undesirable behaviour

patterns and attitudes, such as dropping out of school, and academically and socially revealing a low level of expectations regarding school success, training and future career, and having scant ambition.

For a child to make a responsible and justified career choice, he needs a supportive home environment and professional career guidance in school (Kruger, 1990:12). "In the school setting, specifically, career guidance may be viewed as a continuous developmental process that assists individuals with life career preparation through active curricular interventions that provide career planning, decision-making, coping skills development, career information and self-understanding" (Gibson & Mitchell, 1983:215-216).

This study will therefore seek answers to the following question: Does home environment influence the career choice of Standard Nine pupils in the Mohlakeng area in the Gauteng region?

1.2 **AIM OF THE RESEARCH**

The aim of this research is to determine whether home environment (variable) influences the career choice of black pupils in secondary schools in the Mohlakeng area in the Gauteng region.

1.3 **VALUE OF THIS RESEARCH**

Scientific research in this respect is regarded as essential in order to contribute to a sound understanding of causes and effects of the squatter areas on pupils and their choice of careers. The crux of the matter is whether the environment (squatter camp) will hinder these pupils from attaining their aspirations, and if this is the case, what the probable solutions are.

1.4 **RESEARCH HYPOTHESIS**

There is a relationship between pupils' home environment and their choice of career.

1.5 **METHODS OF RESEARCH**

1.5.1 **Literature study**

Literature in this field has been studied and great care has been taken to select other material relevant to this work. Current international and national educational journals, dissertations by graduate students and reports by school researchers, and university researchers which provide information on squatter settlement, its influence on pupils' choice of careers have been consulted and served as primary sources.

Books on pupils from squatter settlements served as secondary sources. A Dialog-Search has been performed with the following keywords: home; squatters; careers; occupation; guidance; environmentally disadvantaged students; and subject choice.

1.5.2 **Empirical research**

1.5.2.1 **Experimental design**

An ex post-facto research design has been used to determine the influence of home environment on the career choice of pupils.

1.5.2.2 Study population

The Standard Nine pupils from Mohlakeng (N = 656) formed the population.

1.5.2.3 Sample

A random stratified sample of approximately 250 pupils was drawn. Township and squatter camp pupils were used as main strata.

1.5.2.4 Variables

- *Independent variables*
 - (a) Control variables: age, sex, aptitude and prior achievement
 - (b) Experimental variables: home environment

- *Dependent variables*
 - (a) Career choice in terms of types of careers -
Science, technical or commercial (skilled fields)

versus

Manual (unskilled fields)

1.5.2.5 Instrumentation

- Biographical questionnaire
- SES questionnaire
- Career questionnaire

Items included in the questionnaire were based on findings from the literature study.

1.5.2.6 Statistical Techniques

- T-test
- Correlational analyses
- Manova

1.6 **CHAPTER OUTLINE**

Chapter one gives the statement of the problem, purposes, methods and research design. Chapter two deals with literature study on home environment and career choice, while chapter three deals with career guidance and career choice. The empirical research methods, including questionnaires are dealt with in chapter four. Chapter five has been set aside for the results of the research project, while chapter six handles discussions and recommendations from the findings of the research.

CHAPTER TWO

CHAPTER 2

HOME ENVIRONMENT AND CAREER CHOICE

2.1 INTRODUCTION

The environment in which the child grows up plays an important role in the direction and outcome of his development. A non-supportive environment impedes development, while a supportive environment facilitates development (Le Roux, 1993:92). A child's ability to grow into what is commonly known as adulthood is determined by various factors. Examples of factors determining the direction and outcome of the child's development include physical attributes, state of health, the quality of the environment, the degree of intellectual stimulation, the network of social relationships, and the type and quality of education (and teaching) to ~~which the child is exposed~~ (Goodland, 1992:25).

The child therefore needs to know what he has within and without himself which will be useful in achieving his goal. Thus the child needs to explore his individuality in depth. This means spending time and effort. The more the child knows about himself, the more control he will have over his own environment. According to Johnson (1991:97) one of the most common myths about secondary school pupils in the township is that they are all alike because they are all black. This is not true. Those pupils cannot be discussed as a homogeneous group any more than any other race group.

Not only do they come from a wide variety of ethnic and cultural backgrounds, but the environments in which they are raised are different, and circumstances of their lives are quite varied. Most of these pupils from poverty-stricken squatter areas have not been exposed to a variety of social and cultural settings.

Vocationally they have fewer opportunities. Poverty limits their educational and career attainments.

Their limited experience and knowledge makes it difficult to get out of or go beyond the narrow world in which they were brought up (Rice, 1992:30).

Limited vision and opportunities limit the possibilities and opportunities in their lives. They are aware of the affluence around them and the achievements and benefits received by others, but their situation makes them constantly aware of their own abject status and 'failure' resulting in bitterness, embarrassed withdrawal and isolation, or social deviation and rebellion. These pupils are subject to both physical and emotional stress (McClelland & Auster, 1990:27).

2.2 **HOME ENVIRONMENT**

Basset (1978:27) maintains that home and school have different origins and circumstances as they often have different values, expectations and goals. In a country such as South Africa, the school is for most pupils a creation of a state governmental authority. It is a standardised kind of institution, both organisationally and architecturally, with a state-wide curriculum policy, and teachers with broadly similar training, recruited mostly from the same socio-economic background. Cullingfield (1985:13) maintains that the most significant factor in the education of pupils has been found to be not the matter of measurable ability, but rather of the attitudes pupils bring to learning. The importance of parents, recognised in terms of "home background" lies beyond notions of accountability or support. There are many factors which need to be understood, from the relationship with teachers to the amount of interest in pupils' development.

Arnot (1985:24) is of the opinion that parents are the people who influence pupils' attitude towards learning, so that they have a central educational role whether they like it or not.

According to Marcum (1982:46) there has been no legal requirement in South Africa up to this day for parents to send their children to school, and it is still the case even today. Munn (1990:39) maintains that there has been much use of the word "partnership" between parents and teachers, but quite trivial and subservient parental actions may be paraded as educational partnership. Thus in practice we have the "separate arenas" approach. The in-school and out-of-school educational actions are still developing in isolation.

It is about time that schools should no longer have to pretend that they are attempting to educate the whole child. In any case, different pupils from different home backgrounds respond to school in different ways, thus those school characteristics which are conducive to a particular conception of "success" for one child may be quite different from those which are conducive to the same conception of "success" for another child (Mokwena, 1992:46). It will thus be important to abandon the fiction that all schools provide an identical set of educational opportunities and the aspiration that they should strive to do so. "No curriculum could satisfy the needs of both children and the 'elite'. The curriculum for children of the lower classes will need to be wholly redesigned according to Bantock "(Le Roux, 1994:55)". Much more thought needs to be given to the interests, aspirations, values, and expectations of the individual child considering his home background. According to Nasson and Samuels (1990:34) it is widely regarded as unacceptable in a democratic society that some children, through no fault of their own, should have more or fewer educational opportunities than others. Thus, given the relationships that squatter parents have had with schools over the apartheid era, it is likely that

the involvement of those parents as genuine partners in education will be more difficult to achieve.

As the word **home** has come to mean different things to different people, it will be proper and necessary for the researcher to start by defining this term.

According to Hutson and Liddard (1994:29), a 'home' for example, clearly means far more than simply a 'house'. A 'house' is generally taken to be synonymous with a dwelling or a physical structure, whereas a 'home' is not. The 'home' will thus include the occupants of the home. The reader should be conversant with the fact that both of these structures (home and house) are found in the squatter environment and township environment.

2.3 **BACKGROUND OF THE SQUATTER ENVIRONMENT**

Since squatter settlements had been restricted by the government in South Africa until very recently, it would be appropriate first to define the concept of "squatter environment". According to Smith (1992:117) these are slum conditions that are, as a result of the high rate of urbanisation, unstructured. Conditions in this environment are appalling. Houses are constructed from second-hand corrugated iron and have no ceiling. There is usually one door, and two rooms for the entire family.

In most cases the bucket system is used as toilets. Graham-Brown (1991 : vii) maintains that when pupils refer to "home" in such areas, they are talking in terms of a place where a few plastic bags have been bound together to form a house. Johnson (1991:89) concludes that these pupils do not know whether their parent(s) "house" will be in the same spot that they left it at when they left for school, because the possibilities are that water may wash it away or officials may bulldoze the entire settlement if it is viewed as a hazard.

On the other hand, living in a state of perpetual crises and chronic frustration, the parents' capacity to deal with their own anxieties is often so limited that they feel helpless and overwhelmed by the problems of sheer existence. Hence they are unable to provide the necessary emotional support to their children at times of anxiety and conflict. Yet the children are in a great need of such support precisely because family stability is so precarious. Pringle (1990:84) is of the opinion that the pressures of life in most squatter areas prevent the parents from being adequate models for their children. Thus many youngsters from squatter families, being thrown back upon their own resources, come to look to their siblings and to their peers in the streets for emotional support and for model figures. Because the child's needs for new experiences, and for praise and recognition, will probably have been inadequately met too, he comes to school ill-prepared to respond to what will be demanded of him. From the outset, he confronts his teachers with both behavioural and educational difficulties so that they may soon come to expect low standards from him while he will be aware of their disappointment in him. And so, all too often, their mutual expectations will eventually become self-fulfilling prophecies.

2.4 **THE RELATIONSHIP BETWEEN FORMAL TOWNSHIP AND SQUATTER AREAS**

Research on the black South African family has shown that apartheid has placed it under tremendous strain (Ramphela, 1992:91, Burman & Reynolds, 1986:25). Absence of housing, or living in totally inadequate and overcrowded conditions, exercises a detrimental influence upon families. According to Pollak (1971:5) children in such an environment cannot be expected to attain educational standards commensurate with the demands of modern society. Resultant educational problems are a high rate of scholastic

retardation, early school-leaving to supplement inadequate family income, poor motivation and poor performance.

Most of this squatting is caused by overcrowding in townships, changes in the political climate and skewed distribution of resources (Hindson & McCarthy, 1994:29). Mokwena (1992) maintains that children from squatter areas are ten times more likely to live in an over-crowded home than those from township parents. Clearly stress and hardship are further magnified by the larger number of children in squatter areas.

2.5 **THE RELATIONSHIP BETWEEN HOME AND SCHOOL (EDUCATION)**

When schools were an integral part of stable communities, teachers quite naturally reinforced parental and community values. Goodland (1992:23) is of the opinion that children easily formed bonds with adults and experienced a sense of continuity and stability - conditions that are highly conducive to learning. Today a different environment prevails in many areas. Children from squatter families must function under conditions of social disintegration. Instead of developing a sense of belonging, such children may come to believe at an early age that their opportunities are limited and lose their motivation towards learning at school.

According to Thompson (1981:263) the linking of the school with life, or the integration of the school with the environment, means trying to make the school a motivational force in the grass-roots community. The school should not be a foreign body within the community but an emanation of it, organising itself steadily for the community's development. There is a large body of research which demonstrates the link between the home background and the

educational attainment (Douglas, 1964; Floud, 1977; Rumberger, 1983; Bourdieu and Passeron, 1977; Halsey, Heath and Ridge, 1980; Smith, 1983; Walberg, 1984; Edgar, 1985; Marjoribank, 1979).

Coleman (1966:73-74) maintains that "the source of the inequality of educational opportunity appears to lie first in the home itself and the cultural influences immediately surrounding the home".

Although much research has been carried out on the fact that the family exerts a profound influence on an individual's academic development, exactly what it is about the family that may influence academic performance has not been agreed upon. Allen (1992:136) concluded that African-American students from lower socio-economic backgrounds experience barriers to success in higher education.

Douglas (1964:53) and Halsey, Heath and Ridge (1980:86) have shown that middle-class children in Britain have a much greater chance of academic success than working-class children. Bauer, 1983:63) argued that ties between the family environment and school achievement are much more observable in the early years of life, but may become increasingly indirect and subtle during adolescence.

As children mature, the role of the community, including peers, teachers, and other adults who serve as role models, becomes increasingly significant in relation to educational attainment (Slaughter & Epps, 1987:53). Vygotsky (1979:18) has developed a comprehensive framework for analysing child-parent interaction and its impact on academic potential. He stressed the importance of social interaction between adults and children and emphasised that the role of the adult is to assist children in ultimately taking control of their

own learning. Ramphele (1992:79) recounts how it has been observed that there is a discrepancy between the 'ideal' and the reality of the family life for the majority of families in South Africa.

The ways in which families support and sustain pupils in their academic success are complex and sometimes not what one might expect, especially in squatter families, who often have little experience of academic involvement. According to Nieto (1989:239) education is highly valued and sought after by the parents of these pupils regardless of their economic background. The ways in which they manifest high expectations, however, are sometimes indirect.

Long (1986:41) points out that 'parental involvement' means different things to different people - from parents repairing library books or helping with school trips to the zoo or sporting fields, to parent aides working in the classroom, or giving home-based help with reading. According to D' Aeth (1981:61) the unsuitability of existing formal schools for squatter children is clear and visible. They divorce the children from their squatter communities, ignore their culture, inculcate unsuitable attitudes related to formal township life and fail to encourage an understanding of the environment in which they will grow and live.

Munn (1990:135) maintains that many squatter parents and pupils still find it shocking to realise the extent of cultural ignorance and stereotyped beliefs exhibited by ordinary people - including teachers. Most teachers in township schools still obtain much of their information about squatter areas from the media. These teachers receive little guidance on contact and stereotyping of the parents which is not easy to eradicate. Khan (1980) has pointed out that ignorance of other cultures and ways of life can lead to "elaborate structures of myth-making". Knowledge of squatter areas by teachers in schools is still

largely based on common sense, knowledge and distorted 'facts'. Maree (1988) concluded that school and home interact in a significant way, and patterns of behaviour can be strengthened or weakened, impoverished or enriched, by this interaction.

Many parents have been conditioned to believe that the school and home are separate worlds, and have to be convinced that liaison is possible and worthwhile.

2.6 **CAREER CHOICE**

Career decision-making and planning are obviously important areas of concern to pupils, irrespective of their home background. According to Barrow (1990:309) pupils must become more autonomous from family, peer and other influences in order to differentiate their values, interests, and goals from the expectations held by others. Walsh and Osipow (1990:162) are of the opinion that pupils develop their preferences by interacting with their environment in a long and complex series of experiences. Learning experiences do not have an automatic outcome. They are interpreted differently by each individual.

People try to make sense of what they observe by constructing beliefs about themselves and about the world around them and then they use their beliefs to formulate their goals and guide their choices.

Job or career

There is a very big difference between a job and a career. According to Feingold and Atwater (1988:122), a job for many workers is something they do to earn a living. They may or may not enjoy what they do from day to day. Their job may provide other important benefits to the individual. The job does

not, however, hold a central focus for the person's overall view of the world and its impact on the worker as a person.

A career is usually an important part of the person's concept of himself or herself and the world about her or him. According to Lokan and Taylor (1986:214) a career means that one has to keep up with new developments.

It means facing changing information and many technological advances in order to function effectively. A career means more in-depth involvement than is usually true for a job. Jobs may change, but a career receives much more commitment, including preparation, time and continuing education. It is expected of a person who is pursuing a career, not just a job, to continue to make contributions and engage in life-long learning in his or her chosen field of endeavour.

Lindhard (1987:1) is of the opinion that the choice of a career is, for many people, a lifetime occupation. There are several reasons for this, and these reasons are embedded in the character of careers and the character of choice, for instance:-

- Career choice begins at the age of four when kids want to be pilots of a helicopter which flies up there;
- career choice involves education, training and retraining; and
- career choice is a process and not an event.

During this process, young people will normally turn to their parents for help. Holland (1973) once said that, "persons with inadequate self-knowledge make inadequate choices more frequently than do persons with more adequate self-appraisals".

According to Vorkeh (1981:9) children whose parents have little or no formal education are at both an advantage and a disadvantage. The disadvantage is that they cannot expect much parental guidance or advice in the choice of careers; the parents are just too pleased that their children are at school and doing well. The advantage is that these children are free to choose a career of their own choice, without parental influence.

2.7 **THE RELATIONSHIP BETWEEN HOME AND CAREER CHOICE**

Parents see education as a means of advancement, with schools playing their part as one stage in the progression towards work. Schools are envisaged not only as helping children in their subsequent careers but as giving children a better chance than their parents. According to Cullingford (1985:138) the pattern of schooling in parents' eyes is clear: schools exist partly to enable children to gain qualifications so that they may get better jobs.

Most parents see the purpose of education as that of giving their children the means to gain employment. On the one hand Gore (1993:12) maintains that our present system of secondary schooling in South Africa still provides a general education. It is not designed to equip pupils for their future careers. As such, it disregards the needs of at least 80 per cent of all school pupils. Once children matriculate, their potential, their aspirations and their achievements are of no further concern to their school. Their problems revert to being their parents' problems. Zalk (1984:2) is of the opinion that the environment in which pupils are brought up would influence their ultimate educational plans, motivation and achievements.

Among the environmental factors which influence the achievements, as well as

the career plans of pupils it could be expected that pupils' family circumstances and environment would play an important role. Furthermore, if the parents plan his education, such influence might be indicative of the presence of environmental factors.

Thus an educational system should provide different types of education which would satisfy both the needs and aspirations of the individual, and the manpower needs of society.

Ogbu (1991:254) indicated that proportionately fewer blacks than whites complete high school or receive adequate academic preparation relevant to tertiary institutions.

The school dropout rate has long been recognised as more serious among squatter pupils. Makhosikazi (1985) argues that most of the squatter areas pupils drift into a job market that has no place for them after leaving school, and are destined to long-term unemployment or under-employment. Clearly, the pompous rhetoric about the importance of children in society collides forcefully with the limited resources actually provided for them. Ferguson (1986 : 377) stressed that the goal of education guidance should be visualised as a method of preparing every child to be capable of becoming exactly what he intends to become.

Hoffman (1984:635) maintains that most pupils are more likely to seek advanced education and occupational mobility if their parents urge them to do so than if their parents do not exert pressure in this direction. According to Ogbu (1991:251) lower-class black parents do not want their children to drop out of school because, as one mother put it, "those who drop out have suffered for it". Thus a pre-requisite for understanding the paradox of high aspiration

(choosing a challenging career) and low school performance of squatter pupils is to recognise the historical and structural roots of the phenomenon.

2.8 CONCLUSION

Career guidance is more than a rational process of meeting and appraisal of the individual and appropriate and occupational information into a career plan.

This process involves careful integration with a lifestyle which may be planned, or which evolves without much formal choice. Career guidance is largely the implementation of the client's self-concept. This is why career guidance cannot be a simple process of fitting a square peg into a square hole.

It is essential for a person wishing to offer career guidance at school to be wholly familiar with the origin and development of this discipline, and to familiarise himself with the background of the pupil he is teaching. This knowledge will assist him in better understanding the present practical career guidance set-up in the country and in identifying the place of career guidance in education.

CHAPTER THREE

CHAPTER 3
CAREER GUIDANCE AND CAREER CHOICE

3.1 INTRODUCTION

This chapter reviews sources on career guidance and the challenges faced by pupils to make career choices. It is in this chapter that we are going to find out that the choice of a career, which is increasingly an irrevocable decision, often surpasses many other life decisions.

It will be clear from this chapter that we live in a transitory society where the only constant phenomenon is change, where the only security is the knowledge that tomorrow is going to be very different from today, and that yesterday will be the subject matter for next year's history syllabus (Hopson & Hough, 1973 in Hopson & Scally 1981:14). The literature in this chapter will concentrate on the effects associated with career indecisiveness in both township and squatter areas are staggering. According to Avent (1988:21) there is ample evidence that from the age of fifteen, boys and girls are thinking about work and non-work, and so need informed, structured provision of opportunities to consider their own future plans. Such consciousness is enhanced nowadays by children observing parents who are unemployed and friends or siblings who do not find work, a common phenomenon in South Africa.

Pupils have to be empowered to live with such a change in their respective environments. It is also clear that such a change cannot be prevented and parents and pupils, including guidance teachers, must be prepared to manage it. According to Hopson and Scally (1981:24) to provide people with the range of competencies that they and society will need in the new era is going to involve far more than literacy and numeracy - the basic skills that we needed 50

years ago. Today a whole additional rational range of skills is required if a person is to survive.

3.2 **THE DEVELOPMENT OF GUIDANCE IN SCHOOLS**

Until 1981 the guidance in Black schools was carried out by itinerant staff whose primary task was to maintain a testing service for statistical and research purposes (Watts, 1980:48). The main object of this exercise was to guide vocational decisions according to the manpower needs of the country (Africa, 1977:145-54). This concurs with the finding of Cloete and Le Roux (1979) in their study, viz. that 481 first-year students had received little or no official guidance before entering the University of the North.

The ultimate goal of education, and thus also a goal of the guidance movement, is the moulding of persons who find satisfaction and zest in life, and who contribute to other's satisfaction and to equality of society (Byrne, 1977:221). Because each person's occupational career is central to the quality of that person's life, a major intermediate guidance goal is developing pupils who have acquired the behaviours needed to be successful in an occupational career.

The term that sums up those outcomes is career development, an aspect of the school's programme of career education in which guidance goals and performance objectives are prominent. It is through guidance procedures in this domain that society provides all persons with the sole, systematic and formal means of assistance in attaining these outcomes. Guidance is formally divided into three types (Bloomberg 1981 : 41):-

1. Educational guidance
2. Vocational guidance

3. Personal guidance

The investigation into the provision of education in the RSA and particularly with regard to the publication on guidance: *Report by the work committee: 1981 (HSRC)* in which, among other things, it was recommended that the two clearly distinguishable components of school guidance, namely general school guidance and career guidance in schools be considered as necessary by the guidance work committee (Jacobs, Van Jaarsveld & Van Mollendorf, 1991:23).

Guidance is a specialised service that helps to develop the individual's potential to the fullest so that he can take his rightful place in his community. Its aim is to encourage self-exploration, self-understanding and constructive action. According to Lindhard (1985:27) and Marais (1990:1-80) the four areas of guidance are:-

- (i) The personal field (the pupil's development consists of knowing himself, his values, interests, abilities).
- (ii) The social field (the pupil as a member of a community).
- (iii) The educational field (the pupil and his education, what is available, what are the entrance qualifications?).
- (iv) The vocational field (the pupil and his career, how to choose, find and keep a job).

The success or failure of any system of education depends largely on the guidance given in schools. In view of the many changes that are taking place in our thinking and in our way of life, guidance is essential to help pupils meet the demands of these changes (Bloomberg, 1984:6).

The vocational guidance movement has come a long way since its early days of information giving, with the result that the contemporary career counselling approach owes much to the various theories which have developed since the end of World War Two to explain the process by which people approach, enter and exit the world of work. As the emphasis on career guidance has changed over the years, so terminology used in this field has become confusing. Clarification of terms used in this study is therefore necessary.

3.3 **CLARIFICATION OF TERMS**

3.3.1 **Career guidance**

One of the most important shortcomings in the present educational set-up in Southern Africa is the poor career guidance given to a large number of young people. These school leavers often have to rely on inadequate information when entering the world of work or further training. Mr. S.P. Botha, former Minister of Manpower, stated during the opening of a symposium on career guidance at the University of Pretoria in 1982 that:-

- During the next twenty years jobs would have to be created for five million new entrants to the labour market (this requires education, training and help with the choice of an occupation).
- Every worker should be doing the job for which he has the required intellectual ability, for which his aptitude rendered him capable and in which he was interested.
- Many young persons annually entered the labour market without having obtained self-knowledge or occupational knowledge through

meaningful integration and therefore had to select their occupations through hit and miss methods.

- Through expert career guidance young people should be led towards the optimal realisation of their levels of training possibilities and relevant occupational opportunities.
- Owing to inadequate career guidance many young boys and girls who have the potential to move into higher categories of occupations flounder along the way.
- In future career guidance should play an important role so that the country's manpower may be optimised (Raubenheimer, 1983).

Career guidance is more than a rational process of matching and appraisal of the individual and appropriate and occupational information into a career plan. This process involves careful integration with a lifestyle which may be planned, or which evolves without much formal choice. Career guidance is largely the implementation of the pupil's self-concept (Jacobs et al., 1991:3).

This is why career guidance cannot be a simple process of fitting a square peg into a square hole. It is essential to be wholly familiar with the origin and development of this discipline. This knowledge will be of assistance to better understand the present practical career guidance set-up in the Mohlakeng secondary schools and in the country at large and improving the place of career guidance in education.

Career guidance probably originated in the USA. Through the years there have been developments that were of particular concern to career guidance practice. Three such events with a particular bearing on the South African practice are:-

- The Education Act of 1967 (Act 39 of 1967, as amended in Act 73 of 1969), by means of which the differentiated educational system was introduced to this country. This Act stipulates that education should be provided in accordance with the proficiency, aptitude and interest of every pupil and with the needs of the country and, with due consideration to those matters, suitable guidance should be given to every child. It is clear that the above legislation greatly enhanced the importance of career guidance.
- The Medical, Dental and Supplementary Health Service Professions Act of 1974 (Act 56 of 1974) was promulgated in terms of which duties of a psychological nature and performed by psychologists were placed under the control of the South African Medical and Dental Council (SAMDC). This step gave psychology, and therefore career guidance as well, greater professional status.
- The investigation into provision of education in the RSA and particularly with regard to guidance (Report by the Work Committee, HSRC:1981) in which, among other things, it was recommended that two clearly distinguishable components of school guidance, namely general school guidance and career guidance, be retained and developed. This recommendation was later accepted in a white paper (Jacobs et al., 1991:22).

Career guidance and placement have been given a new impetus in both school and agency setting since the 1970s as a result of the national career education movement. In the past, career guidance was a recognised activity of most school guidance programmes, but it received little curricular emphasis and, as a result, in many settings was less than effective. Now, however, schools recognise the inseparability

of career education and career guidance (Gibson & Mitchell, 1981:259).

In the South African context a distinction is made between career guidance outside of and within formal education. It seems that career guidance, particularly within formal education, experiences many problems, one of which is the inadequate training of career guidance teachers and the insufficient provision for training such teachers (Gous & Jacobs, 1985:39).

3.3.2 **Career**

According to Super (1969:113) the term career has come to replace the alternative terms "occupation" and "vocation" because it has a broader, more inclusive emphasis. Crites (1981:82) rejects the term vocation because he feels it has special connotations with respect to vocational technical education, and because of its historical meaning whereby choice may be confusing with "calling". Crites (1981:74) supports Super (1969:69) in using the term "career" to encompass the developmental nature of decision-making as a life long process.

Careers actually extend beyond either end of the working life to include pre-vocational and post-vocational positions such as those of students preparing for work and of retired men playing substitute roles.

According to Feingold and Atwater (1988:122) there is a big difference between job and career. A job, for many workers, is something they do to earn a living. They may or may not enjoy what they do from day to day. The job may provide important other benefits to the individual. The job does not, however, hold a central focus for the person's overall view of the world and its impact on the worker.

A career is much more than a job. It is not only a source of financial income but also provides psychic incomes. A career is usually an important part of the person's concept of himself or herself and the world about her or him. A career means one has to keep up with new developments. It means facing changing information and many technological advances in order to function effectively. A career means more in-depth involvement than is true for a job (Isaacson, 1985:2).

Jobs may change but a career receives much more commitment including preparation, time and continuing education. It is expected of a person who is pursuing a career, not just a job, to continue to make contributions and life-long learning in his or her chosen field of endeavour. Byrne (1977:223) is of the opinion that each change in a career represents improvement in status and income because each is a planned progression in demands for a greater skill and responsibility. Gibson and Mitchell (1981:215) view a career as the sum total of one's work experiences in a general occupational category.

Mangum, Gale, Ohlsen, Peterson and Thorum (1977:84), maintain that a career is the totality of work done in one's lifetime, while work is an all conscious effort aimed at producing benefits for one's self or for others. The career thus will include school work, homework, volunteer work, child rearing and even some hobbies. Career as used here is a broad term and is not confined to a single pursuit.

3.3.3 **Job**

The Random House Dictionary: (1986:12) provides the following definitions:

A job is "a piece of work done as part of the routine of one's earning". It is "anything one has to do as a task". It is "a post of employment".

According to Byrne (1977:222) a job is an occupation as found in a specific company or employing unit. The job title in the company or unit may be the same as the usual title for the occupation.

3.3.4 **Occupation**

An occupation is a specific job or work activity. According to Byrne (1977:222) it is an array of related work tasks carried out by one or more persons for which one or a variety of titles are used (Isaacson, 1985:221).

3.3.5 **Vocation**

Originally this word meant only a calling from God to enter a religious occupation. The meaning broadened during the reformation to mean God's calling to any occupation, and now this term is used most ambiguously. It is used here to refer to a person's patterns of behaviour that are significant in an occupation (Munson, 1979:152).

3.3.6 Career education

Since Dr. Marland made his plea for "career education now" in a speech to the National Association of Secondary Principals at its Convention in Houston in 1971, the concept has swept the educational establishment in the United States. Educators from every field and discipline have been involved in the movement. As a rationale for the movement, Dr. K.B. Hoyt, the director of the office of career education of the United States Office of Education, stated that career education was a response to the call for education reform:

1. Too many persons leaving the educational system are deficient in basic academic skills required for adaptability in today's rapidly changing society.
2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the education system.
3. Education as currently structured does not adequately meet the needs of economically disadvantaged persons.

Career education is a new and sometimes misunderstood term in South Africa. It often refers to structuring complete school programmes so that they attend to the vocational or career development, thus vocationalisation, of each student. Hansen, Stevie and Warner (1978:464) describe career education as a process "that occurs over an extended period of time to help the individual become knowledgeable about work alternatives". In addition assistance is provided for the

implementation of a career choice leading to a satisfying and productive vocational life. They believe that this demands self-understanding, the development of a method for moving towards reasonable outcomes and the acquisition of skills which can be identified during vocational counselling. This definition, based on the work of Marland (1971:39), views career education more as a concept to recognise the educational system than as a programme. Munson's (1979:136) definition is therefore more useful in this study. He defines it as follows:-

Career education is the planned exposure of individuals to the concepts, information and experience that can facilitate career development by contributing to one's understanding of "self" being and "self-in-situation" belonging.

Munson (1979:136) sees this as a programme designed to influence how individuals think and feel about themselves and the world of work. Hess and Cramer (1972), in suggesting a system approach to career education, makes an important philosophical statement by their implication that the intervention of the councillor marks the beginning and not the end of career development. Whereas vocational guidance was concerned with providing the confused pupil with the right answer, it is now true to say that concern lies with getting him (the pupil) to ask the right questions, while providing him with the skills appropriate to answering those questions himself (Hopson & Hough, 1975:83).

The parent who would assist in the career development of children in the home and interface with the pupil's efforts to choose a career should be familiar with current developments in career education. Mangum, Gale, Ohlsen, Peterson and Thorum (1977:90) are of the

opinion that career education is not a programme or a course so much as it is a concept, or rather, a series of concepts. It is not an addition to the school curriculum. It is not a new direction for education so much as it is a broadening of the path of the current direction.

South African society cannot survive unless most of its members are productive. Human resources have become the wealth of nations. Despite technological change and a changing nature of job structure, individual, social and national well-being depends on work.

The home and the family environment is a key component in career education. It is the home where all human values begin to develop, including work values (Watts, 1983:86).

The school in South Africa has the specific task of providing for differentiated manpower needs through career education. It is very clear that career guidance plays an unique role in career education and that the latter can succeed only if a scientifically accountable career guidance curriculum exists (Johnson et al., 1991:22).

3.3.7 **Career development**

Most of the South African nation value hard work, success and the individual's right to choose his own career. Career development enables the individual to convey who he is and how he wants to be perceived. It also enables him to implement his self-image and it can contribute to his self-actualisation, especially when his career development is in harmony with and contributes to the fulfillment of his other life goals. According to Ball (1984:1) career development can

be seen as the process of individual growth, learning and development in relation to work.

Super (1975:41) points out that the process of career development begins well before the entry to work. It also needs stressing that career development is not solely concerned with describing stages and accomplishments within paid employment, but embraces work in any contact, as well as the lifestyle it affords.

According to Byrne (1977:306) teachers are philosophically committed to helping each individual develop his interests, abilities and aptitudes in his own way so long as he does not encroach upon others' rights, but unfortunately this commitment has not been realised adequately for women, and those who live in poverty-infested areas such as the inner-city ghetto. Nevertheless, career development can be one way for ghetto pupils to realise their potential and to escape from the dehumanising impact of ghetto life. Although young people vary markedly in their readiness to make career choices, good programmes in career development can help most pupils make their first choice before they leave high school.

3.4 **CAREER GUIDANCE**

According to Perrone, Ryan and Zeran (1970:17), and Jacobs et al., (1991:3) career guidance is a process, developmental in nature, by which an individual is assisted to understand, accept, and utilise his abilities, aptitudes, interests and attitudinal patterns in relation to his aspirations, so that he may become increasingly capable of making free and wise choices, both as an individual and as a member of a dynamic and expanding society. Thus the guidance services

exist in the school solely for the purpose of providing support needed to ensure attainment of the educational objectives of the institution. Career guidance is out to reflect on understanding of the squatter environment, and the collective sense of "*peoplehood*" (UBUNTU) which emphasises communalism as the case of social values. Here group rather than individual emphasis is prized. The entire corpus of career guidance lessons needs to be demystified and rendered less ambiguous.

3.5 **SUBJECT CHOICE VERSUS CAREER CHOICE**

For a long time, the process of arbitrary and narrow selection of subjects, combined with a high degree of specialisation, early in the child's school career has been regarded as thoroughly unsatisfactory by most educationalists. The subject choice is so important in that the pupil has to decide how to spend his school time, and laying the foundations for future educational and vocational decisions. According to Bloomberg (184:3) it is difficult to imagine a school system that does not perform some type of sorting function in allocating pupils to various categories. It is this producer (school) that places pupils in their "appropriate" niches within society.

The Human Sciences Research Council's *Report for Differentiated Education, 1971* ushered in a new dimension to "schooling" and its function. The senior secondary phase of schooling became vocationally directed, with the recognition of the need for the co-existence of educational planning and the economic and sociological "needs" of the country. It is for this reason that schooling became dominated by streaming, selecting, competitive examinations and the problems of occupational placement.

According to Althusser (1971:127-148) the education system is presented as an agency of "mediation" between pupils and their allocation to places in the division of labour. Schooling can be seen as a very effective method of selection. The child in his most "vulnerable" years is forced to exist between two separate worlds - that of the family and that of education. It is for this reason that the home background must be examined as an important variable within the subject (career) choice process.

Choosing subjects or a career is fraught with difficulties for the secondary school pupil. Ching (1970:18-24) found that in a sample of 224 girls a quarter had had to change courses, and a further 15% would have welcomed change. She concludes that far more information and help are needed at this early stage, and that career guidance should be extended to involve personality, interests and background. The important role that career guidance has to play in the subject choice process seems to be neglected by most schools including schools in Mohlakeng. The choice of subjects made at Standard Seven level is important not only for what this implies for the pupil after school, but also for the time from Standard Eight to Ten, spent by the child in school.

Subjects that make up the "core" curriculum at the two secondary schools in Mohlakeng include:

1. English
2. Afrikaans
3. Vernaculars

The four fields of study in those two schools are:-

1. Commerce
2. Humanities
3. Natural Sciences
4. General

Subject choices made at the Standard Seven level are the first of a number of important educational decisions that the pupil has to make. The influence that those choices exert on subsequent curricular and vocational opportunities could be profound, and hence it is important to explore the degree of freedom that the pupil is in fact able to exercise in this area, or conversely, it is important to become aware of the types of constraints that might be playing a part.

Are subject choices made haphazardly, or are there logical guiding principles exercised by pupils? Ohlsen (1964:49) reports in McCreath (1970:29), that there was no evidence in his study to suggest that choices made at the secondary educational stage were rational. A typical problem revolves around the issue as to who actually made the choice or provided assistance. Most pupils have been led to believe that the choices should be entirely their own, and as a result might feel that problems could result if they admitted that their mother, for example, made the essential choices. According to Reid et al. (1974:32) schools must make more effort to learn about their pupils' environment and to relate the curriculum to it. Gous and Jacobs (1985:5) maintain that a pupil's final choice of career is the result of his life and learning experiences. Most of those experiences are developed during the adolescent and high school years.

Although most children idealise a certain career from the first few years at school, the process of choosing a career can only become a reality when the child becomes an adolescent at about the age of plus or minus fourteen. During this time the child has to make career and subject choices. High school must be seen as a direct link to further study and occupational life.

3.6 **CAREER CHOICE AND UNEMPLOYMENT**

Gore (1993:1) is of the opinion that we hear a great deal about the skills shortage in South Africa. There is undoubtedly such a shortage, but on the other hand, unemployment is high, and many of the unemployed are ill-educated and often viewed as a drain on the economy. In fact, they should be viewed as a national asset - a huge pool of untapped potential. Imagine the possible economic growth if this great human resource could be put to work productively?

Too many pupils are pushed into careers in which they have no interest because of parental or peer pressure. At the end of 1992 more than 400 000 scholars wrote their final Standard Ten examinations. South Africa is faced with a situation where more than half a million youngsters will be entering the job market annually - with too few of them possessing any useful skills. According to the educationalist Dr. Franklin Sonn, "75 percent of all white scholars and 95 percent of all black scholars have a purely general educational background. With these qualifications only a very small number can be absorbed into the market place". The job market is like any other - it operates according to supply and demand. Pupils need to identify areas of demand, or shortage and enter these fields. However, thousands of youngsters who go on to tertiary education insist on pursuing careers in areas where there is an over-supply of personnel. The critical shortage of skilled manpower in South Africa has perhaps highlighted the South African dilemma more than anything else.

Experts concerned primarily with economic growth emphasise the need for all of South Africa's students to be trained to take up jobs waiting to be filled in commerce and industry, Raubenheimer (1983:102). The links between education and employment have both economic and social significance.

Education is a costly enterprise, and it is important that it should equip its recipients with skills that will be used by the economy. If school leavers are unable to find work for which they have been trained, the resources invested in them will have been at least partially wasted. Unemployment has serious social consequences, for the unemployed are often bored, and do not make a meaningful contribution. Bray, Clarke and Stephens (1986:44) are of the opinion that most pupils are aware that they are competing with many other individuals for a small number of jobs, and that one of the most important criteria for success in obtaining a job is the possession of a certificate.

3.7 **THE CHALLENGE OF CAREER CHOICE IN THE CHANGING WORLD**

Jacobs et al., 1991:23) argue that making a career decision today is much harder and far more complex than it was before industrialization. Everybody works so hard to ensure that they choose exactly the right career for exactly the right reasons, that they sometimes become frantic at the thought of letting themselves and their families down if they make a wrong choice. In the more relaxed and less complicated times before the twentieth century, choosing a career was much easier than it is today. Sons often followed in the footsteps of their fathers or had their career decisions made for them by their more experienced elders. Daughters became mostly housewives and mothers.

The greatest challenge facing public education today is that of preparing pupils adequately for adult life in a complex and changing South Africa. The burgeoning problems besetting education occur at a time when the nation is attempting, as never before, to equalise opportunities and realise its human goals as an open and democratic society. Today's youth grows up among forces of change (Ball, 1984:164). The significant changes in patterns of

employment and the dramatic rise in the rates of unemployment, particularly among young people over the last decade, have presented a serious set of challenges to careers practitioners. Although the learner should be prepared in such a way that he can make his own responsible choice of career, the demands of the public and private sector regarding manpower needs should also be taken into account (Millar, Rayham & Schafer, 1991:169).

According to Winefield, Tiggermann, Winefield and Goldney (1993:77) the call for change can no longer be ignored if young people are to be prepared to meet the challenges created by the rapid technological advances being made in industry. One certainty of the future is change. From second to second, change occurs. It occurs both imperceptibly and dramatically and slowly and rapidly. It is expected and unexpected. It is, however, inevitable. According to Johnson, Collins, Dupuis and Johnson (1991:549) in an ever more rapidly changing world, where change, at least in the form of "development", becomes an ideal, education is profoundly affected.

How can one teach "basic skills" that become obsolete tomorrow? How can one teach socially accepted values as absolute when they are later repudiated by that same society? A continually changing country is deeply disturbing to those who hunger after stability but exhilarating to those who see it as dynamic and developing. To the extent that we are or want to be in such a world, education must help. The curriculum for vocational guidance should come from society, subsequently satisfying the direct needs of society. This implies that a situational analysis in scientifically accountable curriculum development for career guidance should be aimed mainly at satisfying occupational demands and needs of society (Ohlsen, 1974:74, Hopson & Scally, 1981:14-20).

The implications of this would be that provision should be made in school curricula for this objective in order to prepare the young person for changing occupational demands and needs. According to the former Minister of Manpower (S.P. Botha) most school leavers are to a great extent uninformed about job opportunities, the requirements set by employers and duties employees have when they enter the occupational world (Chuenyane, 1990:47).

Superficial occupational knowledge leads to the wrong choices and the wrong choices can cause the following problems:-

- * low productivity
- * frustration
- * changing of jobs
- * absence from work
- * continuous retraining.

The reason why the occupational world requires other forms of training is due mainly to the rapid changes in the fields of technology and science. The White Paper on the provision of education in the RSA (1983) contains a request for research into a number of matters that include job integration, job experience or practical work during the seventh, eighth and ninth years of compulsory learning. In these matters scientifically accountable career guidance plays an important role. Briefly, it can be said that new and changing demands are made on the school with respect to the provision of career guidance for pupils not requiring an academic or tertiary career in their future occupations.

The urgent need for a viable system of career guidance is clearly underlined by the scarcity of low-skill jobs in today's job market and the increased demand for

skilled workers. Sarup (1986:70) points out that developments in science and technology and changes in the labour process mean that there are no jobs for young people. Casual and unskilled manual work is rapidly disappearing. Johnson (1979:77) maintains that job qualifications are different today from what they were in the past. The economy of South Africa is once again in transition. Few new jobs today require manual skills, and those assembly-line jobs that have traditionally been open to workers have decreased.

Many simple and even some complex operations required to produce a product are now performed by machines controlled by computers. According to Avent (1982:10) there will never again be many jobs for men and women who have nothing to offer an employer except physical strength. The changing pattern of employment has to be viewed not only in the light of technology and economics, but of wholly new employment styles. Fafunwa (in Mncwabe, 1983:9) points out that "rather than dragging an educational system kicking and screaming into the twenty-first century, bold new developments must be embarked upon". If South Africa is to meet the challenges of the late twentieth century and prepare for the twenty-first, it will have to take giant steps, and cover in two decades the process that took Western countries centuries to achieve. The answer does not lie solely in the RDP, but in adopting a radical or unconventional approach to the question of finding solutions for South Africa's problems. Pupils in secondary school require more and better career guidance. This cannot be achieved by doing the same things in education as have been done before, even though on a larger and expanding scale (Adams, 1995:61).

3.8 **FACTORS INFLUENCING CAREER CHOICE**

Decisions about work are the result of a complex of influences - direct and indirect, deliberate and fortuitous, personal and social. According to Hayes, Hopson and Daws (1972:10) for the individual pupil, freedom to choose the kind of work he will pursue is determined by the type of society in which he lives. In most cases disadvantaged society's choice is highly restricted, or may not even exist, while in developed societies the possibility of choice is much greater.

3.8.1 **The home**

The home is fundamental : its general atmosphere orientates children towards particular levels of employment and the school-leaver's attitudes towards work are affected by the outlook of other people at home who are employed (Carter, 1962:88). According to Hayes et al., 1972:20) the family normally provides a child with his first social experiences. Parents, siblings, and others who regularly enter the home provide the models with which the child can identify. They can consciously set themselves up as advisors or they may be approached by the child for direct advice on a wide range of matters including vocation.

Within the family the parents provide a wealth of material for role-playing. Parents are constantly transmitting behavioural traits, attitudes, and value systems which are basic to specific roles. Work roles are also learned in the home. This does not necessarily mean that the destiny of a child is determined entirely by the first few years of life. With few exceptions, parents are ill equipped to advise on choice

of work. Knowledge is confined to jobs which other members of the family are doing or have done.

Most parents tend to be unaware of the significance of social and technological changes which are part of us. Vorkeh (1986:9) is of the opinion that children whose parents have little or no formal education are at both an advantage and disadvantage. The disadvantage is that they cannot expect much parental guidance or advise in the choice of careers, the parents are just too pleased that their children are at school and doing well in their school subjects.

The advantage is that the children are free to decide on careers that they feel will be best suited to their tastes, wishes, interests and capabilities. They are not forced into, or away from any career by their parents. Every child is brought up in a community where various forces act upon him. The child is not a creature apart like a laboratory animal, but a person with a mother, brothers and sisters, associates and friends, who lives in a community in which he is played upon by a great variety of forces and institutions that are a part of the total social structure (Ohlsen, 1974:64).

The environment which the home and the school provide for the child is a very important factor which affects the choice of a vocation. Thus the environment, in which the child develops, contributes to the choice of his career. The school also plays a decisive role in the choice of a career (Mangum, 1977:48).

3.8.2 **The school**

The school influences vocational development in a variety of ways. On the one hand, it is an important agent of socialisation and as such its goals and values can have a significant effect. According to Hayes et al., (1972:24) the nature of an individual's career pattern is, to an ever increasing extent, being determined by his educational attainments. The nature of the school and the design of the curriculum are important. Children who do well at school are likely to be influenced towards higher education and occupational roles appropriate to this level of education. These pupils who develop educational and occupational aspirations not shared by their family may adopt the school or their peers as their primary reference group.

Zalk (1984:1) is of the opinion that the educational system should provide different types of education which would satisfy both the needs and aspirations of the individual and the manpower needs of society.

The availability of such education, as well as the incentives provided by the society for following a particular educational path, would be among the factors which determine the pupil's educational plans. Thus the main concern of career guidance at school is to guide the young person towards making an accountable choice of an occupation as a preamble to meaningful career planning and career development. In choosing the correct occupation the pupil makes a contribution towards the economic growth and improved quality of life of all the inhabitants of South Africa. It is therefore about time that the guidance teachers in South Africa should assess the relevance of their services for the individual pupils from different home environments.

3.9 **CONCLUSION**

Guidance teachers and school councillors in non-racial schools in South Africa need to assess the relevance of their services for pupils from different home environments. Guidance teachers who fail to account for cultural sensitivity, knowledge or awareness and who fail to account for home differences may contribute to cultural oppression when working with pupils from squatter environments.

Career guidance is specifically perceived to be irrelevant for many squatter pupils in South Africa.

The potential conflict inherent in career guidance is that it is incompatible with the thinking, behaviour, life-style, spiritual dimension, life experiences and reality of the squatter communities. Because of the mismatch between career guidance and the squatter environment, career guidance theory and practice in South Africa are said to reflect not only the career teacher's encapsulation in a bourgeois ideology, but an alienation from squatter pupils who are also being educated.

CHAPTER FOUR

CHAPTER 4

METHOD OF RESEARCH

4.1 INTRODUCTION

This chapter is intended to outline the research design. To accomplish this task the researcher will make a brief reference to the aim of this research. This will be succeeded by a description of the research population and use of the ex post-facto research method will follow. The career choice questionnaire will be dissemination to test the career choice of these pupils. The biographical questionnaires will be used to extract information relating to the home environments of the research sample. The analysis and interpretation of the results will be discussed in Chapter 5.

4.2 AIM OF THE RESEARCH

If one asks a Secondary School pupil in Standard Nine what he intends to do after matriculating, the answer is mostly that he does not know or that he is not sure of the occupation he will pursue. The problem is complex for the pupil from the disadvantaged squatter environments. Most of the parents in these environments do not have a permanent job or do not have a job at all. The likelihood is that the pupils from these areas do not know about any decent careers. The question arises as to who is responsible for this state of affairs. Does the responsibility lie with the parents, home or pupils themselves? (Erickson, Bryan & Walker, 1972:126)

The aim of this research is to try and determine how the home background has influenced the career choice of the Mohlakeng Standard Nine pupils. At the same time the investigation will reveal facts about the home conditions of the

pupils in the research. The literature study on career decision-making revealed that various factors such as home background indicated by (Gianakos & Subich, 1986:272), career interest (Athanasou, 1985:153 and Lunneberg, 1976:297), family (Kaplan & Brown, 1989:221; Fugua & Seaworth, 1987:175; Schumkum & Hartman, 1988:119), and identity formation (Taylor, 1982:119) are responsible for influencing career decisions in the majority of pupils.

It was also revealed through a literature study that the family, as indicated by Freison, (1986:89); Lopez & Andrews, (1987:304), society (Spence, 1982:91; Glanz, 1974:381; Mojalefa, 1980:81; Freisen, 1986:89), and the school (Jacobs, Van Jaarsveld & Von Mollendorf, 1991:75; Chuenyane, 1990:58; Thompson & Poppen, 1979:3), may have a positive or negative influence on the process of career choice.

4.2.1 **Description of the sample**

The population of this project are all the Std 9 pupils in Mohlakeng. There are 360 Std 9 pupils at Phahama Secondary School and 430 Std 9 pupils at A.B. Phokompe Secondary School. There is a total of twenty classes in the two schools. Twelve pupils were selected from each class on a random basis.

The research sample consisted of N = 240 Std Nine pupils from Mohlakeng and the surrounding squatter areas in the West Rand (as indicated by Table 1). The sample was drawn from both the township (Mohlakeng/Bekkersdal and Kagiso), and the squatter settlement (Swaneville, Luna Sands and Bekkersdal).

TABLE 4.1**The distribution of squatter and township pupils**

Shoos	Township pupils		Squatter pupils		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
A.B. Phokompe	30	30	30	30	60	60	120
Phahama	30	30	30	30	60	60	120
Total	60	60	60	60	120	120	240

The home background of most of the squatter pupils is "traditional". The majority of parents are uneducated and therefore many of them belong to the lower economic class. Most of the family members in these areas are and are unemployed. Certain social practices of the black culture are still held in esteem by some families and this may have implications on the career choice of pupils from these areas (Erickson, Bryan & Walker, 1972:120; Motshabi, 1995:224-225).

Most families in the township are westernized and some use English as a means of communication in the family. A reasonable number of parents in the townships are professional teachers and nurses. It is likely that many of the families in these areas will be financially relatively well-off. This lifestyle may also have implications on the career choice of pupils from these areas.

The following research methods have been used in the collection of data.

4.3 **EX POST-FACTO RESEARCH AND ITS APPLICATION IN THE SEARCH**

As opposed to investigating the individual or unique attributes of the individual, two groups of pupils were studied. The object of this was to be able to make comparisons, to draw conclusions and to generalise these findings.

The nature of this research calls for a comparison of the mean standard scores of the career choice and the environmental factors influencing such a choice. No experimental treatment was given to either group and from previous diagnosis, the participants in this study already belong to one of the two groups:

*squatter pupils, or

*township pupils.

For this reason an ex-post facto design for a criterion-group is to be used.

When educational investigations are concerned with a variable such as the home environment, it is difficult to probe questions which arise since this variable cannot be directly manipulated. What can be done to gain insight into the research problem is to assess the level of influence by the home background and then explain it back in time. The function of the ex post-facto design is to test hypotheses concerning the relationship between an independent variable and a dependent variable.

The researcher attempted to determine the influence of the uncontrolled independent variable, for example, lack of proper housing that has already been operative through the use of the ex post-facto method. This meant that the

researcher had to observe whether the research subjects differed in their choice of careers in relation to their home environments. He then endeavored to establish plausible causal factors. In this regard Pry (1985:319) maintains that variables such as home background, genetic endowment and brain damage are very important educational variables even though they are beyond the control of educators.

It is not possible to assign research subjects to broken or intact homes, to squatter or township houses, to highly educated or illiterate parents and so forth. If anything is to be learned about relationships between such a variable and other variables, the ex post-facto method is the answer. Ex post-facto research is defined by Cohen and Mansion (1985:170) as "a method of extracting possible antecedents of events that have happened and cannot, because of this fact, be engineered or manipulated by the investigator".

The researcher sets out to discover possible causes for a phenomenon being studied by comparing the subjects in which the variable is present with subjects in which it is absent. In this study it was assumed that there were differences in the types of careers chosen by pupils from squatter areas in contrast with those from township areas.

4.3.1 **Variables**

*** Independent variables**

- (a) Control variables: age, sex, aptitude and prior achievement.
- (b) Experimental variables: home environment.

* **Dependent variables**

Career choice in terms of types of careers: science,
technical or commercial.

(skilled fields)

versus

manual (unskilled fields)

4.3.2 **Hypotheses**

The following hypotheses based on the literature study were
formulated:

Hypothesis 1

There is a significant difference in the family involvement between
pupils who choose to follow the science/technical (technology) /
commercial or professional fields and those who choose manual fields.

Rationale

From the literature study it was revealed that the home influence plays a
significant role in the Standard Nine pupil's career choice, either

positively or negatively. Parents who show an interest in their children's future plans will also stimulate their interest in career planning.

Hypothesis 2

It is most likely that pupils from the squatter areas have very little information about various careers.

Rationale

The academic self-concept and pupil identity develop as a result of the child's interaction with experiences of various kinds in the home environment. A positive or negative attitude towards a future career is strongly influenced by experiences at home.

Hypothesis 3

Some factors in the squatter communities cause career indecision.

Rationale

The literature study revealed that there is a relationship between the way in which a pupil chooses his career and society. The form of accommodation and the level of education parents have exert more influence in choosing or not choosing a career.

4.4 INSTRUMENTS

The following instruments were used in this study to gather the data:

- * Biographical questionnaire (Appendix)
- * Career questionnaire (Appendix)

4.4.1 **The questionnaire**

A questionnaire is a document filled out by the respondent in his own time or completed by him under the supervision of the researcher. In this study the investigator made use of the questionnaire because respondents were pupils. A questionnaire is used when factual information is desired (Best & Kahn, 1989:181). If a questionnaire is properly administered, it is still the most appropriate instrument to elicit information. In this study the introspective form of the questionnaire was used, touching on matters relating to the pupil's career choice and biographical factors.

These matters contain specific information that shed light on the research topic. In this study a closed questionnaire was used, which requires short or brief answers (Best & Kahn, 1982:182; Labaw, 1980:131). This type of questionnaire facilitates the coding and analysis of respondents.

4.4.2 **The construction of the questionnaire**

Constructing a questionnaire requires considerable time and thought. It is a proven fact that the researcher cannot be too careful in phrasing questions to ensure understanding and clarity. The content of the questionnaire must succeed in covering the field that concerns the

test. From the literature study the researcher must ascertain what specific aspects of the research need to be tested.

It also depends on the opinion of informed persons whether test items:-

- * do not just measure what another item has already measured;
- * whether there are not too many or too few items on a specific element;
- * whether all elements are covered by the items (Mulder, 1989: 217).

In this research project, the researcher compiled the items in the questionnaire with reference to the points mentioned in the literature study.

In the completion of the questionnaire the following guidelines were taken into consideration:-

- * that the questions in the questionnaire were clear and brief (Berdie, Anderson & Niebuhr, 1986:24; Bousell, 1986:172);
- * only items that relate directly to the objectives of the research should be included (Gay, 1987:186);
- * the information required from the respondents must be precise (Labaw, 1980:18);

- * the questionnaire should be brief and consistent but should contain all the information required (Mulder, 1989:217),
- * questions should be simple, dealing with a single concept and be worded as clearly as possible (Labaw, 1980:157; Leedy, 1989: 144);
- * questions should not be ambiguous - respondents should understand them;
- * the questionnaire should be drawn up in such a way that it will be easy to answer (Berdie et al., 1986:24; Gay, 1987:196);
- * questions should be presented in a definite order-simple questions should precede complex questions (Mathunyane, 1992:131).

4.4.3 **Pilot study**

Four pilot questionnaires were prepared in order to improve the reliability and validity of items, and to decide on the form in which certain questions should be presented. Four Standard Nine pupils from Phahama Secondary School were sampled, a girl and boy from the squatter areas and a boy and girl from the formal area. At the end of the allotted time the completed questionnaires were handed in and a brief period was devoted to questions and comments from the participants. Subsequently, the replies were analysed and notes were made of them and of the verbal comments and criticisms.

4.4.4 **The final draft**

The pilot study in this instance served to bring to the attention of the researcher:-

- (a) A few linguistic mistakes were noted in the questionnaire. The necessary corrections were made;
- (b) One biographical item concerning family life was regarded as difficult for the understanding of the Standard Nine pupils. Consequently, it was simplified in the main study;
- (c) A third option was included on item 44 for pupils who considered themselves both traditional and western at the same time;
- (d) All respondents commented that the questions were "probing", "thought-provoking" and "interesting".

The adjustments and modifications to the questionnaire, which had a bearing on its improvement were effected. After the supervisor had approved the revised version, the instrument was ready for use in November 1995.

Description of the sample

The population of this project are all the Standard Nine pupils in Mohlakeng. There are 360 Standard Nine pupils at Phahama Secondary School and 430 Standard Nine pupils at A.B. Phokompe Secondary

School. There are twenty classes in both schools. Twelve pupils were selected from each class on a random basis.

The research sample consisted of N = 240 Standard Nine pupils from Mohlakeng and the surrounding squatter areas in the West Rand (as indicated by Table 1).

4.5 **THE ADMINISTRATION PROCEDURE USED IN THIS INVESTIGATION**

4.5.1 **Preliminary arrangements**

Discussions were held with the principals of the secondary schools included in the sample about the dates on which they would allow the questionnaire to be administered. During these discussions the researcher explained the nature of the research to be undertaken. A letter of approval was written to the Gauteng Department of Education and the P.T.S.A.'s of the two schools (Appendix).

4.5.2 **School visits and administration**

Two secondary schools were involved in this research project. The schools were Phahama Senior Secondary School and A.B. Phokompe Senior Secondary School. The questionnaire was administered to 240 Standard Nine pupils in Mohlakeng, 120 males and 120 females (see Table 4.1). The researcher administered the questionnaire personally in one session. Pupils were made aware of the nature and value of the research, and the importance of honesty in completing the questionnaire was emphasised. Before the session began the researcher read and

explained the instructions for answering the questions. Pupils were requested to ask questions if they did not understand any statement in the questionnaire. The completed questionnaire of each pupil was checked thoroughly by the researcher, and errors also corrected.

4.6 **ANALYSIS OF THE DATA**

The data was analysed using the analysis of variance procedure (ANOVA). The method of analysis of variance was based upon the use of variance, which assesses the interaction of the independent variable against the dependent variable. By the application of a T-test, the observed frequencies were compared with the theoretical frequencies in respect of the following factors: parental level of education, parental career level, pupil's home environment and the rate of unemployment and whether it is a boy or a girl.

4.7 **CONCLUSION**

In this chapter a description of the sample is given and the instruments for collecting data are discussed. In the next chapter the data that is collected will be analysed and interpreted.

CHAPTER FIVE

CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The preceding chapter described the development of the measuring instruction, pilot study, method for sampling and selection, and data collection pertaining to the career choice of Standard Nine pupils who reside in the township or the squatter areas. Data analysis and interpretation constitute the subject matter of the present chapter. The discussions and implications of the findings are presented in Chapter six of this study.

5.1.1 Collection of data

As already mentioned the collection of data was done at two secondary schools in Mohlakeng, namely, Phahama Secondary School and A.B. Phokompe Secondary School. In total two hundred and forty (240) copies of questionnaires (biographical and career) were completed by pupils from these two schools who were randomly selected.

5.2 FREQUENCIES

The statistical consultancy service of the Potchefstroom University for Christian Higher Education processed the results of the research using a SAS-Programme system. Frequencies were done by the proc frequency procedure. The result reflects the frequencies and percentages of responses to each question item (SAS Institute, 1985:403). An item analysis was conducted for each of the following sections of the questionnaire, namely, Section A

(personality factors), Section B (family factors) and Section C (employment/future factors).

5.3 **T-TESTS**

The statistical consultation service of the Potchefstroom University for Christian Higher Education processed the results of the research using the proc t-test procedure from the SAS system (1985 - 403). To test all the three hypotheses, the t-test was used to ascertain whether statistically significant differences exist between pupils from the squatter areas and pupils from township areas in making a career choice. The following variables were mostly taken into consideration: interest, personality, potentiality, culture, gender, subject preferences, field preferences, future plans, family background, financial assistances and potential level of education.

5.4 **RESEARCH RESULTS**

The purpose of this section is to present the finding of the survey conducted in the fourth and final school term of 1995 at the two Secondary schools in Mohlakeng. The questionnaire administered to all participants provided information concerning career choice data, biographical data and data pertaining to school subjects. As will be observed, these three sources of information enabled the researcher to comprehend clearly the factors and processes by which the respondents make a career choice. Subsection 1 - 3 and 36 - 47 will present the pupils biographical data, 4 - 9 the data related to the role played by personal factors in choosing a career, 10 - 24 the data related to the role played by family factors in choosing a career, 25 - 35 the data related to the factors played by environmental/employment factors in

choosing a career, and finally, 48 - 50 data with respect to the subject and field preferences.

5.5 **BIOGRAPHICAL INFORMATION OF PUPILS**

The biographical questionnaire was compiled so that information about each subject participating in this research was as comprehensive as possible. The information is intended to be used to verify if there are living conditions, which could impact on choosing a career. It would also indicate whether the two groups studied were comparable or not. Questions about pupils' background include, subject's age, gender, place of domicile, parental education level, number of siblings, form of a house, electrical appliance in the home and form of discipline at home.

TABLE 5.1

Distribution of respondents in terms of gender

Gender	Freq	Perc
Male	120	50
Female	120	50
Total	240	100

The results of the survey conducted among the actual sample of two hundred and forty (240) pupils revealed that one hundred and nineteen (49.6%) respondents were males and one hundred and twenty-one (50.4%) respondents were females. The sample was, therefore, reasonably evenly balanced between the two gender groups.

TABLE 5.2**Distribution of respondents in terms of age**

Age	Freq	Perc
15 - 16	28	11.67
17 - 18	100	41.70
19 - 20	97	40.4
20 and older	15	6.20
Total	240	100

The data that emerged from this Table show that the ages of two hundred and forty (240) respondents range from fifteen (15) to twenty (20) years and more. The bulk of the pupils, irrespective of place of domicile, are between the ages of 17 to 20, which means that most of them have failed a class or more during their school career.

TABLE 5.3**Distribution of respondents in terms of schools**

School	Freq	Perc
Phahama	120	50
A.B. Phokompe	120	50
Total	240	100

The data that emerged from Table 5.3 show that one hundred and seventeen (48.8%) respondents came from Phahama Secondary School while one hundred and twenty-three (51.3%) respondents came from A.B. Phokompe Secondary School. There was thus a fair representation from each school.

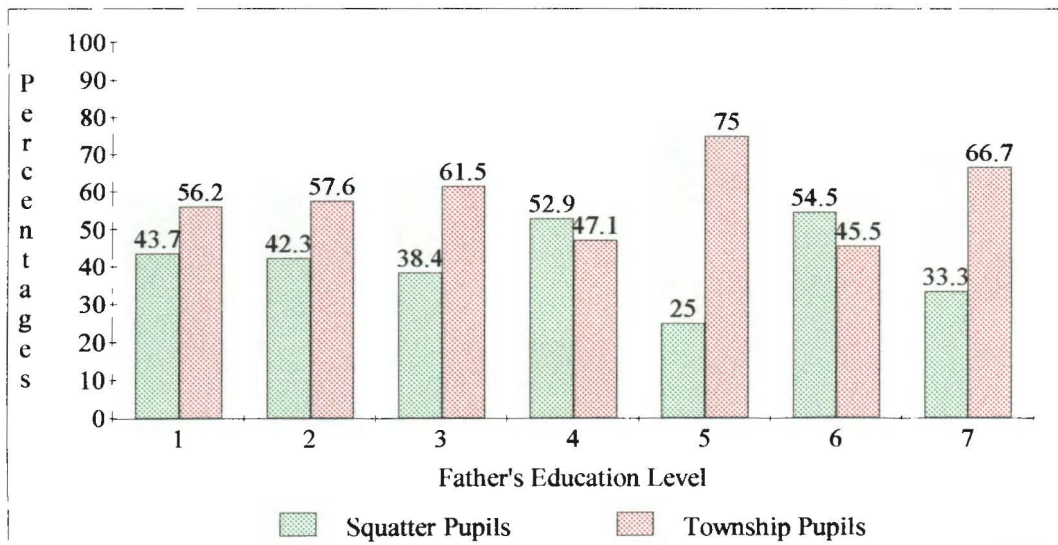
TABLE 5.4**Distribution of respondents in terms of place of residence**

Residence	Freq	Perc
Mohlakeng	115	47.9
Kegiso	3	1.3
Bekkersdal	15	6.2
Swaneville	59	24.6
Lunasands	39	16.3
Other	9	3.7
Total	240	100

The result of the survey conducted among the actual sample of two hundred and forty (240) pupils revealed that one hundred and eighteen (118) pupils (49.2%) came from the township areas, while one hundred and twenty-two (122) pupils (50.8%) came from the squatter areas. The sample was, therefore, balanced in terms of representations from the two places of residences (squatter areas and township areas).

FIGURE 5.1

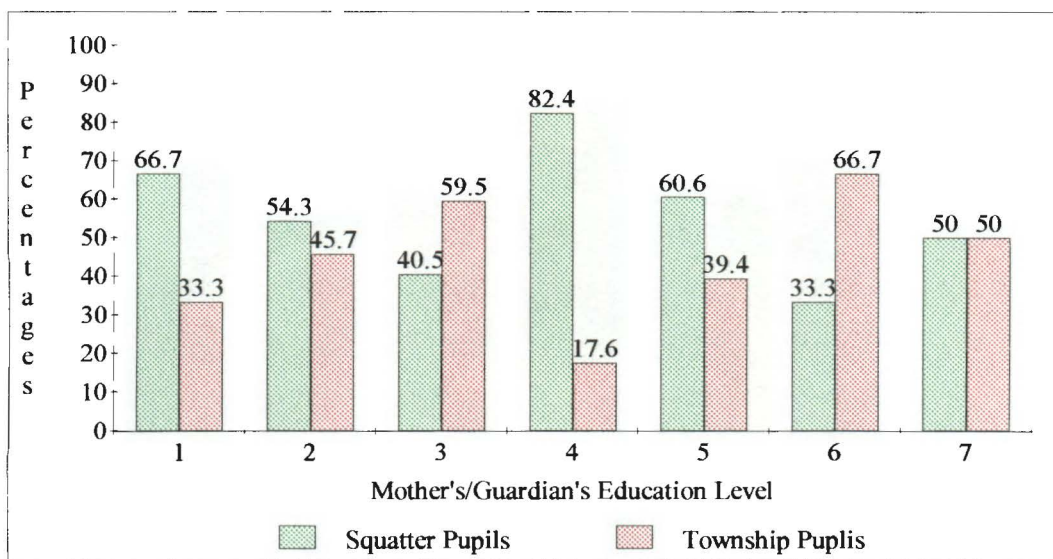
The role played by the educational level of the father



- | | | | |
|----|---------------------|----|------------------------------------|
| 1. | No education at all | 5. | Matric |
| 2. | Primary school | 6. | Further training (Non-university) |
| 3. | Standard 8 | 7. | Tertiary (Univ. / Tech. / College) |
| 4. | Apprenticeship | | |

FIGURE 5.2

The role played by the educational level of the mother/guardian



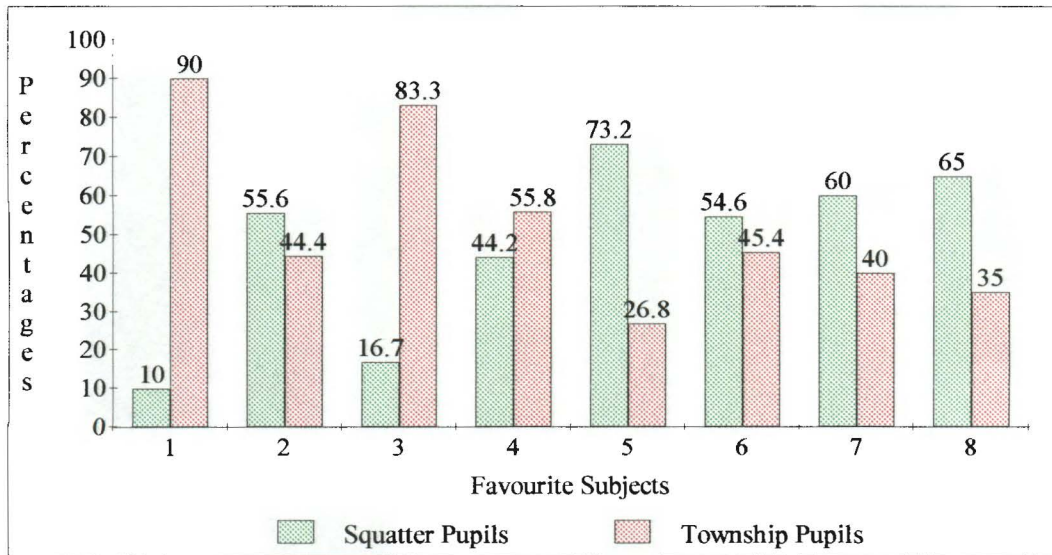
- | | | | |
|----|---------------------|----|------------------------------------|
| 1. | No education at all | 5. | Matric |
| 2. | Primary school | 6. | Further training (Non-university) |
| 3. | Standard 8 | 7. | Tertiary (Univ. / Tech. / College) |
| 4. | Apprenticeship | | |

The findings in Figure 5.1 showed that the fathers of most of the squatter pupils have a lower level of education compared to the township except in the case of apprenticeship. Figure 5.2 showed that mothers or guardians of squatter pupils in this study are outstanding in terms of "no education at all", 66.7% as compared to 33.3% of township mothers. As discussed in Chapter one, there is a large body of empirical evidence which concludes that the absence of housing, or living in totally inadequate overcrowded conditions, exercises detrimental influences upon families (Pollak, 1971:5). Children in such an environment cannot be expected to obtain educational standards commensurate with the demands of modern society. Resultant educational problems are a high rate of early school-leaving to supplement inadequate family income, poor motivation and poor performance. Substantial provision of adequate housing is thus a prerequisite to educational progress and strong motivation to further studies.

In addition to this, studies such as Ohlson (1969:48) in McCreateis (1970:5-23) study, reported in Ohlson (1969:48), the importance of parents educational level in the vocational decision-making of their children. Few of the squatter fathers in this study (25%) as compared to (75%) of the township fathers have matriculated. Research has demonstrated that encouragement and motivation are important variables when endeavouring to understand academic performance (Kleitts, 1970; Banfield, 1966; Douglas, 1964; Nova, 1989).

FIGURE 5.3

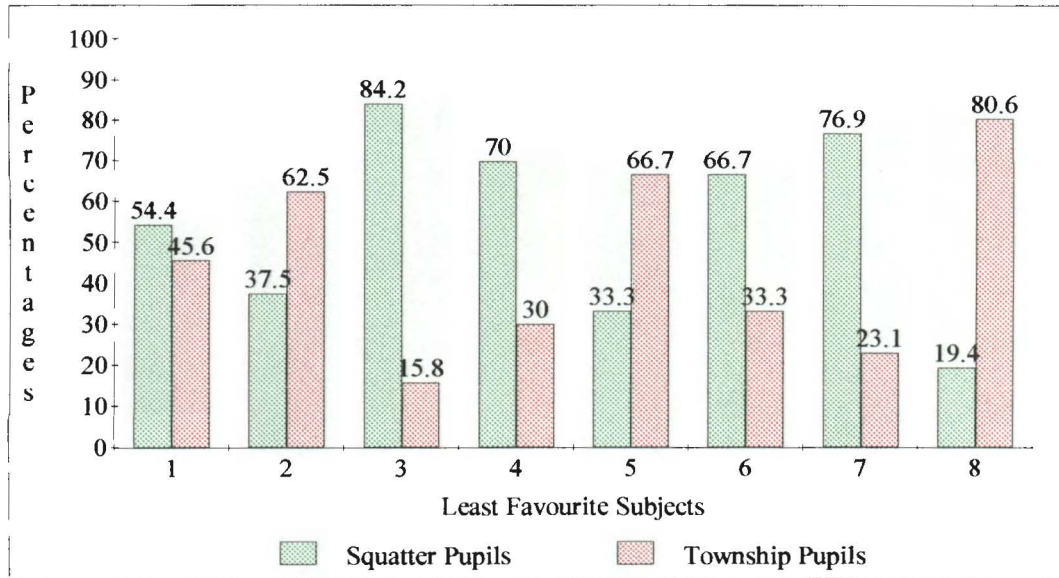
**Responses of squatter pupils and township pupils
with regard to their favourite subject**



- | | |
|---------------------|-------------------------|
| 1. Mathematics | 5. Agricultural Science |
| 2. H. Economics | 6. Economics |
| 3. Physical Science | 7. Accountancy |
| 4. Biology | 8. History |

FIGURE 5.4

**Responses of squatter pupils and township pupils
with regard to their least favourite subject**

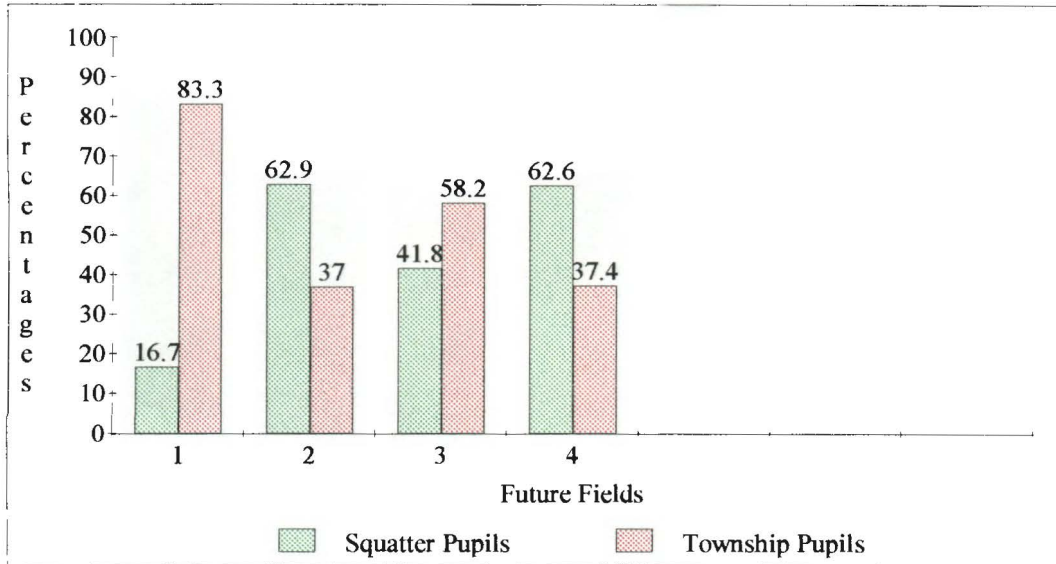


- | | |
|---------------------|-------------------------|
| 1. Mathematics | 5. Agricultural Science |
| 2. H. Economics | 6. Economics |
| 3. Physical Science | 7. Accountancy |
| 4. Biology | 8. History |

The findings as presented in Figure 5.3 showed that only 10% of the squatter pupils prefer Mathematics as their favourite subject as compared to 90% of the township pupils who prefer Mathematics as their favourite subject. This is proof that most squatter pupils will not be in a position to follow the science fields after they complete their matric. It is also clear in this Figure that 16.7% of the squatter pupils chose Physical Science as compared to 83.3% of the township pupils who chose Physical Science as their favourite subject.

Figure 5.4 presents us with the contrast of Figure 5.3. Eighty percent (80%) of the township pupils prefer History as their least favourite subject as compared to 19.4% of the squatter pupils who prefer History as their least favourite subject. It is also interesting to note that only 15.8% of the township pupils chose Physical Science as their least favourite subject as compared to 84.2% of the squatter pupils who chose Physical Science as their least favourite subject.

FIGURE 5.5
Responses of squatter pupils and township pupils
with regard to the fields they aspire to follow



- | | |
|---------------|--------------|
| 1. Science | 2. Commerce |
| 4. Humanities | 3. Technical |

The findings in Figure 5.5 shows that 16.7% of the squatter pupils do not aspire to follow the science fields as compared to 83.3% of the township pupils who aspire to follow the science fields. The findings in this figure also point to us that most of the squatter pupils are keen on following the humanities fields (62.6%) as compared to the township pupils (37.4%)

TABLE 5.5**Size of household**

	Squatter	Township	Total
Have space for studying	28.9%	71.1%	120
Do not have space for studying	69.1%	30.9%	120

Table 5.5 showed that most of the squatter pupils have very little studying space at home as compared to the township pupils (Table 5.5). One may, therefore, conclude that living in a home with no space to study could be related to the level of education that the pupil could attain. Only 28.9% of squatter pupils have study space at home, while 71.1% of township pupils have space to study at home. This also confirms the findings by Pollak (1971:5) that substantial provision of adequate housing is thus a prerequisite to educational progress and advancement.

TABLE 5.6**Home background**

	Traditional	Westernized	Both
Squatter	44.17%	5%	50.83%
Township	25%	14.17%	60.83%

The findings in Table 5.6 showed that more squatter families have a traditional background (44.17%) when compared to (25%) of families in townships. As

discussed in Chapter four, the home background of most of the squatter pupils is traditional and certain social practices of the black culture are still held in esteem by some families. This may have implications on the career choice of pupils from the squatter areas (Erickson, Bryan & Walker, 1972:120).

5.6 **TESTING HYPOTHESES**

5.6.1 **Testing Hypothesis 1**

With regard to hypothesis 1, stated in Paragraph 4.3.2, the following null hypothesis was tested:

There is no significant difference in the family involvement between pupils who choose to follow the science/technical (technology) / commercial or professional fields and those who choose manual fields.

TABLE 5.7

Difference between squatter and township pupils who choose to follow the science field of study versus those who choose to follow manual fields of study towards the influence of the family

Variable	Group	n	Mean	s	t	d.f	p
Family involvement	#1 Squatter pupils	120	1.58	0.49	8.38	208	
	#2 Township pupils	119	1.12	0.39	8.36	237	p<0.05

All 240 pupils in the sample were used to test Hypothesis 1. Group 1 represents 120 pupils who reside in the squatter areas and Group 2 119 pupils (1 frequency missing) who reside in the township areas. To determine whether the influence of the family on group 1 differs significantly from Group 2, the means of each group for the variable family involvement were calculated and compared. The difference between the means was 0.46. The t-test was used to determine whether the means differed significantly. A t-value of 8.36 was obtained with $p < 0.05$. The results therefore revealed that there is a significant difference and the null hypothesis can thus be rejected. The mean of the squatter pupils was higher than the mean of the township pupils, indicating that the family is less involved with regard to the squatter pupils in making a career choice in the various fields. This means that squatter pupils who had made a career choice depended on resources other than the family.

Glanz (1974:381) maintains that family circumstances colour the individual's life from birth, and will continue to determine his/her future plans. Hence the family serves as a nurturing background in the decision-making process of the individual according to Zalk (1984:2).

Rice (1992:30) maintains that most of the pupils from poverty-stricken squatter areas have not been exposed to a variety of social and cultural settings. Vocationally they have fewer opportunities. Poverty limits their educational and career attainments. As discussed in Chapter one, there is a large body of empirical evidence which concludes that the family has a significant influence on choosing a productive career (Douglas, 1964; Floud, 1977; Rumberger, 1983; Bourdieu & Passeron, 1977; Hakey et al, 1980; Smith 1983; Walberg, 1984 and Edgar, 1985).

5.6.2 Testing Hypothesis 2

With regard to Hypothesis 2, stated in Paragraph 4.3.2 (Chapter 4) the following null hypothesis was tested:

There is no significant difference in the career information known by township pupils and the types of careers that they intend to follow.

TABLE 5.8

The difference of information held by squatter pupils and township Pupils

Variable	Group	n	Mean	s	t	d.f	p
Career information	#1 Squatter pupils	120	1.21	0.41	-5.77	230	
	#2 Township pupils	120	1.55	0.49	-5.77	238	p<0.05

All 240 pupils in the sample were used to test this hypothesis. Group 1 represents 120 pupils who reside in the squatter areas and Group 2 represents 120 pupils who reside in the township areas. To determine whether Group 1 differed significantly from Group 2 the mean of each group for variable "worthwhile career choice" was calculated and compared. The difference between the mean was 0.34 in Table 5.8. The t-test was used to determine whether the two means differ significantly. A t-value of -5.77 with $p < 0.05$ was obtained. This means that there is a difference, and the null hypothesis can therefore be rejected. The mean of those pupils who stay in the squatter areas is lower than the mean of those pupils who stay in the township areas,

indicating that pupils who stay in the squatter areas do not regard career information as necessary and imperative. According to Campion (1992:6) the increasing application of technology and the resultant widespread changes in the structure of the economy will bring about ever-increasing demands for skilled workers and administrative personnel in South Africa. In these circumstances the demand for semi-skilled and unskilled labour must progressively decline. Without proper career information, pupils from the squatter area will be the hardest hit by this rapid change. Career information is thus imperative to all pupils irrespective of their home background. This shows that the presence of their guidance teacher is essential in guiding pupils toward sound career choices.

5.6.3 **Testing Hypothesis 3**

With regard to Hypothesis 3, stated in Paragraph 4.3.2 (Chapter 4), the following null hypothesis was tested.

"There are no factors in the squatter communities that cause career indecision."

TABLE 5.9

The difference between township pupils who have made a career choice and the squatter pupils who have not made a decision

Variable	Group	n	Mean	s	t	d.f	p
Career indecision	#1 Squatter pupils	120	1.49	0.50			
	#2 Township pupils	117	1.29	0.45	3.22	235	p<0.05

All 240 pupils were used to test this hypothesis. Group 1 represents 120 pupils who reside in the squatter areas and Group 2 represents 117 (3 frequencies missing) pupils who reside in the township areas. To determine whether Group 1 differ significantly from Group 2, the mean of each group for variable "making a career choice" was calculated and compared. The difference between the mean was 0.2 in Table 5.9. The t-test was used to determine whether the two means differed significantly. A t-value of 3.22 with $p < 0.05$ was obtained. This means that there is a difference, and the null hypothesis can therefore be rejected. The mean of those pupils who reside in the squatter areas is higher than the mean of those pupils who reside in the township areas, indicating that pupils who reside in squatter areas do not consider making a career choice as salient an issue as those pupils who reside in township areas.

The result of this research supports the findings of Lindhard (1978:1), being, et al., (1987:173), Peterson et al. (1986:418) Friesen (1986:87), Lindhard (1987:4) and Mathingane (1992:78) who maintain that parents are the major influence in young people is career choices. According to

Hayes, Hopson and Daws (1972:10) for the individual pupil freedom to choose the kind of work he will pursue is determined by the type of society in which he lives. In most disadvantaged societies choice is highly restricted, or may not even exist while in developed societies the possibility of choice is much greater. Zalk (1984:2) is of the opinion that the environment in which pupils are brought up would influence their ultimate educational plans motivation and achievements. Smyth (1982:187) however, maintains that in black communities, parents who are generally illiterate have the most ill-informed influence and this will harm their children's career choices. In the investigation it is evident that the influence of the home environment in the case of these pupils who have made a decision is significant compared to the case of these pupils who have not made a career choice. This means that the home environment plays a major role in the process of career decision-making.

5.7 **SUMMARY OF THE EMPIRICAL RESEARCH FINDINGS**

Looking at the responses of all the participants collectively, the survey reveals that they experience a great difficulty with regard to career choice. There are a large number of environmental factors which affect a career choice. There is ample evidence in the survey that home environment is an outstanding factor in career choice. It is also evident that our present system of secondary schooling still provides a general education and is not designed to equip pupils for their future career. As such, it disregards the needs of most of the school-going population. Pupils often realise in Standard Nine or sometimes thereafter that they have absolutely no idea of what they want to do when they leave school. Mostly in poverty-stricken squatter areas parents are often so busy trying to keep body and soul together that they do not appreciate how essential their

involvement is. Finally, choosing a career is often a conflict situation. For squatter pupils this conflict is further compounded by a variety of external constraints restricting freedom of choice, as well as lack of knowledge regarding career and job opportunities. Although many of the statistical outcomes had been anticipated, it was nevertheless encouraging to have obtained such clear-cut and definite results.

In the final chapter the following will be discussed: the summary, the findings, limitations of the study, recommendations for future research and the conclusion of the study.

CHAPTER SIX

CHAPTER 6

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

As stated in Chapter 1, choosing a career is the most vital part of the education of all boys and girls irrespective of their place of residence. In the previous chapters the emphasis was placed on how the home environment influences the choice of a career among the Standard Nine pupils in Mohlakeng. Various factors which influence the choice of career in the environment were analysed.

Cloete's (1980) finding that socio-economic status has an influence on the career orientation of South African youth led him to conclude that parental socio-economic status level is not neutralised by the education system. Marini and Greenberger (1978:174) support this observation when they note that "socio-economic background therefore remains a strong influence on the occupational aspiration and expectation of adolescents, which is not overcome by the effects of schooling".

The purpose of this study was therefore to investigate factors in the home environment that influence the choice of a career.

This chapter contains a resume of the research that was undertaken. Findings derived from both the literature study and the empirical investigation will be outlined.

6.2 **SUMMARY**

To conclude this study, a summary of the research report is now given.

Chapter 1 served as an introduction to the study. It was used to set the scene for the inquiry by exploring the context in which squatting occurred in the new South Africa. In this overview of the link between squatting and education, the current debates were explored with an aim of sensitising the reader to the problems and contradictions confronting the squatting communities (pupils) in a country that has not so long repealed the influx control laws.

The literature review, in Chapters 2 and 3, was a continuation of Chapter 1. Chapter 2 explored the factors in the home environment that play a major role in the career choice of Standard Nine pupils. It investigated issues like the relationship between the squatter areas and the township area, and the histories of these two different places. Chapter 3 is mostly used for the clarification of terms used in career guidance. It further explored the relationship between unemployment and career choice. Chapter 4 dealt with the method of research. The aim of research was outlined, the questionnaire was constructed and administered to the sample. The questionnaire yielded information on the pupils' backgrounds and their respective career choices.

Chapter 5 dealt with the statistical analysis. The T-value was determined. All the hypotheses were tested, and the empirical findings summarised. Finally Chapter 6 concerned itself mainly with attempts to make sense of the finding of this investigation. It was argued that among factors that influence the pupil's career choice, the home environment is a crucial determinant. Some anecdotal evidence was brought to bear on these claims.

6.3 **FINDINGS**

In Chapter 1, it was stated that the general aim of this investigation was to determine the influence of home environment on the career choice of black Standard Nine pupils in secondary schools in the Mohlakeng area of the Gauteng Province. Specific aims were further formulated as follows:

- * Give guidelines as to how these pupils can be given the opportunity to realise their full human potential; and
- * determine the theoretical and practical implications of squatting on the career choice of Standard Nine pupils.

Table 6.3(i) indicates the extent which these aims have been met.

TABLE 6.3(i)

Aims	Findings
<p>1. <i>General Aims</i> To determine the influence of home environment on the career choice of black Standard Nine pupils in secondary schools in the Mohlakeng area of the Guateng Province.</p>	<p>Research indicates that there is a vast difference between township pupils who have made a career choice and pupils from squatter areas (Table 5.9). Parental influence or the home environment per se determines career indecision among squatter pupils.</p>
<p>2. <i>Specific Aims</i> To give guidelines as to how these pupils can be given opportunity to realise their full human potential.</p>	<p>According to the literature study (see Chapter 3) both the school and home should provide the poverty-stricken squatter pupils with support and encourage them to make a productive career choice.</p> <p>Parents and teachers should see the home as a fundamental institution and its general atmosphere should orientate pupils towards a particular employment. It should be evident that the attitudes of these pupils towards work are affected by the outlook of other people at home who are employed or unemployed.</p>
<p>3. To determine the theoretical and practical implications of squatting on the career choice of Standard Nine pupils.</p>	<p>The empirical investigation showed that the affects of squatting have a negative affect on pupils in choosing subjects (Figure 5.3). According to Makhosikazi (1985) (Chapter Two) most of the squatter areas pupils drift into a field that has no place for them, and are thus mostly destined to long-term unemployment. According to the literature study the goal of guidance should be visualised as a method of preparing every child to be capable of becoming exactly what he intends to become.</p>

6.3.1 Findings of the literature study

The literature study has vividly made it clear that there is a close relationship between material deprivation and the whole way of life of the family (Furlong, 1993:7). Poverty can make a parent less willing to keep a child at school, can enforce housing conditions which make the whole family strained, unhappy or make it almost impossible for parents and children to talk and discuss their career plans together. It was evident in the literature study that even when these conditions are no longer present, the fact that they have existed in the recent past, or were a feature of the parents own childhood, may exert an influence on attitudes, values and aspirations for a generation or even more.

6.3.2 Findings of the empirical investigation

A questionnaire was administered to 240 Standard Nine pupils. The items of the questionnaire were designed on the grounds of information obtained from the literature study.

An item analysis and T-test were used to analyse and interpret the data gathered. A number of hypotheses on the environmental factors that affect the career choice of black Standard Nine pupils in the Mohlakeng area were formulated from which the following findings emerged:

TABLE 6.3(ii)**Findings of the empirical investigation**

Null hypothesis	Outcome of empirical research
<p>There is no significant difference in the family involvement between pupils who choose to follow the science / technical (technology) / commercial or professional fields and those who choose manual fields.</p>	<p>There is a significant difference in the career choice of squatter pupils who choose scientific fields and township pupils who choose scientific fields. Only 16.7% of squatter pupils chose scientific fields as compared to 83.3% of township pupils who chose scientific fields. About 62.6% of squatter pupils chose fields in humanities as compared to 37.4% of township pupils who chose fields in humanities (Figure 5.5). Family involvement plays a major role in the career choice of pupils. The null hypothesis was thus rejected ($p < 0.05$).</p>
<p>There is no significant difference in the career information known by squatter pupils and the career information known by township pupils.</p>	<p>There is a significant difference in the career information held by squatter pupils and the one held by township pupils. A positive or negative attitude towards a future career is strongly influenced by experiences at home. The null hypothesis was thus rejected ($p < 0.05$).</p>
<p>There are no environmental factors in the communities that cause career indecision.</p>	<p>There is a significant difference in family background between squatter pupils who have made a career decision and the township pupils who have made a career decision. The literature study revealed that there is a relationship between the way in which a pupil chooses his career and his home environment. The form of accommodation and parents level of education exert more influence in choosing a career. The null hypothesis was thus rejected ($p < 0.05$).</p>

6.4 **RECOMMENDATIONS AND IMPLICATIONS OF THE STUDY**

The literature study has indicated that the problem of career choice is widespread among the squatter pupils. The empirical findings concur with the literature study that career choice is influenced by the environmental factors in Mohlakeng and the adjacent squatter areas (Lunasands, Swaneville, Bekkersdal), pupils' choice is influenced by factors such as parental level of education, form of "home" and the area where the pupil comes from. The following are therefore recommended:

- * The guidance teachers need to understand the background of an individual pupil when helping him about career choice. The teacher must be in a position to understand the environmental forces that acted upon the child in making a career choice.
- * Guidance teachers should gear the pupils towards changing occupational demands.
- * The subject Guidance should take its rightful place in the school. Vocational guidance should be treated as an important subject in all schools.
- * The educational aid centres and the auxiliary services should be made available to all people so that pupils and communities can be assisted in Mohlakeng and the surrounding areas.
- * Vocational education should be emphasised at primary school level to enable pupils to choose subjects that relate to their anticipated career choice in secondary schools.

- * The family and the school should join hands in guiding pupils towards the maximum realisation of their personality and potential.
- * Parents should be more involved in the education of their children and not leave this entirely to the educators. They must contribute to the development of a sound and co-operative education environment and seek expert advice and guidance in order to guide their children.
- * Living conditions in the squatter areas must be improved. This will help the pupils from these areas to think more positively about themselves.
- * More funds should be directed to the Department of Education. Educating the youth secures the growth of the economy of the country and will most probably reduce the present high crime rate in the Gauteng Province.
- * Pupils who are unable to make a choice and those who make choices of careers that will not be in existence in five years to come, should be provided with special courses, individual and group counselling and work experience opportunities.
- * The occupational information given to pupils should not be divorced from the home environment that the pupil finds himself in.
- * Research must be undertaken to determine the exact nature of the home and family which render it easy or difficult to make realistic career choices.

- * Finally, more vocational guidance teachers should be properly trained and appointed in relevant posts. A guidance teacher should be a guidance teacher and nothing more.

6.5 **LIMITATIONS OF THE RESEARCH**

The following variables could have had some influence on the information that was collected:

- * There are only two secondary schools in Mohlakeng. This limited the researcher's choice of selecting schools.
- * There are virtually no secondary schools in the squatter communities around Mohlakeng. Most squatter pupils in townships feel humiliated to be identified as squatter residents, and thus it was difficult to identify these pupils.
- * Most respondents made several ticks on item 47 and 48 in the questionnaire instead of one tick. Such responses were recorded as missing frequencies.
- * Even though the researcher explained to the testee that this was not a test, they wanted to give impressive answers and were concerned about answering incorrectly.

Notwithstanding these limitations, the empirical research achieved its goal.

6.6 **SUGGESTIONS FOR FUTURE RESEARCH**

In this study environmental factors causing career indecision and the family involvement in choosing a career for the Mohlakeng pupils and the squatter pupils were researched. However, the following areas, which are associated with environmental factors that influence the career decision-making of all pupils, also need to be researched to facilitate the process of career choice:

- * The need to do research about the positive influence of the society on career choice should be looked into. The involvement of parents and the society at large seems to be important, and it can create positive attitudes towards career choice.
- * The need to do research about the establishment of a financial aid scheme for mostly squatter pupils in the form of bursaries and scholarships should be investigated.
- * The need to do research about the establishment of major career centres in all eighteen districts in the Gauteng Province. Each career centre must be in a position to feed the mini-career centres of all schools in that particular district.
- * The need to do research about the introduction of career guidance as an examination subject in secondary schools. If pupils were tested on their thinking about their future plans, they would be more inclined to make sound career choices.
- * The need to do research about the introduction of Mathematics and Physical Science as the most needed subjects up to Standard Ten in

most schools. This will reduce the number of pupils who will follow humanities fields after completing matric.

- * The need to do research about the establishment of more technikons and technical schools in South Africa. This will combat the stereotype that the universities are the only places that pupils must go to after Standard Ten.

- * The need to do research about housing and how the shortage of housing impact on students' achievement in South Africa.

6.7 **CONCLUDING REMARKS**

In this research, the influence of the home environment on career choice has been investigated. Both the literature study and empirical investigation concur that career choice is greatly influenced by the home environment. In South Africa, successive governments paid mere lip-service to this self-evident principle. The test was as cold as it was ruthless:

"If you can't afford a house, so be it" (Avebury, 1993:18).

The Randfontein District is badly affected by an influx of new families who are coming to work in the mines. Most of these families are bringing children with them. Finding enough space for the families in the existing township will be the first challenge. The second and major challenge will be to find accommodation for these children in the existing schools. Policy responses to squatting will only meet with success when the real causes of squatting are addressed.

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CAREER QUESTIONNAIRE

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(1-3)

1. Sex:

Male

1

Female

2

(4)

2. Age in years:

15 - 16

1

17 - 18

2

(5)

19 - 20

3

3. Name of School:

Phahama S. School

1

A.B. Phokompe S. School

2

(6)

Kgothlang S. School

3

4. Name of place of residence:

Mohlakeng

1

Kagiso	<input type="text" value="2"/>
Bekkersdal	<input type="text" value="3"/>
Swaneville	<input type="text" value="4"/>
Lunasands, and	<input type="text" value="5"/>
Other	<input type="text" value="6"/>

(7)

INSTRUCTIONS:

1. This is a questionnaire and not a test.
2. There is no correct or wrong answers.
3. Be honest in your answers.
4. Your answer will be kept confidential and will be used for research purposes only.
5. Answer all questions as indicated.
6. Put up your hand if you need help.

What role does the following factors play in your career decision making? Indicate your choice by making an X in the appropriate square:

		Yes	No
e.g.	Are you colour blind?	1	2

SECTION A

		Yes	No	
1.	(a) Have you made a choice of a future career yet?	1	2	(8)

		Yes	No	
1.	(b) Did the following influence this choice?			
	Your interest	1	2	
	Your personality?	1	2	
	Your potentiality?	1	2	
	Your home background?	1	2	(9-16)
	Your gender?	1	2	
	Your academic progress?	1	2	
	Your future plans?	1	2	

	Yes	No	
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- | | | | | |
|----|---|----------------------------|----------------------------|---------|
| | Your personal problems? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | |
| 2. | Are you uncertain about your strengths or your limitations? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | |
| 3. | Are you uncertain about your interests? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | |
| 4. | Are you uncertain about your future? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | (17-22) |
| 5. | Are you uncertain about financial help? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | |
| 6. | Are you inclined to accept any job you can obtain? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | |
| 7. | Do you think that factors, such as pride, status, etc., can cause an undesirable career choice? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | |
| 8. | Are you influenced by the income you will receive in the career of your choice? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | (23) |
| 9. | Are you desperate to secure employment after Standard ten? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | (24) |

SECTION B

		Yes	No	
10.	Are your parents interested in your career planning?	1	2	(25)
11.	Do your parents prescribe to you which career choice you should make?	1	2	(26)
12.	Do you enjoy talking to your parents about a possible career?	1	2	(27)
13.	Do your parents show an interest in the career you have chosen?	1	2	(28)
14.	Would you consider your parents' career as your future career?	1	2	(29)
15.	Do your family assist you in the choice of a career?	1	2	(30)
16.	Does your family insist that you choose a career which your family think is important?	1	2	(31)
17.	Is it difficult for you to make career decisions without the help of your parents?	1	2	(32)
18.	Do you often argue with your parents because they deny to recognise your own career choice?	1	2	(33)
19.	Would you like someone from your school to talk to your parents about choice of career?	1	2	(34)
20.	Do you find it difficult to discuss your future career plans with your parents?	1	2	(35)

Yes No

- | | Yes | No | |
|---|-----|----|------|
| 21. Do your parents advise you in the choice of career? | 1 | 2 | (36) |
| 22. Do you have the support of your parents in the choice of your future career? | 1 | 2 | (37) |
| 23. Do you feel as if you are being pressured by your family to make a career choice? | 1 | 2 | (38) |
| 24. Will it be easier for you to discuss career plans with someone other than your parents? | 1 | 2 | (39) |

SECTION C

		Yes	No	
25.	Does the rate of unemployment in your area make you think twice about the career you would like to choose?	<input type="checkbox"/>	<input type="checkbox"/>	(40)
26.	Are there a lot of people in the career you would like to choose who are unemployed?	<input type="checkbox"/>	<input type="checkbox"/>	(41)
27.	Do you think the career you would like to choose would still be worthwhile in ten years time?	<input type="checkbox"/>	<input type="checkbox"/>	(42)
28.	Has the affirmative action made career choice easier for you?	<input type="checkbox"/>	<input type="checkbox"/>	(43)
29.	Do you wish to leave school right away because of financial problems?	<input type="checkbox"/>	<input type="checkbox"/>	(44)
30.	Does crime make you feel that there is no need to decide on a career?	<input type="checkbox"/>	<input type="checkbox"/>	(45)
31.	Has the political situation in the country affected your choice of career?	<input type="checkbox"/>	<input type="checkbox"/>	(46)
32.	Has the influx of people to the towns/cities affected your choice of career?	<input type="checkbox"/>	<input type="checkbox"/>	(47)
33.	Are you concerned that if you do not belong to a particular political organisation you will not find a job?	<input type="checkbox"/>	<input type="checkbox"/>	(48)
34.	I am a victim of forces that I can neither understand, nor control?	<input type="checkbox"/>	<input type="checkbox"/>	(49)
35.	Are there sufficient work opportunities in your area?	<input type="checkbox"/>	<input type="checkbox"/>	(50)

BIOGRAPHICAL

		Yes	No	
36.	Do your parents have a house?	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	
37.	Do you have a television set at home?	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	
38.	Do any of your parents own a car?	<input type="checkbox"/>	<input type="checkbox"/>	(51-56)
		1	2	
39.	Do you have appliances such as: stove, radio, CD Player, an M-Net decoder or refrigerator at home?	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	
40.	Do you make use of the library in town?	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	
41.	Do you have space to do the school-work at home?	<input type="checkbox"/>	<input type="checkbox"/>	
		1	2	
42.	(a) Father's education:			
	None at all		<input type="checkbox"/>	
			1	
	Primary school		<input type="checkbox"/>	
			2	
	Standard 8		<input type="checkbox"/>	
			3	
	Apprenticeship		<input type="checkbox"/>	(57)
			4	

Matric

5

Further training
(not University)

6

University

7

43. (b) If no father please describe the education of mother or guardian:

None at all

1

Primary school

2

Standard 8

3

(58)

Apprenticeship

4

Matric

5

Further training
(not University)

6

University

7

44. What kind of discipline is maintained at home:

Democratic

1

Autocratic

(59)

Permissive

45. How would you rate your home background?

Traditional

(60)

Westernised

46. How many rooms does your home have?

One

Two

(61)

Three

Four and more

47. How many siblings are living in your home?

One

Two

(62)

Three

3

Four and more

4

48. Tick your favourite subject at school:

Mathematics

1

H.Economics

2

Physical Science

3

Biology

4

(63)

Agricultural Science

5

Economics

6

Accountancy

7

History

8

49. Tick your unfavourable subject at school:

Mathematics

1

H.Economics

Physical Science

Biology

(64)

Agricultural Science

Economics

Accountancy

History

50. Which of the following fields would you aspire to follow?

Science

Commerce

(65)

Technical

Humanities

Thanks for answering all the questions!