THE INFLUENCE OF PARENTS ON CAREER CHOICE

OF SWAZI CHILDREN

IN KANGWANE

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B.A. B.Ed.

Dissertation submitted for the degree Magister Educationis in Guidance at the Potchefstroomse Universiteit vir Christelike Hoër Onderwys

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POTCHEFSTROOM

1996

ACKNOWLEDGEMENTS

I wish to extend my sincere gratitude to the individuals mentioned below for their infinite co-operation and hope and for their consistent guidance and assistance which contributed in the success of this project:

- Professor J.L. Marais, my supervisor for his guidance, advice, assistance and encouragement he always gave me, even telephonically;

- Dr T. Mkhatshwa, a lecturer at Elijah Mango College of Education, for his advice and written materials he used to assist me with;

- The school principals, teachers and their Standard 10 pupils as well as their parents for their supportive responses during the circulation of the questionnaires;

- Ms Paulina Mnisi, a typist at Elijah Mango College of Education, for typing the first drafts of this research project;

- Mrs Margaret van Zyl, for typing the final manuscript so excellently, and for showing such willingness to assist;

- Prof. D.P. Wissing, for helping with the computer conversions.

- Prof. A.L. Combrink, of the Department of English Language and Literature of the PU for CHE, for language editing the manuscript;

- My mother, Elsie, my brothers and sisters who were the main source of encouragement to me;

- My uncle, Nelson, for his constant encouragement and inspiration.

- My wife, Poppy, for her understanding, patience, warmth and encouraging comments that made me endure the hardships of undertaking this research project;

- Finally, I thank God Almighty for lending me strength and health to pursue this challenging study.

POTCHEFSTROOM, 1996

SUMMARY

The purpose of the research was to investigate the extent of the influence of Swazi parents on the career choice of their children and also to investigate the factors that prohibit parents from being involved in career guidance of their children.

This investigation was prompted by the high rate of unemployment of children after Standard Ten in especially Black societies. Another factor that seemed to be contributing towards this disaster, was the fact that these children lack suitable requirements for a particular career or job.

The roaming around of children with their Standard Ten certificates that still left them unemployable became a matter of grave concern for parents. It therefore became necessary for this research to be undertaken so that the role of the parents could be identified regarding career information that need to be known by children.

The empirical method with the use of questionnaires was successful in obtaining the required information from both parents and their children. The collected data were analysed and interpreted in the sense that a problem area would easily be identified to indicate whether parents are capable of guiding their children or not.

The research findings revealed that parents felt disempowered concerning the career their children would like to pursue. The disempowerment revolved around a lack of suitable education for them to convince their children and also lack of knowledge as far as variety of careers is concerned. Recommendations have therefore been made so that stakeholders and officials can take note of them.

OPSOMMING

Die doel van die ondersoek was om die omvang van Swazi-ouers se invloed op hulle kinders se beroepskeuse vas te stel, asook die faktore wat verhoed dat ouers betrokke raak by hulle kinders se beroepsvoorligting.

Die hoë persentasie werkloosheid in Swart gemeenskappe na matrikulasie het as inspirasie gedien om hierdie ondersoek te loods. Nog 'n faktor wat die situasie verder versterk, is die feit dat leerlinge nie aan die vereistes voldoen wat deur 'n bepaalde betrekking vereis word nie. Die feit dat leerlinge wat reeds in besit is van 'n matrikulasiesertifikaat nog steeds werkloos is, was 'n aansporing in die ondersoek na die rol wat ouers kan speel in die beroepsvoorligting van hulle kinders.

Die empiriese metode van vraelyste het as metode gedien in die suksesvolle verkryging van inligting van beide ouers en leerlinge. Gegewens is geanaliseer en op so 'n manier vertolk en verwerk dat probleemareas rakende ouers se bevoegdheid/onbevoegdheid om hulle kinders leiding te gee, maklik geïdentifiseer kan word.

Die ondersoek het bevind dat ouers nie in staat was om hulle kinders te beïnvloed in hulle beroepskeuses nie. Hierdie gebrek aan invloed het ontstaan rondom ouers se gebrek aan voldoende voorligting, kennis en bevoegdheid.

Aanbevelings is gemaak sodat alle insetmakers en amptenare daarvan kan kennis neem.

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CHAPTER ONE

1 INTRODUCTION TO AND STATEMENT OF THE PROBLEM, AIMS AND METHOD OF RESEARCH

1.1 Introduction

Every nation on earth is involved in education, be it formal, informal or non-formal. Each nation can receive acknowledgment and recognition among other nations if its members are educated. It is therefore an indispensable task of every nation to see to it that all its people are educated. It is through education that an "individual gains knowledge or insight or develops attitudes or skills" (Anon, 1980:642). The recognition of a nation as educated rests much on its members being knowledgeable.

The most important element with regard to education is the child. At home, where education can be either formal or non-formal, it is the parent who is the educator who teaches a child how to behave himself, and introduces him to certain binding activities at home such as good communication among family members (Landman, 1985:1-4; Joubert, 1983:2). A child learns from the parent by imitating him or her as he grows up. Children too "need to feel the variety of emotions - love, fear, anger, grief - and learn when these can be appropriately expressed" (Anon, 1990:28).

Besides parents or family members providing education for a child, the entire community too is expected to contribute positively. If children in a community or society are properly educated, behavioural problems found in children can be lessened. The importance of education and learning with regard to behaviour is stressed by Gibson and Mitchell (1981:266) when they say that "behaviour can be modified by providing appropriate learning conditions and experiences". Good behaviour contributes towards maturity of pupils which can be linked with the child's development of mentality.

Even when a child has become a secondary school pupil, parents are still a focal point of their children's education. In support of the previous statement, it can be stated that

"as daar een groep kinders is wat 'n verskerpte opvoedingsinset van die ouers verg, is dit die hoërskoolkind" (Van Niekerk, 1985:130). A child as an adolescent still depends on his parents for support which means that the base of influence is at home. To support the authority of parents over their children, Very (1979:173) says "the parents have authority and - ideally - provide the secure basis from which the child initiates other relationships". Parents need to educate their children about life outside home. This includes *inter alia* job experience that a child needs to acquaint himself with. The influence of parents on choices of careers is considerable because they have known their children better than anybody else (Lindhard & Africa, 1982:76; Joubert, 1983:2). "Die ouers is die primêre opvoeders van die kind en ook primêr verantwoordelik vir sy keuses totdat hy selfstandig kan kies" (Marais, 1983:262).

Children who have lost sight of what education is, have no idea concerning what life has in store for them in the future. By means of education, children can acquire experiences that can make them decide on careers of their own. The life of a person and his learning experiences result in his final choice of career (Gous & Jacobs, 1985:5). Broad knowledge is taken as a prerequisite to sound choice-making, "Die kind kan nie tot 'n verantwoordelike keuse kom nie omdat hy oor beperkte selfkennis beskik" (Marais, 1983:264).

Children acquire further knowledge from their own age group, sex group, particular socio-economic group and from the larger adult society. In this way, they develop the techniques of imitating acceptable behaviour from their responsible society members. These groups, like a family, have "a special influence on high school pupil's attitude towards work in his future occupational life" (Jacobs *et al.*, 1991:61). This means that the youth develops the skills of work by associating himself with the aforementioned groups.

But, still the parents are expected to exert a super-influence over their children with regard to unfolding reality to them. A child is not in a position to reach responsible adulthood alone and parents are therefore co-responsible for the actualisation thereof. "'n Geweldige taak rus op die skouers van die Christen-ouers wat die aangewesenes is

om die kind te steun in sy op weg-wees na behoorlike Christelike volwassenheid" (Landman, 1985:2).

1.2 Statement of the problem

This investigation was prompted by the high rate of unemployment of children after Standard 10 in KaNgwane Black communities and the fact that they lack suitable requirements for a particular job. The statistics show that the majority of Black youth roaming around with employment have Standard 10 certificates (school-leaving). These certificates often do not allow them to pursue careers of their interest because of the irrelevant subject-combinations they chose. This problem of career-choice might be due to the fact that they did not have the following questions in mind:

> What can I do? What am I good at? What do I want? When I have chosen, how do I know if it is the right choice? Am I going to enjoy work as so many do? Shall I hate it as others do? How do I choose? How do I choose well? (Lindhard, 1974).

Reinhart (1979:97) maintains that "a student should read a decision which represents a career direction-setting by Grade 10 or early enough to provide for the development of entry-level skills in a career plan prior to leaving school".

Children with matric exemption certificates too have a problem of choosing a study course when they attend universities or colleges. The majority of students eventually acquire degrees they never set out to obtain. Due to the circumstances and lack of career-guidance, they obtain qualifications they never had an interest in.

Lindhard (1979:68) maintains that 72% of the students at the university of Cape Town in 1970 had come to study for a qualification, 22% came to educate and broaden their minds and 6% indicated that they did not know or that it had their parents' wish.

The notion of attending a university has become an obsession among many students with matric exemption certificates. University education has become number one priority in their minds. Jacobs *et al.* (1991:73) too comment on university education thus: "Traditionally the South African system of providing total education is aimed at preparing young people for university." Technical colleges and Technikons apparently "under-qualify" students compared to universities according to most of them today. This is part of the major problem that really needs to be addressed in order to equip the children with suitable career information. They need to be made aware that getting a place in a university is by no means easy, and there are disappointments when the A-Level results arrive (Donald, 1986:91).

Choosing a career has become a major problem among today's children (Kruger, 1991:32). Parents are supposed to assist their children towards a career decision making since education starts at home though informally (Van Coller, 1987:379). Reinhart (1979:97) defines career decision as "career direction setting, the product of a rational process, a plan for immediate, intermediate and long-term career development". According to Marais (1983:263) the importance of a career choice cannot be underestimated. He says "Keuse-maak dui op die skep van 'n eie toekoms". This is definitely the area where parents should play a major role in giving a proper guidance to their children at an early stage.

With reference to choosing a career in KaNgwane by Swazi children, the role the parents play is still uncertain and needs to be investigated. After Standard 10, these children become frustrated because of their certificates that are not special career-linked in most cases.

In order to make career life planning determinations: values, interest, abilities, achievement and work-life experiences are variable factors to discuss, evaluate and clarify (Zunker, 1990:79).

The need for continuous discussions about career choice of Swazi children and their parents in KaNgwane is indispensable throughout their school years up to matric level.

Career education should definitely be held in a high esteem because it prepares pupils for career choice (Lindhard, 1985:20).

This study will therefore seek answers to the following questions:

- What influence do parents have on their children's career choice?

- What factors prohibit parents from being involved in career guidance of their children?

1.3 Aims of the research

The aims of this research are thus to determine:

- The influence of parents on their children's career choices.
- The factors that prohibit parents from being involved in career guidance of their children, and
- To pose guidelines towards parents' involvement in their children's career choices.

1.4 Research hypothesis

Parents of KaNgwane children do have an influence on their children's career choice.

1.5 Method of research

The method used in conducting this research was as follows:

1.5.1 Literature study

Literary publications and other written material such as current international and national educational journals, papers presented at professional meetings, dissertations by graduate students, reports, to mention but a few, related to this field, have been scrutinized.

1.5.2 Empirical research

In addition to the literature study, data have been collected by means of two questionnaires.

The authorities of the KaNgwane Department of Education and Culture were asked for permission to conduct this research in a sample of secondary schools under their jurisdiction. The researcher personally visited four schools to meet the selected pupils who would participate in the survey.

1.5.3 Study population

All the Standard 10 pupils in KaNgwane schools and their parents were considered to be the target population.

1.5.4 Sample

A randomly selected sample of all Standard 10 pupils from 4 different high schools and their parents was drawn.

1.5.5 Statistical analysis

The data obtained from the target population (Standard 10 pupils and their parents) were analyzed and interpreted with the help of the Statistical Consultation Service of the PU for CHE.

1.6 Course of research

Chapter one is based on the introduction and orientation to the problem. It brings to the attention of the reader the problem that is being faced by the post Standard 10 children. In chapter two, the researcher looks into the aim, purpose and method of career guidance to ascertain how effective career guidance is. This chapter is based mainly on the literature review. In chapter three, the role career guidance plays in KaNgwane schools as well as its merits and demerits is looked into. In chapter four, the method used in conducting this research is dealt with in detail. The evaluation of the findings is discussed in chapter five. In the final chapter, chapter six, conclusions and recommendations regarding the entire research project are drawn and discussed.

1.7 The definition of concepts

The following concepts are defined for the understanding of the topic and the fact that they form part of the key words in this research.

1.7.1 Influence

The *Longman Dictionary of Contemporary English* (1978) defines **influence** as a power to gain an effect on the mind of or get results from a person without asking or doing anything. The researcher refers here to the power the parents can exert on their children.

1.7.2 Parents

This term refers to an adult male and female who have assumed the responsibility of becoming a father or a mother.

1.7.3 Career

The term refers to a job or profession for which one is trained and which one intends to follow for his entire life (*Longman Dictionary of Contemporary English*, 1978). Anon. (1987:172d) defines career as "pattern of work and work related activities that develops throughout a life time. It includes a series of jobs a person has until retirement".

1.7.4 Career choice

This is the process whereby one chooses, on his own or with the help of adult persons, the career or job that one intends to follow.

1.7.5 Swazi children

These are children in the KaNgwane homeland whose mother tongue is Swazi. Swazi is also taken by these children at their respective schools as their vernacular.

1.7.6 KaNgwane

KaNgwane is one of the (former) self-governing states. This territory is tacked into the South-Eastern corner of the Eastern Transvaal Lowveld. Its land is 374 000 hectares in size. The larger section borders on Mozambique in the East and continues to form a crescent around the northern border of Swaziland. The smaller section falls on the South-Western part of the Kruger National Park. The resident population is approximately 48 000 whose official African language is SiSwati (Anon, 1989).

1.8 Conclusion

Chapter one has laid down the steps that need to be followed to understand the scope of this research project. Problems discovered or revealed by this research must be faced by the communities and need to be solved.

Reading through the statement of the problem, it is clear that parents have a role to play concerning the career choice of their children. The parents' involvement in this process is not limited to their role as prime source of influence on their child's occupational perceptions at the time he or she begins school (Herr & Cramer, 1988:233). Chapter two will therefore present the literature survey in order to provide more clarity about the problem.

CHAPTER TWO

2. AIMS, PURPOSE AND METHODS OF CAREER GUIDANCE

2.1 Introduction

> "... and I have filled him with God's Spirit in skill, intelligence and understanding for all craftsmanship to plan designs in gold, silver and bronze work, for cutting precious stones for setting, for woodcarving and for all sorts of craftwork" (Exodus 31:3-5).

The researcher in this chapter focuses on the literature review related to this study, of which the focal point is career guidance. The review will embody the aims and methods of career guidance which forms the main topic of this chapter. Embraced also in this chapter will be the origin and brief historical background of career guidance and its development. Various theorists will be discussed and it will be indicated how they contributed towards the development of career guidance as a phenomenon and explain common career concepts (Holland & Gottfredson, 1981:5). Furthermore, the career guidance movement and its purpose with regard to the development of a nation will be discussed.

The theme of this research is centred around the influence of parents on career choices of their children.

Parents need to play a major role in giving guidance about various careers their children can follow. Career guidance is also mentioned in the Bible, as shown in the above quotation from Exodus 31:3-5. Giving guidance to a person means that a specific skill is expected of him for a specific career. In Mark 1:17 Jesus ordered some fishermen to abandon catching the fish and follow him so that they could become fishers of men. Jesus appeared to be a parent who was involved in guiding His children about their careers. The exposure of children to their experiences is initiated

by the parents because they have the control over their environment (Herr & Cramer, 1988:233).

Another area that the researcher is going to look into is career education since it forms part of this research, together with the influence of cultural patterns. This chapter will give the reader a broad idea about the implications and significance of career guidance to Black communities.

2.2 Definition of concepts

Although some concepts have been defined generally in chapter one, for the fuller understanding of this chapter, the following concepts are worth defining:

2.2.1 *Education*

Education is defined as the process by which people acquire knowledge, skills, habits, values or attitudes. The term "education" as a broader concept can be referred to as either informal or non-formal education. The informal education is acquired outside school or it refers to learning that results from less organized instruction. Formal education is based on organized instruction provided by teachers at school (Borrowman, 1990:84; Shertzer, 1985:7).

2.2.2 *Career*

In addition to the definition of this term in chapter one, *career* can be defined as a series of sequence of related occupations, jobs and positions held during a course of a person's lifetime or a totality of work one experiences in a lifetime (Byrne, 1977:222; Shertzer, 1985:191; Gibson & Mitchell, 1981:215). On the other hand, career is defined by Holland and Gottfredson (1981:5) as "a person's work history and his/her history of vocational aspirations from birth to death".

2.2.3 *Guidance*

Guidance is part of the educational programme that helps provide people with, as needed, the opportunities and specialized staff services so that all students can develop to the fullest their particular abilities and capabilities in terms of a democratic concept (Mortensen & Schmuller, 1976:3). Zeran (1964:115-116) defines guidance as "a developmental process by which an individual is assisted to understand and accept his abilities, aptitudes, interests and attitudes in relation to his aspirations so that he may increasingly become more capable to making free and wise choices, both as an individual and as a member of a dynamic, expanding society".

2.2.4 *Career education*

This term refers to complete school programmes that provide pupils with educational experiences that facilitate the individual's career development and preparation for the world of work (Byrne, 1977:223; Gibson & Mitchell, 1981:215).

2.2.5 *Career guidance*

Career guidance is assistance to the totally behaving human as carried out by guidance counsellors in a variety of settings to stimulate and facilitate career development in individual persons (Byrne, 1977:223; Gibson & Mitchell, 1981:215).

2.2.6 *Culture*

Triandis (1986:77) defines culture as "the man-made part of the environment that includes not only the material part of the environment, objective culture but also the way the man-made part of the environment is perceived, subjective culture".

2.2.7 *Curriculum*

A curriculum is the programme that encompasses all the experiences a child has under the guidance of a school. It further supplies information regarding the content or subject matter of teaching, the way in which instruction is carried out and lastly, the periods and times when subjects are presented in an orderly manner (Nacion-Brown *et al.*, 1982:24).

2.3 Brief historical background of career guidance and its development

2.3.1 *Orientation*

It is worth providing a brief account of historical background of career guidance and its development. Career development emanated from the fact that people needed certain skills to perform certain duties regarding particular careers. The development gave birth to career guidance which would help to give people knowledge about the world of work (Zunker, 1986:3).

Initially, career guidance was termed vocational guidance, meaning that the terms *career* and *vocation* were synonymously used. Watson (1984:10) differs from this in the sense that according to him career is not another word for occupation or vocation, but a concept that stands for the belief in a consistency of a person's relation to work over a lifetime. All along, the term vocational guidance was used nationwide. The rise of vocational guidance took place in the United States, beginning in the late 1800's (Herr & Cramer, 1988:2). The United States started emerging as a major industrial nation from the 1870's to the early 1900's. The U.S. experienced an immigration wave, and a large scale movement of people from farms to the cities took place. Therefore, vocational or career guidance became necessary for these people. It obviously became indispensable that these people be given a guide on careers. This would avoid chaos and sometimes unnecessary confrontations between the employers and employees. The following paragraph gives a brief account of the originality of career guidance.

> Career guidance is both an old and new term. It is old in the sense that it rests on the heritage yielded by the three-quarters of a century of vocational guidance in America. It is old in the role it has played in the origins of counselling in this nation at the beginning of the 20th Century. It is old in the part it has played in the shaping of counselling psychology in the early 1950's (Herr & Cramer, 1988:1).

There are other areas of concern that are essential for discussion for more clarity on the historical background of career guidance. These areas are theories about career development, industrialism and career guidance movement.

2.3.2 *Theories about career development*

There are some people who contributed a lot towards the development of career to stabilize the nation.

2.3.2.1 Frank Parsons' Theory

Frank Parsons, who emerged in 1909, is known as the first person to coin the term 'vocational guidance' in the United States. It is reflected in his book entitled "Choosing a vocation" (Makinde, 1983:77; Herr & Cramer, 1988:3). He helped with the establishment of the Vocation Bureau in Boston in 1908 which became necessary due to lack of labour information. The main function of the Bureau was to assist young men to make vocational choices according to their occupational aptitudes and interests. On the other hand, the Bureau would assist the immigrants in choosing suitable work for them. Parson's real interest appeared to be in social reform and in helping individuals make occupational choices (Zunker, 1985:5). Parsons preferred using a trait-and-factor approach where he required better and fuller information about individual differences, occupations and the decision-making process itself. According to Parsons, vocational and later career guidance curricula had to be in harmony with the psychic life of a person.

2.3.2.2 Ann Roe's Theory

Roe was a clinical psychologist. She investigated the relationship between personality and occupational choice, applying personality theory to career development.. The obvious account herein is that personality does determine the career choice of a person (Herr & Cramer, 1988:127; West & Newton, 1988:7).

According to her, every individual inherits a tendency to spend energies in some particular way. The use of this psychic energy with childhood experiences help the individual child developing his or her lifestyle to satisfy his needs. Regarding career behaviour, there is a "relationship between the generic factors and early childhood experiences on one hand and vocational behaviour on the other" (Osipow, 1983:15). The individual's generic background with its range of abilities and interests plays a major role towards career choice of individuals.

Roe looked into two major personality theories. The first theory is about the early work of Gardner Murphy (1947) which emphasises the relationship between childhood experiences and later vocational or occupational choices. This theory caused Roe to conclude that personality differences exist between different occupational groups emanating from childhood stage. The second major theory is Maslow's (1954) theory of prepotent needs to vocational behaviour. Upon this theory, Roe drew the conclusion that the role of need arousal and satisfaction is imperative for personality development. The relationship of early parent-child to later adult behaviour and occupational choice is reiterated (West & Newton, 1983:7).

There are three identified primary child-rearing practices that indicate the parent-child relationship, which means that the role parents play towards development of career behaviour is essential. The practices are: emotional concentration on the child, avoidance of the child and acceptance of the child (Herr & Cramer, 1988:127).

2.3.2.3 John Holland

The contribution Holland made towards career development was through his observation. He believed that people develop occupational choices when searching for work situations that will be suitable for their life-styles (West & Newton, 1984:6). Included in these life-styles are values, interests, aptitude, personality factors, intelligence and self concepts. The life-style of a person can determine the comfortability of that person in the occupation environment (Osipow, 1983:15; West & Newton, 1983:6). The occupational stereotypes of people confused them to such an extent that development of career guidance appeared to be indispensable. There are certain questions that involve personal and environmental factors that influence vocational or career situations including decision-making (Holland & Gottfredson, 1981:16; Herr & Cramer, 1988:130).

2.3.2.4 Ginzberg and Associates

This group believes that career choice is an irreversible process occurring in marked periods. West and Newton (1983) talk of a sequence of developmental stages leading to entry into an occupation. The stages or periods are: fantasy, tentative and realistic periods (Osipow, 1983:193; Shertzer, 1985:283; West & Newton, 1983:3).

- **Fantasy period (birth to age 11)**

This is the first period of career development where a change takes place from a play-orientation to a work-orientation situation. It occurs in early childhood when children daydream about being police officers, space pilots, nurses, doctors, to mention but a few. While these children state their career preferences in their plays for pleasure, they are being observed by their parents. It is during these instances that the parents develop a feeling regarding the kind of careers their children would wish to pursue (Osipow, 1983:194).

- **Tentative period (11-17)**

This period occurs in four (4) stages viz. the interest, capacity, value and transition stages. This is the time when children realize that there are certain things they like and those they dislike.

(i) The interest stage

The children here start recognizing the need to identify a career direction. An individual begins to realize that some activities, pursuits and ideas are of more importance than others (West & Newton, 1983:3).

(ii) The capacity stage

Ability is taken into account for career consideration at this stage. Children no longer identify themselves precisely with, for example, the father who is a bus-driver for influence in career choices. The individual is directing attention to his or her own capabilities and turning to thoughts about careers in those directions.

(iii) The value stage

There is a remarkable change in individuals in this stage concerning the approach to career choices. They start thinking how to serve their society and communities. They realize that the careers they need to follow are those from which their communities will benefit, such as careers in teaching, medicine and so on.

(iv) The transition stage

The children in this stage make concrete and realistic decisions about their career future (Osipow, 1983:196). All the information the individual has derived during developing through the tentative period is integrated with the reality of the world of work (West & Newton, 1983:3).

- **Realistic period (17 to early twenties)**

This period has three stages, viz. exploration, crystallization and specification.

(i) The exploration stage

This stage happens after high school education. With the limitations and information accumulated at high school level, the individual realistically explores career options that meet his or her requirements. The individual tries to find a job or get education after high school to enter the occupation (Shertzer, 1985:283).

(ii) The crystallization stage

Individuals here are involved in fixing on a fairly clear career pattern. The individual feels there is sufficient information available for a firm decision about a career.

(iii) The specification stage

This is the time when a person selects a specific career or definitely decides on a particular career.

2.3.2.5 Donald Super

Super concentrated on career development. He emphasized the interaction of personal and environmental variables as important in career development (Herr & Cramer, 1988:136). The implication expressed here is that personal factors cannot be divorced from environmental factors in career development.

Super used mainly (as his theory) the self-concept approach. He concentrated on concepts of life stages, of the development and role of abilities and interests and role of self-concepts referring to person-situation interaction including family, peers, social mobility patterns and economic trends (Super, 1981:36).

These concepts can be regarded as the determinants of a person's career development. Super (1981:37) makes mention of twelve propositions that summarize this theory while Jacobs *et al.* (1991:8) and Herr and Cramer (1988:136) make mention of ten propositions.

The ensuing paragraph will be about the emergence of industrialism to further elucidate how career counselling or career guidance developed.

2.3.3 The rise of industrialism

Industrialism refers to a system of society in which industrial labour is the chief feature. Industrialism gave birth to the establishment of industries in the world. The industries rapidly grew in number such that they needed more manpower. The Industrial Revolution as it started in Great Britain during the 1700's started spreading to other parts of the world in the early 1800's (Lampard, 1987:186). These industries were established in town cities. This resulted in the United States emerging as a major industrial nation and attracted many people from rural areas and farms to cities.

In the late 1800's, the rise of industrialism dramatically changed work environments and living conditions (Zunker, 1986:4). Immigration contributed a lot towards the growth of urban areas. People were faced with unfavourably long working hours as well as harsh and crowded living conditions. These conditions led to the emergence of the spirit of reform in reaction to impersonal industrial systems (Zunker, 1986:4). Urban life in Europe and especially in America became difficult for the people who lacked education.

An industrially complex situation prevailed in America where children and adults worked together. Adequate education for these people became necessary. Their education would respond positively to issues such as:

> ... how to effectively distribute immigrants across the spectrum of occupations available; the need to bridge school with the realities of the adult world; the importance of reducing unnecessary job shifts caused by a large number of workers who moved from job to job because they were not aware of their capabilities or the opportunities available to them; and general job dissatisfaction among workers (Herr & Cramer, 1988:2).

The considerations mentioned above effected the rise and development of vocational guidance for all industrialists.

2.3.4 *Career guidance movement*

The career guidance movement reflects human progress based on human rights. It came into existence because of the development of the people as a nation. The scientists mentioned in the previous paragraph or section form part of the movement. There are certain aspects involved in this movement, that underlie human life.

These aspects are political, economic, educational, philosophical and social progress and change (Zunker, 1986:12).

It then depends on the individual to develop himself in line with the human life aspects. With all qualities of humanity, a person can either be developed adequately or inadequately. In this instance, the career guidance movement's function will be to make an inquiry about an individual to identify special career development concerns (Byrne, 1977:262). Disparities and problems faced by individuals will easily be addressed.

Another major objective of this movement was to affect positively the working lives of individuals. The contributions towards the development of career guidance can be attributed to this movement.

On the other hand, the career guidance movement is the result of counselling and guidance movement that began in the first decade of the 20th Century with the emphasis on what came to be called vocational counselling or career guidance (Ferron, 1990:2).

2.4 Career education

The researcher has already indicated in chapter 1 that Career Education aims at making educational systems prepare young people for work. Each individual definitely needs to be introduced to the world of work that will suit his life patterns (Zunker, 1986:189).

The sub-sections to be discussed below are functions of career education, the curriculum, the programme and guidance teacher's roles.

2.4.1 *Functions*

Career education is essential in the sense that it emphasizes the development of appropriate attitudes and expectation about the world of work. On the one hand the students and pupils are orientated towards careers; and on the other hand they become prepared for various types of occupations or careers (Faas, 1980:375). Herr and Cramer (1988:19) mentioned that career education serves as a stimulus to career guidance and career counselling. It addresses a range of conditions changing the relationships between education and work. In this way, students are made to understand the linkage between educational opportunities and their implications in work choice and work adjustment.

There are other functions identified by White (1990). These functions include, *inter alia,* the engagement of students in practical work. Emphasis has been put on industrial training so that students could accept a routine of regular work. The implication thereof is that education should be linked to and motivated by job market (White, 1990:77).

Career education reduces unemployment by developing work skills and correct attitudes towards work place (Mdluli, 1988:9). By means of these work skills and attitudes, people can easily secure themselves employment unconditionally. On the other hand, individuals are helped to familiarize themselves with the values of a work-orientated society (Hoyt, 1974:12 as quoted by Burger, 1988:24).

2.4.2 *The curriculum*

The school curriculum plays an important role in the lives of pupils and students. In essence, the school curriculum should reflect the possible needs and feelings of the pupils. It should be designed in such a way that it integrates academic and career education programmes (Mdluli, 1988:14; White, 1990:78; Coetzee, 1987:271). The input of this nature is expected with the provision of finance and facilities for career education. It is through this type of curriculum that information can be disseminated to parents and employers.

The curriculum should be distinctive in giving specifications about careers according to levels of schooling years or periods. For provision of career education, practical or occupational subjects need to be introduced into an academic curriculum. According to Faas (1980:378), the elementary school curriculum should make pupils aware of the wide range of careers, their roles and requirements involved. For middle schools, pupils need to explore several specific clusters of careers by means of observation and classroom instruction.

Where senior high school pupils are concerned, they can pursue selected occupational areas and exercise a number of options for preparation for entry into the world of work (Faas,1980:379; Coetzee, 1987:270).

Mdluli (1988:14) makes mention of two models of curriculum where the first model encompasses practical subjects such as industrial arts, home economics and agriculture for the lower secondary level. On the other hand, the second model provides for

general academic stream plus an occupational stream for upper secondary level. Considering the vocational education at Lovedale Missionary Institution from 1930-1955, White (1990:78) discovered that there was a great shortage of technically trained Africans. This would obviously imply that the contents of the curriculum had to be centred around technical training of Africans.

Because career education serves as a directive towards a lifestyle, the curriculum should denote daily living activities, occupational guidance and preparation, and personal-social skills (Faas, 1980:385). Information about identification and analysis of relevant careers within the local community should form part of the curriculum.

Mdluli (1988:14) quotes Carassus (1976:13) as having proposed three guidelines for a work-related curriculum as:

1. the pedagogical impact of learning by doing in terms of the actual learning of skills, and in the attitude towards work;

2. orientation towards working and employment needs, as well as the development plans of the community that the school serves; and

3. contribution of work in the curriculum towards reducing costs and promoting self-financing of schools.

The three guidelines above obviously imply that education of pupils should lead to productive work as illuminated in the school curriculum.

2.4.3 *Career education programmes*

It is of crucial importance that a special programme for career education be designed for school children. The programme should give a scheme of proceedings arranged for a course of study linked to career education with relevant details. It is common knowledge that in almost all parts of South Africa an acute shortage of skilled

manpower, especially in the technological field, is being experienced (Goodey, 1987:85). The career education programme should look into the following steps:

> Designing a curriculum relevant to the needs and abilities of all pupils deciding upon the necessary resources viz. time, space, people and materials for implementing the curriculum, choosing the appropriate methods, and evaluating the effectiveness of career education programme and changing it where necessary (Rogers, 1984:34).

> In essence, the career education programmes should be integrated into the existing educational curricula at schools (Zunker, 1986:189).

According to Faas (1980:377), career education should extend from early childhood through to the retirement stage. The programmes within it should focus on the entire development of the child into skilled worker with the emphasis on occupational skill development. It becomes the responsibility of each school to appoint a staff member to co-ordinate career education programmes within the school. The same person will be having a direct supervision of all programmes designed (Zunker, 1986:190).

Within the career education programme, the following concepts should be considered: career awareness; career exploration; career orientation and career preparation (Zunker, 1986:193-194; Faas, 1980:378). The involvement of parents in the execution of the programmes is necessarily desirable.

2.4.4 *Careers teachers' roles in career education*

Specially trained teachers to guide pupils on careers have to be produced in numbers. These careers teachers can, due to proper training, be called career counsellors. It is the counsellor who experiences vast problems regarding careers for both young and old.

It is at the same time his task to draw up a programme for career guidance. He should take into account the size of the school he intends assisting, the system of education used in that school, its staff as well as the pupils' parents (Zunker, 1986:190). What, therefore, is a career teacher? Any member of the staff, the bulk of whose time is assigned to careers education and guidance, and who has a designation 'head of careers', is a careers teacher (Rogers, 1984:33-34). The interesting part of it is that one or two members of staff could be appointed to assist with the careers education lessons and for advice to individual teachers and pupils (Vaughan, 1970:50).

The careers teacher and counsellor uses a variety of instructional methods to provide career education in order to help young people choose and prepare for a career for the future (Herr, 1990:213). The careers teacher can emerge as a teacher, a monitor, a consultant, a liaison and a referral resource.

2.4.4.1 As a teacher

What a career teacher or counsellor needs to do is to organize career-related mini-courses for pupils. On the other hand, he may serve as an in-service trainer for classroom teachers to help in broadening the minds of pupils for potential occupations (Zunker, 1986:190). The child will be left with a task of making an important choice with the scientifically assistance (Jacobs *et al.*, 1991:33). With the help of the qualified counsellor, the teacher will definitely carry out the responsibility of guiding the pupils on careers. Rogers (1984:33) confirms the role of the teacher in this regard by saying that a teacher helps and encourages the pupils and builds up confidence in them.

Courses can be designed to cover a variety of relevant subjects such as decision-making techniques, résumé writing, skills development for job interviewing, values clarification and occupational resource information. As an in-service trainer of teachers, the careers teacher is charged with the responsibility of disseminating career-related materials available for classroom instruction (Zunker, 1986:190).

2.4.4.2 As a monitor

A monitor ensures the smooth running of activities or events in an institution. He looks into the career education programmes, evaluates them and also assesses the needs of pupils or students.

2.4.4.3 As a consultant

In the role of consultant, the careers teacher primarily functions as a leader and co-ordinator of programmes. He serves as a resource person who provides and integrates relevant career materials into instructional programmes and interprets objectives and goals of programmes.

2.4.4.4 As a liaison

As a liaison between school and community, the careers teacher's responsibilities are particularly important because career education programmes require community participation and co-operation, for example, the ability to make on-site visits to local industries and business organizations, and involve speakers from the community.

2.4.4.5 As a referral resource

Teachers and other professional members involved in career education programmes will periodically find it necessary to refer students for individual assistance or for special group programmes. The careers teacher's role here will vary according to each referral. For example, a request for assistance may require educational planning or information on available local jobs. If a careers teacher is to be a leader in the co-ordination of career programmes, preparation for this responsibility must include basic knowledge of ongoing programmes, terminology, methods and rationale for the career education programmes.

2.5 Career guidance

2.5.1 *Orientation and review*

Career guidance must be left in the hands of trained people. In a school situation, a trained member of the staff should be given that responsibility to take care of the pupils with regard to their ambitions careers (Vaughan, 1990:48). Career guidance is full of theory when not put into practice. Theory without practice is futile and practice without theory is also fatal. It is therefore again the teacher who should teach the children or pupils how to employ the knowledge they will require in the world of work. Fourie (1992:14) says "kinders moet van die staanspoor af leer dat kennis 'n praktiese toepassing het".

The school should provide pupils with a broad knowledge of careers. Outside the school environment, they cannot grasp the opportunity to develop such career knowledge or identification (MacGregor, 1987:18). At school, a child is fully responsible to guidance of a teacher for his success in his life. The child must be educated such that he or she develops positive attitudes towards his or her future. In support to the above stated statement, Venter (1987:21) says "hiernatoe moet die kind opgevoed word en dit impliseer die wekking van 'n positiewe arbeidsgesindheid".

To inculcate a career sense in the minds of the pupils, group guidance should be initiated. To stimulate critical thinking and self-knowledge in pupils, guidance teachers can devise programmes which use questionnaire type instruments, role-playing and simulation situations (Hamblin, 1974:240). Pupils should be thoroughly prepared for decision-making and correct choice of career. It is after the visit perhaps of a career guidance teacher to a careers exhibition that pupils can be better equipped with broad knowledge of careers. This move can in a way lessen the high failure rate at universities due to lack of knowledge regarding career opportunities (Nkone, 1987:19). At the same time, pupils can be taught the importance and implication of career guidance (Vaughan, 1970:48). What needs to be done is to build a strong link between career education and career guidance presented outside the ambit of formal

education. A career guidance system should engage with pupils as early as within the first seven years of schooling. "Die beroepsopleidingstelsel sal dan betree kan word nadat leerders minstens sewe jaar verpligte onderwys ontvang het waartydens hulle geletterd en opleibaar gemaak word" (Fourie, 1992:15). It is on the other hand acknowledged that the teacher should teach the young the requirements needed for economic growth and development, and turn them into constructive members of their communities.

Some of the jobs should be introduced to the pupils. They can then easily develop a love for their future careers. Some pupils already have pictures of the types of jobs they wish to pursue. With detailed career information, they can be helped and made aware of themselves in terms of job satisfaction. Regarding visits to schools, Hamblin (1974:241) maintains that they can be done as well by those who have recently left school, to discuss their first-hand experiences. MacGregor (1987:18) suggests that pupils should be taken out of personally-experienced situations in industries and meet people working there. By so doing, the pupils will obviously develop a love for any one job they might see performed by the workers.

When dealing with career guidance, the teacher should pay special attention to female pupils, for they require special care. In many cases, the majority of females are not career-directed due to lack of knowledge. Therefore, "the career guidance officer should, when providing career guidance, assist the female adolescent to gain a thorough knowledge about careers and the problems of female career practice" (Gericke, 1987:14). Females should not be left out when career guidance programmes *inter alia* prepare pupils to adjust themselves to work situations when they experience unanticipated difficulties and also teach them to cope with their mistakes as future workers (Hamblin, 1974:242).

2.5.2 *Aims and objectives of career guidance*

There are various groups that can involve themselves in championing career guidance to the point of its being acknowledged. It can be done either in school situations or

outside school situations. Various researchers have identified a number of aims and objectives of career guidance and presented them in different statements, but they all lead to one and the same goal. The researcher has tried here to identify some of the aims as specific and some as general.

2.5.2.1 Specific aims

Avent (1988:27), has highlighted certain aims as being to:

- develop educational awareness - through knowledge he acquires at school, he is able to understand the nature of different careers and entry requirements for them,
- provide career information to pupils or students,

  develop self-awareness in pupils - they must understand their abilities and competencies and compare his choices with others' choices. At the same time he needs to develop an interest in certain things, ideals and values of what might make his dream come true, and

  provide practice in decision-making and develop the necessary skills for coping with transitional situations generally.

Rogers (1984:118) has the following as aims and objectives of career guidance:

- To develop vocational career maturity,
- to help pupils become self-directing in relation to self occupational maturity, and
- to serve as educative process, giving information on careers to change those not thoroughly informed.

According to Moor (1976:138), the aims are:

- achieving self-awareness,
- broadening pupils' horizons, and
- preparing them for the making of considered choices.

Hamblin (1974:239) explains that the aim of vocational or career guidance is to assist the development of self-awareness, as in Moor (1976:138) and Avent (1988:27), and the capacity to make decisions. Thus, career guidance provides direction for career education and development (Gibson & Mitchell, 1981:216).

The stated aims in the above paragraphs evolve around maturity development of a child for purposes of future careers.

2.5.2.2 General aims

The researcher terms the following as general aims for career guidance because they do not focus on a specific behaviour. Consider the following:

I) Focus on lifestyles

The lifestyles of pupils vary from time to time. The reason is that young as they are, they become exposed to various situations or settings in their environment.

As a child grows up, he knows nothing about work. "A baby is, however, born with a self-concept he has, as yet, no positive or negative image about himself or the world" (Gericke,1987:14). It is after he or she has received, through his or her career guidance teacher, knowledge about the world of work as a grown-up that he begins to develop this awareness. As a result of his or her interactions with other children and experienced adults, his life changes a bit by bit, day by day (Gericke, 1987:14).

It is mainly a secondary school pupil that is dealt with in this research, therefore attitudes that he normally develops will be taken into consideration here. The lives of many children are haphazard in the sense that they attach no value to their future life. Numerous secondary school children display unacceptable behavioural traits to the community. Career guidance wants to make the life of a person flourish in the future. Due to ignorance or inadequate knowledge, some of the pupils or students see the future beyond high school as a confrontation with their indecisiveness about life and their place in it (Herr & Cramer, 1988:268-269). The life of a person needs to be guided, led and channeled if possible.

What parents do, as well as their occupational aspirations and their feelings about their work, influences the lifestyles of their children (Raskin, 1987:63). Through career guidance, the implications and significance of the work roles can be discussed individually. The life of the majority in secondary schools does not reflect any bright future for them. Therefore, career guidance is aiming at preparing them for an occupational life in the future (Jacobs *et al.*, 1991:50).

Raskin (1987:63) goes on to say that a child might wish to be like his father who is a doctor, a lawyer or a teacher because he is successful. The secret behind success is known to him alone as an adult. The career guidance teacher has then a responsibility to open the mind of that child to stand by his abilities and interests.

In identifying the dimensions of lifestyles, one can maintain that they may be associated with work, family, home and maybe leisure. Through these dimensions, career life planning becomes essential for the children especially when they start maturing. Zunker (1986:77) maintains that clarification of lifestyle dimensions can be accomplished through group and or individual counselling.

ii) Career-orientation

This section is based mainly on career information which has to do with training and related educational programmes, careers, career patterns, and employment trends and opportunities (Gibson & Mitchell, 1981:216).

Career-orientation should begin at least at the age of thirteen according to Hamblin (1974:240) so that the pupils can start using the school resources at an early stage. With sufficient information and proper background, the child stands a good chance of arriving at a good career choice (Feingold, 1984:18).

The young people need to be prepared to cope with unemployment. They must be informed about agencies that can help them with unemployment difficulties. They need to know the process of labour market, including opportunities outside the formal economy, and they need to be aware of the impact of technology and the changing nature of work (Rogers, 1984:10).

Education in KaNgwane, according to Sibiya (1985:112), is not geared to preparing the Swazi child for responsible manhood and womanhood. This is an indication of the lack of proper guidance or rather sense of ignorance.

Orienting pupils to different careers is one function of career teacher or counsellor performing career guidance. Various careers are introduced to the children as well as the entire community. Because this research will focus on child career choices, the feelings of children towards careers must be considered. Many of them are not exposed to the vast numbers of careers surrounding them. When the careers are introduced to them, a proportion of occupations do not suit them due to lack of proper guidance (Barkai *et al.*, 1992:1).

It is one of the major aims of career guidance through the teacher to introduce children to a variety of careers or occupations (West & Newton, 1983:18). The researcher will therefore enlist various careers alphabetically for information. Only the common ones

will be presented since there are about 25 000 occupations and new ones are developing every year (Anon, 1980:642). Consider the following list:

A. Accountants, Air hostess, Ambulanceman, Aircraft pilots, etc.

B. Bus conductor, Bookkeeper, Bus driver, Bank clerk, Botanist, etc.

C. Carpenters, Chemist, Clerk, Cashier, Computer programmer, etc.

D. Dentist, Doctor, Draftsman, Dietitian, etc.

E. Editors, Electrician, Electronic technician, Engineer, etc.

F. Fireman, Forester, Florist, etc.

G. Geographers, Geologists, Guidance counsellors, etc.

H. Hotel employees, etc.

I. Industrial designers, etc.

L. Lawyers, Librarians, Laboratory assistants, etc.

M. Machinists, Manufacturers, etc.

N. Nurse, etc.

O. Oceanographer, Optometrist, etc.

P. Painter, Pharmacist, Physician, Photographer, Plumber, Policeman or -woman, Postmaster, Psycologist, etc.

R. Radiographer, Receptionist, etc.

S. Secretary, Social Worker, Sociologist, Surveyor, etc.

T. Teacher, Traffic officer, Typist, Training officer, etc.

Z. Zoologist, etc.

The abovementioned careers are not the only ones that a child can pursue. They are the most common ones. Each pupil can choose any one from the list to follow, depending on specified requirements.

Generally, if children do not receive proper and good career guidance from either the parents or career counsellors, they will not know which career to pursue.

Another factor which the pupils must know is that of the requirements for each career. In this instance, it becomes the responsibility of the career teacher or career counsellor to enrich pupils with the possible requirements for each career (Nel, 1987:1). Consider the following from "My Career" (1992:75) from the Department of Manpower:

CAREER	**REQUIREMENT**
Zoologist	Senior Certificate with matriculation exemption with Mathematics and at least one science subject like Biology or Physical Science

Another piece of information that needs to be outlined encompasses institutions offering the course, name of certificate, diploma or degree, language medium of instruction, duration as well as possible employment. Landsberg (1991:8) supports the idea that career guidance should make a pupil a satisfied and successful worker. He continues to say: "Daarvoor is nodig kennis van beroepe en beroepsvereistes, insig in eie potensiaal, bekwaamhede, eienskappe, beperkings en prestasies, aanleg en

belangstellings en bymekaarbring van tersaaklike inligting om tot so 'n sinvolle beroepskeuse te kom" (Landsberg, 1991:8).

iii) Career choices

Choosing a career is a very difficult task and it is not just a once-in-a-lifetime decision (Shertzer, 1985:238). An individual ought to be fully prepared for making proper and suitable choices. What needs to be emphasized is obtaining knowledge on the self and obtaining knowledge on the occupational world (Jacobs *et al.*, 1991:291).

Choosing a career emanates from making a decision. Wrong, firm decisions can be made by pupils if they are left on their own to decide. At this stage, pupils are still uncertain about their decisions on career choices. The uncertainty should be prolonged to allow growth and provide experiences in the meantime which will help the capacity to make sound decisions (Hamblin, 1974:240; Prinsloo, 1989:98). To help them use their abilities to choose a career, the school must design a simple questionnaire type instrument to indicate careers of their choice, make them aware of themselves and picture themselves with a certain type of job (Hamblin, 1974:222).

Career choice is embraced in career life planning which is the process of identifying choices and choose goals suited to individual uniqueness and to the realities of the world of work (Borchard, 1984:25). One sets a number of priorities and goals for career planning. An individual is expected to design his own life by means of setting long-range and short-term goals as choice objectives. In essence, career choice is a long-term process. Other factors that need to be weighed for career life planning are variables such as values, interests, abilities, achievement and possibly work life experience (Zunker, 1986:225). The above stated variables will eradicate fantasy within the child.

If one chooses an occupation in which employment is stable, one may have a job even when millions of others are out of work (Shertzer, 1985:235). Therefore a child has a tendency of imagining himself as a particular professional. If it happens that he has not

been fortunate to choose a career accordingly, he will get his first job through trial and error procedures (Hamblin, 1974:223). In this case, it will depend on his luck. The psychological influence of parents on career choice of their children is stressed in strong terms.

There are problems pupils and students face in exploring and trying to decide on a career. They might have romantic ideas about occupations and find that those occupations are hard-hitting in the long run (Shertzer, 1985:237).

By the time pupils leave school, they are faced with a large number of vocations which can confuse them. They never received any guide through the period of confusion as it started at school. The importance and implications of career guidance is explicit here, and necessary. Feingold (1984:18) talks of robotic careers which means that people will have to be trained for new skills or remain unemployed.

For prosperity and progress, pupils must have sufficient knowledge of careers. This means that career information is essential especially to Blacks since all along only a limited number of vocations or careers were made available to them (Nel, 1987:1).

Herr and Cramer (1988:414) categorize self and environmental factors that influence career choices into:

1. Personal attribute factors,

2. Value structure factors,

3. Opportunity factors, and

4. Cultural forces factors.

Choosing a career is one of the major aims of career guidance. The methods used in career guidance that lead to attainment of these aims are worth mentioning. The following section will be on the methods of career guidance.

2.5.3 *Methods of career guidance*

There are various methods in career guidance that can be used by a career guidance teacher. Different authorities will be referred to in terms of the methods. Some of the methods will merely be tabulated and some discussed in one or two sentences.

Jacobs *et al.* (1991:154-155) and Jacobs *et al.* (1992:viii-x) make mention of the following methods:

- Formal lesson
- Think tank
- Computer assisted career guidance/instruction
- Video-supported instruction
- Case study
- Lecture
- Course
- Assignments and tasks
- Panel discussion
- Papers
- Self-study
- Simulation
- Observation
- Management games
- Buzz groups
- Visit or excursions
- Group discussions
- Nominal group technique
- Work seminar and

- Interview

The following methods in the following paragraphs will be discussed very briefly.

According to Crites (1981:76-81), the following methods are mentioned:

i Interview Techniques

The career counsellor obtains information from the pupils regarding careers and expects certain responses from them at that time. In a clinical manner, the career counsellor can give advice with reference to information he acquired from children regarding their career choice (Crites, 1981:77; Jacobs *et al.*, 1991:175-176).

ii Test interpretation

Tests based on career choice can be given to pupils or clients. The validity of the test depends on correct interpretation thereof by the pupils. The test must reveal scores on self-appraisal and occupational information (Crites, 1981:79).

iii Occupational information

The use of this method had always indicated dubious impact. Career guidance teachers can give information in the form of an interview, requesting the client to gather information himself and by making use of computerized occupational-information system (Crites, 1981:81-82).

The abovementioned methods can be used in conjunction with other methods not mentioned above. These methods include trait-and-factor, client-centred, psychodynamic, developmental, behavioural, problem-solving and lastly fantasy (Gothard, 1985:96-104; Zunker, 1986:224).

There are also other methods mentioned by Rogers (1984:51-55). Some methods are as in Jacobs *et al.* (1991) except for involvement in projects, skill instruction and direct experience as encountered by pupils in part-time jobs.

Landsberg (1991:19-20) categorized the methods into two categories. The first being group guidance and the second being individual guidance. Group guidance has to do with activities where pupils gather together, influence one another and exchange ideas for their future. Individual guidance is when each pupil as a particular individual, is given an individual attention and information about career choices.

2.7 Parental involvement

The involvement of parents in the career choice of their children in Black communities needs to be looked into. In general terms, parents are intimately close to their children in their communities (Osipow, 1983:262). "As gevolg van die relatief lang periode van kontak met hulle kinders (± 16 jaar), het ouers 'n belangrike invloed op hulle sosialisering" (Havenga, 1988:8).

The influence of parent on career choice of their children arises when the family provides financial support. Adults should therefore engage themselves in career transition so that they could benefit from programmes that would help them evaluate and specify reasons for a desired career change (Zunker, 1990:359). Children will not have undue difficulty in choosing a career if parents understand what the world of careers demands.

The parents play a major role as a prime source of influence on their children's occupational perceptions (Herr & Cramer, 1988:233; Nel & Sonnekus, 1959:38). Even then, the parents still need the assistance of career counsellors to develop strategies to make them realize the solution to the problem regarding career choice of children.

There are certain questions that parent must ask themselves. They are:

> Why career guidance? When does career development begin? Is home environment related to career development? When should my child begin to explore occupations? What are schools and work agencies doing in this field? How much education will my child need to succeed in different careers? Should a parent ever choose an occupation for his child? Should a parent encourage a child to work part-time while at school? Do young people give sufficient thought to the choice of an occupation? (Knapp & Bedford, 1967 in Herr & Cramer, 1988:233).

Answers to the abovementioned questions will definitely empower the parents with responsible tasks.

Parents have the unique opportunity to expose their children to experiences designed to enhance their self-fulfilment. The uniqueness emanates from the fact that they have full and direct control over their environmental set-up as a family. Thus, Marais (1983:262) says "Die gesin is die primêre onderwysende instansie op die informele terrein en is die enigste ware bastion teen 'n oorvloed ongekeurde prikkels wat die kindergemoed daagliks binnedring". He further stresses the point that parents are supposed to teach their children from their youth stage various tasks and careers and how to evaluate them (Marais, 1983:268). But his research is centred around the fact that parents as primary educators have to play an important role in the career choices of their children.

The teaching of children differs slightly according to gender. Boys are expected to show leadership skills power and academic achievement whereas girls should reveal skill in interpersonal relationships, feelings and assistance (Havenga, 1988:8).

Academic qualifications also have an influence on parents. For example, "Ouers, veral die moeder se kwalifikasies hou egter verband met die beroeps-keuses van meisies" (Havenga, 1988:9).

2.8 Cultural patterns

The culture in which a young person grows up, influences the type of words and images associated with various occupations. Some cultures will glamourize one occupation, and what in glamour depends upon the values manifested by a particular culture (Krumboltz in Montross, 1981:60).

A given society can be composed of different cultures, depending on different environments and the people living in them (Triandis in Modgil *et al.*, 1986:77). The lifestyles of these people differ much culturally. The society dictates the development sequence and timing of vocational behaviour and require the individual to make career decisions within the framework of society (Osipow, 1983:247).

The influence of culture is surprisingly strong in career education of the children because they require language to understand comprehensively (Twining, 1987:12). The career guidance teacher must take into account the language medium of the pupils he intends teaching. As career education develops, overt or subtle changes will take place due to influence of different national cultural factors in one society (Twining, 1987:13).

People must understand that they all have a heritage of their own in any given setting (Raskin, 1987:130). There are certain cultural diversities that should be considered when teaching - among others there are the existing institutions.

All careers are pertinent to all different cultures such that careers are of a multicultural dimension. Therefore, programmes of multicultural education should be made available to pupils especially Blacks, to improve their understanding of what culture is (Bullivant in Modgil *et al.*, 1986:43).

2.9 Conclusion

In this chapter, the literature review has been conducted for purposes of obtaining more historical background on career education and career guidance. Although the chapter title, concerns aims and methods of career guidance, relevant information about the nature of career and parental involvement in career choice of their children had to be discussed.

The detailed information in this chapter allows anyone to take an initiative to assist the youth in making proper career decisions. It requires the expertise of trained career guidance teachers as decision-making takes a long period of time (Herr & Cramer, 1988:153).

With the aims of career guidance in mind, the importance and implications thereof can be acknowledged. Provision for decision-making is made for children as from the earliest stage.

Although Marais (1983:262) regards the parents as the prime educators of the child and primarily responsible for his career choices, the school as an educational system cannot be denigrated. It too plays a major role to shape career choice of pupils when they choose subjects (Hamblin, 1974:223).

In conclusion, it is for the entire community to give career guidance in a formal situation as well as in an informal situation.

CHAPTER THREE

3. CAREER GUIDANCE IN KANGWANE SECONDARY SCHOOLS

3.1 Introduction

Career guidance is a non-examination subject in Black schools. On the other hand, it is an indispensable subject if pupils are to be career-orientated. Be it in the elementary or secondary schools, guidance is necessary. Nel and Mkhabela (1987:1) maintain that the Black school-leaver finds that an innumerable number of job opportunities are available which need career guidance to make him have a good choice. It is during this time when such a school-leaver needs some people to guide him through this period of confusion.

In some instances, teachers, parents and school counsellors agree that developmental guidance programmes are needed. Students' self-trust and self-reliance can be enhanced though proper guidance including their development (Thompson & Poppen, 1979:1).

Certain categories of pupils will be dealt with in this chapter. There are for example children who are normal, physically and mentally disabled, and those whose parents are migrant labourers.

These children's successes vocationally will never be the same, taking into consideration their different levels of life (Bender, 1992:331).

Herr and Cramer (1988:268) maintain that career guidance in the senior high school can be conceived of in terms of three emphasis, viz.:

1. stimulating career development;

2. providing treatment, and

3. aiding placement.

It is for this reason that this research will be based on Standard Ten pupils hence the mention of senior high school.

Seeing that parents are influential to their children regarding career choices, children are likely to do jobs that are done by their parents in this part of the country. The work that parents do evolves around mainly agriculture and forestry. This, especially agriculture, was intended for the development of people to use the natural resources of the land more efficiently (KaNgwane 1987:12).

The role career guidance plays in KaNgwane secondary schools will be examined in comparison with other countries. There are no rich written materials to this effect in the region. The discussion will be based on experiences of officials and the teaching staff from various schools.

3.2 Establishment of school guidance

School guidance in KaNgwane schools has been established, but it is not in any way in accordance with expectations. What is imperative at this stage is to know the role school guidance plays in these schools. Avent (1988:5) says guidance is the process by which the education of boys and girls is developed by a combination of classroom activities and individual tutorial work.

In an interview with one of the officials of the Department of Education within this region, on 19 January 1995, he said, "only guidance as an entity was offered, with career guidance as a sub-entity attached to guidance as a subject". The generator of this response was the question in terms of knowing whether schools in this territory were offering guidance or career guidance separately (see Appendix 1).

Regarding the importance of guidance in schools in terms of career teaching, the official elaborated by saying "the emphasis with regard to guidance in schools is that it is connected with subject choices which at least equip the pupils after Standard ten with career information". He also made mention of the following attachments to guidance in schools:

- Career guidance;
- educational guidance;
- family guidance; and
- life skills, etc.

With proper guidance and necessary information, there can be a proper equipment for a high school pupil who sometimes lives in an existential vacuum at school and at home which may well lead to questions regarding the significance of society (Jacobs *et al.*, 1991:56). The absence of guidance in schools generally leaves room for pupils to be uncertain about their future.

To aggravate the uncertainty of pupils about their future, Dreyer (1980:83) says, "according to Carnegie report, about 17% of all American high school pupils are completely uncertain as to a future career". However, the use of guidance at a level of high esteem can solve this problem.

When a child goes to school, he expects a lot from his teachers who are already adults. The teachers at school are like parents who give guidance to him when needed. Sonnekus (1985:48) spells it out that it is an irrefutable fact that a child, because of his essential nature, needs the help and support of an adult.

Can guidance be implemented on its own? In order to get it work properly, it "must be based on the readiness of the students, the teachers, and the community" (Thompson

& Poppen, 1979:2). This simply means that the interaction among the community members, taking into account their philosophies of life, should be balanced. The people's level of understanding and their environmental set-ups should not be neglected.

Thompson and Poppen (1979:3) further make mention of areas of emphasis on developmental guidance programming to get the life style of pupils well balanced. The areas are as follows:

1. Developing and improving the student's self-concept.

2. Fostering peer relationships.

3. Promoting the student's self-discipline.

4. Helping parents, students and teachers improve interpersonal relationships.

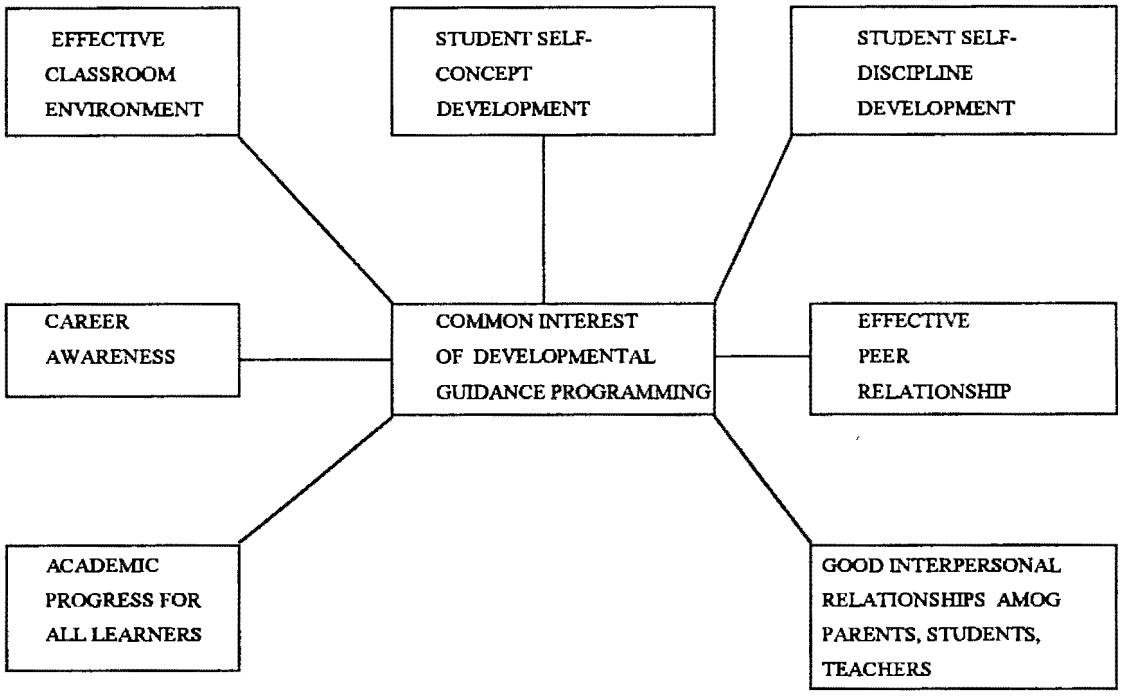
5. Helping all the learners make academic progress.

6. Developing understanding and appreciation of the world of work through career-development activities.

7. Building effective classroom environments.

The above areas are clearly illustrated in Figure 3.1

FIGURE 3.1: COMMON AREAS OF EMPHASIS ON DEVELOPMENT GUIDANCE PROGRAMMING (THOMPSON & POPPEN, 1979:3)



3.3 The role of schools

3.3.1 *Orientation*

A school is an institution which brings together people of different backgrounds with one main objective: to give them formal education. A school is a place where guidance in all walks of life is offered in an orderly manner.

Problems are always experienced in implementing school guidance programmes. School guidance in KaNgwane schools is available as a non-examination subject. But, it is not properly offered as many teachers as well as students regard the guidance period as a recreational or free period. In some cases, this happens because some

teachers have either no awareness of guidance practices or what role school guidance can play in the lives of pupils (Thompson & Poppen, 1979:5).

Moor (1976:138) acknowledges the role played by schools in providing career guidance when he mentions three goals involved for a school, thus the goals can be seen as those of:

- achieving self-awareness,
- broadening pupils' horizons, and
- preparing them for the making of considered choices.

This involves essential elements attached to schools that help pupils with guidance.

3.3.2 *The school principal*

"On the surface, there seems to be every reason to locate guidance in the hands of the school head; he is usually one of the most experienced teachers in the school, and the one to whom parents mainly come to discuss their children's problems" (Vaughan, 1970:50). There is a strong belief among parents and pupils that what is said and done by the school principal is of high status.

Due to lack of proper guidelines in KaNgwane Education Department, the principal finds himself taking up the duties of a guidance teacher.

There are a number of activities that can be effected by the school principal, *inter alia*:

1. asking local people to come to talk to the pupils;

2. asking the Minister or Director-General of Education within the area to approach industries and institutions to have groups of children to tour the factory and talk to the people, and

3. requesting and encouraging commerce and industry to come out and visit the schools (McGregor, 1987:18).

Although there is a head of department for guidance at schools, more responsibility is put on the shoulders of the school principal. The problems the guidance teacher cannot solve are directed to the principal who should give the final word.

To cite but one example, one of the principals, using an interview technique, called his matriculants to his office one by one after they had obtained their half-yearly results. The entire interview was based on:

1. Pupils' unimpressive performance in February and March monthly tests;

2. Difficulties experienced in individual subjects; and

3. Study time-table (see Appendix 2)

There are a number of responses the principal got from his pupils. They are as follows:

Response on 1: ≈

- Some pupils could not read and study properly because of eye problems that also affect the ear;
- Some did not study well due to workload;
- They have a tendency to forget and did not understand some difficult words;
- Textbooks had been stolen from owners;
- Unavailability of study time;

- Some pupils said they could not study for a longer period; and
- There was also a problem of candles that sometimes burn out while studying.

Response on 2: ≈

- Geography
- Afrikaans
- Almost all subjects
- History
- Afrikaans literature work
- English

All of the above responses required the principal's attention. It is an obvious case that the principal here was acting as a guidance teacher. For relief in such a situation, it will "be better to delegate the details of guidance members of a supporting team, or even better, to let them divide the duties among themselves" (Vaughan, 1970:50).

3.3.3 *The guidance teacher*

All guidance activities within the school set-up are entrusted on him. One of the responsibilities of a guidance teacher, according to Nel and Mkhabela (1987:22) is to develop the child into an active independent inquirer. This the teacher can do by way of setting up a kind of a project or a topic for a child to investigate, thus giving the child a chance to come up with philosophical questions.

A teacher needs to have an adequate understanding of his students before he can start giving them proper guidance. "With this understanding, teachers more appropriately can approach students as individuals and provide the necessary reinforcements within the learning environment which encourage academic performance and behavioural control" (Bullock *et al.*, 1943:41).

One good reason why placing guidance exclusively in the hands of teachers holding these positions is that they are closer to the pupils than anyone else at school. They teach them in classes, they are registered teachers and serve at the same time as guardian teachers. Included is an "academic guidance which is the responsibility of the subject teachers" (Vaughan, 1970:52).

In the case of KaNgwane, a teacher who happened to do guidance as a minor subject at a tertiary institution stands a chance of being positioned as a guidance teacher at school. For better or for worse, the teacher does not concentrate only on guidance, as he teaches subjects in which he majored. Guidance in the true sense of the word "guidance" cannot be expected to be offered to pupils as it should be.

The guidance teacher in a school situation needs to interview pupils about their problems, interview parents, design guidance programmes to help both pupils and teachers (Avent, 1988:5). But, this is impossible in a situation where a guidance teacher is expected to mark class work books, tests and submit marks on time and also attend to his class register. This is the position with "guidance" teachers in KaNgwane Secondary Schools.

3.3.4 *Community involvement*

Every institution, be it a school or a church, is made up or composed of community members. By community members it is referred to teachers, doctors, nurses, parents, church leaders and all other people of all walks of life within the same community. Each member is expected to play a certain role that will help educate his or her community members.

With regard to giving guidance to school children, it becomes the responsibility of the school to invite the enlightened members who are not directly attached to the school.

One of the major objectives of the community will be to "establish a placement service to provide job experiences for students to try out job skills" (Herr & Cramer,

1988:305). In this manner, the pupils will not encounter serious problems when looking for a job by the time they leave school. At least they start acquiring job skills while still at school. Pupils can be engaged during school holidays in temporary jobs as cashiers in local businessmen's shops, filing assistant in a lawyer's office, and so on. By so doing, the students undoubtedly gain certain knowledge.

Bender (1992:336) supportingly says students are trained at work sites in the community in order to learn to function successfully on the job itself. Students receive theories about job activities and implement them practically when they work in a local business, for example after school hours. In this way, the successful students will easily get jobs as a first priority.

Vaughan (1970:65) makes mention of liaison with outside agencies who should come to school and assist. He further says:

> The main sources of guidance outside school with which guidance staff should be in touch are:
>
> (a) the parents,
>
> (b) the Youth Employment Service,
>
> (c) the Child Guidance Service and the School Health Service,
>
> (d) the social services concerned with home visiting,
> (e) the National Institute of Industrial Psychology, and
>
> (f) the Youth Service.

The abovementioned move will draw many people to school who eventually will develop an interest in school matters.

3.3.5 *The curriculum*

Does guidance in secondary schools have a place? Is it clearly indicated in the curriculum of KaNgwane secondary schools?

As a point of departure and by way of comparison, it is worth examining the curriculum of Japan and its contents as presented by Cantor (1989:14). The curriculum in Japan consists of both general and vocational subjects. Sixty percent of the time is devoted to the former and forty percent to the latter. General subjects comprise, among others, Social Studies, Mathematics, Science, a foreign language - usually English, Art and Physical Education. Vocational subjects are fairly specialised in the technical area, involving Machinery, Electricity, Electronics, Architecture, Civil Engineering and Industrial Chemistry.

The content of the vocational part of the courses is job-specific. The courses include among other areas such as boiler technicians, gas-welding technician, bookkeeping, and licensed information processing technicians (Cantor, 1989:14). Coverage on vocational courses includes typing, with emphasis given to practical applications, thus providing a foundation for whose wish to continue to higher education. Schools can introduce whatever courses in which they think their graduates are likely to find employment (Cantor, 1989:18).

Herr and Cramer (1988:275) make mention of two different curricula, i.e. an academic curriculum and a vocational curriculum. This presentation is not far from the Japanese one presented by Cantor (1989). They explicitly maintain that "young adults from an academic curriculum background were found to be significantly more career mature in their career-related exploratory behaviour at ages 24-27 (Herr & Cramer, 1988:275).

Bender (1992:334) strongly advocates that focus in the curriculum be put on:

- interpersonal skills,

- job-related academic skills, and

- vocational skills.

In KaNgwane secondary schools, there is only one type of curriculum, viz. an academic curriculum. It is in this curriculum where school guidance is allocated. The Standard Tens are allocated one guidance period per week which is insufficient to cover all the guidance activities at school.

The role schools play in offering guidance to pupils is no doubt significant because children are made aware of what they can do and not do. A school needs to be organized so that it corresponds with the organisation of work (Christie, 1985:140).

3.4 Career guidance and counselling

3.4.1 *Orientation*

The students in high schools have a problem with regard to their future after high school years. Life to them is always bleak until such time that a counsellor comes to their rescue. A school too is there to give more light to the students about their future. Crites (1969) in Herr and Cramer (1988:269) states that "about 30% of students are undecided during the high school and the college years".

Although career guidance has been defined in chapter two, it is worth defining again in this section in order to throw more light on it. Avent (1988:5) defines career guidance as one aspect of the total guidance programmes and consists of cognitive learning, skills acquisition and the gradual development of attitudes and understanding related to ideas about the working world. Acquiring skills by pupils without putting them into practice is futile. The application of such skills as well as development requires intervention by an adult.

There are certain factors that influence career development and maturity needs that require career guidance. Some of these factors (Herr & Cramer, 1988:269) are as follows:

1. Levels of parental support,

2. Work salience,

3. Gender and racial background,

4. Self-concept,

5. Health and

6. Physical development.

It is in the interest of the guidance teacher or guidance counsellor concerned to take into account these factors during guidance teaching lessons.

There are also children with learning disabilities that must be taken into consideration. The level of vocational success of such children cannot be matched with the level of the non-handicapped children. In most cases, some of these children are unemployed or underemployed (Bender, 1992:331). He further says:

> Vocational education is one of the most important aspects of education for the secondary school student with learning disabilities who does not plan on furthering his or her education after high school.

Career guidance also helps the pupils to be career-geared. They are made aware of career choices waiting for them to pick up one from them. Even if you can have your own choice, "you will have to be prepared to work harder than the next person to find the job you want" (Nelson, 1993:55). Choosing a career goes hand and glove with preparedness and determination.

3.4.2 *Definition of counselling*

The term counselling is worth defining in this chapter so that the reader can understand clearly how counselling is applicable to career guidance and school-leavers.

According to Jones (1984:29), counselling "is an enabling process designed to help an individual come to terms with his life and grow to greater maturity through learning to take responsibility and to make decisions for himself". It is therefore important for an individual to understand himself and the environment in which he lives.

Patterson and Eisenberg (1983:22) define counselling as "an interactive process characterized by a unique relationship between counsellor and client leading to change in the client".

Gillis (1992:23) and Cormier and Hackney (1987:1) have the following definition: "Counselling is a facilitative process in which the counsellor, working with the frame of a special helping relationship, used specific skill to assist young people to help themselves more effectively". The relationship between the counsellor and the client depends primarily on the ability of the counsellor to communicate to his client the human qualities of understanding, sincerity and acceptance.

The three definitions above concur that counselling is a process which requires a counsellor to create a conducive situation for his client to self-actualize his potentialities in order to accomplish his life goals.

3.4.3 *Career guidance counsellors*

3.4.3.1 Orientation

Nels (1974:61) calls career guidance counsellors "vocational counsellors and psychologists". These are probably people who have a qualification of for example

Bachelor of Arts, with Psychology as a major subject. There are a number of tests they use as reliable tools of measurement. Some of these tests are:

I. Intelligence tests;

II. Interest tests; and

III. Aptitude tests.

The involvement of career guidance counsellors in career counselling proves that counselling has been shown to be a particular kind of approach to the developmental problems and stress of pupils. It embodies certain techniques which are sometimes necessary to help a pupil although sometimes they are irrelevant to the current situation.

By making use of the test measurements by Nels (1974:61), the counsellor can easily detect which career a person can pursue. Also in the form of assistance, the tests can help the counsellor to design guidance techniques that will help solve career problems of the pupils at school.

3.4.3.2 The role of career guidance counsellors

There are a number of responsibilities that career guidance counsellors perform. According to Rogers (1984:33), the following roles have been identified:

> ... to design, implement and teach a programme of careers education; to provide experience of the world of work; to maintain an effective vocational and educational information service, offer advice and counselling; see pupils as individuals; liaise with external agencies such as parents, careers officers and employers and also provide references.

Subich (1994:115) maintains that "counsellors focus on the role of work in people's lives rather than on the more limiting and perhaps "elitist" focus on career". They take into consideration the fact that everyone has a career in accordance with his abilities and interests.

The responsibilities of career guidance counsellors include, among others, paying attention to clients' cognitions, personality and interpersonal relationships, interests, abilities and their values (Subich, 1994:117). The characteristics of a work environment are also taken into consideration. Pupils at school must be aware of certain expectations in a work environment. Another function which they perform is to incorporate into career assessment lifestyle information, knowledge regarding the role of social interest in a person's life (Subich, 1994:119). The counsellors are expected to assess the client's problem, the client's developmental history and look into his preparedness for counselling.

The teachers and counsellors become the resource people as source of reference. Gibson and Mitchell (1990:471) and Herr and Cramer (1988:281) mention the following roles:

- to organize and implement through interested teachers guidance curricula interventions that focus upon important developmental concerns of adolescents, e.g. career choice and planning,

- to organize and make available comprehensive information systems, such as those computer-based, necessary for educational-vocational decision-making

- to assist students with assessment of personal characteristics (e.g. interests, needs, etc.) for personal use in such areas as course selection, post-high school planning and career choices, and

- to provide remedial interventions or alternative programmes for those showing (in-school) adjustment problems, vocational maturity or a generally negative attitude towards personal growth (Gibson & Mitchell, 1990:471).

From all the responsibilities mentioned above from Gibson and Mitchell (1990), Rogers (1984) and Herr and Cramer (1988), only about 5% are performed by some school guidance teachers in the KaNgwane secondary schools. The teachers will always depend upon second hand data about the classroom achievement of pupils because they do not have enough free time to keep in touch with many parents or make contact with the world of work.

3.4.4 *Career aspirations*

Aspiration refers to a strong desire and willingness to do something important to one's life. In case of "career aspirations", it is intended by the researcher to determine to which extent pupils have a strong desire to do a career for their life time.

School children generally have a strong desire to complete their matric education these days. These children have a strong belief that opportunities to get temporary or even permanent jobs, are great, if one is a high school graduate (Hotchkiss & Borrow, 1990:300). The career counsellors should consider that formal education is important to future job opportunities.

Before one can determine whether pupils do have an aspiration or not, there are a number of factors that need to be taken into consideration. These are the same factors that can influence the child in his or her choice of career. The factors include *inter alia* "levels of parental support, work salience, gender and racial background, self-concept, health and physical development" (Herr & Cramer, 1988:269).

The parental support goes together with parental involvement which is so important in the career choice of their children. Bender (1992:187) maintains "the student and the parents should be included in the decision-making process, particularly concerning

choices regarding vocational courses, work study, adapted curriculum, consultation in mainstream classes, and other aspects of the program". If parents can afford necessary information and assistance to their children about various careers, children might not encounter problems in their career choices. The different career aspirations of both the father and the mother might be detrimental to the career aspirations of their children.

The gender issue is another problem that contributes towards career choices of both boys and girls. Taking an example of one of the secondary schools in KaNgwane, Agricultural Science alternates with Needlework and Clothing. It is believed that Agricultural Science is meant for boys and Needlework and Clothing is for girls. From Standard Six to Ten, there is not a single boy who intends doing Needlework and Clothing, or even Home Economics. Surprisingly, the senior chefs in hotels are males.

3.4.5 *Career guidance day*

3.4.5.1 Orientation

This is the day when various people with expertise involved in various careers are invited to school. The purpose is to impart their knowledge regarding their careers to the Standard tens. The system is very common in KaNgwane secondary schools. Pupils get a chance of meeting in person trained people such as for example lawyers, doctors, engineers, to mention but a few. In essence, the "career guidance days is a specialized programme meant to make pupils aware of careers" (Gibson & Mitchell, 1990:327).

3.4.5.2 School activities

The outside academics that are being invited by schools are supplementary to the guidance teacher or counsellor at a particular school. The main objective is to let pupils inculcate an interest in any one of the careers that will be demonstrated to them. Littrell (1984:98) believes that "interests tend to change as people mature, meet new

people, and participate in new activities". To avoid misdirection, the interests of pupils they attained at school shall have to be sustained at all costs.

One of the schools in the KaNgwane region conducted a career guidance week, not a day, starting from 24 to 27 August 1992. Various professional sectors were invited to come and address the Standard Ten pupils on some of the careers that exist in the country. Each speaker was allocated a specified day with one or two other colleagues, if possible.

3.4.5.3 Modus operandi

What normally happens during these days is that speakers come to school fully prepared. They first introduce themselves to the pupils. The next thing to be done by the speakers is the mentioning of qualifications so that pupils can have trust in them (speakers). Their presentations include, among others, the definition of their occupations and the detailed activities within them. This is one way of inculcating or cultivate interest in pupils to be anxious about the job. At the end of the presentations, pupils will have a variety of jobs to choose from.

3.4.5.4 Pupils' responses

The pupils responded to the presentations by asking questions for more clarity. But they complained bitterly about having such a meeting only towards the end of their school life. If such exercises could be organized at an early stage, pupils could realize the importance of choosing the relevant subjects for the best possible careers in their lives. They also voiced the thought that they were not aware that it was not only academic requirements but also the personal requirements that were needed in choosing the responsible career.

3.4.5.5 The achievements

What had been accomplished was that pupils started to work hard for the oncoming examination in the short space of time. No single teacher or even the principal needed to push them from behind to go either to their classes or to start studying seriously. On the side of the teachers, they realized some norms and values that should be adopted in order to be an asset or an acceptable member in the community.

3.4.5.6 Speakers

The programme of speakers looked as follows:

DATE	SPEAKER
24.07.92	The Postmaster from Dundonald
25.07.92	The Station Commander, Mayflower Police
26.07.92	Nursing staff - Embhuleni Hospital at Elukwatini
27.07.92	Agricultural staff from KaNgwane Department

3.4.6 Various opinions

It became necessary for this study to conduct some interviews with some people relevant to the work situation. Person-to-person talks took place. The first to be interviewed was an official from the Department of Manpower or Labour and later a senior policeman.

(i) Labour Department - Nelspruit

The interview was between the researcher and a senior vocational counsellor in this Department. The date was 9 May 1995. The purpose of the interview was to determine whether the school-leavers as produced by schools were of great value or not (see Appendix 3).

Findings: It was discovered that the school-leavers who are job-seekers are first registered as unemployed. Because they register them on behalf of employers, job seekers are therefore sent to them. In most cases, most of them come looking for bursaries so that they can further their studies.

The majority of the job hunters have Standard Ten. The exact job this section does is:

(i) to help school-leavers with job hunting skills (how to compile a CV, fill in application forms, etc.);

(ii) to do a kind of selection according to employers' requirements (experience, qualifications, language usage, etc.) and send them for interviews then;

(iii) to report back to the employers if they cannot find the suitable candidates; and

(iv) to organize career exhibitions for pupils.

In summary, the following careers services are made available to the school-leavers who have difficulties due to lack of enough information. They are:

- career counselling,

- career information,

- personnel selection,
- life skills, and
- basic career guidance for youth workers, and
- services to the disabled.

(ii) Police Station - Kanyamazane

The next person to be interviewed was a Sergeant of the Kanyamazane Police Station. The Sergeant was acting as a station commander. The interview took place on 9 March 1995. The purpose of the interview was to determine from the Police Department whether the resources schools produce (school-leavers) would fit in this department or not (see Appendix 4).

Findings: The Sergeant brought into the discussion both the old and the new system in the police section. In the old system, the station commanders used to receive the applications for recruitment and later interviewed them. A major problem that he experienced during interviews was that the applicants wanted to be police because there were no other jobs that they could do. This was a clear indication that the children in schools are not exposed to various types of jobs they can pursue.

According to the Sergeant, the school-leavers' choice of careers is limited by their subject choice. That is the reason why they flock to the police department because there are no special school subjects required for this type of occupation. This is the problem area where schools should pay attention to.

> Regarding entry requirements, he made mention of a Senior Certificate, age between 25 and 35, citizenship of RSA, physically fit and well-built, knowledge of both Afrikaans and English, to mention but a few.
>
> Concerning the new system, the police stations simply receive application forms from the national ministry and give them to the applicants. The applicants send the forms on their own to the head of the division. The applicant after some time is invited to an interview conducted by various personnel officers at head office. After that they are sent for to do an aptitude test.

According to the Sergeant, the successful applicants become full-time police members after 12 months. He analysed the 12 months thus: for 6 months they go for training and for another six months after deployment they do in-service-training outside the station. After completion of the last training, they can work in the charge office.

The recommendations from both parties interviewed were that the pupils in schools need to be prepared for the world of work as early as Standard Six. The career counsellors need to be instituted in schools to help the pupils with career information and career counselling.

3.5 Career guidance programmes

3.5.1 *Orientation*

Career guidance programmes were thought of because of the inability of pupils at school to solve their own problems. It was discovered through various researches that pupils have never been so well prepared for deciding what to do with their future (Jones, 1984:21). One of the reasons might be that people are not so sure of what the future will be. In order to make a pupil aware of what might happen to him in the

future, types of lessons, lectures and individual consultations are designed and given to him.

Bender (1992:335) maintains, "lack of participation in vocational programmes is a lack of co-ordination between the special education teachers and the vocational teachers". It is of vital importance that career guidance programmes be designed by both special education teachers and vocational teachers. The reason behind this move is that both teachers deal with the same pupil, although each handles his own speciality. For example, vocational educator or teachers tend to emphasize exclusively vocational skills. Programmes need to range from classroom-based study about various vocations to community-based vocational placements and work programmes.

3.5.2 *The programmes*

The designed programmes must help the pupils think about:

- own aptitudes,
- abilities and personalities,
- strengths and limitations,
- help them choose the right options,
- help them find out about as many jobs as possible together with life styles,
- help them make a decision, with the help of the careers teachers and officers about what they want to do (Jones, 1984:21).

It is therefore imperative for the school to assess truly and properly the individual pupils' abilities.

According to Herr and Cramer (1988:282), the programme should, among others, include the following aspects:

1 Knowledge of self

The pupil must know himself or herself as a totality. His totality includes aptitudes, values, and so on (Petrick, 1986:50).

2. Knowledge of work and education

Because the pupil is a child, the school must impart to him necessary knowledge regarding work and education. This obviously can be done by career guidance counsellors (Kruger, 1991:36).

3. Decision-making

This objective involves for example the choosing of subjects that will help the pupils pursue the career of his choice. This therefore needs to be accommodated in the programmes (Liebetrau, 1987).

4. Remedial work and consultation

Another objective of a career programme is to induce the behavioural change in the pupils. Consultation with the outside groups other than teachers can possibly make pupils develop an interest in a particular job. For example, consultation with a pilot can change the life of an individual pupil.

5 Placement

By the time pupils finish their matriculation, they should know where they will go for training and other post-matric studies.

3.5.3 *Development of programmes*

Programmes for career guidance according to Gysbers and Henderson (1988:43) must be developed in four phases.

3.5.3.1 Planning

Career guidance programmes have to be planned for effectiveness. A comparison with programmes from other areas or schools is essential during the planning stage. Manpower availability among staff members must be considered.

3.5.3.2 Designing

With the current or existing needs of the pupils at school in mind, the programme can then be designed to suit those needs.

3.5.3.3 Implementation

This is the stage when programmes are put in place for operation. The career counsellors start working on them right in class in accordance to the needs of the pupils.

3.5.3.4 Evaluation

This is the last phase when programme evaluation, pupils' outcome evaluation, and professional personnel evaluation are discussed or looked into.

Guidance programmes should be tailored to existing conditions and environmental settings. The implementation thereof will actually be determined by the readiness of the pupils and the entire community and availability of the well trained counsellor. Thompson and Poppen (1979:2) reiterate the importance of increased involvement between schools and community in guidance programmes.

The careers guidance programmes will serve no purpose if the school as a whole and the staff do not agree on the importance of this system in every aspect of school life (Jones, 1984:22).

3.6 The education auxiliary service

3.6.1 *Orientation*

According to one of the Guidance Services Officials in an interview held on 13 March 1995 at Mgwenya Circuit Office, the EAS was only used by the old Department of Education and Training. In the KaNgwane government, Psychological and Guidance Services were used, although they are almost the same with the EAS. The emphasis is on how effective these services are in this region.

3.6.2 *Hierarchy*

The hierarchy stood as follows for Psychological and Guidance Services:

(i) Director

(ii) Assistant Director

(iii) Education Planner

(iv) Administrative Clerk

3.6.3 Responsibilities

3.6.3.1 The Director

His work would be to give direction to the other staff members. He was the man with the final word regarding these services.

3.6.3.2 The Assistant Director

The work of the Assistant Director was to help disseminate relevant information to relevant bodies that have to deal with career counselling, especially the Education Planner.

3.6.3.3 The Education Planner

The work of the Education Planner is to make a concrete plan that would be carried out at schools by trained guidance teachers or counsellors.

3.6.3.4 Administrative clerks

The clerks' purpose was to help the senior officials with the administration of duties in terms of filing and typing, to mention but a few duties. Avent (1988:48) calls these administrative clerks "the support staff".

3.6.4 Career guidance services

Career services involve meeting pupils in groups before they can leave school. Group discussions are run in order to bridge the gap between school and work (Jones, 1984:146). It is in such group discussions where pupils are asked as to what they want to be after their school years. Individual or group counselling can help them to make a more rational decision about their future.

The career guidance services allows pupils to have an access to career opportunities. According to the KaNgwane Education Department, "It is the role of educators to introduce pupils at an early stage to different career opportunities, so that they have the ability to make a decision when the time comes" (KED, 1993). The exposure of pupils to such opportunities is essential, and it needs the commitment of career guidance service.

In this region this service has been established to establish guidance in all schools and to promote human resource development. The programme incorporates the following areas:

- Aids awareness,
- Vocational guidance, and
- Study skills.

Equipment used in this programme includes:

- Career Mentor - a computer programme which helps pupils to make a career choice.
- Cards explaining the ten steps in choosing a career.
- Career videos.
- Aids awareness video programme.

It is therefore of the utmost importance that the school-leavers, especially the Standard Tens, be assisted in all respects. The importance of career services is emphasised by Hollands (1990:38) and Avent (1988:48) when they say that young people turn to these services for help and advice if they experience unemployment problems.

3.6.5 Panel for Identification, Diagnosis and Assistance System (PIDA)

3.6.5.1 Orientation

The PIDA is a system which concentrates much on general problems of pupils as they experience them in schools.

Ideally, the system is supposed to be in place in all schools, but in practice, it is not implemented. In an interview with one Education Planner in January 1995, some reasons why the system is not implemented are:

- lack of manpower.
- ignorance on the part of some schools regarding the value thereof, and
- financial constraints that prevent the employment of more people with suitable knowledge.

In some schools a PIDA committee has been established although it is not as effective in function.

3.6.5.2 The objectives

The PIDA's objectives are as follows; although not all of them:

- Psychometric and edumetric testing and assistance,
- Career and personal guidance to pupils,
- Remedial education,

- Orthopedagogic assistance,
- Sociopedagogic assistance,
- Preventive actions, and
- Guidance to teaching staff (see SOUTH AFRCA, Department of Education and Training, 1992).

3.6.5.3 PIDA's responsibilities

By responsibilities is meant the duties of each member of the panel. Surely, it is known that they are responsible to ensure that meaningful support is made available to all pupils with problems at school. Nevertheless, the distinct responsibilities are as follows:

- to give guidance to the school principal with regard to the system of guardianship,
- to promote parents' involvement in the school's educative instruction programme,
- to assess problems experienced by pupils, to compile aid programmes,
- to conduct interviews with pupils and parents,
- to liaise with the outside world on behalf of the pupils, for example, to arrange a career week for the school (see SOUTH AFRICA, Department of Education and Training, 1992).

3.7 Career information system

3.7.1 *Orientation*

Before one can decide on a career, one must have enough information about the jobs one is interested in. Holman (1992:288) says if one wants to get information, the following steps should be followed:

1. Read about jobs and careers in books.

2. Collect brochures from careers exhibitions, possible employers and counselling units at educational institutions.

3. Speak to the personnel manager in a company that employs people in the job you might want to do.

4. Speak to someone who does the job you are interested in. Find out how they got into the job.

5. Watch someone do the job.

With the abovementioned ideas in mind, one is likely to possess more information on careers. Most people are conversant with only the job of their immediate families and perhaps those of a small group of family-connected individuals (Herr & Cramer, 1988:432).

3.7.2 Career guidance centres

Career guidance centres are essential for extensive career information. There are relevant guidance resources that are supposed to be installed in these centres for the purpose of giving relevant information on the career available.

What exactly is the purpose of Career Centres? Herr and Cramer (1988:449) have the following to say:

1. They are meant to enhance the use of career-related information by gathering together in a single place within an educational institution, etc.

2. To provide individuals with professional assistance in using the information.

To get the information to be easily traceable, the information centres must have:

- microfilms,
- view-decks,
- books,
- pamphlets,
- occupational files,
- reference and resource volumes,
- catalogues,
- brochures,
- computer,
- video and audio tapes.

With all the above-stated equipment, the career information centre can be said to be excellently equipped.

Many schools have career libraries for consultation, but with poor equipment. There have been complaints in South Africa due to lack of written information about careers (Nels, 1974:60). In all honesty, it has to be said that most books are suitable for people in Europe or the USA.

In the case of KaNgwane schools, school libraries have been built, but they are very poor with no relevant books inside. Some schools do not have a book-room at least. Guidance centres in the various circuits have been opened and the relevant equipment has been provided.

3.8 Career education

3.8.1 *Orientation*

With this concept in mind it is intended to find out how much access pupils have in schools to career education. "Career education is a process that starts at birth and continues until the person is occupationally mature and cannot help but realize his potential primarily within the primary education institutional situation (at home), the secondary educational situation (at school) and the tertiary educational situation (church, state, society and occupational life)" (Jacobs *et al.*, 1991:57).

It is the birthright of the pupils to be exposed to the instruments of teaching careers. Through career education, the pupils are made aware of the range of opportunities available to them, and also helped to be more autonomous in choosing the alternative suited to their needs and values (Burns, 1986:10).

3.8.2 *Curriculum contents*

By curriculum is meant everything that happens to pupils in the school. But in this instance, the focus will be on career education. The school-leavers face some difficulties in the world of work because there are certain areas which were neglected

in the school curriculum. It is for this reason that many pupils leave school being blank in certain important fields. Barrett (1983:7) emphasises that career education should not be taught in isolation, but be infused throughout regular curriculum to ensure that the academic skills are applied to real life situations. Craven (1995) makes mention of job hunting skills that should be included in the curriculum.

Pupils need to be taught the following:

1. Writing application letters for a job.

2. Writing a curriculum vitae.

3. Making telephone applications.

4. Completing application forms.

5. Writing a covering letter.

6. Job interview skills (Craven, 1995; Jones, 1984 and Barkai *et al.*, 1992).

If a pupil knows how to prepare himself to look for a job, he will always be at ease (Barkai *et al.*, 1992:21). In the KaNgwane secondary schools, the curriculum does not provide for this. It becomes the responsibility of the school guidance teacher to look for information on such to impart to his or her pupils. Even then, not all schools have school guidance in place.

3.8.3 *Teaching occupations*

Petrick (1986:41) says that "The concept career is under an umbrella concept covering a variety of occupations". This therefore means that the occupations must be taught in such a way that a pupil has a distinctive choice. New occupations and careers emerge all the time while others become absolute.

The emerging career have the following characteristics:

- It has become increasingly visible as a separate career area in recent years,
- has developed from pre-existing career areas,
- has become possible because of advances in technology or actual physical changes in our environment,
- shows growth in numbers of people employed or attending emerging education and training programmes,
- requires skills and training, and
- does not appear and disappear in a very short period of time (Feingold, 1994:17).

What is being done on career guidance in a day or week should be utilized as a supplementary knowledge to the teaching of various occupations. A list of occupations should be made available to the pupils. People involved in such occupations should be invited to schools to come and address the future workers.

3.8.4 *Career placement*

Placement is a process in which a career teacher or counsellor with a pupil after school years is involved. It is a process which creates choices that should be converted into action through gaining entry into available jobs or educational opportunities consistent with such preferences (Herr & Cramer, 1988:300).

Youth unemployment is escalating to such an extent that there is a need for a great emphasis on career placement for the youths. Pre-employment counselling may be

necessary to assist these youths in obtaining a more realistic understanding of the realities of the world of work (Gibson & Mitchell, 1990:328). Career placement involves, among others, assistance to persons to choose the occupation best suited to them in which they can make progress, and job-seeking skills (Subich, 1994:125; Coetzee, Geggus & Human, 1984:3).

The correct placement of students in the labour market depends on the correct choice of subjects. It is also necessary for the school counsellor to have the time and ability to communicate with persons outside the school for placement. Closer co-operation is necessary between education, the private sector, Department of Labour and other authorities at the various levels of control in order to disseminate vocational guidance more freely and to make it generally available (see SOUTH AFRICA, Department of National Education, 1992:49). The correct placement of pupils in the world of work after school life will develop more interest in those pupils for their jobs.

3.9 Conclusion

In conclusion, the researcher wishes to express the opinion that the lack of written material about career guidance activities in this region, creates difficulties for the pupils. They need to get information, but it is inaccessible because it is not there for them. It is obvious that schools have to carry the burden and jump hurdles if they find it necessary to assist the pupils. Properly guided pupils become successful in getting jobs after their matriculation life in the world of work. This can be attributed to those schools whose career guidance has been effective throughout the years.

CHAPTER FOUR

4. METHOD OF RESEARCH

4.1 Introduction

The previous chapters encompass a literature study mainly about career guidance to career education with the involvement of parents. In this chapter, the method of research will be described, indicating the use of a questionnaire as the appropriate technique in the carrying out of this research. To be discussed further are aims of the research, the population, the choice of the instrument as well as the construction of the questionnaires.

4.2 Aims of the research

The aims of this research are to:

1. determine the influence of parents on their children's career choices;

2. determine the factors that inhibit parents from being involved in the career guidance of their children, and

3. to propose guidelines for parents towards involvement in their children's career choices.

The role of parents in career choices of their children and its interaction with the role of the schools will be focused on. It will be determined whether the involvement of parents in school activities is necessary or not.

4.3 The research methods

With the help of the constructed questionnaires, one for Standard Ten and one for the parents, the desired data regarding variables in this study were obtained. This research method satisfied the validity and reliability demands.

4.3.1 *Description of the population*

All the Standard Ten pupils in KaNgwane secondary schools as well as their parents were considered the study population for this research.

According to 1994 statistics the Standard Ten pupils in the entire region numbered 14,339. Due to the size of this figure, it was not feasible to investigate the entire field, taking into account the financial implications that would delay the carrying out of this study. With the proper consultation with the study supervisor, it was decided to limit the study population to a certain number of schools.

4.3.2 *Method of random sampling*

The researcher took into account for use in this investigation the following methods: the unrestricted, stratified, systematical, cluster, quota and multiphased random sampling method. Each of these methods has its own advantages and disadvantages. After careful consideration of each, it was decided to use cluster random sampling. Cluster sampling is used when it is more feasible or convenient to select groups of individuals than it is to select individuals from a defined population (Borg & Gall, 1989:226). This method gives each member of a selected group an equal independent chance to be included in the sample. In the case of this study, all the schools in KaNgwane were numbered. The respondents from the selected groups formed the population for the study. The parents of the said pupils were also considered as the respondents.

4.4 Random sample size

Four secondary schools out op 71 schools were selected by using a statistical table of random numbers. A total of 743 pupils consisting of 306 boys and 427 girls plus the frequency missing of 10 from 4 secondary schools participated in the survey. The same number of parents was expected but due to certain circumstances, only 480 parents responded by returning their questionnaires. The participants came from various settlements such as rural areas and urban areas.

4.5 Covering letter

Accompanying the questionnaires for both pupils and parents was a covering letter indicating the aims of the research and also a request that they should complete the questionnaires as faithfully as possible.

The confidentiality of the information was also stressed.

4.6 Procedure

Permission to conduct the research was first sought from the Department of Education in KaNgwane and it was granted. After a group had been selected, the investigator discussed the research study with the principals of those schools. They agreed that their schools could form the study population. For a standardized administration of the questionnaires, personal briefings to supplement the written explanations on the covering letter were given to the Standard Ten pupils. Pupils were requested to complete the questionnaires in the presence of an investigator and complete them within 15 minutes. The confidentiality of the respondents' information was ensured. All 743 questionnaires were returned.

The same number of questionnaires designed for the parents were distributed to each pupil to give to the parents. Only 480 questionnaires from the parents were returned. The research took place during October 1995.

4.7 Measuring instrument

In order to solve a research problem, the investigator must decide on the methods and techniques that he will use to collect data (Behr, 1983:115). There are a number of measuring instruments that a researcher can make use of. It is but the nature of the problem that dictates to the researcher which methods can be used. The techniques used by the researcher in the study are interviews and questionnaires.

4.7.1 *Interviews*

An interview is an alternative to a questionnaire. Individuals as respondents are asked specific questions and allowed to answer on their own, but the researcher can give clarifying remarks if the respondent misunderstands the question (Slavin, 1984:90; Behr, 1983:144-145).

In this research, the investigator prepared questions in advance to ask the respondents for the information required (see par. 3.4.6 and par. 3.6.1).

4.7.2 *Questionnaires*

An interview can easily be substituted by a questionnaire. More data can easily be collected from sampling persons as respondents through questionnaires. A questionnaire as data-gathering method remains one of the best-known methods used in research for many research projects in general (Erasmus, 1994:49; Sidhu, 1984:131). By using a questionnaire, it is possible to determine what a person has in mind.

Sax (1968:218) and Tuckman (1988:213) believe that an interview and a questionnaire are in many ways similar. They both attempt to elicit the feelings, beliefs, experiences or activities of respondents. Questions may be asked in a closed or an open form or both in combination. The closed question requires the respondent to place a tick, make a mark in an appropriate square for his answer. The open form of question enables the respondent to reply as he likes and does not confine him to a single alternative (Behr, 1981:150).

In this research study, questionnaires for both parents and pupils had closed items. Most items required the respondent to give a "YES" or "NO" response, and in some cases these items required a specification where it was indicated "other".

4.8 Constructing the questionnaires

The questionnaires to be discussed in this section are for:

- Standard Ten pupils; and

- Parents of the pupils.

4.8.1 *Questionnaire to pupils*

The first draft of the questionnaire consisted of 25 items - it was limited to this number out of consideration for the fact that many items in a questionnaire bore the respondents. The draft was sent to the supervisor for perusal. The changes and recommendations of the supervisor were applied in the second draft. It came up with 32 items that covered chapters 1, 2 and 3. The pilot study was thereafter conducted to test the questionnaire's reliability and validity. After the approval of the principal of selected schools, the questionnaires were distributed to the Standard Ten pupils.

The questions were divided into 3 sections. Section A was composed of demographic particulars or information that would help the investigator to ascertain the extent of

influence over pupils due to factors such as physical and emotional factors. The questions in this section were designed as follows:

1. Sex (male or female)

2. Age (15-26^{+})

3. School (enrolment)

4. Class (enrolment)

5. Field of study

The factors brought out by the above items were used to determine whether:

- sex and age do have an impact on influencing a child in his career choice;

- peers do have an influence on one another; and

- whether they are compelled or not to follow particular study fields that might in the end affect their career placement (see par. 3.8.4).

Section B included the following items:

6. Is the choice of field of study in 5 above your responsibility?

7. Is career guidance offered in your school?

These questions were asked to determine whether pupils do get assistance regarding career problems in schools (see par. 3.3.3).

8. Do you regard the development of career guidance important for providing knowledge about the world of work?

Career guidance is very important for certain skills required by people to perform certain duties regarding particular careers (see par. 2.3.1).

9. At what level of schooling were you when you first heard about career guidance?

10. Is there a Head of Department (H.O.D.) for career guidance in your school?

11. Is the Head of Department mentioned above responsible for guidance only?

Career guidance is first emphasised at secondary school level when it should commence in primary school (see par. 2.3.2.2 and par. 2.5.1). It is again important to determine whether there is a specially trained person who only focuses on career guidance at school.

12. Would you prefer the principal at school to be responsible for school guidance?

A school principal is the most trustworthy member of staff in a school situation. His influence in most cases is taken seriously (see par. 3.3.2).

13. How many guidance periods per week does your class attend?

14. Does your school hold a careers display presented by professional people from outside your school?

15. If your answer to question 14 is YES, how long does the display normally last?

The three items above emphasise the fact that career guidance is indispensable in schools and enough time should be allocated to it (see par. 3.4.5.2 and par. 3.4.5.6)

16. Is there a career guidance room/centre at your school?

For more career information for the pupils, there should be a career centre at school (see par. 3.7.2) where pupils can easily have access to information on careers and career choices.

17. Do you think career guidance should be included in the school curriculum"

With this question it was intended to get the feelings of the pupils because their totality must be taken into account (see par. 2.4.2 and par. 3.3.5).

18. Do you think it is good for you to visit people at their work places?

Sometimes an individual is much more strongly influenced on his career choice by seeing other people do a particular work (see par. 2.5.1).

Items 19 and 20 included an idea of making available many choices from which an individual should choose (see par. 2.4.2).

21. Which career do you want to pursue in life?

This was a general question that was meant to get a general feeling from each respondent.

Questions 6-21 were based on the school situation as observed from the literature survey (chapters 2 and 3).

Section C was composed of questions that focused directly on parents in the home environment. It is mainly the influence of the parents on the career choice of their children that the investigator would like to determine.

Questions 22-24: The income of the parent at home can shape the life plans of the family.

25. In what type of house do you live?

The type of house in which a family lives determines the type of work the parents are doing as well as their income.

The following questions had to ascertain whether

- academic qualifications of parents would have an influence on career choice of children; and also the

- occupation of parents and its influence on career choices of children.

Questions 26-27: What is the highest academic qualification of your father and mother?

28. Whose occupation do you prefer at home?

Questions 29 and 30 required information on how parents and children interact and communicate about the type of work the child should pursue (see par. 2.2.2 and par. 2.7). Another factor to be considered in this process is the personality of an individual (see par. 2.3.2.2).

31. Are your parents willing to finance you for your post-matric studies?

The financial support of parents does motivate and encourage a child to pursue a kind of career he likes or chosen for him by the parents if so agreed upon (see par. 2.7).

32. Do your parents visit the school to learn about your academic progress?

4.8.2 Questionnaire to parents

Like the pupils' questionnaire, the first draft of this questionnaire consisted of 18 items. After some recommendations from the supervisor, some changes were effected and additional questions were implemented to cover a wider scope. The second draft therefore consisted of 29 items. The pilot study was conducted to test the reliability and validity of the questionnaire. It was distributed among a number of parents. Certain changes were effected in the second draft, meaning that a third draft was drawn up with 28 items that had been paraphrased. This became a final draft which was later distributed to pupils to give to their parents for completion. The confidentiality of the information was still emphasised.

The questions were divided into groups of 6 subheadings or sections. Section A of this questionnaire, the demographic information of the respondents, was articulated as: status at home (father or mother); marital status; income; residential place and type of house; occupation and qualifications. This information would help the investigator to ascertain the following:

- whether it is the father or mother who has a significant influence at home;
- the impact marital status has on children at home;
- whether the income at home has an impact;
- the condition of the residence in question;
- the type of building of the home;
- whether the occupation of the parents can be influential; and
- whether the parents' qualifications too can be influential over the child's career choice (see par. 2.7).

Items for the above information were designed as follows:

1. What is your status at home (father or mother)?

2. Marital status (married, single, divorced, widowed).

3. In which income group do you fall?

4. Where do you live (township, rural, semi-rural or other)?
5. Type of building?

6. Occupation/work of parent.

7. Highest academic qualification.

The questions in this section were mainly based on the social conditions of the children.

8. How many children do you have to take care of at home?

The strength of the parent in influencing his or her child would be determined by the number of children the parent is supporting.

9. Is there a disabled child at home? and

10. Would you choose a career for such a child?

These questions were meant to ascertain the feelings of parents about disabled children (see par. 3.4.1).

11. Do all your children attend school?

The number of children attending school can determine the strength of the parent in deciding who will do what in the future.

Section C was composed of questions related to work orientation as follows:

Questions 12 and 13 required information from the parent as how much his or her work is accepted at home, especially by the children (see par. 2.5.2.2 [i]).

14. Can you leave your children alone to design their own future?

It is important that children be given a chance to do something which will form the basis of guidance in the future (see par. 2.5.2 [iii]).

15. Regarding career choice, should a parent encourage a child to work on a part-time basis while still at school?

Because a child has been taught various tasks from an early age, and has found out about careers and how to evaluate them by parents, they can put them to test by working on a part-time basis (see par. 2.7). In paragraph 3.3.4 it is clearly stated that by the time children leave school, they will have no problem if they had been exposed to job experiences and tried out job skills.

16. Do you allow your children to visit work-places to learn about different kinds of careers?

According to the literature review in chapter 2 paragraph 2.5.2.2 (ii), children should be exposed to a variety of careers by visiting work places to see how various jobs are done. This will make him feel ready by the time various careers are introduced to him.

The literature review indicated that chapters 2 and 3 cast more vivid light on career choices. Section D had questions focussing mainly on career-orientation of the children introduced to them by their parents. The questions are:

17. Do you discuss your children's choice of career with them?

In most cases, children are guided by adults for purposes of making proper and suitable decisions. Children can make wrong decisions if they are left to their own devices to decide (see par. 2.5.2.2 [iii]).

18. Do you ever consider choosing a career for your children?

19. Mention one type of career you wish one of your children to pursue.

The two items above would supply information pertaining to the involvement of parents choosing a career for their children.

20. Could a teacher tell your child what career he/she must pursue after leaving school?

Some parents put more trust on the teachers of their children and some want to do things their own way.

21. Do you ever discuss the world-of-work with your child?

Sometimes it begins when a child's career change takes places from a play-orientation to a work-orientation situation when they daydream about being policemen, nurses and so on. Through observation the concerned parent will initiate constructive discussions about various careers the child displayed when playing (see par. 2.3.2.4).

22. Do you think children at school should be exposed to a variety of careers?

Some children already have in their minds pictures of the types of work they wish to pursue. With the exposition to the variety of careers, the children will easily identify the career they wish to pursue (see par. 2.5.1).

23. Are you willing to provide financial support to your child for post-matric studies?

The success of some of the children in achieving what they aimed at depends entirely on the support of the parents. The main support expected from the parents is the financial one (see par. 2.7).

The next three questions were grouped together to form a fifth section i.e. Section E. There were questions that penetrated into involvement of the schools. The questions were to ascertain the following in the investigation:

- Whether parents were invited to school to show a concern about the education of their children;

- whether guidance counsellors at school were doing their work as expected of them; and

- whether the parent should be given a say in school matters concerning the career awareness of the child (see par. 3.6.3.3 and par. 3.4.4).

The questions were designed as follows:

24. Are you sometimes invited to school to learn about the academic progress of your child?

25. Are you satisfied with the work of career guidance counsellors at the school of your child?

26. Do you think the school involves you in the decision-making process of your child?

In the literature review in chapter 3, the involvement of the community as an organisation was brought in for investigation. This was purposely done because the parents are also the members of the entire community wherever they live. In Section F, only two questions about community involvement were designed to ascertain the extent of the role the community should play in the career awareness of one's child (see par. 3.3.4). The questions were as follows:

27. Do you require the assistance of some community members to help you shape the life of your child?

28. Is it necessary for parents to establish a career guidance group in their community?

4.9 Statistical techniques

Data collected were processed with the assistance of a computer of the PU for CHE. Use of FREQ (frequencies) procedures and percentages of the SAS, Institute (1985) were employed.

4.10 Conclusion

This chapter described the method of research and the construction of both questionnaires for pupils and parents. In the ensuing chapter, CHAPTER FIVE, the analysis and interpretation of data collected during empirical research will be undertaken and looked into scientifically.

CHAPTER FIVE

5. EVALUATION OF THE FINDINGS

5.1 Introduction

In this chapter, the responses, according to the two types of questionnaires, are analysed and interpreted. The presentation of the results also indicates the relationship between some of the items that required more or less the same response from both Standard Ten pupils and parents.

The responses of the parents will be discussed first and secondly those of Standard Ten pupils. Items that appear in both questionnaires will be compared.

5.2 Interpretation

The interpretation of results after discussion will focus on:

- the extent of parents' influence on career choices of their children;
- factors that prohibit them from involving themselves in career guidance of their children; and
- how they can be involved in career choices of their children whether in a school or home situation.

The method of handling the data is as follows:

- each question will be treated separately;
- the question and the table will be presented, followed by an analysis and interpretation of responses and findings.

5.3 Questionnaire to the parents

5.3.1 Demographic information of the respondents

Table 5.1 "What is your status at home?"

N = 478

SEX	FREQ	%
Father	227	47.5
Mother	251	52.5
Total	478	100.0

The analysis of the response shows that 47.5% are fathers and 52.5% are mothers. From the analysis, it became evident that more pupils live with their mothers. It is likely that the mothers' habits might predominate over the habits and influence of fathers.

Table 5.2 "What is your marital status?"

N = 478

MARITAL	FREQ	%
Married	271	56.7
Single	105	22.0
Divorced	34	7.1
Widowed	68	14.2
Total	478	100.0

In terms of marital status, 56.7% are still married, meaning that the family is still intact which typically indicates fewer problems.

Table 5.3 "In which income group do you fall?"

N = 476

INCOME	FREQ	%
R20 000 per year or less	371	77.9
R21 000 - R40 000 per year	65	13.7
R41 00 0- R50 000 per year	23	4.8
R57 000 $^{+}$ per year	17	3.6
Total	476	100.0

There are a few children who come from the families that earn R21 000 to R51 000 plus per year (22.1%). 77.9% earn R20 000 or less per year and some might not be earning even a cent in this category in terms of employment. Financial conditions at home do play a major role in terms of the education of children.

Table 5.4 "Where do you live?"

N = 478

LIVE	FREQ	%
Township area	229	47.9
Rural area	207	43.3
Semi-rural area	37	7.7
Other	5	1.0
Total	478	100.0

The study revealed that most children come from townships, 47.9% of the respondents (parents) indicated thus. Close to the township area are children coming from rural areas at 43.3%.

Table 5.5 "In what type of building do you live?"

N = 479

BUILDING	FREQ	%
Brick - house	359	74.9
Mud - house	89	18.6
Shack	24	5.0
Other	7	1.5
Total	479	100.0

When analysing the situation in table 5.5, 74% use brick houses. This means that there are many who live in the rural areas who also live in brick-houses. Although requested to specify in case of "other", 1.5% did not specify.

The kind of buildings where the child comes from can easily have an impact on his or her social life and upbringing.

Table 5.6 "What is your occupation?"

N = 473

OCCUPATION	FREQ	%
Teacher	42	8.9
Driver	80	16.9
Farm worker	46	9.7
Businessman	34	7.2
Clerk	26	5.5
Other	245	51.8
Total	473	100.0

Table 5.6 shows that some pupils come from the families where 51.8% of the respondents are doing jobs other than those reflected on the questionnaire in question 6. Considering the 16.9% of the respondents who are drivers, it is obvious that in this category, the majority of the parents have occupations which have no high recognition even by the respondents themselves.

In the case of category "other", 51,8% of respondents indicated to be doing various jobs other than listed in table 5.6. Some are domestic workers, some unemployed and

some even pensioners. It is interesting to note that the majority of the parents have jobs that do not give them a high status in the community.

Because parents want to see their children prosper in life, the aspect of influence on the part of parents concerning career choice is obvious.

Table 5.7 "What is your highest academic qualification?"

N = 479

QUALIFICATION	FREQ	%
No education	121	25.3
Primary education	147	30.7
Secondary	174	36.3
BA - degree	10	2.1
Honours	5	1.0
MA - degree	5	1.0
Other	17	3.5
Total	479	100.0

Considering the information given in table 5.7, the majority of parents (92.3%) in KaNgwane are under-qualified. Furthermore, of this 92.3%, 25.3% have no formal education at all. The fact that such a high percentage shows low qualification means that education institutions and opportunities were lacking in KaNgwane in the past. This finding is also supportive of the fact that most of the land is rural, where people believe in farming and also not all residents in the township areas are highly educated. The majority of school pupils are from families whose educational background is poor.

5.3.2 *Social conditions of children*

Table 5.8 "How many children do you have at home to take care of?"

N = 479

CHILDREN	FREQ	%
None	3	0.6
0 - 1	27	5.6
2 - 4	200	41.8
5 - 7	180	37.6
8 - 10	51	10.6
10^{+}	18	3.8
Total	479	100.0

Considering ,the table above, the majority of the parents (41.8%) have between two and four children they have to take care of. This is the category where a great influence is expected. It can either be an influence from peers or parents whose influence can easily suppress that of peers.

Table 5.9 "Is there a disabled child at home?"

N = 476

	FREQ	%
Yes	45	9.5
No	431	90.5
Total	476	100.0

This question was included to assess the concern of parents about their children who are disabled. Some parents go to a certain extent of trouble in choosing a career directly for their children who are disabled. It is notable that in many families, there are no disabled children.

Table 5.10 "If your answer to 9 is YES, would you choose a career for him/her?"

N = 200

	FREQ	%
Yes	70	35.0
No	130	65.0
Total	200	100.0

According to table 5.10 above, it is interesting to note that a large percentage, 65.0%, cannot prescribe to the disabled child which career he/she must pursue. This is one strategy of equating a disabled child and the normal child. Sometimes disabled children are overprotected so that the parent must always first approve of what the child wants to or can do.

Table 5.11 "Do all your children attend school?"

N = 478

	FREQ	%
Yes	389	81.4
No	89	18.6
Total	478	100.0

A large number of parents are supportive when it comes to the education of their children. This is an interesting note which shows that 81.4% of parents wish their children to achieve whatever goal they have set educationally. It is obvious that these parents are also involved financially.

Parents were also requested to explain if they had answered NO.

Of the 18.6% some of the parents said some children are still young, others said some children have already completed matric and others had financial problems. 18.6% of parents cannot channel their children to careers of their (parents') feelings compared to the 81.4% of parents

5.3.3 *Work-orientated attitude*

Table 5.12 "Do your children like the work you do?"

N = 472

	FREQ	%
Yes	322	68.2
No	150	31.8
Total	472	100.0

It is interesting to note that many children appreciate the work their parents are doing. If 68.2% of parents believe that their children approve of their work, they might be in a position to even influence these children to follow suit regarding their work. Another impression is that the children are happy about their parents' income.

Table 5.13 "Do you like your work?"

N = 472

	FREQ	%
Yes	351	74.4
No	121	25.6
Total	472	100.0

74.4% of parents like their work, while 68.2% of parents indicated that children approve of their work (see Table 5.12).

It is quite clear that even if some parents' work is not of a high status, it is appreciated by both parents and children. Table 5.13 gives an indication that parents are likely to guide their children towards work they will like, not necessarily that they must do work like that of their parents. The ratee of influence of the parents on the career choice of their children is very high.

Parents were requested to explain if they do not like their work.

The whole group in this category complained about insufficient salaries which prevented them from giving sufficient support to their families.

Table 5.14 "Can you leave your children alone to design their own life/future?"

N = 477

	FREQ	%
Yes	77	16.1
No	400	83.9
Total	477	100.0

Most of the parent (83.9%) were not in favour of leaving children to their own devices to design their own future without consulting adults.

From the findings above, children still need guidance from their parents. Even if children can demand and demonstrate their independence, because of them being under their parents, they shall be told what to do and what not to do by their parents. It is obvious that what the parents say regarding the life style of their children, that it is cut and dried.

Table 5.15 "Regarding career choice, should a parent encourage a child to work on a part-time basis while still at school?"

N = 476

	FREQ	%
Yes	192	40.3
No	284	59.7
Total	476	100.0

The majority of parents were not in favour of children working on a part-time basis while still at school. This is because they felt their influence as parents over their children might be superseded by job excitement. They were concerned with the fact that their children might find themselves doing a job which might not lead to a bright future. In this case, it is the responsibility of the parents to take the lead. Parents were also requested to give an explanation if they had answered YES.

The majority of the 40.3% of the parents explained that their children needed to be given a chance to gain experience in some kind of work.

Table 5.16 "Do you allow your children to visit work places to learn about different kinds of careers?"

N = 477

	FREQ	%
Yes	448	93.3
No	29	6.7
Total	477	100.0

The overwhelming majority of the parents (93.3%) were in favour of the idea of introducing a variety of careers to their children.

According to the respondents, the emphasis they will make on whatever career will have an impact because the children shall have had a chance of experiencing those various types of careers.

If parents had answered NO, they were asked to explain why.

A group of parents indicated that convenient work-places in KaNgwane where children can learn about various careers are a scarce commodity. This simply means that job creation for children in this area is too limited. Another group indicated that they never had it in mind to send their children to visit those few work-places.

5.3.4 *Career awareness*

Table 5.17 "Do you discuss your children's choice of career with them?"

N = 477

	FREQ	%
Yes	458	96.0
No	19	4.0
Total	477	100.0

To the majority of the parents (96%), it has become a custom that they are responsible for guidance to their children.

It is clear from the literature review that parental involvement is essential in career choices of children. The impression in this response is that the respondents still give their children an opportunity to air their views concerning the careers they want to pursue. Parents have convincing and mature minds and, in order to alleviate fears of career imposition on their children, they should discuss with their children their choice of career.

Parents were expected to give reasons if they had answered NO.

Out of the 4%, a group of parents said they must leave their children to choose the careers for themselves. Some said they were not educated, therefore they knew very little about careers. Only a certain number of parents needed to be informed on career awareness. Considering the 4%, there is not much harm that can be done.

Table 5.18: "Do you ever consider to choose careers for your children?"

N = 476

	FREQ	%
Yes	100	21.0
No	376	79.0
Total	476	100.0

Although parents are expected to give guidance to their children, 79% of them do not think of choosing careers for their children. This response means that children need to be responsible for their own choices about their future. This is the reason why 93.3% of the parents in table 5.16 agreed to allowing their children to visit work places to learn about different kinds of work and careers.

The respondents who answered YES were asked to give reasons as to why.

Some parents said they wanted to see their children choosing the correct career according to them (parents), others said they would be building a better future for them and some did not want to see their children doing a job which is not financially rewarding.

Table 5.19 "Mention one type of career you wish one of your children should pursue".

N = 472

CAREER	FREQ	%
Teaching	46	9.7
Nursing	105	22.2
Law	85	18.0
Doctor	112	23.7
Farming	30	6.4
Other	94	19.9
Total	472	100.0

According to the responses, the first priority would go to medical doctors at 23.7%. Doctors help people to maintain their health, they tend to be the wealthiest sector of the community and maintain a high status. Parents whose children have become doctors feel they too are "doctors" and they expect the same respect as their children who are doctors. Close to being a medical doctor was nursing (22.2%) which was important too to human life.

Parents were asked to state careers other than those listed in Table 5.19.

Some parents wished their children to be accountants, some social workers, policemen and some to do business management.

Table 5.20 "Should a teacher tell your child what career he/she must pursue after leaving school?"

N = 478

	FREQ	%
Yes	172	36.0
No	306	64.0
Total	478	100.0

The majority of parents (64%) are against the idea that teachers should directly tell their children what career they must pursue.

There is a belief among parents that no one other than they themselves have a strong influence over their children. The impression here is that the choice of career for their children should be between those children and their parents.

Parents were also requested to indicate why they answered YES.

Generally, teachers have better career knowledge than many parents and they know what career to pursue if a child is doing particular subjects at school. Some parents said because teachers knew the performance of the children, they could easily and convincingly channel them towards careers they might be suited to.

Table 5.21 "Do you ever discuss the world-of-work with your child?"

N = 479

	FREQ	%
Yes	454	94.8
No	25	5.2
Total	479	100.0

In the literature study, parental involvement in the career choice of their children was highly recommended. It is interesting to note that 94.8% of the parents give themselves enough time to discuss "work" with their children. The obvious fact is that they discuss their various jobs as experienced workers. Due to their broad mindedness and flexibility, they were aware of other kinds of jobs which they could discuss with their children.

If parents had answered NO, they had to explain.

The 5.2% of the parents said that they did not have enough time after working hours to do so and some claimed to be uneducated such that they were not aware of careers.

Table 5.22 "Do you think children at school should be exposed to a variety of careers?"

N = 478

	FREQ	%
Yes	231	48.3
No	247	51.7
Total	478	100.0

Considering the responses, 48.3% and 51.7%, there is not a vast difference between those for and those against. The 51.7% of parents is likely to increase dramatically in some time to come as long as they believe that their children are not ready yet to choose from a variety of careers.

The 48.3% group of parents had to give reasons for being positive.

Most of the respondents said exposure to a variety of careers would enhance the chances of a child to choose one which would be suitable for them. A small group said because of the changes the country was undergoing, children needed more information on all careers available to them.

Table 5.23 "Are you willing to provide financial support to your child for post -matric studies?"

N = 479

	FREQ	%
Yes	439	91.6
No	40	8.4
Total	479	100.0

The responses above give respondents with a positive answer (91.6%) an upper hand. An indication is that the majority of parents want to see their children achieving their goals for the future. It has been indicated in the literature review that parents need to give financial support to their children.

The 8.4% parents who said NO gave their reasons as follows:

They are all experiencing financial problems. The implication is that if they had no financial problems, 100% of the parents would have answered YES.

5.3.5 School involvement

Table 5.24 "Are you sometimes invited to school to learn about the academic progress of your child?"

N = 478

	FREQ	%
Yes	329	68.8
No	149	31.2
Total	478	100.0

Both the school and the parents (68.8%) can form a good team in the learning process of the child. The school has specialised knowledge and information on various careers and also ways that can be undertaken to achieve those careers. Visiting schools by parents as per invitation would make the future of the child a central point of discussion. The 68.8% was taken from the 94.8% in table 5.21 that normally discusses the world-of-work with their children.

31.2% of the parents answered NO, they had to give reasons for that.

The majority of the 31.2% said the schools never invite them. Another group said they were invited only if there was a crisis or school fund increase. Another group said they were not invited because they worked far away from home and sometimes only came home at the end of the month.

Table 5.25 "Are you satisfied with the work of career guidance counsellors at the school of your child?"

N = 476

	FREQ	%
Yes	410	86.1
No	66	13.9
Total	476	100.0

Although only 68.8% of the parents in Table 5.24 were invited to school, it is surprising to learn that 86.1% of respondents were happy with the work of career guidance counsellors at schools. The satisfaction is from the discussion between children and parents on the career choices which reflect to the parents that the theme is well conveyed to their children at school.

Those respondents who were not satisfied had to explain why .

One group said they never heard about career guidance in their local schools. Others even said that school guidance was non-existent in their local schools. It is therefore tempting to say that some respondents from the 86.1% have the same problem of not having school guidance in their local schools.

Table 5.26 "Do you think the school should involve you in the decision-making process of your child?"

N = 478

	FREQ	%
Yes	238	49.8
No	240	50.2
Total	478	100.0

The majority of the respondents (50.2%) feel the school should make decisions for their children. Most of the parents are under-educated so that they shift their entire responsibility to the school.

49.8% of the respondents answered YES and they had to give reasons why they said yes.

A group of respondents in this category was of the opinion that teachers and parents should work together to help the children, therefore their viewpoints about their children are essential. Another group said by virtue of being stakeholders in education, they must always be involved.

5.3.6 *Community involvement*

Table 5.27 "Do you require the assistance of some community members to help you shape the life of your child?"

N = 478

	FREQ	%
Yes	164	34.3
No	314	65.7
Total	478	100.0

When looking at the responses, 65.7% of the respondents were not in favour of some community members taking part in shaping the life of another person's child. Community members know one another, their style of life and philosophies of life. In most cases, community members do not trust one another and they do not consider an outsider other than a teacher can teach their children properly.

Parents were asked to explain why if they had said YES.

34.3% of the respondents felt they needed assistance from other members of the community. The reason behind this was that in the end those children will serve that community and become members thereof.

Table 5.28 "Is it necessary for parents to establish a career guidance group in their community?"

N = 479

	FREQ	%
Yes	439	91.6
No	40	8.4
Total	479	100.0

Regarding career guidance, the majority of the respondents (91.6%) agreed that community members can play a major role in terms of career awareness for the children of the community. The established group can organize themselves with the intention of making their children career-orientated.

5.4 Questionnaire to pupils

5.4.1 *Demographic information*

Table 5.29: Sex

N = 733

	FREQ	%
Male	306	41.7
Female	427	58.3
Total	733	100.0

Table 5.30: Age

N = 733

	FREQ	%
15 - 19	305	41.6
20 - 25	396	54.0
26^{+}	32	4.4
Total	733	100.0

In Table 5.29 the responses show that the majority of pupils in Standard Ten are females (58.3%). It is obvious that females in secondary schools from Standard Six to Ten are females. Most of the careers that will be in the research will be female-orientated.

Table 5.30 gives a reflection of age group. The majority of the respondents (54.0%) are between the ages 20 and 25. The 4.4% of the respondents are pupils who are said to be over-age. Generally, the 41.6% and 54% are age-groups that can still be easily influenced by their parents in terms of social welfare.

Table 5.31 "What is the size of your school?"

N = 715

	FREQ	%
400 & less	15	2.1
401 - 499	66	9.2
500 - 1000	274	38.3
1001^{+}	360	50.3
Total	715	100.0

The responses above show that most of the schools in KaNgwane (50.3%) have an enrolment of over 1001 pupils. This will help to identify peer group influences in terms of taking particular decisions.

Table 5.32: Class enrolment

N = 730

	FREQ	%
15 & less	10	1.4
16 - 20	7	1.0
21 - 30	54	7.4
31 - 50	338	46.3
50^{+}	321	44.0
Total	730	100.0

The respondents (46.3%) revealed that the average number of pupils in each class is between 31 and 50 pupils. Sometimes it might be difficult to pay individual attention to pupils due to their numbers in a class. It is therefore a foregone conclusion that the last resort is the parents having or providing individual attention at home.

Table 5.33 "What is your field of study?"

N = 729

	FREQ	%
General	317	43.5
Commercial	204	28.0
Science	149	20.4
Technical	19	2.6
Other	40	5.5
Total	729	100.0

Considering Table 5.33, 43.5% of the respondents revealed that the General field of study is the most common and dominating field in secondary schools. Limitation of career choices in this instance is caused by this field of study for the scope thereof is not wide.

The 5.5% could not specify the other fields of study they were following in their respective schools.

5.4.2 *Career guidance activities in schools*

Table 5.34 "Is the choice of field of study your responsibility?"

N = 716

	FREQ	%
Yes	541	75.6
No	175	24.4
Total	716	100.0

The investigation revealed that 75.6% of the respondents made their own choice.

The fact that the majority of respondents (43.5%) in Table 5.33 is concentrated on General field of study show that even if career guidance was available in schools, it was not properly conveyed to the pupils. The General field is commonly said to be the easiest when studying.

Table 5.35 "Is career guidance offered in your school?"

N = 728

	FREQ	%
Yes	486	66.8
No	242	33.2
Total	728	100.0

The 66.8% of the respondents who answered YES are part of 75.6% in table 5.34, the category that is for General field of study.

Conclusions that can be drawn when looking at the above 3 tables are:

- either career guidance is not given enough time in classes; or
- career awareness was never introduced at an early stage to children.

Table 5.36 "Do you regard the development of career guidance important for providing knowledge about the world-of-work?"

N = 729

	FREQ	%
Yes	676	92.7
No	53	7.3
Total	729	100.0

From the responses above, it is clear that 92.7% went for development of career guidance at schools.

Children are aware of the fact that they cannot on their own accomplish a goal. Proper planning in orientating pupils to careers is essential, therefore career guidance should be developed to an extent that all pupils can benefit from.

Table 5.37 "The school level at which you were when you first heard about career guidance".

N = 731

	FREQ	%
Pre-school	37	5.1
Lower Primary	85	11.6
Higher School	282	38.6
Secondary School	327	44.7
Total	731	100.0

44.7% of the respondents first heard about career guidance at a secondary school level.

The responses show that career guidance is deprived of chances in primary schools. This is exactly the place where career guidance should start. A child with career awareness from pre-school level will not have a problem of career choice when he reaches Standard Ten.

Table 5.38 "Is there a Head of Department for career guidance in your school?"

N = 725

	FREQ	%
Yes	373	51.4
No	352	48.6
Total	725	100.0

The majority of the respondents (51.4%) revealed that Heads of Department for career guidance were available in their schools.

It is the availability of a H.O.D. that will make career guidance as a subject live at school. Conducting workshops by a H.O.D. will help other teachers to discuss with pupils the concept of career awareness. The 48.6% that answered NO shows also a big number that is without proper guidance in their schools.

Table 5.39 "Is the Head of Department in 10 above responsible for guidance only?"

N = 695

	FREQ	%
Yes	210	30.2
No	485	69.8
Total	695	100.0

69.8% indicated that the H.O.D. for guidance is responsible for other activities too.

In many schools in KaNgwane, the Heads of Department for guidance have other subjects that they teach besides guidance (30.2%). In this instance, career guidance cannot be well exposed or focused on especially that it is not an examination subject.

Table 5.40 "Would you prefer the principal at your school to be responsible for school guidance?"

N = 722

	FREQ	%
Yes	606	83.9
No	116	16.1
Total	722	100.0

Many respondents (83.9%) would like to have the school principal as a guidance teacher. Both parents and pupils have trust in the principal, more than any other teacher in terms of guidance. It is therefore an easy task for the principal to impart the information on careers to parents who can in turn give it to their children.

Pupils who answered NO (16.1%) were asked to explain why they said NO.

All respondents indicated that the principal was a busy person so that he could not have enough time for guidance at school.

Table 5.41 "How many guidance periods per week does your class attend?"

N = 650

	FREQ	%
One	284	43.7
Two	192	29.5
Three	59	9.1
Other	115	17.7
Total	650	100.0

An overwhelming majority (43.7%) attended only one guidance period per week.

It is still not enough for a class to have only one period for guidance per week. Missing one period in a week means a teacher is left with three periods for the month.

Table 5.42 "Does your school hold a careers display presented by professional people outside your school?"

N = 724

	FREQ	%
Yes	342	47.2
No	382	52.8
Total	724	100.0

It is interesting to note that 52.8% of respondents are never exposed to a variety of careers organized by schools.

Normally lawyers, social workers, postmasters, to mention but a few, are invited to schools to present their careers to pupils. Intrinsically, this helps the guidance teacher with the conveyance of information on various careers to pupils. Pupils also consider them as role models.

Table 5.43 "If your answer to question 14 is YES, how long does the display normally last?"

N = 468

DAY	FREQ	%
One	207	44.2
Two	79	16.9
Week	86	18.4
Other	96	20.5
Total	468	100.0

For those respondents who answered YES in Table 5.42, it was revealed the common duration was ONE DAY (44.2%) which is normally termed CAREERS DAY. If this system would be done on quarterly basis, that would help to give more light to pupils on various careers.

Table 5.44 "Is there a career guidance room/centre at you school?"

N = 722

	FREQ	%
Yes	221	30.6
No	501	69.4
Total	722	100.0

Most schools do not have career guidance rooms/centres. This is revealed by the 69.4% of respondents above.

In this situation, it is very rare that pupils can get the necessary information and broad knowledge about careers. This is the only place where enough assistance should be attained under the supervision of course of an H.O.D. for guidance and even guidance counsellors.

The respondents who answered NO were also requested to indicate why not.

One group of respondents replied that there were no guidance teachers, and the other group complained about the lack of accommodation in their schools.

Table 5.45 "Do you think career guidance should be included in the school curriculum?"

N = 715

	FREQ	%
Yes	520	72.7
No	195	27.3
Total	715	100.0

With reference to the responses above, it is clear that career guidance must be part of the school curriculum (72.6%). It should receive an attention as good as any other subject. The 27.2% of respondents who answered NO might be a group of pupils at whose schools guidance is non-existent.

The pupils were asked to indicate why they answered YES.

The idea of the entire group was that that would help them gain more knowledge about careers.

Table 5.46 "Do you think it is good for you to visit people at their work-places?"

N = 725

	FREQ	%
Yes	559	77.1
No	166	22.9
Total	725	100.0

If career-awareness has reached its mark, people tend to be more career-orientated. 77.1% which reveals the majority, believed that seeing people at their work places do their work, would encourage them to be career-conscious.

Giving reasons why it is important to visit work-places by pupils, the following indication was made:

A number of respondents said they attained more knowledge about careers, and saw how particular jobs were done. The other group mentioned that they would definitely get career guidance exciting and get motivated and inspired.

Table 5.47 "Can a school be of assistance to you when you have to choose a career?"

N = 721

	FREQ	%
Yes	621	86.1
No	100	13.9
Total	721	100.0

It is clear for many pupils (86,1%) that the role of schools in this regard cannot be disputed. The reliance on teachers for showing or guiding them towards building up their future was openly displayed.

Table 5.48 "Do you need a variety of careers to choose from to enable you to make a responsible choice?"

N = 713

	FREQ	%
Yes	649	91.0
No	64	9.0
Total	713	100.0

According to the responses in Table 5.48, pupils desperately need a number of options to choose from. This is exposed by the 91%. Even if the respondents were not fully aware of the careers, they would get that opportunity of discussing those careers with experts outside the school situation.

Table 5.49 "Which career do you want to pursue in life?"

N = 671

CAREER	FREQ	%
Teacher	45	6.7
Police	145	21.6
Nurse	176	26.2
Lawyer	91	13.6
Doctor	28	4.2
Other	186	27.7
Total	671	100.0

In human terms, each individual has his or her dreams that he or she wishes could come true. In the field of careers, each pupil dreams of becoming a specific figure in community. Specifically nursing is mostly liked by many pupils (26.2%) and then followed by police (21.6%).

The 27.7% of respondents, although they are a majority, represented different individuals who were representing different and various careers available to them. Different groups indicated the following careers to pursue: economists, surveyors, social workers, administrators, accountants, electricians, panel beaters and some plumbers and builders.

5.4.3 *Home environment*

Table 5.50 "Who earns an income in your family?"

N = 666

	FREQ	%
Father	322	48.3
Mother	274	41.1
Other	70	10.5
Total	666	100.0

Breadwinners are mostly said to be fathers and it is revealed in the table above (48.3%). In this study it is revealed that mothers (41.1%) as parents also have a role to play. Financial support of parents is conspicuous in terms of analysis, meaning that almost 50% of pupils in KaNgwane can further their studies after matric.

Questions 23 and 24 required information on occupations of fathers and mothers of respondents. On the side of fathers the following occupations were mentioned as: teacher, driver, farmworker and so on. The mothers' occupations were domestic workers, teachers, housewives and just labourers.

Table 5.51 "In what type of house do you live?"

N = 719

	FREQ	%
Brick house	465	64.7
Mud house	202	28.1
Shack	34	4.7
Other	18	2.5
Total	719	100.0

With reference to the above responses, 64.7% lived in modern brick houses.

A brick house is much more comfortable even if it is without furniture, more than any other type of house. The children get an indirect influence from parents since parents are the ones who put their efforts into building the house.

Table 5.52 "What is the highest academic qualification of your father?"

N = 611

	FREQ	%
Std 6 or below	338	55.3
Std 7	28	4.6
Std 8	63	10.3
Std 9	32	5.2
Std 10	81	13.3
Diploma	40	6.5
Degree	29	4.7
Total	611	100.0

The majority of the respondents in this investigation (55.3%) were under-qualified, from Standard Six downwards.

Some parents who were unfortunate not to receive proper formal education tend to be tighter on their children when it comes to decision-making.

Table 5.53 "What is the highest academic qualification of your mother?"

N = 663

	FREQ	%
Std 6 or below	403	60.8
Std 7	41	6.2
Std 8	55	8.3
Std 9	16	2.4
Std 10	76	11.5
Diploma	51	7.7
Degree	21	3.2
Total	663	100.0

Most of the children came from the families whose mothers were the most under-qualified (60.8%). The hardships they experience in the work places or in looking for jobs might make them encourage their children to continue to look for a better career for themselves.

Table 5.54 "Whose occupation do you prefer to at home?"

N = 675

	FREQ	%
Father's	318	47.1
Mother's	357	52.9
Total	675	100.0

The majority of the respondents who preferred to father's occupation (47.1%) were likely to be boys and the majority of those who preferred to mother's occupation (52.9%) were likely to be girls. It is a common factor that boys like their fathers and girls like their mothers. By preferring either to father's or mother's occupation, the respondents might find themselves indirectly influenced to pursue such careers.

Table 5.55 "Do you discuss the type of career you want to pursue with your parents?"

N = 712

	FREQ	%
Yes	641	90.0
No	71	10.0
Total	712	100.0

The respondents in this case indicated that it was a fear-inducing thought to go for a lifelong project if you had not discussed it with your parents. Because the majority (90%) did so, it is possible that more than 75% of the 90% might choose their careers in accordance with the strong influence of their parents.

Pupils were requested to explain why if they had answered NO.

One group indicated that poverty at home would not help them accomplish their objective, therefore discussions of this nature were pointless. Another group said that their parents were uneducated so that they would say nothing about careers except giving instructions what career to pursue in life.

Table 5.56 "Do your parents tell you what career you should pursue when you leave school?"

N = 714

	FREQ	%
Yes	480	67.2
No	234	32.8
Total	714	100.0

Parents as financial providers for the education of their children have an upperhand. Many pupils (67.2%) came from families where parents tell them what job they must do for their future.

If the answer was NO, they were asked to explain.

One major reason was that the parents were not educated to an extent of telling them about what they learn at schools.

Table 5.57 "Are your parents willing to finance you for your post-matric studies?"

N = 708

	FREQ	%
Yes	540	76.3
No	168	23.7
Total	708	100.0

Notwithstanding poverty, some parents strive to see their children getting elevated educationally. Parents might be having money or not, but they still wish to see their children reaching their goals. This is advocated by the 76.3% of respondents in the above table.

Asked why not if they answered NO, the answer was that there was no source of income for such a big project because single parents were not working and some were pensioners.

Table 5.58 "Do your parents visit your school to learn about your academic progress?"

N = 687

	FREQ	%
Yes	314	45.7
No	373	54.3
Total	687	100.0

The majority of the respondents (54.3%) in this investigation revealed that their parents were not really involved.

The respondents were asked to explain why not if they answered NO.

Some said that it was because they were not educated therefore they felt degraded by going to school. Some said their parents were not invited by the school. Another group said they were staying far away from school, and the other group said they did not know why they were not invited.

5.5 Comparison of certain items (from both parents' and pupils' questionnaires)

There are certain items from both types of questionnaires that will be compared in this section.

Item 1: "In what type of building do you stay?"

This is item 5 in parents' and item 25 in pupils' questionnaires. The purpose of this item was to ascertain how many live in brick-houses, mud-houses, or in shacks. Parents who stay in decent houses can be of high influence over their children and the children can easily submit to their parents. From parents as respondents, 74.9% stayed in brick-houses and 64.7% of pupils as respondents stayed in brick houses too. The

deduction from the responses is that the high percentages of both types of respondents stayed in decent houses.

Item 2: "Children visiting work places".

This is item 16 in the parents' questionnaire and item 18 in the pupils' questionnaire. The responses for this item revealed that both parents and their children supported the idea of visiting work places so that children can learn about different careers. This is shown by the following responses: parents (93.9%) and pupils (77.1%).

Item 3: "Children's choice of career".

Parents who wish to see their children prosper give themselves time to sit down with them and share ideas regarding their future. Item 17 in parents' questionnaire and item 29 in pupils' questionnaire required information on whether parents do discuss their childrens' choice of career with them. Responses of parents showed 96% and pupils' questionnaire revealed that 90% agreed that they involved themselves in discussions with their parents.

Item 4: "Parents choosing a career for their children".

This is item 18 in parents' questionnaire and item 30 in pupils' questionnaire. The contrast existed when 21% of parents said YES and 67.2% of pupils said YES. The financial support of parents might be an indirect influence according to them and a direct influence according to pupils.

Item 5: "One type of career to be pursued by a child".

This item was to ascertain whether there was a special career parents wished their children should pursue and also one special career from the part of pupils. The response of parents (item 19) revealed that 23.7% which was the majority, wished their children to be doctors of medicine. From the pupils (item 21), 26.2% wished to be

nurses, although the majority was 27.7% but it was a conglomeration of various careers.

Item 6: "Exposition to a variety of careers".

In parents' questionnaire, this is item 22 and in pupils' questionnaire, it is item 20. It is interesting to note that when 51.7% of parents said NO, 90% of pupils said YES because they felt if they were exposed to a variety of careers, they would be able to make a correct choice.

Item 7: "Financial support".

This is item 20 (parents) and item 31 (pupils) in both questionnaires respectively. Parents indicated that they were willing to provide their children with financial support after matric (91.6%) and 62,2% of pupils indicated that their parents were willing to support them financially after matric to further their studies.

Item 8: "Invitation of parents to school".

The purpose of this item was to ascertain whether parents were invited to schools to learn about the academic progress of their children. The other significant fact would be to know how many times were they invited to schools. 68.8% of parents (item 24) said YES and 54.3% of pupils (item 32) said NO. It is possible that sometimes pupils were not alerted when their parents were invited to their schools, hence the high percentage of negativity.

5.6 Conclusion

In this chapter the discussion of the results of the research was done by the investigator. The responses of both questionnaires for parents and pupils were analysed and interpreted critically. In chapter 6, conclusions and recommendations will be made.

CHAPTER SIX

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this chapter, as a concluding chapter, conclusions and recommendations will be given. There are also other sub-topics such as a summary of each chapter, findings as drawn from the data and limitations of the research. The recommendations will be given with the intention and hope that policy makers and stakeholders will take notice of them. This will also help to improve career guidance where there is any, and to introduce, in the cases where there is none, guidance to schools in order to help pupils with career information.

6.2 Summary

In chapter ONE, an orientation to the problem and the statement of the problem were given. The problem concerned the influence of Swazi parents on the career choices of their children. The method of research was also highlighted in this chapter. This chapter also includes the definition of concepts offered for the understanding of the reader.

In chapter TWO, the aims and method of career guidance as a subject under discussion were given. The historical background and the development of career guidance were also highlighted. Various theories had been discussed to discover or unveil how they contributed towards career guidance and career education.

In chapter THREE, career guidance in KaNgwane secondary schools was evaluated in conjunction with the knowledge acquired through literature study. The role schools play in giving career guidance and career counselling to school pupils was discussed. Specific roles of principals and guidance teachers needed to be brought into discussion.

For more information, certain interviews were conducted of which the findings were discussed.

The method of research, reflecting the real procedures of the investigation, was discussed in chapter FOUR. Interviews and questionnaires as alternate methods were brought to light. The use of a questionnaire as a suitable method for this investigation was recommended for this project. Two kinds of research questionnaires, one for Standard Ten pupils and the other for their parents, were constructed. The questionnaires were later distributed to specific respondents after compilation for completion. The completed questionnaires were later collected from respondents.

In chapter FIVE, the evaluation of the findings or the results of the questionnaires was focused on. For each question the researcher put to his respondent, he received responses. Each question and its responses were individually and separately discussed. The data processing was done with the assistance of the SAS computer programme of the PU for CHE, using the frequencies and percentages. The analysis and interpretation of the results were done. Certain items from both questionnaires to the parents and one to the pupils were compared.

In the concluding chapter, chapter SIX, conclusions and recommendations are made.

6.3 Findings and recommendations

It is the proper approach that findings and recommendations be made after the analysis and interpretation of the data.

One of the questions that needed clarification was to determine the influence parents have on their children with regard to their career choices.

The major finding is that parents exert little influence on their children concerning their career choice. Concerning the question about telling children what job they must pursue, 79% of parents said they do not force their children to follow a particular job

(see Table 5.18). On the other hand, 67.2% of the pupils said their parents do persuade them to follow certain careers (see Table 5.56). The implication of the contrast is that no major role is played by parents. The indication is that children still have the upperhand even with regard to their parents. The recommendation that could be given is that parents should start giving advice rather than telling their children what job they should pursue in their life.

Little influence is also shown on the part of parents in children being allowed or encouraged to visit work-places. 93.9% of parents had to rely on outside influence to convince their children about various careers they might come across (see Table 5.16). 77.1% of the children indicated to be having no problem in securing permission from their parents to visit work-places. It is therefore recommended that parents too, whenever they possibly get a chance, should accompany their children to those work-places to show parental and moral support.

Another significant question to be considered was whether parents do tell their children what career they should pursue after leaving school. Although 79% of the parents answered NO and 67.2% of the pupils answered YES (see Tables 5.18 and 5.56 respectively), one could detect that parents regarded themselves as not-tough-minded and rigid. The high percentage on the side of the pupils merely represented the parents' wish.

On the question of whether parents do discuss the choice of career of their children with them, 96% of the parents answered YES (see Table 5.17) and 90% of the pupils answered YES (see Table 5.55). It is clear that children come up with their own choices and parents engage themselves in discussing those choices with their children. If parents were very influential, they would not wait for their children to take the initiative. It is therefore recommended that parents must give constructive advice to their children rather than leaving their children to their own devices to make such decisions.

The general impression is that the majority of Swazi parents drawn from the 4 secondary schools are prevented from exercising an influence on the career choices of their children.

One of the major factors that inhibit the parents is the fact that the majority of those parents have low academic qualifications, that is, from Standard Six downward, or they have no formal education. In this instance, the parents indicated, for both non-education and primary education, 25.3% and 30.3% respectively (see Table 5.7). The pupils in this regard indicated 55.3% for their fathers and 60.8% for their mothers (see Tables 5.52 and 5.53). The percentage indicating low academic qualification for parents is generally high.

The importance of the school to parents makes those parents feel very incompetent according to their beliefs. A school is believed to have all the necessary resources for career guidance to pupils. In Table 5.25, 86.1% of parents indicated satisfaction with the work of career guidance counsellors at the schools of their children. In most cases, one is tempted to conclude that a parent who is not educated is likely to agree to anything from teachers since a teacher is always highly respected. Although the majority of the parents (68.8%) indicated that they were invited to school (see Table 5.24), it is recommended that those schools should effectively involve parents by introducing them to career guidance courses. This will urge them to talk about various careers more confidently.

Regarding the question of facilities at schools for the use of offering career guidance, 69.4% of the respondents (pupils) indicated that schools are lagging behind (see Table 5.44). This is one area which deprives parents of the opportunity of getting involved in this area. Parents would go to schools to appreciate the effective rendering of career guidance to their children by referring to necessary facilities for this subject.

It is therefore recommended that to put both parents and pupils at ease, secondary schools should convert an extra classroom into a career guidance centre. The

frustration by the parents, pupils and career guidance counsellors or teachers, might be avoided.

Another major factor that prohibits parents from taking part in the career choice of their children is the strength of the income brought home by parents as breadwinners. Concerning the question about the income group of parents, 79.9% of the respondents fell in the lowest income category (see Table 5.3). It is an obvious fact that lack of proper education on the part of most of the parents earned them very low income. Although 76.3% of parents are willing to finance their children for further studies after Standard Ten (see Table 5.57), income makes it practically impossible for them to play their role.

To the question as to whether community members should exercise an influence over community children in general, 65.5% of parents indicated that they were not in favour of that. The finding is that community members cannot give their children to their fellow members for moulding and guidance (see Table 5.27).

The recommendation is that, since 91.6% of the respondents (parents) agreed that career guidance groups could be established in the community (see Table 5.28), educational seminars and workshops should be introduced to those groups. Discussions pertaining to how they can help schools to render career guidance to their community youth jointly could be initiated and be undertaken.

6.4 Limitations of the research

A research project is subject to limitations. It has both shortcomings and limitations. The subject itself is very broad, and for practical reasons the researcher had to delimit the field of research and to concentrate on career guidance and Swazi parents.

The reluctance of some parents to complete the questionnaires and return them posed some difficulties in getting the expected numbers back. This made the researcher limit the number of parents' questionnaires to a smaller number compared to the number of

pupils' questionnaires. For this reason, the researcher resorted to general interpretation of data rather than to a more specific parent-child interpretation.

The number of secondary schools in KaNgwane with Standard Ten is more than 70. Visiting all these schools would make it very difficult for the researcher to conduct his research. With the use of the table of random figures, four schools were selected to make the research project feasible.

6.5 Conclusion

This research project highlighted the problems encountered concerning the involvement of Swazi parents in career choices of their children. Further research will have to be undertaken to ascertain whether the significance of career guidance *per se* is taken seriously by both the Department of Education and the schools.

The findings and recommendations in this project are subject to testing and validation by the introduction of full scale career guidance at schools.

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APPENDIX 1

INTERVIEW WITH GUIDANCE SERVICES OFFICIAL

DATE: 19 January 1995

QUESTIONS:

1 How much are you involved in school guidance?

2 Can you explain the nature and establishment of school guidance in schools?

3. In your opinion, is there a role a school principal can play in the implementation of school guidance?

4 How much is school guidance related to career guidance?

5 Do you think career guidance in our schools can be effective?

Thank you.

APPENDIX 2

INTERVIEW BETWEEN A SECONDARY SCHOOL PRINCIPAL AND SOME STANDARD TEN PUPILS

DATE: 4 August 1992

QUESTIONS:

1 Looking at your February and March tests averages and June examination average, they are not impressive. Why?

2 Are there individual subjects that give you serious problems? If yes, which are those subjects?

3 How do you manage your study time?

4 Recommendations by the Principal.

Thank you.

APPENDIX 3

INTERVIEW WITH A SENIOR VOCATIONAL COUNSELLOR

DATE: 9 March 1995

QUESTIONS:

1 Do many students come here looking for a job?

2 What is their qualification at the most?

3 Why, according to those with lower qualifications, do they look for a job?

4 What do you expect from a person looking for a job? (Requirements)

5 In case there is a job, what procedures do you follow?

6 Do you experience any problem from the school-leavers? If yes, what are the problems?

7 What do you recommend should be done to correct the situation?

Thank you.

APPENDIX 4

INTERVIEW WITH ACTING STATION COMMANDER, KANYAMAZANE POLICE

DATE: 9 March 1995

QUESTIONS:

1 How do you receive our pupils who come looking for a job to become police members?

2 What are the entry requirements?

3 What procedures do you follow when they come to you before their recruitment?

4 How do you value them?

5 What can you recommend?

Thank you.

QUESTIONNAIRE TO PARENTS OF SWAZI CHILDREN IN KANGWANE SECONDARY SCHOOLS

Dear Parent

The purpose of this questionnaire is to determine from parents the extent of their influence on their children's career choices, factors that prohibit them from involving themselves in career guidance of their children and to determine from parents how they can be involved in the career choices of their children.

I would appreciate if it you could complete the questionnaire. Your cooperation in this exercise is very important for this study. The information supplied in this questionnaire will be treated confidentially.

Return the completed questionnaire to the principal of your child.

I depend on your cooperation.

Thank you.

QUESTIONNAIRE TO PARENTS

Card Number	1	(1)
Questionnaire Number		(2-4)

Furnish your answer by simply placing an "X" in the square opposite the relevant code number. For example:

My child is a	Girl		1
	Boy	X	2

(5)

1. What is your status at home?

Father		1
Mother		2

(5)

2. What is your marital status?

Married		1
Single		2
Divorced		3
Widowed		4

(6)

3. In which income group do you fall?

R20 000 per year or less		1
R21 000 - R40 000 per year		2
R41 000 - R50 000 per year		3
R51 000 and more per year		4

(7)

4. Where do you stay?

Township area		1
Rural area		2
Semi-rural area		3
Other (specify)		4

(8)

5. In what type of building are you staying?

Brick house		1
Mud-house		2

Shack		3	
Other (specify)		4	(9)

6. What is your occupation/work?

Teacher		1	
Driver		2	
Farmworker		3	
Businessman		4	
Clerk		5	
Other (specify)		6	(10)

7. What is your highest academic qualification?

No education		1	
Primary Education		2	
Secondary education		3	
BA-degree		4	
Honours		5	
MA-degree		6	
Other (specify)		7	(11)

8. How many children do you have at home to take care of?

None		1	
0 - 1		2	
2 - 4		3	
5 - 7		4	
8 - 10		5	
More than 10		6	(12)

9. Is there a disabled child at home?

Yes		1	
No		2	(13)

10. If your answer to 9 is YES, would you choose a career for him/her?

Yes		1	
No		2	(14)

11. Do all your children attend school?

Yes		1
No		2

(15)

If the answer to 11 is NO, why not?

.....

.....

12. Do your children like the work you do?

Yes		1
No		2

(16)

13. Do you like your work?

Yes		1
No		2

(17)

14. Can you leave your children alone to design their own life/future?

Yes		1
No		2

(18)

15. Regarding career choice, should a parent encourage a child to work on a part-time basis while still at school?

Yes		1
No		2

(19)

If YES, why?

.....

.....

16. Do you allow your children to visit work places to learn about different kinds of careers?

Yes		1

No		2	(20)

If NO, why not?

.....

.....

17. Do you discuss your children's choice of career with them?

Yes		1	
No		2	(21)

18. Do you ever consider to choose a career for your children?

Yes		1	
No		2	(22)

If YES, why?

.....

.....

19. Mention one type of career you wish one of your children should pursue.

Teaching		1	
Nursing		2	
Lawyer		3	
Doctor		4	
Farmer		5	
Other (specify)		6	(23)

20. Should a teacher tell your child what career he/she must pursue after leaving school?

Yes		1	
No		2	(24)

If YES, why?

.....

.....

21. Do you ever discuss the world-of-work with your child?

Yes		1
No		2

(25)

If NO, why not?

.....

.....

22. Do you think children at school should be exposed to a variety of careers?

Yes		1
No		2

(26)

If YES, why?

.....

.....

23. Are you willing to provide financial support to your child for post-matric studies?

Yes		1
No		2

(27)

If NO, why? .....

.....

24. Are you sometimes invited to school to learn about the academic progress of your child?

Yes		1
No		2

(28)

If NO, why not?

.....

.....

25. Are you satisfied with the work of career guidance counsellors at the school of your child?

Yes		1
No		2

(29)

If your answer in 25 is NO, why not?

.....

.....

26. Do you think the school should involve you in the decision-making process of your child?

Yes		1
No		2

(30)

If YES, why?

.....

.....

27. Do you require the assistance of some community members to help you shape the life of your child?

Yes		1
No		2

(31)

If YES, why?

.....

.....

28. Is it necessary for parents to establish a career guidance group in their community?

Yes		1
No		2

(32)

Thank you for your cooperation!

QUESTIONNAIRE TO STANDARD TEN (10) PUPILS IN KANGWANE SECONDARY SCHOOLS

Dear Student

The purpose of this research is to determine how much influence parents exert on the career choice of their children with partial involvement of schools.

I would appreciate it if you could complete the questionnaire. Your cooperation in the exercise is very important for this study.

Thank you.

QUESTIONNAIRE TO STUDENTS

Card Number	1	(1)
Questionnaire Number		(2-4)

A. DEMOGRAPHIC PARTICULARS

Furnish your answer by simply placing an "X" in the square opposite the relevant code number, for example:

Mary is a		
Boy		1
Girl	X	2

1. Sex

Male		1	
Female		2	(5)

2. Age group

15 - 19		1	
20 - 25		2	
26^{+}		3	(6)

3. What is the size of your school?

400 or less pupils		1	
401 - 499		2	
500 - 1 000		3	
1001^{+}		4	(7)

4. What is the enrolment in your school?

15 and less pupils		1
16 - 20		2
21 - 30		3
31 - 50		4

50^{+}	5	(8)

5. What is your field of study?

General field	1	
Commercial field	2	
Science field	3	
Technical field	4	
Other (specify)	5	(9)

B. CAREER GUIDANCE ACTIVITIES IN YOUR SCHOOL

6. Is the choice of field of study in 5 your responsibility?

Yes	1	
No	2	(10)

7. Is career guidance offered in your school?

Yes	1	
No	2	(11)

8. Do you regard the development of career guidance important for providing knowledge about the world-of-work?

Yes	1	
No	2	(12)

9. The school in which you were when you first heard about career guidance.

Pre-school	1	
Lower Primary School	2	
Higher Primary School	3	
Secondary School	4	(13)

10. Is there a Head of Department (HOD) for guidance in your school?

Yes	1	
No	2	(14)

11. Is the Head of Department in 10 above responsible for guidance only?

Yes		1
No		2

(15)

12. Would you prefer the principal at your school to be responsible for school guidance?

Yes		1
No		2

(16)

If the answer to 12 is NO, indicate why.

.....

.....

13. How many guidance periods per week does your class attend?

One		1
Two		2
Three		3
Other (specify)		4

(17)

14. Does your school hold a careers display presented by professional people outside your school?

Yes		1
No		2

(18)

15. If your answer to question 14 is YES, how long does the display last?

One day		1
Two days		2
A week		3
Other (specify)		4

(19)

16. Is there a career guidance room/centre at your school?

Yes		1	
No		2	(20)

If your answer to 16 is NO, indicate why not.

.....

.....

17. Do you think career guidance should be included in the school curriculum?

Yes		1	
No		2	(21)

If your answer is YES, indicate why.

.....

.....

18. Do you think it is good for you to visit people at their work places?

Yes		1	
No		2	(22)

If your answer is YES, indicate why.

.....

.....

19. Can a school be of assistance to you when you have to choose a career?

Yes		1	
No		2	(23)

20. Do you need a variety of careers to choose from to enable you to make a responsible choice?

Yes		1	

No		2	(24)

21. Which career do you want to pursue in life?

Teacher		1	
Police		2	
Nurse		3	
Lawyer		4	
Doctor		5	
Other (specify)		6	(25)

C. HOME ENVIRONMENT

Furnish your answer by simply placing an "X" as in A and B and give comments and reasons where required.

22. Who earns an income in your family?

Father		1	
Mother		2	
Other (specify)		3	(26)

23. What is the occupation of your father?

.....

24. What is the occupation of your mother?

.....

25. In what type of house do you stay?

Brick-house		1	
Mud-house		2	
Shack		3	
Other (specify)		4	(27)

26. What is the highest academic qualification of your father?

Std. 6 or below		1
Std. 7		2
Std. 8		3
Std. 9		4

Std. 10		5	
Diploma (specify)		6	
Degree (specify)		7	(28)

27. What is the highest academic qualification of your mother?

Std. 6 or below		1	
Std. 7		2	
Std. 8		3	
Std. 9		4	
Std. 10		5	
Diploma (specify)		6	
Degree (specify)		7	(29)

28. Whose occupation do you prefer at home?

Father's		1	
Mother's		2	(30)

29. Do you discuss the type of career you want to pursue with your parents?

Yes		1	
No		2	(31)

If the answer is NO, indicate why not.

.....

.....

30. Do your parents tell you what career you should pursue when you leave school?

Yes		1	
No		2	(32)

If the answer is NO, indicate why not.

.....

.....

31. Are your parents willing to finance you for your post-matric studies?

Yes		1
No		2

(33)

If NO, why not?

.....

.....

32. Do your parents visit your school to learn about your academic progress?

Yes		1
No		2

(34)

If NO, why not?

.....

.....

Thank you for your cooperation!

LITIKO LETEMFUNDVO
DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYS

Ifayela: **NS07F02**
Ref. No: .....
Verw. Nr:

Kabutwa Ku: **NS NGOZO**
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KANGWANE

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LOUW'S CREEK
1302

07.08.1994

Mr. F.H.J. Siboza
P.O. Box 53
KANYAMAZANE
1214

RESEARCH STUDY

The Department has no objection in granting you permission to perform your research study in our schools, provided that will not disturb the normal activities of the school.

Kindly approach the Circuit office and Principal of each school before proceeding with research.

SECRETARY FOR EDUCATION