

**T PUPIL CAREER ASPIRATIONS AND THE  
INFLUENCE OF PARENTAL INVOLVEMENT AND  
SCHOOL GUIDANCE : A SOCIOLOGICAL STUDY  
OF INDIAN SENIOR SECONDARY PUPILS  
OF TONGAAT**

210 [S.L. : S.N.]

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TO

*NIKHYLE*

"TO EDUCATE IS TO MAKE EVERY MAN THE DEPOSITORY OF ALL THE WORKS OF MEN BEFORE HIM, AN UP-TO-DATE EPITOME OF THE LIVING WORLD; IT IS TO RAISE HIM TO THE LEVEL OF HIS ERA SO THAT HE CAN STAY ON TOP OF IT AND NOT TO LEAVE HIM BELOW THE LEVEL OF HIS AGE WHERE HE CAN NEVER GET ON TOP, IT IS TO PREPARE THE INDIVIDUAL FOR LIFE...".

*(HUMMEL, 1977)*

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## CHAPTER ONE

### INTRODUCTION

That children need guidance and supervision from parents even whilst at the secondary school level is an underlying factor which needs urgent attention. If they are to function effectively as decision-makers and stand by their convictions in pursuing their aims, then parents should foresee the necessity of extending their hands in a joint endeavour to support their children and allow them to make a choice that will affect their lives. Furthermore, parental influence has only recently been pointed out as having a more profound influence than that of the school (Topping, 1986:1).

Topping (1986:1) does not deny that the idea of parents as educators can be traced as far back to the eighteenth century when he cites Brim (1965:1) but he agrees also that parents have always acted as intermediators in the process of the education of their children. Similarly, Pyszkowski (1989:286) calls attention to Johnston and Slotnik's (1985:286) referral to the growing tide of parental involvement that is evident today. They point out also that "... within the past decade ... parental pressure for more significant involvement in the schools has increased across the nation" (Pyszkowski, 1989:286). However, Cicourel & Kitsuse (1963:23) argue that



with the progression of time changes have been brought about both in the economic and political spheres thus contributing to the rapid change in the educational system.

As a result formalized education in schools has, in a way, taken away the function the family has enacted in the education of its young. The school can be seen as playing a significant role in the future of its children in guiding and providing them with the necessary information and requirements for progress into the next phase of their lives. For instance, Burns (1986:88) indicates that the choices made by pupils "influence and is influenced by possible career choices." Furthermore, he points out that when pupils are at the decision-making stage, certain contributory factors such as personal problems and low self-esteem may impede their ability to make a fully-fledged committal to a career choice. There is a need therefore to concentrate on personal development so as to assist children in their educational endeavours.

Both the school and the family need to take cognisance that the individual is at a very important stage in his life. That the child be allowed the freedom to make a suitable subject set choice with a view to a possible career choice by assistance and support, should be the resolution of not only the school but also of parents. In order that pupils are not

lost in the world of ideals only but that realism should be enhanced with vision is very important as Pearson (1988:251) points out. Career aspirations and choices should indeed be influenced by parental guidance and school guidance. The researcher is therefore of the opinion that though career aspirations are an important issue in young adolescents' lives, the lack of research in this area of education amongst the Indian population can thus be attributed to neglect and oversight on the part of researchers.

#### 1.1 A REVIEW OF LITERATURE

For pupils to make a suitable subject set choice which will lead them subsequently to choosing a career, is a task that should be undertaken not by pupils alone but with the assistance of teachers and parents. Since pupils are unaware what the requirements and subjects for any particular view to a career are, and since teachers and parents may be better advised in these fields, they (parents and teachers) are exhorted to take heed and guide children to make a suitable subject set choice that will lead to various career opportunities.

As yet, there is very little satisfactory evaluative research in this area of parental involvement (Topping, 1986:33). With

proper assistance it can be assumed that pupils will be motivated to make proper decisions regarding career directions. Thus the present study has been undertaken with a view to revealing the nature of assistance required by pupils whilst in secondary schools.

A determining factor in the occupational choice which many school pupils have to make stems from occupational interest. The origin of occupational interest can be found in occupational knowledge (De Beer, 1984:145-149), which children obtain from various sources such as their parents, teachers, friends, as well as from viewing television, listening to the radio, and reading newspapers.

The question of choice of an occupation raises the problem of job-forecasting, and thus, pupil guidance in this endeavour. For this reason it is therefore imperative as Hummel (1977:47) points out, that the element of vocational guidance be inherent in the guidance syllabus in an effort to impart to the adolescent a particular vocational orientation, which will be determined by the manpower needs of the economy as well as the interests of the individual. Accordingly, the educational aspect of vocational guidance can be seen as consisting primarily of preparing young people for working life - as Hummel (1977: 47) describes - and also for work in general and for the choice of a particular occupation. However, in so far

as this issue of vocational guidance is necessary, it still has to be established to what extent there is evidence of it in Indian Schools. Therefore, a need to ascertain the certainty of the matter is vital and a motivating factor for the present study.

It is generally accepted that young people's expectations about their future occupations are related to their actual educational and occupational attainment. Saha (1985) maintains that cultural and social values do influence a young person's ultimate educational and occupational attainments.

One such factor may be related to the presence of a large number of siblings, which has an adverse effect on children's educational attainment (Douglas, 1964:114-117; Craft, 1970:77). Low intelligence, as pointed out by the authors, is also generally associated with large families. Douglas (1964: 114-117) implies that children belonging to a large family are often at a disadvantage in learning the necessary verbal skills from adults, which serves as a contributory factor to school performance. Though his studies are directed at primary school relations, it must be noted that these early experiences built the foundation for later development of educational attainment.

In the same manner Craft (1970:77) also maintains that a large family is not only more likely to draw near the poverty line with regard to affording facilities such as books and suitable material comforts in the home, but that other children in the family can cause frequent interruptions, thus aiding in a substantial deterioration in the pupil's school progress. Parents in this situation are unable to focus much attention on any one of five or six children. The opposite would be the case if there was one child per family. With reference to the size of the family Craft's study shows some relevance for the present study because of its reference to size of the family as having an influence on a child's educational achievement.

Though a number of small scale-studies have been conducted, it is nevertheless important to note that none of these studies have contributed significantly to the area of career aspirations of Indian senior secondary pupils. With this knowledge in mind, the present study has been undertaken in order to make a contribution to research. However, it is necessary to outline what little relevance there is between the studies reviewed and the present one.

Naicker's (1979) study on social class, home background and education focuses on primary school pupils in the Merebank area of Durban. A significant variable in Naicker's study is

the home-school relationship which is examined very thoroughly and which is significant for this study. Naicker's findings are important for this study as parental involvement in children's education is discussed and important aspects are used in the present study.

Naicker's findings support other early findings by Floud, Halsey and Martin (1956:187-194). True indices of material deprivation, for instance are not material conditions as such, but related factors such as absence through illness, neglected homework, and parental encouragement. This assertion is limited to the findings of Topping (1986:34) and Gupta (1977: 185) where many parents who wished to help their children with learning difficulties at home felt frustrated by their own lack of expertise. Gregory (1980:34) also supports the findings that disadvantaged parents are much less likely to attend 'open evenings' than non-disadvantaged parents.

A study by Naguran (1978) on failure rates in school with special reference to Indian Secondary Education in Natal shows some relevance for the present study. In the same way that Naicker (1979) has discussed social factors as being contributory to home-school involvement, Naguran (1978) also focuses on factors contributing to failure amongst secondary school pupils. These findings bear some significance with respect to socio-economic status and its effects on pupils'

career aspirations.

Closely related to the topic presently under investigation is an early study by Behr (1972). Here Behr indicates the occupational preferences and values of a group of first year Indian pupils at the University of Durban-Westville. The present study shows much inclination towards occupational choices and Behr's findings prove useful in the sense that she looks at some of the reasons for the choices made. There is also a focus on values and whether these have an influence on the students' occupational preferences.

A recent study was conducted by Schoombee and Mantzaris (1986) from the University of Durban-Westville. Their contributions deal more specifically with the attitude of South African Indians toward westernization and its effects on their family life. However, this study offers some insight into the way of life of Indian people and their view on the impact that westernization has on their family life. Indications by Schoombee & Mantzaris (1986:19) are that younger, better educated and economically independent persons' attitudes are similar to those of westerners in comparison to those of older, less educated and economically deprived Indian persons. The relevance of this study for the present one pertains to the way of life of people and how this would affect the educational and occupational choices of their

children.

As a result of educational mobility, Naicker (1979:27) points out that Indian South Africans have become increasingly westernized. He also points out that though the traditional culture is still evident amongst the Indian population it can be generalized that urbanization, western education as well as occupational mobility, have contributed to social class differences within this group of people. Hence, occupational preferences of pupils will depend to some extent on these social class differences.

Though literature pertaining to career aspirations has been fragmentary locally, in contrast, several studies have been carried out in the educational field in the USA and in Britain. For instance, an earlier study by Gupta (1977) on English school leavers in London was conducted to ascertain parental motivational attitudes towards education and high aspirations. Accordingly, Gupta (1977:185) advocates that respect for the educated and for education is inherent in the Indian culture. This is so since the Indians believe that education accords status to an individual as well as to the family he/she belongs to in society. Gupta's (1977) study proved relevant as it offered some valuable reasons for parent's motivational attitudes towards education and aspirations regarding their children's education.



In the same way that social indices are highlighted in some of the studies mentioned thus far, the study by Majoribanks (1979) also attempts to focus on the aspirations of 4000 high school boys from the Boston metropolitan area. The findings are useful to the present study in that it focusses on the low socio-economic area and the effects of material deprivation and low parental involvement in the educational aspirations of the children involved.

It is necessary therefore that pupils be fully equipped to deal with any situation that may arise in their future. Furthermore, the present study must necessarily ascertain to what extent pupils meet that challenge and the manner in which they do.

## 1.2 NATURE OF THE STUDY

Whilst research has been concentrated in various other spheres of education, with reference to Indian secondary pupils there has been a virtual neglect with regard to how decisions regarding career aspirations are reached. This particular area in education has not been researched to any extent as the literature survey has revealed. The studies dealing with Indian pupils, which have been reviewed previously, examine various focal points such as the

relationship between social class, home background and education (Naicker, 1979); the effects of westernization on family life (Schoombee and Mantzaris, 1986); and social factors affecting failure rates in secondary school education (Naguran, 1978). While these studies look broadly at aspects such as westernization, family life, home and success in school, they do not focus specifically on how some of these aspects affect the career aspirations of secondary school pupils.

However, a recent ethnographic study on the transition from school to work by Naicker (1989) examines the experiences of a group of Indian school-leavers from the different social-class backgrounds within the school, the family and the work situation. Also discussed in this transition phase is the aspect of unemployment as experienced by some of them in their social interactions together with the influences of social, structural and cultural forces that play a role in their lives. But even this study does not examine home and school variables in a comprehensive way.

Therefore it is hoped that the present study will attempt to make up for some of these shortcomings. In particular, the researcher hopes to provide pertinent information relating to the relationship between the home and the school in respect of assistance rendered by parents and school guidance counsellors

in the career decision-making by pupils

Some of the concerns of school guidance includes greater awareness by pupils of what they are and can become in terms of their own potential, interests, aptitudes, abilities, values, aspirations and beliefs.

Though topics in guidance deal with current issues of a general nature, they do not cover certain specific aspects which the researcher wishes to study. Topics cited in Guidance and Counselling: A Guide to Teachers for Primary and Secondary Schools include the following current issues dealt with at schools:

1. Faculty requirements - Universities, Colleges, Technikons;.
2. Developing social skills, introducing friends and family members to others;
3. Motives in the choice of careers;
4. Preparation for career requirements;
5. Evaluating study methods and habits;
6. Career analysis;
7. Coping with common adolescent problems;
8. Developing communication skills;
9. Plans for future studies; and
10. The philosophy of the family.

Although these topics are deemed important for pupils at secondary schools, they nevertheless do not fall within the specific objectives of the present study. Some of the issues that are not covered and which are of specific concern to this study are:

1. The influence of educational and occupational levels on pupils. This study will look specifically at these levels in relation to pupils' aspirations and choices.
2. The influence of income on family size with regard to career choice.
3. Parental involvement with the school - whether parents are actively assisting teachers in helping children to cope with school.
4. The influence of counsellors and teachers on career choices of pupils - whether teachers and counsellors are equipped with knowledge on current demands in society.
5. The selection of school subjects and courses by pupils.
6. The aspirations and ambitions of pupils with reference to career choice. This study will deal specifically with the career aspirations and ambitions of pupils with

particular reference to the involvement of parents and school counsellors.

Therefore studies conducted in the scope of education is needed especially where career aspirations are concerned. That individuals must choose an occupation some time or the other is a necessity; the manner in which this choice is made is a major concern of this study. It can also be assumed that most individuals confront the problem of a career choice at least more than once during the course of their lives; initially, when they choose an occupation for themselves, and later, when their children are at the point of choosing a subject set choice at secondary school level. It should be noted that parents' intervention may prove useful. Lindhard (1987:Foreword) points out that parents are known to have a major influence on their children's career choice, but that this choice has become much more complicated. This is so as pupils could now choose from a wider set of subject set choices with a view to a particular career choice. Also, this is so since the role of modern technology can be seen as increasing the number of choices available. For instance, an individual may decide to change his job in mid-stream due to specialization of particular skills that can be utilized in modern technological developments. An individual may also visualize the prospect of a change of job as opening up a whole new range of opportunities for the future. This could

in turn lead to changes in lifestyle in order to meet the demands made by jobs. How else could pupils do this but to be educationally equipped to meet these challenges. It is hoped that this study will shed some light on this important phase in pupils' school lives. Career choice can thus be seen as a search for work satisfaction where it is assumed that there is a fit between the nature of the work and the nature of the worker as pointed out by Ryrie et al (1979:25). The present study will expose to what degree pupils' ideal career choices are in keeping with their expected career choices and whether factors such as lack of parental guidance, low educational attainments of parents or low socio-economic status of parents have any influence on this choice.

Though secondary pupils are confronted with making decisions during the course of their young lives, it can be assumed at this stage that it is not until they have reached the secondary school level that they are able to combine the knowledge of their interests, abilities, values and opportunities with their self-knowledge and the amount of careers information they have gathered, "into a realistic and realizable career choice" (Lindhard, 1987:3). Lindhard (1987: 3) is also of the opinion that young people should choose a career between the ages of fifteen and eighteen years. He asserts that they may turn to their parents for help and that their parents may send them to specialists such as school

psychologists, teachers, vocational counsellors, or career advisers. The present study shall, however, try to reveal to what extent this conviction is positive amongst the Indian secondary pupils in Tongaat.

If we look at our late twentieth century world, and an individual born into it, it is difficult to predict what this individual will be expected to become, since there are many alternative paths open to any one person. This is as a result of the number of choices that pupils could make to achieve their goals in life. Due to a process of westernization the institution of family may be expected to be more vulnerable to cultural penetration since it is readily affected by western processes such as industrialization and urbanization. With the result educational and career aspirations of pupils will be influenced to some extent by these processes.

It is necessary however, to note here that this study is concerned with the routine decision-making process that is encountered by many pupils who reach the secondary school stage. It is also combined with the manner in which these pupils are able to realize their expectations and the assistance that is rendered to them by two institutions namely, the family and education, which play major roles in the educational process in society. At this stage therefore, it is not known what factors affect the career occupational

choices of pupils.

Since it is assumed that the school plays just as important a role as the family in the educational decision-making process, pupils should be aware that before choosing jobs they should know what jobs there are to choose from.

It can also be assumed at this stage that the school will assist in eliminating obstacles that may arise in this quarter. At this stage of the study it is not known whether pupils are aware of the number of useful career information centres operating in South Africa for the school leaver or graduate. It can only be surmised that pupils utilize information that is available in school libraries, in public libraries, as well as at university career offices.

This study will indicate to what extent, if any, pupils' ideal and realistic career plans differ from one another, as well as the degree of involvement of parents and teachers in this process of decision-making. For the purposes of this study reference will be made to the categories of teachers as including all those teachers who assist pupils in the process of career guidance at school. This description will include the counsellor, the guidance teacher, and the subject teacher.



### 1.3 SCOPE OF THE STUDY

It was decided that the study be confined to Indian secondary pupils and their parents partly because the researcher identifies a need for guidance in this sphere of education, and also because research in this particular area concerning decision-making is evidently grossly lacking as has been pointed out in the previous section.

As pupils everywhere are faced with a similar situation when presented with a number of career options, it is necessary to look at the assistance provided by the home and the school as well as factors that may affect this process of decision-making.

The influence that parents and teachers may have on children's educational decisions and the assistance that is needed by pupils regarding these decisions, tend to highlight the essential involvement of the home and the school regarding educational endeavours. At secondary school level teachers should have the interests and abilities of the child in mind when assisting with a particular subject set choice.

The ideal and real career aspirations or plans of pupils at this stage, may be a little beyond expectations of parents. It is therefore essential to look thoroughly at the situation

taking into account the aspects of school guidance and parental involvement in pupils' career aspirations. Aspirations at this stage may not necessarily be related to the needs and requirements of the course of study being chosen. It is therefore guidance and assistance and its association to the wider educational context on which we must focus.

When pupils are ready to choose a line of study, counsellors as well as subject teachers should be able to help them to make a choice that is in keeping with their abilities and interests. Parents may assist by consulting with the counsellor on what options are available to the child as well as to guide the child in his choice of subjects that will help lead to a career choice later on.

#### 1.4 RATIONALE FOR THE STUDY

In a society fraught with rapid social change, where there is competition for better skills and qualified personnel, the urgency for the youth of today to meet its demands adequately is of utmost importance as Goodacre (1970:41) noted two decades ago, "... our economic survival demands that we should allow all our children to develop to their fullest potential". This was pertinent then as it is now; the prediction for

children to better themselves in the economic sphere still prevails. Therefore the question of the transfer from school to work and the assistance rendered by parents and the school have become the focus of attention in this study.

There should be a compromise between the school and parents in their joint endeavours to come to grips with the demands of society and life in general. Whether this joint relationship is a reality is what this study hopes to expose. As the invention of labour and time-saving devices has replaced primitive methods of production in society, individuals have to be fully prepared to deal with this situation.

It is assumed here at the secondary school level that the role of proper guidance is essential so that pupils will be able to choose a subject set choice with a view to a career that will coincide with their general interests level and the demands made by the economic sector of society. Topping (1986:1) cites therefore that general parental influence is more profound in this regard than that of the school. The present study will therefore attempt to determine whether the general trend found by Topping (1986) also applies to the Indian community now.

The following aims and objectives of the study can now be distinguished:

- i) To identify the differences in "ideal career" and "realistic" plans on the part of secondary pupils.
- ii) To examine the basic influential factors in career aspirations and choices, that is, parental guidance and school guidance.

#### 1.5 RESTRICTIONS ON THE PRESENT STUDY

Due to the nature of existing research pertaining to career aspirations as experienced by Indian secondary pupils in South Africa, certain limitations were thus imposed on this study. Whilst many of the studies reviewed earlier deal with the Indian population, very few have actually looked at the aspect of career aspirations of Indian pupils. Thus a serious restriction owing to the paucity of literature on the subject was therefore a crucial setback in this study. However, this study aimed to open up a new avenue dealing with career aspirations amongst Indian pupils.

Studies conducted in England and the U.S.A. which have made use of a number of sociological perspectives in looking at social class, home background and the school, have proved an advantage in terms of their theoretical framework. They are thus able to use various theoretical approaches in the study of education and parental involvement. Though the present study makes use of a particular theoretical perspective in order to base its findings on, the present study has incorporated the use of closed-type and open-ended questions in an effort to include the various perspectives. However, the implications of much on approach should not be overlooked - whilst at the same time keeping in mind that the functionalist perspective acts as a theoretical basis for explanation throughout this study.

Since the present research was limited to these areas of pupils' home background: family size, parents' occupation, parents' involvement in children's educational endeavours, career aspirations of parents for their children and parents' liaison with the school, accurate information had to be obtained on these categories. Due to the heavy working class composition of the sample interviewing parents or guardians was thus considered an effective way of obtaining information. As questionnaires could not be posted due to the risk of non-response, the research method was limited to home interviews with parents and the personal administration of questionnaires

to pupils.

The availability of time and resources was another practical consideration which imposed limitations on the present study. Since the research period was of a limited duration at the time, the researcher was compelled to make home visits during the day, in the evening, as well as during the weekends. These visits were made personally by the researcher so as to avoid inaccuracies and errors which may mar the findings of the research. The visits were made during the mid-year holidays. School visits were made a week prior to mid-year closure of schools at the time. Three separate days were allocated to visiting schools for the administration of questionnaires. Hence the geographical area of the research was limited to the township of Tongaat in order to work on a manageable sample.

In an effort to avoid sampling errors that could have emanated from the survey and which could produce inaccurate results in the findings, precautions had to be taken in every step of the research procedure to eliminate the likely sources of error especially during interviewing, coding, and analyzing the results. Since the researcher conducted the interviews herself, responses were checked immediately for any omissions or errors before they were coded. Despite this precaution, the likelihood of accurate findings may still be affected by

the nature of responses, the recording of responses, the timing of the home visits and interviewee concerned. Moreover the method of analysis of the research findings could not be decided upon initially until all the results had been assimilated.

#### 1.6 OUTLINE OF THE RESEARCH PROCEDURE

Firstly, a qualitative, analytical review of literature regarding career aspirations was made, in order to construct a functionalist theoretical framework for analysis. This entailed an indepth study into books, journal articles, magazines, and newspapers that pertained to the issue under investigation. An accumulation of information dealing with the topic was made in order to place it in perspective. his is presented in Chapters Two and Three of this study.

Secondly, the descriptive survey method was chosen to facilitate the gathering and interpretation of empirical data. This was conducted in two stages:

- i) a sub-study
- ii) a main study.

The sub-study consisted of an unstructured interview schedule based on informal discussions with the guidance counsellors of the three schools concerned. The main study entailed the use of a more structured interview schedule for parents as well as a questionnaire designed to obtain relevant information from pupils.

Simple random sampling of fifty pupils from each of the three schools was carried out in order to obtain the target population of one hundred and forty nine mothers (of these pupils), thus making a total of two hundred and ninety nine units for study. The selection of three Indian secondary schools in the Tongaat municipal area represents purposive sampling and provides a spectrum of socio-economic Indian residential areas.

Lastly, questionnaires administered to pupils provided the researcher with addresses of their parents, thus enabling her to proceed with interviews. The data obtained was then subjected to systematic manipulation and analysis using standardized techniques. Interpretation of the data was also systematically related to the theoretical framework utilized in the discussion.



An outline of the chapters in this study is as follows. Chapter One is introductory: some of its constituents include the nature of the present investigation, a literature review on career aspirations, parental involvement and school guidance; scope of the study; rationale for the present study; restrictions incurred in the present study and an outline of the entire research procedure that will be utilized.

Chapter Two contains a brief exposition of Indian secondary education with specific reference to guidance and parental involvement. Also included in this chapter is a clarification of concepts utilized.

Chapter Three discusses the theoretical framework for analysis, that is the functionalist perspective.

In Chapter Four an outline is given of the methodological orientation of this study. This chapter also contains a motivation for the choice and description of the research area and target population.

Chapter Five consists of the analysis and interpretation of data obtained from the empirical social survey. A detailed description of this procedure is discussed in Chapter Four of this study.

Chapter Six which contributes the final chapter for this study, includes a summary of the entire research process. Recommendations and a conclusion section concludes this chapter as well as the entire research investigation.

## CHAPTER TWO

### SECONDARY EDUCATION AND THE PLACE OF GUIDANCE IN THE SCHOOL CURRICULUM FOR INDIANS IN SOUTH AFRICA

#### 2.1 INTRODUCTION

The present chapter shall concentrate on secondary education and the role of guidance in the curriculum for Indians in South Africa. Furthermore, considering the limited amount of literature available on the subject of guidance at Indian secondary schools, this chapter shall present the position of guidance as it occurs in the new differentiated system of education. Since this study focuses on the future career aspirations of senior secondary pupils, the manner in which guidance is utilized will be analyzed.

One of the aims of this chapter is to establish what the concept guidance involves. Burns(1986:89) points out that guidance should encompass "an integrated programme of personal development" rather than a mere preparation for work. From this definition it is implied that career guidance should not stand as an isolated entity, but that it should necessarily encompass the components of personal, educational and career counselling. Guidance, when viewed in a restricted sense,

tends to emphasize discipline and entails socialization and social control in opposition to the personal development of individuals. Personal development in this context should incorporate the various facets that are necessary in order to allow the child to develop his faculties according to his potential.

Since vocational decision-making is an on-going process, the emphasis should therefore be on process, skills and attitudes. It should be regarded as education for life, a definite view to relating concepts of work to aspects such as nature, responsibility and choice, which are deemed part of adult functioning. Before embarking on a discussion of guidance and its place in the school curriculum, and outlining the features of secondary education for Indians, a clarification of concepts used in the present study is necessary.

## 2.2 DEFINITION OF CONCEPTS

Some terms are elaborated on so as to comprehend them fully in the context of this study since they appear consistently throughout.

### 2.2.1 Education

Since a main concern of the study is whether the home and the school assist pupils in their career decision-making processes, it is important to note what the term "education" encompasses. The HSRC Report (1981:91 a) puts forward three types or fields of education that are clearly distinguishable in a society which is in the process of modernization. The term modernization has been defined by Senekal (1983:18) as the process through which a social system is changing towards a state of improved functioning efficiency"... where the full potential of means at the disposal of the system, is optimally actualized and utilized ...". In simple terms Schoombee and Mantzaris (1986:18) reflect that modernization is a process of social change which leads to better functional efficiency and an improved level of existence, whether it is real or imagined. If an understanding of the term education is to be sought, then it is necessary to look at it in these four fields cited in HSRC Report (1981 a).

#### a) Informal education

This type of education occurs mostly within the family circle, the neighbourhood and the community and is spontaneously

encountered as compared to the formal and non-formal types of education. The primary educational institution in the informal field can be identified as the family (HSRC Report, 1981:92 a). The Report also points out that apart from the family's role in educating individuals informally, learning also takes place in the family through the media including pictures, books, radio and television. The Report also maintains that the quality and scope of informal education determines the value that an individual can derive not only from formal, but also from non-formal education. It has been established therefore, that the consequence of inadequate support from the home as well as inadequate learning experience in the home results in poor use of formal education (HSRC Report, 1981:92 a).

b) Non-formal education

The term "non-formal education" needs to be discussed briefly so as to understand the nature of education in totality. The HSRC Report (1981:92 a) claims that the term "non-formal education" pertains to education which proceeds in a planned but highly adaptable way in institutions, organizations and situations outside the spheres of formal and informal education, for example, in-service training in the work situation, literacy, induction, retaining and support

programmes". The Report concludes that planning for the provision of non-formal education should be such that formal education is supplemented; moreover career and leisure time needs of the individual should be served. Clearly a definite relationship exists between formal and non-formal types of education.

c) Formal education

The term "formal education" pertains to education that "takes place in a planned way at recognized institutions such as schools, colleges, technikons, universities, etc." (HSRC Report, 1981: 91 a). Further, formal education can be seen as having a stable nature since it provides the basis for the development of non-formal education. Advantages pointed to by the Report (1981:94 a) include the following better use, of scarce and expensive facilities, and the benefits of learning that can be gained by the individual, the community and the economy. The Report also asserts that different types of teaching and learning situations are inherent within the educational structure which acts as a framework and provides various educational possibilities. It is further maintained that the creation and organization of teaching and learning situations are a function of the educational structure and that these experiences will provide in the best possible way

for the differences in ability, interests and choices of pupils/individuals as well as equip them with the rightful and differentiated demands of vocational needs that are made by society. Whether the schools are functional in providing the necessary careers education required by pupils at secondary level and whether the information obtained is sufficient to enable pupils to decide on a suitable career choice is a priority in this study.

d) Secondary Education

For purposes of this study emphasis will be placed on secondary education since it is the senior secondary phase that is of concern to the researcher. Secondary education consists of two phases viz., the junior and senior secondary phases. The junior secondary phase includes standards five, six and seven and the senior secondary phase standards eight, nine and ten.

Pupils are aided in making a meaningful choice by offering the optional subjects in certain groups called subject sets. (HSRC Report : 1981:9 a). With the result pupils follow a chosen course of study which thus culminates in their choosing a particular career.



### 2.2.2 Career

In its general sense career means a course of continued progress. Lindhard (1987:4) looks at it not only as a means of living but also as a way of life. Similarly Mitchell et al (1979:176) points to career as "an occupation or profession engaged in as a life work". The above definition shall be adopted and adhered to in this study.

A brief exposition will now be given to help in understanding the various stages that an individual should pass through during the course of his lifetime in order to obtain a career. Although the above definition of career may imply that an individual decides on a particular career and stays with it throughout his life, this is not so in all cases as will be explained.

On completion of school an individual is always prepared, for either of two options, (Isaacson 1977:17) namely, entering the world of work or remaining in the learning environment, that is, continuing with tertiary education at a higher level (where higher skills, knowledge and attributes will permit entry into work at a later time and at a higher level). Implicit in this concept of career is the continuous interlinking of education and work as a means by which career actualization is attained. The individual is said to progress

through the following five steps: awareness, exploration, decision-making, preparation and employment (Isaacson, 1977:17) (See Chapter 3.)

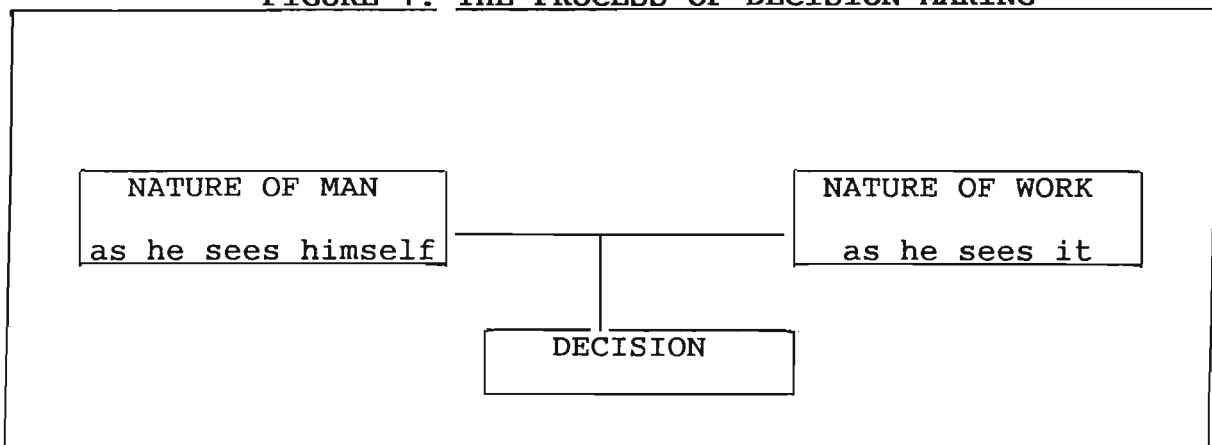
a) Career education

The development of knowledge and of special and general abilities to help individuals interact with the economic sector can be termed "career education". Reinhart (1979:13) distinguishes between career education and education in that the first is not synonymous with all education. He maintained that whilst career education focusses on the relationship between the individual and the economic sector and is also primarily concerned with education as it pertains to career development, education, on the other hand, is concerned with the development of critical thinking, stimulation of the love for learning, transmission of diverse cultural heritages, and the full participation of individuals in society (Reinhart, 1979).

Since career education is part of the total education pupils receive at school, a need to qualify it further is necessary at this stage in the study. A more comprehensive definition of career education is put forward by the Work Committee of the HSRC which argues that "... careers education is a

comprehensive and systematic, vocational, educational programme which will help pupils to choose a career and which will provide them with skills, attitudes and knowledge useful for survival and progress in their first jobs and in their subsequent career" (HSRC Report, 1981:15 c). Therefore, it is clear that the importance of possessing a knowledgeable wealth of information pertaining to career education is necessary if pupils are to venture out into a world quite unfamiliar to them. While it is necessary that individuals acquaint themselves thoroughly with information available on careers, they should nonetheless be assisted in making a suitable career choice. Isaacson's (1977) five stages of career actualization can be equated to Lindhard's (1987) conception of the nature of a job which may be illustrated as follows:

**FIGURE 1: THE PROCESS OF DECISION MAKING**



**SOURCE: ADAPTED FROM LINDHARD (1987)**

Lindhard (1987) asserts that any young person who enquires about a career should initially ascertain whether choice is suitable, and that this decision can only be reached if information on careers is available. Moreover, he maintains that people with insufficient careers information make poor career decisions than people with proper careers information (Lindhard, 1987:26). Also, he cites some important facets inclusive in the nature of a job:

- a) day-to-day activities
- b) conditions of work
- c) rewards
- d) environment
- e) fulfilment of needs
- f) quality of life.

Though the picture presented is an objective one, the author points out that careers choice is very much a subjective matter (Lindhard, 1987:27). Lindhard advocates further that the element of subjectivity occurs when individuals seek jobs according to their own values and interests. Though this study is a sociological one the psycho social aspects should not be ignored. Since a career will entail that an individual engages in an activity in society, the fact that that individual continues to remain in any job is an indication of a fulfilment of personal needs which in turn introduces the

psychological component of any career/job.

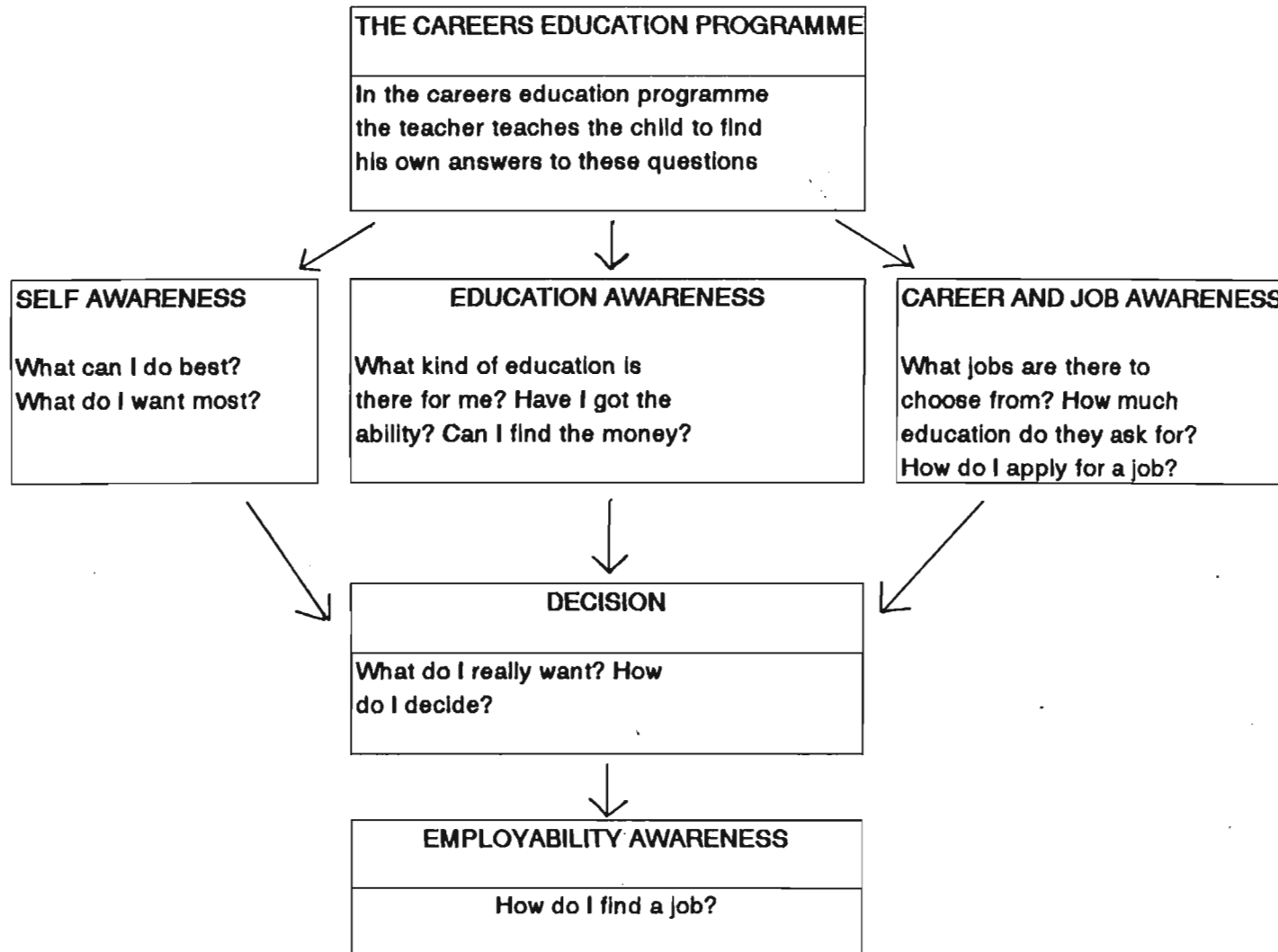
Prior to deciding on any particular career, the pupil must have knowledge in three specific areas (HSRC Report, 1981:18 b):

- a) He needs to know about himself since knowing who he is will help in knowing what he can become. The idea of self-concept is developed through a realistic picture of himself.
- b) He must also have a knowledge about his present education and how it can help him in the future, and higher education which will improve his opportunities.
- c) Finally, he needs to have job information which must be factual and up-to-date and which describes for him what his opportunities are and what kind of work satisfaction he may hope for.

The Report has pointed out that the three main areas of knowledge, that is, the self, education and careers information are areas of awareness thereby incorporating a holistic view of career education . This view is inclusive of self-awareness, educational awareness and careers and job awareness (HSRC, 1981:18 b). The Report further maintains

that the use of the word "awareness" in each area is necessary since decisions and assessments that are made require not only a factual basis but must also include emotional and value decisions. The graphic representation below gives a clear idea of an education programme for careers forwarded by the Main Committee (HSRC Report, 1981:18 b).

**FIGURE 2 : A PROGRAMME FOR CAREERS EDUCATION**



Source : HSRC Report, 1981: 18(b)

b) Career aspirations

Individual aspirations will most certainly differ from one another due to the differences in abilities, interests and values. The term "career aspirations" pertains mainly to what an individual aspires to do in the future, an occupation or way of life. In this instance the concern is with pupils who are making a decision regarding a career on completion of school. Since the nature of a career has changed from being one of the very stable aspects of life to that of becoming changeable and uncertain as Lindhard (1987:2) maintains, the decision to choose a suitable career is therefore strongly emphasized.

c) Social change

Since the theoretical basis for argument in this study is the functionalist model and as this model deliberates interdependence and interrelationship between institutions, education brings about social change and vice versa. Economic demands deem that certain changes be brought about so as to meet the needs created for certain skills in society. As the present study does not delve deeper into the aspect of social change, it should be noted that in any society changes are brought about by economic demands and that since this study



focuses on the issue of career aspirations which is inadvertently related to social change, these concepts need not be looked at as separate entities but as part of a whole.

Lindhard (1987:21) advocates that if individuals are guiding others in making suitable career choices it is then necessary to know something about the South African economy and its structure and what jobs there are to choose from. He further asserts that if there is a lack of information about the many opportunities that are available for persons who have reached a certain level of education, then choices are limited too.

d) Unemployment

The term "unemployment" has been included with a view to emphasizing that pupils should take into consideration that at some stage in their future lives they may find themselves without a job. It is important therefore, that guidance personnel include this aspect in their career education syllabus so as to bring pupils to an awareness of what the future may hold, because many pupils may be harbouring the illusion that once school is over, a job is waiting for them. These pupils need to come to grips with reality and with the social climate of our society. Perhaps guidance personnel should disclose such information, the so called "facts of life", to

their pupils.

### 2.2.3 School guidance

Other concepts pertaining to career can be compared to this concept. The term "school guidance" for instance can be seen as synonymous with career education or career guidance. As pointed out by Young and Burns (1987:88) "...career education in South African schools is still career guidance involving direction rather than a counselling process". To clarify concepts in this study, the term school guidance shall incorporate career education, career guidance, or any assistance rendered by teachers, towards helping pupils to make a career choice. The above definition of career direction will be maintained and used in this study.

In its report on guidance the HSRC investigation claimed that school guidance has been the "step-child" of the school for many years (HSRC, 1981:15 c) and that guidance was seen as "the vehicle for promoting religious, national, cultural and vocational ideologies and value systems". It states further that instead of bringing the child into contact with the real world so that he is taught life - skills and techniques which will allow him to direct himself competently within the educational, personal and social and employment spheres it

directed the child to an ideal pattern of values or a career or job which was not chosen freely (HSRC, 1981:15 c). Thus, with this contention in view, it is necessary to discover to what extent guidance plays a role in pupils' career aspirations.

#### 2.2.4 Parental involvement

Almost every parent wants the best for his/her child. Confusion often arises however, in developing what is best and the manner in which better results can be obtained. Thus parents can often be cited as erring in one of two opposite directions: either by rigidly controlling a youngster's development or by permitting too much freedom through an attitude of indifference (as pointed out by Isaacson 1977:441). Isaacson also notes that by these actions parents could either prevent the child from developing independence and freedom of choice or incur rebellion, resentment, resignation and apathy. Either reaction he states, impedes normal development of an individual and hence has a negative impact on self-concept which may prove detrimental to educational and career aspirations.

A main concern of this study therefore is whether parents are aware of what their children have decided to do once they have completed school; whether parents are concerned with establishing a link between the home and the school and whether proper guidance and assistance is rendered to the child in order to facilitate the choice of a career. These important aspects will be dealt with analytically, that is in Chapter Five of this study.

Topping (1986:18) asserts that there are many ways in which parents can prove to be a valuable educational resource. Apart from being delegated menial tasks and being kept out of classrooms, he argues that the very presence of parents can have a positive social effect in the school. This contact by parents with the school implies a liaison between two important institutions which have the task of guiding and assisting individuals in their endeavours to choose suitable careers.

### 2.3. THE DEVELOPMENT OF SECONDARY EDUCATION FOR INDIANS

Naguran (1978:50) cites the opening of Sastri College in Durban in 1930 as the greatest advancement in Indian secondary education. He maintains that prior to this period very little in the way of provision for careers was made for Indian

pupils, and that the position with regard to secondary education for Indians improved only slightly by 1932. A phenomenal growth was witnessed in Indian secondary education during the post - war years. This declined slowly but persevered until 1958. A major reason for this decline was the small number of Indian graduate teachers at the time. These teachers were limited in their choice of subjects and many had no option but to take major and qualifying courses in subjects which were not generally taught at secondary schools (Naguran, 1978:51).

Unlike present day pupils, students of that time were not allowed freedom of choice within their course of study. Consequently, access to occupational opportunities were very limited. However, with the type of educational system prevalent, new pupils are fortunate in that a wide variety of programmes are offered, especially at the secondary school level where school guidance also includes a general guidance component and a careers guidance component (HSRC Report, 1981:11 c).

#### 2.3.1. Curriculum and differentiated education

Differentiated education has been included with a view to distinguishing the phases inherent in education at present.

This type of system is clear cut and can be explained concisely. Two phases of education are inherent at the secondary school level. The first is the junior secondary phase, and the second is the senior secondary phase. A clarification of course selection in these phases has already been discussed under secondary education at the beginning of this chapter.

Brief mention will be made however, of the curriculum contents or subjects offered in each phase so as to place secondary education in perspective. Since the Department of Education and Culture in Natal serves as a model for Indian education, the curriculum is therefore expected, to a large extent to correspond to white education. Consequently, education in schools for whites is organized according to a common curriculum which makes enough allowance for individual departments to select and arrange content within reasonable limits according to individual needs and circumstances (HSRC Report, 1981:8,9 b). For the junior secondary phase the compulsory examination subjects are as follows:

English/Afrikaans (FIRST LANGUAGE)

Afrikaans/English (SECOND LANGUAGE)

Maths

General Science

History

Geography

Technical Orientation

This phase has been mentioned since it is at the end of the phase (standard seven) that the pupil has to decide on a particular course of study which will then be adhered to throughout the senior secondary phase (standards eight, nine and ten).

In the case of the senior secondary phase the compulsory examination subjects are as follows:

Afrikaans/English (FIRST LANGUAGE)

English/Afrikaans (SECOND LANGUAGE)

Optional subjects (4)

Non - examination subjects (3)

The above phases and their subjects have been included to clarify references made to subject set choice in the study and to indicate the relevance of the senior secondary phase for the present study. It is at the beginning of standard eight that a child settles down with a subject set choice that will be followed until matriculation (Std ten). Standard seven constitutes a period of gaining knowledge and exposure to various fields that are open to pupils. It can be seen as a period of trial and error as, from a number of subjects placed

before the child, an extraction of subjects with a view to a possible career choice is made. It shall be evident in the ensuing sections how curriculum choice and careers choice are conducive to the aspect of school guidance and in particular career guidance.

#### 2.4 PRESENT POSITION OF GUIDANCE IN SECONDARY EDUCATION

The responsibility to educate children in accordance with the values of society is the onus of the school since it is regarded as a formal institution. Since pupils' potential vary, the education system must be differentiated in order to maximize the development of this potential.

When looking at guidance in the country as a whole, schools have the task of selecting, ordering and presenting subject contents. This is also necessary so that children acquire the knowledge and skills needed to ensure that their existence is a meaningful one. The subject content of guidance is therefore not rigid in its form. This is to ensure that all aspects of education are brought to the pupils in an endeavour to provide coping skills and strategies which will help pupils survive.



Guidance in Indian schools looks at the total development of the child, not just one particular aspect such as career guidance. The syllabus is sufficiently flexible, incorporating topics of contemporary relevance. Some such topics dealt with at the senior secondary school include: Survey of Employment Opportunities, Family discord and its effects, Developing Strategies for Better Human Relations, and Unemployment. Guidance and counselling incorporate the following broad areas: careers counselling, societal and community matters, the individual and his well-being, and particular viewpoints on how to lead a good life. Teachers taking guidance as a subject try to incorporate all aspects/problems dealing with daily living in their lessons so as to enable these pupils to obtain a full grasp of any situation that may occur. Pupils will thereby have some sort of knowledge about how to cope with life in general and may seek assistance from counsellors when necessary.

#### 2.4.1 Some important features of guidance

Guidance as an independent area includes Education, Psychology, Sociology, Philosophy and other subjects which are meaningful to a subject area that can be considered independent in its own right (HSRC Report, 1981:6 c). Haasbroek (1981:6) argues that sound knowledge and insight

regarding the theory and practice of guidance is expected of a guidance teacher since he is considered a professional person.

The Report also notes that the concern of guidance is on a particular view of man which implies the common human dignity and basic rights of all persons as well as individual differences within every person.

Guidance should pertain not only to a particular view of man but should incorporate a value system and also one which is necessary particularly when dealing with career choice. By this inclusion is realized an obligation and responsibility by individuals to perform some kind of work as pointed to in the Report (1981:6 c) Also to be taken into account is the provision for the optimum development of aptitudes and opportunities and for a person in need (HSRC Report, 1981:6 c).

Therefore a concluding factor regarding guidance points to an educational programme dealing with preparation for adulthood and which is catered for in general and career guidance.

Career guidance also indicates an incorporation of educational and teaching disciplines with knowledge pertaining to "differentiation, admission requirements, links between study and work, harmonious relationship between general guidance and

specialized career guidance, and other matters" (HSRC Report, 1981:6 c). The Report also maintains that the issue of career guidance includes learning difficulties as well as school subjects and their implications for possible career choices.

Finally, the Report sums up the overall aim of guidance and career guidance as "self-orientation and self-actualization" of every pupil/individual placing special emphasis on "self - knowledge, autonomous choice and self-development" and that important links with subjects content are contained in the curriculum (HSRC Report,1981:6 c).

From these principles it is evident that guidance is assumed to play a significant role in the overall education of pupils, and that, if implemented and utilized accordingly, can prove to be of tremendous value to individual pupils in the future.

#### 2.4.2 Principles for school guidance

It is necessary at this stage to list some of the principles on which school guidance is based and to reveal its implications in the educational choices of pupils. According to the HSRC Report (1981:7 c) the following principles were noted as significant:

- a) The state shall strive to ensure that every pupil shall have equal access to a school guidance programme of equivalent standard. Values of different cultures and communities shall be considered and respected in a school guidance programme.
- b) School guidance shall recognize positively the freedom of individual pupils and their parents with regard to educational and career choice.
- c) School guidance shall, in an educationally responsible way take account of the individual needs of the pupils, as well as the social, economic and manpower needs of the country.
- d) The development of school guidance, and its formal, non-formal and informal respects shall involve joint participation of parents, community organization, the state and especially the private sector, because of the ultimate benefit this sector derives from school guidance.
- e) The provision of formal guidance shall be the responsibility of the state, provided that the individual, the parents and society shall have a joint responsibility, say and choice in this regard.

- f) There shall be overall co-ordination of school guidance services, whatever the extent of these services may be.
- g) Registration of all trained guidance personnel in schools and clinics through one central teachers' registration organization responsible for the evaluation of qualifications, shall be provided for.
- h) There shall be constant updating of careers information and guidance methods, by means of ongoing evaluation and research.

A global view of the principles on which school guidance is based is thus outlined. It has been pointed out earlier that school guidance incorporates the components of general school guidance as well as career guidance. In order that the individual benefits fully in the educational system these two aspects are deemed necessary if the pupil is prepared and assisted by those individuals who are concerned about the child's total development. It can be seen that much emphasis has been placed on school guidance in the Report despite the fact that very little research has been conducted in this area.

#### 2.4.3 Aims of general school guidance

The Report (1981:13 c) reveals two aims conducive to general school guidance.

1. It is pointed out that in order for pupils to lead a meaningful life guidance should be given to them through individual and group orientation so that they may be able to explore and understand the demands of life.
2. General school guidance also exhorts that solutions be obtained to problems pertaining to pupils with learning, social, personality, behaviour and family difficulties.

Since school guidance covers the overall developmental issues of the individual, a look at the aims of career guidance may prove noteworthy as this study pertains to pupils and their career aspirations.

#### 2.4.4 Aims of career guidance

The Report (1981:13) cites the following objectives as important for career guidance:

- a) That pupils be assisted and guided when exploring, understanding, accepting and considering their physical, mental, social and spiritual potential in choosing education and occupation.
- b) That individual and group orientations are necessary when pupils are about to choose the type of education and occupation they require.
- c) That pupils should avail themselves of information pertaining to education and occupation so as to realize their potential with regards to education and occupational choice.
- d) Identification and solutions obtained for pupils who may have problems with educational and occupational choice.

Though it can be assumed at this stage that these aims of career guidance are achieved by guidance personnel at schools it has not yet been established as a certainty in the present study.

#### 2.4.5 Parental involvement in guidance

If the role that parents play in the educational system has to be reviewed, it is necessary to take into account the socio-economic standing (SES) of these people. This includes a look at their occupation and their educational levels. These social indices are assumed to have an effect on the parent-child relationship as well as the relationship between the home and the school. The social class determinants of the population in the present study will be fully examined and discussed in Chapter Five.

Research discloses that parents represent a "credible source" of information and therefore serious consideration may be given to any advice they offer (Chamberlain, 1982:79). Not only parents but also friends of the family, relatives and neighbours could find themselves in an advisory position, as pointed out by the author. Though this may be so, these people may unfortunately not be equipped to offer advice as they themselves may lack occupational experiences and/or may be low in educational standards. Moreover, their attitudes to work may be biased through past experiences.

When considering parental involvement in schools, it becomes necessary to take into consideration the socio-economic status of people in a particular society. This factor is



highly dependent on the educational and occupational levels of those parents concerned. As pointed out by Gregory (1980) and Gregory et al (1982) disadvantaged parents are very unlikely to attend "open evenings" at school. They pointed out that many parents preferred collecting their children's progress report during the day rather than in the evenings. These parents thus avoided meeting with affluent parents who found it more convenient to attend "open" meetings in the evenings.

Though parents are invited to visit the school for various reasons, including a discussion of the academic progress of the child concerned, to discuss misdemeanours, poor attendance and indifference to school work. Parents in general, have been found to deliberately disassociate themselves from the school (Topping, 1986). They tend not to play any role at all, in particular with regard to pupil matters. Often they are seen as being of very little assistance to teachers and in many instances it is evident that they abdicate their duties as primary educators.

Some of the reasons for parents' indifference towards the school stems from the SES of the family in society and the attitudes regarding school that are fostered within the family. Most often parents, due to very limited education and occupational opportunity, see the school as an authority structure, hence their reluctance to intervene in their

children's education. In many instances parents feel that they are not part of the school or educational system and are of the opinion that it is the duty of the teacher to educate the child.

It is not surprising therefore, to find that parents generally do not play a significant role in the educational system as Topping (1986:15) points out. Further, he argues that many parents have from the early beginnings played the role of material provider and not of co-educator in the educational system. He also asserts that encouraging parents to participate in school matters is a "far cry" in this direction in relation to their initial exclusion in school administration (Topping, 1986:15). In some instances then, the school is partly to blame for this negative response. The author concludes that the reason parents visited school in the evenings was merely to account for their children's failings. This also poses a problem as many parents themselves lack expertise in educational matters. Even though Topping (1986) has maintained that parental involvement in schools is a new concept as parents are becoming more involved in educational matters only recently, it is clear from this argument why this has been so.

Though many individuals may not realize the implications that education has for them and the significance of a general school guidance programme especially at secondary school level, these individuals may find themselves at a disadvantage because of ignorance. It is in their interest that education with its various components implies a totality in order to equip individuals with knowledge about the real world. The syllabus has been drawn up in such a manner as to cater for the physical, mental, spiritual, social and psychological development of individuals. However, if these areas of development are not explored and realized to their full potential, then it is to the detriment of the child. A further implication is that if the child's abilities are not recognized, then the value of school guidance and especially career guidance has been ineffective.

## CHAPTER THREE

### FUNCTIONALISM AND THEORIES OF OCCUPATIONAL CHOICE

#### 3.1 INTRODUCTION

Whilst many perspectives are available and will reflect different viewpoints on the subject of occupational choice, it must be brought to attention that the researcher was interested in a particular aspect of education - that pertaining to pupils' career aspirations. Since it was necessary to isolate the various sectors (the home and the school) which could be assumed to have an influence on this important aspect of career choice, the functionalist perspective was deemed appropriate for this use.

The choice of this perspective is thus outlined: Apart from equating society to the human organism, proponents of this perspective have acknowledged that the significant components inherent in this outlook are all geared towards establishing a smooth interactive process that is conducive to adaptive as opposed to maladaptive behaviour in society. Moreover, in her choice of functionalism, the researcher wishes to establish whether a relationship does exist between the home and the school in the event of individuals choosing a career.

According to Haralambos (1985:10) "the function of the family is the effect it has on other parts of the social structure and on society as a whole". New members of society are socialized and this forms the most important function of the family. Therefore the family's contribution to the maintenance of society depends on the norms and values that are learned and shared by individuals to bring about order, stability and co-operation.

Marxists, on the other hand, believe that man enters into social relationships with other men and that "production is a social enterprise" (Haralambos, 1985:12). This viewpoint is in contrast to the functionalist one in that while the family and the role it performs has an effect on society and other parts of the social structure, Marxists believe that the economic base affects institutions such as education.

Furthermore, various theories have also been extended in this chapter in an effort to explain how decision-making is realized by the individual. And also, whether it is attained with necessary assistance rendered by the family and the school as significant structures in society.

Basically the approach in each theory will differ. For instance, whilst Functionalism looks at the interdependence between structures in society, Marxism reveals that conflicts

are inherent in society. But, despite the theoretical framework, each one tends to explain the workings of society as clearly as possible culminating in a general aim of harmony and interrelations.

### 3.2 FUNCTIONALISM AS A PERSPECTIVE

Functionalism is a suitable perspective for the present study since it helps to clarify the functions of the home and the school in the attempt at explaining how both these structures are involved in guiding and directing pupils towards career choices. This perspective views the mechanisms that operate within the different institutions in society and how one structure is dependent on another. In this sense, functionalism proved to be a suitable theoretical point of departure for this study. The focus is on the home (family) and the school (education), two institutions that are vitally important to each other and which are closely inter-related.

Durkheim (1956), an early proponent of functionalism, regarded the role of education from this particular perspective. He concluded that "... education is a socialisation ... of the young generation". Durkheim (1956: 67) emphasized that if education was to take place, there must be two generations in interaction with each other i.e. adults and youth, and that the first should exert an influence on the second generation.

This aim of education is in keeping with the general aim of this study as a whole in that it is hoped that parents and teachers do play a significant role in their children's and pupils educational aspirations, especially with regard to career choices.

Durkheim (1956:68) further points out that education varies with each social class in society and that the career of a child, having been born into a particular family regardless of the social status of that family, would not be predetermined by a "blind heredity". He asserted that despite occupational specialization occurring, the child is fortunate in "... being exposed to different educational experiences in each occupational category as these categories in turn foster a number of characteristics which require particular aptitudes and specialized knowledge, and within which are inherent certain ideas, practices and modes of viewing things (Durkheim 1956:69). It is because of this diversification in the occupational system that education is looked upon from different perspectives.

Durkheim (1956) believed that all types of education in any society, have a common base which indicates that education inculcates ideas, sentiments and practises in children.

Durkheim (1956:70) sees the function that education should perform for the child as being two - fold in that firstly, it

should arouse in the child certain physical and mental abilities that are necessary and which are considered important for members belonging to that particular society. Secondly, it is pointed out that those physical and mental attributes which are possessed by a particular social group (be it caste, class, family or profession) should be consistently found in all its members.

Therefore it can be concluded that society as a whole as well as each social group is responsible for determining the ideal that education realizes. Homogeneity as a characteristic feature of functionalism, as well as diversity is also important in maintaining co-operation. Education plays an important role in these respects. Education can thus be seen as "... the means by which society prepares, within the children, the essential conditions of its very existence" (Durkheim 1956:71).

### 3.3 THEORY DEFINED

The term theory can be analyzed as a proposal of explanations that a scientist advocates for the occurrence of events or relationships (Super et al, 1957:20) and which pertains to one of four steps commonly identified when a study is undertaken. These steps can be identified as follows :



- i) observation and identification
- ii) formulation of theories
- iii) deduction of hypotheses, and
- iv) verification

Lindhard (1987:4) draws attention to a considerable number of successful attempts that has been made in the past by vocational theorists to explain how young people choose their careers. Here, a brief look at other theorists is necessary in order to obtain a global perspective of approaches that have been utilized in this field of vocational choice despite looking at Durkheim's viewpoint thus far. Lindhard (1987:4) points out that a pattern of choice does exist in theorists' development of theories and that individuals would be able to decide on a career due to this knowledge.

Super et al (1957:19) point out that in their studies on vocational development the term theory is absent due to the fact that many concepts and propositions regarding vocational development are still in an exploratory state. Therefore they claim that a considerable gap exists between theory-building as aspiration and as accomplishment in all the sciences dealing with human behaviour.

That there is much controversy present regarding the use of the term theory is pertinent in that whilst some theorists

(Koch, 1957:19) observe the methodological problems in the research of vocational development, others (Conant, 1959:19) believe that understanding how cumulative knowledge was attained is much more significant.

However, despite these various viewpoints regarding theory classification, the authors assert that no theory is ever conclusively verified. They conclude that theories are subject to challenge and change all the time.

It is against this background that the present study examines a number of theories which have been developed to explain the process of career decision-making. This is done within the context of the functionalist perspective, keeping in mind that pupils selected in this study are from standards eight, nine and ten, and are found at various stages of development in the decision-making process.

#### 3.4 THEORIES OF OCCUPATIONAL CHOICE

Initially, as there was a lack of an adequate theory on which to base findings on development and behaviour, vocational theorists borrowed relevant ideas from related disciplines in the social sciences.

In the light of the absence of a sound theoretical foundation, it has been pointed out by Ginzberg and associates (Super et al, 1957:ix) that a serious defect was evident in vocational guidance concerning the consequent lack of research on important aspects of choice and adjustments. Furthermore, important issues in the fields of psychology, sociology and economics have been neglected. Interest in theories of vocational choice and adjustment were thus fostered. Some of these theories and their relevance for the present study are explored in the sections which follow.

#### 3.4.1. Ginzberg's Occupational Choice Theory

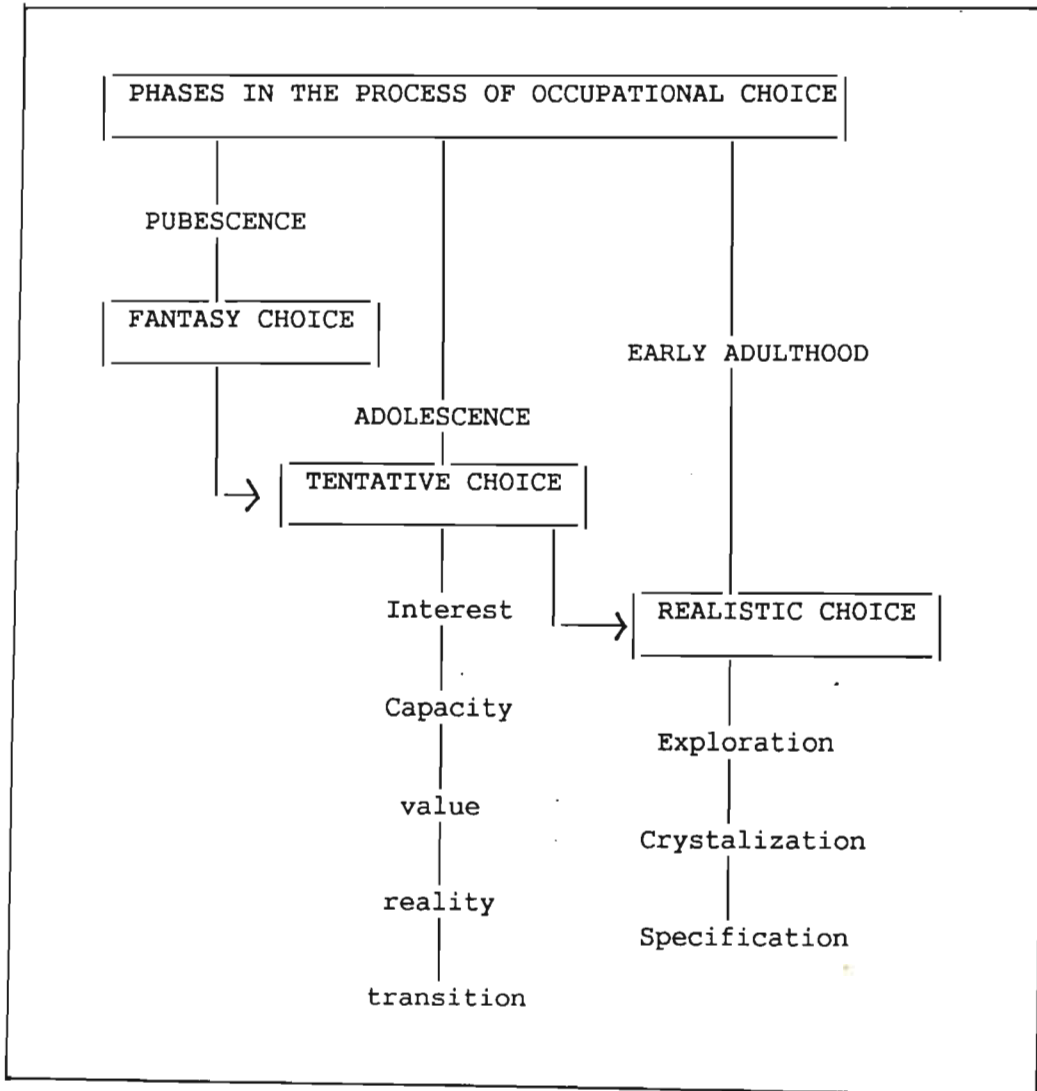
Ginzberg and associates (1951:10) devised a developmental approach to occupational choice when studying adolescents. They distinguished three distinct phases or periods in the process of making occupational choices.

- i) the period of fantasy choice, during latency;
- ii) the period of tentative choice, during adolescence; and
- iii) the period of realistic choice, during early adulthood.

They divided the second and third periods i.e. tentative and realistic into further stages. The entire process can be viewed in the graphic presentation (Figure 1).

The theory advocated by Ginzberg (1951) clearly outlines the various phases in the process of occupational choice. A fantasy choice is made by the child during the period of pubescence, where the child will try and identify with various characteristic roles and fantasize about careers. The period of adolescence sees the child making tentative choices which take into account interest in a certain field. It is at the age of sixteen Lindhard (1987) points out, that values begin to play a significant role in this process of occupational choice. Similarly, Ginzberg and his associates conclude that at the time of entry into the world of work, the individual will focus on reality consideration as a priority in the occupational choice that is made. They run the choice of an occupation at this stage as an opportunity consideration (Super et al, 1957:11) in relation to ability, interests and values.

**FIGURE 3: GINZBERG'S OCCUPATIONAL CHOICE THEORY**



Source : Super et al, 1957 : 10 -11

In his theory on occupational choice, Ginzberg (1951:20) pointed out that individuals go through different stages of occupational choice (at about the age of 18 years) in which the focus shifts from predominantly subjective factors, such as interests, capacities and values, to that of a realistic choice where the working world is looked at with regard to length of preparation and financial rewards. The three stages of this process are:

- iii) a. an exploration stage in which the individual tries to acquire data through exploring various subjects of study and talks with teachers, career advisors and others;
- b. a crystallization stage culminating in a commitment to vocational objective even though there may be little clarity on certain details; and
- c. a specification stage involving planning within the area of choice ; for example, if an individual has decided on becoming a doctor in the crystallization stage, during the specification stage this individual will decide which branch of medicine to pursue as well as at which place to practise.

There seems to be a marked similarity in the theories propounded by both Ginzberg (1951) and a later one by Lindhard (1987) (see Chapter two) on career or occupational choice. Here, both theorists assert that occupational choice is a life-long process of decision-making in which the individual seeks to find the most suitable "fit" between the nature of the worker as well as the nature of the work. Henceforth, they propose that the counsellor would have to guide pupils into course selections in order to facilitate alternative choices.

Ginzberg's (1951) theory of Occupational Choice was used in an effort to explain the stages of decision-making at which many pupils find themselves. For instance, those pupils who are in standard seven and eight are said to be in the exploration stage of their lives. They are exploring the different avenues of occupational preferences associated with subject set choices. The particular focus is on idealistic and realistic choices, one of the objectives of the present study.

### 3.5 SUPER'S SELF-CONCEPT THEORY OF VOCATIONAL DEVELOPMENT

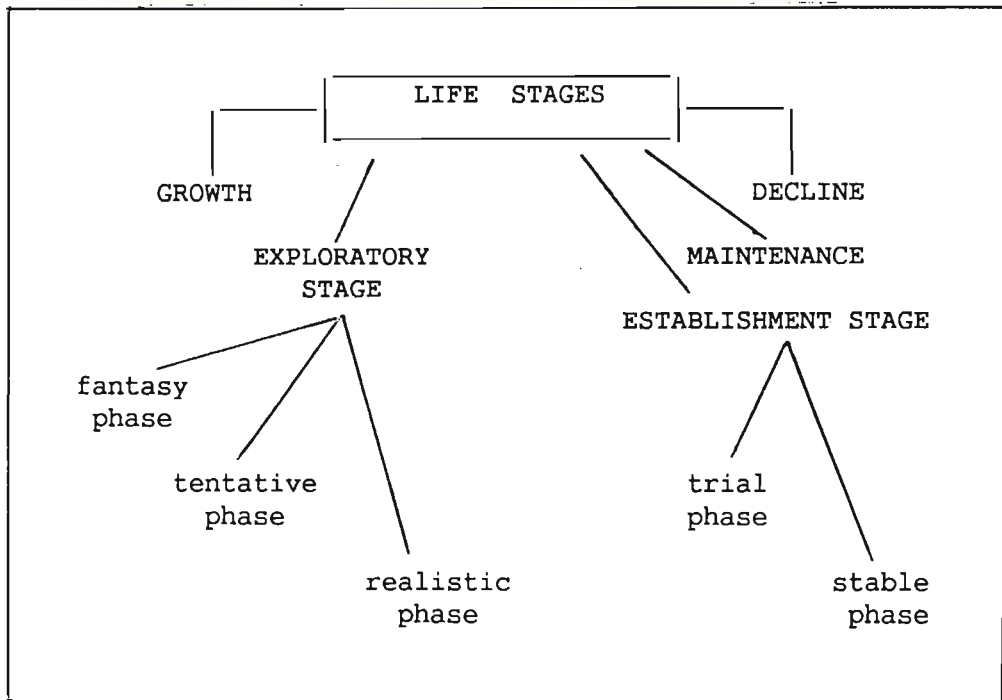
The attempt by Super et al (1957) to formulate a comprehensive theory of vocational development occurred a decade later than

Ginzberg. It was not a theory as such but consisted of elements that an adequate theory should include. The propositions propounded by him can be seen as a framework upon which a theory could eventually be based. Super (1957:14) identifies these ten propositions as follows :

- i) People differ in their abilities, interests and personalities;
- ii) They are qualified for a number of occupations;
- iii) Each of these occupations requires a characteristic pattern of abilities, interest and personality traits with tolerances for each individual in each occupation;

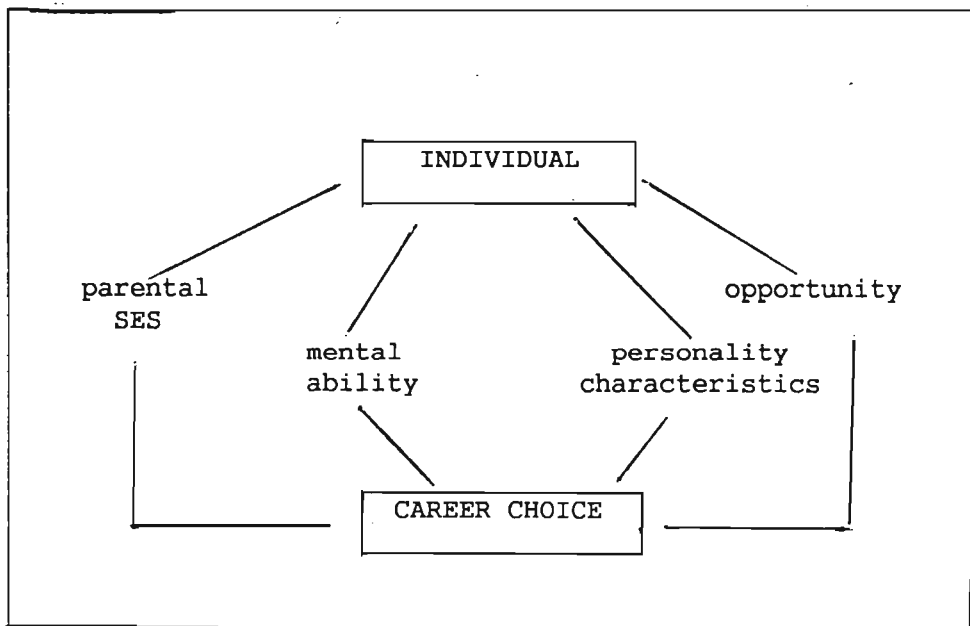


**FIGURE 4 : THEORY OF VOCATIONAL DEVELOPMENT**



Source : Adapted from Super et al : 1957.

**FIGURE 5 : DETERMINATION OF CAREER CHOICE**



Source : Adapted from Super et al : 1957.

- iv) Vocational preferences, competencies, and self concepts change with time and experience making choice and adjustment a continuous process;
- v) This process may be summed up in a series of life-stages characterized by those of growth, exploration, establishment, maintenance and decline and these stages may in turn be subdivided into:
  - a) fantasy, tentative and realistic phases of exploratory stage ; and
  - b) the trial and stable phases of the establishment stage. Life-stages are graphically represented in Figure 2;
- vi) The nature of the career pattern (that, is occupational level attained and sequence of jobs) is determined by the individual's parental socio-economic level, mental ability, and personality characteristics, and by the opportunities by which he is exposed : this is illustrated in Figure 3;
- vii) Development through the five stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self concept;

- viii) The process of vocational development essentially that of developing and implementing a self-concept;
- ix) The process of compromise between individuals and social factors between self-concept and reality is one of role-playing whether the role is played in fantasy or in real life activities; and
- x) Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets to his abilities, interests, personality traits and values.

It needs to be pointed out that these ten propositions put forward by Super have relevance for the present study as it can be seen that in order to arrive at a career decision individuals experience many of these stages. And influence of not only social factors but also that of other individuals do have a bearing on the ultimate choice of the individuals. These items of significance will be dealt with in this study and relevance will be established. However, Super's construction of a framework of components may be clarified further in an effort to observe its relationship to other theories.

Super was of the opinion that occupational choice involved the formulation and implementation of a self concept and that the role of the career counsellor was to help pupils to develop a

vocationally based self-concept. The three stages proposed by Super can be seen in a similar light to that of Ginzberg's theoretical propositions.

- i) Exploratory activities - through these activities differences emerge between individuals and others in the manner in which they approach and carry out a task.
- ii) Translation is the process of identification with an adult in a favoured occupational role and awareness of possession of talents and capabilities.
- iii) Implementation is the process which involves professional training (Behr, 1986:21).

Thus Super sees a career as being a continuing process of self-concept implementation.

Another area of concern in his theory was on the concept vocational development as leading to vocational maturity. Similar to Ginzberg's view, Super (1953:22) identified five dimensions of vocational maturity. These include the degrees to which individuals :

- a) are oriented to making vocational choices,
- b) have adequate information about jobs and are capable of carrying out plans,
- c) are increasingly consistent in their vocational preferences,
- d) show increasing crystallization of abilities and traits to provide a basis for consistent action, and
- e) demonstrate an increasing wisdom in their vocational preferences.

Though Super's work provides important guidelines for counsellors in their approach to student counselling, he has however, neglected to clarify whether the occupational self-concept of an individual is based on the values of other people than on those of the individual.

The theory put forward by Super et al (1957) should be seen in a similar light to that of Ginzberg and associates (1951) in that both theories explain the various stages of decision-making by pupils. The present study may also find pupils at various stages of this process, some still trying to acquire knowledge from counsellors whilst others have chosen a particular course of study with a career choice in mind. It is the task of the counsellor to identify the abilities and attitudes of pupils and to assist them in making suitable career choices. Where parents are unable to assist their

children because of lack of information through poor educational levels and other related factors, counsellors can help to provide relevant information on jobs, and help pupils to develop plans of action to secure jobs. Super's theory can be used to determine the consistency of actions. This theory has partly influenced the design of the present study to the extent that this study tries to ascertain the degree to which the parents or the school counsellors co-operate in rendering assistance to the pupils.

### 3.6 HOLLAND'S PERSONALITY TYPES THEORY OF VOCATIONAL CHOICE

An individual cannot be regarded as an empty entity but an indivisible one since his living (i.e. work) cannot be separated from his life. Wrenn (1987:4) advocates that work becomes part of an individual's life and any attempt at setting these two apart would be foiled as either one component would not be able to stand in an isolated capacity.

From Wrenn's distinction between life and work, and the inability to separate one from the other, Lindhard (1987:4) maintains that since a career is a way of life, individuals should therefore choose occupations according to the way they want to live if they do not wish to encounter dissatisfaction

in the course they choose.

Whilst Wrenn (1987) produced an important clue to a career choice, Holland (1987:6) isolated the second important clue to choosing a career. His emphasis is on self-concept as a picture subconsciously produced by individuals and thereby consisting of their nature, their abilities, their interests and their personalities projected into various kinds of careers in an effort to choose one that would suit the type of work chosen as well as their own nature. Four basic assumptions are included in Holland's (1986:23) theory which was formulated two decades later than Super's theoretical postulations. Of these assumptions the following main concepts will be highlighted to relate them to the occupational decision-making process.

- i) Personality types - artistic, conventional, enterprising, investigative, realistic and social;
- ii) Environmental models - these include six kinds which correspond to the six personality types;
- iii) Environments - people seek the kinds of environments that will allow them to exercise their skills, abilities, attitudes and values inherent in their personality types.

iv) Behaviour - the interaction between people's personality types and the characteristics of their environment determines behaviour.

To Holland (1973 a), an individual with a particular personality type will "fit" into the environmental model suited to a specific type of personality. He emphasizes that for the six types of personality evident, six models of environment exist. Further, he maintains that individuals will seek only those types of environment that will allow them the freedom to realize their potential personality types. In an environment that is conducive to a particular personality type, Holland (1973 a) concludes that behaviour is determined by the interaction of these elements.

Furthermore, Holland (1973 a) sees the processes of modelling and reinforcement as being either one which an individual adopts or resembles. Certain environments offered by parents, schools, neighbourhoods and friends, he postulates, are conducive to opportunities offered and thus reinforce particular behaviours. Similar to the theories discussed previously, Holland's theory also expounds on personality types and the environmental model as having a "fit" in order to bring about a state of congruence. Congruence relates to the functionalistic perspective of describing how society should function in order to obtain harmony and independence between



structures in society.

Holland's aim in advocating this theory is its emphasis on the process involving an exploration of the self first before the individual can actually be helped in his decision - making process. The strength of Holland's theory (1973:24 a) can therefore be attributed to a focus on personality than on interests and aptitudes and which, he concludes, provides further insight into the characteristics of a person thus focussing on coping styles, maturity and preferred demands. These attributes can therefore be considered imperative to vocational decision-making.

Thus Holland (1987:6) concludes his theory by maintaining that "persons with inadequate self-knowledge make inadequate self-appraisals" thereby emphasising that an unsuitable occupational choice could lead to the underdevelopment of potential ending in frustration.

Unlike the theories mentioned above, Holland's (1973) main focus is on personality types. His emphasis is thus on personality types and the environment. He argues that only certain environments are conducive to the functioning of certain types of personalities. If an individual with potential in a particular field is placed in an environment that does not permit freedom to develop that potential, then

his or her potential is not realized. Holland's theory can therefore be used to explain the relationship between the home and the school environments and the decisions arrived at by pupils regarding career choices. This theory has influenced the design of the present study to the extent that it tries to ascertain the extent to which school counsellors assist pupils when career decisions are being made, taking into account their personality types, and their environmental backgrounds.

### 3.7 ISAACSON'S CAREER ACTUALIZATION THEORY

Isaacson (1977:17) believed that career actualization was the result of an interminable linking between education on the one hand and work on the other. He asserted that individuals have the option of either continuing in the educational environment after the completion of secondary school or many seek employment in the working sector. In order to attain career actualization, Isaacson (1977:17) advocated a number of progressive stages that individuals experience in their attainment of an occupational choice. These stages are as follows :

- i) Awareness : This is the initial stage in any process. Isaacson (1977) points out that before embarking on a career, an individual becomes aware of what is being

offered in the various fields. For instance, the individual now becomes curious and will try to establish certainty by gaining knowledge.

- ii) Exploration : The pupil or individual is now fully aroused as to the conditions and requirements surrounding entrance to the different careers. Isaacson (1977) indicates that once the individual has fully explored different avenues pertaining to careers, the moment of decision-making is rife.
  
- iii) Decision-making : It should be noted that whilst going through these stages of career actualization, the individual may be assisted by parents, teachers or friends or may not be aided by others. During this stage, the individual is faced with choosing subjects that will enable entrance into a suitable field of study. The assistance of knowledgeable people with subject set choices is therefore most important at this stage.
  
- iv) Preparation : With the assistance obtained from willing people, the pupil can now begin his preparation for a future career course. Most pupils continue with their selected course of study from standard eight and continue with the same course until standard ten. Pupils can choose the Higher, Lower or Standard Grades according to

their ability levels in the different subjects. The Lower Grade caters for those pupils who are under-achievers in certain subjects. After this stage is over, pupils will prepare and look forward to the next stage of occupation, whether it is employment or further studies. The present structure on differentiated education in secondary schools and choice of subjects has been discussed in Chapter Two, section 2.3.1.

- v) Employment : Isaacson (1977) indicates that this is the final stage in the career actualization process and that all individuals may not experience all five stages in the same order. Further, if individuals are ready to seek employment, they should be knowledgeable about the types of jobs offered by the economic sector in society.

Isaacson (1977) indicates that the five stages of career actualization mentioned above, may not affect all individuals in the same manner, that some individuals may inadvertently miss a stage in this progression towards attainment depending on circumstances. For instance, an individual could have set a goal for further studies, but because parents are indisposed or ill, may be forced into seeking early employment.

Nevertheless the stages advocated by Isaacson (1977) may be viewed in a similar light to those postulated by other theorists mentioned thus far. Isaacson's contribution to the theories of occupational development and actualization is therefore acknowledged as it constitutes an as yet unestablished factor in the present study. This study will reveal to what extent pupils have gone through the various stages of decision-making and whether they have been assisted by parents and teachers in this important process of choosing a career.

### 3.8 SUMMARY

Selective aspects of the various theories discussed in this chapter were integrated and incorporated in the framework and design of this study.

Ginzberg's stages of occupational choice has dealt with pupils' idealistic and realistic choices in terms of pupils' stages of development. Likewise, the present study has also focussed on pupils crucial stages in this process of transition i.e. pupils at secondary schools choosing subjects with a view to particular career choices. Ginzberg's study has been instrumental in that this study looks at pupils and their ideal and actual career choices.

Super's theory of occupational choice looked at the attitudes and abilities of pupils and the role of the counsellor in identifying these aspects so as to assist them in making appropriate career choices. This theory has influenced the design of the present study to the extent that it tries to ascertain the extent to which parents and school counsellors render assistance to pupils.

The focus of Holland's theory is on personality types and the environment and how each influences the other. The design of the present study has taken this into account by trying to ascertain to what extent school counsellors render assistance to pupils when career decisions are being made - keeping in mind the pupils' personality types.

It is important to note that although these theories provided a structural basis for the design of this study, the parents and counsellors' roles (as observed in everyday situations) were also taken into account.

## CHAPTER FOUR

### METHODOLOGICAL ORIENTATION

#### 4.1 INTRODUCTION

In any study it is necessary to indicate the reasons for utilizing the procedures and techniques in the gathering and presentations of data. It is relevant, for instance to point to the theoretical bases of the present study as well as to place the study in the broad context of career aspirations amongst Indian secondary pupils. Also, the literature survey was important in assisting the researcher to formulate a reliable and valid method of data collection.

#### 4.2 DESIGN OF THE STUDY

The actual details of choice and selection of the research area and population, as well as the methods used for gathering data, are discussed in detail in this chapter. In essence, the chapter supplies the foundation on which the analytical argument (Chapter Five) is based. It moreover highlights the significance of this study.

#### 4.2.1 Choice and description of the research area

The choice of the township of Tongaat as the study area was determined by three factors. These were:

- a) That by confining the study to this area, practical manageability and minimum costs through convenience, accessibility and availability could be ensured. The study area, which consists of a number of districts, can be regarded as an Indian residential area. The importance of this area for study is clarified even further in the remaining two factors under choice of area.
- b) Because the researcher is a resident of Tongaat, her familiarity assists in recognizing the various social groups that can be found in the different areas that are included in the study.
- c) Due to the heterogenous social class structure of the study population, the researcher's interest in this locale was aroused. In addition, this heterogeneity would be reflected in the composition of the schools serving the area. A heterogeneous population would certainly reflect different views on aspects of education as well as indicate tendencies in the patterns of



parental involvement in educational stances.

In general, the research area consists of some respondents living in comfortable private homes, others in semi-detached ownership homes, and in rented flats situated on the main and adjoining streets, whilst a small percentage occupied dwellings in the Potgieter's Hill, Gandhi's Hill, Chetty's Hill as well as the Brake Village areas (all maintained by the Tongaat Group Company). Elite areas such as Vanrova Gardens and Gandhi Nagar also formed part of the Central Tongaat area and is part of the study area. In these areas, the houses owned by most occupants were private, with ownership of property. One secondary school and two primary schools cater for the children of these areas.

The Buffelsdale and surrounding area comprises a large number of private homes, a large number of semi-detached ownership houses, and a number of flats that are let out on a rental basis by the local authority (Tongaat Town Board). Other little occupational areas adjoining Buffelsdale are Watsonia and Mithanagar. These can be considered elite areas with privately owned homes varying in size. In this area there are three primary schools and one secondary school.

The Belvedere area, which was fairly large, was divided into five zones. Here various types of homes are evident. Some are private properties (with houses) bought off from the local authority; some are homes bought off from said authority and others are flats let out to people on a monthly rental basis. This zone, covers quite an extensive area and has its own high school as well as three primary schools. Schools situated in a particular area are generally peopled by residents from that area. It must be mentioned here that zone 5 also contains the low-cost housing schemes that are occupied mostly by single parents and widowed and divorced spouses. These homes were provided by the local authority to occupants on a low rental basis. One of the conditions set down for occupants was that married children should not live with their parents. One respondent in the present study lived in this area.

The northern boundary that completes the township of Tongaat is Burrbreeze. Homes in this and surrounding areas are privately owned. Flats situated above shopping centres are mostly privately owned, and flats put up by the local authority were not evident. There were two primary schools as well as one secondary school in the Fairbreeze area. Fairbreeze Secondary is not included in the present research study as this area is not included within the central township of Tongaat. Moreover pupils manning this school were not residents of this area only but come from surrounding areas

further north which fall into the jurisdiction of Stanger. Finally, this school was not fully operational at the commencement of this study.

The La Mercy Beach area forms the eastern boundary. It is an extensive area which could not be included in the map of the central township of Tongaat. A separate map denoting its residential areas has thus been presented. The homes in this elite area includes mostly privately owned properties with large homes.

Flats in this area are also privately owned and not under the local authority. A recent development in this area was a primary school which caters for resident pupils. Those pupils seeking secondary education enrol at schools in the central township area - either Tongaat Secondary or Buffelsdale Secondary. This entails travelling from the beach area into the township on a daily basis.

a) The selection of the sample

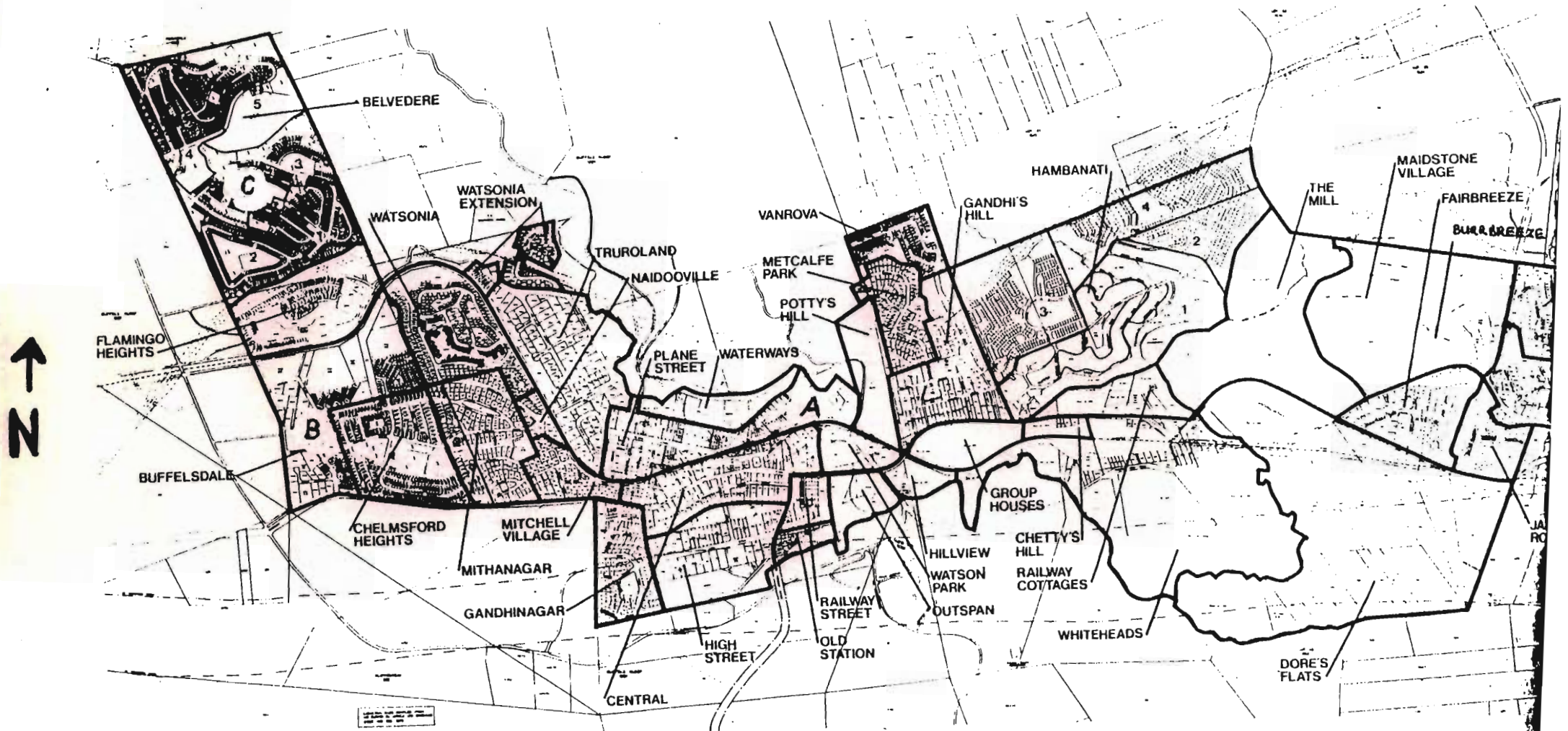
For the purpose of this study 299 respondents were selected and interviewed. Of this number 150 made up the pupil sample and 150 the parent sample. The selection of the sample was a two stage process:

- a) 50 Pupils were drawn from each of the three secondary schools totaling 150, and
- b) Addresses of parents, 150 in all, of these chosen pupils were ascertained via the questionnaire administered to pupils.

Though the study commenced with 150 parents, during the course of interviewing sessions one mother who was terminally ill passed away, thus leaving the researcher with 149. This parent was not replaced in the study.

# FIG. 6

## MAP SHOWING STUDY AREA AND SCHOOLS



- A. TONGAAT SECONDARY
- B. BUFFELSDALE SECONDARY
- C. BELVERTON SECONDARY

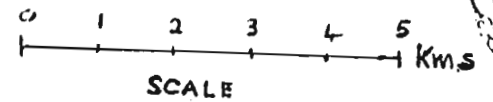
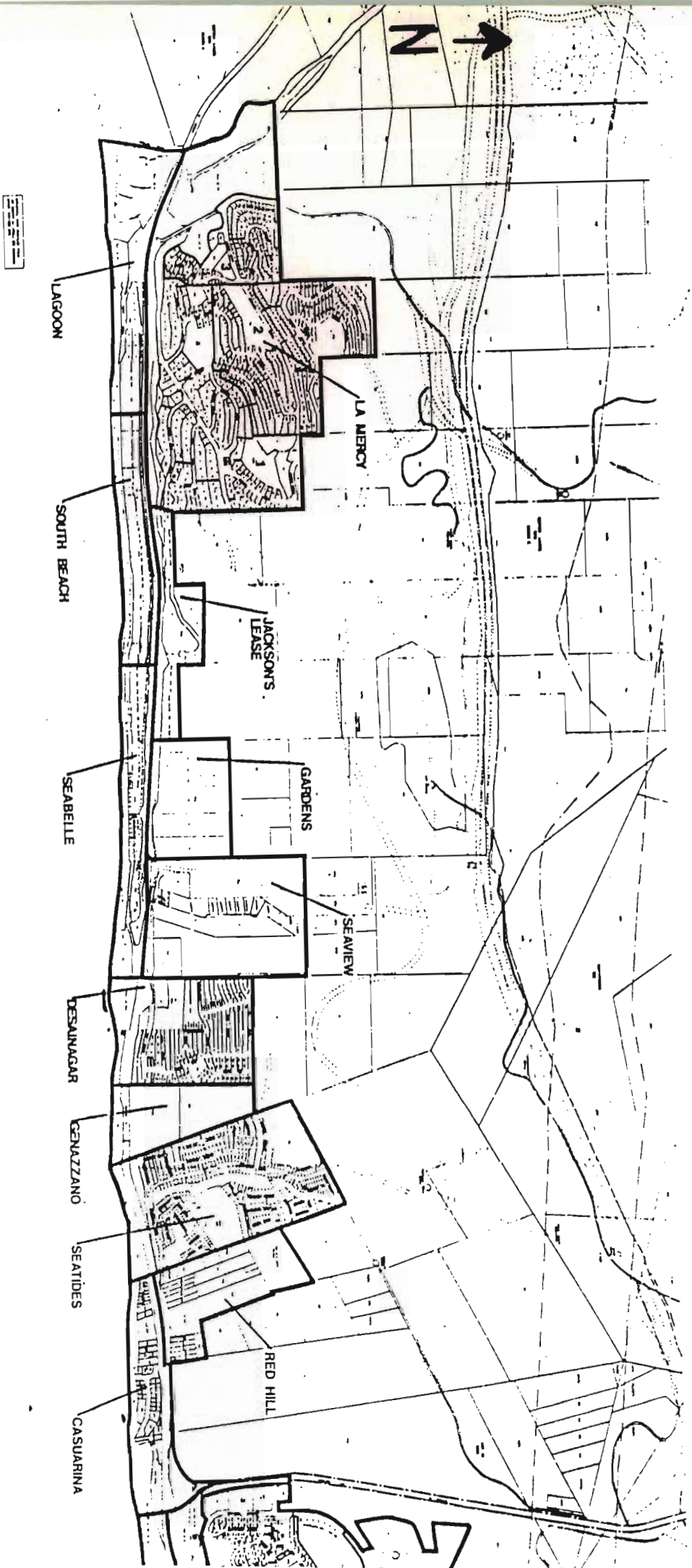


FIG. 6  
CONTD.



(b)

Accommodation was made by the researcher to allow for interviewees other than the mother to be included in the sample. In those cases where the mother was not present, the interview schedule was completed by the father, grandparent, aunt, uncle, older brother or sister, in whose care the child was committed. This allowance alleviated the problem of finding a replacement for those mothers who for one reason or the other could not be interviewed. This factor also allowed the researcher to continue uninterrupted with her interviewing. A distribution of the parent sample included in the present study is presented below.

TABLE 4.1

DISTRIBUTION OF PARENTS

RESPONDENTS	FREQUENCY	PERCENTAGE
MOTHER	135	90.6
FATHER	4	2.7
GRANDPARENTS	2	1.3
GUARDIAN	8	5.4
	-----	-----
<b>TOTAL</b>	149	100

b) Selection of schools

Since there are three secondary schools situated in the central township of Tongaat, all three were chosen for the study. Fairbreeze Secondary, which falls out of the central township area, was omitted. No specific method was employed in selecting schools as there were only three secondary schools in this area. Permission was obtained from the Department of Education and Culture in the House of Delegates to use these schools in the study. The Department stipulated certain conditions that should be adhered to as precautionary measures. Appendix One is a copy of this letter.

The schools that were included are:

- a) Tongaat Secondary
- b) Buffelsdale Secondary
- c) Belverton Secondary.

For each school the catchment area included pupils living in the vicinity. There were the occasional exceptions where pupils from neighbouring areas catered for by these schools. Tongaat Secondary, situated in the midst of the central township area, drew pupils from its surrounding areas.



Pupils from varying social class backgrounds, i.e. the upper class or affluent residents, the middle class and the poor or working class are enrolled at this school. Buffelsdale Secondary also included a wide distribution of pupils from the different social groups. A heterogeneous composition of the school population was essential for the researcher to ascertain relevant data pertaining to the relationship between the home and the school. Unlike the other two schools, Belverton Secondary is situated in a predominantly working class area. The nature of the population of this school is therefore not as diverse as at the other two schools. Findings in this area should prove useful especially with reference to parental involvement.

c)            Selection of pupils

The selection of pupils was a one-stage procedure. By a system of random sampling 50 pupils were drawn from each school. In order to ascertain this sample size for each school, pupils belonging to standards eight, nine and ten were assigned numbers. This method allows for each person in the sample to have an equal opportunity of being chosen for the sample.

Initially, a sampling frame was constructed. Each pupil or sampling unit in the sampling frame was then assigned a number. From the total number of pupils belonging to the three standards, 50 were drawn from each school thus totalling 150 pupils. Though the intention of the researcher was to have as diverse a sample as could be managed, the socio-economic status of pupils in these areas of study may prove an interesting variable in the aspirational levels of pupils. It must be noted also, that all the pupils chosen for the study may not reside in the vicinity surrounding the school - that they may belong to a neighbouring area is a possibility at this stage in the study.

#### 4.2.2 Choice of methods for gathering data

The methods chosen for gathering data were determined by the following:-

- a) An informal interview;
- b) The pupil questionnaire; and
- c) The interview schedule for parents.

The informal interviews conducted with guidance counsellors at the three schools proved quite fruitful and helped in establishing certain pointers pertaining to shortfalls in

guidance per se. Taking into consideration the population contained in this study it was decided that the appropriate method for obtaining information was by the use of the questionnaire and interview schedule. Questionnaires were directed at the pupils whilst interviews were conducted with the parents of these pupils.

a) Informal interviews with school counsellors

Since it was evident from the literature survey that information on the career aspirations of Indian secondary pupils in South Africa is limited, the informal interviews with school counsellors proved both informative and useful since the knowledge obtained was based on practical experience. The researcher decided that an unstructured interview schedule (see Appendix Two) for the informal interviews would be used for the collection of data. Thus data was obtained through these discussions with school guidance counsellors.

Interviews with the counsellors from the schools were conducted on three separate days. This took place prior to the administration of questionnaires whilst pupils were engaged in the half yearly examinations. The Counsellors were most co-operative and discussed the various issues pertaining

to guidance as were operant at these schools.

Although each school has one guidance counsellor, and three in all were interviewed, invaluable information was obtained. The results of the interviews are discussed in detail in Chapter Five. To provide a clearer picture, guidance personnel at the survey schools are represented in the table below.

**TABLE 4.2**  
**NUMBERS OF GUIDANCE PERSONNEL AT THE SURVEY SCHOOLS**  
**AND STANDARDS TAUGHT**

	<b>TONGAAT SECONDARY</b>	<b>BUFFELSDALE SECONDARY</b>	<b>BELVERTON SECONDARY</b>
<b>COUNSELLOR STANDARDS TAUGHT</b>	1 8,9,10	1 10	1 6,7,8,9,10
<b>GUIDANCE TEACHER STANDARDS TAUGHT</b>	3 7,8,9,10	1 7,9	1 7,8,9,10
<b>SUBJECT TEACHER TAKING GUIDANCE STANDARDS TAUGHT</b>	3 7,8,9,10	3 6,8	7 6,7,8,9,10

Although the present study does not include pupils from standards six and seven, these pupils have been represented in the table to emphasize the work load of the guidance personnel at the three schools. This aspect will be discussed in the

analytical component (Chapter Five) of this study.

b) The interview schedule for parents

In South Africa, it can be noted that the majority of research on education utilizes quantitative methods, that is, the use of questionnaires (Mantzaris, 1986:18). The reason for the use of these methods of data collection is their many advantages. The means of data collection in this study is the questionnaire and interview schedule. The interview schedule is often seen as an objective method (Bailey, 1978:157-158) of collecting information since questions or statements are presented in such a manner, and it incorporates response categories as well.

It must be noted here that since a large portion of the population belonged to the working class, interview schedules were considered most appropriate as respondents would not be able to fill in questionnaires without assistance.

The interview schedule is straightforward, easily understood and easy to administer (Chetty, 1983:96). Furthermore, while research costs are low the data obtained lends itself fairly easily to statistical analysis. And they have the characteristic of flexibility, the response rate is better

when compared to mailed questionnaires, and the interviewer has the ability to control the environment when necessary (Goode and Hatt, 1952:184-187).

In the present schedule for parents was divided into three sections viz., Biographical Data, Parental Involvement and Career Aspirations, and consisted of 55 items. The first twelve statements/questions pertained to Biographical details where both parents' occupations and educational levels were ascertained. Indicators such as income, number of children and the type of house the family lived in are necessary if socio-economic status is to be considered an important variable in the study.

The second and third sections contained 43 questions. Of this number three questions had response categories from which to choose, while nine questions had YES and NO responses. The remaining 31 questions were open-ended and required the respondent to answer accordingly.

Career aspirations, the third section, is aimed at ascertaining whether parents and children share a mutual understanding with regards to aspirations. Questions 29 to 55 measure the aspirational level of parents as well as the assistance they are prepared to render to their children if these children persevere in their chosen courses at school.

The responses obtained for these questions were likewise categorized and rated from zero upwards. The home interview schedule which appears in Appendix Four, page 221 , thus contained both open-ended and closed-type questions.

c) The pupil questionnaire

The use of questionnaires as a quantitative method of research in education is not uncommon (Schoombee and Mantzaris, 1986:3). This can be attributed to the many advantages attached to this method of data collection. It is straightforward, easy to understand, time-saving and cost-cutting. While on the one hand the interview demands more skill in its administration, the questionnaire on the other hand, may be administered simultaneously to large numbers of people (Goode and Hatt, 1952 :185-186).

By the time permission was obtained from school principals after permission was granted from the House of Delegates, pupils were already in the midst of half-yearly examinations. This was the week prior to the Administration of questionnaires. Questionnaires were thus administered in the last week of school just before the end of the second term.

After the pupils from each school were chosen by the method of simple random sampling from standards eight, nine and ten, to clarify matters, the details of the questionnaires were explained to them. They were asked to read through the introducing letter which denoted the nature of the study and its relevance to secondary pupils and education as such. They were also urged to supply correct information about addresses and occupations of their parents. Pupils co-operation was highly appreciated. On departure, the researcher handed letters meant for parents (especially their mothers) to these pupils to inform them of her intended visit.

The questionnaire for pupils was categorized into four sections. These sections contained items that were grouped into specific categories under the following headings: Biographical data; Home-school relationship; Career aspirations; and Career direction.

Findings in this study were reconciled in relation to the educational level and occupation of parents, whether parents visited the school frequently and for what reasons they did. The career direction of pupils and parents was analysed in conjunction with their aspirational levels as well.



From the name of the school attended and the address furnished, the researcher made inferences pertaining to the socio-economic setting of the family. Details such as size of the family, parents' occupational status and location of the homes aided in helping the researcher to make these inferences.

Home-school relationship formed the second section of the questionnaire. It consisted of ten with Yes and No response categories as well as open-ended questions.

The third section on career aspirations was aimed at ascertaining whether pupils had thought about the possibilities of their future. Six questions were set down under this section. Pupils answered according to their levels of aspirational awareness.

Career direction, the final section in the research questionnaire, contained the bulk (24) of the items that pertained to specific career directions that pupils could account for in their choices of subjects at school. Seven items in the questionnaire necessitated seven dichotomous (Yes or No) responses whilst 16 were open-ended questions. Only question number 48 required a response from a given category.

#### 4.2.3 Fieldwork

Fieldwork commenced during the week schools closed for the second term in 1989 and was completed by the time schools reopened for the third term. Interviewing was undertaken by the researcher herself as there was very little time to train fieldworkers, and to ensure greater accuracy in the collection of data. All interviews were conducted personally except in the case of five parents who could not be reached because of the type of jobs they did and in some instances the location of their homes. These interview schedules were filled in and sent to the researcher by the interviewees on the appointed days.

#### 4.2.4 Data processing

The data processing phase in the research process embraced several steps that were imperative to this procedure. These steps will be explained further.

##### a) Editing

The total number of respondents in the present study was two hundred and ninety nine altogether. As indicated earlier, sampling was a two stage process. Immediately after

completion of questionnaires at each school, they were checked for completeness and accuracy. Once the researcher was satisfied that the questionnaires were consistent, a coding frame was then drawn up. Each questionnaire was assigned a number (ranging from 001 to 150) and coded according to the coding frame.

A similar procedure was observed with the home-interview schedules. At the end of each interview, a check was made for completeness and accuracy. All the schedules were found to be consistent and acceptable. The coding frame drawn up for the questionnaire was then matched with that of the parent interview schedule and the number assigned to the pupil corresponded with that assigned to the parents (ranging from 001 to 149). Each schedule was then coded according to the coding frame that was drawn up separately for the interview schedules.

b) Coding: Pupil questionnaire

(Refer to Appendix Six)

The items were coded according to name of school, sex of pupil, present standard, age of pupil, religion, father's occupation and mothers occupation. The last two items were subjected to an occupational hierarchy and scored accordingly.

Category: Home-school relationship

Items 11, 14, and 16 represent a dichotomous (Yes/No) scale and indicated a positive attitude towards home and school relations.

YES	1
NO	0

Items 12, 13, 18, 19 and 20 were open-ended questions where the responses were further coded.

Questions 15 and 17 included four response categories to choose from and were thus weighted respectively.

- |                           |   |
|---------------------------|---|
| 15. Visit home            | 1 |
| Discuss at school         | 2 |
| Refer to guidance teacher | 3 |
| Other                     | 4 |
| 17. Once a month          | 1 |
| Once a term               | 2 |
| Once a Year               | 3 |
| Nct at all                | 4 |

Category: Career aspirations

Questions 21 and 23 differentiated between the ideal and expected educational standard of each pupil. Responses were categorized and coded thus.

a	0
b	1
c	2
d	3

Questions 22, 24, 25 and 26 were probe questions and responses were categorized and then weighted.

Category : Career direction

Items 27, 29, 32, 35, 37, 39, and 42, which represent a dichotomous scale, were scored in the same manner as the ones in the first two categories, viz. :

YES	1
NO	0

Question 48 had a given response category which was weighted in the following way:

Parent	1
Teacher	2
Peer	3
Friend	4
Self	5

The remaining questions 28, 31, 33, 34, 36, 38, 40, 41, 42, 44, 45, 46, 47, 49, and 50 were open-ended, in which responses were further categorized and weighted accordingly. A No response in some categories was rated zero whilst in the others, rating was given according to the categorization of responses and applied directly onto the schedules.

c) Procedures used in analysis of data

Computer analysis was carried out by the analyst using the Statistical Package for Social Sciences (SPSS). This consisted of feeding in the necessary information (mostly codes regarding a particular category in all the questionnaires and obtaining the relevant information in the form of a printout. Raw scores were keyed into the computer and totals with percentages were received. This study examined the relationship between the home and the school and the extent of involvement of counsellors and parents in assisting pupils to choose careers. The programme included

the various categories which were used in the home interview schedule and in the pupil questionnaire viz., biographical data, parental involvement, home-school relationship, career aspirations and career directions. This programme was found to be useful since the many different variables in each of the above-mentioned categories could be related to each other so as to establish the general connections between career aspirations, influence of parents, and the provision of guidance and counselling at school.

Frequency tables for each of the variables were examined first and thereafter cross-tabulations of these variables were processed and evaluated. Tables of frequencies, and cross-tabulations were undertaken so as to focus on relevant relationships. This method of analysis was preferred to correlational statistical analysis which is more appropriate for in-depth multiple relational analysis. The present study is concerned with general relations between pupils' career choices, parental involvement, and guidance and counselling services.

d) Coding: Home-interview schedule

A similar procedure to the school/pupil interview schedule obtained in the interview schedules.

Category : Biographical data

Items three and four pertained to occupations and levels of education of both parents. Occupations were further categorized and then coded on the questionnaire whilst educational levels consisted of six response categories. These were rated from lowest to highest (0 to 5) respectively. For numbers 6, 8, 9 & 12 denoting age of parent, home language and religion and type of house, the same method of rating was employed. Item seven indicated a given category for income of parents and the scores ranged from 0 to 10 i.e. highest to lowest. Question ten required a figure to show the number of children there are in the family while number eleven qualified this figure more clearly by the table presented for children.

These biographical details were necessary not only to place the family in its socioeconomic status (SES) in society but were also important as variables in denoting the extent of parental involvement inherent in different families.

Category: Parental Involvement

Question 22 was the only fixed alternative question and entailed the use of two numbers in the nominal scale measurement (1,2) whereas the open-ended questions (14, 16,



17, 18, 19, 20, 21, 23, 24, 26, 27 and 28) were probe questions and had to be categorized by the researcher before being coded. Some of these responses involved up to seven codes in some instances, as will be seen in the next category. The codes formulated for these open-ended responses were then applied directly onto the schedules. Questions 13 and 15 had given response categories ranging from lowest to highest:

a	0
b	1
c	2
d	3

Question 25 referred to the person who helped the child with homework. Rating was as follows:

MOTHER	1
FATHER	2
BROTHER/SISTER	3
OTHER (SPECIFY)	4
NOBODY	5

Category : Career aspirations

Altogether eight questions (29, 31, 33, 36, 39, 42, 47, and 53) were fixed alternatives and entailed the use of the nominal measurement as in the previous category. The remaining ones (30, 32, 34, 35, 37, 38, 40, 41, 43, 44, 45, 46, 48, 49, 50, 51, 52, 54, and 55) were all probe questions aimed at establishing whether parents were interested in what their children planned to do and what their depth of involvement was with reference to career aspirations of the child.

Once the data had been coded, the researcher set about punching the information into the computer.

e) Statistical procedures used

Cross-tabulations were made between the dependent variables (items on the questionnaire and interview schedule) and the socio-economic indicators such as education, occupation, age, income, religion, number of children and type of house.

#### 4.3 SUMMARY

In an effort to accumulate data in any research it is necessary to adopt a methodological approach by conducting research in an orderly way.

In the present study, for instance, a detailed picture of how the area as well as the respondents were chosen is clearly outlined. The heterogeneous composition of the sample as well as the types of dwellings they occupy are focused on in an effort to glean their SES in society. It was necessary to look at this and other variables pertaining to those demographic features associated with children's educational and career aspirations. The area they live in, the school they attend as well as the occupations and educational levels of their parents are all factors that need to be taken into consideration when studying the overall effects of these on children's motivational and aspirational levels.

In order to ascertain these, important instruments of measurement such as the questionnaire and interview schedules were used to gather information on this important aspect of parental involvement and school guidance in the career aspirations of secondary school pupils.

## CHAPTER 5

### ANALYSIS AND INTERPRETATION OF DATA

#### 5.1. INTRODUCTION

This chapter presents the findings of the empirical survey which is divided into four sections. The first section describes the sample in terms of social class determinants which include occupation, education, sex and age, family size, types of houses and income. These socio-economic indicators are discussed in view of their effects on the career aspirations of secondary pupils.

In the second section, parental involvement especially the mothers' and in some cases the fathers', is analysed with reference to the following aspects: It should be noted here that mothers represent parents in this study. Some of the aspects looked at include the expectations of mothers for their children, the assistance rendered by parents not only with respect to homework but also in making the completion of school financially possible for the child, and in terms of parent-teacher visits as well as the overall influence of the parent sample on career decisions.

The third section examines the career aspirations of pupils in relation to the educational levels of parents, parents' awareness of their children's career plans, the preferences of parents with regard to occupational choice of their children, a comparison between the career choices of mother and child, the ideal and actual career choice of pupils, whether the sex of the child affects occupational choice, and whether parents are interested in their children's subject choices at school.

Findings of the unstructured interview schedule (Appendix Two) used to obtain information from counsellors of the three schools are contained in the fourth section. These items will be looked at in terms of the following aspects: the qualifications of the counsellors of each school, the number of guidance personnel per school, the attitudes of staff and pupils towards guidance, capability with regard to educational and social matters, the role that parents play in educational matters and shortcomings pertaining to each school as evidenced by the school counsellors.

The final section consists of an assessment of the theoretical implications for the study.

## 5.2. SOCIAL CLASS DETERMINANTS

In order to obtain a profile of the socio-economic and cultural concentration of the family, data obtained in the interviews will focus on the biographical details of the family (See Appendix Four:Category one of Parent Interview Schedule). Certain characteristics such as occupation, education, family size, sex, age and income are deemed important determinants of social class and since this is so social class can be seen as a contributing factor (Naicker, 1979:119) in determining the nature of responses obtained in this study as well as the influence of parental involvement on pupils' career aspirations. This section therefore describes the socioeconomic background of the interviewees beginning with occupation, educational level of parents, age and sex, family size, income, types of houses, the relationship between family size and income.

### a) Occupation

The distribution of parents according to their occupational categories are presented below in Table 5.1.

TABLE 5.1

DISTRIBUTION OF PARENT POPULATION ACCORDING TO OCCUPATION

C A T E G O R Y		N	-	%
FATHER:	N/A	14	-	9.4
	EDUCATION	11	-	7.4
	MEDICAL	2	-	1.3
	TECHNICAL	5	-	3.3
	OTHER PROFESSION E.G. LAWYER, ENGINEER	1	-	0.7
	MANAGERIAL/CLERICAL	22	-	14.8
	SALESWORKER	2	-	1.3
	SERVICE E.G. TRANSPORT, COMMUNICATION	14	-	9.4
	SERVICE WORKER - E.G. WELFARE	17	-	11.4
	ARTISAN	37	-	24.8
	LABOURER	1	-	0.7
	BUSINESSMAN	13	-	8.7
	UNEMPLOYED	8	-	5.4
	OTHER OCCUPATION E.G. SECURITY OFFICER	1	-	0.7
	RETIRED	1	-	0.7
		-----		
		149	-	100
MOTHER:	N/A	1	-	0.7
	EDUCATION	5	-	3.3
	TECHNICAL	1	-	0.7
	MANAGERIAL/CLERICAL	2	-	1.3
	SERVICE WORKER	9	-	6.0
	ARTISAN	24	-	16.1
	LABOURER	1	-	0.7
	BUSINESSWOMAN	3	-	2.0
	HOUSEWIFE	98	-	65.8
	UNEMPLOYED	1	-	0.7
	NO RESPONSE	4	-	2.7
		-----		
		149	-	100

\* Occupational categories adapted from Lindhard (1987:17-24) and modified for the present study by deleting unnecessary categories and retaining the relevant ones that appear above and which pertain to this study.

Table 5.1 shows the occupational distribution of parents. This table indicates that 37 (24.8%) fathers in the present study were artisans; this denotes the significance of skilled manual abilities as an essential feature. A slightly smaller number (20 = 14.8%) dominated the management and clerical category of the occupational hierarchy, showing perhaps a tendency in the slow climb in social mobility.

When looking at the occupational hierarchy of mothers in the study, 65.8% were found to be housewives with the remaining number/percentage scattered across the various occupations. As with the fathers a high percentage (16.1%) of mothers were artisans, again denoting the importance of manual abilities. Even if many old stereotyped conceptualizations regarding women and their place in society still persist (Crump, 1987: 24,25), the present study does however, point to the slowly changing role of the Indian woman. More women are seeking employment to supplement the household income and maintain their standard of living.

Since a number of mothers were found to be employed in various occupational sectors in society, Table 5.2 points to the working class composition of mothers in the study obtained at each school in Tongaat.



**TABLE 5.2**

**MOTHERS' OCCUPATION AT THE SURVEY SCHOOLS**

CATEGORY	TONGAAT SECONDARY	BUFFELSDALE SECONDARY	BELVERTON SECONDARY
N/A	2	2	1
EDUCATION	3	2	0
TECHNICAL	1	0	0
MANAGERIAL/CLERICAL	1	1	0
SERVICE WORKER	3	3	3
ARTISAN	4	4	16
LABOURER	0	1	0
BUSINESSWOMAN	3	0	0
HOUSEWIFE	32	37	29
UNEMPLOYED	1	0	0
	-----	-----	-----
TOTAL	50	50	49

It is evident that the Belvedere area in which Belverton Secondary is situated, has only 29 mothers as housewives compared to Central Tongaat which has 32 and Buffelsdale which has 37. Mothers who are artisans number 16 in the Belvedere area thus indicating the large working class population in is part of Tongaat. In the central Tongaat and Buffelsdale area four mothers respectively were found to be artisans.

From the data obtained in Table 5.2 above it can be ascertained which area constitutes a heavy working class composition. Though the intake of pupils at each school does not depend on the social class composition, the social characteristics of the catchment area are reflected in the

social class composition of the population in each school.

Table 5.2 reveals that overall 45 mothers are employed. Out of this total, the highest composition (19 mothers) can be found in the Belvedere area. The majority of the population in this area is predominantly working class. The mothers of pupils from Tongaat Secondary constitute the second highest (15 mothers) composition of working mothers situated centrally in the township of Tongaat. Buffelsdale and its surrounding area makes up the lowest number (11 mothers) who are employed in the industrial sector.

b) Educational level of parents

Closely linked with the variable occupation is the educational level of the parent population. It is clearly understood from information received in the questionnaires on occupation, educational level and income of parents, why, the major portion of the sample under study constituted respondents mostly belonging to the lower working class groups. The main concern in the present study is with the senior secondary pupils' career decision process. Therefore it was deemed necessary to ascertain the educational level of parents in order to establish its significance for the aspirations of parents for their children as well as their assistance with

the career directions of their children. Table 5.3 presents these findings.

In the present study the educational level of the parent population was not particularly high, as 50 fathers (33.6%) indicated receiving primary educational qualifications ranging from standard four to standard six and 44 (29.5%) indicated receiving education from standard seven to standard nine. The mothers followed a similar pattern to that of the fathers but with a higher percentage (54.4%) i.e. 81 mothers receiving formal education ranging from standard four to standard six. It was revealed that 26 (17.5%) mothers received education from standard seven to standard nine.

**TABLE 5.3**

**EDUCATIONAL LEVEL OF THE PARENT POPULATION**

C A T E G O R Y			N	-	%
FATHER:	0	NIL	4	-	2.7
	1	STD. 3 AND BELOW	3	-	2.0
	2	STD. 4 TO STD. 6	50	-	33.6
	3	STD. 7 TO STD. 9	44	-	29.5
	4	STD. 10	13	-	8.7
	5	BEYOND	18	-	12.1
	6	NOT GIVEN	17	-	11.4
		<b>TOTAL</b>	149	-	100
-----					
MOTHER:	0	NIL	9	-	6.0
	1	STD. 3 AND BELOW	16	-	10.7
	2	STD. 4 TO STD. 6	81	-	54.4
	3	STD. 7 TO STD. 9	26	-	17.5
	4	STD. 10	10	-	6.7
	5	BEYOND	2	-	1.3
	6	NOT GIVEN	5	-	3.4
		<b>TOTAL</b>	149	-	100
-----					

Four fathers (2.7%) were found to be illiterate as opposed to nine (6%) mothers. Secondary educational qualifications (ie. standards seven to ten) of fathers totalled 57 (38.2%) while that of mothers made up only 36 (24.2%). This is in keeping with the findings by Singh (1988:115) that more fathers attain secondary education compared to mothers. A wide disparity was found in that 18 (12.1%) fathers attained qualifications beyond that of standard ten, in comparison to 2 (1.3%) mothers who achieved the same. The evidence of a low level of

education of mothers in this study (see Table 5.3) may be interpreted as that of a traditional cultural outlook by Indians (Naguran, 1979) on the role of the female as one of being subservient in the household ie. a typical housewife (see Table on Occupation). As Naguran (1979) has pointed out in his study, women's career choices were significantly affected by social and cultural norms unlike findings in the present study.

With reference to the present study, it was found that distinctions between children's (males' and females') occupational choices (Table 5.5) were hardly discernable and that pupils were slowly breaking away from stereotypes regarding women and work.

# FIG.7 Father's Level of Education

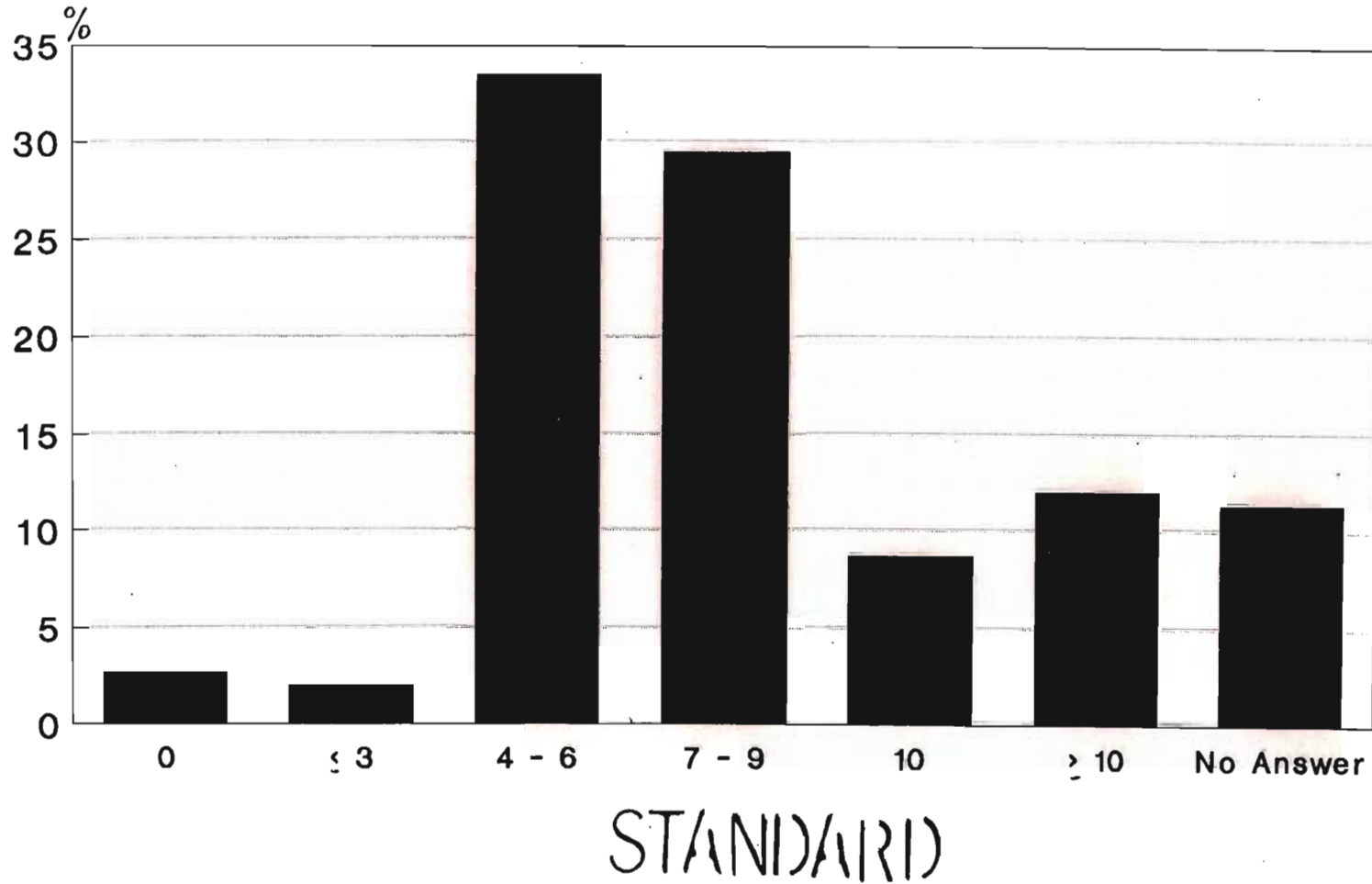
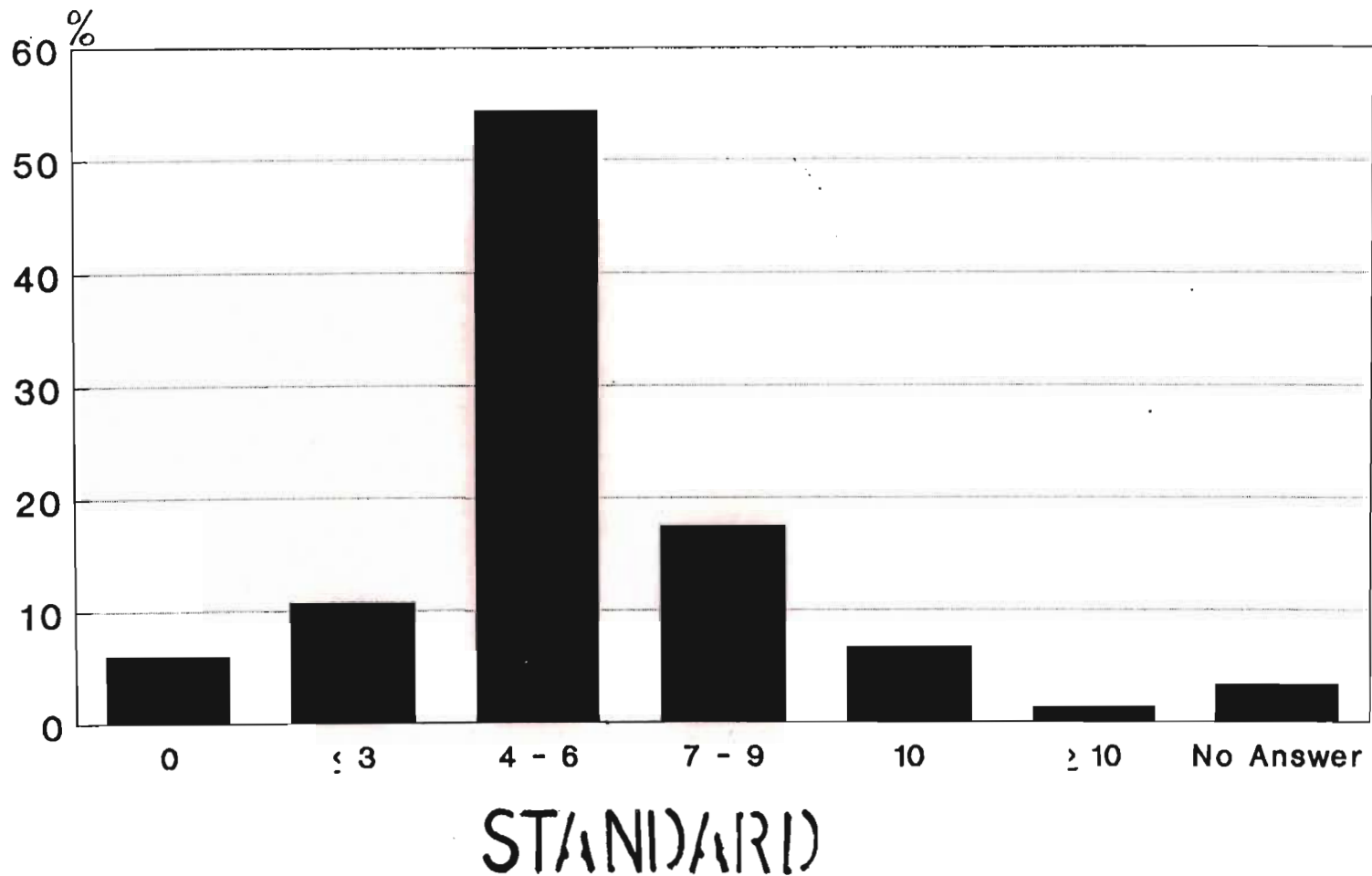


FIG. 83. Mother's Level of Education



c) Family size

Table 5.4 gives the distribution of children per family.

**TABLE 5.4**  
**DISTRIBUTION OF CHILDREN PER FAMILY**

NUMBER OF CHILDREN	NUMBER	PERCENTAGE
1	10	6.7
2	15	10.1
3	50	33.6
4	36	24.2
5	23	15.4
6	7	4.7
7	5	3.4
8	2	1.3
11	1	0.7
<b>TOTAL</b>	<b>149</b>	<b>100</b>

This variable, as one of the determinants of social class, warrants a close examination of its effects on educational performance, aspirations and attainments. Though family size is an important variable when viewing pupils' performance at school (Naicker, 1979:120-135), it does not have an influence as such on the career aspirations of pupils.

Fifty respondents (33.6%) had three children only whilst 36 (24.2%) and 23 (15.4%) had four and five children respectively. It has been pointed out that children who belong to small families tend to do better at school and that



the presence of a large number of siblings has an adverse effect on children's educational attainment (Douglas, 1964: Craft, 1970:21). The presence of a large number of siblings has been revealed as a feature of lower class families (Naicker,1979). In the present study ten families were found to have just one child while one mother had eleven children. It should be noted therefore that since the majority of respondents (109) had between three and five children, the size of family in this study is not important as a contributing factor. With reference to career aspirations, of pupils, the educational level (see Table 5.3) of parents are important indicators when viewing aspirational levels.

d)            Sex and occupational choice

Table 5.5 shows the distribution of the choice of occupations according to the sex of the pupil.

TABLE 5.5

DISTRIBUTION OF OCCUPATIONAL CHOICE ACCORDING  
TO SEX OF PUPIL

OCCUPATIONAL CHOICE	MALES		FEMALES	
	NO.	%	NO.	%
N/A	1	1.4	9	11.1
EDUCATIONAL	1	1.4	2	2.5
MEDICAL	11	15.9	13	16.0
TECHNICAL	5	7.2	7	8.6
LEGAL	11	15.9	7	8.6
OTHER PROFESSION	10	14.5	6	7.4
MANAGERIAL/CLERICAL	13	18.8	7	8.6
SERVICE E.G. TRANSPORT	1	1.4	1	1.2
SERVICE WORKER	0	0.0	10	12.3
BUSINESSMAN	1	1.4	0	0.0
OTHER OCCUPATION	2	2.9	2	2.5
ARTISAN	13	18.8	15	18.5
SOCIAL WORKER	0	0.0	2	2.5
	-----	-----	-----	-----
TOTAL	69	100	81	100

It was evident (see Table 5.5) from data obtained that there was no indication of a sex bias on occupational categories chosen by pupils. There was more or less an even distribution of both males and females in their choice of occupations thus negating the view by Naguran (1978:35) and Crump (1987: 24,25) that woman are seeking employment in various sectors of society rather than confine themselves to staying at home.

Data revealed that there was only a marginal difference in many of the categories such as Educational, Medical, Technical and Legal occupational choices of males and females. Those

that are important were found in the following categories.

It was evident that eleven (15.9%) males opted for a profession in the legal field compared to seven (8.6%) females. Males also indicated a high (thirteen = 18.8%) on a managerial (clerical occupational choice compared to females (seven = 8.6%).

Table 5.6 presents responses obtained to Question 35 (See Appendix Four) of the pupil questionnaire: *Do you think your sex will play a role in obtaining a job?*.

TABLE 5.6  
SEX AND OCCUPATIONAL CHOICE OF PUPIL

RESPONSE CATEGORY	NUMBER	PERCENTAGE
YES	62	41.3
NO	84	56.0
NO ANSWER	4	2.7
	-----	-----
<b>TOTAL</b>	150	100

Though society has a lot to offer in the way of occupational choices, the sexes (both males and females) (41.3%) are still wary of the belief that certain jobs are pertinent to either males or females only.

Stromquist (1989:157) was of the opinion that even when women enter less conventional fields, "feminine" specializations tend to emerge. It should be mentioned that though females may deny the gender biases concerning types of jobs, they are very wary of the occupational choice they make.

e)            Income

It should be noted at the outset that income consisted of a combination of the salaries of both parents (where both were working) and in some instances only of the father or the mother. Also included in this section are the salaries of grandparents and guardians in whose care some children are.

TABLE 5.7

DISTRIBUTION OF TOTAL MONTHLY INCOME OF PARENTS

INCOME	NUMBER	PERCENTAGE
BELOW R 400	18	12.1
R 401 - R 700	28	18.8
R 701 - R1 000	32	21.5
R1 001 - R1 300	29	19.5
R1 301 - R1 600	16	10.7
R1 601 - R1 900	6	4.0
R1 901 - R2 200	8	5.4
R2 201 - R2 500	2	1.3
R2 501 - R2 800	3	2.0
R2 801 - R3 100	3	2.0
BEYOND	1	0.7
NO ANSWER	3	2.0
	-----	-----
TOTAL	149	100

A distribution of total monthly income of parents has been graphically represented.

An examination of the distribution of income revealed relatively low figures considering that in many families married children are living on their own and are thus not able to furnish financial assistance for parents.

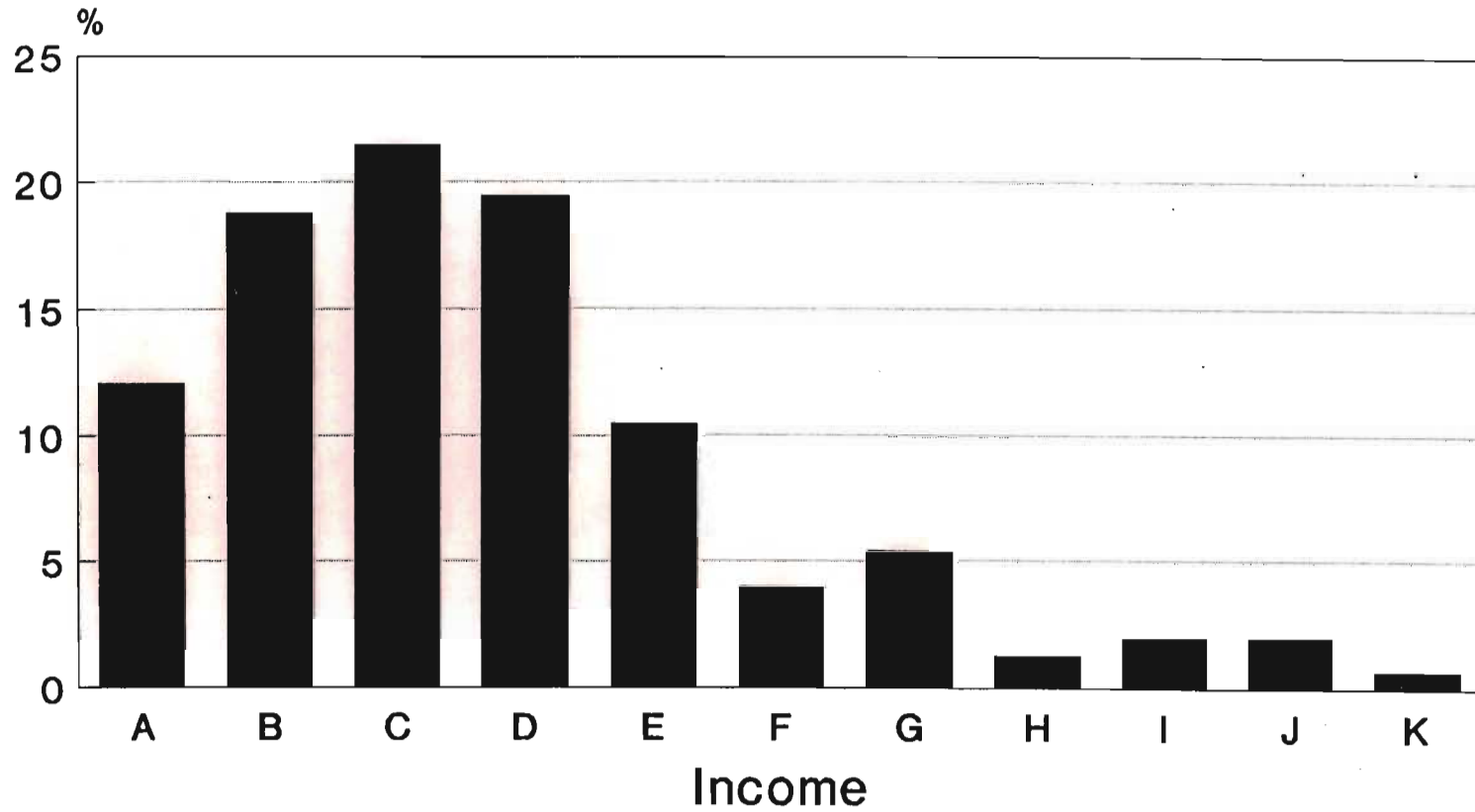
From Table 5.7 it is clear that more than half the respondents (71.9%) had total incomes of R 1 300 or less per month, of which 52.4% were R 1 000 or less. A total of 14.5% of respondents had incomes between R 1 300 and R 1 900 and 6.7% between R 1 900 and R 2 500. A small proportion of

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respondents (4%) had incomes between R 2 500 and R 3 100 while the income of only one respondent (0.7%) was over R 3 100 per month.

It is therefore clear that the majority of the sample is situated in a lower working class environment. The small number (2%) of parents in the present study who did not reveal their income is consistent with Nair's (1987:75) findings that respondents are reluctant or unable to reveal their household income.

**FIG. 9** Distribution of Total Monthly Income of Parents



**KEY**

INCOME	
A	= Below R400
B	= R401 - R700
C	= R701 - R1000
D	= R1001 - R1300
E	= R1301 - R1600
F	= R1601 - R1900
G	= R1901 - R2200
H	= R2201 - R2500
I	= R2501 - R2800
J	= R2801 - R3000
K	= Beyond R3000

f) Types of houses

In conjunction with income the type of dwelling occupied by respondents is examined in the table below.

**TABLE 5.8**  
**DISTRIBUTION OF TYPE OF HOUSE**

TYPE OF HOUSE	NUMBER	PERCENTAGE
HIGH ECONOMIC	21	14.1
ECONOMIC	45	30.2
ASSISTED	40	26.8
LOW INCOME	6	4.0
OTHER	37	24.8
<b>TOTAL</b>	<b>149</b>	<b>100</b>

It is obvious that only 21 families (14.1%) occupy a high economic type of dwelling while 45 families (30.2%) can be classed as owning economic homes. Forty families (26.8%) are living in an assisted type of dwelling.

Those homes termed "assisted" are in fact houses that are subsidized and will be owned by the occupants once payment towards subsidy is completed. A description of the types of dwellings found in Tongaat has been elaborated on in Chapter 4 of this study but will be described briefly here. The category of high economic houses refer to those that are



privately owned, big and situated on large properties. It pertains mostly to those homes found in elite areas. The category economic refers to homes purchased from the local authority and which are more or less of a uniform design. Low income homes refer to the low cost homes situated in Belvedere in Tongaat and which is provided to residents at a very low cost. Most of these parents are single, widowed or divorced. The category 'other' includes homes provided by the Tongaat Group Company to its workers free of charge. No rental fee is paid except in service to the Group by, in most cases, the head of the family.

The study revealed that six families (4.0%) belonged to the low income bracket housing scheme and the remaining 37 (24.9%) were on a rental basis scheme. Some were provided with housing by the Tongaat Group Company. Here again, there is an inclination of the population falling into the lower working class group.

Comparatively, the type of house should not be linked with the standard of living of the respondents in the survey. This can be substantiated by the fact that people may live in an economic type of dwelling but actually earn a salary in the region of the lower class income bracket. From personal visits to the respondents homes, the researcher was able to assess the standard of living of these people. Though some

respondents were earning salaries of below R 1 000 per month (Table 5.7), there was evidence of certain luxuries such as the television set, and amenities such as good lighting and water in the homes.

With regards to career aspirations, it should be noted that the type of dwelling does not have so much an effect on pupils' career choices as do the variables of education, occupation and motivational levels of parents.

A look at the distribution of family size obtained in this study is necessary if a relationship between family size, types of houses and aspirations is to be ascertained.

TABLE 5.9  
DISTRIBUTION OF FAMILY SIZE AND TYPE OF HOUSE

NO. OF CHILDREN	HIGH INCOME	ECONOMIC	ASSISTED	LOW INCOME	OTHER
1	1	1	1	0	7
2	3	2	2	1	7
3	12	16	16	1	5
4	2	13	11	2	8
5	3	9	5	1	5
6	0	2	2	0	3
7	0	1	2	1	1
8	0	1	0	0	1
11	0	0	1	0	0
TOTAL	21	45	40	6	37:149

The sample reflected an average distribution of families concentrated in the economic, assisted and other types of dwellings. With the low income category one respondent had a family size consisting of seven children but this finding did not affect the overall proportion of the distribution of family size in the study. However, there is a need to look at the income of parents as well as the number of children evident in each family if social class of families are to be established. The type of house occupied by the respondent may not be an indicator of the social status of parents as such (as was evident in this study) unless the income variable is taken into account as well.

g) Family size and income

It is necessary to ascertain the number of families that are contained in the various income brackets obtained in this study so as to reflect the social status of respondents. Eighteen families were found to be living way below the subsistence level with a total income of R400 and below per month (see Table 5.7). Twenty eight families earned between R400 and R700 per month while 29 families earned between R1 000 and R1 300 per month. Data revealed that the higher the income (Table 5.7) the lower the number of children per family (Table 5.9). The implications of low earnings by

parents in large families may prove to be a disadvantage to pupils who have the potential or ability to further their studies but do not have the necessary financial assistance needed for this achievement. The aspect of parental intervention in pupils' career choices will be discussed in the next section of this study.

### 5.3. PARENTAL INVOLVEMENT

Although parents are encouraged to visit the school and to discuss issues pertaining to their children, it is not uncommon that many parents who are working are unable to attend (Topping, 1986:25). Also, those parents from a low educational status will be reluctant to become involved with the school in any way even if their children are present at that school. The present study looks at the involvement of parents, especially the mothers, with regard to career decision-making.

#### a) Mothers' expectations

The expectations of parents for their children's careers were assessed overall. No distinctions were made according to the three schools concerned as they were situated within the

Tongaat area. Table 5.10 below contains the continued responses for Questions 13 and 15 respectively: *What level of education would you like and expect your child to receive?* (see Appendix Five: Parent Interview Schedule).

TABLE 5.10

PARENTS' RESPONSES TO CHILDREN'S LEVEL OF EDUCATION

CATEGORY	LIKE	EXPECT
LEAVE BEFORE COMPLETING SCHOOL	7	12
COMPLETE HIGH SCHOOL	53	50
COLLEGE EDUCATION	82	79
UNIVERSITY	7	8
	-----	-----
<b>TOTAL</b>	149	149

Data revealed that 53 and 50 parents respectively both liked and expected their children to complete secondary school in comparison to seven and twelve parents respectively, who both liked and expected their children to leave before completing school.

It was gathered from the interview that those parents who did not expect their children to complete school actually belonged to the lower working class groups. Some of the responses obtained for this category included the following: My son is not interested; He has to work to support the family; He is

the eldest and he does not have a father; My daughter wants to get married; She is not interested in school work. The high frequency of parents who expressed an opinion for college education could be attributed to their interests in their children obtaining jobs in the future. From conversations with them the researcher ascertained that parents preferred their children to obtain a technical education which involved the use of physical and manual abilities. This, parents felt, reassured them that their children would be able to secure jobs in the future as they believed that a university education does not guarantee an individual a job.

Findings in this study are similar to those advocated by Cicourel and Kitsuse (1963:31) where they found 97 percent of the parents from the three social classes stated that their children intended to go to college. The authors further point out that going to college is a routine assumption among the middle and upper class parents whereas in this study it was prevalent amongst most mothers (79%) (see Table 5.10).

Also of importance is the fact that many parents, sincerely expressed a wish, during the interviews to see their children obtain good employment with a complete high school certificate or technical education. Parents revealed that due to their own lack of initiative and opportunity to obtain an appropriate educational level, they were found on the lower

rungs of the occupational hierarchy (see Table 5.1). These revelations were communicated directly to the researcher by parents and are verified by the abovementioned tables. These confessions are also in keeping with the fact that many parents were compelled to leave before completing primary school education to seek employment in order to maintain their families.

b)            Assistance

This section can be looked at under three different but related aspects regarding the types of assistance rendered to pupils by their parents. Responses to Question 17 (see Appendix Five : Parent Interview Schedule): *What are your plans to overcome any possible difficulties regarding attainment of the level of education you want your child to receive?*, responses were categorized and are presented in Table 5.11 below.

The categories presented in Table 5.11 were formulated from the responses obtained in the interviews. It was obtained that 89 parents (59.7%) were saving for their children's future education compared to 25 parents (16.8%) who were prepared to seek bursaries (by way of their children applying for them) or to accept loans to help their children.

**TABLE 5.11**  
**ASSISTANCE BY PARENTS PERTAINING TO**  
**EDUCATIONAL ATTAINMENT OF THEIR CHILDREN**

CATEGORIES	NUMBER	PERCENTAGE
SAVING FOR CHILD	89	59.7
BURSARY/LOAN	25	16.8
CHILD'S OWN INITIATIVE	1	0.7
NO PLANS BY PARENTS	34	22.8
	-----	-----
<b>TOTAL</b>	149	100

Only one child (0.7%) was unable to secure any assistance from the parent. On discussion with the parent it was revealed that the child was prepared to find full-time employment and to study further as a part-time student. Regarding the category response denoting "no plans" by parents, it was actually disclosed during conversations that these parents (22.8%) had not really thought about their children's future educational aspirations. Financial difficulties, it was revealed, posed a visible threat. Hence many parents have no alternative but to send their children to work. Talks with parents also revealed that a large number of children who had obtained matriculation exemption in previous years, were very keen to study further, but that their aspirations were hampered by the fact that parents earned meagre wages.



The second aspect under this section deals with assistance sought by pupil with regard to homework. Question 25 of the Parent Interview Schedule (see Appendix Five) consisted of five response categories as presented in Table 5.12 below.

By reviewing the source of assistance sought by pupils the reseacher attempts to delve into the actual involvement of the family with regard to the educational development of the child. Since the study reveals that children do not seek as much assistance from parents, it can be assumed that these very children would not obtain help from parents when choosing careers.

TABLE 5.12

SOURCE OF ASSISTANCE SOUGHT BY PUPIL WITH REGARD TO HOMEWORK

CATEGORY	NUMBER	PERCENTAGE
MOTHER	7	4.7
FATHER	9	6.0
BROTHER/SISTER	31	20.8
OTHER	15	10.1
SELF	87	58.4
	-----	-----
<b>TOTAL</b>	149	100

The evidence that 87 cases (58.4%) did not seek assistance from their family in an effort to complete homework is a clear

indication that parents generally were not able to help their children because of their low educational levels (see Table 5.3). As a result, pupils were unable to call upon parents to assist with secondary level education per se. Interviews with parents(Quote : My parents were too poor and did not send me to school; I only went to school for three years, up to standard one) revealed that they did not regard themselves as being educationally equipped to assist their children. Further, those mothers who were housewives and those with very little primary education, were especially reluctant to offer advice to their children on educational matters. The assistance rendered by parents (10.7%) is very small compared to the self help (58.4%) discussed above in Table 5.12

It is evident that pupils do turn to older brothers and sisters (20.8%) for some type of guidance in doing homework while a small number (10.1%) obtain assistance from friends (category : other in Table 5.12).

Question 28 (see Appendix Five : Parent Interview Schedule): *How do you help your child in his/her homework?* was included under this second aspect of assistance to ascertain to what extent the mother helps the child with homework. Results are discussed in Table 5.13.

The category Help given consisted of a number of ways in which mothers helped their children with homework. These ways are not to be confused with actual assistance by capable mothers regarding homework at secondary school level. It was found that mothers provided their children with meals when they arrived home from school, as well as providing physical and moral support for the child whilst homework was in progress. Physical comfort referred to a neat and comfortable place provided for the children by the mother in which to work.

TABLE 5.13

ASSISTANCE RENDERED BY MOTHER REGARDING HOMEWORK

CATEGORY	NUMBER	PERCENTAGE
NO HELP GIVEN	110	73.8
HELP GIVEN	39	26.2
	-----	-----
TOTAL	149	100

An important factor that emerged was that though mothers generally had low or no educational attainments they nevertheless provided assistance in the form of moral support. A number of mothers (110) answered that they had no idea what their children were doing at school but that the only help they could render was in the form of moral support and

physical assistance with household chores that were time-consuming and would otherwise leave no time for homework.

Another important finding in the present study is that in some cases fathers worked shifts and were thus unable to assist children much in their schoolwork. Other parents worked long hours and had to travel out to work. Thus these parents, especially representatives of a firm or long distance drivers, were not able to come home on a daily basis.

A number of mothers also worked shifts and were often too tired to keep track of their children's progress. These factors proved to be disadvantageous to children and their educational aspirations.

c) Career direction

The third aspect under this section involves assistance with career direction. In response to Question 25 (see Appendix Four - Pupil Questionnaire): *who is going to help you obtain this career direction*. Pupils denoted various individuals who were willing to assist them in their educational endeavours. Responses are tabled in Table 5.14 below.

**TABLE 5.14**  
**INDIVIDUALS ASSISTING PUPILS IN OBTAINING LEVEL**  
**OF EDUCATION**

CATEGORY	NUMBER	PERCENTAGE
SELF	8	5.3
PARENTS	113	75.3
FAMILY	8	5.3
PASTOR/TEACHER/FRIEND	19	12.8
NOT GIVEN	2	1.3
	-----	-----
<b>TOTAL</b>	150	100

It is clear that 75.3% of parents are willing to help their children to achieve the level of education they expect to obtain. Though pupils may make certain decisions regarding educational choices by themselves, they are unable at this stage to rely on themselves financially. Thus they rely on parents for assistance and also depend on them for moral support.

It was also found that other sources of assistance were sought by parents for assisting pupils in choice of subjects. Responses to Question 51 (see Appendix Five : Parent Interview Schedule): *From where was help sought?* in Table 5.15 shows the sources of assistance sought by parents who helped pupils to make subject choices for the senior secondary phase.

TABLE 5.15

SOURCES OF ASSISTANCE SOUGHT BY PARENTS REGARDING SUBJECT CHOICES OF CHILDREN

CATEGORY	NUMBER	PERCENTAGE
N/A	53	35.5
COUNSELLOR	55	36.9
FAMILY	36	24.2
OTHER	5	3.4
	-----	-----
TOTAL	149	100

Indications are clear that the counsellor has been of much assistance (36.9%) to pupils when compared to the family (24.2%).

When viewing the source of assistance with career direction compared to subject choice it was ascertained that parents (24.7%) (See Table 5.16) rendered assistance to pupils when the latter were choosing subjects for a particular course of study. It was noted that pupils receiving assistance from teachers/counsellors (15.3%) were not very far behind the assistance rendered by parents (24.7%). The category response: career exposition refers to the different types of media that pupils were exposed to and by which pupils had the opportunity to preview books, articles and brochures on career choices etc, before making their subject set choice. It was

found that only six pupils (4%) experienced the usefulness of this exposure and decided to choose their course of study based on the information obtained from the media.

However, even though pupils acknowledge receiving help from various members of the community, it is important to note that the final decision to choose is still left to the child. Table 5.17 is an indication of how many pupils took the advice of parents, relatives, friends, teachers or counselors, brother's or sisters, or were assisted through exposure to career media.

It has already been established (from Table 5.15 and Table 5.16) that parents have rendered some form of assistance to pupils but from the table below (Table 5.17) it is clear that pupils have made their own choice despite being advised by parents and others. If pupils' interests, own choice and subject results (28%) are taken into consideration these items by far outweigh the assistance of parents and teachers (6%).

**TABLE 5.16**

**SOURCE OF ASSISTANCE WITH CAREER DIRECTION**

CATEGORY	NUMBER	PERCENTAGE
NOBODY/OWN	17	11.3
PARENTS	37	24.7
RELATIVES	7	4.7
FRIENDS	3	2.0
TEACHER/COUNSELLOR	23	15.3
BROTHER/SISTER	4	2.7
CAREER EXPOSITION	6	4.0
NOT GIVEN	53	35.3
	-----	-----
<b>TOTAL</b>	150	100

**TABLE 5.17**

**MANNER IN WHICH PUPILS ARRIVED AT CAREER CHOICE**

CATEGORY	NUMBER	PERCENTAGE
N/A	99	66.0
PUPILS' OWN INTEREST	24	16.0
PARENTS/FAMILY	5	3.3
PUPILS' OWN CHOICE	12	8.0
SUBJECT RESULTS	6	4.0
TEACHER/OTHER	4	2.7
	-----	-----
<b>TOTAL</b>	150	100

The last item in this section: Question 48 (see Appendix Four: Pupil Questionnaire) will establish who actually assisted or influenced pupils the most in their career decisions. The results are tabled below in Table 5.18.



Indications in this section have confirmed that pupils themselves (58%) make their final decisions regarding career choices. These results are in opposition to findings by Douglas (1964:75) where parental influence was found to be a major factor in children's progress at school. Though peer influence was found to be not important (0.7%) in the present study, this has not been the case with findings by Haas et al (1962:178). Their study proved that, the family and the peer group with whom girls had close primary relations, both influenced their career choices.

TABLE 5.18

SOURCE OF INFLUENCE ON PUPILS REGARDING THEIR CAREER DECISIONS

CATEGORY	NUMBER	PERCENTAGE
PARENT	48	32.0
TEACHER	13	8.6
PEER	1	0.7
SELF	87	58.0
N/A	1	0.7
	-----	-----
<b>TOTAL</b>	150	100

To ascertain the depth of involvement by parents it was necessary to include the aspects of visits in the analysis. Table 5.19 contains the responses to this item.

To establish whether parents showed keen interest in their children's schoolwork, the interview schedule (Appendix Five) contained the following item - Question 18: *How often do you visit your child's school?*

Table 5.20 outlines the visits initiated by parents (11.4%) and the teachers (15.4%). The table shows that more teachers (23) have initially been responsible for asking parents to visit school as compared to parents (17) who took the initiative to go to school on their own. A large proportion (73.2%) of respondents (ie. parents) were not interested in stating whether they were affected in any way by attending school on behalf of their children. This finding is in keeping with Lynch and Pimlot's (1976) study into home-school contact where they found that a substantial number of parents had not visited the school for a whole year.

**TABLE 5.19**

**FREQUENCY OF PARENTS' VISITS TO SCHOOLS**

CATEGORY	NUMBER	PERCENTAGE
N/A	10	6.7
ONCE A MONTH	3	2.0
ONCE A TERM	30	20.0
ONCE A YEAR	70	46.7
NOT AT ALL	37	24.7
	-----	-----
<b>TOTAL</b>	150	100

**TABLE 5.20**

**DISTRIBUTION OF PARENT TEACHER INITIATED  
VISITS TO SCHOOLS**

<b>CATEGORY</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
TEACHER	23	15.4
PARENT	17	11.4
N/A	109	73.2
	-----	-----
<b>TOTAL</b>	<b>149</b>	<b>100</b>

According to parents during the interviews (see Table 5.20) the main reason for visits to school was the career orientation programme concerning pupils' subject choice as well as a general discussion of the child's progress at school. (This response should be seen in relation to Question number 18 of the parent interview schedule under the second section dealing with Parental Involvement - see Appendix Five). These parents (24.7%) (see Table 5.19) who answered that they had not visited the school pointed to time as being a critical factor in accommodating school visits especially in the case of the working mother. In some instances, parents communicated that there was no need to visit the school if the child was doing well. Findings by Cave (1970 : 147) support the above statement that only 50% of parents take advantage of the opportunity to attend the interview that their children have with career advisory officers.

The third section deals with parental involvement. This includes the expectations of mothers for their children's career choices, the various forms of assistance rendered to the child, and the career direction of pupils, reflects that though parents' educational levels are low, they are nevertheless interested in helping their children in other ways.

That parents generally are interested in their children's future has been revealed in this section of the study though children have been found to make their own decisions regarding career choices.

#### 5.4 CAREER ASPIRATIONS

For the purposes of analysis, career aspirations has been subdivided further into three sections. Aspects deemed important with reference to career choice will be discussed under these categories viz, career plans, ideal and actual career choice and subject choice.

a) Career Choice

Question 29 (see Appendix Five - Parent Interview Schedule):  
*Do you know what your child's career plans are after completing school?* consisted of a dichotomous scale with respondents answering either in the affirmative or negative. Table 5.21 contains the responses to this question.

TABLE 5.21

MOTHERS' AWARENESS OF CAREER PLANS OF CHILDREN

CATEGORY	NUMBER	PERCENTAGE
YES - MOTHER AWARE	125	83.9
NO - MOTHER NOT AWARE	24	16.1
	-----	-----
TOTAL	149	100

From Table 5.21 it is clear that 125 mothers are aware of what their children's career plans are. Despite this awareness however, they were found to be unable to really influence children's career decisions (see Table 5.18). These findings can be attributed to their low educational attainment (see Table 5.3 on page 1) which is a limiting factor as far as their educational knowledge is concerned. In comparison only 24 (16.1%) mothers were unaware of what their children were planning to do career-wise. Conversations with these parents again highlighted their ignorance with respect to educational

matters because of their own educational limitations.

The second aspect under career plans focusses on the reasons supplied by parents for the approval of their children's career plans. (Question 33 - Appendix Five).

TABLE 5 .22

REASONS FOR APPROVAL OF CHILD'S CAREER CHOICE

CATEGORY	NUMBER	PERCENTAGE
N/A	28	18.8
STD. OF LIVING DEMANDS GOOD JOB	2	1.3
GOOD JOB WILL HELP LATER IN LIFE	36	24.2
FAMILY MEMBER - SIMILAR JOBS	7	4.7
INDEPENDENCE	43	28.9
FLAIR FOR SUBJECTS	9	6.0
GOVERNMENT JOBS - SECURITY	21	14.1
FATHERS' WISH	1	0.7
CHILD LIKES TYPE OF JOB	2	1.3
	-----	-----
<b>TOTAL</b>	<b>149</b>	<b>100</b>

It is clear from the reasons given by parents during the interviews why they disliked certain career choices made by their children and also why some of them approved of the choices that were made.

Responses to question numbers 32 and 33 of the parent interview schedule are summarized below.

These two questions were open-ended and closed-type respectively and are follow-up questions to number 31, which deals with whether the mother has discussed career plans with her child. These are pertinent questions in the sense that they will be able to show the extent of parental interest in children's career aspirations.

TABLE 5.23

INITIATORS OF DISCUSSIONS ON CAREER PLANS

CATEGORY	NUMBER	PERCENTAGE
N/A	23	15.4
CHILD	99	66.4
MOTHER	27	18.1
	-----	-----
TOTAL	149	100

In response to Question 32 : *Who initiated the discussion of career plans?*, it was found that 66.4% of the children had informed their parents of plans they had made in contrast to 18.1% of parents who wanted to know what their children had decided to do after completing school. It is evident that parents were not instrumental in initiating discussions with their children but waited for their children to tell them of their plans. Again consideration has to be given to the occupational status of people, the nature of their work, as

well as their educational levels.

It was established that 81.9% of parents were found to approve of their children's choices, while only 9.4% disapproved. The main reasons for approval have been summarized in Table 5.24 below.

**TABLE 5.24**  
**APPROVAL/DISAPPROVAL BY PARENTS REGARDING CAREER**  
**CHOICE OF CHILDREN**

CATEGORY	NUMBER	PERCENTAGE
N/A	13	8.7
MOTHER APPROVES	122	81.9
MOTHER DISAPPROVES	14	9.4
	-----	-----
<b>TOTAL</b>	149	100

The reasons for parental disapproval of a career choice stemmed mostly from personal views such as having no preference for the type of job chosen by the child; that the career chosen did not have much scope or that the nature of the job was such that it would take the child away from home.

From personal interviews conducted with parents (see Appendix Five), the researcher discovered that many parents did not wish to force their children into occupational choices per se but that they allowed them to choose their field of interest.



(Parents said: Quote: I want my child to be happy. She must choose what she likes). Parents were of the opinion that their children should be happy with choices made by themselves than by what parents preferred them to do. This could prove to be an error of judgement on the part of parents as research (HSRC Report, 1981:12c) indicates that school-leavers are ignorant about post-school studies and occupational opportunities and that pupils still had not chosen an occupation even at the end of their school careers.

In response to Question 42 (see Appendix Five): *Would you like your child to have an occupation similar to that of his father?*, results obtained are shown in Table 5.25 below. Outlined here are whether the responses of mothers show approval if the occupational choices of children are similar to those of father. It was disclosed that 78.5% of mothers did not wish their children to choose an occupation similar to the fathers' as opposed to 20.8% who answered in the affirmative. During the interviews it was ascertained that the father's job was seen by the mother as being unsuitable, dangerous as well as low in salary in the majority (78.5%) of cases. Mothers generally did not prefer their children to follow the type of job that the father was engaged in unlike findings by Strahl (1971:73-174) that occupational choice is strongly affected by identification with parents.

TABLE 5.25

MOTHERS' APPROVAL/DISAPPROVAL OF CAREER CHOICE OF CHILDREN  
SIMILAR TO FATHERS'

CATEGORY	NUMBER	PERCENTAGE
N/A	1	0.7
MOTHER APPROVES	31	20.8
MOTHER DISAPPROVES	117	78.5
	-----	-----
TOTAL	149	100

b) Ideal and actual career choice

This section will look at the ideal and actual career choice of both mother and child as well as the mothers' reasons for making this choice. Question 45 reads: *What is the ideal career you think your child should follow?* (see Appendix 5), and Table 5.32 has been drawn up to show the various categories of responses of both mother and child.

The frequency distribution that was established for ideal career choices made by mothers was the highest in the following occupational categories:

education	:	12.0%
legal	:	12.7%
managerial/clerical	:	13.4%
medical	:	14.7%
artisans	:	17.4%

The categories that were outlined for the mother as having the highest are also significant for the pupils. These include medical (16%), legal (12%), other profession (10.7%) managerial/clerical (13.0%) and artisan (18.7%). The category 'educational' was found to have a low frequency of 2% compared to that of the mothers' response of 12.1%. This negative response to education can be attributed to the position of the teaching profession as currently observed by pupils.

TABLE 5.26

IDEAL AND ACTUAL CAREER CHOICE

OCCUPATION	MOTHER'S IDEAL		PUPIL'S ACTUAL	
	N	%	N	%
EDUCATIONAL	18	12.1	3	2.0
MEDICAL	22	14.8	24	16.0
TECHNICAL	10	6.7	12	8.0
LEGAL	19	12.6	18	12.0
OTHER PROFESSION	16	10.7	16	10.7
MANAGERIAL/CLERICAL	20	13.4	20	13.0
TRANSPORT/COMMUNICATION	3	2.0	2	1.3
SERVICE WORKER	3	2.0	10	6.7
ARTISAN	26	17.5	28	18.7
FARMER	0	0	1	0.7
SOCIAL WORKER	2	1.3	2	1.3
BUSINESSMAN	1	0.7	1	0.7
HOUSEWIFE	0	0	2	1.3
OTHER OCCUPATION	0	0	3	2.0
NOT GIVEN	9	6.0	8	5.3
<b>TOTAL</b>	149	100	150	100

The reasons given by mothers for choosing the ideal career for their children can be looked at in Table 5.27 below.

TABLE 5.27

REASONS FOR MOTHERS' CHOICE OF IDEAL CAREER

CATEGORY	NUMBER	PERCENTAGE
N/A	18	12.1
SALARY	5	3.3
INTEREST	29	19.5
PARENT AND CHILD'S IDEAL CHOICE	42	28.2
CAPABILITY	20	13.4
SUITABILITY	21	14.1
PEOPLE ORIENTATED	7	4.7
PERSONAL REASONS E.G. FATHER'S OCCUPATION	7	4.7
	-----	-----
TOTAL	149	100

It is obvious from Table 5.28 that there was very little difference in responses to pupils' ideal and actual career choices. For instance categories such as Educational (3;5), Medical (24;27), Legal (18;17), Managerial/Clerical (20;21) and others respectively have marginal differences in the choices made by pupils.

**TABLE 5.28**

**IDEAL AND ACTUAL CAREER CHOICE OF PUPILS**

OCCUPATION	IDEAL	ACTUAL
NOT GIVEN	10	4
EDUCATIONAL	3	5
MEDICAL	24	27
TECHNICAL	12	13
LEGAL	18	17
OTHER PROFESSION	16	17
MANAGERIAL/CLERICAL	20	21
TRANSPORT/COMMUNICATION	2	4
SERVICE WORKER	10	10
ARTISAN	28	24
SOCIAL WORKER	2	4
BUSINESSMAN	1	1
OTHER OCCUPATION	4	3
<b>TOTAL</b>	<b>150</b>	<b>150</b>

c) Subject choice

The third aspect under career aspirations refers to subject choice. In order to establish the general concern of parents with regard to subject choice, the responses of parents to various issues will be considered. Table 5.29 outlines the frequency distribution of parents who sought and those who did not seek advice from elsewhere regarding their children's subject choice (Question 47 - see Appendix Five).

Data indicates that only 49 (32.9%) of the parents actually sought advice elsewhere on subjects to be taken for a

particular career. In many cases the reasons furnished by the mother were that she wanted what was best for the child and to help the child make the right choice in what was chosen. When asked why help was not sought, mothers stated that they had left subject choices to the child. Further probing into this area revealed that some parents are unaware of where their children's interests lay while other parents agreed to go along with the child's choice stating that the child knows what is best suited to him/her.

TABLE 5.29

PARENTS WHO SOUGHT ADVICE REGARDING THEIR CHILDREN'S SUBJECT CHOICE

CATEGORY	NUMBER	PERCENTAGE
NO ANSWER	2	1.3
YES	49	32.9
NO	98	65.8
	-----	-----
TOTAL	149	100

Parents had to contend with a follow-up question Number 52 : *If advice was sought, who initiated this?* (see Appendix Five). The following results emanated and are discussed in Table 5.30.

The question (No. 50) was aimed at obtaining whether the child or the parent had instigated advice-seeking. Data revealed

that 40.9% pertained to children who initiated the exercise of active participation in advice-seeking. On the whole parents constituted only 16.1% - a very low response rate when compared to those of the children.

**TABLE 5.30**  
**INITIATORS OF ADVICE**

CATEGORY	NUMBER	PERCENTAGE
N/A	56	37.6
CHILD	61	40.9
PARENT	24	16.1
FAMILY	2	1.3
TEACHER	5	3.4
OTHER	1	0.7
	-----	-----
<b>TOTAL</b>	149	100

Related to the above aspect of advice is the aspect of source of help. This refers to Question number 51: *From where was help sought?* (see Appendix Five). Table 5.31 summarizes the sources of help obtained in deciding on a subject set choice.

Data revealed that guidance counsellors (36.9%) featured most prominently with regard to the source of help. The family came second in this respect (24.1%). Here again it is clear that parents are in favour of what their children decide upon.



The finding that parents are active in helping their children are in keeping with those advocated by Cicourel and Kitsuse (1963:42). The authors concluded that college education was a taken-for-granted aspect for these parents.

TABLE 5.31

SOURCE OF HELP SOUGHT BY PUPILS

CATEGORY	NUMBER	PERCENTAGE
N/A	54	36.0
COUNSELLOR	55	36.7
FAMILY	36	24.0
OTHER	5	3.3
	-----	-----
<b>TOTAL</b>	150	100

In response to Question 52: *Why this particular source?* (see Appendix Five), many pupils stated that they saw the counsellor as a figure of experience in this field and that he was better acquainted with subject choices. Many pupils felt that the counsellor was someone they could rely on.

This section on the Career aspirations of pupils has denoted that though parents were aware of what their children's plans were they were not responsible for helping them to choose subjects at secondary level. It was ascertained that children have confided in their mothers regarding what they would like to do in the future but were unable to enlist their help in

choosing subjects for this course at school. Though this has been found to be so, nonetheless the ideal and actual career choices of both the parents and the pupils were found to be consonant.

## 5.5 SCHOOL GUIDANCE

The fourth section of this chapter deals with school guidance. The following aspects will be looked at under this section: the qualificational stance of the counsellors at each school, the number of guidance personnel per school, capabilities with regard to educational and social matters, the attitudes of teachers and pupils towards guidance, the role that parents play in educational matters and finally, shortcomings pertaining to each school regarding the school guidance system as a whole.

The three schools in the survey were visited on separate occasions (see Chapter 4) in order to interview the counsellors concerned. Owing to the limited availability of literature regarding guidance as pertaining to Indian secondary schools, the researcher took the initiative to obtain first-hand information regarding various aspects of guidance, from the counsellors of the respective schools.

By means of an unstructured interview schedule the researcher was able to glean some relevant aspects pertaining to the subject of guidance as conducted at these schools in Tongaat.

Several shortcomings were noted at these schools and voiced by the different school counsellors. These areas of concern are dealt with in the present study.

a) Educational qualifications

Discussions with the counsellors from each school revealed that two counsellors possessed a diploma in school counselling and the third one was in the process of obtaining a Bachelor of Education degree in counselling. At Tongaat Secondary, the guidance personnel had no formal qualification pertaining to the teaching of guidance as a subject in the school syllabus. In contrast, Buffelsdale Secondary had one qualified guidance teacher and three teachers with no qualifications for taking guidance. Belverton Secondary on the other hand, had one qualified guidance teacher and seven subject teachers taking pupils for guidance. A major issue at this stage is whether teachers are adequately prepared to cope with occupational preparation of pupils. According to the HSRC Report (1981:25 c) a need is felt for " expert training, also with regard to school guidance and career guidance in particular".

b) Guidance personnel

Data presented is informative in the sense that the present position of guidance personnel at the survey schools is clearly outlined. It is clear from Table 5.32 below where the work load is concentrated. It is necessary to mention the underlying implications of the composition of certain areas inclusive in the study. For instance, it is evident that the Belvedere area, in which Belverton Secondary is situated, constituted the major portion of the pupil population at this school. Findings indicate that an unbalanced ratio in the way of 'unqualified' subject teachers taking guidance was found at Belverton Secondary as compared to the other two schools. Tongaat Secondary and Buffelsdale Secondary each have three subject teachers taking guidance whilst Belverton Secondary has a total of seven unqualified guidance teachers. With regard to qualified guidance teachers Buffelsdale and Belverton schools showed a definite lack of these personnel in leaving only one qualified guidance teacher per school.

TABLE 5.32

GUIDANCE PERSONNEL AT THE SURVEY SCHOOLS  
AND STANDARDS TAUGHT

	TONGAAT SECONDARY	BUFFELSDALE SECONDARY	BELVERTON SECONDARY
COUNSELLOR STANDARDS TAUGHT	1 8,9,10	1 10	1 6,7,8,9,10
GUIDANCE TEACHER STANDARDS TAUGHT	3 7,8,9,10	1 7,9	1 7,8,9,10
SUBJECT TEACHER TAKING GUIDANCE STANDARDS TAUGHT	3 7,8,9,10	3 6,8	7 6,7,8,9,10

A close examination of qualified guidance personnel at the schools revealed they were in the minority. Thus there is a need for qualified guidance personnel at these schools and to place guidance in its proper context. Lytton et al (1970:224) voice their disagreement that any "experienced and qualified" teacher could be appointed as counsellor. These researchers strongly believe counsellors should obtain specialist training.

Since the majority of residents in the Belvedere area are from the lower working classes a need is therefore created for teachers to cope with social problems that may emanate from this social environment concerning pupils' educational

attainments. Whilst this may be the case in this area, it must not be overlooked that similar problems regarding pupils could also affect their attainment at the other schools even though many pupils are from affluent homes. According to Stanford (1972:585-591) guidance and counselling is being constructed with a view to helping teachers "to teach emotional and social development in the classroom". This new direction is aimed at helping pupils cope with problems experienced by them and how best to deal with them.

As a result, guidance counsellors are faced with a heavy work load to contend with and thus tend to neglect the important aspect of career guidance at schools.

c) Attitudes towards guidance

This aspect can be viewed under the following sections:

i) Attitude of teachers towards guidance

To a greater degree a negative attitude was expressed by those staff members who are not very aware of the function of guidance and counselling as part of the school curriculum. There is still a significant number who view the subject of guidance as a non-examination subject, it is therefore allocated no academic consideration and is casually dismissed.

However, it has been found in the researcher's discussion with counsellors that, where trained personnel are concerned, guidance is regarded as a serious issue as they are aware of its implications for education. Amongst those teachers who have no guidance qualifications there is still a degree of casualness regarding the subject of guidance.

Every effort has been made by school counsellors to place guidance as an important aspect in the child's school curriculum. Hence treating guidance as a casual subject is not acceptable by these counsellors. Teachers have tried seriously to accord respect and position to the guidance period so as to maintain some degree of seriousness towards the subject. Constant class visits are undertaken by counsellors to make sure that guidance is given an important place in the school curriculum.

ii) Attitude of pupils towards guidance

At the three schools it was found that the attitudes of pupils with regard to guidance most definitely varied. For instance, at Buffelsdale Secondary, pupils looked favourably upon guidance as a subject in their curriculum. According to the counsellor, they made very good use of the service provided for them. Discussion with the guidance counsellor at Tongaat Secondary revealed that pupils' expectations of the subject

were not always fulfilled, and that pupils possibly expected something different from the usual lessons during guidance sessions. In this instance much depended on the guidance teacher and whether he made the guidance lesson a fruitful and interesting one. If pupils are to develop self-determination then the task of the school will be to teach them skills that will help them to achieve self-realization (HSRC Report, 1981:11 c).

At Belverton Secondary the guidance period is considered more a relief period from academic pressure and tension than as a serious school subject. Pupils generally liked it as this subject did not entail written work but incorporated discussions which made the issues raised during the lesson interesting and debatable.

Overall, a more casual approach by pupils was noted at the different schools. The only significant time that guidance featured prominently at school was when pupils actively sought information and assistance on careers and bursaries that were being offered by various organizations. This occurred usually in the last year of the senior secondary phase. Pupil-teacher contact was also found to be great towards the end of the junior secondary phase especially at the standard seven level. Here, the main concern was with pupils choosing a course of study with specific career directions for the future.



d) Capabilities

This aspect shall focus on how school counsellors deal with educational and social matters as pertaining to secondary school pupils.

i) The educational aspect of guidance

In dealing with educational matters, counsellors and not teachers, were found to be fully equipped in handling those aspects that are of concern to junior and senior secondary pupils. Counsellors were also well able to deal with those issues concerning underachievement of pupils, motivation, and assistance with study techniques. By means of individual and group counselling a fair amount of assistance is rendered to pupils as was ascertained from the interviews with counsellors. They are well advised with regard to job opportunities and are in contact with tertiary institutions (i.e. universities, technikons and colleges), other government employment agencies connected with career training opportunities, and organisations and industries, in order to assist prospective pupils make the transfer from school to work or to continue with further education.

The counsellors were found to be knowledgeable about the economy and the demands of the world of work. Those pupils

interested in pursuing a career were thus furnished with addresses of firms that are employing graduates from high school. With these, counsellors also helped in ensuring that pupils met the requirements for entrance to technikons and universities. They were, moreover, able to advise and counsel pupils on the various career opportunities that were available. The Career Information Centre based in Durban which deals with training opportunities and vacancies, is an important resource centre from which teachers are encouraged to seek career information.

The counsellor also brings to attention the large numbers of bursaries made available for pupils who wished to further their education in the work environment. Advantages attached to massive organizations such as Escom, for example, as a training institution for graduates which also offers a large number of bursaries, are brought to the attention of pupils by counsellors.

ii) The social aspect of guidance

As this is a sociological study of pupils and parents at the three secondary schools in Tongaat, it was necessary to focus on the assistance rendered by the guidance counsellor in dealing with the social problems of pupils. Social problems will differ from education-related ones in the sense that

pupils who came from homes that are insecure, or have parents who neglect the well-being of the child, or experience any other problems affecting the social well-being of the child, pose a serious problem at school. The counsellor detects these problems, if not brought to notice by the child itself, and considers which issues must be resolved. These problems may inadvertently affect the education and performance of the child concerned.

In these cases where social problems are experienced the counsellor assists the child by counselling pupils on an individual basis so as to alleviate problems. Problems, as pointed out by Cicourel and Kitsuse (1963:23), could take the form of parental pressure, disorganized family, unrealistic aspirations and others which the professionally oriented counsellor perceives in an underachievement. Though counselling is seen as a helping profession it does rely on other support systems as well. These include the school psychologist, the social welfare organizations and the parents. Often counsellors are well equipped to handle problems but may make referrals, depending on the nature of cases being handled.

Though the counsellor handles educational as well as social problems of pupils, it is often evident that he is limited in resources as well as information. This is when he resorts to

seeking assistance from support systems as the only available alternative.

e) The role of parents in educational matters

A detailed account of the involvement of parents in their children's educational choices has already been reviewed earlier in this chapter. At present the role transfer from school to work or to continue with further education.

The counsellors were found to be knowledgeable about the economy and the demands of the world of work. Those pupils interested in pursuing a career were thus furnished with between the home and the school relationship.

From interviews with counsellors it was ascertained that though parents are at liberty to visit the school to discuss the academic progress of their children, misdemeanours, poor attendance and indifference to school work in general, parents were found to be reluctant to do so. Information verifying this finding pointed to parents deliberately disassociating themselves from school. The counsellors disclosed that many of them (parents) were not interested in playing any role in particular where pupil matters are concerned. Often they are of little assistance to teachers and in many instances they were found to abdicate their duties as primary educators.

Some of this indifference of parents to the school situation stems from the socio-economic status of the family in society and the attitudes regarding schools that are fostered within that family as pointed out by counsellors. Counsellors also indicated that most often parents, received very limited education (see Table 5.3) and occupational opportunity (see Table 5.1) and saw the school as an authority structure. Hence their reluctance to intervene in their children's educational affairs. In many instances, parents believed that they were not part of the school or educational system and that it was the duty of teachers concerned to educate their children.

Unlike parents from a lower income group, it was found that those belonging to a higher income bracket and in a higher position on the occupational hierarchy, generally showed greater interest in their children's school work. They encouraged parent-teacher meetings in order to foster better relationships between the home and the school. These parents often displayed more confidence in the school environment owing to their occupations and higher educational levels.

With reference to career orientations of pupils it was found that parents often left the final choice to the child (Table 5.17). The role of parents in the degree of assistance given towards career direction was more a supportive than an active

one (see Table 5.11) in contrast to Topping's (1986 : 33, 34) findings in the United Kingdom where contact with teachers resulted in parents disclosing that children preferred to be free from parental interference.

Over and above this it should be noted that counsellors did mention parents who sought advice regarding problems associated with social issues or academic progress of their children. Also, counsellors concluded that a small percentage of parents did seek information pertaining to career choices for their children. Here, suggestions put forward by the guidance counsellors were welcomed and viewed in conjunction with parents' aspirations and pupils aspirations, abilities and interests.

#### 5.6. SHORTCOMINGS OF GUIDANCE AT SCHOOLS

A significant number of shortcomings were iterated by the different school counsellors. In an effort to facilitate interaction and obtain optimum benefit from this process schools have been found to fall short in the way of provision of amenities.

Concern should also be focussed on the definition of role. Guidance personnel are often not given prominence in the

school environment as was established in the interviews. They are not seen as important links in the educational system. The counsellors role is not clearly defined and often staff members do not see the implications of a casual attitude. In some instances they are also used as office bearers at schools.

Another important shortcoming pertains to the issue of qualified guidance personnel. Counsellors frequently have to contend with unqualified guidance teachers whose attitude to the subject is questionable. In many instances they are not equipped or qualified to perform a very important function as career information and life-skills officers. As pointed out by the HSRC Report (1981:12 c) the problems experienced by pupils require specialized assistance. As a result school guidance with its two components "general guidance" and "career guidance" should not be made the sole responsibility of one individual.

Often certain areas in guidance are neglected owing to divided attention. The counsellor has to contend with educational as well as social aspects pertaining to pupils. This means that school counsellors often neglect the aspect of career counselling when dealing with other problems.

In view of the above issue regarding divided attention the location of the school in the community may warrant more counsellors and staff depending on the socio-economic status of the environment. This item is found to be sadly lacking at the different schools studied. Often the need to make home visits was also overlooked. In view of costs and risks involved, counsellors are thereby reluctant to undertake this task.

A significant shortcoming is the attachment of social workers to schools. Social workers are not based at schools and thus tend to aggravate a counsellor's position. He has to cope with too many problems through demands made on him in the school situation. Therefore, it can be inferred that very little time is allocated to aspects dealing with career education. Pupils were thus found to have made their own choices as far as careers were concerned.

#### 5.7. SUMMARY

The study revealed that certain socio-economic indicators such as occupation and educational level of parents do have an effect on the career aspirations of senior secondary pupils. However, family size was not found to be a contributing factor in this study. Income as a variable showed clearly that the



major portion of the sample belonged to a working class population.

When looking at the involvement of the parents in the present study results obtained showed that, despite their high aspirations for their children, many parents were unable to help them in educational matters. They revealed a sense of moral obligation for their children since they wanted them to be happy.

When the ideal and actual career choices of parents were compared the study revealed findings that were almost similar. Parents' ideal choice and children's actual career choice were found to be consonant with each other.

The final aspect that was reviewed pertained to guidance in general. Many items were found to be wanting such as the counsellors' rooms, the role of the counsellor is not recognized and the need for more qualified guidance personnel at certain schools due to location of the school, guidance personnel at the schools were found to be under qualified. Not only were they subject teachers taking guidance but that they have had no training in giving guidance. However, in the study guidance counsellors were able to assist pupils in their choice of subjects for a particular course. They were able to supply pupils with information on careers.

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With regard to the involvement of parents in the career aspirations of children, they were unable to assist these children in educational matters since their educational levels were very low. Many parents in this study had tried to seek help when their children were making important career decisions and subject choices.

## CHAPTER SIX

### RECOMMENDATIONS AND CONCLUSION

The present chapter has been included with a view to expressing the major findings of the study, some of the important aspects of which have already been noted at the end of each chapter. Provision is made for recommendations at first; this section is then followed by conclusions drawn from the study. An exploration of future research areas are discussed and a summary concludes the chapter.

#### 6.1 THE INFLUENCE OF THE HOME

Important implications have emanated from the empirical findings for those responsible in providing assistance to pupils in their educational endeavours, especially at the secondary school level. Although this study has shown that Indian parents are willing to help their children on an educational level that is noteworthy, indications nevertheless point to a decline in the type of assistance needed by children whilst at school.

### 6.1.1 Educational level of parents

Since parents were found to be educationally disadvantaged, assistance given to these individuals would no doubt help them understand their children's achievements and aspirations at school. In this respect, the researcher suggests that the state or community provides assistance where needed in setting up private classes for those parents who have very little or no literacy attainment. Since the majority of respondents in this study were from the lower working class groups, there is a need for them to acquaint themselves with the requirements of children at high school level.

Taking into account children's aptitude and career direction, educators should impart to parents the details of various courses that are open to these children. In this way parents will be armed with valuable information to assist their children and will thereby feel confident knowing that they have this knowledge about how to help their children and where they could obtain assistance from.

The significance of parents' education as affecting children's education is paramount (Stromquist, 1989:13) in that a need is created for assistance to be given to educationally handicapped parents. Thus, with the type of society present today, there is a need for parents to keep in time and keep

abreast of current issues concerning careers that are important for their children.

### 6.1.2 Occupational level of parents

It has already been established in Chapter Five (Table 5.1) in which fields the occupational levels of parents are concentrated. Fathers were found to be mostly artisans and clerks. In the case of mothers, housewives played a major role followed by those mothers who were artisans.

Due to their occupational levels parents have been unable to assist children in choosing careers. Not only were parents educationally ill-equipped to help their children but also ignorant when course selections and career directions were to be made. It has therefore been revealed in this study that the final choice of a career is left into the children to make.

### 6.1.3 Family size and income

The aspect of number of children in a family was not an important contributing factor to career decision-making in this study as was indicated in Chapter Five. However, concern

was expressed for those large size families with a low income level as aspiring pupils will be at a disadvantage to continue in the academic studies, thus affecting career choices.

The present study has revealed that where income is very low in large families children are unable to continue with further studies and have often been forced into considering seeking jobs. With the result supplementing the family income becomes a priority and career aspirations take second place. Many aspiring youngsters are forced into this kind of situation.

#### 6.1.4 Material conditions of home

Though many of the respondents lived in economic type of houses their salaries were in the low income range. Assessments of the standard of living of these people revealed that overall, evidence of amenities such as lighting and water as well as a television set was present.

With reference to the material conditions of the some pupils are not affected in their career decisions. This study has shown that there is no relationship between these two factors.

### 6.1.5 Parental involvement

The aspect of involvement in some manner with the school has been found wanting where parents are concerned. Many parents do not see the liaison between the home and the school as being of much importance. As some parents are unable educationally to assist in subject choices that would eventually lead their children to a career choice, pupils will often turn to the counsellor for supervision on subject choices to be made or will choose subjects themselves as Ryrrie et al (1979:23) point out. This contrasts with Topping's view (1986:3) of positive parental involvement. As is evident in the present study, most of the pupils claimed to have chosen their own subjects themselves. Besides providing material comforts to the child, parents were unable, on the whole, to assist pupils in their actual school work. Many were disadvantaged through their own levels of education.

It is clear in this study that parental involvement has been lacking due to the educational and occupational levels of parents. This handicap has affected their children's career aspirations to such an extent that pupils have had to seek assistance from counsellors or make decisions on their own.

## 6.2 INFLUENCE OF THE SCHOOL

With reference to the aspect of the influence of school on pupils' career directions, this study revealed that guidance counsellors did help pupils to choose subjects for a particular course of the study.

At Buffelsdale Secondary it was revealed that pupils enjoyed guidance and looked to the counsellors for assistance with problems, academic or personal pupils at Tongaat Secondary have not looked very favourably at guidance and many of them have made their own decisions regarding a career. Belverton Secondary with its dominant working class component has been unable to render service to all those pupils who require assistance. Since many of the teachers are not qualified as guidance teachers pupils have found difficulty with the process of decision-making due to the limited number of guidance personnel and knowledge about careers.

### 6.2.1 Nature of school guidance

In view of the findings of the present study policy makers should take note of the following shortcomings pertaining to guidance at Indian schools:



Counsellors should be provided with suitable quarters in which to counsel pupils. As has been pointed to in Chapter Five, counsellors occupied tiny, uncomfortable rooms and in one instance, a converted classroom.

- \* The role of guidance personnel should be clearly distinguished. They should not be used by the Principal for sending messages to the teachers and their status should be given prominence in the school setting as worthy counsellors who are willing to assist pupils and parents when necessary.

Since guidance entails getting to know pupils and their related problems if any, guidance personnel should be acknowledged and recognized as valuable members on the staff of the school. They should therefore not be considered unimportant but should be given some time to get acquainted with pupils and their problems.

- \* Social workers should be attached to schools to alleviate the counsellors' position especially where pupils' present social problems are linked to their homes and which ultimately affect their school work.

### 6.2.2 Selection of subjects and courses by pupils

Finally, that policy makers should take cognisance of the significance of career guidance as part of the school guidance programmes and should thereby emphasize this importance to counsellors is necessary if pupils are to benefit from this exercise. It is therefore recommended that assistance in career choices and direction is provided by guidance personnel and should form an integral part of the senior secondary phase of schooling.

Pupils with a particular aptitude and keen interest in a certain field should be assisted by the counsellor to choose subject set courses accordingly. This can be done if the counsellor is familiar with the interests portrayed by pupils. Policy makers can be of assistance by outlining the various course selections to counsellors which lead to possible career choices.

### 6.2.3 Training of counsellors

Counsellors should be fully informed about the opportunity structures available in society and should therefore communicate this information to pupils when the selection of subjects is being made. The suggestion forwarded by the

researcher is that guidance remains in the school curriculum with career guidance duly emphasized as an inherent feature. The number of qualified guidance personnel should be increased and reinforced. In the case of Belverton Secondary, the study revealed that guidance personnel were in the minority. This aspect should be rectified.

In order that pupils make suitable decisions regarding career, counsellors need to be well-advised about what jobs are available and how pupils could obtain them. Counsellors should therefore be aware of the career demands in society and should have sufficient expertise to impart relevant knowledge to pupils.

#### 6.2.4 Parent-teacher relationships

Many parents do not see the liaison between the home and the school as being of much importance. The fostering of interaction, between parents and teachers in order to understand the child in the school environment is a necessity in so far as educational attainments are concerned. Co-operation should be encouraged between the parent and teacher if the child is to utilize fully the benefits of a sound education. The researcher suggests that this important link between the home and the school be recognized and maintained

in an effort to ensure the child's successful progress through school.

In the present study there was evidence of parent interest and visits to school to ascertain subject choices during career orientation programmes. Furthermore, due to the type of occupation parents are engaged in, it is not possible to many parents to visit the school regularly. Therefore the school should accommodate those parents who are unable to attend school during the week or during the day on Saturdays or in the evenings.

Parents should not only be able to attend meetings at schools but should also take interest in their children's progress. Problem areas should be rectified by approaching subject teachers and working closely with the child.

### 6.3 ASPIRATIONS AND AMBITIONS OF PUPILS

For many pupils, the availability of opportunity for those who have reached a certain level of education often poses a limitation if the amount of information obtained is lacking or insufficient. Not only are parents known to have a major influence on their children's career choices (Topping, 1986:3) but the school guidance programme also has to make a positive

contribution towards helping these children in realizing their potential as future adults (HSRC, 1981:11).

### 6.3.1 Career choice

Pupils may not be fully aware of the requirements for a particular course of study and thus tend to make the wrong choice. With the result, they may find themselves at a disadvantage with regard to choosing a career of interest to them. Children may also experience the anxiety of parent expectations (Cicourel & Kitsuse, 1963:30) as insurmountable, especially if the choice of subjects was made by the child without prior knowledge of the opportunity outlets attached to them.

The results of the study, as discussed in the previous chapter, lead the researcher to support the contention of Ryrie et al (1979:33) that parents and teachers cannot directly influence the choice of subjects made by pupils. That because of the low educational level of parents, children have found their parents to be inadequate in their capacity to assist them at a crucial stage in their lives.

Since pupils were unable to obtain much assistance about careers from parents, pupils were assisted by guidance personnel in making suitable subject set choices that will lead them to suitable careers. Information on careers should be made available to pupils.

### 6.3.2 Attitudes of pupils toward career guidance

From the study it is clear that pupils favour the advise given by guidance counsellors more than that of parents. An explantion for this is that pupils feel guidance counsellors to be better informed and capable in administering advice regarding careers than their parents who had to seek advice from counsellors pertaining to subject choices on the occasion that they did visit the school. However, though pupils have acknowledged the help obtained from the counsellor, their parents and members of the community, the final decision to choose is still theirs.

### 6.3.3 Ambitions of pupils

It should be noted that pupils are ambitious. This is evident from the ideal and actual choices that they made regarding a career. There were no noticeable differences found between

the ideal and actual career choices of pupils. In those cases where pupils denoted choosing a particular occupational trade in order to find security in the job situation , the reason being that parents were unable to assist them financially due to their low occupational and education levels.

#### 6.4 FUTURE RESEARCH AREAS

The main focus of this study was pupils' career aspirations and the extent of parental involvement and school guidance in pupils' career choices. Research in this field for the future should focus on the following areas:

- i) Pupils' need for parental involvement and school guidance.

Although this study has shown that pupils are assisted by parents and guidance personnel to some extent, it is necessary to assess their needs in terms of career aspirations, since pupils tend ultimately to make their own career decisions. Pupils who wish to continue further in their academic careers should express their problems regarding their continuation in this field. Or those pupils who wish to embark on a technical area should be helped financially with some sort of bursary or loan so as to enable them to continue in their desired field

of interest. Not only will pupils gain from this type of assistance but parents also will be satisfied that their children are being helped in the very area that they are unable to do so, ie. supplying information about careers and financially aiding their aspiring young children.

If pupils are determined and achieve well then parents should make attempts to assist these children either financially or in some other way. Whilst parents provide the material comforts for them, school guidance should provide the necessary information to equip children to meet the demands of society.

ii) The attitudes of Indian parents towards their children's career aspirations.

The present study has shown that parents are inclined to agree with their children on the choice of a career. Their feelings with regard to this issue are as yet unknown. Pupils' home conditions should be investigated before a career decision is made in an effort to realize whether pupils are making the correct choice and not doing so to please their parents. Many parents may be ignorant of how career decisions are arrived at. Therefore they should be educated on this important issue so that they may advise others and offer suitable propositions when career decisions have to be made.



iii) An assessment of the financial implications of parents assisting their children to achieve their educational endeavours (i.e. career-wise).

This study has merely touched on the issue of income. An in-depth study is required to ascertain the implications of aiding children especially amongst the lower working class, to achieve their educational goals in life. As has been mentioned above, pupils need financial assistance if they are to fulfil their life's desire with regard to doing what they want to without this assistance, attaining their goals would be futile and children may resort to accepting menial tasks in order to get by.

iv) A study of the type of family system prevalent (i.e. joint or nuclear) and its effects on children's educational attainments and aspirations is necessary.

This issue was not examined in the present study although family size was discussed. The presence of significant others and their effects on children's education should also be noted. Investigation should be carried out on pupils' home background to ascertain whether they are affected in any way in their decision-making by the type of family system that is evident. This will enable the causes of aspirational levels to be thoroughly checked before pupils decide on a career. If

the family is a joint system, conflict may be present from members regarding what the child should do. In this instance he may choose a career irrationally and regret it later in life.

v) An evaluation of facilities available for further education to Indian pupils and the extent to which they adequately meet the demands of these pupils should be done.

Apart from exposure to media such as books on career information, as well as magazines, the television and guidance personnel, whether these pupils are aware of existing structures is not known. An analysis of these facilities should be made with the intention of improving existing facilities and providing new facilities for all pupils. If pupils are exposed to more types of media, they will be able to choose careers from a wider selection and thus not be inhibited by a few. This will enable suitable choices to meet with their interest levels as well.

## 6.5 SUMMARY

The present study was undertaken to ascertain and analyze the career aspirations of Indian senior secondary pupils in Tongaat in general and, more specifically the involvement of parents and school guidance in the attainment of this endeavour.

The study was carried out in three phases, viz., a literature survey, informal interviews with guidance counsellors at the survey school, and a full-scale empirical investigation of parental involvement that necessitated a two-part procedure: the administration of questionnaires to 150 pupils from the three schools, and 149 interviews with adult Indian mothers of these pupils within the study area. A questionnaire and interview schedule were constructed consisting of a dichotomous scale as well as open-ended categories based on the review of relevant literature pertaining to the study. These schedules were used as the method of data collection for the empirical study.

It was established that the career aspirations of senior secondary pupils were affected by socio-economic determinants such as parents' occupation, educational level and income. Pupils were found to make their own choices ultimately despite the assistance of parents and guidance personnel. With

regards to school guidance, a disproportionate ratio of guidance personnel per pupil was the related factor.

The findings were explained in terms of the functionalist perspective which acknowledges the relationship between different institutions in society as important links for facilitating co-operation and harmony amongst individuals.

In conclusion it should be noted that the problem of parental involvement may disappear gradually to be replaced by positive relations, despite indications that point to its persistence at present. However, with necessary assistance, it can be concluded that the problem may resolve itself if emphasis is placed on the education of parents per se.

The following recommendations are made on the basis of the findings:

- i) The influence of the home should be ascertained with particular reference to the educational and occupational level of parents, family size, the material conditions of the home and parental involvement in children's career aspirations should be strengthened by educating the parents.

- ii) The influence of the school on children's career choices should be highlighted with specific emphasis on the provision of qualified guidance personnel at schools, the assistance of pupils in their selection of subjects and courses, and parent-teacher relationships.
  
- iii) The aspirations and ambitions of pupils should be given priority, and the attitudes of pupils towards career guidance should be ascertained and reinforced and the ambitions of pupils be taken into consideration and helped in order to invest their interests in a brighter future.

A discussion of potential research areas that need to be explored concludes the study.

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APPENDIX 1

LETTER FROM HOUSE OF DELEGATES

Department of Education and Culture  
Departement van Onderwys en Kultuur

Esplanade Government Offices  
Esplanadestaatskantore  
Stanger Street  
Stangerstraat  
Private Bag X54323  
Privaatsak X54323  
DURBAN  
4000

Reference A/10/29/2  
Verwysing SOCIOLOGY  
Inquiries MR. M.H. BUCKUS  
Navrae S  
Ext. 246  
Bylyn 246  
☎ (031)37-2351  
☎ "INOND"

MISS J. K. PILLAY  
P. O. BOX 369  
TONGAAT  
4400

1987 -12-22

Sir/Madam


PERMISSION TO CONDUCT RESEARCH

Your letter dated 16 DECEMBER 1987 has reference.

Before consideration is given to your request to conduct research in schools/~~colleges~~ under the control of the Department of Education and Culture you are required to submit the item(s) indicated by a cross (X) to the <sup>ACTG. CHIEF</sup> Executive Director : Department of Education and Culture, for the attention of the Chief Planner (Research Section), Private Bag X54323, Durban, 4000.

- A copy of the letter from the University indicating that you have registered and that your topic has been accepted.
- A copy of the final questionnaire/s, test/s, interview schedules, rating scales, etc. (approved by the University).
- Details of how you propose to conduct your research (e.g. sample of pupils, duration of test/s and questionnaire/s, when the test/s and questionnaire/s will be administered etc.). N.B. Avoid using lesson times for tests, questionnaires, interviews and rating scales.
- A list of schools where you intend conducting your research.
- \_\_\_\_\_

Yours faithfully

  
EXECUTIVE DIRECTOR :  
DEPARTMENT OF EDUCATION AND CULTURE

APPENDIX 2

UNSTRUCTURED INTERVIEW SCHEDULE

SCHOOL: \_\_\_\_\_

EDUCATIONAL QUALIFICATION: \_\_\_\_\_

NO OF GUIDANCE PERSONNEL PER SCHOOL: \_\_\_\_\_

-----

1. Attitudes towards guidance
  - i) staff
  - ii) pupils
  
2. Role of guidance
  - i) educational aspect
  - ii) social aspect
  
3. Parental involvement in educational matters
  - i) material
  - ii) educational
  - iii) indifference/lack of interest
  
4. Significance of career guidance in education
  - i) for pupils
  - ii) for parents
  
5. Shortcomings of guidance at schools
  - i) environment
  - ii) definition of role
  - iii) qualified guidance personnel
  - iv) divided attention
  - v) location of schools
  - vi) social workers

APPENDIX 3

PUPIL QUESTIONNAIRE

LETTER TO PUPIL

March 1989

28 Old Crescent  
TONGAAT  
4400

Dear Pupil

At present I am engaged in a study which concerns pupils in Standards 8, 9, and 10 from Tongaat. The title of this study is:

**Pupil Career Aspirations and the Influence of Parental Involvement and School Guidance : A Sociological Study of the Senior Secondary Pupils of Tongaat.**

The most important aspects of this study are to find out: to what extent you as the child receive assistance and guidance regarding career aspirations from both parents and teachers; the manner in which this assistance is rendered, and the manner in which guidance is accepted. It is at this stage in secondary school that pupils are faced with the decision of choosing a career direction for the future. It is therefore hoped that findings of this study, which stress the importance of parental involvement and school guidance in career choices, will reveal the kind of help and support given by parents and teachers to their children/pupils.

These questionnaires are strictly confidential.

Thank you for your co-operation.

Yours sincerely

J K PILLAY

(Masters student in the Department of Sociology, Faculty of Arts, University of Durban-Westville).

**PUPIL QUESTIONNAIRE FOR STANDARDS 8, 9, AND 10**

(Try to answer all questions. Indicate with an X)

**BIOGRAPHICAL DATA**

1. NAME OF SCHOOL: \_\_\_\_\_
2. NAME OF PUPIL: \_\_\_\_\_
3. SEX OF PUPIL: MALE: \_\_\_\_\_ FEMALE: \_\_\_\_\_
4. PRESENT STANDARD: \_\_\_\_\_
5. AGE OF PUPIL: YEARS: \_\_\_\_\_ MONTHS: \_\_\_\_\_
6. HOME ADDRESS: \_\_\_\_\_  
\_\_\_\_\_
7. RELIGION: \_\_\_\_\_
8. HOME LANGUAGE: \_\_\_\_\_
9. FATHER'S OCCUPATION: \_\_\_\_\_
10. MOTHER'S OCCUPATION: \_\_\_\_\_

**HOME-SCHOOL RELATIONSHIP**

11. TEACHERS GIVE THE IMPRESSION THAT PARENTS SHOULD NOT INTERVENE IN THEIR CHILDREN'S EDUCATION

Y	N

12. IF YES TO QUESTION 11, HOW DO THEY DO THIS? \_\_\_\_\_  
\_\_\_\_\_

13. IF NO TO QUESTION 11, WHY DO YOU SAY SO? \_\_\_\_\_  
\_\_\_\_\_

14. MY CLASS TEACHER SHOWS AN INTEREST IN MY WORK

Y	N

15. IN WHAT WAY DOES HE DO THIS?

VISIT HOME	DISCUSS AT SCHOOL	REFER TO GUIDANCE TEACHER	OTHER



16. DO YOUR PARENTS HAVE FORMAL MEETINGS (EDUCATION COMMITTEES; APPOINTMENTS) WITH TEACHERS?

Y	N

17. HOW OFTEN IS THIS DONE?

ONCE A MONTH	ONCE A TERM	ONCE A YEAR	NOT AT ALL

18. HOW MANY INITIATED BY SCHOOL? \_\_\_\_\_

19. HOW MANY INITIATED BY PARENT? \_\_\_\_\_

20. OF WHAT VALUE WERE THESE MEETINGS TO YOU? \_\_\_\_\_

**CAREER ASPIRATIONS**

21. WHAT STANDARD OF EDUCATION DO YOU WISH TO OBTAIN? DO YOU WISH TO:

- (a) leave school as soon as possible;
- (b) complete high school;
- (c) get a college education, eg. teacher training or technical education;
- (d) get a university education;


22. WHY DO YOU WANT THIS LEVEL OF EDUCATION? \_\_\_\_\_

23. WHAT LEVEL OF EDUCATION DO YOU ACTUALLY EXPECT TO OBTAIN? DO YOU EXPECT TO:

- (a) leave school as soon as possible;
- (b) complete high school;
- (c) get a college education, eg. teacher training or technical education?
- (d) get a university education?


24. WHY DO YOU EXPECT TO OBTAIN THIS LEVEL OF EDUCATION? \_\_\_\_\_

\_\_\_\_\_

25. WHO IS GOING TO HELP YOU TO OBTAIN THIS LEVEL OF EDUCATION?

\_\_\_\_\_

26. IN WHAT WAY IS THIS PERSON(S) GOING TO HELP YOU? \_\_\_\_\_

\_\_\_\_\_

**CAREER DIRECTION**

27. MY COURSE AT SCHOOL WILL ENABLE ME TO OBTAIN SOME FORM OF EMPLOYMENT.

Y	N

28. EXPLAIN THE ABOVE ANSWER? \_\_\_\_\_

29. THE SUBJECTS I HAVE CHOSEN SUIT MY CAREER INTERESTS

Y	N

30. IF YES TO QUESTION 29, IN WHAT WAY CAN THESE SUBJECTS HELP YOU? \_\_\_\_\_

\_\_\_\_\_

31. IF NO TO QUESTION 29, WHY NOT? \_\_\_\_\_

\_\_\_\_\_

32. I STUDIED INFORMATION ON JOB TRENDS BEFORE DECIDING ON MY CAREER DIRECTION

Y	N

33. IF YES TO QUESTION 32, WHO HELPED YOU WITH CHOOSING YOUR CAREER DIRECTION? \_\_\_\_\_

34. IF NO TO QUESTION 32, HOW DID YOU ARRIVE AT YOUR CAREER DIRECTION?

\_\_\_\_\_

35. DO YOU THINK YOUR SEX WILL PLAY A ROLE IN OBTAINING A JOB?

Y	N

36. EXPLAIN THE ABOVE ANSWER: \_\_\_\_\_  
\_\_\_\_\_

37. MY TEACHERS PLAY AN IMPORTANT ROLE IN PROVIDING CAREER GUIDANCE

Y	N

38. IF YES TO QUESTION 37, IN WHAT WAY DID YOUR TEACHERS ACTUALLY ASSIST YOU? \_\_\_\_\_

39. MY PARENTS HELPED ME IN DECIDING ON THE COURSE I AM PRESENTLY FOLLOWING AT SCHOOL

Y	N

40. IF YES TO QUESTION 39, HOW? \_\_\_\_\_  
\_\_\_\_\_

41. IF NO TO QUESTION 39, WHO HELPED YOU TO CHOOSE? \_\_\_\_\_  
\_\_\_\_\_

42. MY FRIENDS HELPED ME IN DECIDING UPON A CAREER

Y	N

43. IF YES TO QUESTION 42, HOW DID THEY HELP YOU? \_\_\_\_\_  
\_\_\_\_\_

44. WHAT IS YOUR IDEAL CAREER CHOICE? \_\_\_\_\_

45. WHY HAVE YOU CHOSEN THIS CAREER? \_\_\_\_\_  
\_\_\_\_\_

46. WHAT CAREER HAVE YOU ACTUALLY DECIDED UPON PURSUING? \_\_\_\_\_  
\_\_\_\_\_

47. WHY HAVE YOU CHOSEN THE CAREER MENTIONED IN QUESTION 46? \_\_\_\_\_  
\_\_\_\_\_

48. WHO INFLUENCED YOU MOST IN YOUR CAREER DECISIONS?

PARENT	TEACHER	PEER	FRIEND	SELF
--------	---------	------	--------	------

49. BRIEFLY EXPLAIN WHY YOU WERE INFLUENCED BY THIS PERSON?

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50. BRIEFLY EXPLAIN HOW YOU WERE INFLUENCED BY THIS PERSON?

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APPENDIX 4

INTERVIEW SCHEDULE

LETTER TO PARENT

March 1989

28 Old Crescent  
TONGAAT  
4400

Dear Parent

At present I am engaged in a study which concerns pupils in Standards 8, 9, and 10 from Tongaat. The title of this study is:

**Pupil Career Aspirations and the Influence of Parental Involvement and School Guidance : A Sociological Study of the Senior Secondary Pupils of Tongaat.**

An important aspect of this study is to find out to what extent, if any, parents and teachers assist their children/pupils regarding career aspirations. It is at this stage in high school that children are faced with the decision of choosing a job for the future. It is therefore hoped that findings of this study, which stress the importance of parental involvement and school guidance in career choices, will reveal the kind of help and support given by parents and teachers to their children/pupils.

All information received will be strictly confidential. Your co-operation in this study is highly appreciated.

Yours sincerely

J K PILLAY

[Masters student in the Faculty of Arts, Department of Sociology,  
University of Durban-Westville]

HOME INTERVIEW SCHEDULE FOR MOTHER

**BIOGRAPHICAL DATA**

NAME OF CHILD: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

FATHER'S OCCUPATION: \_\_\_\_\_

- LEVEL OF EDUCATION:

- Nil
- Std 3 and below
- Std 4 to Std 6
- Std 7 to Std 9
- Std 10
- Beyond (Specify)


MOTHER'S OCCUPATION: \_\_\_\_\_

- LEVEL OF EDUCATION:

- Nil
- Std 3 and below
- Std 4 to Std 6
- Std 7 to Std 9
- Std 10
- Beyond (Specify)


RELATIONSHIP OF INTERVIEWEE (OTHER THAN MOTHER) TO CHILD: \_\_\_\_\_

AGE OF PARENT:

- 35 and below
- 36 to 40
- 41 to 45
- 46 to 50
- 51 to 55
- Beyond


TOTAL INCOME OF PARENTS (PER MONTHS):

Below R400  
 R401 to R700  
 R701 to R1000  
 R1001 to R1300  
 R1301 to R1600  
 R1601 to R1900  
 R1901 to R2200  
 R2201 to R2500  
 R2501 to R2800  
 R2801 to R3100  
 Beyond


HOME LANGUAGE:

English  
 Hindi  
 Tamil  
 Urdu  
 Gujerati  
 Other (Specify)


RELIGION:

Hindu  
 Muslim  
 Christian  
 Buddhist  
 Other (Specify)


1. HOW MANY CHILDREN ARE THERE IN THE FAMILY? \_\_\_\_\_

2. COMPLETE THE FOLLOWING TABLE:

CHILD NO.	AGE OF CHILD	SEX	STD	RESIDENCE	EXPECTED OCCUPATION	PRESENT OCCUPATION
1						
2						
3						



1. WHAT TYPE OF HOUSE DOES FAMILY OCCUPY?

- High economic
- Economic
- Assisted
- Low income
- Other (Specify)


**PARENTAL INVOLVEMENT**

2. WHAT LEVEL OF EDUCATION WOULD YOU LIKE YOUR CHILD TO RECEIVE? SHOULD HE/SHE:

- (a) leave before completing high school;
- (b) complete high school;
- (c) get a college education eg. teacher training or technical training;
- (d) get a university education?


3. WHY DO YOU WANT THIS LEVEL OF EDUCATION FOR YOUR CHILD? \_\_\_\_\_  
\_\_\_\_\_

4. WHAT LEVEL OF EDUCATION DO YOU REALLY EXPECT YOUR CHILD TO RECEIVE?

- (a) leave before completing high school;
- (b) complete high school;
- (c) get a college education eg. teacher training or technical training;
- (d) get a university education?


5. WHY DO YOU EXPECT YOUR CHILD TO RECEIVE THIS LEVEL OF EDUCATION? \_\_\_\_\_  
\_\_\_\_\_

WHAT ARE YOUR PLANS TO OVERCOME ANY POSSIBLE DIFFICULTIES REGARDING ATTAINMENT OF THE LEVEL OF EDUCATION YOU WANT YOUR CHILD TO RECEIVE?

\_\_\_\_\_  
\_\_\_\_\_

HOW OFTEN DO YOU VISIT YOUR CHILD'S SCHOOL? \_\_\_\_\_

1. WHO INITIATES THE VISIT? \_\_\_\_\_

2. WHAT IS THE PURPOSE OF YOUR VISIT? \_\_\_\_\_

3. HOW ARE YOU INVOLVED WITH THE SCHOOL? \_\_\_\_\_

4. HAVE YOU MET WITH YOUR CHILD'S TEACHER TO DISCUSS HIS/HER WORK?

Y	N

5. IF YES, WHO INITIATES THE VISIT? \_\_\_\_\_

6. WHY DO YOU FEEL THIS VISIT IS NECESSARY? \_\_\_\_\_

7. WHO HELPS THE CHILD WITH HIS/HER HOMEWORK?

Mother

Father

Brother/Sister

Other (Specify)

Nobody


8. HOW MUCH TIME DOES THE PERSON INDICATED ABOVE SPEND WITH THE CHILD AT HIS HOMEWORK? \_\_\_\_\_

9. WHEN IS THIS USUALLY DONE? \_\_\_\_\_

10. HOW DO YOU HELP YOUR CHILD IN HIS/HER HOMEWORK? \_\_\_\_\_

### CAREER ASPIRATIONS

1. DO YOU KNOW WHAT YOUR CHILD'S CAREER PLANS ARE AFTER COMPLETING SCHOOL?

Y	N

IF YES, WHAT HAS HE/SHE DECIDED TO DO? \_\_\_\_\_

HAVE YOU DISCUSSED THESE CAREER PLANS WITH YOUR CHILD?

Y	N

WHO INITIATED THE DISCUSSION? \_\_\_\_\_

DO YOU APPROVE OF HIS/HER CHOICE OF A CAREER?

Y	N

IF YES, WHY DO YOU APPROVE? \_\_\_\_\_

IF NO, WHY DON'T YOU APPROVE? \_\_\_\_\_

WOULD YOU LIKE YOUR CHILD TO HAVE AN OCCUPATION SIMILAR TO THAT OF HIS FATHER?

Y	N

WHY? \_\_\_\_\_

WHY NOT? \_\_\_\_\_

WOULD YOU LIKE HIM TO HAVE AN OCCUPATION SIMILAR TO ANY OTHER MEMBER OF THE FAMILY?

Y	N

WHICH FAMILY MEMBER? \_\_\_\_\_

WHY THIS PERSON? \_\_\_\_\_

WOULD YOU LIKE HIM TO HAVE AN OCCUPATION SIMILAR TO SOMEONE OUTSIDE THE FAMILY CIRCLE?

Y	N

WHO IS THIS PERSON? \_\_\_\_\_

. WHY? \_\_\_\_\_

. WHAT IS THE IDEAL CAREER YOU THINK YOUR CHILD SHOULD FOLLOW?  
\_\_\_\_\_

. WHY THIS CAREER? \_\_\_\_\_

. HAVE YOU SOUGHT ADVICE FROM ELSEWHERE ON SUBJECTS TO BE TAKEN FOR A PARTICULAR CAREER?

Y	N

. IF YES, WHY? \_\_\_\_\_

. IF NO, WHY NOT? \_\_\_\_\_

. IF ADVICE WAS SOUGHT, WHO INITIATED THIS? \_\_\_\_\_

. FROM WHERE WAS HELP SOUGHT? \_\_\_\_\_

. WHY THIS PARTICULAR SOURCE? \_\_\_\_\_

. DID YOU IMPLEMENT THIS ADVICE?

Y	N

. IF YES, HOW? \_\_\_\_\_  
\_\_\_\_\_

. IF NO, WHY NOT? \_\_\_\_\_  
\_\_\_\_\_

## APPENDIX 5

### PROCEDURE OF RANDOM SAMPLING

The random sample in this study was selected according to the procedure suggested by Bailey (1978 : 69-80), and a table of random numbers (Bailey, 1978 : 444 - 446) was used for this purpose. Each unit of the pupil population was given an equal chance of being included in the sample. To ensure that the units were well mixed, each pupil in Standards 7,8,9 and 10 from each school was assigned a number from 001 to 500. A random sample of 50 was drawn from each school. The total number of one hundred and fifty pupils also constituted the 150 units of the parent population.

**APPENDIX 6**

**QUESTIONS, CATEGORIZATIONS OF RESPONSES AND THEIR RESPECTIVE  
WEIGHTS FOR THE VARIOUS ASPECTS MEASURED IN  
THE PUPIL QUESTIONNAIRE**

PUPIL QUESTIONNAIRE

HOME - SCHOOL RELATIONSHIP

12. If yes to statement II, (Teachers give the impression that parents should not intervene in their children's education). How do they do this?
1. they like us to make our own decision
  2. they don't like parents to intervene
  3. no answer
13. If no to statement II, why do you say so?
- D. no answer
1. school meetings, functions held to incite parents to discuss children's progress.
  2. to ensure parents encourage/care for children
  3. teachers have any problems - tell parents
  4. child will not learn anything
  5. other answers - child benefits from education  
- parents not aware of what is going on at school
20. Of what value were these meetings to you?
- D. no answer
1. Parents encouraged me to prepare for exams, make the right choice of subjects etc.
  2. parents understood child's ability and progress
  3. parents helped child in work

22. Why do you want this level of education?

- 0 no answer
- 1 I will not be relying on anyone else in future
- 2 To get a good job; lead better life; money
- 3 Cannot afford studying full time
- 4 Make parents happy; support them
- 5 Challenge or a wish
- 6 Can find a job with matric

24. Why do you expect to obtain this level of education?

- 0 No answer
- 1 Parents don't approve of college
- 2 Have ability, it is a challenge, make money
- 3 Not enough money to go to college/university
- 4 Get good job; parent's will be happy; better life
- 5 Not capable enough

26. In what way is this person going to help you?

- 0 No answer
- 1 Finance, support
- 2 Guide, encourage, assist
- 3 Obtain a bursary by working hard

<b>CAREER DIRECTION</b>
-------------------------

28. Explain the above answer? (Statement 27).

- 0 No Answer



- 1 Require subject for a course
- 2 Expand knowledge or chosen course
- 3 Get good results
- 4 No employment

30. If yes to statement 29, In what way can these subjects help you?

- 0 No answer
- 1 In order to do a course, some subjects are a pre-requisite.
- 2 To broaden knowledge and get a job
- 3 Can obtain employment/career opportunity
- 4 Choose subjects according to interests/career

31. If no to statement 29, why no?

- 0 No answer
- 1 Subjects will not help in career choice

33. If yes to statement 32, who helped you with choosing your career direction?

- 0 Nobody/self
- 1 Parents
- 2 Relatives
- 3 Friends
- 4 Teachers/Counsellors
- 5 Brother/sister
- 6 Careers exhibition/programmes on careers
- 7 No answer

34. If no to statement 32, How did you arrive at your career direction?

- 0 No answer
- 1 Interest in Career
- 2 Parents and family
- 3 Choose any career
- 4 Looked at results in various subjects
- 5 Teachers/friends

36. Explain the above answer? (On Sex)

- 0 No answer/misunderstood
- 1 Certain jobs are set aside for particular sex
- 2 Everyone treated as equal

38. If yes, to statement 37, In What way did your teachers actually assist you?

- 0 No answer
- 1 They gave us advice, booklets, information
- 2 They assisted in choosing a course/applying for jobs

40. If yes to statement 39, How?

- 0 No answer
- 1 I would get a job easily
- 2 They knew my interests
- 3 They thought of my future and how it will help

41. If no to statement 39, who helped you to choose?

- 0 No answer
- 1 Self
- 2 Brother
- 3 Counsellor/teacher/friend

43. If yes to statement 42, How did they help?
- 0 No answer
  - 1 By giving me information
45. Why have you chosen this career?
- 0 No answer
  - 1 Ability to perform task skillfully
  - 2 Interesting, challenging/job opportunities
  - 3 Like communicating with people
  - 4 Power, status
  - 5. Mothers' experience
47. Why have you chosen the career mentioned in Question 46?
- 0 No answer
  - 1 Capable, interesting, secure, enjoy job
  - 2 Status, interests, monetary gain
  - 3 Help from parents
49. Briefly explain why you were influenced by this person?
- 0 No answer
  - 1 Influenced and guided by parents
  - 2 Confidence in self
  - 3 Teachers helped child to understand job
  - 4 Making money, helping people
50. Briefly explain how you were influenced by this person?
- 0 N/A - self
  - 1 Worked out advantages/disadvantages

- 2 Parents/Teachers gave good advice
- 3 Trust my judgement
- 4 No answer

**APPENDIX 7**

**QUESTIONS, CATEGORIZATION OF RESPONSES AND THEIR RESPECTIVE  
WEIGHTS FOR THE VARIOUS ASPECTS MEASURED IN THE  
PARENT INTERVIEW SCHEDULE**

PARENT INTERVIEW SCHEDULE

BIOGRAPHICAL DATA

11. Complete the following table:

Age of Child	:	1 = < 14
		2 = 14 - 15
		3 = 16 - 18
		4 = > 18
Sex	:	1 = male
		2 = female
Present occupation	:	1 = toddler
		2 = preschool
		3 = primary
		4 = secondary
		5 = technikon
		6 = college
		7 = university
		8 = working
		9 = unemployment
		0 = N/A
Residence		1 = home
		2 = away
Expected occupation	:	(same as that pertaining to item 3 and 4, & 30, & 45 on occupation of parents).
Standard	:	1 = toddler
		2 = pre-school
		3 = primary
		4 = std. 6 - std. 8
		5 = std. 9 - std. 10
		7 = special ed. 1 class
		8 = no answer
		0 = working

**PARENTAL INVOLVEMENT**

14. Why do you want this level of education for your child?
- 0 No answer
  - 1 help child later in life
  - 2 mother likes child to complete school -opportunity
  - 3. child is keen
  - 4. parents' aspirations - better future
  - 5. more experience - technical education
  - 6. remuneration
16. Why do you expect your child to receive this level of education?
- 0 No answer
  - 1 child is capable
  - 2 child keen in field
  - 3 parent's expectation
  - 4 child is suitably interested
  - 5 technical education is better
  - 6 not capable of continuing
  - 7 no financial assistance
17. What are your plans to overcome any possible difficulties regarding attainment of the level of education you want your child to receive?
- 0 no answer
  - 1 savings /family assistance
  - 2 bursary/loan
  - 3 own initiative
  - 4 no plans
18. How often do you visit your child's school?
- 1 = once a year
  - 2 = twice
  - 3 = three or more
  - 4 = never
19. Who initiates the visit?
- 1 = teacher
  - 2 = parent
20. What is the purpose of your visit?

- 1 = career orientation
- 2 = other eg. health
- 3 = child's progress
- 0 = N/A

21. How are you involved with the school?

- 1 = committee member
- 2 = none
- 3 = no answer

23. If yes, who initiates the visit?

- 1 = parent
- 2 = teacher
- 0 = N/A

24. Why do you feel this visit is necessary?

- 1 = progress
- 2 = concern
- 0 = N/A

26. How much time does the person indicated above spend with the child at his homework?

- 1 = <15 minutes
- 2 = 15 - 30 minutes
- 3 = 30 - 60 minutes
- 4 = >60 minutes
- 0 = no answer

27. When is this usually done?

- 1 = evening
- 2 = afternoon
- 3 = weekend
- 0 = no answer

28. How do you help your child in his/her homework?

- 1 = Discussion
- 2 = explanation
- 3 = problem solving
- 0 = none



**CAREER ASPIRATIONS**

32. Who initiated the discussion?

- 1 = child
- 2 = mother
- 0 = no answer

34. If yes, why do you approve?

- 0 = no answer
- 1 = standard of living demands good education
- 2 = good job will help child
- 3 = someone in the family in some type of job
- 4 = mother approves and is happy
- 5 = independent - earn more
- 6 = flair for subjects
- 7 = security
- 8 = fulfil father's wish

35. If no, why don't you approve?

- 0 = no answer
- 1 = dangerous job
- 2 = not much scope
- 3 = job will take child away from home
- 4 = not aware

37. Why?

- 0 = no answer
- 1 = Government job - security
- 2 = figure orientated
- 3 = working conditions secure
- 4 = religious reasons

38. Why not?

- 0 = no answer
- 1 = not interested/ no scope
- 2 = job is strenuous, difficult
- 3 = child does what he/she likes
- 4 = not suitable for child's ability
- 5 = something better, more scope
- 6 = mother doesn't like career choice

40. Which family member?

- 0 = no answer
- 1 = mother
- 2 = aunt/uncle
- 3 = grandparent
- 4 = cousin
- 5 = other eg. brother or sister

41. Why this person?

- 0 = no answer
- 1 = is in some occupation of choice
- 2 = similar occupation to father
- 3 = well educated - better job opportunities
- 4 = good personality

43. Who is this person?

- 1 = friend
- 2 = neighbour
- 3 = other eg. teacher acquaintance
- 0 = no answer

44. Why?

- 1 = is an accountant, land surveyor etc.
- 2 = computer field is a necessity
- 3 = pleasant job
- 0 = no answer

46. Why this career?

- 1 = salary / advantages
- 2 = interest
- 3 = other eg. mother prefers job ; status
- 4 = good in field / capable
- 5 = suits child's nature
- 6 = people orientated
- 7 = personal reasons eg. health
- 8 = no finance

48. If yes, why?

- 1 = teachers discuss career plans
- 2 = help in subjects chosen
- 3 = chooses wisely for future job
- 4 = mother preferred different course
- 5 = what's best for the child

49. If no, why not?

- 1 = guidance from father -- teacher
- 2 = other eg. not aware
- 3 = look at results
- 4 = left to child to decide
- 0 = N/A

50. If advice was sought, who initiated this?

- 1 = child
- 2 = parent
- 3 = family
- 4 = teacher
- 5 = other
- 6 = no answer

51. From where was help sought?

- 1 = counsellor
- 2 = family
- 3 = other eg. friends, books etc.

52. Why this particular source?

- 1 = experience
- 2 = acquaintance
- 3 = convenience - available
- 4 = other - mother prefers
- 5 = no reason

54. If yes, why?

- 1 = child following career choice
- 2 = left to child to decide
- 3 = spoke to child on career prospects
- 4 = spoke to teacher / counsellor / relative to choose course

55. If no, why not?

- 1 = child made own decision
- 2 = course not suitable for child
- 3 = with counsellors and brothers help
- 4 = unsure of child's choice
- 5 = with fathers and mothers help
- 0 = no answer