CAREER ASPIRATIONS OF GRADE ELEVEN LEARNERS

by

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DECLARATION

I, Mehmood Essop Bhamjee, hereby declare that the dissertation entitled "Career Aspirations of Grade Eleven learners" is the result of my own investigation and research and that it has not been submitted in part or in full for any other degree or to any other University.

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ABSTRACT

This study sought to identify the career aspirations of Grade Eleven learners and to explore the influence of race and gender on these aspirations. The perceived barriers to, and influences on aspirations were also examined and explained in terms of race and gender. A questionnaire was administered to a sample consisting of seventy four African and Indian male and female learners from four secondary schools in the Tongaat area, and their responses were analysed.

Results indicated that the majority of learners aspired to professional careers. Race and gender were not significantly associated with aspirations in terms of level of skill and career field. A traditional orientation was apparent to an extent though, with the tendency of females to aspire towards helping-related professions, and males towards the Natural Science and Engineering fields. None of the African learners aspired towards careers in the Natural Science field, in which a skills shortage is envisioned in the country. African learners expressed a preference for finance-related careers, an interesting shift from the findings of previous studies, which showed that African learners were more inclined towards social service careers. The lack of finance was regarded by the majority of respondents, regardless of race or gender, as a serious barrier to the realisation of their career aspirations. Significantly, more Indian learners cited their parents as the primary influence on their choice of career, while African learners regarded their teachers as important sources of career information. The socioeconomic and political climate of the country appeared to have an effect on the attitudes and perceptions of Indian and African learners, notably with African learners being more supportive of the policy of affirmative action.

Results are discussed in relation to previous findings from international and South African literature. Labour market trends were taken into account and the aspirations of respondents were discussed in the light of these realities. The study concludes with recommendations regarding further exploration and examination of the career aspirations of learners and highlights the implications for career counselling at school level.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND AND CONTEXT

" One can hardly study the psychological aspects of great changes without some
reference to people's hopes, for it is these hopes which very often govern some
of their historically most important actions, and their attempt to actualise a
projected future may constitute an important motor of historical change."

Danziger, (1975, p.115)

Danziger's (1975) vision behind the reference to "great changes" in South Africa is validated by the transition from a country governed by apartheid since 1948, to a democracy in 1994. Apartheid has left a legacy that is linked to the very fabric of society, not just for Black South Africans, but for all social groupings. Transformation in post-apartheid South Africa has far-reaching consequences which permeate all levels of society, impacting on social, political, economic and cultural life (Stevens & Lockhat, 1997).

The ethos generated by the newly found democracy may well impact on, and shape the career aspirations of learners in terms of how they envisage their future roles in this period of transition. Aspirations reflect the hopes and dreams of youth, who represent the future of the country. They "constitute an important motor of historical change" (Danziger, 1975, p.115) and provide a useful starting point to understand the career development of youth.

Owing to the diversity of cultures, the process of transformation involves many challenges relating to language, religion, race and gender issues (Booysen, 1999). These challenges are felt in the workplace as new regulations and policies are implemented to address imbalances of the past and provide opportunities for previously disadvantaged groups. The introduction of legislation, which promotes equal opportunity and affirmative action has meant that people who had been marginalized in the past, owing to a range of factors, including gender and race, are now gaining access to the labour market (Seane, 1998; Booysen, 1999). As a result, an increasing number of females and Blacks are entering fields which were historically denied to

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them. The effect of the developments mentioned, coupled with technological advancement, is rapidly altering the complexion of the labour market in South Africa.

Research on the career aspirations of Black South African adolescents has been limited (Nel & De Bruin in Watson, Foxcroft, Horn, & Stead, 1997). Some of the studies that have addressed this issue include Danziger (1975); Geber and Newman (1980); Cloete (1981); Sotshongaye (1995) and Watson, Foxcroft, Horn, and Stead (1997). Whilst these studies do not constitute the entire database on aspirations in the country, generally more research is required in this area of career development.

As South Africa develops into a new political framework, the challenges of career development become increasingly important (Stead & Watson, 1998). Attempts towards the formulation of an indigenous approach towards career psychology in post-apartheid South Africa as advocated by Stead and Watson (1998), will benefit from a study of career aspirations. It is hoped that this study will provide some insight into the career aspirations of youth, and stimulate further research in this area.

1.2 LABOUR MARKET TRENDS IN SOUTH AFRICA

Career aspirations cannot be viewed in a vacuum and need to be contextualised within a wider economic background to promote a greater understanding of the environmental dynamics affecting young people in our country. In a recent analysis of the South African labour market (Human Sciences Research Council, 1999), the following trends over a five-year period are projected:

- ❑ the demand for professional skills lies in the technical and scientific areas, particularly in engineering and information technology
- ❑ a decrease in employment in the Community, Social and Personal Services sector is anticipated owing to rationalisation in government structures
- ❑ there will be a high demand for people in the financial and economic occupations, especially for chartered accountants
- ❑ almost 71 000 jobs will be lost in the semiskilled and unskilled sector of the employment market

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Further realities of the broader context are a weakening economy and rampant unemployment (Makhanya, 2000). Hartshorne (1992) reflects on the unemployability of Black South African youth, a situation that he attributes to a historical deprivation of proper education and training coupled with increasing unemployment. A further indication of unemployment is that almost 34% of South Africans between the ages of 15 and 65 were unemployed in 1996 (Stats in Brief, 2000).

Given the current scenario, the career aspirations of some learners may translate into reality, while for others obtaining employment would be integral to their survival. The development and shaping of aspirations are closely associated with environmental aspects, which often determine their course. This study therefore incorporates factors such as perceived barriers to, and influences on aspirations in order to provide a more realistic examination of this area. An attempt has thus been made to take into account how factors at a macro level may exert an influence on career aspirations.

1.3   IMPORTANCE OF THE STUDY

The study is considered to be important for the following reasons:

❑ The study will provide insight into career aspirations of learners in a society in transition. Secondary school learners are a vital asset to our country as they represent the future and will ultimately contribute towards the fruition phase of the transformation process.

❑ It is hoped that this study will contribute towards the development of an indigenous approach to career psychology in South Africa.

❑ This study would be of value to those involved in planning and implementing career counselling programmes in schools and tertiary institutions.

❑ This study will provide insight into how factors such as gender and race, which have begun to feature prominently in the labour market, are related to career aspirations and perceived opportunities among learners.

❑ As there is a paucity of research on career aspirations in South Africa, this study would contribute to the database in this area.

1.4 PURPOSE OF THE STUDY

The aim of the study is to identify the career aspirations of Grade 11 learners and to explore the relationship aspirations have with gender and race.

Therefore, the key questions to be addressed are:

- What are the career aspirations of grade 11 learners?
- Is there a relationship between career aspirations and gender?
- Is there a relationship between career aspirations and race?

1.5 CLARIFICATION AND USAGE OF TERMINOLOGY

1.5.1 Career

Stead and Watson (1999a, p. viii) define the term **"career"** as: "The meaning of work-related experiences in relation to the individual's life roles across the life span." This definition will apply to the study. However, terms such as **"job"**, and **"occupation"** have been used interchangeably with **"career"** in the literature review.

1.5.2 Career Aspirations

The concept **"career aspirations"** refers to the careers learners aspire towards, irrespective of reality constraints, i.e. their ideal preference.

1.6 PRESENTATION OF CONTENTS

Chapter One has provided an introduction to the study and has outlined its purpose and importance.

Chapter Two presents an overview of theoretical models relevant to the study.

Chapter Three reviews international and national literature on career aspirations.

Chapter Four provides a description of the research methodology, research instrument, and the procedures employed to analyse the data. In this study, the survey method was employed and a questionnaire was administered to ten percent of Grade 11 learners in the Tongaat area of KwaZulu Natal.

In Chapter Five, the research findings and results are reported.

Chapter Six, the final chapter, provides an interpretation and discussion of the results, the conclusion, recommendations for further research and counselling and limitations of the study.

CHAPTER TWO

THEORETICAL OVERVIEW

A perusal of literature indicates that career psychology is still in its developmental stages in South Africa. Researchers are compelled to consider international theoretical approaches in order to examine the relevance to the socio-cultural context of the country. While acknowledging the merits of models formulated in other contexts, caution has to be exercised in their application to South Africa.

Watson and Stead (1999) contend that there is a lack of theoretical models that have been developed to elucidate career behaviour in South Africa's various population groups. This is true for career aspirations. This study also uses theoretical perspectives that have been shaped in other countries, especially the United States. In an attempt to take cognisance of the unique circumstances in South Africa, no single theory or model has been adhered to and an eclectic approach has been deemed to be appropriate to the aims of the current study.

From a theoretical perspective, the framework provided is largely exploratory and absolute conceptual relevance to South Africa is not implied. However, features of theories and models have been alluded to where applicability has been discerned in terms of career development in the local context.

The overview of career theories is thus an attempt to offer a context to understand pertinent features of the theoretical background within which this study is situated. This exploration of selected theoretical postulations is aimed at providing answers to the key questions of this study, which are:

- ❑ What are the career aspirations of grade 11 learners?

- ❑ Is there a relationship between career aspirations and gender?

- ❑ Is there a relationship between career aspirations and race?

2.1 THEORIES

This section examines theories and models, which are applicable to the study.

2.1.1 Social Cognitive Theory - Bandura (1977, 1986)

A brief overview of Bandura's Social Cognitive Theory (1977, 1986) will be provided, as elements of his framework inform the career development theories that follow viz. Hackett and Betz (1981); Farmer (1985); Lent, Brown and Hackett (1994); Hackett and Byars (1996) and McWhirter, Hackett and Bandalos (1998).

Bandura (1977) defines *self-efficacy* as ones impression of ones personal efficacy. A sense of self-efficacy mediates behavioural manifestations and changes and involves a cognitive component and ones agentic potential (Bandura, 1986). The influence of social and environmental forces on individuals' perceptions is significant in terms of what motivates their behaviour and the extent to which desired outcomes and goals are achieved. Strong efficacy beliefs are positively correlated with favourable outcomes and the opposite is likely for weaker beliefs (Bandura, 1986). Central to the theory is the concept of *"reciprocal determinism"* (also referred to as "triadic reciprocality") whereby individuals function psychologically within a dynamic and reciprocal relationship between cognitive behaviour and environmental influence (Farmer, 1985).

Bandura (1986) maintains that ones self-efficacy expectations stem from four main sources viz:

1. *performance accomplishment* – this is the strongest source of information and is related to the assumption that repeated success in an activity instils more confidence in the individual, thereby enhancing self-efficacy.
2. *vicarious experience* - this refers to ones perception of others' level of success in activities and how this leads to the belief that one can also achieve mastery on tasks. Role modelling is a notable source of influence.
3. *verbal persuasion* – this refers to the messages one receives from others in relation to ones behaviour. Support from ones parents and significant others has an influential effect on positive self-efficacy and discouragement from others tends to be associated with perceived inefficacy.

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4. *physiological state* – peoples' physiological arousal has an effect on self-efficacy, for example, peoples' heightened sense of anxiety can contribute to lower self-efficacy expectations (De Bruin, 1999).

Bandura's (1977, 1986) theory may have some relevance to the South African context. Particularly salient, is the construct of self-efficacy. An understanding of peoples' sense of self-efficacy may provide insight into the influences and barriers that affect aspirations. Seane (1998) contends that for Black youth particularly, inferior education and labour market discrimination has contributed to low self-efficacy expectations, which in turn affects their ability to make effective career decisions. Furthermore, the influence of vicarious experience via role models may be applicable to the South African context. Historically, Black youth had limited exposure to positive role models who could inspire them to enter careers denied to them (Hickson & White, 1989). Role models who embody the spirit of change and personal empowerment could have a significant influence on career development. An example of this could be illustrated by Black executives in the corporate sector who, through their image, convey a message to youth that previously restricted careers are now accessible to them.

2.1.2　A Self-Efficacy Approach to the Career Development of Women – Hackett and Betz (1981)

In their generative approach to the career development of women based on Bandura's Self-Efficacy theory (1977), Hackett and Betz (1981) contend that socialisation experiences play a pivotal role in women's sense of personal efficacy and invariably have an impact on aspirations. The sex typing of occupations results in women possessing weaker efficacy expectations towards careers that are traditionally male dominated. This leads to the development of internal barriers in the form of attitudes. These attitudes, when coupled with external barriers such as gender discrimination in the workplace and sexual harassment, result in women having weak self-efficacy beliefs. This translates into a perceived inability to enter certain careers, notably those that are maths or science-related (Hackett & Betz, 1981). This is relevant for Black women in South Africa who have had to contend with various barriers and difficulties; politically, socially and economically. Schreiner (1996) aptly illustrates the hardships experienced by Black women in the country in the following observation: "Apartheid, capitalism and patriarchy have imposed an oppressive, harsh life on black working class women." (p.89). Although new initiatives such as the Employment Equity Act

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of 1998 have been effective in promoting gender equity in the workplace, complete gender representation in many fields may not be realised until discriminatory attitudes and beliefs with regard to women especially, are transformed.

2.1.3 A Model of Career and Achievement Motivation for Women and Men – Farmer (1985)

This multidimensional model focusses primarily on patterns of variables and their effect on career and achievement motivation (Farmer, 1985). Three sets of independent variables, viz. *background*; *personal* and *environmental* are examined in terms of their influence on the following motivational dimensions:

- *aspiration:* the educational and occupational level a person aspires to. This is associated with the extent to which an individual anticipates fitting into the prestige structure of a particular occupation.
- *mastery:* the attempt of individuals to select and become adept in performing complex tasks.
- *career:* the importance individuals attach to having a career in adulthood.

A reciprocal relationship exists between the background (which includes sex and race), personal (which includes gender-role orientation, homemaking commitment and academic potential and ability), and environmental (which includes parent, teacher support, and support for working woman) variables. All three have a mediating effect on the motivational aspects. Farmer (1985) maintains that background variables exert a significant influence on career aspirations. However, environmental and personal influences also have an effect on this dimension, adding to the possibility of aspirations being influenced by the combination of environmental opportunity structures and personal attributes.

In their comment on the study upon which Farmer's (1985) model is based, O'Brien and Fassinger (1993) note that for females, high scores on career commitment were negatively correlated with homemaking commitment. On the basis of this observation, O'Brien and Fassinger (1993) suggest that the perception of having a family and rearing children may not be compatible with high career aspirations. The inclusion of factors such as race, gender and the influence of significant others on the shaping of aspirations makes Farmer's (1985) model worthy of further examination in the South African context. The reference to the relationship

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aspirations have with both the external (environmental) structure of opportunity and internal (personal) attributes may have applicability to career development in the country. Astin (1984) similarly makes reference to the structure of opportunity, an important concept that addresses the reality constraints and inaccessibility that often characterise labour markets, thereby creating barriers, real and perceived, that can adversely affect the process of career development.

2.1.4 Social Cognitive Career Theory – Lent, Brown and Hackett (1994)

The framework of Social Cognitive Career Theory [SCCT] is informed predominantly by Bandura's (1986) Social Cognitive Theory. It focusses largely on individuals' personal sense of agency manifested in career development, as well as on external factors that restrict agency (Lent, Brown & Hackett, 1994, 1996). Assuming a prominent role in the theory are the constructs of *self-efficacy*, *expected outcomes* and *goals*, operating on the basis of *triadic reciprocality*. The formation of *interests* is largely dependent on the degree of self-efficacy and outcome expectations. If people believe that they have the ability to successfully perform certain occupationally related activities (i.e. have positive self-efficacy expectations), then their interest in those activities is sustained. Likewise, people's interest in activities can be negatively influenced by weak self-efficacy and the perception of non-rewarding outcomes (Lent et al., 1996).

SCCT maintains that goals play a significant role in the self-determination of behaviour. Lent et al. (1996) view goals as the resolve to engage in a particular endeavour or to realise an impending outcome. SCCT views gender and race as being socially constructed concepts. The socio-cultural context can contribute to gender role socialisation and perceived racial barriers with regard to the structure of opportunity. This in turn can affect self-efficacy beliefs and outcomes and thus impact on the goals people aspire to (Lent & Brown, 1996).

With regard to the South African context, De Bruin (1999) regards SCCT as a useful framework for understanding how Black South Africans' sense of self-efficacy has been affected by apartheid. He cites the study by Watson et al. (1997) to provide a probable explanation for low Black student enrolment in science and maths-related courses at tertiary level, and lowered efficacy expectations. This trend can be associated with the perception of Black people that there is limited opportunity to enter and be successful in these fields. This

perception could stem from factors such as the lack of proper laboratories and trained teaching staff at school level (De Bruin, 1999).

The contention of SCCT that race and gender are social constructions may be useful in helping to change discriminatory attitudes in the workplace and labour market. This could shed light on barriers and perceptions that impede career development and contribute to greater accessibility to careers for previously disadvantaged sectors of society.

2.1.5 Social Cognitive Theory and the Career Development of African American Women - Hackett and Byars (1996)

Using features of Social Cognitive Theory, Hackett and Byars (1996) draw a link between the racism and sexism that adversely affect the career entry and mobility of African American women. They examine the self-efficacy beliefs generated by the prevailing socio-cultural context in the United States of America. African American women experience double-oppression in terms of gender and racism and this impacts detrimentally on their career aspirations through weak self-efficacy beliefs. Hackett and Byars (1996) further allude to Bandura's (1986) construct of collective efficacy, which may be appropriate for African American women in the sense of empowering themselves as a group. In relating Hackett and Byars' (1996) observations to South Africa, it is likely that the oppression historically suffered by Black women could well have resulted in a sense of weakened self-efficacy which has been transmitted down generations to the youth of the post-apartheid era. However, more research is needed to verify this and also to establish its applicability to Black youth in the country.

2.1.6 A Causal Model of the Career Plans and Career Expectations of Mexican American High School Girls - McWhirter, Hackett and Bandalos (1998)

This model emerged as a response to the paucity of research on the career development of the fast-growing Hispanic minority group in the USA. It was developed by McWhirter, Hackett and Bandalos (1998) and tested in a study of Mexican-American male and female, and European female high school learners. Aspects of Farmer's (1985) model were used to examine the educational plans and career expectations of subjects. Two additional variables, *acculturation* and *perceived barriers* were included.

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A significant finding was that Mexican–American girls from lower socioeconomic backgrounds appear to have a perception of their parents being less supportive of their academic and career plans. This could perhaps be attributed to the fact that parents' own perceptions of the lack of opportunity structures for themselves make it difficult to identify with their children's hopes for the future (McWhirter et al., 1998). In higher socioeconomic classes in contrast, greater support from teachers and mothers and less conservative gender-role attitudes are associated with a higher level of career commitment by females. In addition, fewer barriers to the attainment of aspirations were perceived in the higher socio-economic classes of the sample (McWhirter et al., 1998). In relation to South Africa, Black parents, like the Mexican-American parents, have had limited opportunity for career advancement owing to the discriminatory policies and practices of the apartheid government. This perception of a limited opportunity structure may result in Black youth from lower socioeconomic strata perceiving their parents as being less supportive of their career aspirations.

2.1.7 Theory Of Circumscription And Compromise: A Developmental Theory Of Occupational Aspirations – Gottfredson (1981, 1996)

Gottfredson (1981, 1996) postulates that occupational aspirations follow a developmental trend, characterised by various stages, beginning in childhood and progressing through to early adulthood when occupational choices are exercised. The development of aspirations is inextricably linked with the implementation of the self-concept with regard to career development and this process is largely contingent upon social factors such as gender, social class, race and intelligence, which can become barriers to the attainment of aspirations. Individuals have *images of occupations* which are stereotypic notions of occupations. These images are arranged into a common social perspective known as the *map of cognitive occupations* whereby adolescents and adults differentiate occupations on the basis of gender roles, occupational prestige level and field of work (Gottfredson, 1996). Within the cognitive map of occupations is the range of *acceptable alternatives* (social space) which one may perceive as being compatible with ones self-concept. Aspirations are thus formed through comparing ones self- image with images of occupations and assessing the extent to which both are matched (Gottfredson, 1981). These concepts are central to the theory and will be discussed in the light of the four proposed developmental stages:

1. **Orientation to Size and Power (ages three to five)**

   Children begin to view occupational roles more realistically, attain object constancy and perceive people in terms of size and power.

2. **Orientation to Sex Roles (ages six to eight)**

   Children orientate themselves towards occupations on the basis of sex type preference.

3. **Orientation to Social Valuation (ages nine to thirteen)**

   Children display a preference for occupations associated with social prestige.

4. **Orientation to Internal, Unique Self (ages fourteen and over)**

   This stage bears direct relevance to this study as the chosen sample falls within the age group concerned. Adolescents now focus inwardly (the self). They begin to fashion a personal identity by recognising and implementing their particular interests, abilities and values. This progression towards the creation of a personal identity, a phase often marked by uncertainty, influences their vocational aspirations in terms of how they see themselves in preferred occupations (Gottfredson, 1981).

The first three stages involve the elimination of undesirable options. This process is known as *circumscription*, which involves a narrowing down of occupational alternatives. The final stage is characterised by *compromise*, which is a modification of aspirations to adapt to reality constraints (Gottfredson, 1996).

Gottfredson's (1981, 1996) theory has not been without criticism. Leung (1993) found that in contrast to Gottfredson's principle of compromise, Asian-Americans were more inclined towards compromising sex type for prestige rather than the other way around. Gati (1993) notes the influence of significant others such as parents and friends in the compromise process. Compromise thus involves an additional level, in that individuals have to further compromise their career preferences when being influenced by significant others. Another questionable feature of the theory is that the developmental sequence of aspirations proposed by Gottfredson (1981) may not have universal applicability, and relevance to South Africa therefore needs to be further explored.

Gottfredson's (1981, 1996) theory does however recognise the influence of factors such as gender, social class and race, which can inhibit the attainment of aspirations in particular

contexts in terms of the perception of barriers to career development. These factors have relevance to the South African context. In addition, heightened unemployment and a limited job market may force learners to circumscribe and compromise and to settle for acceptable occupational alternatives. Therefore, as Astin (1984) theorises, the existing structure of opportunity is an important consideration in career development. Gottfredson's concept (1981) of the "images of occupations" may be useful in understanding individuals' perceptions of career fields in terms of, for example, how exposure to successful role models may affect career aspirations. This concept can also be related to Bandura's (1986) construct of vicarious learning which emphasises the influence of role-modelling in the shaping of behaviour.

2.1.8   A Sociopsychological Model of Career Choice and Work Behaviour – Astin (1984)

Astin (1984) proposed a need-based model to examine career choice and work behaviour. The model includes both psychological and social/environmental variables. Astin (1984) maintains that it is applicable to the career development of both males and females. A brief outline of the four principles underpinning the theory is provided below:

1. Motivation characterises work behaviour towards the aim of satisfying three basic needs: *survival:* securing an income, via employment ; *pleasure*: that which is derived from the satisfaction of engaging in work activities; *contribution:* serving or benefiting others through ones work accomplishments.

2. Expectations - individuals have expectations of what types of employment are available to them and whether these can satisfy the three basic needs characterising motivation.

3. Socialisation - from childhood, individuals are influenced by societal norms and values via play, chores and school experiences, which in turn lead to gender-specific work-orientation.

4. Structure of opportunity - this incorporates the economic climate (with available occupational opportunities), the family structure and environmental aspects (including socio-political factors).

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Astin's (1984) reference to the structure of opportunity is a significant observation of the influence of external factors on career development. The strength of this theory is that it has relevance for post-apartheid South Africa. Disadvantaged sectors of society may now perceive more career opportunities (structure of opportunity) and aspire towards them. In contrast, those who perceive a limited opportunity structure may experience barriers to aspirations. McWhirter et al. (1998) illustrate this by their observation of how the career aspirations of Mexican-American females could be adversely affected by their family socio-economic status. Another notable feature of Astin's theory (1984) is the influence of socialisation on the worldview of individuals and how this could play a role in the shaping of aspirations. A criticism of the model in the South African context could be that the motivational needs of pleasure and contribution may not hold true for large sectors of the working class, who have to engage in employment primarily for purposes of survival.

2.1.9 Africentricity and Career Development of African Americans – Cheatham (1990)

In this theoretical perspective, which appears to be appropriate to the career development of Black South Africans, Cheatham (1990) postulates a model aimed at providing insight into the career development of African Americans, particularly youth. Encapsulated in the following description is Cheatham's observation of how the formulation of American theories and interventions is generally based on the concept of *Eurocentricity:*

> "The Eurocentric orientation emphasizes western values, ethos and
> beliefs; it values competition individuation, and mastery over nature; and
> theoretically, at least, it emphasizes rigid adherence to time."
>
> (Cheatham, 1990, p.336)

Cheatham (1990) advocates that career psychology take cognisance of *Africentrism,* a perspective that emphasizes the sociocultural heritage and racial discriminatory experiences of African Americans, following their estrangement from their origins in Africa, and being forced into slavery in America. He maintains that this legacy invariably impacts on the life-world of contemporary African Americans and to ignore it would be doing a disservice to attempts to better integrate African Americans into the U. S. labour market.

In contrast to the individualistic underpinning of Eurocentrism, Africentrism emphasizes inter-alia, that individuals view themselves in terms of deeply entrenched communal values based on a collectivist social identity, which has its roots in African society. Typical examples of this are the emphasis on familial affiliation and person-to-person orientation. Cheatham (1990) notes that family background, culture and socio-cultural context play a pivotal role in the development of career aspirations. In his recognition of the varying levels of acculturation of African Americans into the dominant Eurocentric culture, Cheatham (1990) does not attempt to negate the influence of any particular culture. He advocates rather, that career theorists and counsellors give attention to the relevant aspects of all co-cultures so that African Americans can be more effectively empowered in terms of career development. This suggestion may be relevant to South Africa in view of its cultural diversity.

In addition, just as Cheatham (1990) argues that the historical oppression experienced by African Americans has impacted on their career development, the legacy of apartheid could have had a similar effect on Black South Africans. Finally, another feature of the theory, which is identifiable in the South African context, is its self-in-community perspective. Stead and Watson (1998, p.292) provide the example of the Xhosa expression *"umtu ngumntu ngabantu"*, which translated means that "a person is a person through others."

2.2 COMMENTS

The above theoretical considerations are by no means conclusive in terms of their applicability to the context of the present study. However an attempt has been made to provide a broad framework incorporating elements from various theoretical formulations.

Several features of the theoretical perspectives discussed in this overview appear to be relevant to a study of career aspirations. These are: circumscription and compromise (Gottfredson, 1981, 1996); self-efficacy and vicarious learning (Bandura, 1977,1986; Lent et al., 1996; Hackett & Byars, 1996); perceived barriers to nontraditional careers (Hackett & Betz, 1981); the influence of background, personal and environmental variables on aspirations (Farmer, 1985); the structure of opportunity (Astin, 1984); influence of significant others in minority groups (McWhirter et al., 1998) and the concept of Africentricity (Cheatham, 1990).

Significantly, each theoretical postulation takes cognisance, in varying degrees, of the influence of both environmental and personal variables on career development. In keeping with this consideration, this study recognises that career aspirations are developed as a result of both internal (personal) and external influences. Currently, South Africa is characterised by major social, political and economic changes that could impact on the aspirations of youth. Within this context, it is assumed that perceived barriers and influences in terms of race and gender would affect career aspirations.

The following chapter entails a discussion of the international and national literature reviewed by the researcher.

CHAPTER THREE

A REVIEW OF INTERNATIONAL AND NATIONAL LITERATURE ON CAREER ASPIRATIONS

The purpose of this chapter is to review selected literature relating to career aspirations, both international and South African. The focus of the review is related to aspects of literature salient to the aim and critical questions of the study. In addition to specific studies, contextual factors within the South African situation will be discussed. These include aspects such as affirmative action, labour legislation and emigration, which could have an impact on career aspirations of youth in the country. This study aims to identify the career aspirations of Grade 11 learners and to explore the relationship aspirations have with the variables of race and gender.

3.1 INTERNATIONAL RESEARCH

This section of the literature review examines international research that bears relevance to career aspirations. While the majority of studies pertain to North America (Rojewski & Yang, 1997; McNulty & Borgen, 1988; Arbona & Novy, 1991; Evans & Herr, 1994; Jackson & Neville, 1998), an attempt has been made to create a balanced perspective by including studies from other contexts (for example, Furlong & Cartmel, 1995; Nurmi, Poole & Kalakoski, 1994; Flouris, Kassotakis & Vamvoukas, 1990).

In the studies that follow, various findings on aspirations in adolescence and young adulthood are discussed. Absolute categorisation of these aspects on the basis of the critical questions is difficult as studies generally include more than one variable and furthermore, overlapping of issues is inevitable.

Therefore, studies have been categorised within broad parameters, which are:

- ❑ Aspirations and the Perceived Structure of Opportunity.
- ❑ Aspirations and Gender – Traditional and Nontraditional careers.
- ❑ Aspirations and Race/Ethnicity/Culture

3.1.1 Aspirations and the Perceived Structure of Opportunity

Furlong and Cartmel (1995) explored the influence of local labour markets on the occupational aspirations of 13-year old learners. The sample was drawn from predominantly working class areas in Scotland which are characterised by unemployment and restricted opportunities. The expected careers indicated by both males and females were lower in status than those that were aspired to. This finding is related to Astin's (1984) perceived structure of opportunity and Gottfredson's (1981) narrowing down of acceptable alternatives. Youth perceived fewer opportunities and circumscribed their desired choices as a consequence of contextual realities. However, learners envisaged migration to other areas in Scotland and abroad as a means of entering the job market (Furlong & Cartmel, 1995).

Rojewski and Yang (1997), using a nationally-based American sample, studied the longitudinal influence of the social demographic variables of race/ethnicity, gender and socio-economic status on adolescents' occupational aspirations. Results showed that socioeconomic status had a significant bearing on aspirations, with race and gender having a moderate influence. The researchers suggest that the direct association between socioeconomic status and lowered career aspiration may be due to learners' perception of barriers, stereotypes and discrimination with regard to entry into certain careers. Rojewski and Yang (1997) also proposed that lowered aspirations may reflect a more practical and precise estimation of individuals' capabilities in the face of labour market realities. This is consistent with Furlong and Cartmel's (1995) observation that labour market constraints can have an impact on aspirations by compelling youth to consider alternatives that may be more attainable.

While the studies by Furlong and Cartmel (1995) and Rojewski and Yang (1997) have pointed to the occupational barriers perceived by learners exposed to lower socioeconomic circumstances, McNulty and Borgen (1988) explored the extent of agreement between occupational aspirations and expectations in an upper- to middle-class sample of Canadian learners. McNulty and Borgen's (1988) results showed that the level of aspiration was just as high for ideal and expected occupational aspirations, although the anticipated occupation might relate to a different field. A possible explanation for this finding is that learners from upper- and middle-class socioeconomic backgrounds perceived fewer barriers to occupational and economic advancement (McNulty & Borgen, 1988).

The findings are also consistent with Gottfredsons' (1981) postulation that when faced with compromise, individuals move between fields at the same level (horizontal shift) to maintain status rather than up or down (vertical shift) in the same field. In addition, gender was not a significant factor in relation to aspirations or expectations, perhaps due to the fact that all learners perceived more opportunities and fewer barriers owing to their privileged backgrounds (McNulty & Borgen, 1988).

In view of the relative under-representation of Blacks and Hispanics in the American higher education and higher status job categories, Arbona and Novy (1991) investigated the career aspirations of Black, Mexican-American and White students. Little statistical significance was found for both males and females with respect to ethnicity and career aspirations. Mexican-American and White students aspired to more traditional occupations, with for example, more males aspiring towards Holland's Realistic/Investigative occupations and females towards Social and Conventional occupations. However, there was a difference between career aspirations and expectations and this could possibly be attributed to reasons such as: workforce barriers women confront in trying to enter nontraditional fields, perceived incompatibility between family and career demands, and women's negative self-efficacy beliefs in areas of study that are traditionally male dominated (Arbona & Novy, 1991).

Taveira, Silva, Rodriguez and Maia (1998) found that Portuguese secondary school students had positive perceptions of the labour market and a belief in attaining preferred careers, but did not display much certainty about entering those careers. Females perceived more barriers and negative outcome expectations with regard to career aspirations. This could be explained in part by traditional gender role socialisation at home and in the school environment, leading to negative self-efficacy perceptions held by females (Taveira et al., 1998).

The studies discussed demonstrate that labour market realities, socioeconomic status and gender-role attitudes are significantly linked to perceived opportunity structures and barriers to career aspirations. It is thus evident that environmental and circumstantial factors need to be considered when examining learners' perceptions of their future careers.

3.1.2 **Aspirations and Gender: Traditional and Nontraditional Careers**

Post, Williams and Brubaker (1996) found that expressed choices of adolescent females did not reflect a traditional orientation. A greater proportion of females anticipated taking more maths classes in high school, and going to college after grade 12, than did males. This finding indicated that females expressed a nontraditional career orientation by wanting to study subjects related to traditional male dominated careers. It was advocated that career counsellors assist females in fulfilling their career aspirations rather than encouraging them to modify these aspirations. In this way females' self-efficacy beliefs could be maintained and inequalities in the workforce could be reduced by more females obtaining access to fields traditionally associated with males (Post et al., 1996).

Geller (1984) replicated and compared preliminary findings of a study she had conducted in 1973 in Canada. She investigated occupational and marriage aspirations of female high school students in a city school, a private school and a suburban school. Through a "diaries of the future" method, respondents were required to project themselves into the future and write about their hopes and dreams. Geller (1984) reported a decrease in aspirations to traditional occupations and an increase towards nontraditional occupations. With regard to marriage, a higher percentage indicated that they viewed themselves as being able to be involved in a career and simultaneously being married and raising children. This finding is noted as a reflection of women's perception of being able to function in multiple roles (Geller, 1984).

Predictors of higher-level career aspirations were compared in two groups of female students by Nauta, Epperson and Kahn (1998). One group was used for mathematics, engineering and physical science majors and the other for biological science majors. On the basis of social cognitive theory, it was established that women pursuing nontraditional career fields had higher levels of self-efficacy. In addition, students appeared to be more strongly influenced by successful role models in their chosen fields. This factor may be explained by the exposure to role models who demonstrate that career success in a nontraditional, science-related field can be compatible with simultaneously raising a family. This could be described as multiple role self-efficacy (Nauta et al., 1998). This observation is reminiscent of the conclusion by Geller (1984) that females are able to function in a variety of roles in order to achieve a synthesis between career and family commitments.

A follow-up study of the educational, career and familial aspirations of 64 women seven years after completion of university study was conducted by Almquist, Angrist and Mickelsen (1980). The first study was conducted in 1968 and the second in 1975 (Almquist et al., 1980). The majority of women who had aspired towards post-graduate education had fulfilled their aspirations. Regarding work, actual fields differed largely from ones aspired to, yet tended to remain within the traditional/nontraditional fields originally mentioned. Several respondents did establish careers for themselves, despite having articulated concerns about being able to blend work and marriage responsibilities (Almquist et al., 1980).

Leung, Conoley and Scheel (1994) used a retrospective method to explore the career and educational aspirations of gifted high school students. Using Gottfredson's (1981) theory as a framework, career aspirations were examined at various life stages that were consistent with Gottfredon's stage model. Findings suggested that gifted and talented learners were likely to explore high-prestige occupations with increasing age. Furthermore, it was noted that in the third life period (age 14 and older), females were more likely to explore career options. This is contrary to Gottfredson's theory, which suggests that gender-type preference remains relatively unchanged after its formation in earlier years (Leung et al., 1994).

In a comparative study of Australian and Finnish adolescents, females were generally more concerned with achieving a balance between future career and homemaking commitments (Nurmi et al., 1994). They were just as interested in acquiring an education as boys were, a finding possibly accounted for by rapid transformation in sex roles and the challenging of male dominance in various life spheres in recent decades (Nurmi et al., 1994).

Particularly salient in the above studies is the role played by self-efficacy beliefs in aspiring towards nontraditional careers, and the attitude of women towards maintaining a career and simultaneously fulfilling homemaking commitments.

3.1.3 Ethnicity/Race/Culture

Flouris, Kassotakis and Vamvoukas (1990) examined the relationship between self-concept and career aspiration of grade 11 Greek learners who were resident in France, Germany and Egypt and compared their attitudes with those of children living in Greece. Despite the level of self-concept and socioeconomic status, all respondents aspired to prestigious and

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professional occupations. Mead's theory of social interaction (in Flouris et al., 1990) which postulated the role of the 'significant other' was used. Significant others serve the purpose of acting as role models and being agents of cultural transmission. They are therefore those individuals that the child is exposed to in his/her immediate environment, for example, family members, peers, teachers and other community members. Findings revealed that regardless of where they lived, respondents perceived a high level of group solidarity and family support though their affiliation with the Greek community. This could explain the learners' high level of career aspirations (Flouris et al., 1990).

The influence of parental support is further noted by Basit (1996) who investigated the career aspirations of British Muslim girls in their last year of schooling. Respondents generally indicated high aspirations that were reflective of their wish to better their socioeconomic status. Furthermore, religious and cultural backgrounds were important considerations in the choice of career. A significant level of parental support was noted for career choices, a factor possibly accounted for by parents' opinion that career success would protect their children from being discriminated against in the workplace. In keeping with the previous study by Flouris et al. (1990), respondents identified their extended family members as role models. Their teachers, who were White, displayed a tendency towards cultural–stereotyping by negatively characterising the girls' aspirations as being unrealistic. However, after contacting the girls a year later, Basit (1996) found that 23 out of 24 respondents were engaged in furthering their education, a development that suggests that caution should be exercised when making generalisations about the aspirations of ethnic minorities.

Siann, Lightbody, Nicholson, Tait, and Walsh (1998), conducted a qualititative study to establish the association between subject choice and career aspiration of British-Chinese secondary school students. The students interviewed expressed their occupational aspirations in terms of their positive relationship with their teacher/subject, the link between certain subjects and careers, and the influence of the school in encouraging certain career directions. In contrast to the previous studies by Flouris et al. (1990) and Basit (1996), there was notably a lack of any suggestion of ethnicity, parental input and gender in the development of career aspirations. Respondents appeared to conceptualise their aspirations within the scope of educational considerations, rather than within a cultural framework (Siann et al., 1998).

King and Multon (1996) were interested in finding out whether television characters acted as vicarious role models with regard to the career aspirations of African American Junior High school learners. Analysis of results indicated that younger students in the sample might have been influenced by TV role models in their aspirations. Students' ideal professions appeared to bear resemblance to distributions of occupations held by favourite and second favourite TV characters in programmes. King and Multon (1996) hypothesise that the influence of television occurred at a level which students may not have been aware of, but further research in this area was recommended.

Evans and Herr (1994) conducted a study to determine the degree to which racial identity and perception of discrimination affected the career aspirations of African American university students. Results showed that the development of a positive racial identity was not associated with the choice of a career normally perceived as being traditionally African American. In addition, the perception of discrimination was not predictive of traditional career aspirations (Evans & Herr, 1994).

Jackson and Neville (1998) examined African American college students' vocational identity and sense of hope in setting and achieving goals. Of interest was whether racial identity attitudes were related to a sense of hope in being able to fulfil career-related goals and aspirations. Results indicated that a positive sense of racial identity was correlated with more confidence in being able to achieve ones goals, a finding that contrasts with that of Evans and Herr (1994).

Through the above studies, an attempt has been made to determine the relationship between race/ethnicity/culture on career aspirations. Generally it was found that affiliation with a particular social grouping can influence aspirations through the support of others and a sense of community identity.

3.2 A REVIEW OF SOUTH AFRICAN LITERATURE

Although research on career aspirations in South Africa is limited, it is important to acknowledge some of the studies that have been undertaken in this area. It may be argued that some of these studies are dated, for example, those by Danziger (1975), Geber and Newman (1980) and Cloete (1981). However, in the absence of a more comprehensive

database on literature pertaining to career aspirations in the country, these studies are important in that they provide a perspective of the historical trends that have characterised this area of study. Therefore, these and other more recent studies relating to this area have been incorporated in this review. It is hoped that they may provide some insight into the career/occupational trends that have emerged in this country in recent decades. In addition, media reports reflecting attitudes of sectors of the community towards contextual realities are included.

Seane (1998) found that secondary school pupils in her study displayed high levels of self-efficacy expectations in their orientation towards a range of careers. However, males showed a higher sense of self-efficacy towards fields traditionally associated with males, than did females. Interestingly, males also saw themselves as being successful in both male and female dominated careers. Seane (1998) advocates the exposure of learners to role models, particularly female role models, to make scientific and technical fields more attractive and therefore more accessible to females.

Cloete (1981) found that the occupational orientation of Black youth, at secondary and tertiary level, tended to lean towards the social service fields. The majority of respondents, male and female, aspired to professional and semi-professional occupations, notably teaching, nursing and medicine. In contrast, Cloete (1981) observed that White students in the country tended to enter scientific and technical fields, which Blacks perceived as being inaccessible to them. The absence of role models in this sector of the labour market, also resulted in Blacks avoiding these professions (Cloete, 1981).

Sotshongaye (1995) investigated the career aspirations of Black matriculants at a school in KwaZulu Natal. Results indicated that learners were optimistic about further educational and job opportunities in the country's period of transformation. Every respondent aspired to tertiary level education, in order to enter professional careers, particularly in the commerce field. Among the reasons for career choices were students' perceptions of preferred fields being easily accessible, well paying and prestigious (Sotshongaye, 1995). Only two students chose teaching, an interesting shift from Danziger (1975) and Cloete (1981) and one possibly reflective of changing perspectives of Black youth in the context of the new dispensation and changing market forces. Sotshongaye (1995) conducted a follow-up survey and found that only 48% of the respondents were pursuing the career originally aspired to. The others had to

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shift their focus mainly due to their poor performance in the matric examinations and financial constraints.

In a study focussing on career needs of pupils in the Eastern Cape, Euvrard (1996) reported that Black learners displayed altruistic values in their career aspirations. Learners viewed their role in projected careers as a contribution to the social upliftment of their communities and the nation. Euvrard (1996), while being mindful of the historical imbalances and socio-economic circumstances in the delivery of career guidance to Black pupils, interprets the aspirations of these learners as being a sign of career immaturity. However, Hickson and White (1989) and Stead and Watson (1999b) point out that vocationally related constructs in the South African context are questionable in that they may represent different meanings for the various population groups in the country.

Watson et al. (1997) found that Black male and female learners aspired towards occupations in the helping professions. The occupations required a high level of tertiary education, with learners showing minimal inclination towards skilled, semi-skilled and unskilled occupations. A minority aspired to scientific and technological careers, in which a skills shortage is apparent in the current South African labour market (Watson et al., 1997). The aspirations towards socially-related occupations are explained in terms of the value Black adolescents attach to helping others, but are regarded as being unrealistic on account of not being in keeping with labour market realities (Watson et al., 1997).

Buijs (1986) studied a group of Indian youth living on a sugar estate in KwaZulu Natal. Their parents were primarily skilled or unskilled workers employed by the sugar mill on the estate. The majority of families lived in the mill barracks, while a select few, who occupied senior managerial posts, were provided with modern homes characterised by a middle class ethos. Children attended a primary school on the estate, and a secondary school in a nearby town. They expressed little or no desire to work in the mill, aspiring instead to clerical occupations, teaching and various other professional careers. Parents' previously conservative attitudes in terms of disallowing daughters to progress beyond Grade 7 in school, changed dramatically over time, with parents and children recognising the need for tertiary or post-school education. This could be reflective of a shift in attitudes in the wider Indian community, borne out by a significant number of female students at the University of Durban-Westville in 1984 (Buijs, 1986). Boys whose matric results prevented them from entry into university,

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generally opted for careers in the police force and navy. Girls with lower education worked in clothing and textile factories (Buijs, 1986).

Danziger (1975), who analysed the future expectations, plans and aspirations of Black high school learners between 1950-1962, provides useful insight into the historical factors that have shaped aspirations of Black youth in the context of apartheid South Africa. Significance was attached to serving the community through being a teacher, nurse or doctor. Learners, whose personal lives and autonomy were restricted by repressive socio-political and economic control, saw their projected career roles as a source of empowerment to free their people from oppression. Danziger (1975) illustrates this as follows:

> ".... It is likely that the tendency to see the future in
> social rather than individual terms represents a reaction to
> the conditions of political oppression and social
> discrimination which govern the lives of these subjects." (p. 119)

Female respondents, although well aware of political realities, tended to view their roles in conjunction with marriage and raising a family. Danziger (1975) postulates that this line of thinking could well have been a response to White hegemony, with African women envisaging their domestic arenas as places where they could be insulated to an extent from the intrusion of White control.

In their study of Soweto pupils, Geber and Newman (1980), reported that sex differences impacted on aspirations. Males aspired largely towards law, medicine and other occupations, which required lengthy training, while females tended to express teaching, nursing and social work as preferences. Females expected to translate their aspirations into reality but males were more pessimistic. A plausible explanation for this is that males felt a deep sense of helplessness at not being able to separate their sense of personal advancement from that of the larger, oppressed social group (Geber & Newman, 1980).

In a study of career choices of Black, secondary school learners, Maesela (1994) found that more males expressed nontraditional career choices than females. Another finding was that learners did not view their parents as role models with regard to career choice, possibly because children wanted to aspire to higher occupational levels than those of their parents.

Maesela (1994) is of the opinion that more females should be encouraged to pursue nontraditional careers, especially with regards to their perception of these careers being the domain of men.

Naidoo (1999), in a study of Grade 10 learners at one school in the Tongaat area, found that Indian learners aspired to professional fields such as medicine, computer technology and engineering. Medicine was by far the most popular career choice. A possible explanation for these career preferences is that the sample consisted primarily of learners who were studying both Physical Science and Mathematics.

South African Indians constitute a large percentage of people emigrating from the country, according to *The Daily News* (15 March, 2000). Reasons such as crime and violence, the spiralling cost of living and affirmative action are cited as the primary reasons for this exodus. A wish to ensure a better and brighter future for their children is also uppermost in the minds of these émigrés. Futhermore, lucrative career opportunities, especially in the fields of teaching and nursing are also luring many people to foreign shores.

Youth interviewed by the *Sunday Independent* (9 July 2000) were pessimistic about their future and indicated that they wished to emigrate. Ten respondents were Black and eight were Indian. Among the concerns raised were the high unemployment rate, affirmative action and the perception that the government is ineffectual in the transformation process and this may well impact negatively on the career aspirations of South African youth.

In 1994 the new government ushered in initiatives to promote affirmative action in the South African labour market. The Labour Relations Act of 1995 and the Employment Equity Act of 1998, embody the principles of affirmative action, which is aimed at providing employment opportunities to historically disadvantaged sectors of the population. Goga (2000) notes that the concept of affirmative action has evoked criticism and some of the problems observed are that Indians and Coloureds feel marginalized and Whites view it as a form of reverse discrimination in the labour market.

A survey of youth at twelve South African universities reported in the *Sunday Times* (20 June 1999) revealed that Indian students expressed a degree of pessimism about South Africa being a country for young people to live in. These youth generally valued spending time with their

families, most of whom were financially secure, and were dependent on them for tuition fees and money for personal items. The majority of respondents indicated that job satisfaction, rather than financial reward was an important career goal. Fifty percent of Black students in contrast, most of whom lived in townships, stated that their parents were not in a position to pay for their studies and relied on student loans for tuition fees. They were very focussed on their studies so that they could obtain career success and with it, a better standard of living. They were generally positive about the future of the country and considered affirmative action to be an important policy.

The studies discussed and information gleaned from the media in this section of the review have provided insight into the career aspirations of learners and how these aspirations have been shaped by contextual realities in South Africa.

The following chapter focusses on the research methodology employed by the researcher and includes a discussion of the research design, pilot study, sample, instrument and statistical analysis employed in the study.

CHAPTER FOUR

RESEARCH METHODOLOGY

This chapter provides a description of the research method and design used in the study.

4.1 PURPOSE OF STUDY

The purpose of the study was to identify the career aspirations of Grade 11 learners and to explore the relationship between gender, race and career aspirations.

In view of the limited research with regards to career aspirations in South Africa (Nel & De Bruin in Watson et al., 1997), this study focusses on key research questions, rather than hypotheses.

The research questions investigated are:

- ❑ What are the career aspirations of Grade 11 learners?
- ❑ Is there a relationship between gender and career aspirations?
- ❑ Is there a relationship between race and career aspirations?

4.2 RESEARCH DESIGN

This study is both exploratory and descriptive in nature. It may be regarded as exploratory in view of a limited database in the literature on career aspirations in the South African context. Since this study focusses on career aspirations in the current context of post-apartheid South Africa, descriptive research, which describes, notes, examines and clarifies conditions that exist (Best & Kahn, 1986), is considered appropriate.

The survey method, which allows researchers to elicit information about a population by selecting and studying a sample of people who comprise it (Anderson, 1990), was employed to obtain information on career aspirations. The survey method is used most frequently to obtain descriptive information (Stangor, 1998).

4.3 PILOT STUDY

A pilot study is primarily aimed at improving on and revising the questionnaire before the final implementation (Stangor, 1998). Using this consideration as a rationale, a pilot study was conducted at a school in the North Durban region, which conformed to the characteristics present in the target population used in the final study. A sample of twelve, Grade 11 learners was randomly chosen for the pilot study, which was conducted in July 2000.

The following aspects emerged from the pilot study : (refer to Appendix A)

- Question 5 in the Academic Details section which required learners to state the course they were studying at school, was considered to be repetitive and statistically problematic to analyse considering the number of responses generated. The subsequent questions provided the pertinent information in terms of Mathematics and Physical Science.
- Question 14 in the Family Details section, which asked for parents/guardians' level of income, was found lacking in that in did not cater for the category of 'Unemployed'.
- The section on Aspirations, which was adapted from a questionnaire used in a study by Watson et al. (1997) was revised. The questions asked for career aspirations and expectations of learners. Analysis of the responses to the Likert–type statements revealed that some respondents might have experienced problems in differentiating between career aspirations and career expectations. This could have resulted in them having two careers in mind when responding to certain statements.
- Certain statements from the Likert-type statements section were removed due to their superfluous nature and some were reworded to remove redundancies and provide clarification.

The researcher took note of the time taken to complete the questionnaire and was satisfied that 30 minutes would be adequate for completion. The difficulties that emerged in the pilot study were rectified and the necessary revisions were effected in the final instrument. A second pilot study was undertaken in another school using a smaller sample of four grade 11 learners to test the amendments. Learners did not experience any problems in completing the questionnaire.

4.4   THE SAMPLE

The sample in the study comprised eighty-four Grade 11 learners drawn from the four secondary schools in the Tongaat circuit of the North Durban region as enumerated in the KwaZulu Natal Department of Education and Culture Education Management Information Services (EMIS) document (1999). Official permission was obtained from the Department of Education to conduct the study at the identified schools. The schools were contacted and a listing of all Grade 11 learners at the four schools was obtained. The total number of Grade 11 learners in the circuit was 840. In each school, every tenth learner was randomly selected, resulting in the sample size of 84. This comprised 10% of the total population of Grade 11 learners. Random sampling ensures that every individual in a given population has an equal chance of being selected for the study (Jaeger, 1988).

4.5   PROCEDURE

Arrangements were made with the principals and educators at each school, to conduct the survey. Times, dates and participants for the study were finalised and communicated to principals. The survey was conducted over two days during school hours in August 2000. The duration for completion of the questionnaire was approximately thirty minutes. The researcher administered the questionnaire and ensured that there was minimal disruption to the academic programme of each school. The purpose of the study was explained to learners and confidentiality, voluntary participation and anonymity were emphasised.

4.6   INSTRUMENT

One of the primary types of research instruments is the questionnaire, which is used to obtain information from respondents. The availability of a number of respondents at one time and in one place reduces cost and time. In addition, it yields a substantial number of responses that can be used by the researcher (Best & Kahn, 1986).

A questionnaire to identify the career aspirations of Grade 11 learners and to explore how these aspirations are related to race and gender, was developed. The section on aspirations was adapted from the instrument used in the Watson et al., (1997) study.

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The questionnaire consisted of close-ended and open-ended items and included the following: (Refer to Appendix A)

□ **Title Page**

Respondents were thanked for their participation and assured of confidentiality and anonymity. A short statement clarifying the nature of the study was provided.

□ **Biographical Details**

These questions were designed to gather demographic data concerning age, gender, population, and first language of learners.

□ **Academic Details**

Questions in this section focussed on the learner's study of Mathematics and/or Physical Science.

□ **Family Details**

Items regarding the education, career and income level of the learner's family/guardian were included in this section.

□ **Section A**

This section concerned respondents' career aspirations, their perceived barriers to the attainment of that career, and the primary influence on their aspirations. Reasons were required for all responses. In addition, the level of education required for their expressed career was requested.

□ **Section B**

This section consisted of 16 Likert-type statements regarding career attitudes and opinions. Respondents were required to respond to each statement on a five point scale ranging from strongly disagree to strongly agree. These statements were included in order to contextualise the study to South Africa, and to elicit additional information from learners with regards to their career aspirations.

□ **Free Response Question**

Respondents were provided with an optional free-response question, which catered for additional comments.

4.7   FACE VALIDITY OF INSTRUMENT

Face validity was ensured by taking steps to validate the use of the scores of this instrument. Face validity is "the extent to which a measured variable appears to be an adequate measure of the conceptual variable" (Stangor, 1986, p.401).   The instrument was presented to two colleagues at the researcher's internship site who confirmed the face validity of the instrument and reported no significant inconsistencies within the questionnaire.

4.8   STATISTICAL ANALYSIS

The responses of the four groups comprising the sample were integrated and analysed for each section of the questionnaire. Descriptive statistics (frequencies and percentages), which are used to describe the variables of interest, were used in this study.   Inferential statistics (Chi Square), which allowed the researcher to determine the relationship between variables of interest and whether there were any differences between groups, were also calculated. The Statistical Package for the Social Sciences (SPSS) computer programme was used to analyse the data.

In the next chapter (Chapter 5) the data is presented, preceded by a discussion on problems experienced with procedure.

CHAPTER FIVE

RESULTS

The purpose of this study was to identify the career aspirations of Grade 11 learners and to examine the relationship between career aspirations and the variables of gender and race.

The stated purpose thus forms the basis for the following aims:

- ❑ To identify the career aspirations of Grade 11 learners
- ❑ To examine the relationship between career aspirations and gender
- ❑ To examine the relationship between career aspirations and race

5.1 ANALYSIS OF FINDINGS

The Statistical Package for the Social Sciences (SPSS) computer programme was used to interpret the data. Both descriptive and inferential statistics were employed in this study. Chi- square analyses were carried out where appropriate. All findings are reported in terms of the 95% level of confidence $(p < .05)$. Percentages in tables are rounded off to whole numbers in the discussion of results. To facilitate actual data analysis, an analysis of certain items of information obtained from the questionnaire responses was necessary. The free response section of the questionnaire was analysed qualitatively.

5.2 CLASSIFICATION OF CAREERS

For the purpose of this study, an occupations classification system was developed using the report *Skills Needs of the SA Labour Market: 1998-2003* (HSRC, 1999) and *The A to Z of CAREERS –1999/2000 (*Doyle, 1999*)*. Occupations/careers were classified according to level of skill and training and career fields.

The classification was applied to the information obtained in questions 9 (father's occupation), 11 (mother's occupation), 13 (guardian's occupation) and 16 (respondent's career aspiration).

5.2.1 Fields of Occupations/careers

- ❑ Natural Science occupations
- ❑ Engineering
- ❑ Medical / Health-related occupations
- ❑ Accountants, other Financial and Economic occupations
- ❑ Art, Sport and Entertainment
- ❑ Education and related occupations
- ❑ Humanities and related fields
- ❑ Architecture and related occupations

The following should be noted:

- For the purpose of the study, the categories of Medical and Health-related occupations were combined.
- Social Service / Helping-related professions fall under Humanities and related fields.

5.2.2 Level of Skill and Training

1 -	PROFESSIONAL	- matric + minimum 3 years of study
2 -	SKILLED	- matric + minimum 2 years of study
3 -	SEMI-SKILLED	- matric + 1 year or less of study
4 -	UNSKILLED	- no formal education or training required
5 -	ARTISAN	- serve apprenticeship and pass a trade test
6 -	OTHER	- includes retired persons, pensioners and housewives
7 -	UNEMPLOYED	
8 -	SPORT	
9 -	DO NOT KNOW	

5.3 PERCEIVED BARRIERS, INFLUENCES AND REASONS FOR CAREER ASPIRATIONS

Barriers, influences and the reasons for these, were categorised using a scale developed by the researcher (questions 19, 20 and 21 respectively). These responses were examined and clustered on the basis of common themes.

5.3.1   Reason for Choice of Career

Question 17, which required respondents to state why they were choosing a specific career, was analysed in terms of the values mentioned in the South African version of Super and Nevill's Values scale (Langley, Du Toit, & Herbst, 1992). Values are associated with the ideals and meaning that individuals strive towards and they are related to the work role (Langley, et al., 1992; Langley, 1999). In addition, Baloyi (in Langley, 1999) observes that Super's construct of values appears relevant to the African situation.

5.3.2   Perceived Barriers to Career Aspirations

The responses to Question 19 were coded as follows:

1	-	Financial difficulties
2	-	Lack of parental encouragement
3	-	Poor academic ability
4	-	Limited job opportunities
5	-	AIDS
6	-	Lack of community support

5.3.3   Influences on Career Aspirations

The responses to Question 20 were coded as follows:

1	-	Parents
2	-	Other family
3	-	Community
4	-	Role Models (particularly teachers)
5	-	Personal Interest
6	-	Other (God)
7	-	Do not know

5.3.4 Reasons for Influences on Career Aspirations

The responses to Question 21 were coded as follows:

1	-	by providing information
2	-	by being encouraging and supportive
3	-	by providing financial support
4	-	having the interest in and capability to follow my chosen career
5	-	being mature enough to make independent decisions
6	-	do not know

5.4 PROBLEMS EXPERIENCED IN PROCEDURE

At one of the schools, some of the learners were absent on the day of the survey. To maintain an acceptable response rate, and ensure randomisation, learners whose names appeared immediately after the selected participants' names on the list, were invited to participate in the study. No further problems were experienced in the collection of data.

5.5 RESPONSE RATE

Questionnaires were administered to grade 11 learners in the four secondary schools. Upon examination of the completed questionnaires, it was found that seventy four (88,1%) were acceptable for the purposes of the study. The following problems were experienced :

- ❑ Four respondents did not state the career they aspired to.

- ❑ Four respondents stated two or more careers that they aspired to.

- ❑ Two respondents were from the Coloured population group. As the statistical influence of the number of these learners was negligible, when viewed against the total sample, it was decided to omit these learners from the final analysis.

This study therefore reflects the career aspirations of seventy four grade 11 learners in the Tongaat circuit.

5.6   PRESENTATION OF RESEARCH FINDINGS

The research findings from this study are presented in the form of tables and descriptive statements.   General frequencies and cross tabulations are described.   The findings are presented in terms of the following focal areas:

5.6.1   Description of Sample

5.6.2   Career Aspirations of Learners

5.6.3   Gender and Aspirations

5.6.4   Race and Aspirations

5.6.5   Perceived Barriers to Career Aspirations

5.6.6   Influences on Career Aspirations

5.6.7   Analysis of Statements relating to Aspirations

5.6.8   Analysis of Free-Response Question

5.6.1   **Description of Sample**

The following tables describe the sample.

Table 5.1   **Profile of respondents according to age**

Age	N	%
15-16	38	51.4
17-18	27	36.5
19-20	6	8.1
21-22	3	4.0
Total	**74**	**100**

Table 5.1 reflects that 51% of the learners fell in the 15-16 year age group, while 37% were between 17-18 years old.

Table 5.2   **Profile of sample according to gender**

Gender	N	%
Male	31	41.9
Female	43	58.1
Total	**74**	**100**

From Table 5.2 it may be noted that approximately 58% of the respondents were female and 42% were male.

Table 5.3   **Profile of sample according to population group**

Population Group	N	%
African	23	31.1
Indian	51	68.9
Total	**74**	**100**

Table 5.3 indicates that 69% of the sample was from the Indian population group, and 31% from the African population group. The higher number of Indian learners in the sample is due to the fact that three of the four schools in the study were previously controlled by the House of Delegates (the former Indian representative body at governmental level).

Table 5.4   **Profile of sample according to first language**

First language	N	%
English	52	70.3
Isi Zulu	22	29.7
Total	**74**	**100**

Table 5.4 shows that above two-thirds of the sample (70%) indicated that English was their first language, while 30% were isi Zulu first language speakers.

The frequency figures for academic details (questions 5 & 6) are presented in tables 5.5 and 5.6. Learners were required to indicate if their course included Mathematics (question 5) and Physical Science (question 6).

Table 5.5   **Number of students studying Mathematics**

Studying Mathematics	N	%
Yes	59	79.7
No	15	20.3
Total	**74**	**100**

Table 5.5 indicates that almost 80% of the learners studied Mathematics.

Table 5.6   **Number of students studying Physical Science**

Studying Physical Science	N	%
Yes	29	39.2
No	45	60.8
Total	**74**	**100**

Table 5.6 indicates that approximately 40% of the learners studied Physical Science.

Table 5.7   **Family/Home Conditions**

Learners live with:	N	%
Both parents	51	68.9
Mother	9	12.2
Father	4	5.4
Relatives	2	2.7
Sister	2	2.7
Guardian	5	6.7
Other	1	1.4
Total	**74**	**100**

Table 5.7 reflects that about 70% of the respondents lived with both parents. Eighteen percent came from single-parent homes. Only 7% lived with a guardian.

Table 5.8   Level of Education of parents/ guardians

Level of Education	Father		Mother		Guardian/s	
	N	%	N	%	N	%
Below Matric	25	42.4	39	60	2	22.2
Matric	15	25.4	16	24.6	2	22.2
Diploma	4	6.8	3	4.6	1	11.1
Degree	7	11.9	1	1.6	0	0
Don't know	8	13.5	6	9.2	4	44.4
Total	**59**	**100**	**65**	**100**	**9**	**100**

Table 5.8 reflects that over 40% of fathers and 60% of mothers had not completed matric. Nineteen percent of fathers had a post-matric qualification while this applied to only 6% of mothers.

Table 5.9   Level of skill of parents/ guardian

Level of Skill	Father		Mother		Guardian/s	
	N	%	N	%	N	%
Professional	6	10.2	2	3.1	3	33.4
Skilled	7	11.9	4	6.2	0	0
Semi-skilled	21	35.5	5	7.7	1	11.1
Artisan	12	20.3	0	0	1	11.1
Unskilled	1	1.7	23	35.4	1	11.1
Other	5	8.5	27	41.5	1	11.1
Sport	1	1.7	0	0	0	0
Unemployed	3	5.1	3	4.6	0	0
Do not know	3	5.1	1	1.5	2	22.2
Total	**59**	**100**	**65**	**100**	**9**	**100**

Table 5.9 reflects that 37% of fathers were employed as unskilled and semi-skilled workers and only 22% were in a professional and skilled career. Five percent were unemployed. Approximately 42% of mothers were in occupations listed as *other*, which includes being a housewife.

Table 5.10   **Income level of family**

Income Level	N	%
Unemployed	4	5.4
Below R500	7	9.5
R500 – R1499	7	9.5
R1500 – R2999	13	17.6
R3000 – R 4999	12	16.2
R5000 – R6999	5	6.7
R7000 – R8999	5	6.7
Over R9000	1	1.4
Do not know	20	27.0
Total	**74**	**100**

Table 5.10 reflects that 19% of the respondent's were from lower-income groups (below R500 to R 1500). Five percent indicated that they belonged to families whose breadwinners were unemployed. Only one respondent's family came from the upper-income group.

5.6.2 Career Aspirations of Learners

The tables in this section reflect the career aspirations of learners.

Table 5.11   **Frequency distribution of all careers listed by total sample**

Careers	N	%
Accountant	8	10.8
Actor	1	1.4
Air Hostess	1	1.4
Architect	2	2.7
Artist	1	1.4
Bank Teller	1	1.4
Beauty Therapist	2	2.7
Computer Operator	3	4.1
Computer Programmer	2	2.7
Economist	1	1.4
Engineers	11	14.9
Game Ranger	1	1.4
Graphic Designer	1	1.4
Hotel Management/catering	1	1.4
Information Technology	1	1.4
Lawyer	4	5.4
Marketing	2	2.7
Medical doctor	3	4.1
Media & Communication	1	1.4
Missionary	1	1.4
Nursing	4	5.4
Pharmacist	2	2.7
Pilot	3	4.1
Policeman	3	4.1
Secretary	1	1.4
Social Worker	6	8.1
Sportsman	2	2.7
Technologist	3	4.1
Travel & Tourism	2	2.7
Total	**74**	**100**

Table 5.11 will be discussed in conjunction with Table 5.12.

Table 5.12   **Career fields aspired to by learners**

Career Field	N	%
Engineers	11	14.9
Architecture and related occupations	2	2.7
Natural Science	6	8.1
Medical/Health-related occupations	12	16.1
Education and related occupations	0	0
Humanities and related fields	15	20.3
Accountants, other financial and economic fields	13	17.6
Art, Sport and Entertainment	15	20.3
Total	**74**	**100**

The following trends can be noted from the tables 5.11 and 5.12 with regard to career fields:

Humanities and related occupations (N = 15)

Twenty percent of respondents aspired to careers such as social work, police personnel, missionary work, and law.

Art, Sport and Entertainment (N = 15)

This field also accounted for 20% of the total sample and includes careers such as acting, artist and graphic design. Careers related to the Travel and Tourism industry and sport were included in this field.

Accountants, other financial and economic occupations (N=13)

Eighteen percent of learners aspired to careers in this field, which includes banking and accounting.

Engineers (N = 11)

Fifteen percent of respondents chose careers in this field.

Natural Science Occupations (N = 6)

Eight percent of respondents aspired to careers in this field, which includes careers such as computer programming and operating.

Medical and Health related occupations (N = 12)

Sixteen percent aspired to careers in this field, including medicine, nursing, pharmacy, and medical and clinical technology.

Architecture and related occupations (N =2)

Two learners (3%) aspired to be architects.

Education (N=0)

Notably, none of the respondents opted for careers in this field

Table 5.13   **Level of skill of careers aspired to**

Level of Skill	N	%
Professional	51	68.9
Skilled	11	14.9
Semi-skilled	10	13.5
Sport	2	2.7
Total	**74**	**100**

Table 5.13 reflects that the majority of learners (almost 70%) aspired to professional status careers. Two learners aspired to careers in sport.

Table 5.14   **Learners' knowledge of level of education required for career**

Level of Education	N	%
Grade 10	1	1.4
Grade 11	2	2.7
Grade 12	7	9.5
Apprenticeship diploma	2	2.7
College Diploma	7	9.5
Technikon Diploma	12	16.2
Degree	27	36.5
Do not know	16	21.5
Total	**74**	**100**

Table 5.14 indicates that 37% of learners indicated the need for university degrees for their career choice. More significantly, over 20% did not know what level of education they would require for their career aspirations. Generally, at least 65% have indicated a need for post-matric study for their career.

Table 5.15　**Learners' knowledge of level of education needed for selected Careers**

Career Aspirations	N	Level of education							
		Grade 10	Grade 11	Grade 12	Apprent Dip*	College Dip**	Tech Dip***	Degree	Do not know
Engineers	11		1		2	1	2	3	2
Accountant	8			1	1	1	2	3	
Social Worker	6			1			1		4
Nursing	4					4			
Lawyer	4							4	
Doctor	3							3	
Technologist	3						1		2
Pilot	3		1					1	1
Policeman	3							1	2
Computer Operator	3			1			1	1	
Total	**48**		**2**	**3**	**3**	**6**	**7**	**16**	**11**

*Apprenticeship Diploma　　**College Diploma　　***Technikon Diploma

Table 5.15 reflects a selection of careers listed by respondents. Only those careers chosen by three or more respondents have been listed for analysis purposes. It may be noted that 11 learners (23%) did not know what level of education was required for the careers they aspired to. Sixteen respondents (33%) indicated that a degree was required for the career they aspired to.

5.6.3　Gender and Career Aspirations

The following tables reflect the association between gender and careers aspirations.

Table 5.16   **Relationship between career aspirations and gender according to level of skill**

Level of Skill	Male (N=31)		Female (N=43)		Total (N=74)	
	N	%	N	%	N	%
Professional	21	67.7	30	69.8	51	68.9
Non Professional	10	32.3	13	30.2	23	31.1
Total	**31**	**100**	**43**	**100**	**74**	**100**

Results in Table 5.16 indicated that the association between level of career aspired to and gender was not statistically significant. This suggests that there is no marked difference in choice of career according to level of skill between males and females. Almost 68% of male respondents and 70% of female respondents have expressed an inclination towards a professional career.

Table 5.17   **Career fields aspired to according to gender**

Career Fields	Males (N = 31)		Females (N=43)	
	N	%	N	%
Engineers	8	25.8	3	7.0
Architecture & related occupations	2	6.4	0	0
Natural Science occupations	4	12.9	2	4.7
Medical/ health-related occupations	3	9.7	9	20.9
Education	0	0	0	0
Humanities and related fields	4	12.9	11	25.6
Accountants, other financial and economic occupations	4	12.9	9	20.9
Art, Sport and entertainment	6	19.4	9	20.9
Total	**31**	**100**	**43**	**100**

Table 5.17 indicates that a significant relationship does not exist between gender and career field. These findings suggest that males and females did not differ significantly in terms of career fields.

Table 5.18   **List of careers aspired to according to gender**

Careers	Male (N=31)		Female (N=43)	
	N	%	N	%
Accountant	2	6.5	6	14.1
Actor	0	0	1	2.3
Air Hostess	0	0	1	2.3
Architect	2	6.5	0	0
Artist	0	0	1	2.3
Bank Teller	0	0	1	2.3
Beauty Therapist	0	0	2	4.7
Computer Operator	3	9.7	0	0
Computer Programmer	1	3.2	1	2.3
Economist	1	3.2	0	0
Engineers	8	25.8	3	7.0
Game Ranger	0	0	1	2.3
Graphic Designer	1	3.2	0	0
Hotel Management /Catering	0	0	1	2.3
Information Technology	0	0	1	2.3
Lawyer	1	3.2	3	7.0
Marketing	1	3.2	1	2.3
Medical doctor	1	3.2	2	4.7
Media and Communication	1	3.2	0	0
Missionary	0	0	1	2.3
Nursing	0	0	4	9.3
Pharmacist	1	3.2	1	2.3
Pilot	2	6.5	1	2.3
Policeman	2	6.5	1	2.3
Secretary	0	0	1	2.3
Social Worker	1	3.2	5	11.6
Sportsman	2	6.5	0	0
Technologist	1	3.2	2	4.7
Travel & Tourism	0	0	2	4.7
Total	**31**	**100**	**43**	**100**

Table 5.17 and Table 5.18 reflect the following trends:

Humanities and related occupations (N = 15)

More females expressed an orientation towards this field (26% female to 13% male). Twelve percent of females chose social work and 7% chose law.

Art, Sport and Entertainment (N = 15)

Females and males were almost equally represented here (21% female to 19% male). Only females aspired to careers in travel and tourism (5%) and males to careers in sport (7%).

Accountants, other financial and economic occupations (N=13)

Females were represented more strongly than males (21% female to 13% male). The majority of respondents in this field aspired to be Accountants (14% female and 7% male).

Engineers (N = 11)

This field appeared to be clearly male dominated (26 % males to 7% females).

Natural Science Occupations (N = 6)

More males aspired to careers in this field (13% male to 5% female). It should be noted that this field includes Information Technology and Computer-related occupations.

Medical and Health-related occupations (N = 12)

Twice as many females than males chose careers in this field (21% female to 10% male). Nursing was chosen by females only. One male and two females aspired to be medical doctors. Technologists in the health sector (biomedical, clinical) accounted for 25% of the respondents in this field.

Architecture and related occupations (N =2)

Only two males aspired to be architects.

5.6.4 Career Aspirations and Race

The following tables refer to the association between career aspirations and race. The comparisons are only between African and Indian learners.

Table 5.19   **Relationship between aspirations and race according to level of skill**

Level of Skill	African (N=23)		Indian (N=51)		Total (N=74)	
	N	%	N	%	N	%
Professional	18	78.3	33	64.7	51	68.9
Non-Professional	5	21.7	18	35.3	23	31.1
Total	**23**	**100**	**51**	**100**	**74**	**100**

Table 5.19 indicates that a statistically significant relationship does not exist between race and aspiration. This finding suggests that African and Indian learners did not differ markedly in their career aspirations according to level of skill. Seventy eight percent of African respondents wanted a professional career, compared to 65 % of Indian respondents.

Table 5.20   **Career fields aspired to according to race**

Career Fields	African (N=23)		Indian (N=51)	
	N	%	N	%
Engineers	5	21.7	6	11.8
Architecture and related occupations	0	0	2	3.8
Natural Science occupations	0	0	6	11.8
Medical /Health-related occupations	2	8.7	10	19.6
Education and related occupations	0	0	0	0
Humanities and related fields	7	30.4	8	15.7
Accountants, other financial and economic fields	6	26.1	7	13.7
Art, Sport and Entertainment	3	13.1	12	23.6
Total	**23**	**100**	**51**	**100**

Table 5.20 indicates that a statistically significant relationship does not exist between ethnicity and career fields. These findings therefore indicate that Indian and African learners did not differ significantly in their choice of career fields.

Table 5.21   **Careers listed according to race**

Careers listed	Total		Race (N=74)			
	N	%	African (N=23)		Indian (N=51)	
			N	%	N	%
Accountant	8	10.8	2	8.8	6	11.6
Actor	1	1.4	0	0	1	2.0
Air Hostess	1	1.4	0	0	1	2.0
Architect	2	2.7	0	0	2	3.9
Artist	1	1.4	0	0	1	2.0
Bank Teller	1	1.4	1	4.3	0	0
Beauty Therapist	2	2.7	1	4.3	1	2.0
Computer Operator	3	4.1	0	0	3	5.9
Computer Programmer	2	2.7	0	0	2	3.9
Economist	1	1.4	1	4.3	0	0
Engineers	11	14.9	5	21.7	6	11.6
Game Ranger	1	1.4	0	0	1	2.0
Graphic Designer	1	1.4	0	0	1	2.0
Hotel Management	1	1.4	0	0	1	2.0
Information Technology	1	1.4	0	0	1	2.0
Lawyer	4	5.4	2	8.8	2	3.9
Marketing	2	2.7	2	8.8	0	0
Medical doctor	3	4.1	1	4.3	2	3.9
Media & Communication	1	1.4	1	4.3	0	0
Missionary	1	1.4	0	0	1	2.0
Nursing	4	5.4	1	4.3	3	5.9
Pharmacist	2	2.7	0	0	2	3.9
Pilot	3	4.1	1	4.3	2	3.9
Policeman	3	4.1	2	8.8	1	2.0
Secretary	1	1.4	0	0	1	2.0
Social Worker	6	8.1	3	13.0	3	5.9
Sportsman	2	2.7	0	0	2	3.9
Technologist	3	4.1	0	0	3	5.9
Travel & Tourism	2	2.7	0	0	2	3.9
Total	**74**	**100**	**23**	**100**	**51**	**100**

Table 5.20 and Table 5.21 indicate the following trends:

Humanities and related occupations (N = 15)

This field was represented more strongly by African learners (30% to 16% of Indian learners). Social Work was aspired to by 13% of African learners as opposed to 6% of Indian learners. The South African Police Services (SAPS) appeared more attractive to African respondents (9%).

Art, Sport and Entertainment (N = 15)

A greater percentage of Indian learners indicated a preference for careers in this field (24% Indian to 13% African). One Indian female, one Indian male and one African male aspired to be pilots. Two Indian males aspired to be professional sportspersons. None of the African respondents aspired to careers in sport.

Accountants, other financial and economic occupations (N=13)

Twenty six percent of African learners and 14% of Indian learners represented this field. The majority of respondents in this field indicated a preference to be Accountants (12% Indian as compared to 9% African)

Engineers (N = 11)

Twenty two percent of African respondents aspired to engineering as compared to 12% of Indian respondents.

Natural Science Occupations (N = 6)

Only Indian learners aspired to careers in this field.

Medical and Health related occupations (N = 12)

Twenty percent of Indian respondents as compared to 9% of African respondents aspired to careers in this field. More Indians aspired to nursing as a career (6%). Only 4% from each population group aspired to be medical doctors. Only Indian learners aspired towards Pharmacy (4%). Similarly, only Indian learners (6%) aspired to be technologists in the health sector (biomedical, clinical).

Architecture and related occupations (N =2)

Two Indian male learners aspired to be architects.

Education (N=0)

None of the respondents from either population group aspired to careers in this field.

5.6.5 Perceived Barriers to Career Aspirations

The following section presents the barriers respondents perceived to their career aspirations

Table 5.22   **Number of learners who perceived barriers to career aspirations**

Learners perceiving Barriers	N	%
Yes	38	51.4
No	36	48.6
Total	**74**	**100**

From Table 5.22 it may be noted that 51% of learners perceived barriers to the attainment of their career aspirations .

Table 5.23   **Perceived barriers to career aspirations**

Barrier	N	%
Lack of Finance	27	71.1
Poor Academic Ability	5	13.2
Lack of Parent Support	2	5.3
Limited Job Opportunities	2	5.3
AIDS	1	2.6
Lack of Community Support	1	2.6
Total	**38**	**100**

From Table 5.23 the perceived barriers to career aspirations may be noted. The most common barrier was the lack of finance, with 71% of all respondents indicating this as a major concern. Thirteen percent of respondents were not confident that their academic ability would enable them to realise their aspirations. Six percent perceived limited parental support and job opportunities as barriers. Three percent perceived AIDS and limited community support as barriers.

Table 5.24   **Barriers to career aspirations according to race**

Barrier	African (N=17)		Indian (N=21)		Total (N=38)	
	N	%	N	%	N	%
Lack of finance	13	76.5	14	66.6	27	71.1
Poor academic ability	2	11.7	3	14.5	5	13.2
Lack of parent support	1	5.9	1	48	2	5.3
Limited job opportunities	0	0	2	9.5	2	5.3
AIDS	1	5.9	0	0	1	2.6
Lack of community support	0	0	1	4.8	1	2.6
Total	**17**	**100**	**21**	**100**	**38**	**100**

Table 5.24 indicates a statistically significant relationship does not exist between race and perceived barriers. This suggests that the barriers perceived by both Indian and African learners did not differ markedly. However, it is important to note that over 70% of respondents regarded lack of finance as a barrier (77% of African as compared to approximately 67% of Indian learners).

Table 5.25   **Perceived barriers by gender**

Barrier	Male (N=15)		Females (N=23)		Total (N=38)	
	N	%	N	%	N	%
Lack of finance	11	73.3	16	69.6	27	71.1
Poor academic ability	2	13.3	3	13.1	5	13.2
Lack of parent support	1	6.7	1	4.3	2	5.3
Limited job opportunities	1	6.7	1	4.3	2	5.3
AIDS	0	0	1	4.3	1	2.6
Lack of community support	0	0	1	4.3	1	2.6
Total	**15**	**100**	**23**	**100**	**38**	**100**

Table 5.25 indicates that a significant relationship does not exist between perceived barriers and gender. This suggests that there was not a marked difference in the perception of barriers between males and females. The most prominent perceived barrier of both males and females was financial constraints.

5.6.6 Influences on Career Aspirations

The following section highlights the influences on aspirations.

Table 5.26   **Values reflecting reasons for aspirations**

Value	N	%
Ability Utilisation	37	50
Achievement	3	4.1
Advancement	7	9.6
Altruism	20	27
Authority	1	1.3
Economic Reward	1	1.3
Risk	1	1.3
Social Relations	3	4.1
Agreeable working conditions	1	1.3
Total	**74**	**100**

From Table 5.26, it may be noted that 50% of the respondents cited ability utilisation as the reason for choice of career, and 27% cited altruism. Ten percent indicated a need to advance within the particular fields they aspired to.

Table 5.27   **Influences on career aspirations**

Influences	N	%
Parents	33	41.9
Personal interest	19	25.7
Other family	12	16.2
Role models	6	8.1
Community	2	2.7
Other (God)	1	1.4
Do not know	1	1.4
Total	**74**	**100**

Table 5.27 indicates that 42% of respondents noted that their parents were the major influence on their choice of career. Twenty six percent expressed a personal interest in their aspiration.

Table 5.28   **Influences on career aspirations by race**

Influences	African (N=23)		Indian (N=51)		Total (N=74)	
	N	%	N	%	N	%
Parents	3	13	29	56.9	32	43.2
Other family	4	17.4	8	15.6	12	16.2
Role models	5	21.7	1	2	6	8.1
Personal interest	9	39.1	10	19.6	19	25.7
Other (God)	1	4.4	0	0	1	1.4
Community	0	0	2	3.9	2	2.7
Do not know	1	4.4	1	2	2	2.7
Total	**23**	**100**	**51**	**100**	**74**	**100**

* **p< . 05**

Table 5.28 indicates a significant relationship between race and influence on career aspirations (X^2=13.375, df= 6, **p= .002**). This suggests that there is a difference in the influences on career aspirations indicated by African and Indians learners. Fifty seven percent of Indian learners cited their parents as the major influence on their career aspirations, while only 13% of African learners cited their parents as the major influence. For the African race group the major influence was personal interest (39%) followed by role models (22 %). These results need to be interpreted tentatively as 25% of cells have expected counts less than was required.

Table 5.29   **Influences on career aspirations by gender**

Influence	Male (N=31)		Female (N=43)		Total (N=74)	
	N	%	N	%	N	%
Parents	15	48.3	17	39.5	32	43.2
Other family	6	19.3	6	14	12	16.2
Role models	2	6.5	4	9.3	6	8.1
Personal interest	6	19.3	13	30.2	19	25.7
Other (God)	1	3.2	0	0	1	1.4
Community	0	0	2	4.7	2	2.7
Do not know	1	3.2	1	2.3	2	2.7
Total	**31**	**100**	**43**	**100**	**74**	**100**

Table 5.29 does not indicate a significant relationship between gender and influences on career aspirations. This suggests that the influence on career aspirations indicated by males

and females does not differ markedly. The major influence for both males and females are parents, followed by personal interest.

Table 5.30   **Nature of influence on career aspirations**

Nature of Influence	N	%
Provide information	14	18.9
Provide encouragement and support	40	54.0
Provide financial support	2	2.7
Interest /talent	15	20.3
Maturity	3	4.1
Total	**74**	**100**

Table 5.30 indicates that most respondents were influenced by the level of encouragement and support they received from others (54%).

5.6.7   Analysis of statements relating to aspirations

Only statements that indicated a significant association with the variables of race and gender are included in the following section.

Table 5.31   **Response to statement B6 by gender**

The career I want is more suitable for males

Response	Male (N=31)		Female (N=43)		Total (N=74)	
	N	%	N	%	N	%
Strongly Disagree	5	16.1	29	67.4	34	45.9
Disagree	5	16.1	11	25.6	16	21.6
Uncertain	1	3.2	1	2.3	2	2.7
Agree	7	22.7	2	4.7	9	12.2
Strongly Agree	13	41.9	0	0	13	17.6
Total	**31**	**100**	**43**	**100**	**74**	**100**

* $p < .05$

Table 5.31 indicates a highly significant relationship (X^2 = 33.9149, d.f. = 4, **p = .000**). This reflects that there is a marked difference in the responses of male and females to this statement. Sixty seven percent of female respondents strongly opposed the notion that the career they aspired to was more suitable for males, as compared to 16% male respondents. These results need to be interpreted cautiously as 25% of cells have expected frequencies less than five.

Table 5.32 **Response to statement B1 by race**

I believe I can follow the career I want

Response	African (N=23)		Indian (N=51)		Total (N=74)	
	N	%	N	%	N	%
Uncertain	1	4.3	4	7.9	5	6.8
Agree	16	69.6	7	13.7	23	31.1
Strongly agree	6	26.1	40	78.4	46	62.2
Total	**23**	**100**	**51**	**100**	**74**	**100**

*p <.05

Table 5.32 indicates a highly significant relationship (X^2= 23.1756, df= 2, **p= .000**). This reflects that a notable difference exists in the responses of Indian and African learners to the statement. Seventy eight percent of Indian respondents strongly believed that they could follow the career they wanted as compared to 26% of African learners. These results need to be interpreted cautiously as 25% of cells have expected frequencies less than five.

Table 5.33   **Response to statement B2 by race**

I can be successful in the career I want

Response	African (N=23)		Indian (N=51)		Total (N=74)	
	N	%	N	%	N	%
Disagree	2	8.8	0	0	2	2.7
Uncertain	1	4.3	2	3.9	3	4.1
Agree	11	47.8	8	15.7	19	25.7
Strongly agree	9	39.1	41	80.4	50	67.5
Total	**23**	**100**	**51**	**100**	**74**	**100**

Table 5.33 indicates a significant relationship (X^2=14.8132, df = 3, **p= .002**). This reflects that a marked difference is apparent in the responses of Indian and African respondents to the statement that they could be successful in the career they wanted. The majority of Indian respondents (80%) believed that they could be successful in the career they aspired to while this was true for only 40% of African respondents. These results need to be interpreted cautiously as 25% of cells have expected frequencies less than five.

Table 5.34   **Response to statement B6 by race**

The career I want is more suitable for males

Response	African (N=23)		Indian (N=51)		Total (N=74)	
	N	%	N	%	N	%
Strongly Disagree	4	17.4	30	58.8	34	45.9
Disagree	7	30.4	9	17.6	16	21.6
Uncertain	1	4.4	1	2	2	2.7
Agree	5	21.7	4	7.9	9	12.2
Strongly Agree	6	26.1	7	13.7	13	17.6
Total	**23**	**100**	**51**	**100**	**74**	**100**

Table 5.34 indicates a significant association between race and perception of career aspiration being compatible with males (X^2= 11.35, df = 4, **p= .023).** This suggests that African and Indian respondents differed significantly in their perceptions. Almost 60% of Indian learners strongly disagreed with careers being male dominated as compared to 17% of African

learners. The difference could possibly be related to the results in Table 5.31 which indicated that females were more inclined to strongly disagree with the statement. In effect then it is plausible that Indian females account for this difference in attitude. These results need to be interpreted cautiously as 25% of cells have expected frequencies less than five.

Table 5.35   **Response to statement B8 by race**

I agree with the policy of Affirmative Action

Response	African (N=23)		Indian (N=51)		Total (N=74)	
	N	%	N	%	N	%
Strongly Disagree	4	17.4	26	51	30	40.5
Disagree	3	13	10	19.6	13	17.6
Uncertain	3	13	6	11.8	9	12.2
Agree	7	30.4	5	9.8	12	16.2
Strongly Agree	6	26.2	4	7.8	10	13.5
Total	**23**	**100**	**51**	**100**	**74**	**100**

*p <.05

Table 5.35 indicates a significant association between the variables (X^2=14.19, df=4, **p= .006**). This reflects that there is a marked difference in the responses of Indian and African learners in their attitude towards affirmative action. Almost 70% of Indian learners disagreed with the policy while only 30% of African learners had the same opinion. Over half of the African respondents agree with the policy, while this applies to 18% of Indian respondents. These results need to be interpreted cautiously as 25% of cells have expected frequencies less than five.

Table 5.36   **Response to statement B10 by race**

I would like to work/study overseas and return to South Africa

Response	African (N=23)		Indian (N=51)		Total (N=74)	
	N	%	N	%	N	%
Strongly Disagree	1	4.3	0	0	1	1.4
Disagree	2	8.7	10	19.6	12	16.2
Uncertain	0	0	15	29.4	15	20.3
Agree	10	43.5	15	29.4	25	33.8
Strongly Agree	10	43.5	11	21.6	21	28.3
Total	**23**	**100**	**51**	**100**	**74**	**100**

* p <.05

Table 5.36 indicates a significant relationship (X^2=13.76, df = 4, **p= .008).** This reflects a marked difference in responses between African and Indian learners. The majority of African learners **(87%)** showed a greater willingness to return to the country, while this applied to 50% of Indians learners. These results need to be interpreted cautiously as 25% of cells have expected frequencies less than five.

Table 5.37   **Response to statement B14 by race**

My parents/guardians may not allow me to study after matric

Response	African (N=23)		Indian (N=51)		Total (N=74)	
	N	%	N	%	N	%
Strongly Disagree	10	43.5	37	72.5	47	63.4
Disagree	7	30.4	11	21.6	18	24.3
Uncertain	1	4.3	2	3.9	3	4.1
Agree	2	8.7	1	2	3	4.1
Strongly Agree	3	13.1	0	0	3	4.1
Total	**23**	**100**	**51**	**100**	**74**	**100**

Table 5.37 indicates a statistically significant association (X^2= 11.3733, df=4, **p= .022).** The results suggest that a difference exists in the response of Indian and African learners. Over 70% of Indian respondents strongly disagreed with the statement compared to 44% of African

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respondents. Interestingly, 13% of African respondents strongly agreed with the statement as compared to none of the Indian learners. These results need to be interpreted cautiously as 25% of cells have expected frequencies less than five.

5.6.8　Analysis of free-response question

Approximately 40% of learners answered this open-ended question. A brief analysis of comments, which are regarded as pertinent to this study follows. The majority of responses had elements of commonality and hence it was considered prudent to group them into themes. The following themes emerged as the most prominent:

- ❑ The need for financial support was reiterated by learners
- ❑ Learners indicated a desire for success in their career through hard work and determination
- ❑ A need for autonomy and the will to progress was also cited
- ❑ The need for school guidance and counselling was echoed by many respondents
- ❑ Some African learners indicated a need for community support and encouragement in order to fulfil their aspirations
- ❑ Helping their community and contributing to their country was considered important by some African learners

The next chapter consists of a discussion of the results, the conclusion, recommendations and limitations of the study.

CHAPTER SIX

DISCUSSION OF RESULTS

The primary aim of this study was to identify the career aspirations of Grade 11 learners and to explore the relationship between aspirations and the variables of race and gender. The results will be employed to discuss career aspirations of the total sample, aspirations in terms of race and gender, the influences upon these aspirations and the perceived barriers to the aspirations.

For the purposes of statistical significance, the level of skill classification was collapsed in the comparison stages of this study. All levels of skill below professional are classified as non-professional. This step was taken after it was noted that an overwhelming percentage of learners aspired to professional careers, leaving the other levels of skill either unsupported or with negligible support should they be analysed on their own.

Tables from the Results chapter will be referred to in order to elaborate upon frequency distributions and findings of statistical significance. Only observed frequencies and Chi-Square analyses were employed to determine statistical significance.

The findings for the total sample will be discussed initially in the order that the tables are presented in the results section of the study.

6.1   TOTAL SAMPLE

Seventy-four learners were profiled according to various descriptors, incorporating biographical details, academic details and family details. Noteworthy aspects will be elucidated in this discussion.

The majority of respondents fell in the 15-18 year age group. This specified age group, according to Gottfredson (1981), is the age of compromise, where an adolescent now modifies aspirations to adapt to reality constraints.

The family details section yielded pertinent information in terms of family/home conditions; education; employment level of parents/guardians and income level of the family. Most respondents indicated that their parents were semi- and unskilled workers who earned a lower-to-middle income (between R500 to R 4999 per month).

6.2   CAREER ASPIRATIONS OF TOTAL SAMPLE

Tables 5.11, 5.12 and 5.13 provide the frequency distributions of careers, fields and level of skill relating to aspirations. With regard to career fields, Humanities and related occupations and the Art, Sport and Entertainment field accounted for the majority of aspirations in the study (20% each). Humanities and related occupations included careers in law, police services, missionary and social work. According to the HSRC (1999), moderate growth is expected within the next five years in this field. Furthermore, the demand for law professionals (advocates, attorneys, judges) will rise during this period.

In this study, Art, Sport and Entertainment includes careers such as graphic design, media and communication, and travel and tourism. The popularity of the travel and communication sector is perhaps due to the impact of a burgeoning tourism industry in post-apartheid South Africa. Two respondents indicated a desire to be professional sportsmen, an area which may experience greater popularity in the future (HSRC, 1999). The Medical and Health-related occupations field was moderately supported. It is pertinent to note that only three respondents want to be medical doctors. In contrast, Naidoo (1999) reported that medicine was a popular choice of career for learners in a sample in the Tongaat area. However, as stated earlier, the sample comprised mainly double science students at one school and this could account for the high rate of aspirations towards a career in medicine.

Notably, none of the respondents aspired to careers in the Education field. It may be argued that the rationalisation and redeployment of teachers in recent years, coupled with increased union action and resultant disruptions in teaching, created a negative impression of teaching among learners. The KwaZulu Natal Department of Education acknowledges that although many disputes were resolved, the process has not been without problems (KZN Department of Education, 1999). As a result of the ongoing tensions in the educational environment, a perception of teaching being an unstable profession may have been borne by learners and parents.

Almost 70% of the sample aspired to a professional career. This finding is supported in studies by Jassat and Liebenberg (2000) and Watson et al. (1997). It is noteworthy that the majority of these respondents can be assumed to be from lower-to- middle income families with parents who are semi- and unskilled workers. This finding is similar to those reported by Buijs (1986) and Basit (1996) where respondents aspired to careers carrying more status than those of their parents and this is suggestive of the desire for upward social mobility.

Tables 5.14 and 5.15 indicate respondents' knowledge of the level of education required for their career aspiration. Approximately 22% did not know the level of education needed, while approximately 37% indicated that they needed a degree.

Table 5.15 reflects the most popular careers and the level of education required for them (as stated by the respondents). In engineering for example, four out of 11 respondents were inaccurate concerning the level of education required, while two indicated that they did not know. Akhurst and Mkhize (1999) point to the limited nature of career education at school level and this could be a probable reason for learners' lack of career-related knowledge. For a career as an accountant, one respondent listed an apprenticeship diploma, which is an unlikely level of education for this career. Generally though, respondents displayed a reasonable knowledge of the educational levels required. In addition, findings should be treated with caution here, in that, there could have been an element of misinterpretation by some respondents in their response to the question. These respondents might have taken the question to imply the level of education needed to enter fields of study rather than what was required to qualify in the career aspired to.

6.3   GENDER AND ASPIRATIONS

Tables 5.16, 5.17 and 5.18 consider the association between career aspirations and gender.

The association between gender and level of skill of aspirations was not statistically significant, and suggests that males and females did not differ distinctly in terms of the level of skill of the career aspired to. Over two-thirds of both males and females aspired to professional careers. Naidoo (2000) also found that females were confident in their abilities to engage in most occupations traditionally associated with males. The fact that females consider advancement important can be related to changing perceptions of sex roles and the

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challenging of male dominance in many life spheres, as observed by Nurmi et al. (1994). This could also imply that females are prepared to combine homemaking commitments with high-level career aspirations.

Tables 5.17 and 5.18 indicate the career fields and specific careers of respondents according to gender. The results in Table 5.17 are not statistically significant, and therefore suggest that there is no obvious difference in the overall representation of males and females in the various fields. However, as reflected in Table 5.18, differences do emerge with regard to specific careers. For example, nursing and social work are clearly preferred by female respondents, a finding in keeping with Naidoo's (2000) finding that careers such as nursing are preferred by females owing to "... special qualities associated with their role as caregivers..." (p. 9). Jassat and Liebenberg (2000) also found that a higher percentage of females than males aspired towards the Humanities and related careers such as social work. Similarly, in Cloete's (1981) study, females were found to prefer social work and nursing while males preferred engineering. Watson et al. (1997) noted that over half the female respondents in their study aspired to Social occupations, which includes social work. The Medical and Health-related fields are also represented more by females than by males, with nursing being the most preferred choice for females.

The above aspirations generally reflect a traditional orientation of women, suggesting that early socialisation experiences as observed by Astin (1984), play a role in leading to gender-specific work orientation. Almquist et al. (1980), in their study of women seven years after graduation, found that the women generally remained in the traditional and nontraditional fields they had originally mentioned. This suggests that gender-specific work attitudes may be deeply ingrained. However, it should be borne in mind that discriminatory attitudes towards women, as theorised by Hackett and Byars (1996), could also act as a deterrent to their considering nontraditional careers. However, this pattern of thinking could change in South Africa with national initiatives to advance and open up greater career avenues for women. In addition, Naidoo's (2000) comments regarding females' perceptions of their roles as caregivers could explain the aspirations towards helping-related professions.

Engineering appears to be the domain of males, a finding in keeping with traditional career choices. Hackett and Betz (1981) note that women perceive barriers to the attainment of certain careers especially those that are maths or science-related (e.g. engineering). This trend can also be seen in the dominance of males in Natural Science occupations, which include

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computer-related careers, in the present study. This field is made up of 80% males and it could be assumed that females possess a lower sense of self-efficacy with respect to nontraditional careers especially because they believe that they may not be successful in fields that are traditionally male dominated. Seane (1998) recommends that exposure to female role models in fields such as engineering is important in order to orientate Black learners toward such fields. Maesela (1994) also suggests that more encouragement should be given to females to enter nontraditional fields.

6.4   CAREER ASPIRATIONS AND RACE

Tables 5.19, 5.20 and 5.21 indicate the association between race and career aspirations according to levels of skill and career fields. Table 5.19 depicts the level of skill of the career aspired to. The Chi-Square value indicates that the association between levels of skill and race is not statistically significant. This suggests that there is no significant difference between Indian and African learners in the level of skill concerning careers they aspired to. The majority of Indian and African learners aspired to professional status careers (65% and 78%), a pattern similar to that observed by Sotshongaye (1995) for African learners, and Buijs (1986) for Indian learners. Arbona and Novy (1991) similarly found that race or ethnicity was not a significant predictor of career aspirations in their sample of African American, White and Mexican-American students.

Tables 5.20 and 5.21 reflect choice of career fields according to race. The relationship between the variables in Table 5.20 was not found to be statistically significant and therefore implies that there is no marked difference in the choice of career fields between African and Indian learners. However, in Table 5.21 it can be seen that within fields, differences occur between races in the choice of specific careers. In the Humanities and related fields, African learners (30%), were represented more strongly than Indian learners (15%) with African learners displaying a preference for careers such as police personnel, lawyers and social workers.

A common finding has been that African learners appear to display altruistic values in their occupational aspirations (Danziger, 1975; Geber & Newman, 1980; Cloete, 1981; Euvrard, 1996; Watson et al., 1997). Aspirations tend to lean towards people-orientated fields. This relates to Cheatham's (1990) concept of Africentrism, which postulates that individuals view

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themselves in terms of ingrained communal values and this manifests itself through the emphasis on person-to-person orientation. Mkhize (1999) also states that the African worldview is shaped by a continuous reference to a sense of community.

Evans and Herr (1994) found in contrast, that the career aspirations of African American youth did not lean towards social service fields traditionally associated with African Americans. They (Evans & Herr, 1994) suggest that a positive sense of racial identity may influence African Americans to choose nontraditional careers (such as Engineering) because there is a need for such professionals in their communities. In the present study, 22% of African learners aspired towards Engineering and this is perhaps in keeping with this perspective.

In the present study African learners did not aspire to careers in the Natural Science field (which includes computer-related occupations). Particularly salient is that a serious skills shortage is envisioned in this sector (HSRC, 1999). A possible explanation for the under-representation of African learners here is that Blacks have historically perceived scientific and related fields as being inaccessible to them (Cloete, 1981). Hickson and White (1989) draw attention to the efforts of the apartheid regime to prevent Black South Africans from progressing educationally and vocationally in order to maintain White hegemony. Perhaps the effects of such measures are still manifested in the inability of African learners to perceive the structure of opportunity in the scientific and technical fields.

From the perspective of social cognitive career theory, De Bruin (1999) suggests that Black learners may have a low sense of self-efficacy beliefs with regard to mathematical and scientific fields since they had been historically denied access to them by apartheid. A likely explanation is that a lack of books and properly trained teachers, coupled with poorly equipped laboratories in Black schools, could contribute to negative self-efficacy expectations with regard to science-related subjects (De Bruin, 1999).

A greater percentage of Africans than Indian learners are represented in the Accountants and other financial and economic related fields. This finding is important in the light of a great demand for highly skilled Black South Africans in these professions (HSRC, 1999). It is likely that financially-related and business management fields that are associated with a corporate image appear more attractive to young Africans who perceive more opportunities

and status in the labour market. This is consistent with Gottfredson's (1981,1996) concept of images of occupations as well as Farmer's (1985) postulation that individuals often aspire to fit in with the prestige structure of particular occupations.

6.5   PERCEIVED BARRIERS TO CAREER ASPIRATIONS

Table 5.22 reflects that slightly more than half the respondents in the present study (51%) perceived the presence of barriers to their career aspirations.

Table 5.23 identified the primary barrier as being the lack of finance (indicated by over 70% of learners). The second most cited barrier was poor academic ability (13%), suggesting that learners may have weak self-efficacy beliefs. Alternatively this may also reflect a realistic appraisal of their academic performance. AIDS was noted as a barrier by one respondent and it is highly probable that future studies will reflect this more prominently as a barrier.

The association between race and perceived barriers to career aspirations was not statistically significant. These findings suggest that for Indian and African learners there was no marked difference in the barriers that they perceived. Over two-thirds of both African and Indian learners noted the lack of financial support as the most prominent barrier.

The results in Table 5.25 reflect the association between perceived barriers and gender. For males and females the most prominent barrier was lack of financial support. Only two respondents (Indian) regarded limited job opportunities as a barrier, perhaps reflecting that the rest of the sample is optimistic about obtaining employment. Although aspirations across the sample were generally high, it may he anticipated that due to the overwhelming perception of the lack of finance as a barrier, a modification of aspiration is probable. Gottfredson (1981) theorises that social class often impacts on aspirations and this may hold true here in the sense that learners may have to compromise and be forced to choose alternative careers. It is possible that if learners were asked which careers they expected to enter, their aspirations might have been tempered by reality constraints, resulting in some of them choosing careers lower in status.

Rojewski and Yang (1997) and Furlong and Cartmel (1995), found that lower socioeconomic status was associated with lowered aspirations and expectations. The majority of learners in

the present study are from lower to middle income families and therefore it can be arguably inferred that a similar development is likely.

6.6 INFLUENCES ON CAREER ASPIRATIONS

Table 5.26 indicates the values that influence career aspirations in the total sample. The most common value (50% of respondents) was ability utilisation, which suggests that respondents aspired to careers in which they would be given the opportunity to utilise their skills and talents. A further implication here is that these respondents have a reasonable level of confidence in their abilities, suggestive of positive self-efficacy beliefs, as postulated by Bandura (1977, 1986). Altruism accounted for 27% of the responses. Table 5.27 indicates that in the overall sample the major influences on career aspirations were parents (42%) followed by personal interest (26 %).

The results in Table 5.28 (X^2=13.375, df=6, **p= .002)** indicate a significant association between influence on career aspiration and race. These findings suggest that there is a marked difference in the influences cited by Indian and African learners. Fifty seven percent of the Indian respondents as opposed to 13% of African respondents cited their parents as being the major influence on their aspirations. African respondents cited personal interest (39%) and role models (21%) as the major influence on their career aspirations. It is evident that vicarious experience (role models) and verbal persuasion (Bandura, 1986) play a role in the shaping of career aspirations of African learners. One learner cited the influence of television role models on his aspirations. It is possible that just as the career aspirations of African American learners may be influenced by television role models (King & Multon, 1996) this kind of influence on South African youth could be prevalent and this issue merits further research. Results in Table 5.30 also bear resemblance to Bandura's (1986) assertions by depicting the major means of influence cited by learners as encouragement and support from others (54%), followed by personal interest (20%) and receiving information (19%).

Another mode of vicarious learning could perhaps be used to explain the influences that affect youth in this study. Stevens and Lockhat (1997) observe that Black youth in the South African context have been forced to relinquish a struggle identity for one that has become synonamous with American capitalism and individualism. This "ideological shift from collectivism to individualism" (p.253), which is likely to be experienced by contemporary youth who were not exposed to resistance politics, could manifest itself in their lifestyle and

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values. Owing to the fact that material conditions have not changed radically since the demise of apartheid, and the redefining of roles they are subjected to, these youth embrace this new culture "as a means of maintaining their material and psychological integrity" (Stevens & Lockhat, 1997, p.253). The leaning of 26% of African respondents towards the Accountants and finance-related fields could well be associated with an attempt to forge an identity through corporate environments that promote this new worldview.

In this study, it is interesting that unlike Indian learners, African learners cited mainly their teachers and not their parents as being influential to aspirations largely because they regarded their teachers as important sources of subject and career information. Maesela (1994) also reported that Black learners in her study appeared to perceive a partial level of support from their parents with respect to career choice. Matsebatlela (in Stead, 1996) offers a plausible explanation for limited parental influence on career aspirations of African learners in that African parents primarily advise their children on careers that will provide a stable income and standing in the community. Stead (1996) notes that this is understandable because many African parents were confined by apartheid to low status occupations that curtailed their career opportunities. As a result, their occupational knowledge remained limited.

Hackett and Byars' (1996) theory of the impact racism and sexism has on the career development of African American women, could be relevant here in the sense that African women in South Africa who have experienced oppression in many ways, may also not be able to identify with their children's career aspirations. McWhirter et al. (1998) further note the perception of Mexican-American girls from lower socioeconomic backgrounds of their parents not being supportive of their career plans. It is possible that that many Black parents in South Africa cannot identify with potential opportunity structures for their children because they themselves could not perceive the possibility of upward social mobility.

As regards the parental influence on Indian learners, it is possible that as a minority group in South Africa, parents fear that their children will face competition from other race groups in the job market, and therefore they (parents) ensure that children are focussed on future careers that will allow them to survive economically. Basit (1996) and Flouris et al. (1990) report similar findings in terms of the level of family influence on the career development of British Muslim and Greek learners. However, Siann et al. (1998) found that British Chinese students did not cite parental support as an influence on their aspirations and therefore caution should

be exercised when making generalisations concerning minority groups and perceived parental influence.

Table 5.29 reflects the association between influence on career aspirations and gender. There was no marked difference between the influences cited by males and females. Approximately 40% of males and females indicated that their parents were the major influence on their career aspirations. Personal interest (30% female and 19% male) and other family (19% male and 14% female) were also noted as influences on aspirations.

Farmer (1985) maintains that aspirations may be largely influenced by an amalgamation of environmental opportunity structures (which includes parent and teacher support, and support for working women) and personal attributes (which includes gender-orientation, homemaking commitment and academic potential and ability). This could explain some of the findings in the present study, which include parental influence, personal interest and other family as playing a significant role in influencing career aspirations in males and females.

6.7   DISCUSSION OF STATEMENTS CONCERNING ASPIRATIONS

In this section a Chi-square analysis was performed on each statement to test the association between the statement and the variables of race and gender. Only statements which yielded significant associations are discussed.

B6 – *The career I want is more suitable for males*

Table 5.31 indicated a highly significant relationship between the response to the above statement and gender (**p= .000**). This suggests that there was a marked difference in the responses of males and females to this statement. The majority of females (68%) strongly disagreed with the statement while 42% of males strongly agreed with the statement. Therefore, it may be suggested that many males are still entrenched in traditional thinking and a gender-specific orientation to careers and that females appear to be challenging this attitude. Nurmi et al. (1994) and Post et al. (1996) also report on the changing perspective of women and their willingness to venture into career fields traditionally dominated by men.

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B6 – *The career I want is more suitable for males.*

Table 5.34 indicates a significant relationship between the response to the above statement and race **(p= .023)**. This suggests that there was a marked difference in the responses of Indian and African learners to this statement. Almost 59% of the Indian respondents as compared to 17% of African learners strongly disagreed with the statement. Twenty six percent of African as compared to 14% Indian learners strongly agreed with the statement. These results suggest that it is possible that African learners are more traditional in their conceptualisation of careers in terms of sex typing. However, more research is needed in this area.

B1 – *I believe I can follow the career I want*

Table 5.32 depicts a highly significant association between the response to the above statement and race **(p= .000)**. There was a marked difference in the responses of African and Indian respondents to this statement. Almost 80% of Indian learners as compared to 26% of African learners strongly agreed with the statement, suggesting that Indian learners have stronger self-efficacy beliefs. African learners appear to have a degree of reservation about being able to enter the careers they have aspired to. It may be that the lower level of parental influence, combined with financial considerations, limited subject choices and language barriers contribute to African learners feeling less confident about career entry.

B2- *I can be successful in the career I want*

Table 5.33 depicts a significant association between the response to the above statement and race **(p= .002)**. There was a marked difference in the responses of African and Indian respondents to this statement. Almost 81% of Indian as compared to 39% of African respondents strongly agreed with the above statement. Here again, as in the responses to B1, Indian learners appear markedly more confident about being successful in their chosen careers. The reasons offered in the discussion for B1 for the responses of African learners may apply here. For both responses (B1&B2) it can also be argued that because African parents have generally been denied access to skilled and professional careers in the past as Stead (1996) has noted, the perception of not being able to advance in their careers has been unwittingly passed down to their children.

B8 – *I agree with the policy of affirmative action*

Table 5.35 indicated a significant relationship between the response to the above statement and race (**p= .006**). This suggests that there was a marked difference in the responses of African and Indian learners to this statement. The majority (almost 71%) of Indian respondents disagreed with the policy of affirmative action, while over half of the African respondents (57%) agreed with the policy. This finding resembles that of a survey, which showed that African students consider the policy as being important to their career opportunities (Sunday Times, 20 June 1999*)*. The opposition of Indian learners to affirmative action is indicative of the perception that the policy would place them at a disadvantage in the labour market, a concern evidenced by the decision of many Indian parents to emigrate in order to (among other reasons) secure what they feel will be a more promising future for their children (The Daily News, 15 March 2000).

B10 – *I would like to work/study overseas and return to South Africa*

Table 5.36 indicates a significant relationship between the response to the above statement and race (**p= .008**). This suggests that there was a marked difference in the responses of Africans and Indians to this statement. Almost 87% of African learners agreed with the statement while this applies to 50% of Indian learners. Significantly 30% of Indian respondents appear uncertain. It is likely that African learners view overseas employment or study as a way of bringing back skills to help in the transformation process of the country. The uncertainty of Indian learners could imply that they may be in favour of going abroad, but are unsure whether they would want to return owing to feelings of being marginalised in the labour market by the policy of affirmative action.

B14- *My parents/guardians may not allow me to study after matric*

Table 5.37 indicates that there is a significant relationship between the response to the above statement and race (**p= .023**). This suggests that there is a marked difference in the responses of African and Indian learners to this statement. Over 70% of Indian respondents strongly disagreed with the statement as compared with 44% of African respondents. This further reinforces the notion that Indian parents might see tertiary education as a means of survival for their children, and that this understanding is common to both parents and children.

6.8   DISCUSSION OF FREE-RESPONSE SECTION

The majority of learners indicated the need for success and advancement in their careers through effort on their part. However, they felt that success would be possible through community support and encouragement. This trend was noted particularly among African learners who may feel the lack of recognition of their career aspirations, yet still want to be of service to their communities.

The need for vocational counselling at school level was also noted by learners, who felt that they need more information and support for their career development at school level. Naidoo (1999) reported a similar concern in her study investigating career guidance needs of learners in the Tongaat area.

The most apparent comment concerned the lack of financial support and learners, both African and Indian, voiced the need for financial aid in order that they may realise their aspirations.

6.9   CONCLUSION

This study sought to identify the career aspirations of Grade 11 learners and to explore the relationship between aspirations and race and gender.

With regards to the total sample (N=74), the majority of learners (70%) aspired to professional level careers. The demand for professionals is expected to rise in the period 1998-2003 (HSRC, 1999). The Humanities and related fields and the Art, Sport and Entertainment fields were the most strongly represented in terms of aspirations (40% collectively). These two fields are related in terms of their social value as they are largely service-related. It appears that African respondents in this study envisage their future careers as being a means to assist their communities. The free–response comments support this assumption in terms of more African learners stating their wish to help their communities through their careers.

Although the majority of learners aspired to professional careers, aspirations represent an ideal preference and it is likely that actual expectations may differ from aspirations.

When reality constraints were taken into account, almost 70% of learners perceived the major barrier to be the lack of financial support. Their socioeconomic status is a potential impediment to their aspirations, and it is clear that the majority of the respondents in this study are sensitive to this reality.

The following observations may be made with regard to the trends characterising gender and aspirations:

❑ Overall males and females aspired to professional careers. Perhaps this is indicative of the desire of both males and females for career advancement and upward social mobility. However, the lack of finance, for many of these respondents, may well have an adverse impact on the realisation of these high level aspirations. In addition, the fact that almost 70% of female respondents aspire to professional status, may be attributed to their feelings of empowerment owing to initiatives aimed at advancing women's career development in the current labour market.

❑ Traditional and nontraditional orientations governing choice of career seemed to be sustained on the whole. Engineering emerged as being male-dominated while nursing and social work clearly remained female-dominated.

❑ Maths and Science-related careers (Natural Science field) are male-dominated and it appears that females still perceive these fields as being largely inaccessible.

The following observations may be made with regard to the trends characterising race and aspirations:

❑ African learners are not represented in the Natural Science field (this includes computers and related careers). It appears as though Maths and Science-related careers are considered out of reach. Perhaps, this trend could be due to the lack of role models in these fields, and lack of parental support owing to parents being denied access to these fields in the past, among other reasons (notably those cited by De Bruin, 1999).

❑ Indian learners seemed to have stronger self-efficacy beliefs in the sense that they appeared to be more confident about entering and being successful in the careers they

aspired to. This may be attributed to the higher level of perceived parental support, however this is an area that needs further research.

❑ Thirty percent of African learners were found to aspire to careers in the Humanities and related fields (social work, law, police services). However, this study also found that 26% of African learners aspired towards careers in the Accountants, other Financial and Economic field, perhaps reflecting a shift in perspective among Black South Africans. The HSRC (1999) indicates that a demand exists for Black professionals in the finance-related sector. Thus, it can be assumed that in this field, trends are in keeping with labour market realities.

❑ It is noteworthy that almost 22% of African learners aspired to careers in the Engineering field. This trend is perhaps depictive of a move toward greater representation of Blacks in fields perceived as being previously inaccessible.

❑ The finding regarding affirmative action indicates that the majority of Indian learners (70%) appear to feel threatened by the policy while African learners are supportive of it. This confirms Goga's (2000) observation that Indians feel marginalized by the policy. It can thus be concluded that Indian learners perceive affirmative action as an obstacle, while African learners perceive it as an opportunity towards the realisation of their career aspirations.

❑ A significant association was noted between influences on career aspirations and race. Indian learners perceived a higher level of parental influence while African learners cited personal interest and role models as major influences. Indian learners perceived a high level of support from immediate family, while African learners were more likely to gain support from extended family and teachers.

6.10 RECOMMENDATIONS

On the basis of the conclusions drawn, the following recommendations for career counselling and research are made:

1. Vocational counsellors/guidance teachers need to move away from an individualistic perspective towards career development. A narrow focus on personal attributes should be broadened to incorporate an awareness of the external constraints that impact on career development. This holistic approach will assist learners in tailoring their career choices to labour market and circumstantial realities.

2. Efforts should be made to strengthen self-efficacy beliefs of learners in order to make certain careers more accessible to them. This applies primarily to African learners and their entry into the scientific and technical fields.

3. Emphasis should be placed on encouraging females to consider and enter nontraditional fields.

4. Positive images of occupations/careers must be encouraged by the increased exposure of learners to role models in these fields.

5. Policy makers must take into consideration the extent to which financial constraints impact on the career aspirations of youth in the country, and take measures to address this issue.

6. Further research is required to investigate the impact of gender on career development

7. Further research is needed to investigate the attitude of minority groups to policy initiatives such as affirmative action in South Africa.

8. A potential area of research for local career theorists is to test the appropriateness of specific theoretical models to the South African context.

6.11   LIMITATIONS OF STUDY

1.   The findings of this study are limited to a particular sample. Caution should therefore be exercised when attempting to generalise the findings to the greater Grade 11 population in the country.

2.   The lower number of African learners in comparison to Indian learners, merits caution when generalising findings to the greater African Grade 11 population.

3.   The higher number of female respondents in the study, also suggests that caution should be exercised when making gender comparisons in relation to career aspirations.

4.   The questionnaire yielded more data than was necessary to answer the critical questions of the study.

5.   The wording of the questionnaire, could have posed a problem to 2nd language English speakers and may have impacted on the expression of their responses to questions regarding career aspirations.

It is noteworthy that the majority of respondents in this study have aspired to professional level occupations. Perhaps this in itself is reflective of a sense of empowerment among learners in this sample. The careers listed are varied and this may indicate that learners are becoming more aware of the diverse opportunities available to them in this era of transformation in South Africa. Whether these aspirations are realised depends on reality constraints, particularly the lack of finance, which was expressed as a barrier by both African and Indian learners. Gender-specific orientation towards careers appears prevalent to an extent. However, there seems to be a slight shift in attitude among females to strive towards nontraditional careers, and a greater awareness that more opportunities exist in all facets of the labour market for females. Perhaps future studies may show a greater shift from traditional career choices, as the South African labour market grows.

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University of Durban-Westville
School of Educational Studies

Dear Learner
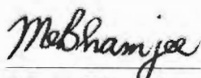
Thank you for responding to my request to fill in this questionnaire on the **Career Aspirations of Grade 11 learners**.

Your **aspirations** reflect your thoughts and feelings about what you want to become, given the opportunity to follow your dreams.

Please note that to ensure confidentiality, you do not have to fill in your name on the questionnaire. Please fill in all questions as accurately and honestly as possible. There are no *"right"* or *"wrong"* answers.

Your contribution is valuable!

Thank you very much for your cooperation and your time.

M. E. Bhamjee
Division of Educational Psychology
University of Durban-Westville

P.T.O *and begin to complete the questionnaire. . . .*

CAREER ASPIRATIONS OF GRADE 11 LEARNERS

THIS QUESTIONNAIRE IS TO BE COMPLETED BY GRADE 11 STUDENTS. INFORMATION DISCLOSED ON THIS QUESTIONNAIRE IS TREATED WITH **STRICT CONFIDENTIALITY** AND WILL BE USED ONLY FOR RESEARCH PURPOSES.

INSTRUCTIONS

THIS QUESTIONNAIRE HAS **5 PAGES**. PLEASE ANSWER ALL QUESTIONS. INDICATE WITH A CROSS (✗) IN THE APPROPRIATE BOX (₁☐) WHERE APPLICABLE.

Example: Are you in grade 11?   ₁☐ Yes   ₂☐ No

1.   BIOGRAPHICAL DETAILS

1   **How old are you?**
   ₁☐ 14 Yrs and under   ₂☐ 15 – 16yrs   ₃☐ 17 – 18 yrs
   ₄☐ 19 – 20 yrs   ₅☐ 21 – 22 yrs   ₆☐ 23 yrs and above

2. **Gender**
   ₁☐ Male   ₂☐ Female

3. **What population group do you belong to?**
   ₁☐ African   ₂☐ Indian   ₃☐ Coloured   ₄☐ White
   ₅☐ Other (Specify) _____

4. **What is your First Language?**
   ₁☐ English   ₂☐ isiZulu   ₃☐ isiXhosa   ₄☐ Afrikaans
   ₅☐ Other (Specify) _____

2.   ACADEMIC DETAILS

5. Does your course include Mathematics?   ₁☐ Yes   ₂☐ No

6. Does your course include Physical Science?   ₁☐ Yes   ₂☐ No

P.T.O

3. **FAMILY DETAILS**

7. Who do you live with?
   1 ☐ Both parents   2 ☐ Mother   3 ☐ Father
   4 ☐ Relatives   5 ☐ Brother   6 ☐ Sister   7 ☐ Guardian
   8 ☐ Other (Specify) _____

> **(If you live with your parents, please complete questions 8 – 11. If not go to question 12)**

8. Please indicate the Highest Educational Level of your father
   1 ☐ Below Matric   2 ☐ Matric   3 ☐ Diploma
   4 ☐ Degree   5 ☐ Don't Know

9. What is your father's occupation/job? _____

10. Please indicate the Highest Educational Level of your mother
    1 ☐ Below Matric   2 ☐ Matric   3 ☐ Diploma
    4 ☐ Degree   5 ☐ Don't Know

11. What is your mother's occupation/job? _____

> **If you live with guardians (someone who takes care of you), please answer questions 12 - 13:**

12. Please indicate the **Highest Educational Level** of your Guardian(s)

Guardian 1		Guardian 2 *(if applicable)*	
1 ☐ Below Matric	2 ☐ Matric	1 ☐ Below Matric	2 ☐ Matric
3 ☐ Diploma	4 ☐ Degree	3 ☐ Diploma	4 ☐ Degree
5 ☐ Don't Know		5 ☐ Don't Know	

13. What is your Guardian (s)' occupation/job?

Guardian 1	Guardian 2 *(if applicable)*

14. How much combined income does your family/guardians earn in a month?
    1 ☐ Unemployed   2 ☐ Below R 500   3 ☐ R500 – 1499   4 ☐ R 1 500 – R 2 999
    5 ☐ R 3 000 – 4 999   6 ☐ R 5000 – R 6 999   7 ☐ R 7000 – 8999   8 ☐ Over 9 000
    9 ☐ Don't Know

15. Who pays for your education?
    1 ☐ Both parents   2 ☐ Mother   3 ☐ Father   4 ☐ Relatives
    5 ☐ Brother   6 ☐ Sister   7 ☐ Guardian
    8 ☐ Other (Specify) _____

4. <u>SECTION A</u>

THE FOLLOWING SECTION CONCERNS YOUR INTEREST IN CERTAIN CAREERS. READ EACH QUESTION CAREFULLY. ANSWER EVERY QUESTION THE BEST WAY THAT YOU CAN.

16. If you had the opportunity to pursue the **career of your choice**, what is it that you would really want to do?

_____

17. Why would you like to follow that career? _____

_____

_____

18. If you look at your life now, do you think that there is anything that would **make it difficult** for you to follow the career you have just named?

₁🔲 Yes   ₂🔲 No

19. Please **explain** your answer above _____

_____

_____

_____

20. Who do you think **influences** you **the most** in making your career choice? _____

_____

21. Please **explain** your answer above _____

_____

_____

_____

22. Now that you have named the career you would really like to follow, what level of education would you require *(need)* for this career?

₁🔲 Grade 10   ₂🔲 Grade 11   ₃🔲 Grade 12

₄🔲 Apprenticeship Diploma (e.g. electrician, toolmaker, fitter and turner)   ₅🔲 College Diploma (e.g. teaching, nursing)

₆🔲 Technikon diploma   ₇🔲 University Degree (e.g. BA, BSc, B Comm.)

₈🔲 Do not know

P.T.O

5. SECTION B

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	✗

E.g. Soccer is more exciting than cricket

In this example, the cross on the number '5' indicates that the person strongly agrees that soccer is more exciting than cricket.

STATEMENTS	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1) I believe I can follow the career I want	1	2	3	4	5
2) I can be successful in the career I want	1	2	3	4	5
3) I want to make a lot of money in my career	1	2	3	4	5
4) I want a career that will give me recognition *(become known)* in society	1	2	3	4	5
5) Role models from the media *(TV/radio/ newspapers)* influence my choice of career	1	2	3	4	5
6) The career I want is more suitable for males	1	2	3	4	5
7) The career I want is more suitable for females	1	2	3	4	5
8) I agree with the policy of Affirmative Action *(where certain groups are favoured over others with regard to job opportunities)*	1	2	3	4	5
9) I would consider emigrating *(leaving South Africa and making another country my home)* in the interest of my career	1	2	3	4	5
10) I would like to work/study overseas and return to South Africa	1	2	3	4	5
11) I want to contribute to the new South Africa through my career	1	2	3	4	5
12) The career I want will provide many job opportunities for me	1	2	3	4	5
13) I am confident (sure) of getting funding (e.g. bursary/loans) to study after matric	1	2	3	4	5
14) My parents/guardians may not allow me to study after matric	1	2	3	4	5
15) Getting married and raising a family is more important to me than having a career	1	2	3	4	5
16) My community will be proud of me if I follow the career I want	1	2	3	4	5

P.T.O

23. Are there any further comments you would like to add?

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION!