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**TERTIARY STUDENTS' PERCEPTIONS OF SECONDARY
SCHOOL CAREER GUIDANCE : A CONSUMER PERSPECTIVE**

MARY-ANNE NTOMBIZONKE MTOLO

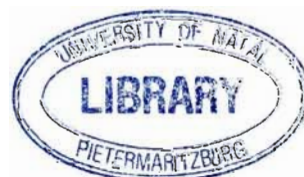
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DECLARATION

I declare that this dissertation of the Degree of Master of Education (Educational Psychology) in the Department of Educational Psychology at the University of Natal (Pietermaritzburg) hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and execution and that all material contained herein has been duly acknowledged.

Mary-Anne Ntombizonke Mtolo

Signed by : *M Mtolo*

Date : *03 OCTOBER 1996*

TABLE OF CONTENTS

CHAPTER 1.....	1
INTRODUCTION	1
1.1 STATEMENT OF THE PROBLEM	1
1.2 DEFINITIONS	2
1.2.1 Definition of concepts	2
1.2.2 Objectives of career guidance in secondary schools	5
1.3 WHEN IS GUIDANCE NECESSARY?	6
1.4 WHY CAREER GUIDANCE?	7
1.5 WHY GROUP CAREER GUIDANCE	10
1.6 STRUCTURE OF THE CHAPTERS.....	11
CHAPTER 2	12
LITERATURE REVIEW	12
2.1 CAREER DEVELOPMENT AND CAREER GUIDANCE	12
2.2 THEORETICAL BASIS FOR CAREER GUIDANCE	14
2.2.1 Sociological approaches	15
2.3 OUTSIDE INFLUENCES ON CAREER CHOICE	18
2.3.1 The environmental influences on career development	18
2.3.2 Parental influences on career development	19
2.3.3 Social class as an influence on career development.....	19
2.4 SELF AND OCCUPATIONAL AWARENESS AS INFLUENCES ON CAREER DEVELOPMENT OF YOUNG PEOPLE	20
2.5 GUIDANCE SERVICES IN BLACK SCHOOLS IN SOUTH AFRICA	22
2.6 THE SITUATION IN SCHOOLS	25
2.6.1 The school administrators' attitude	25
2.6.2 Teachers' attitudes	25
2.6.3 Pupils' attitudes	27
2.6.4 The link between the guidance teacher and the class teacher	29

2.7	EXPERIENCE OF CAREER GUIDANCE IN BLACK SCHOOLS	30
2.8	RESEARCH DONE IN SOUTH AFRICA	32
2.8.1	Role played by intelligence	32
2.8.2	Exploration of career fields	32
2.8.3	Career decisional states	33
2.8.4	Unavailability of opportunities	34
2.8.5	Influence of time indices on career maturity	34
2.8.6	Guidance teacher as a preferred helping agent.....	35
2.8.7	Socio-economic status	36
2.8.8	Career development	36
2.8.9	Exposure to career guidance programme	37
2.8.10	The influence of psychometric testing	38
CHAPTER 3		39
3.1	AIM OF THE STUDY	39
3.2	RESEARCH DESIGN	39
3.2.1	The Questionnaire	40
3.2.2	Qualitative Questions versus Quantitative Questions	44
3.2.2.1	Qualitative Research	45
3.2.2.2	Quantitative Research	46
3.2.3	Alternative methods considered	47
3.3	PILOT STUDY	48
3.4	ADMINISTRATION PROCEDURE	50
3.5	SAMPLE CHARACTERISTICS : BIBLIOGRAPHICAL DETAILS	50
3.6	METHODS OF ANALYZING DATA	55
CHAPTER 4		57
4.1	DESCRIPTION OF RESULTS	57
4.1.1	Provision of career guidance	57
4.1.2	Use of career guidance periods	58

4.1.3	Provision of career materials	59
4.1.4	Correspondence between secondary school career choices and current studies	60
4.1.5	Attitudes to need for guidance	64
4.1.6	Guidance teachers' role and guidance syllabus	64
4.1.7	Contact with tertiary institutions	66
4.1.8	Funding of current studies	68
4.2	STATISTICAL ANALYSIS	69
4.2.1	Correlation and relationship between bibliographical data and questions	69
4.2.1.1	Parents' occupation and respondents secondary school career choice	69
4.2.1.2	Parents' occupation and funding of respondents for tertiary education	70
4.2.1.3	Current course registration and career assistance at school	71
4.2.1.4	Sex	77
4.2.1.5	School	77
4.2.1.6	Area	77
4.2.1.7	Year of matriculation	78
4.2.2	Presence of guidance teacher	79
4.2.2.1	Presence of guidance teacher and receipt of career assistance at school	79
4.2.2.2	Presence of guidance teacher and enforcement of guidance periods.....	80
4.2.3	Help with career choice and secondary school career change.....	81
4.2.4	Presence of guidance at school and change of secondary school career choice	81
4.2.5	Approachability and presence of the guidance teacher regarding personal problems experienced by the students	83

CHAPTER 5	84
DISCUSSION	84
5.1 INTRODUCTION	84
5.2 INTERPRETATION OF RESULTS	84
5.2.1 Provision of guidance	84
5.2.2 Changes from school career choice	88
5.2.3 Issues related to current course registration	90
5.2.4 Funding	93
5.2.5 Parents' influence	94
5.3 LIMITATIONS OF THE STUDY	95
5.3.1 The sample	95
5.3.2 Questionnaire	96
5.3.3 Parents' level of education	96
5.4 RECOMMENDATIONS FOR FUTURE RESEARCH	97
5.4.1 Auxiliary services	97
5.4.2 The sample	98
5.4.3 Career guidance	98
5.4.4 School standard	99
5.4.5 Parental involvement	99
5.4.6 Guidance teachers training	99
CHAPTER 6	100
CONCLUSIONS	100
REFERENCES	103
APPENDIX A	QUESTIONNAIRE
APPENDIX B	REASONS FOR WHAT INFLUENCED CHANGE OF SECONDARY SCHOOL CAREER CHOICE
APPENDIX C	RESPONDENTS PROPOSED GUIDANCE AND CAREER SYLLABUS

**APPENDIX D KWAZULU NATAL REGION UNEMPLOYMENT
STATISTICS**

LIST OF GRAPHS

GRAPH 3.1 :	LOCATION OF STUDENTS' SCHOOL OF MATRICULATION	51
GRAPH 3.2 :	RESPONDENTS' BIRTH YEAR	53
GRAPH 4.1 :	PROVISION OF CAREER MATERIALS	59
GRAPH 4.2 :	SOURCES OF INFORMATION	63
GRAPH 4.3 :	CONTACT WITH TERTIARY INSTITUTIONS	67

LIST OF TABLES

TABLE 3.1 :	CLASSIFICATION OF STUDENTS ACCORDING TO THEIR MATRICULATION YEAR	52
TABLE 3.2 :	CLASSIFICATION OF PARENTS ACCORDING TO THEIR OCCUPATIONS	54
TABLE 4.1 :	PROVISION OF CAREER GUIDANCE	57
TABLE 4.2 :	USE OF CAREER GUIDANCE	58
TABLE 4.3 :	ORIGINAL CHOICES AND CHANGES OF CHOICE	61
TABLE 4.4 :	COURSES CURRENTLY STUDIED	61
TABLE 4.5 :	ATTITUDE TO NEED FOR GUIDANCE AT SCHOOL	64

TABLE 4.6 : ROLE OF GUIDANCE TEACHER AS PERCEIVED BY STUDENTS	64
TABLE 4.7 : GUIDANCE AND CAREER SYLLABUS	65
TABLE 4.8 : CONTACT WITH TERTIARY INSTITUTIONS.....	66
TABLE 4.9 : FUNDING OF STUDENTS TERTIARY EDUCATION	68
TABLE 4.10: PARENTS' OCCUPATIONS AND RESPONDENTS' SECONDARY SCHOOL CAREER CHOICE	69
TABLE 4.11: PARENTS' OCCUPATION AND FUNDING OF RESPONDENTS	70
TABLE 4.12: COMPARISON OF COURSE REGISTRATION WITH ADEQUATE CAREER ASSISTANCE	72
TABLE 4.13: CURRENT COURSE REGISTRATION AND GUIDANCE PERIODS	73
TABLE 4.14: CURRENT COURSE REGISTRATION AND KNOWLEDGE ABOUT UNIVERSITY OPEN DAY	74
TABLE 4.15:CURRENT COURSE REGISTRATION AND HOW RESPONDENTS FOUND OUT ABOUT INSTITUTIONS AT WHICH REGISTERED	75
TABLE 4.16:CURRENT COURSE REGISTRATION TERTIARY INSTITUTION VISITED WHILE STILL AT SCHOOL	76

TABLE 4.17:DESCRIPTION OF CAREER CHANGE BY YEAR OF MATRICULATION	78
TABLE 4.18:PRESENCE OF GUIDANCE TEACHER AND RECEIPT OF CAREER ASSISTANCE AT SCHOOL	79
TABLE 4.19:PRESENCE OF GUIDANCE TEACHER AND RECEIPT OF CAREER ASSISTANCE AT SCHOOL	80
TABLE 4.20:PRESENCE OF GUIDANCE TEACHER AND ENFORCEMENT OF GUIDANCE	81
TABLE 4.21:HELP WITH CAREER CHOICE AND SECONDARY SCHOOL CAREER CHANGE	81
TABLE 4.22:HELPFULNESS OF GUIDANCE AND CAREER CHOICE CHANGE	82
TABLE 4.23:APPROACHABILITY AND PRESENCE OF THE GUIDANCE TEACHER REGARDING PERSONAL PROBLEMS EXPERIENCED BY THE STUDENTS	83

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ABSTRACT

The aim of this study was to focus on tertiary students' perceptions of career education which they received at secondary school level. It will try to determine the extent to which the role of the guidance teacher is known and also determine whether guidance as an auxiliary service is considered helpful by students.

The sample consists of 92 male and female respondents drawn from the university and the technikon in Pietermaritzburg. The measuring instrument used is the questionnaire constructed by Skuy et al (1985) revised by Haffajee (1991) but included a number of questions were devised by the author to address the needs of her study. As a number of the questions in the questionnaire were constructed by the author, it was realised when analyzing the questionnaire that questions on parental influence were not included. Therefore, the results of this study must be interpreted with caution.

The results of this study indicate that students received inadequate exposure to career guidance at school. This is linked to the fact that most of the guidance teachers themselves did not have adequate training in guidance and career guidance. The guidance periods were also used for examination subjects and also used by students as self-study or free periods. It is also indicated that most students changed their secondary school choice because the career assistance received at school was not adequate. Visits to tertiary institutions by pupils were found helpful as it helps one in career decision-making.

The results of this study indicate that guidance and career guidance should be enforced at school as this will help students to make responsible career choices. If career guidance is made compulsory at school, students will realize that uninformed career decisions made can be costly in time and in money. The results of this study also suggest that friends and guidance teachers are considered to be the most important helping agents in relation to career choice. The parents are

found to have had little influence on their childrens' career choices in this study. It is also indicated in the results of this study that environmental influences affected the respondents' career knowledge.

Since some limitations of this study were found, these results must be interpreted with caution and one should be cautious in applying them to a wider population.

CHAPTER 1

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

The study aims at focusing on tertiary students' perceptions of career guidance which they received at secondary school level. This research will try to determine the extent to which the role of the guidance teacher is known and also to determine whether this auxiliary service is considered helpful by students.

The world of work and life will demand skills that could be learnt during career guidance at school. Furthermore, if career guidance is neglected, uninformed decisions made can be costly both in time and money to the young person. This may occur due to the pupil not being introduced to aspects such as realistic self-knowledge, self discovery, choice of correct subjects, problem-solving principles and career decision-making.

It would seem, from literature and personal experience, as if career guidance is undervalued by teachers and administrators in secondary schools. People tend to focus more on the academic and intellectual aspect of education and neglect the interpersonal, emotional and social aspects of development.

One of the possible reasons for neglect of career guidance in school is the difficulty in measuring its value. Brownell (1988), when writing about measuring the effectiveness of guidance teachers, maintains that it is quantifiable results which can be produced as "evidence" of what has been taught by the guidance teacher. How do guidance teachers measure what they have achieved? How do they measure effects of their intervention when these effects might only become apparent at a much later date? This is their dilemma - a reality that often leads

to a questioning of the value of guidance by both guidance teachers and their colleagues in school.

Education reform is a key aspect of the Reconstruction and Development Programme (RDP). An important part of this is the re-design of the secondary school curriculum. For young people to be rapidly incorporated into tertiary education and the economy, this researcher believes that career guidance is a necessary part of the secondary school curriculum. This study therefore aims to collect information that will be helpful in future in the drawing up of the secondary school career guidance syllabus. This information may also empower the guidance teachers in terms of programme design.

1.2 DEFINITIONS

1.2.1 Definition of concepts

Gybers and Moore (1981) maintain that guidance is an integral and central but specifically identifiable and accountable part of the total continuing education process. It is a comprehensive and developmental educational programme responsible for assisting all individuals in developing positive self-concepts, effective human relationships, decision-making competencies, and understanding of current and potential life roles, settings and events. It is also responsible for developing placement competencies to aid students in the transition from one setting to another. It is also responsible for assisting individuals to understand the meaning of their studies and occupational preparation and relate these to their present and future lives (p.63).

According to Mahler (1969) group guidance is a means of delivering information on matters related to education, career, social and personal development. Group guidance tends to be done with class groups and is planned by the teacher with the pupils' needs for guidance in mind.

English and English (1958) maintain that a vocation is a task in life in which one was called either by Providence or by Nature. The word "vocation" therefore, implies a calling to a particular occupation and this is a static state once a particular choice has been made. Mahler (1969) argues that vocation means activities which provide a sense of self-fulfilment, self-worth or contribution. This shows that work can have a vocational quality, but that a job and vocation are not necessarily synonymous.

A career according to Pyle (1986) can be defined as a sequence of major positions occupied by a person throughout his or her pre-occupational and post-occupational life. It includes all work-related positions such as those of student, employee (or employer or self-employed worker), and pensioner, together with complementary avocational, familial and civic positions (p.1). Careers exist only as persons pursue them, they are person-centred (Super, 1976, p.20). A position becomes part of a career if it is a work position, if it prepares the person for a work position or enhances the person's work or if it is a direct consequence of working (Healy, 1982).

In this thesis, the word "career" is preferred to "vocation" since it implies an ongoing developmental process rather than a single course of action.

Career guidance according to Avent (1988) is one aspect of the total guidance programme and consists of cognitive learning, skills acquisition and the gradual development of attitudes and understanding related to the ideas about the working world. It is designed to help individual pupils and sometimes adults to decide upon a selection of possible future occupations and also to help them to appreciate the aspirations of others.

Avent (1988) goes further to say that career education is undertaken by teachers as an integral part of the curriculum. It should start as early as the first years of

secondary education i.e. Std 6 level. Representatives of the working world may be included in the programme which will frequently involve extra-mural activities. The influence of parents has to be acknowledged by regular consultation and by occasional incorporation into the programme.

Careers guidance differs from career education in that the former involves the dissemination of information and the giving of advice and direction. Career education, on the other hand, has a far wider scope than career guidance as it includes an integral programme of personal development. This, Healy (1982) referred to as a "life skills" approach to education whereby people are helped to make their own decisions through experiential means, rather than "mechanical" testing.

Tolbert (1974) listed the following elements of group career guidance :

- (a) career planning and decision-making requiring input about occupations,
- (b) accurate data about self (abilities, interests, values) are needed, and
- (c) opportunities to explore personal meaning, identify and examine subjective aspects of the self, get feed back from others and try on roles.

For purposes of this study, the writer will use the terms career guidance and guidance teacher as these are the terms used in Black schools. The objectives of career guidance are concerned with the development of knowledge, skills and attitudes pertaining to making career decisions.

Guidance teachers also work as examination subject teachers in Black schools and this poses problems for the guidance teachers who have to switch roles from sympathetic persons during the guidance period to classroom disciplinarians. Thus, the role of the guidance teacher is defeated as he/she is supposed to maintain

a caring, mutual trust, understanding, accepting and supportive relationship with the pupils (Gazda, Duncan, and Meadows, 1967).

1.2.2 Objectives of career guidance in secondary schools

Avent (1988) argues that several definitions have been published in recent years, but there is fairly general agreement that the aims and objectives of careers work in secondary schools can be grouped under four headings. These are :

- (a) to develop educational awareness through knowledge of the courses available in schools and colleges and an understanding of the relationship between the career choices a student may make and educational requirements for entry to them,**
- (b) to provide information on the whole spectrum of possible occupations with an understanding of the difference between existence of a career, and the limited opportunities for pursuing it, at the same time students should learn to appreciate the lifestyle associated with different types of work and non-work,**
- (c) to develop self-awareness through understanding of individual abilities and competencies (ones' own as well as others) as well as interests which may be relevant, and the ideals and values which may motivate people to a particular course of action. Students should also acquire an appreciation of those qualities of personality and character which may lead to success in achieving one's educational and career aspirations,**
- (d) to provide practice in decision-making and develop the necessary skills for coping with the transition from school to work, no-work, continued education and the services available to help them; understanding the social and economic background to work and life skills for immediate use or to**

cope with later job changes and re-entry to the work force after a gap
(p.27).

Through the writers experience in Black schools, these aims and objectives are not easily accomplished for a number of reasons. One of the reasons is that many of the Black schools do not have Guidance as a subject. Even in those schools that have Guidance, in most of the cases, it is not taught thoroughly. Guidance periods are mostly used for examination subjects since most of the guidance teachers feel incompetent to teach a subject they did not receive any training for. Some of the reasons will be enumerated in the following chapter.

1.3 WHEN IS GUIDANCE NECESSARY?

Avent (1988) argues that some adolescents mature earlier than others and any policy established by the school must take this into account. The guidance timetable should be drawn up such that the essential topics are covered within a course of careers guidance or personal and social development.

Schools have usually set up a system of educational guidance when pupils make decisions on the subjects they are going to take at Std 8 level, and it is disturbing to hear some adults claim that they were not helped at school. Thus, they took unpalatable subjects or found themselves on the wrong course or in an unsuitable job. Perhaps teachers do not sufficiently appreciate the dilemma facing Std 6 and Std 7 pupils obliged by the system to make choices which will inevitably have consequences on their future lives and opportunities. Therefore, educational guidance should start at the induction stage when pupils arrive at the secondary school from primary school.

Young people may have career ambitions from age ten or younger, and although these may change as reality replaces fantasy in their aspirations, some of them remain remarkably consistent. The obviously important stage at which guidance

is required is when they are confronted with the necessity to choose subjects for Std 8. Those educational decisions should be in the light of their possible career consequences. Too often youngsters choose subjects because they like the teacher or want to be with a friend or wrongly believe that the subject will be useful to them later on.

→ The most vital stage for career guidance however, is when pupils are in Std 10 and face decisions about moving into further education or trying for a job or training. When one looks at the subject choices made by pupils in previous years, it shows that these were made purposely to close the occupational doors for pupils. The unavailability of important educational streams e.g. commerce, science, in Black schools has been a disadvantage to them and their future careers. In a Black school, to introduce a new academic stream, a certain enrolment had to be met whilst it was not so in other advantaged education departments. Other education departments could have as many streams as they wished, not controlled by the number of pupils enrolled in a school. This has caused Black pupils to take whatever is available at the school and the student's interests, abilities, personality and values were not considered.

1.4 WHY CAREER GUIDANCE?

Careers guidance is a vital part of the education of all students. The choice of a career is the most important choice any young person has to make apart from the choice of a spouse. Students are thinking about work and non-work and so need informed, structured provision of opportunities to consider their own future plans. It would seem that many young people are more conscious of the world of work, now that so many of them have parents who are unemployed and friends or older siblings who have not been able to get a job on leaving school. Moreover, they glimpse the working world through television programmes whereas previous generations depended upon their limited contacts through their parents and neighbours.

Unemployment among young people is very high. According to the Department of Labour, unemployment statistics in April 1995 read as follows, 67 481, only in the KwaZulu Natal Region (Appendix D). It has to be noted that the above figure demonstrated only the registered unemployed persons of working age, who are unemployed at a specific time and who voluntarily registered with the Department of Labour (Monthly bulletin of registered unemployed statistics, April, 1995, p.2). An article from the Star newspaper dated 30 December 1995 still proves the dilemma that young people are facing since they have completed matric in 1995. It reads as follows :

JOBS SCARCE FOR NEW MATRICS

At its current growth rate the South African economy is unable to accommodate the thousands of successful matriculants entering the job market, the business sector said. Black Management Forum spokesman said the "future looked bleak" for those seeking employment, as the economy could not afford to absorb all of them. He lamented the fact that the future also looked unfavourable even for those who have obtained exemptions, as most will not be able to muster financial assistance from the banks because of the kind of career paths they would like to follow. "Most of them appear not to have received correct career guidance as they still dream of pursuing social sciences and not natural science studies at the tertiary institutions" (p.1).

While a whole school policy for career guidance must involve most teachers and all pupils, it must take account of the problems of certain groups of young people. Those are the disadvantaged economically: pupils from homes where customs, languages and attitudes may be different from school; pupils who refuse to take careers classes seriously or to achieve at the level of their academic potential; those youngsters who live in rural areas; and able youngsters whose backgrounds

may give little support to the idea of prolonged education. Special efforts may be needed to give these young people the necessary stepping stones to occupational entry and success.

These students often have usual challenges and problems of career decision-making, as well as having to contend with :

- (a) limited exposure to the world of work due to the restricted range of occupations carried out in the rural areas and the limited availability of various forms of media such as television, radio, newspapers and magazines,
- (b) infrequent access to career guidance services,
- (c) virtually no knowledge or experience of large, tertiary institutions,
- (d) narrow range of social contacts (Pryor, 1987, p.313).

A life skills approach to careers guidance is as follows :

"If there are no jobs for most students, careers guidance at school should at least have given them self-confidence and be linked with other subjects to promote the acquisition of life skills and competencies".

During a lifeskills programme, students design their curriculum vitae, some profiles of achievements, gain information on resources in the community to help in getting training and work, and practice with model letters and application forms, all of which may come in use at a later stage.

When schools adopt a policy for careers and make provision for it, guidance teachers can feel they have exercised their proper responsibility in helping young

people to face the future. Guidance teachers, especially, need the school principal's support to provide a programme of work to match the developing needs of their pupils as they approach the successive decisions they have to make on future education and employment. That presupposes an integrated system of career guidance in every secondary school and recognition that all pupils need guidance as they develop their interests and abilities and prepare for the transition from school life to adult life. (Avent, 1988, pp.24-25).

1.5 WHY GROUP CAREER GUIDANCE?

Watts et al. (1981) maintain that the peer group serves as an important source of help or information concerning occupational choice. There are many advantages of working with groups. These relate to :

- (a) the enhancement of career guidance outcomes,
- (b) time, efficiency and cost effectiveness,
- (c) feedback enhancement,
- (d) personalizing information, and
- (e) enjoyment and variety.

The guidance teacher helps an individual with career decision, in the development of decisional skills, and in general adjustment. Montross and Shrinkman (1981) maintain that a group setting is particularly conducive for assisting in general adjustment. The fact that one's peers are a major part of the process can assist the individual with adjustment concerns. By hearing others' concerns and problems, the tendency to see oneself as the only person with a career problem diminishes. Everyone has a need to feel their problems are not unique and that they share with others the frustrations and anxieties inherent to their humanness. The simple process of empathizing and sharing with one another is known to be very beneficial to life functioning as well as career functioning. Because of the participation of peers, such an outcome appears to be more likely in group format

than in an individual setting.

Due to the large numbers of pupils in classes in Black Schools, the best solution to this situation would be group career guidance in groups smaller than class groups.

The researcher in this study was prompted to do research in the area of career guidance because she had hands-on-experience as a teacher in the DET schools for six years and she was particularly working as a guidance and maths teacher. A goal of this study is to obtain an evaluation of this educational auxiliary service by its consumers i.e. tertiary students who went through this system of education.

1.6 STRUCTURE OF THE CHAPTERS

A brief outline of the chapters will be enumerated. Chapter One contextualizes the area that the researcher is going to investigate and outlines the statement of the problem, as well as the definition of concepts and aims and objectives of career guidance. Chapter Two consists of the literature review with reference to career development and careers guidance. This section also gives an overview of guidance in Black schools. Chapter Three presents the research design and methodological procedures used. The results and statistical analysis will be presented in Chapter Four. Chapter Five deals with the discussion of the results of this study and their relationships with other research. The limitations and recommendations of this study will be discussed in this chapter. Chapter Six constitutes the conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 CAREER DEVELOPMENT AND CAREER GUIDANCE

The term career development was introduced to careers guidance by Super (1957) who applied to careers the insights of developmental psychology. Before that, vocational guidance both in the USA and in Britain had been based almost entirely on the methods of differential psychology, employing batteries of tests, and concentrating on matching talents and tasks, people and jobs. In Britain, differentialist methods of this kind were particularly developed by the now-defunct National Institute of Industrial Psychology, which was responsible for the classic experiments of the 1920s and 1930s demonstrating the value of the psychometric tests as aid to guidance (Burt et al, 1926 and Earle, 1931). Out of this work emerged the seven point plan (Rodger, 1952) which in the 1950s and early 1960s held sway as the main framework for the practice of vocational guidance in Britain. Its aim was to provide a simple but scientifically defensible assessment system for matching individuals to available opportunities.

It was not until the late 1960s that the developmental concepts introduced in the USA by Super began to cross the Atlantic. The vocational guidance research unit at University of Leeds, retitled the Counselling and Career Development Unit, disseminated these concepts and translated them into British terms. Watts et al (1981) argues that various features of the traditional talent-matching models came under attack. It was argued :

- (a) that emphasis should shift from discrete decisions made at particular points in time to the underlying and continuous process of career development through which individuals decided who they were and the kinds of lives

they wished to and might lead,

- (b) that the matching process should be concerned not just with individual's abilities and aptitudes, but also with their needs, values and interests, in other words, that it should cover not only what they could offer to their work, but also what their work could offer to them in terms of their total personality and life-style,
- (c) that guidance should be concerned not only with matching of existing attributes, but also with self-development and growth,
- (d) that guidance should be concerned not only with choice of occupational roles, but also with the interaction between such choices and the individual's evolving constellation of leisure, family and community roles, and
- (e) that the aim of guidance should not be to deploy expertise to make decisions for people, but rather to use it to help people make decisions for themselves.

These arguments had a considerable impact on the practise of career guidance in Britain. Previously, the primary tasks of guidance specialists had been seen as diagnosing the individual's attributes and prescribing appropriate occupations. Now their tasks were to facilitate the individual's decision-making processes and competencies. This took more of an educational slant and began to take root in the curriculum of schools under the label of careers education (Law, and Watts, 1977). It also began to influence careers guidance and services for adults.

Ginzberg et al (1951), as developmental theorists, argued that as children, adolescents and adults cope with tasks, self-insight, and information about the career alternatives available to them in these different life periods, there is a

constant compromising between wishes and possibilities. This synthesizing and compromising process in turn defines, filters, narrows and makes more specific and realistic the range of choices that a particular individual is likely to consider. In a restatement of his theory in 1972, Ginzberg replaced the earlier notion of compromise as a major aspect of choice with the concept of optimization. Optimization suggests more individual power to try constantly to improve the occupational fit between people's changing selves and circumstances.

In the 1970's, developmental conceptions of careers guidance in turn came under attack from, who argued that they were naïve and unrealistic, based on concepts of choice which were irrelevant to most people. Roberts argued that occupational destinations were determined not by individual choices but by opportunity structure. He maintained that people did not choose occupations in any meaningful sense but they took what was available. Thus careers guidance should concentrate not on raising unrealistic expectations, but on helping people to adjust successfully within the opportunity structures open to them.

2.2 THEORETICAL BASIS FOR CAREER GUIDANCE

There are a variety of theoretical approaches to the sphere of careers. Theorists have taken personality, developmental, trait-factor and sociological theory as the basis of their work. This researcher has grounded her research work with the sociological approach.

This researcher chose the sociological approaches because the socio-political environment of schools are influential in terms of provision of career guidance and the socio-economic factors have a major impact on information-seeking, initial decision-making and further career development.

2.2.1 Sociological approaches

The sociological approaches are also known as situational approaches.

Miller and Form, Hollingshead and Blau are well known for their situational theories (Tolbert, 1980). The basic assumption of these theories rests on an external locus of control with regard to career and educational choices in that environmental influences are generally viewed as being beyond an individual's control. This approach emphasises the fact that individuals do not live in a vacuum. Career development and life-styles are functions of the transactions that choosers have with their personal environments, including family, community, social class and nation (Lewis et al, 1986). The other factors that exert a major influence on the choices people make include, inter alia, race, sex, cultural expectations, family beliefs and attitude systems.

Sociological approaches to career development maintain that one's environment both provides the kinds of choices from which any individual can choose and also shapes the likelihood of making certain choices and not others. Their point of view of career development suggest that the narrowness or breadth of the individual's cultural or social class boundaries has much to do with the choices a person is likely to consider, make or implement. In this sense, the social structures of a family, a school, a community, a work setting and a nation can be seen as both generators and filters of information ultimately communicated to an individual (Borow, 1966). Thus, the information and the encouragement that the working class receive as compared with that available to persons in middle and upper socio-economic classes is likely to differ in kind and in degree. The sources of information, the role models of successful accomplishments in different educational or work choices, and subtle forms of reinforcement to value some alternatives rather than others vary throughout the socio-economic continuum. Similar differences in information and encouragement vary across racial groups, ethnic and religious groups, between males and females.

Considering the question whether people choose or are chosen to their occupational and life-style roles, Herr (1978) taking the sociological perspective, maintains that these conditions are a function of their socio-economic status, class boundaries against certain opportunities, and levels of aspiration. Some people choose their occupational and life-style roles, and others do not. Research studies are reinforcing the view that the kind and quality of exploratory experiences, understanding of work opportunities, decision-making and related elements of career behaviour are experienced differently by groups that differ on socio-economic, gender and racial terms. Environmental influences, parental influences and social class influences will be discussed further in 2.3.

Sociological perspectives provide insight into family and historical influences upon risk-taking behaviour and the choice outcomes that different people value. If one's family values have constantly reinforced a set of behavioral standards to be achieved in order to avoid being considered unworthy of the family's support, it is understandable that one's motivation will differ from another whose environment has reinforced other behavioral standards. If one's gender or one's race have been obstacles to access to certain opportunities, it takes an extraordinary amount of desire, persistence, and ability to gain access to such opportunities.

Sociological approaches to life-style and career development accentuate that one simply cannot choose what one does not know about, does not know how to prepare for, or does not know how to obtain access to (Herr and Cramer, 1979). Such differences in information and encouragement affect choice making, work adjustment and life-style patterns. The type of encouragement, reinforcement and information received by people is largely dependent on their position in society as viewed by "significant others" in the family, community, the educational system and ultimately in the employment environment (Herr, 1978). For example students' decisions are influenced by the educational structure and system (Osipow, 1983). Thus, an educational intervention can positively or negatively

affect career development.

It is important to consider the characteristics of the social grouping, the geographical setting, and the historical period in which the individual has been born and reared. It is the social context that influences one's self-image. In the words of decision theory, the social context influences one's feelings of self-efficacy with regard to various types of performance, the ranking of the personal traits one is likely to use in work, the educational and occupational alternatives about which one is likely to know or which one is likely to consider appropriate, and the financial and psychological resources one is likely to have available.

Miller (1983) developed the concept of chance as "happenstance", referring to the role played by unplanned events such as unpredictable and unstable external factors that could alter the individual's behaviour and exert an interactive influence on career decisions and choices, and impinge on the individual's career plans. This is reflected in "being in the right place at the right time" (Osipow, 1983).

Sociological perspectives address the probability that while career and life-style preferences of people across social and economic class lines may be similar, their expectations of being able to achieve such preferences are likely to differ. The person raised in an environment that does not support planfulness and a commitment to long-range goals, that does not value deferred gratification as a price one pays to achieve better skills or to save for a better future, or that does not provide knowledge of how to cope effectively with the environment, is going to experience different aspirations and career development of a different character from an individual who experiences none of these environmental characteristics.

Hargreaves (1985) criticised this approach as being deterministic and pointed out that one of the characteristics of the new view of socialization was the reciprocal, interactive nature of the person-environment. He maintained that the environment

was no longer seen as shaping a passive child. Brown et al (1984) pointed out that this theoretical perspective failed to explain the psychological aspects present in the career development process. These researchers believed that future theories must integrate psychological variables into sociological thinking in order to account for the diverse phenomena related to career development, and that such an integrative synthesis must take the form of testable propositions.

The influence of many factors on career decision-making is acknowledged. One of the major influencing environmental factors in adolescence is the school. The research to be described in this dissertation evaluates the influence of school career guidance. In Chapter 5, the research done will be linked to the theory described above.

2.3 OUTSIDE INFLUENCE ON CAREER CHOICE

A person's environment, family, social class, natural endowment, the state of the economy, national policy and even chance may have an influence on ones career. Each of these factors is beyond the individual's control.

Herr (1978), Gribbons and Lohnes (1968), Herr and Cramer (1979) have shown that career development is not a smooth, linear progression to upward mobility. Rather, there are different patterns of continuity and discontinuity, of delay, and of impairment associated with economic advantage, various environmental influencesgender, and differences in educational and intellectual level.

2.3.1 The environmental influences on career development

One's environment means that people around one as well as the area in which one lives have a very considerable influence on ones career choice. Lindhard (1980) points out that ones environment can offer one particular opportunities. It can also provide special limitations to ones choice and even at times produce pressures

to make a person choose some careers rather than others. One's career choice is likely to be influenced by economic considerations, legal requirements, social customs and academic barriers. Probably the greatest outside influence on a persons' career choice will come from one's immediate environment and one's family. During the apartheid regime in South Africa, if one was of African descent, he/she would not be able to attend schools or tertiary institutions of his/her choice. People were only allowed to go to those which were open to their race. So, legal restrictions may impose limitations on one's career choice.

2.3.2 Parental influences on career development

The family is a major socializing factor in career development of children. The parents have a strong influence on their children's choice of occupations. Parental attitudes may be communicated directly to their children. Children acquire parental attitudes which affect the way in which they use their experiences of schooling. Fogelman (1979) has shown that parental level of education is clearly linked to the level of occupational aspiration among young people. So, better educated parents are likely to produce higher educational aspirations in their children. As parents are often responsible for paying their children's tuition fees, they feel they have a right to some say in the career choice of their children.

2.3.3 Social class as an influence on career development

Hollingshead (1949) says that young people's ideas of desirable jobs were a reflection of their experience in the class culture from which they come. Fogelman (1979) in his study shows that children from higher socio-economic backgrounds tend to aspire to jobs at higher level in the socio-economic hierarchy whilst those from lower backgrounds tend to aspire to lower levels of employment. The survey done by Liversidge (1962) made a distinction between aspiration and expectation. There were statistically significant associations between fathers' social class and career options. But the relationship between choice and social class was found to

be much stronger among students when choice was thought of in terms of realistic expectation than when it was thought of in terms of aspirations. The effects of social class patterns of socialisation appear to be much more influential upon what the students expect to get than upon what they would like to get.

It has often been observed that the occupations of parents, which are generally a good indicator of the social status and of access to the opportunity structure, are indicative of the level, and often of the type, of occupation which the child will enter at the end of schooling. In Britain, parental social class has been found to be the most important single determinant of children's education and occupation (Watts et al, 1981).

American work has stressed the fact that, despite the high correlations between parental occupations and general social status, other indicators of social status are also important in shaping careers. These include the family life-style, the neighbourhood of residence, the school attended, the persons associated with, and the other affiliations that develop from these interlocking but not firmly interlocked elements of a social network.

The research to be described in this dissertation does not explicitly test the relevance of sociological theories to the career decision-making process of the subjects. The researcher intends to ask some questions informed by the theory, however she is aware that a great deal more work will need to be done in the field of linking theory to practice in the different context of South Africa.

2.4 SELF AND OCCUPATIONAL AWARENESS AS INFLUENCES ON CAREER DEVELOPMENT OF YOUNG PEOPLE

Lindhard (1980) argues that developments in career guidance techniques emphasize the importance of helping young people to build realistic pictures of themselves and of occupations with the aim of improving their decision-making.

The making of wise decisions is usually conceived of as a process culminating in the achievement of a good match between, on the one hand, the needs, values, interests, and capacities of the individual and on the other, the demands and rewards of the occupation.

Self and occupational knowledge play an important role because individuals with accurate and extensive self knowledge are seen as being more likely to make adequate choices than others. Those with more information about occupational environments are more likely to make adequate choices than those with less adequate choices. A selective perception of environments occurs, in that more is learned about some occupations than others, particularly those which are dominant in person's preference hierarchy.

Career guidance should be concerned with helping the young person to become aware of his own abilities, interests and needs and of educational and occupational opportunities. Furthermore, it should facilitate the use of this knowledge in order to make decisions wisely and to achieve a smooth transition from school to work. Commonsense and logic would suggest that the above are the right and proper tasks of guidance teachers.

Students should be helped to share this assumption. They must be assisted to see what they learn in guidance and careers lessons as being of relevance to their anticipated experiences in the world of further education and work. Students should be helped to realise that learning about work is not a waste of time. Guidance teachers should ask themselves the following questions:

- (a) Are young people better able to make the career decisions required of them if they are aware of their personal attributes and if they have accurate information about the world of work? and
- (b) Do choices made on the basis of sound knowledge result in a more

satisfactory adjustment to work than ill-informed choices?

Therefore, youngsters should be exposed to personal qualities which help prepare them for career decision-making for the making of wise decisions and effective transitions from school to work.

2.5 GUIDANCE SERVICES IN BLACK SCHOOLS IN SOUTH AFRICA

Brownell, de Jager, Madlala (1987) maintain that educational psychology, practised by educational psychologists, as a supportive service in the provision of education into the growing child, is largely unknown among Blacks in South Africa.

A survey of literature (Africa, 1977; Bason, 1977 and Gumede, 1981) reveals that the history of psychological services in African Schools dates back to 1960. Since its inception the Department of Psychological Services of African Schools has preoccupied itself with testing pupils. Group assessments of intellectual and scholastic abilities, aptitudes, interests, and personality was the function of educational psychologists. The responsibility for intervention resulting from the assessment has been that of the teacher (Madlala, 1991). Intellectual testing has been the predominant aim and function of this department. The legacy of this approach is emphasis placed on psychometric testing rather than on psychological assessment and intervention.

The current system of psychological services does not provide for the assessment of social, educational, emotional and behavioral aspects of the child. Learning and behavioral problems are not amenable to testing. The preoccupation with testing has led to :

- (a) stagnation in assessment and therapeutic interventions,

- (b) rejection of or disregard of individual differences,
- (c) the assumption that group testing is a valid and reliable yardstick or form of assessment,
- (d) focusing on IQ scores, consequently, the student's problems recede into the background,
- (e) learning and behavioral problems of pupils are not attended to,
- (f) remedial programmes for African pupils not being available,
- (g) African schools operate as precipitating and maintaining factors for learning and behavioral problems which become imminent as the child progresses to higher standards (Sibaya, 1989, pp.3-4).

Initially, educational psychological personnel were called "test officers" from 1960 to 1968, then later called "school counsellors" (Bantu Education Journal, 1956-1962). This was followed by the more prestigious title Inspectors of Schools (Psychological Services) up to 1985. They are currently called Principal Education Advisors. In the study done by Brownell et al. (1987), pupil-principal education advisor ratio was approximately 1:26 000 in the DET schools and was slightly higher in the DEC schools.

The educational auxiliary services (EAS) role for Blacks in the Kwazulu Natal Region focused on helping teachers understand and help the pupils they were teaching. The primary objective was to provide support to the pupils in order that they could help themselves. The service was primarily developed to provide teachers with reliable and objective information which would assist them to counsel pupils more effectively, improve examination results, raising the standards achieved in certain subjects, and predict success at school and in broad educational

fields (Brownell et al, 1987).

In 1981 Guidance as a subject was suddenly introduced into all Black schools, and one Black teacher from each school was chosen by the Education Department responsible for Black education to undergo crash courses in Guidance. In the 1980s there has been a shift in role from testing groups of pupils to a more direct involvement in consultation with, and brief in-service-training of teachers and heads of departments (EAS). These HOD (EAS) also received one weeks training to become A-Test Users. After training as A-Test-Users, they could then relieve the load of Principal Education Advisors by doing intellectual assessments at their own schools. There was also an acceleration of the process of establishing an increasingly meaningful indirect delivery service for pupils.

A limited survey of Black school psychologists and teachers conducted by Brownell, de Jager, and Madlala (1987) indicated that indirect service delivery through consultation was seen by the psychologists themselves as a potential means of meeting the overwhelming needs confronting them. Of particular relevance in this context is a system initiated by the DET of teacher assistance teams known as Panel for Identification Diagnosis and Assistance (PIDA). The idea behind these teams according to Donald and Hlongwane (1989) was to promote psychological problem solving by teaching staff within the schools. This system requires that the teachers, as the name of the service PIDA, should identify (I), diagnose (D) and assist (A) with special needs and problems.

Unfortunately, the PIDA system has been launched in a top down fashion without attention to either the needs and competence of teachers to fulfil the role expected of them. There are very few teachers with adequate qualifications, experience and skills to deal with these educational psychological problems at schools. Donald, and Hlongwane (1989) point out that teachers are daily confronted with severe learning, behavioral, emotional and social problems in their classrooms for which they have neither the training nor the resources to turn to for either referral or

help in developing appropriate programmes (p.120).

2.6 THE SITUATION IN SCHOOLS

2.6.1 The School Administrators' Attitude

How can the guidance teacher orient teachers to the guidance point of view? An administrative outlook and policy favourable to guidance is essential in extending the understanding of teachers. If the school administrator is unfavourable, his/her attitude will quickly be caught and teachers will tend to shy away from guidance assignments. Participation of teachers in planning and evaluation of guidance and career activities is highly desirable since participation may often bring interest and then commitment.

Where administrative antagonism is based upon fundamental misunderstanding of guidance and disbelief in the process coupled with strong adherence to doctrines of academic achievement without interest in personal differences, little can be done. Until the guidance process is backed by strong state and local policies, reinforced by expressed favourable opinion among influential groups of citizens, no professional arguments are likely to mean much. Lukewarm school administrators who are not actively opposed to guidance may be won over by solid evidence of professional accomplishments through good planning, orientation, and procedure, especially if parental approval is forthcoming from the community in sufficient volume, and if the school administrator and teachers support is also won (Mathewson, 1962, p.219).

2.6.2 Teachers' Attitudes

Avent (1988) maintains that few senior teachers have experienced a good course of career guidance at school during their school days, if they did experience any. Thus many teachers fail to appreciate why other young people ought to have an

element in their education to which they themselves were not exposed. Their own decision to continue in higher education was probably confirmed by a brief interview with careers officers or student counselling centres on application to university, college or technikon, if they did have any.

Most professionals assert that career guidance should be a legitimate part of the main school curriculum and can justify its place as a subject with the same elements of a body of knowledge to be acquired, skills to be practiced and scope for discussion of values and ideals as many academic subjects.

Some of the teachers allotted to teach guidance might be among the group which maintain that guidance teaching and guidance periods are a waste of time. Consequently, what happens is that these periods are used by the same teacher as his/her free periods, for marking exercise books, or these could be traded to other teachers or used by them for teaching examination subjects. They are also used as study or homework periods by pupils.

In some schools the guidance and careers teacher is barely visible as such because he or she has no time-tabled guidance and careers periods. The subject is not taught formally at all and the teacher is little more than custodian of the books and pamphlets on occupations which arrive from time to time. Some colleagues believe that the guidance teacher has a soft option, sitting in a little room or office talking to individual pupils and parents, or even more enviably, getting out of school to visit tertiary institutions and employers while they cope with big classes of reluctant learners.

Other teachers who have mainly taught the academically successful, assume that school leavers need little help because their careers will be dictated by the courses they will take at tertiary institutions where a careers advisory service will "cope" with any problems they may have later on. There is plenty of evidence from studies with secondary school pupils that the less academic pupils get the least

career guidance and assistance. Naicker (1988) maintains that a whole-school policy must embrace pupils of all levels of academic ability and that teachers be convinced of this, however, distasteful or disruptive it may appear to them.

One may sympathise with the hard pressed teacher who wants the maximum time on the time-table for his or her subject in order to get the examination passes necessary for the pupils. But there is another attitude that is sometimes expressed in staffrooms where some teachers genuinely believe that the environment of some occupations is such that they would not encourage any of their pupils to go to such places. These teachers may hold such views : "We don't want career guidance in this school if it is going to turn our boys and girls into factory fodder for a capitalist society". Many teachers might not want to work on building site, in a food factory, sewing garments or making automobile parts, but these jobs are necessities for survival. The logical argument is, therefore, that all people are unique with different abilities, interests, personalities and values. Therefore, guidance teachers need to teach people to be realistic and also consider their uniqueness in career choice. The guidance teacher cannot stop school leavers if they prefer to work in industry, and our country needs people who can work in a variety of settings, particularly in technology.

2.6.3 Pupils' Attitudes

There is no doubt that career interventions do have some effect on career awareness and career development. Law (1981) pointed out that schools are one aspect of the local community within which young people experience many of the interactions which influence their sense of self and their career development. Given the information-based nature of effective career development, it is important for career professionals and academics to understand the ways in which young people make use of different sources of careers help.

Research has tended to focus on the extent to which various potential sources of

careers help are perceived as useful. Kirton (1976) maintains that youngsters value their family most highly and attach relatively little value to guidance and careers teachers. Cherry and Gear (1987) conclude that parents and career officers are the most useful sources of help for secondary school pupils of average ability in their final three years at school. Kidd (1984) has shown that significant others play a variety of different roles in the career decision-making process. These are acting as sources of information about self, work or educational opportunities, as communicators of the suitability of occupations, as models, as agents in the acquisition of work experience and as facilitators in career decision-making.

According to Naicker (1988) school leavers spoke about career guidance in relation to their search for work. They felt that these lessons were not of much use although some felt that the hints given on how to approach one's future employer were useful. Career guidance lessons were said to be geared mostly to the needs of brighter students. Students felt there was not much for the average and below average people. Some school leavers commented particularly on the emphasis placed on criteria such as dress, speech, manners and personality which seemed to be irrelevant to their search for work.

➤ The career and guidance lessons were said to be boring and irrelevant to the types of jobs school leavers were going to pursue. Discussions in these lessons were said to be outside the students' range of experiences. They felt career guidance at secondary school seems to cater more for science and commerce students than any other fields of study (Naicker, 1988). This can also be supported by this researcher's experience as a guidance teacher. Employers who visited schools and who were prepared to sponsor bursaries, were only interested in science and commercial students. Even in tertiary institutions, financial assistance is mostly available for science and commerce students.

The students found guidance teachers not easy to relate to since they identified

them as the school's administrative staff who were interested to maintain the status quo. Consequently, they are found to be disciplinarians. However, career guidance was found to be useful as long as it is informative and relevant to pupils' needs. Some students felt that these lessons should also focus on how to cope with feelings of frustration and isolation during periods of unemployment, which they found prevalent amongst school leavers.

2.6.4 The link between the guidance teacher and the class teacher

"Counselling is a necessity, but counsellors are not". Hamblin (1974) maintains that the above statement was made by experienced teachers. This indicates that as yet there is insufficient knowledge of the specialized role, functions and techniques of the trained school counsellor and guidance teacher. Both guidance and teaching are deeply concerned with interpersonal relationships. Teachers usually feel they have a mandate to care for their pupils and to be concerned with wider issues than those of subject teaching and formal instruction.

It cannot be too strongly stated that the introduction of the guidance teacher does not leave the class teacher without a caring responsibility. Unless this is understood, unnecessary conflict will develop between the guidance teacher and some of his/her colleagues. The really positive fact is that the effective guidance teacher does not, indeed cannot, work in isolation. He/she depends on the help given by fellow teachers. This could be coupled with the need for the guidance teachers to be fully integrated into the daily life of the school and to be a full member of the school staff. Rather than eroding or competing with the pastoral care responsibilities of the teachers, the guidance teacher offers support. Tolerance and the avoidance of quick judgements about the other is demanded from both teacher and guidance teacher but perhaps the most constructive thing that can happen is for the class teacher to begin to appreciate his own importance as a participant in the counselling and guidance process of the pupils.

2.7 EXPERIENCE OF CAREER GUIDANCE IN BLACK SCHOOLS

There are some important factors that need to be taken into consideration in connection with most guidance teachers in Black secondary schools from the writers' point of view. There are two important factors to consider, these are training and interest.

It must be noted that most guidance teachers do not have adequate training in guidance and career guidance. Avent (1988) says teachers should be encouraged to attend part-time courses on career guidance which may be offered by neighbouring universities and colleges (p.112).

At universities and DET Colleges only a few sessions of guidance and career guidance is experienced by student teachers in one semester during their methods or professional training year. The Colleges of Education controlled by the DEC do not offer this course at all. When teachers complete their training, they are expected to offer and deliver this guidance service to pupils. Consequently, the guidance teachers find themselves lacking in competence, thus losing interest in the subject.

As a teacher in DET schools, the writer noticed that, since guidance is an auxiliary subject and non-examination subject, school administrators do not take the subject seriously. Guidance tends to be time-tabled in the schools' roster as an education department rule. School administrators tended to give it as a teaching subject to those teachers who were short of teaching periods, to satisfy the number of periods each teacher must fulfil per week. Some of these teachers might not have had training in guidance and career guidance. They might also have no interest in the subject as such.

It is interesting to note that whilst NED, HOR and HOD schools speak of teacher-

counsellors, who are mainly employed to do counselling and teaching guidance, DET and DEC schools do not have this specialist teacher. The same guidance teacher in DET schools has to teach other exam subjects, mark exercise books for his/her examination subjects and is expected to counsel and interview pupils and their parents during his/her own spare time. DEC schools are in a worse position because the guidance teacher post does not even exist; therefore, there is no guidance offered at these schools. It is also interesting to note that in some other DEC schools, guidance is time-tabled in the school roster with no provision of a teacher for the subject.

In DET schools there are guidance teachers who acquired a Test-User Certificate and this Test-User can administer the following psychological tests :

- (a) Scholastic Aptitude Test Battery (SATB 1 for Std 1, SATB 2 for Std 2, SATB 5 for Std 5, SATB 6/7 for Std 6 and Std 7),
- (b) Achievement tests for Std 1, Std 2, Std 3, Std 4,
- (c) Academic Aptitude Test (AAT-10 for Std 10),
- (d) Individual Scale (to test IQ for children from 9 years of age).

Unfortunately, the knowledge that these Test-User teachers have on how to interpret the results of these tests administered to pupils, is limited. They are only dependent on the information in test manuals and texts. The HOD (EAS) completely depends upon the Principal Education Advisor (EAS) for an interpretation of psychological test results for pupils. Because of the very large areas that these Principal Education Advisors have to service, sometimes the HOD (EAS) Test-Users administer these psychological tests to pupils at schools and pupils never get to know the results, let alone their interpretation. Sometimes the Test-User teacher administers the test and never gets the opportunity to mark the

test because of his/her work load as these teachers are also examination subject teachers.

2.8 RESEARCH DONE IN SOUTH AFRICA

In this study, research done in South Africa has been organised by theme and not by year.

2.8.1 The role played by intelligence

Van Vuuren (1975) in his psychodynamic study of pupils experiencing career choice problems pointed out that intelligence does not play a role in whether a pupil is decided or undecided. No gender differences were found regarding career decisional states of matric pupils in this study.

Laubscher (1977) used the attitude scale of the Crites Career Maturity Inventory of 1967 to measure the career maturity of subjects who received intensive career counselling and the control subjects who did not. Measurements were taken before and after the school year with no significant difference found in these subjects. He concluded that career maturity and job certainty can be nurtured by means of classroom career programmes. His finding that intelligence was unrelated to vocational maturity were similar to those of Van Vuuren (1975). There was also a relationship between personality factors, associated with the concept of adjustment and career maturity. Parental aspirations were negatively related to vocational maturity. Motivation and interest were found to be important components for the outcome of a career guidance programme.

2.8.2 Exploration of career fields

Feinberg (1979) did a pilot study involving the implementation of a career counselling programme for Std 10 pupils into the school curriculum. This

programme was an adaptation of the vocational counselling service offered at the National Institute for Personnel Research (NIPR). It extended over a period of eight months. As an outcome of the study, career fields not previously considered by the pupils started to be explored by the pupils. As a focus of this study, Feinberg assisted pupils with educational and career problems by improving the guidance services in a secondary school.

2.8.3 Career decisional states

Bergh (1980) using the Attitude Scale of the CMI (Afrikaans Translation) argued that it was possible to raise the level of career maturity, improve decision-making skills, and create a more assured interactional style among Std 10 pupils. The testing programme by Bergh was carried out immediately prior to the programme, immediately after the programme, and again after a six-week period of time. It was administered to an experimental group of nine career undecided pupils and a control group of nine career decided pupils.

Stead (1981) investigated career decisional states amongst White high school pupils. The relationship of certain individual and environmental variables to such states was examined. These include age, sex, school standard, language, socio-economic status, locus of control, vocational identity, state anxiety, trait anxiety and work role salience. In the effort to determine the best predictor variable of career decisional state, Stead found that sex and age were unrelated to career decisional states. Career undecidedness was found prevalent in all standards. Those who came from higher socio-economic classes tended to be more decided. High state and trait anxiety, low work role salience, unstable career identity and external locus of control, all suggested greater degrees of career indecision.

Newman (1982) recommended in her study that in South Africa counsellors must work in the developmental framework of recent approaches to career counselling. She found that a career counselling programme had a positive impact on career

maturity and decision-making.

2.8.4 Unavailability of opportunities

Ramsay (1982) described the dilemma in Black Schools as follows :

Choosing a career is often a conflict situation. For Black matriculants this conflict further is compounded by unrealistic career aspirations, the differences in the choice of subjects and/or level of education available at different schools, the variety of external constraints restricting freedom of choice, as well as lack of knowledge regarding careers and job opportunities (p.141).

Naicker (1988) in his study in Indian schools maintained that occupational and career choice is determined largely by the opportunities in society rather than by the free choice of individuals. In this light he argued that, there is a need for closer scrutiny of the policies and practices on which careers counselling in Indian schools is based. The respondents overemphasized the importance of the individual's interests, abilities, development and motivation when guidance teachers are advising students about choosing careers.

Van Der Merwe (1993) agreed with Liesegang (1985) who noted that while young people are conscious of their responsibility to choose their careers wisely, they were prevented by the fact that information was unavailable and opportunities for counselling inadequate. This, then, calls for an urgent need for a comprehensive career guidance programme as schools have inadequate career guidance.

2.8.5 Influence of time indices on career maturity

Cloete (1980) studied the occupational orientation and knowledge of Black High School pupils and university students in South Africa. He pointed out that there

was no significant relationship between career decisional states and career knowledge. School standard was found to have an influence on cognitive career development. His investigation showed a significant increase in the level of occupational knowledge from Std 8 through to university. This tallies with the results of Watson (1984) who investigated career development of Coloured High School pupils. He found that career behaviour changes increased on two recognised indices of time, that was school standard and age.

Van Der Merwe (1993), in his study exploring selected correlates of career maturity in Black High School students, found similar results to Cloete (1980). They pointed out that increases in indices of time reveal higher career maturity. This means that students in higher school standards show an increase in career maturity. Although age was also significantly related to career maturity, this relationship was not as strong as the relationship of school standard and career maturity. There were no sex differences in terms of career maturity in the study by Van Der Merwe (1993). Males and females appeared to be equally career mature. There was no significant relationships between the indices of socio-economic status and career maturity. In his sample, exposure to career guidance was significantly related to, and was a predictor of career maturity. Students who were exposed to careers guidance tended to be more career mature. This, therefore, implies that career guidance can have significant effects on career maturity. Goal-directedness also predicted higher career maturity.

2.8.6 Guidance teacher as a preferred helping agent

Skuy et al (1985), in their study of the pupils' perception of the guidance teacher as a preferred helping agent, found that 70% of pupils preferred their parents regarding further education and careers, only 35% chose the guidance teacher as the preferred helping agent. These findings were similar to those of De Haas (1991) in that parents were perceived as the preferred helping agent in the area of future careers rating higher than the school counsellor.

In the study done by Haffajee (1991) on Indian Secondary School pupils' and teachers' perceptions of the school counsellor as the preferred helping agent, friends were perceived by pupils as the most preferred helping agent in some areas of concern such as friendship, family, teachers, appearance and school work.

2.8.7 Socio-economic status

Freeman (1995) in her study of the impact of social identity and selected variables on the career maturity of a small sample of Coloured matriculants at high schools in Pietermaritzburg found that sex, age and socio-economic status were not significant correlates of career maturity. On the other hand, achievement motivation, individual perceptions of the prevailing opportunity structure, as well as the extent of their confidence in their ability to succeed did seem to have a fairly significant impact on their career maturity.

Comparing Freeman's (1995) and Watson's (1984) results (both studied Coloured High School pupils, Watson's in the Eastern Cape), there is some difference in their results as far as the socio-economic status is concerned. According to Watson, the socio-economic status was significantly related to both attitudinal and cognitive career development. That is, the higher the socio-economic level the greater the career maturity.

2.8.8 Career development

Watson (1984) in his investigation found that career development did occur in Coloured High School pupils and that this development was evidenced on both attitudinal and cognitive dimensions. He argued that attitudinal career maturity of Coloured pupils compared unfavourably with that of American peers. The Coloured and American pupils' overall cognitive career maturity compared favourably and appeared considerably advanced when compared to South African Blacks. Mental ability was significantly related to attitudinal and cognitive career

maturity. Locus of control was negatively related to career development, that is, the greater the degree of internal control, the greater the career maturity. Personality factors and area of residence appeared to be unrelated to the career development of Coloured pupils. Career knowledge was greatest in the areas of social service, professional, natural sciences and technology, and skilled careers. Scores in other career knowledge areas were low.

2.8.9 Exposure to careers guidance programmes

White (1986) investigated the levels of vocational maturity of a group of Black and White Std 10 pupils and the differences between the two groups of pupils within specific dimensions of career maturity. The Black group was found to be significantly less career mature than the White group. The areas in which the Black pupils were significantly lower than the White pupils were in knowledge of self and in knowledge of self in relation to the world of work. The factors of sex and age of pupils and level of education and occupation of parents did not significantly influence the level of vocational maturity of the Black group. It was concluded that the areas needing to be remedied lended themselves to a group approach and guidelines for short-term career guidance programmes, using para-professional leaders, were suggested. It was recommended that the development of self-knowledge should not be left until Std 10 level but should start earlier in adolescence.

Msimeki (1988) did his study on Std 9 pupils in two Black schools situated in a rural area of the Transvaal. Based on the findings of the study, it was concluded that the guidance programme that was presented to the target group enhanced the career development of the pupils who were exposed to it. It led to a significant increase in the pupil's occupational awareness, to a heightened sense of self-awareness, and to an enhanced career planning and decision-making ability. The experimental group participated in a ten-week guidance programme which served as the treatment. Both the treatment and control groups did the pre-test and the

post-test, but the control group received no treatment. Change in the career development status of the two groups was measured by the assessment of career development test (ACD) developed by the American College Testing Programme.

Van Niekerk (1987) in his study of Black first year students found no significant difference between the career maturity of those who received career guidance and those who did not.

2.8.10 The influence of psychometric testing

Instead of career guidance in Black Schools emphasis was on psychometric testing (Refer to 2.5). Henen (1990) studied the influence of a career guidance programme and individual psychometric assessment on the career maturity and career decidedness of Std 9 pupils. She concluded that psychometric assessment and testing does nurture career maturity and assist pupils in their career decisions. A need to incorporate a career guidance programme in an integrative and cross-curricular manner into the school system was found to be important.

The next chapter outlines the research design and methodology of the study to be described.

CHAPTER 3

3.1 AIM OF THE STUDY

The study aims to focus on tertiary students' perceptions of the career guidance which they received at secondary school level. This research will try to determine the extent to which the role of the guidance teacher is known and also to determine whether this auxiliary service is considered helpful to students.

A further aim of this study was to evaluate the guidance teachers' effectiveness in the teaching of school career guidance at secondary level. This will also indicate the impact guidance teachers have in the tertiary students' choice of careers and courses pursued at tertiary institutions.

3.2 RESEARCH DESIGN

A questionnaire was used as a tool to gather the required information to conduct this study. Initially, the questionnaire was going to be administered to 150 respondents from tertiary institutions, 50 students from the University of Natal (Pietermaritzburg), 50 students from Indumiso College of Education (Pietermaritzburg) and 50 students from Natal Technikon (Pietermaritzburg).

The questionnaire was developed from that written by Skuy et al. (1985) and revised by Haffajee (1991). Those items of relevance to this study were retained in the form used by Haffajee. A number of the questions or items of the questionnaire in this study, were constructed by the researcher to investigate issues omitted by Skuy et al. (1985) and Haffajee (1991). Since the researcher had worked as a guidance teacher for six years under the Department of Education and Training, the questions she constructed were relevant to her experience.

The Natal Technikon (Pietermaritzburg) and Indumiso College of Education were approached for permission to conduct this study and it was granted. Unfortunately, during the time for administration of the questionnaire, Indumiso College of Education was on strike. Thus, the questionnaire was not administered at the College.

Piloting of the questionnaire was done by 43 respondents at the University of Natal (Pietermaritzburg) and the questionnaire proved to generate the information required. No changes were made in the questionnaire after the analysis of the pilot study. The questionnaires for piloting were thus used for the University sample. A random sample of 49 students from the Technikon responded to the questionnaire.

As a research method, Ex Post Facto research was used. Kerlinger (1986) maintains that :

Ex post Facto research is a systematic empirical study where the research does not have direct control over the independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables.

This research was therefore designed to measure students' perceptions of the delivery of a service during the previous year (or before). Limitations of such a study will be discussed further on in this chapter.

3.2.1 The Questionnaire

Keeves (1988) says a questionnaire is a self-report instrument used for gathering information about variables of interest to an investigator (p.478). It consists of a

number of questions or items on paper that have to be read and answered by the respondent. A questionnaire, as a self-report instrument, is based on three assumptions. These are :

- (a) the respondent can read and understand the questions or items.
- (b) the respondent possesses the information to answer the questions or items.
- (c) the respondent is willing to answer questions or items honestly.

Keeves (1988) maintains that what can be included in a questionnaire is almost without limit. The content will however be limited by the interests of an investigator, what can reasonably be asked in a questionnaire, and time constraints. Each of these important factors are discussed below and reference can be made to the research questionnaire in Appendix A :

- (a) Evans (1968) points out that the first step in drawing up a questionnaire is to decide on the exact purpose of the research, as it is only possible to see clearly what information is needed, once this has been done.

An investigator should limit the questions or items in a questionnaire to variables of primary interest. Each question or item should be explicitly or implicitly related to a particular research question or hypothesis. Even when investigators so restrict themselves, they often find it difficult to fully investigate all variables of interest without making the questionnaire so long as to substantially reduce the likelihood that respondents will answer it. Consequently, even when investigators restrict themselves to variables of interest, decisions will still have to be made about what can and should be included in a particular questionnaire.

Therefore, in the present study the researcher limited herself only to

questions revolving around the role of the guidance teacher and whether this auxiliary service is considered helpful to students. An evaluation of the guidance teachers' effectiveness in the teaching of career guidance at secondary school level was done.

- (b) The second constraint on what will be included in a questionnaire involves the sensitivity or delicacy of the content of particular questions or items. For example, in the present study it would have helped the researcher to have parents' or guardians' levels of education, however realizing that the level of education is a very sensitive and private issue amongst many Black people, she limited herself to asking only about their occupations, thereby getting some indication of their levels of education.

If highly personal questions are asked, respondents may simply refuse to answer, give what they believe to be socially desirable responses, or even worse consign the questionnaire in the nearest waste basket!

It is recognized that apparently straightforward and objective questions can also create problems for a respondent.

- (c) The third constraint as to what will be included in a questionnaire is time. According to Evans (1968) a long questionnaire is daunting, and may go unanswered, whereas a shorter one is usually filled in cheerfully and returned promptly.

Respondents cannot be expected to spend a great deal of time answering a questionnaire. Experience with adults suggests that 30 minutes is the upper limit that can be expected when questionnaires are answered in a group setting (Keeves, 1988).

There are two issues involved here. One is that, answering questionnaire

items requires effort. After a while, respondents will tire and this can lead to careless or inaccurate responses. The second issue is more serious, and involves respondent cooperation. A lengthy time-consuming questionnaire may cause a respondent to cease to cooperate after a period of answering questions.

Recognizing this, as well as the fact that students do not like to be burdened with assignments not related to their course content or not adding to their semester mark, the researcher in the present study intended her questionnaire to be answered in 10 minutes. Most of the respondents managed to complete it in 8 - 15 minutes.

The following further issues were considered by the researcher:

- (d) In the present study, the researcher excluded the names and signatures of the respondents to encourage frank and truthful answers.
- (e) A well devised questionnaire takes much time and effort. In the present study the target population were second language English speakers, the questions were therefore phrased in simple English so that they could be easily understood by all respondents.

The researcher aimed for a well-organized questionnaire, with clear questions, response options which were easily selected, and there was a natural ordering or flow to the questions that kept the respondent moving toward completion of the questionnaire. These desirable attributes were a result of a great deal of painstaking developmental work which the researcher put into her questionnaire construction.

- (f) Other factors that were considered were that the questionnaire should be attractive and present minimal problems for the respondents.

- (g) Attention was given to question wording so that subtle cues were not supplied suggesting that the respondents replied in a particular way, thereby aiming to avoid biased results.

Evans (1968) suggests that if any information that is needed can be obtained from existing sources, such as school registers or student's records, there should be no need for it to be asked in the questionnaire. However, in the present study, such questions were included in the questionnaire as this was easier than embarking on the long process of requesting permission from students and/or parents in order to be able to consult the confidential material in the students files. Also, since the students were doing a variety of courses, it would have been extremely time consuming to consult student records.

It was also necessary for the researcher to write an introductory paragraph for the questionnaire. Placed at the top of the questionnaire, this acted as a brief statement of the purpose of the research and helped to arouse interest and gain cooperation (Evans, 1968, p.63). In addition, throughout the questionnaire, the students were provided with specific directions for answering the questions. Finally, situated at the end of the questionnaire was a statement thanking the respondents for their cooperation.

3.2.2 Qualitative Questions versus Quantitative Questions

One of the issues in questionnaire design relates to the use of qualitative and quantitative questions.

Can qualitative and quantitative questions be used together in the questionnaire? Some people do use them together (Cronbach, et al 1980; Miles and Huberman, 1984; Reichardt and Cook, 1979). As the researcher decided to use both qualitative and quantitative questions, she had to achieve a delicate balance between their number for reasons which will be enumerated

below.

Cochran and Billig (1980) have likened the relation between the two methods to the tension between the depth and the breadth of the analysis respectively. Although both sets of techniques have their own advantages and limitations, social science has come to favour quantitative research as the main source of hard and rigorous data. Campbell (1978) argues that qualitative techniques are seen as subordinate methods which could hardly be used as research techniques in their own right. However, researchers working in the past decade would challenge this. Qualitative research leads to greater detail in the data.

3.2.2.1 Qualitative Research

Qualitative research is descriptive and open-ended. The data collected is in the form of words rather than numbers. The researcher decided to use qualitative questions because though she has had some experience in the DET schools which helped her formulate most of the quantitative questions, she still needed to uncover the views of the students. Therefore, qualitative questions tend to give very rich responses which open up facts the researcher might not have been aware of and facts she may not have been in touch with, but which are only accessible to the students.

Open-ended responses frequently go beyond statistical data of factual material into the area of hidden motivations that lie behind attitudes, interests, preferences and decisions. That is why the researcher chose to include open-ended questions.

The qualitative research approach demands that the world be approached with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied. Nothing is taken as a given, and no statement escapes scrutiny (Bogdan and

Biklen, 1992, p.30).

The data is analyzed as closely as possible to the form in which they are recorded and spontaneous response material can enhance the interpretation of results. This enables the researcher to learn the views, perspectives, opinions, prejudices and beliefs of the respondents and this helps her evaluate her preconceived ideas of the service rendered. This does not mean being naive or credulous, but it does mean paying attention to the outlook of the people in the setting or culture you are studying (Delmont, 1992, p.7).

The amount of writing subjects have to do should be kept to a minimum, and adequate space should be left for responses. Good (1959) maintains that the work of tabulating and summarizing in open-ended responses is time-consuming and expensive. Therefore, this researcher was conscious of the number of such questions.

Keeves (1988) argues that unstructured items place an additional burden on the respondent that can result in a reduction of the level of co-operation. As the sample in this research was tertiary students who do not have a great deal of time, the researcher needed to take this into consideration.

3.2.2.2 Quantitative Research

Quantitative questions are closed-ended questions which provide categorized data that greatly facilitate the tabulating and summarizing process. Quantitative techniques involve codifying data. In responses to quantitative questions, facts are assumed to exist external to the researcher, waiting to be discovered. The researcher is seen as an objective, apolitical and value-free being, who works at a distance from the object of study (Burgess, 1985).

The researcher used more structured items in the questionnaire than unstructured

items, as Keeves (1988) maintains that the questionnaire should consist largely of structured items in which the respondent can easily find and check an appropriate response category. One useful device is a list of possible answers from which the most applicable can be chosen, but if this is employed it is necessary to see that the list is as exhaustive as possible. This was checked out by the researcher in the pilot study.

The researcher used "Yes" and "No" response categories only for structured questions because of her experience of teaching in the DET schools in that response to those questions would most likely be "Yes" or "No" with no in-betweens. The pilot study also proved this to be correct since there were no respondents who indicated that some in-between responses were needed.

The form and layout of the questionnaire should be such that the replies can be analyzed as easily as possible. That is why the researcher arranged these "Yes" or "No" responses on one side. As most people are right handed, it is usually easier for subjects to put answers on the right side of the page, rather than on the left (Evans, 1968, p.63).

The researcher also used closed-ended questions as she believed she was well-informed about the respondents (Good, 1959, p.198). The researcher drew on her teaching experience in DET schools to judge what seemed the best type of questions for the students.

3.2.3 Alternative methods considered

Bearing the aims of the study in mind, the researcher also needed to consider other ways of gathering relevant information.

One of the methods considered was interviewing. Interviewing is a useful way of gaining in-depth information about a topic. It is, however, time consuming, since

one first needs to build rapport, and can only work with one subject at a time. Since it seemed preferable to gain much information as possible in the time available, interviewing seemed impractical. The recording of responses also requires skill.

Another alternative is telephone interviewing. Although recent years have seen a growing use of the telephone for surveys, the researcher decided not to use this method. Groves and Kahn (1979) maintain that when a survey interviewer makes contact with a respondent by telephone, he/she faces some particular problem of establishing legitimacy.

Since the household telephone is normally used for speaking with friends and family, and for self-initiated business communication, any call from a stranger is likely to be treated with suspicion. Thus, custom dictates what sort of telephone contacts are appropriate and some people may view any call which does not fall in these categories as an unwarranted intrusion. Telephone interviewing would also be costly and time consuming for the researcher in the limited time available.

3.3. PILOT STUDY

Evans (1968) maintains that when the general plan of an investigation is complete, it is wise, if possible, to try it out on a small scale (p.53). Piloting is really a method of testing the procedure to be used to ensure that, as far as can be foreseen, the questionnaire is sound. The researcher decided to engage in a trial run of the questionnaire before use, to gauge its usefulness. The following additional reasons were considered, and supported by Evans (1968) and Keeves (1988) :

- (a) The pilot study gives a chance to practice administering the test or making observations. In this way the chance of making a mistake which would spoil the whole investigation is decreased.

- (b) Secondly, it may bring to light any weaknesses in the procedure of administration. Instructions to the subjects can be amended if they are found to be ambiguous or incomprehensible. The time needed can be checked. Unsatisfactory methods of recording information can be improved, and generally, the process of testing can be made as simple and foolproof as possible.
- (c) Thirdly, the statistical procedures can be tried out to make sure they can be applied to the material gathered. Working out results of the pilot experiment will show whether all the necessary information has been gathered and will give some indication of the results to be expected from the main investigation.

The researcher did piloting of the questionnaire on 43 respondents at the University of Natal (Pietermaritzburg). The researcher sent the pilot questionnaire to the group of respondents. It was administered by a lecturer of these students who was requested by the researcher to give no instructions verbally.

The questionnaire had an introductory paragraph which acted as a brief statement of the purpose of the research placed at the top of the questionnaire. Specific directions for answering were also available in the questionnaire to help facilitate responses. This was also done to gain a legitimate, unbiased respondent response. The lecturer who had administered the questionnaire reported that she had not been asked questions, and the students seemed not to find any difficulty with the questionnaire.

After the administration of the pilot questionnaire, it was analyzed by the researcher. For qualitative questions, content-analysis was used. Close-ended questions were analyzed quantitatively.

Seeing that there were no problematic areas in the pilot questionnaire, there were

no changes made. Thus, the researcher proceeded with the administration of the questionnaire.

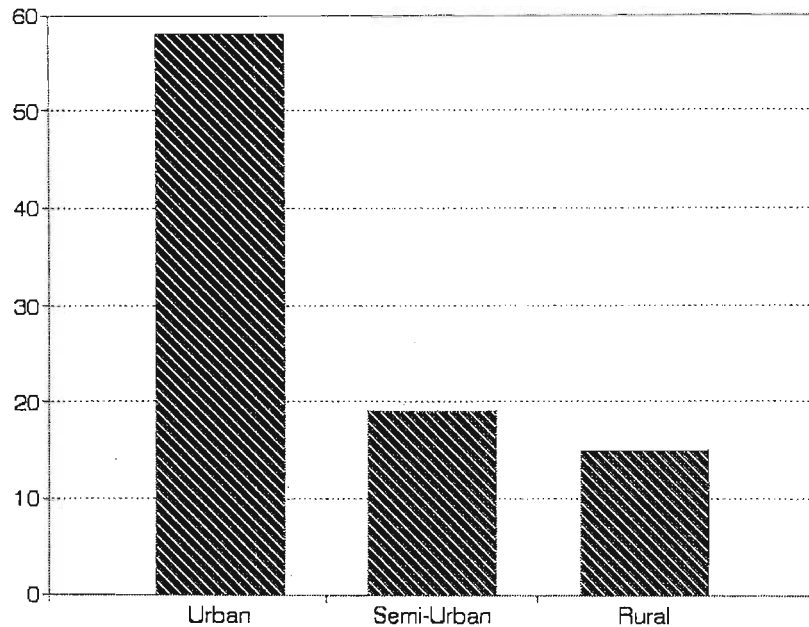
3.4 ADMINISTRATION PROCEDURE

The questionnaire was sent by the researcher to the Technikon, University and College of Education, although the College students could not be reached for responses. The researcher used a group test so that a sample of subjects could take the test all at the same time. The questionnaire administrators simply distributed the questionnaires and no instructions were given to promote objectivity, and more standardized conditions.

3.5. SAMPLE CHARACTERISTICS : BIOGRAPHICAL DETAILS

In total, 92 students responded to the questionnaire. The average age of respondents was 20 years. These are students who went through the Department of Education and Training (DET) and the Department of Education and Culture (DEC). They are currently students studying in the tertiary institutions in the KwaZulu Natal Msunduzi Region. They were all doing their first year this year, 1995.

The location of area of their schools of matriculation is described as urban, semi-urban and rural areas. Urban, according to this study, means an area within boundaries of a town or a township. Rural in this study, means an area where farming is the main occupation. Semi-Urban in this study, means any area not defined by either rural or urban. Below is the graph that shows the distribution of students who matriculated from different areas.



GRAPH 3.1 Location of students' school of matriculation.

It can be seen that most of the respondents came from schools located in urban areas followed by a much smaller number from semi-urban areas and students from rural schools with the lowest figure. This could have an influence on the results of the study because the rural and semi-rural schools were not well represented in the sample.

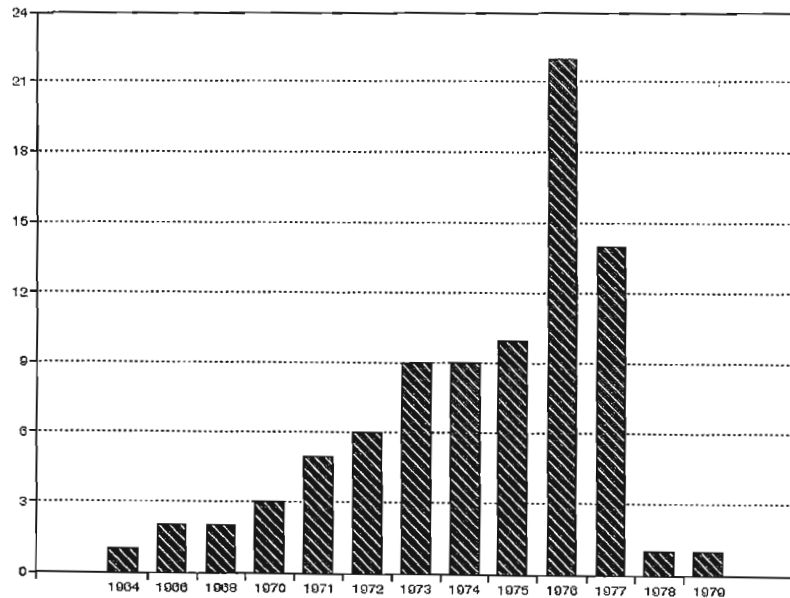
The year in which the respondents matriculated was important because that should have been within ten years of their matriculation year (1985 - 1995). Initially, the sample was going to be drawn only from first year students who matriculated in 1994 from DET schools. Then, the writer discovered from the pilot study that it was not easy to get this sample from the first year students because it seemed that people do not go to tertiary institutions immediately after their matriculation year.

Almost half of the respondents had matriculated in 1994, however matriculation dates dated to 1983. Because of a number of problems, which will be enumerated later in the study, some students only managed to register as first year students at tertiary institutions in 1995.

Year of Matriculation	University Sample	Technikon Sample	Total No. of Respondents (n=92)
1994	21	24	45
1993	11	21	24
1992	4	7	11
1991	0	3	3
1990	2	1	3
1989	0	0	0
1988	1	1	2
1987	0	0	0
1986	0	1	1
1985	0	0	0
1984	0	0	0
1983	1	1	2
No Response	1	0	1

TABLE 3.1 Classification of students according to their matriculation year

The results of the study could be affected by the gap between the year of matriculation and year of registration at tertiary institution as career choices and aspirations could have changed, and students' memories of their exposure to career guidance would also be influenced by the time lag.



GRAPH 3.2 Respondents' birth year

(6 Respondents did not note this)

Initially, in this study, the researcher had planned to accommodate only students with ages ranging from 16 to 24 years of age. However, the pilot study showed that this was not feasible as the responses ranged from 16 years to 29 years of age. Above is the graph which shows the age range of the sample of respondents. The graph shows a large number of them to be the 19 year old students.

Occupation of Parents	Mother	Father	Total
Deceased	00	03	03
Pensioner	02	03	05
Unemployed	13	03	16
Semi-skilled	22	18	40
Skilled	12	18	30
Professional	22	13	35

TABLE 3.2 Classification of parents according to their occupations

Their parents' occupation was also taken into consideration as it might have had an influence on the choice of the students' career choice. Finances also would play a role in their career choice. Parents' occupations would indicate the socio-economic level of respondents.

30 respondents were females and 61 were males and one respondent did not specify the sex. The results of the study could have some bias in the sense that there were more males than females who participated in the study. This was caused by the fact that more Black females tend to go to Colleges of Education which the researcher was unable to access. The most prevalent professions among Black females are nursing and teaching. Many choose to go for nursing because of financial circumstances as student nurses receive a salary while in training. The Colleges of Education also tend to be cheaper in tuition than university education.

Because of financial problems after matric, most of the parents are unable to pay tuition for their children to further their studies at tertiary institutions. Therefore, most of those students work as privately paid teachers in the DET and DEC

schools until some of them have managed to accumulate some money to further their studies.

Studies in Britain and the U.S.A have shown that there are differences between sexes with regard to careers, and selection may be limited by sex role factors. These factors may affect the degree by which the results may be generalised (Slanelly, 1984, Roos, 1986).

3.6 METHODS OF ANALYZING DATA

Quantitative questions will be analyzed using Chi-Square. Chi-Square is a nonparametric statistical test that is used when the research data is in the form of frequency counts. This is used to determine whether there is any significant difference between the observed frequency and the expected frequency (Borg, and Gall, 1979).

Since the questionnaire constituted qualitative and quantitative questions, qualitative data will be analyzed inductively. That means data does not search out evidence to prove hypotheses the researcher holds before entering the study. Rather, the abstractions are built as the particulars that have been gathered together. Theory developed this way emerges from bottom up rather than from the top down. (Bogdan, Biklen, 1992, p.30).

Content-analysis will be used by the researcher in this study. According to Borg (1963), content-analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication (p.256). A systematic approach in content-analysis requires a thorough coverage of pertinent content as it relates to a well-defined scientific problem. The researcher has strived to use methods for selecting the sample of content to be studied, to avoid misleading and biased content-analysis. The researcher has also used specific and well-defined categories for content-analysis to be objective. These procedures

allow for a level of reliability so that if different researchers could use the procedures independently, they could obtain similar results.

The results of the quantitative and qualitative analysis of data are described in Chapter Four.

CHAPTER FOUR

The results of the responses to questions in the questionnaire will be analyzed descriptively. Then, structured or quantitative questions will be analyzed using Chi-Square to determine whether there is any significant difference between the observed frequency and the expected frequency.

Content-analysis will also be used for qualitative questions. These questions supplement the quantitative data, giving more information and increasing the researcher's understanding of the quantitative responses.

4.1 DESCRIPTION OF RESULTS

4.1.1 Provision of career guidance

	Q1	Q2	Q3
YES	51 (56%)	56 (62%)	33 (38%)
NO	40 (44%)	34 (38%)	54 (62%)

N = 91

TABLE 4.1

In the first question, respondents were asked whether they had a guidance teacher at school or not. In the second question they were asked if they received any career assistance at secondary school or not. In the third question, they were asked if their school gave them enough help with their career choice.

The results in the above table shows that more than half of the respondents (62%) did receive career assistance at school, although many of them found it inadequate (38%), and felt that the school had not given enough help with career choice.

4.1.2 Use of career guidance periods.

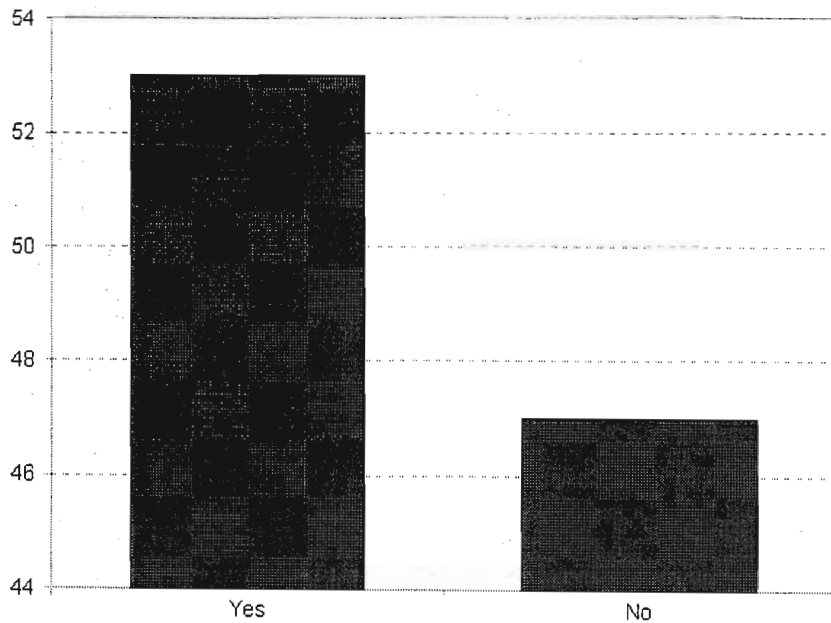
	Q4a	Q4b	Q4c
YES	38%	46%	56%
NO	62%	54%	44%

TABLE 4.2

Of the 53 respondents who had had career guidance periods at school only 20 found them useful, 33 of them did not find these periods useful. 38 respondents agreed that other teachers had used the guidance periods for examination subjects, and 44 said they were not used by other teachers for other subjects. More than half of the respondents indicated that they had used the guidance periods for self-study of exam subjects. The results above are supported by qualitative data. The following are some of the responses of the respondents as to why they found the guidance periods not helpful :

- * "The guidance teacher only focused on science and commercial courses e.g. Engineering , B.Comm".
- * "The teacher did not use guidance periods for guidance but they were used for examination subjects".
- * "The guidance teacher seldom talked about careers".
- * "Guidance was considered unimportant by teachers and pupils".

4.1.3 Provision of career materials



GRAPH 4.1

When it came to availability of career materials e.g. information booklets about careers at the school, 47 agreed that they were available and 42 said they did not have them.

Secondary school choice	Number of respondents
Science	17
Pilot	01
Medicine	07
Law	04
Social Work	04
Teaching	02
Personnel Management	04
Business Administration	03
Health	07

N = 49

TABLE 4.3 Original choices and changes of choices

A break down of courses being currently studied by the respondents is shown in the following table. Codes used in the table below are:

BA = Business Administration

PM = Personnel Management

CFA = Commercial Financial Accounting

CBE = Certificate of Business Education

SFP = Science Foundation Programme

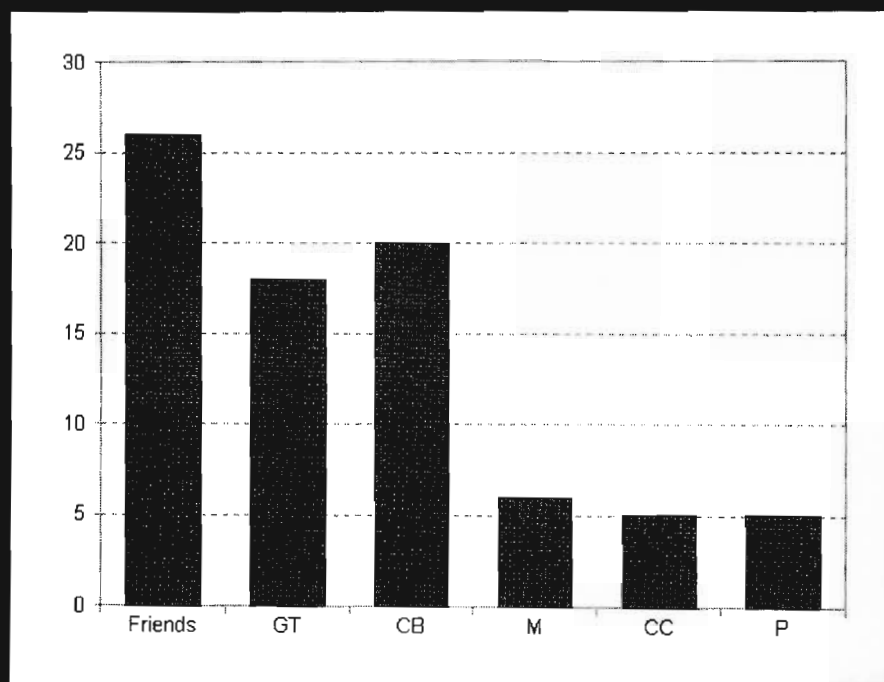
Course	B A	P M	CFA	CBE	SFP
Number	12	15	04	18	43

TABLE 4.4

The respondents indicated that changes in their secondary school career choice were influenced by a number of reasons which will be enumerated below. (See appendix B for further reasons).

- * "Poor matric results".
- * "Financial problems".
- * "Advice from student counselling centre".
- * "Entrance examination into course of choice failed".
- * "I had to choose a career with a high salary".
- * "Rejections from institutions where I could do course of choice".
- * "I did wrong subjects at secondary school".
- * "Lack of adequate background in Maths and Physics".

Information on how respondents found out about the institutions at which they are registered was requested. The following shows the sources of information on tertiary institutions attended by respondents.



GRAPH 4.2 Respondents' sources of information on tertiary institutions

The following codes describe the graph above :

F = Friends

GT = Guidance teacher

CB = Career Booklets

M = Media (newspaper, radio)

CC = Career Counselling Centre

P = Parents (father, mother, aunt, brother)

Of the group of 92 respondents 26 got to know about the institution at which they are registered from their friends, 18 from school (guidance teachers, subject teachers), 15 from career booklets, 6 from media, 5 from career counselling centres and 5 from parents.

4.1.5 Attitudes to need for guidance at school

Subjects were also asked whether guidance and career guidance should be enforced at school and 76 respondents were in favour of it and only 10 respondents were not in favour of it. 6 did not respond to this question.

	Q7
YES	88%
NO	12%

TABLE 4.5

4.1.6 Guidance teachers' role and guidance syllabus

With regard to the guidance teacher's role at the school, he/she was perceived by respondents to be helpful and approachable in some areas. Out of 51 respondents who had guidance teachers, 50 found him/her approachable with career and school related matters, 39 found him/her approachable with personal problems, 39 found him/her approachable with family problems, and 36 found him/her a disciplinarian.

Role	Career	Personal	Family	Discipline
Yes	72%	57%	60%	56%
No	28%	43%	40%	44%

TABLE 4.6 Role of guidance teacher as perceived by students

The respondents were also asked the career guidance areas they would have liked their guidance teachers to concentrate on if they could be given an opportunity to go back to school to do Std 10 again.

They were also asked what they think should be incorporated in the career guidance syllabus, especially what would be of interest to pupils. The following table shows the responses of the respondents in rank order. (See Appendix C for further information).

Guidance and Career Syllabus	No. of responses
Pupils must be helped to make correct career choices.	28
Pupils need to be taught about different careers and qualifications needed.	25
Pupils must be encouraged to attend Open Days at universities and technikons where different courses are introduced and displayed.	16
Exposure of pupils to guidance from Std 5 so as to be able to choose a correct stream of subjects at secondary school.	14
Talks about different courses, job opportunities suitable for different pupils linking them up with interest, personality and abilities of a person.	13
Correct subject choice leading to correct career choice.	12
How to fund tertiary education, for example, loans, bursaries and scholarships.	10
How to study - study skills and time management.	09
Guidance teachers to help with personal and family problems so as to prevent disturbance in ones studies.	09
Teachers to concentrate on all academic streams not only on science and commerce students only.	09

TABLE 4.7 **Guidance and career syllabus**

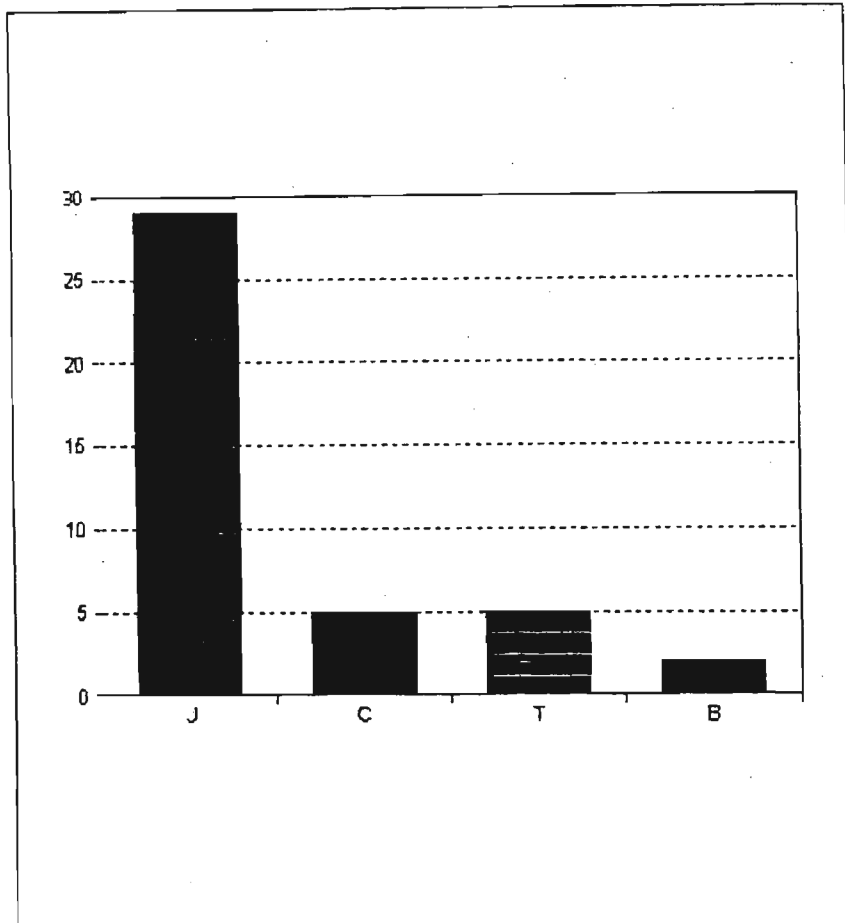
4.1.7 Contact with tertiary institutions

	Q9a	Q9b	Q10c
YES	27	21	41
NO	67	64	46

TABLE 4.8

When asked whether the respondents knew about the University Open Day held at University every year while still at school, only one third (33%) of the respondents knew something about it. They had to indicate whether they did get an opportunity to attend this day, and a smaller percentage (24%) had the opportunity of attending the University Open Day.

At least half the number of respondents (53%) got an opportunity to visit a tertiary institution. The distribution of tertiary institutions visited by respondents who had had the opportunity while they were still at school are shown in the following graph.



GRAPH 4.3 Tertiary institutions visited by respondents

U = University

C = College of Education

T = Technikon

B = Bible College

This, therefore, indicates that the largest number (73%) visited universities. Only a small number visited the Colleges of Education (13%), and another 13% visited the Technikons. The Bible Colleges were visited by only 3% of respondents.

82% of the respondents indicated that their visit to the tertiary institution was helpful, with only 12% maintaining that it was not helpful.

When the respondents were asked as to how their visit to tertiary institutions was helpful to them, the following reasons were enumerated.

- * "It helped me to be able to choose a career that is suitable for me".
- * "It helped me see the difference between secondary school education and tertiary education".
- * "It helped me to know the different courses offered at different tertiary institutions".
- * "It motivated me to further my studies at tertiary institution".
- * "It helped me to experience tertiary institution life (campus life) which seemed so different from secondary school life".

4.1.8 Funding of current studies

The following table shows the manner in which respondents are funded for their tertiary education.

Source of funding	Number of respondents
Bursary	33
Mother	22
Father	09
Scholarship	03
Loan	02
Brother	02
Self	02
Aunt	02
No response	02

N = 92

TABLE 4.9 Funding of students' tertiary education

Only 4 respondents out of the 33 that received bursaries are technikon students, whereas 29 are university students. It seems that most technikon students' tertiary education is funded by their parents. It is also interesting to note that far more of the students' education is funded by their mothers rather than their fathers.

4.2 STATISTICAL ANALYSIS

4.2.1 Correlation and relationships between bibliographical data and questions.

The variables of parent occupations, courses for which respondents are registered, sex, area of school, and time lapse between year of matriculation and registration may all have a bearing on responses to questions. They will be investigated below.

4.2.1.1 Parents' occupation and respondents' secondary school career choice.

Parents' occupation	Secondary school career choice	No. of respondents
Deceased/unemployed	changed	11
	did not change	06
Semi-skilled	changed	32
	did not change	10
Skilled	changed	08
	did not change	07
Professional	changed	13
	did not change	05

TABLE 4.10

The above table shows the parents' occupations and the respondents' secondary school career choice. The trend is that more respondents (64) changed their secondary school career choice than those who did not change (28). A greater number of those respondents whose parents are semi-skilled (50%), changed than those whose parents are professionals (20%). A greater number of those respondents who changed their career choice come from the group which is at university, who have professional parents.

Chi-Square was calculated and there was no level of significance in the correlation between the parents' occupations and the respondents' secondary school career choice.

4.2.1.2 Parents' occupation and funding of respondents for tertiary education.

	Dad	Mom	Self	Scholarship	Loan	Bursary	Other	Row Total
Low	6	0	2	7	1	18	1	35 57.4
High	7	6	0	1	1	11	0	26 42.6
Column Total	13 21.3	6 9.8	2 3.3	8 13.1	2 3.3	29 47.5	1 1.6	61 100.0

Chi-Square	D F	Significance	Min E.F.	Cells with E.F. < 5
14.24888	6	0.0270	0.0426	10 of 14 (71.4%)

TABLE 4.11

The classification of parents' occupations were collapsed to low (deceased, unemployed and semi-skilled), and high (skilled and professional) as shown in the table above. Comparing the parents' occupation and funding of the respondents' tertiary education, Chi-Square was calculated and a correlation was found ($X^2 = 14.24888$, $p < 0.05$).

It seems that more mothers ($n = 33$) are funding their childrens' tertiary education than fathers. This will be interesting to note because according to the respondents' responses more mothers ($n = 13$) are unemployed than fathers ($n = 3$). More mothers ($n = 22$) are semi-skilled than fathers ($n = 18$). However, more mothers are professionals than fathers. It is also interesting to note that most of the professional parents' children are bursary holders than other parents' children.

4.2.1.3 Current course registration and career assistance at school

- (a) Chi-Square was calculated to determine the correlation between the course registered for at either university or tecknikon, and whether respondents had guidance teachers at their schools. The correlation was not at a level of significance.
- (b) When Chi-Square was calculated comparing course registration and receipt of career assistance at secondary school level, the level of significance was reached ($X^2 = 3.70790$, $p < 0.05$). There was correlation between technikon registration and career assistance. Out of 48 respondents from the technikon, 34 maintained that they did receive career assistance at school.

- © **Chi-Square calculated to compare course registration and whether the school gave respondents enough help with career choice reveals some level of significance. ($X^2 = 6.42540$, $p < 0.05$). It is interesting to note that a greater number of the respondents who are registered at technikon maintain that their school gave them adequate help with career choice than those who are at university.**

	Yes	No	Row Total
University	10	32	42 47.7
Technikon	23	23	46 52.3
Column Total	33 37.5	55 62.5	88 100.0

Chi-Square	DF	Significance	Min E.F.	Cells with E.F. < 5
6.42540	1	0.01125	15.750	None

TABLE 4.12 Comparison of course registration with adequate career assistance

- (d) The correlation between current course registration and responses to the question of guidance periods used by other teachers for examination subjects was examined. A significant difference was found ($X^2 = 6.81436$, $p < 0.05$). A higher percentage of university students registered a "Yes" answer (64% Yes : 36% No), whereas a higher percentage of technikon students registered a "No" answer (36% Yes : 64% No)

	Yes	No	Row Total
University	25	14	39 46.4
Technikon	16	29	45 53.6
Column Total	41 48.8	43 51.2	84 100.0

Chi-Square	D F	Significance	Min E.F.	Cells with E.F < 5
6.81436	1	0.00904	19.036	None

TABLE 4.13

- (e) The correlation between current course registration and the respondents' school knowledge about the University Open Day was examined. There was a level of significance ($X^2 = 3.74476$, $p < 0,05$).

	Yes	No	Row Total
University	11	32	43 49.4
Technikon	20	24	44 50.6
Column Total	31 35.6	56 64.4	87 100.0

Chi-Square	D F	Significance	Min E.F.	Cells with E.F. < 5
3.74476	1	0.5297	15.322	None

TABLE 4.14

- (f) When the correlation between current course registration and how respondents found out about the institutions at which they are registered, a level of significant difference was found ($X^2 = 10,63751$, $p < 0.05$).

	Teacher	Career Books	Friends	Media	Myself	Row Total
University	11	13	09	02	02	37 50.7
Technikon	06	04	17	04	05	36 49.3
Column Total	17 23.3	17 23.3	26 35.6	06 8.2	07 9.6	73 100.0

Chi-Square	DF	Significance	Min E.F.	Cells with E.F. < 5
10.63751	4	0.03095	2.959	4 of 10 (40.0%)

TABLE 4.15

More respondents seemed to be influenced in current course registration by their friends (35.6%), and this is significantly higher at ($p < 0.05$) than the other sources.

- (g) The correlation between current course registration and the tertiary institutions visited by the respondents when they were still at school, was found to be significant ($\chi^2 = 9.43317$, $p < 0.05$).

	Natal Tech	Univer- sity	College of Educ	Other	Row Total
University	3	15	1	1	20 48.8
Technikon	4	7	9	1	21 51.2
Column Total	7 17.1	22 53.7	10 24.4	2 2.9	41 100.0

Chi- Square	DF	Significance	Min E.F.	Cells with E.F. < 5
9.43317	3	0.02405	0.976	5 of 8 (62.5%)

TABLE 4.16

More respondents who visited the university whilst still at secondary school ended up registering at university for their tertiary education.

- (h) Chi-Square was calculated between course registered for and whether the respondents' visit to tertiary institution was helpful and there was a significant difference.

(i) In relation to current course registration and :

- * experience of guidance periods,**
- * availability of career materials,**
- * career choice made at secondary school,**
- * enforcement of guidance at school,**
- * guidance teacher offering help with career and school related matters,**
- * guidance teacher being approachable with personal problems,**
- * guidance teacher being approachable with family matters,**
- * guidance teacher being disciplinarian,**
- * the respondents' school having an opportunity to attend the University Open Day,**

there were no correlations at levels of significance.

4.2.1.4 Sex

Chi-Square was calculated to measure correlations between sex and secondary school career choice, no significant correlation was found. There was also no significant difference found between sex and job opportunities.

4.2.1.5 School

This variable relates to the school at which the respondent matriculated. It could either be a DET or DEC school or other. There was no significant difference found between school and the respondents' secondary school career choice.

4.2.1.6 Area

Area means a respondent could either be living in an urban, semi-urban or rural area. There was no significant difference between area and the respondents

secondary school choice.

4.2.1.7 Year of matriculation

When Chi-Square was calculated to measure the correlation between year of matriculation and what influenced change from secondary school career choice to current course registration, the level of significance was found ($X^2 = 41.19829$, $p < 0.05$).

Year	A	B	C	D	E	F	Row Total
83	1	0	0	0	0	0	1
86	0	1	0	0	0	0	1
90	1	0	0	0	1	0	2
91	0	0	0	1	0	0	1
92	2	2	1	0	0	1	6
93	5	1	1	1	0	4	12
94	4	8	2	0	2	5	21
Column Total	13 29.5	12 27.3	4 9.1	2 4.5	3 6.8	10 22.7	44 100.0

Chi-Square	DF	Significance	Min D.F.	Cells with E.F. < 5
41.19829	30	0.0837	0.045	40 of 42 (95.2%)

TABLE 4.17 Description of career change by year of matriculation

Description of letters in the table above :

A = Poor matric results

B = Financial problems

C = Rejections and Advice by Student Counselling Centre

D = Bridging course

E = Higher salary desired

F = Lack of training opportunities

The trend in the above table is that, change of secondary school career choice was caused by poor matric results (n = 13), financial problems (n = 12) and lack of training opportunities, in other words, training for the desired course was not available (n = 10).

4.2.2 Presence of guidance teacher

The following trends in the data are noted :

4.2.2.1 Presence of guidance teacher and receipt of career assistance at school.

Doing a qualitative analysis of those who had a guidance teacher and receipt of career assistance at school it seems that those who had a guidance teacher (n = 51), did receive some career assistance at secondary school (n = 56).

	Q1	Q2
Yes	56%	62%
No	44%	38%

TABLE 4.18

When Chi-Square was calculated a correlation was found between the presence of a guidance teacher and receipt of career assistance at secondary school, the level of significance was reached at 27.30000.

	Yes	No	Row Total
Yes	44	8	52 57.1
No	12	27	39 42.9
Column Total	56 61.5	35 38.5	91 100.0

Chi-Square	D F	Significance	Min E.F.	Cells with E.F. < 5
27.30000	1	0.00000	15.000	None

TABLE 4.19

4.2.2.2 Presence of guidance teacher and enforcement of guidance at school.

All those respondents who had a guidance teacher (n = 51) at school agreed that guidance should be enforced at school. Even a number of those respondents (n = 25) who did not have guidance, maintain that guidance should be enforced. Therefore, 76 respondents found guidance important at school. The following table gives the breakdown of the above.

	Q1	Q2
Yes	56%	88%
No	44%	12%

TABLE 4.20 Presence of guidance teacher and enforcement of guidance

4.2.3 Help with career choice and secondary school career change

	Q3	Q6a
Yes	33	35
No	54	51

TABLE 4.21

Out of the 54 respondents who had said that they did not receive enough help with career choice at school 51 (94%) of them changed their secondary school career choice.

4.2.4 Presence of guidance at school and change of secondary school career choice

When Chi-square was calculated between helpfulness of guidance and the change of the respondents' secondary school career choice, a level of significance was found ($X^2 = 4.20230$, $p < 0.05$) before Yates Correction.

	Natural Sciences	Social Sciences	Row Total
Yes	15	9	24 63.2
No	13	1	14 36.8
Column Total	28 73.7	10 26.3	38 100.0

Chi-Square	D F	Significance	Min E.F.	Cells with E.F. < 5
4.20230	1	0.0404	3.684	1 of 4 (25.0%)

TABLE 4.22 Helpfulness of guidance and career choice change

This indicates that a number of respondents found guidance helpful yet changed their original secondary school choice.

4.2.5 Approachability and presence of the guidance teacher regarding personal problems experienced by the students

	Yes	No	Row Total
Yes	25	11	36 67.9
No	07	10	17 32.1
Column	32	21	53
Total	60.4	39.6	100.0

Chi-Square	D F	Significance	Min E.F.	Cells with E.F. < 5
3.85698	1	0.0495	6.736	None

TABLE 4.23

Cross tabulation of Q.4a and Q.8b (was guidance at school found helpful versus was the guidance teacher approachable with personal problems?), reached the level of significance at 0.0495 (before Yates Correction). Therefore, those who found guidance helpful, also found that they could approach the guidance teacher. But those who found guidance not helpful, are much more evenly divided as to whether the guidance teachers were approachable or not.

CHAPTER 5

DISCUSSION

5.1 INTRODUCTION

The purpose of this chapter is to link findings of Chapter Four with literature review in Chapter Two. This chapter is divided into three sections :

- * interpretation of results,
- * limitations of this study, and
- * recommendations for further study.

5.2 INTERPRETATION OF RESULTS

5.2.1 Provision of guidance

Of the 62% respondents who received guidance, only 38% reported that it was adequate. Of the greater number who did not receive enough assistance with career choice, 94% changed their secondary school career choice.

Inadequate exposure to career assistance at school could be linked to the fact that the guidance teachers themselves did not have enough training in guidance, if any (see 2.4). Thus, they feel unprepared for teaching guidance, and more especially, career guidance. This correlates with what the respondents say : that they wish guidance teachers would teach career guidance more than other guidance aspects which they concentrate on.

Respondents did not receive enough career assistance and guidance also because

guidance periods were used for the examination subjects by teachers. They were also used for self-study by pupils or used as a free period for the pupils. For those respondents who had guidance lessons, some reported that the teachers seemed to concentrate more on the science and commercial courses leaving the humanities courses out. Therefore, people who were interested in humanities did not benefit in these exercises. This means that the general stream pupils were not well accommodated and represented in these lessons. This could be the reason why some of the pupils found guidance unimportant because they were not motivated in their own streams of interest.

It is interesting to note that although 56% of the students had guidance teachers at school, 62% of the respondents did receive career assistance at secondary school level. This shows that in the school situation, it is not only the guidance teachers' task to teach career guidance but this must be seen as a joint intervention of all teachers in a school. Each teacher as a specialist in his/her subject, could be helpful to students by making career links to his/her subject.

This is supported by Beukes (1985) who argues that the subject teacher has more influence on career choice of a student. Avent (1988) points out that it is no derogation to specialist career teachers to point out that in the case of a musically gifted pupil, it is the music teachers who can advise on applications to music academies more convincingly than the careers team. Musicians to a greater extent are likely to be able to assess that youngster's talent and potential against nationwide competition. The same is true in other subjects. There are many happy and successful workers at all levels of employment who owe their job satisfaction to the advice and encouragement given by an influential teacher during their secondary school years. A policy for career guidance should involve all teachers in the school (p.22).

With the writer's experience in DET schools, the reason for inadequate career assistance and guidance was the fact that the school administrators allocated

guidance to teachers who did not have any training in it, and who were short of teaching periods, without the interest of the teacher in the subject being taken into account. Therefore, there was no dedication and interest in the subject on the part of some teachers.

This could also have been aggravated by the fact that the South African form of education promotes examinations more than other aspects which could be learnt at school, which may be more helpful to the person later in life. The South African education system does not promote the fact that the examination of guidance is life itself. If a person did not receive enough career assistance at school when that person leaves school, he or she may experience problems. This might be in the form of changing from course to course. By so doing, time and money may be wasted.

Of the 53% respondents who had career materials or career information booklets at school, these were found to be very helpful. These career materials helped respondents to get information on different courses and careers available, and also the prerequisites for the different courses. They also helped them to get to know about different tertiary institutions, and their addresses and about institutions that offer bursaries. This, therefore, means that, if during guidance periods, career materials are used fruitfully in conjunction with the guidance teacher, pupils could benefit from this exercise and they would find guidance more helpful.

According to this study the guidance teachers were rated second as far as help with future careers and school related matters are concerned. The guidance teacher was found approachable with career and school related matters by 72% respondents in this study. This study's findings are consistent with those of Feinberg (1979) and Gray (1980) who found that the guidance teacher was perceived more as a source of help for educational and vocational problems rather than personal problems. It is also consistent with that of McPhee (1985) who found that friends were most helpful in the area of school. This finding agrees

with the results of Haffajee (1991) where the guidance teacher was rated as the second most preferred helping agent after friends in the area of future careers.

Another finding in the present study was that the guidance teacher was found approachable with personal problems by 57% of respondents, family problems by 60% of respondents. This research finding is contrary to that of Skuy et al (1985) who maintained in their study that most of the pupils did not feel comfortable approaching the guidance teacher with their concerns. However, 56% of respondents found the guidance teacher to be playing a disciplinary role which would be more in line with Skuy's findings.

This study's finding is similar to that of Haffajee (1991) who found that more than two-thirds of the pupils indicated that they felt comfortable approaching the school counsellor with their concerns.

Therefore, those respondents who found guidance helpful also tended to find the guidance teacher approachable, but those who found guidance not helpful also found the guidance teacher not approachable.

With regard to the guidance syllabus content, respondents rated highly the point that the guidance teacher must concentrate on career related issues (See 4.1.6). This is supported by the other finding in this study that 88% respondents felt that guidance should be enforced at school so that the pupils can get enough information on careers. In their case, when the respondents came to tertiary institution, they did not have enough information on careers and different courses available and prerequisites for entry to those courses. That is why they found themselves changing their secondary school career choices. The respondents maintained that if they have enough career guidance from school, their time in tertiary institution would not be wasted changing from faculty to faculty or from course to course (trial and error), trying to locate a suitable career for themselves.

This was also positively supported by the fact that many respondents indicated that guidance should be introduced as early as Std 5 so that pupils are introduced to the existence of different academic streams earlier in life. This would prepare them so that when they come to secondary school, they have an idea as to what different streams entail. This would help the pupils to choose the correct subjects they want to do accordingly, not to discover very late when a person is already at tertiary institution that he/she has chosen wrong subjects altogether.

This finding is consistent with the research recommendations of White (1986) that the development of self-knowledge should not be left until Std 10 level, but should start earlier in adolescence. This, therefore, shows the need the pupils have for career guidance and guidance.

To summarise with regard to the provision of guidance, the results are equivocal when students report on its usefulness. It would seem that there is a link between teacher approachability and finding guidance helpful. Guidance teachers need to be accessible to students; if they have a disciplinary role they may be less approachable. Administrators planning for guidance should take this into account. Also, career materials and visits were found to be helpful - this needs to be noted both by providers and by disseminators of information from tertiary institutions.

5.2.2 Changes from school career choice

Although more than half (51) of the respondents in this study had a guidance teacher at school, 29 of them changed their secondary school career choice. This does not necessarily mean that guidance is unimportant at school.

Some of the factors that contributed to this group of respondents' school career choice change was :

- * inadequate exposure to guidance at school,
- * lack of adequate background or the correct school subjects,
- * poor matriculation results, and failure of entrance requirements,
- * financial problems and issues.

The above change from school career choice is not at odds with the literature. One of the issues raised by a number of theorists is that of compromise. Ginzberg et al (1951) maintain that as children, adolescents and adults cope with the tasks, self-insights and information about the alternatives available to them in these different life periods, there is a constant compromising between wishes and possibilities (See 2.1). Although pupils may make certain decisions at school, a number of wider issues may impact on carrying that choice through. Some of these are illustrated above, financial constraints, inadequate results and not having the pre-requisites with regard to subjects.

Subject choice is made at the beginning of Std 7 in some subjects and in Std 8 for others, and pupils are often not mature enough or informed enough to make such choices. If compulsory school leaving age is to be at the end of Std 7, career guidance is going to be very important at that stage.

Career maturity also may influence changes in career choice and pupils may make a certain choice at a certain level, but may also make changes later. What is important is that they have learnt the strategies to make such changes.

The importance of guidance at school is supported by the study done by Msimeki (1988), who concluded in his study that a guidance programme enhanced the career development of the pupils, leading to an increase in the pupil's occupational awareness, heightening the sense of self-awareness, and leading to increased career planning and decision-making ability.

Guidance services to pupils are also supported by Van Der Merwe (1993) who

found in his study that exposure to careers guidance was significantly related to and was a predictor of career maturity. He also found that students who were exposed to careers guidance tended to be more career mature. This, therefore, implies that career guidance can have significant effects on career maturity.

Consideration of the four factors which contributed to school career choice change indicates that the environment has an important impact on decision-making. This can be linked to the discussion in chapter 2 where it was stated that one's environment both provides the kinds of choices from which any individual can choose also shapes the likelihood of making certain choices and not others.

5.2.3 Issues related to current course registration

Almost all the respondents who are at university came to university to register for Course 1 level courses, but could not enter because poor matriculation results caused them not to be able to meet the university requirements. They, then, decided to change to the bridging science programme. This became a better option for most of them since this bridging programme also offered some financial assistance to students. This again illustrates the impact of contextual factors on decision-making.

It is interesting to note that those respondents who are at technikon seemed to have benefitted more from guidance at school than those who are at university. This is supported by the fact that half the respondents (23) at technikon maintain that they received adequate help with career choice. Out of 42 respondents at university, only 10 maintain that they received adequate career choice assistance while 32 were not satisfied.

The above shows the importance of the guidance teacher at school as he/she has an influence on the students' career choice. The technikon as a useful route of tertiary study is not generally known about in many communities, unless school

pupils receive information from their schools. This finding seems to indicate the value of career guidance in terms of widening pupils' choices in tertiary training.

With regard to finding out information about the institution, the highest percentage gained information from their friends. This study also shows the impact peers have on respondents. The respondents were influenced in course choice and the institutions, or campus on which to register mostly by their friends. This means that friends $n=26$ (33%) rated higher in influencing respondents on career choice and choice of institution in which to register than other sources. The findings of the studies done by Skuy et al (1985) and de Haas (1991) are contrary to this study's finding, as they found parents were rated as the most preferred helping agents and were found to be approachable by pupils with their personal, educational and emotional problems. This study's finding also contradicts the findings of Haffajee (1991) who indicated in her study that parents were the most preferred choice by their children in one area, namely, in the area of future careers. According to this study, parents were the last group in rating ($n=3$) to be considered by their children for future career advice. The guidance teacher was the next source of information, after friends, for career assistance. The lowest scores in sources of information were student counselling centres and parents.

To explain the differences above Van Zijl (1979) argues in terms of cultural differences. Haffajee's study was on Indian pupils, Skuy et al and De Haas's were done on White subjects. The present study was done on Black students. A Black child's relationship with his/her parents is usually dominated by respect of authority, obedience and formality in interpersonal relations. These factors may cause a Black child not feel free to approach his/her parents with any of his/her matters of concern. On the other hand, other groups may experience less formal relations with their parents thus feeling more comfortable approaching their parents with their personal concerns, be it educational, emotional or otherwise.

Another possible reason for parents not being seen as approachable may link to

their own limited experience of occupational opportunities in the apartheid era. Parents may not feel that they have the expertise or knowledge to advise their youngsters (see 5.2.5). In the literature review it was stated that the parents have a strong influence on their children's choice of occupations (see 2.2.1), but this contradicts the findings of this study as the parents seemed to have little influence on their children's career choice.

It is interesting to note that friends have a greater influence on career choice than guidance teachers. This could be related to peer pressure. The other important reason could be that peers see and hear a lot about their friends after having completed at tertiary institutions as they talk about careers, jobs and unavailability of job opportunities. Therefore, they influence each other a lot.

Because South Africa is currently in the transition period, many graduates from technikons and universities find themselves not having jobs. Therefore, the students advise and influence each other with regard to courses and careers where one can still be employed.

This highlights the great need for provision of career guidance counselling centres in communities and for advertising of those at universities and technikons to secondary school pupils. This is supported by White (1986) who indicated that para-professional leaders in communities could be used through group approaches and provision of guidelines for short-term career programmes. Furthermore, the lack of influence of parents is notable, and this will be discussed in 5.2.5.

Contact with tertiary institutions was found by respondents to be useful. One-third of the respondents knew about the University Open Day, and a quarter of them had the opportunity to visit the university for this occasion.

More respondents (73%) visited universities when they were still at secondary school. 29% of respondents had an opportunity to visit another tertiary

institution, for example, college of education, technikon and bible college. 88% of respondents who had made visits found their visit to the tertiary institutions was necessary and helpful as it helped with career decision-making. It was also helpful in that respondents were able to get more information on the direction or field of study that they wanted to pursue before embarking on it.

It must be noted that most of those who visited universities ended up registering at technikon. This could be related to the fact that they realized that the type of career training they needed was not offered at university but at technikon. Another reason could be finance problems, as it seems that university education is more expensive than technikon education.

5.2.4 Funding

The biggest percentage (37%) of the respondents' tertiary education is funded by bursaries and scholarships. One-fourth of the respondents' tertiary education is funded by their mothers, and only one-tenth by their fathers. Two people are funded through loans, two funded by their brothers and two respondents are funded by themselves.

The findings of this study indicate that only 4 respondents out of 49 respondents from the technikon received bursaries, while almost all the university respondents received bursaries and/or scholarships. It will be interesting to know how technikons advertise and sell themselves to the public. This is important to note since South Africa is in the stage where technikon education and skills are indispensable so that people from other countries are not imported to take up jobs which could be occupied by South Africans, due to the fact that South Africans do not have those necessary skills. It is interesting to note that most professional parents' children received bursaries.

5.2.5 Parents' influence

Most of the respondents' parents are either semi-skilled (n = 40), professional (n = 35) or unemployed (n = 16). In this study, the parents' occupation did not have any influence on the respondents' career choice. Therefore, this means that parents did not have much influence on their childrens' career choice. This could be caused by the fact that most of them might be less educated than their children. This could also be linked to the reason why friends rated higher as agents of help as far as the respondents' career choices are concerned.

This study's finding does not tally with the literature review findings which state that the parent's occupation is a good indicator of social status and of access to the opportunity structure as indicative of the level and of the type of occupation which the child will enter at the end of schooling (see 2.3.3).

The limited value of parents' influence must be noted by guidance teachers. They might both promote their course in schools and valuably serve the community by meeting with groups of parents to discuss career options open to school leavers.

It is also found in this study that, there was no significant difference between those respondents who came from better socio-economic level families and those who came from low socio-economic families, in terms of course undertaken, and changes from secondary school career choice. This finding agrees with the findings of Freeman (1995) who indicated that socio-economic status was not a significant correlate of career maturity. This seems to indicate the changes happening socio-economically as South Africa becomes more democratic.

This study's finding seems to contradict the findings of Stead (1981) who found that those who came from higher socio-economic classes tended to be more career decided. Watson (1984) found that socio-economic status was significantly related to both attitudinal and cognitive career development. He maintained that the

higher the socio-economic level, the greater the career maturity. White (1986) in her study of a group of Std 10 Black pupils found that the level of education and occupation of parents did not significantly influence the level of vocational maturity of that Black group of pupils.

Generalisation of the results showing a lack of correction with socio-economic levels must be handled with great caution, since the sample was a more specialised group. Where a larger sample of school leavers over a greater cross section accessed, conflicting results may be found.

5.3 LIMITATIONS OF THE STUDY

There are various factors that need to be taken into account when interpreting and applying the results of this study.

5.3.1 The sample

The sample in this study was small and was not well representative. It consisted of a small section of the university group (science group only), and the technikon group, therefore, the findings cannot be generalized to a wider population except if done with extreme caution. Because the sample size was small, in doing statistical analysis, some categories had to be collapsed with caution.

The sample was not more representative of the female group because more male students tend to join the science faculty and go to the technikon. More female students tend to join the humanities faculty at university or go to the college of education for their tertiary education. But due to time constraints and factors beyond the researcher's control, the college sample which was included in the initial planning of this study, could not be reached.

It is recommended that a more inclusive study be done before conclusions are

drawn.

5.3.2 Questionnaire

Since the previous questionnaires used by other researchers did not adequately cover the career concerns of this study, the researcher constructed her own questionnaire, taking only a few questions of the previous researchers. This led to the researcher overlooking the questions in the questionnaire on parental influence on their childrens' career choice. The researcher only realized this when analyzing the questionnaire and consulting other researcher's findings where the parents had a great influence on their children's career choice.

It was also time consuming to analyse this questionnaire. The questionnaire consisted of qualitative and quantitative questions. When analysing qualitative questions, the researcher found them time consuming. This was because content-analysis had to be done and qualitative responses demand that one should tabulate and summarize responses cautiously and this was time consuming. Scoring of quantitative responses was also time consuming as percentages had to be calculated using a calculator not using any statistical analysis.

5.3.3 Parent's level of education

The parent's level of education was not requested as it is a sensitive and delicate issue. Because South Africa is in a transition period, there are many people who are without jobs either because of retrenchment or other reasons. In this study, the parent's occupation was used to determine the socio-economic status of the respondents. Caution should therefore be taken when reading the findings of this study because those parents who are unemployed and self employed were placed in a lower socio-economic bracket. This does not necessarily mean that their level of education and socio-economic status is low. They could have been in that situation because of retrenchment or some other reasons.

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

The researcher hopes that the results and discussions presented in this study may stimulate further research and development in career guidance in South African schools. The following recommendations are proposed :

5.4.1 Auxiliary services

Since South Africa is in the reconstruction and development period, with all the education departments amalgamating, it is recommended that great improvements in the auxiliary services as offered at schools be made, as guidance and career guidance falls under this service. It is hoped that guidance will be made compulsory in all the schools starting from the primary schools as the pupil progresses through to higher standards, focusing on different developmental tasks. This would be helpful to the pupils so that on leaving school, they may be better equipped to deal with life and their future.

It is presently a year and a half since the South African new dispensation has dawned, but nothing has changed as far as the auxiliary services are concerned. The schools that did not have guidance as a subject offered at school, for example, DEC schools, still do not have it. The education system without guidance is lacking since it becomes too academic and unrelated to the work context. One writer said guidance is likened to the “shock absorbers” of the car since a car without shock absorbers is difficult to drive, the same occurs to the education system without guidance. This has been shown by the results of this study where a number of respondents changed their secondary school career choice at tertiary institutions because they had not had adequate guidance or they did not have guidance altogether.

5.4.2 The sample

It is recommended that future investigation take into account a more representative sample. The sample would have been more representative if it included the humanities group from the university to accommodate the female group and also not to concentrate on one segment of the university group, for example, the science group which was the only university sample. The college of education, nursing college, technical college and bible college groups would have made the sample more representative.

As a recommendation to this study, research including a sample of guidance teachers as the people who are involved in delivering the guidance service to the pupils would have yielded more information regarding the service they are offering to the pupils. This would have been useful because according to the findings of this study, guidance periods are used for other subjects other than guidance. Another sample of the examination subject teachers would also be useful to look at their feelings about the guidance service and what role they can play to help pupils and the guidance teacher in their areas of subject specialization.

5.4.3 Career guidance

Little research has been conducted on Black students' perceptions of secondary school career guidance. It is therefore recommended that more investigation be conducted in the area of Black secondary school career guidance. Furthermore, the whole area of appropriate provision of psychological tests, needs to be considered. This will help to eliminate the use of tests which were originally constructed for American and White subjects since there are few tests available for Black subjects.

5.4.4 School standard

A longitudinal study on Black pupils is recommended to look at the changes in career development and career maturity over the secondary school years. This was the suggestion of the respondents of this study as most of them feel that guidance should start in the primary schools so that when the pupils come to secondary school they may be able to make sound and responsible career choices.

5.4.5 Parental involvement

It is recommended that the parents be involved in the education of their children. Since most of the studies (Skuy et al, 1985; de Haas 1991 and Haffajee, 1991) show that parents tend to play an active role in career choice of their children, much assistance needs to be provided by the guidance teacher and the school to the parents. This will help so that the education of the children becomes a joint venture between the school and the parents and the community at large. This will also help the students as they progress through their education. Caution needs to be taken that the parents do not become over-involved in the career choice of their children so that they end up choosing careers for them instead of allowing and helping their children as they make their own career choices. Therefore, programmes involving parents need to be carefully tailored.

5.4.6 Guidance teachers training

It is recommended in this study that, in the training institutions for teachers that guidance and career guidance be made compulsory for every teacher trainee so that guidance of pupils should be a joint venture for all the teachers. This will help the teachers to be competent in assisting children in career related areas in their subject area of specialization.

The next chapter is the conclusion of this study and it will attempt to integrate the results of this study with the theory.

CHAPTER 6

CONCLUSION

Careers guidance is a vital part of the education of all students. It will be all those involved in planning and conducting of secondary school education who ultimately will determine whether career guidance will become a reality. The successful installation of a comprehensive career guidance system requires all teachers and supporting personnel to assimilate new knowledge, new skills and new attitudes which must result in new professional behaviours. This is no easy task. To prepare staff for the implementation of guidance and career guidance in the classrooms of schools and colleges, will first call for changes. Those changes need to be implemented in the traditional teacher-training institutions for primary and secondary school teachers. Changes will also need to be effected in the teaching philosophy on the part of many lecturers of higher education and also a change in the curriculum. This also presents a new challenge to both in-service and pre-service teacher education.

Teachers must have hands-on experiences in the non-school environment of the learners. They must relate the content of academic subjects to career opportunities and also to the skills, knowledge and attitudes required in real life situations outside of school.

A system where guidance and career guidance of the pupils is seen as a joint venture for all the teachers in the school will be helpful in alleviating the situation of Black pupils as there is a shortage of trained guidance teachers in Black schools. This will help so that if there is no guidance teacher in the school, the children will still benefit from their own examination subject teachers. This does not necessarily mean that each and every school should not be entitled to its own guidance teacher who is solely employed to help children with guidance and career

guidance. The researcher is hoping that since South Africa has a newly elected democratic government, changes in Black schools will be effected. These changes by the new government are still going to take a longer period to be effected as the problems created by the old apartheid government date back to forty years. As an example to this effect, the new government has been in power for one and a half years but the schools that did not have a guidance teachers (DEC and some other DET schools) still do not have one presently.

For a joint intervention to be successful, the teachers must analyze their own fields of specialization. This means teachers must identify the nature and extent of career-relevant content and methodology in their fields of specialization. When all the teachers at schools work together to accomplish this goal, the burdened guidance teacher's load will be relieved and the pupils will benefit from this exercise. Thus, guidance and career guidance will not be seen as a waste of time by many teachers and pupils, but it will be an extension of a teaching service (Avent, 1988).

It is hoped that this study will stimulate further research in the area of career guidance of Black pupils so that theories on Black people are developed. This study has attempted to acquire a better understanding of guidance and career guidance in Black schools which may contribute to the career immaturity of Black students.

The results of this study indicate that guidance and career guidance should be enforced in schools as this will help students to make responsible career choices and be able to be accountable for their own career choices. If career guidance is made compulsory at school, students will realize that uninformed career decisions made can be costly both in time and in money, and they will at least have no one to blame but themselves for uninformed career choices.

The results of this study also suggest that the friends and guidance teachers are

considered to be the most important helping agent in relation to career choice. The parents were found to have only a little influence on their childrens' career choice. But due to some limitations in questionnaire construction discussed in the previous chapter, further research in this area is still warranted.

As the researcher in this study has grounded her research work with the sociological approach, the basic assumption of this approach have been shown to be helpful in this study. Since the basic assumption of the sociological approach rests on an external locus of control with regard to career and educational choices, the respondents in this study seemed to have been affected by environmental influences which were often beyond their control. The environment provided the choices from which the respondents could choose and also shaped the likelihood of making certain career choices and not others. The respondents could not change the then prevailing education system to suit their educational and career needs. The then prevailing apartheid government could not be changed by the respondents to provide a similar type of auxiliary service as that provided for other education departments for other races.

The sociological approaches to life-style and career development maintain that one simply cannot choose what one does not know about, does not know how to prepare for, or does not know how to obtain access to. This seemed to be the case with the respondents in this study since the guidance and career service as provided by their schools was often inadequate or unavailable.

In conclusion, it is hoped that the results of this study will be useful for the RDP in the re-design of the secondary school and tertiary education curriculum. As an aim of this study, it is also hoped that the information collected will be helpful in future in the drawing up of the secondary school guidance syllabus. Since the young people need to be rapidly incorporated into tertiary education and the economy of the country, it is the role of the guidance teacher to meet this end. It is also hoped that this information will empower the guidance teachers in schools and in career centres in terms of programme design.

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APPENDIX A

TERTIARY STUDENTS PERSPECTIVES ON SECONDARY SCHOOL CAREER GUIDANCE

This questionnaire has been designed as part of research into young adults perceptions of school career education. It will be used as a source of information to be conveyed to those planning secondary career education.

BIBLIOGRAPHICAL AND SCHOLASTIC DETAILS

DATE OF BIRTH

HOME LANGUAGE

NEAREST TOWN TO YOUR HOME

PARENTS' OR GUARDIANS OCCUPATION : FATHER

MOTHER

COURSE REGISTERED FOR IN 1995

CROSS (X) THE APPROPRIATE RESPONSE:

SEX:	MALE	FEMALE
------	------	--------

SCHOOL AT WHICH YOU WROTE MATRIC:	DET	KWAZULU GOVERNMENT	OTHER
-----------------------------------	-----	--------------------	-------

NAME OF YOUR SCHOOL

AREA OF SCHOOL:	URBAN	SEMI-URBAN	RURAL
-----------------	-------	------------	-------

- | | |
|------------|--|
| URBAN | MEANS AN AREA WITHIN BOUNDARIES OF TOWN OR IN A TOWNSHIP |
| RURAL | MEANS AN AREA WHERE FARMING IS THE MAIN OCCUPATION |
| SEMI-URBAN | MEANS ANY AREA NOT DEFINED BY URBAN OR RURAL |

YEAR IN WHICH YOU WROTE STD.10:

QUESTIONNAIRE:

Please read the following questions carefully and answer YES or NO by putting an (X) in the appropriate block.

	YES	NO
1. Did you have a guidance teacher at your school?		
2. Did you receive any career assistance at secondary school level?		
3. Do you think your school gave you enough help with your career choice?		
4a. If you had Career Guidance or Guidance periods at your school, do you think these were helpful? If your answer is No, please give reasons		
4b. Did other teachers use Career/Guidance periods for other exam-subjects?		
4c. Were Career/Guidance periods used by pupils for self-study of exam-subjects?		
5a. Were career materials available at your school? (e.g. information booklets about careers?)		
5b. If your answer to 5a was Yes, how did it help you?		
6a. Does career choice made at high school correspond with what you are doing this year?		
6b. If No to question 6a, what was your high school career choice?		
6c. If No to 6a, what influenced change?		
6d. How did you find out about the institution at which you are registered?		
7. Should guidance and counselling be enforced at schools?		

	YES	NO
8. Looking back to your schools' guidance teachers' role was he/she:		
8a. offering help on career school related matters		
8b. approachable with personal problems		
8c. approachable with familial problems		
8d. a disciplinarian or on the disciplinary committee . . .		
9a. While still at high school did your school know anything about the University Open Day held at University? . . .		
9b. Did your school ever get an opportunity to attend this University Open Day?		
10a. Did your school ever get an opportunity to make a visit to a tertiary institution ? e.g. Education College, University, Bible College		
10b. If Yes to 10a, where did you visit?		
10c. If Yes to 10a, was this visit helpful to you?		
10d. In what way was it helpful?		

11. If you could be given an opportunity to go back to school to do Std.10 again, which career guidance areas would you like your guidance teacher to concentrate on?

.

12. What do you think should be incorporated in the Guidance/Career syllabus. What could be areas of interest to pupils?

.

13. Who funds your education in 1995? Cross (X) at the appropriate response(s):

father	mother	grandparent(s)	brother	sister	self
uncle	aunt	scholarship	loan	bursary	other

****THANK YOU FOR YOUR PARTICIPATION IN THIS RESEARCH****

APPENDIX B

I came for Science 1 but I am now doing a science bridging course.

Engineering is difficult so I am bridging so as to have more knowledge.

Poor marks in Maths/Matric marks or results poor and financial problems.

Lack of sponsorship either than Science Foundation Programme Sponsorship.

No institution in S.A. to train to be a pilot.

Career information centre at University of Natal(Pietermaritzburg).

I had to choose a career that can give a lot of salary.

Lack of adequate Maths and Physics background.

Parents influenced change because salaries are low in teaching.

Regrets in institutions where I could do my course of choice.

Lack of career guidance at secondary school.

Unsuccessful in my interview/ entrance test not passed .

I did a wrong stream at secondary school (general instead of science).

At the institution where I am attending, course of choice is unavailable.

I did not apply for the course because I did not think I was going to pass.

I came late and I was not admitted to my course of choice as it was full.

The world needs business people who are skilled.

I was admitted to the course I did not apply for.

APPENDIX C

Since university education is expensive instead people can do similar courses at technikon.

Self-knowledge before making a career choice or self-actualization and realistic self-knowledge.

Offer addresses for universities, bursary institutions.

Humanities faculty.

Music as a profession.

How to overcome obstacles.

Point system to be accepted to different faculties.

Career Planning.

Careers in agriculture.

Career guidance concentrating only on industrial, marketing, commercial and science subjects.

Pupils related matters.

Pupils to be given direction about the future by teachers.

Help pupils to make correct career choice.

Small business management and entrepreneurship.

Abilities of pupils so that pupils will make choices according to their abilities.

Teachers to know more about pupils and their family backgrounds.

Teachers to know personal problems of pupils so as to prevent disturbance in their studies.

Technikon courses and careers should also be introduced at school not only university ones.

Correct subject choices leading to correct career choice.

Concentrate on universities.

Talk about tertiary life.

How to choose a career.

Requirements in different careers and courses of study.

Work opportunities.

Difference between tertiary education and secondary education.

How to study - study skills, time management, how to enhance concentration so as to be able to pass.

How can one be successful in his career.

Convince students to take commercial and physical subjects.

Teaching pupils how to behave, discipline, respect themselves.

To have open days at universities, technikons and colleges of education.

Facts of life- students may not realise the need but when they leave school they will be benefit.

Concentrate on surveying and engineering.

All courses should be talked about for different pupils exposure.

Look at personality to associate it with kind of career one wants to choose.

Trips to industries, factories, companies.

Environmental courses information.

Specify different careers and courses that can be chosen by people in different streams e.g. General, Commercial etc.

To help pupils to know what they can do after matric.

Politics to be included to conscientize people on violence.

How to fund tertiary education through, for instance, loans, bursaries, scholarships.

Choosing a career is not easy - career guidance should be done daily at schools.

Provision of different courses at tertiary institution.

To help students to think about their future careers early on in their lives.

Importance of education and responsibility to learn as the key for their future.

Fees in tertiary institution.

Sexuality education.

Career guidance to start at Std 5 level so that when a person goes to secondary school for Std 6 , he/she will choose a correct stream.

Science related careers and points expected to be obtained to do a certain course..

Grouping of subjects at tertiary institution.

Salaries for different careers.

Self-esteem-building.

Which careers give a lot of salaries.

How to prepare for examinations.

Tell pupils more about medicine and engineering.

How students should deal with problems of teachers who do not honour their teaching allocated slot.

Speakers with relevant professional training to speak on different careers.

OPSOMMING VAN DIE GETAL GEREISTREERDE WERKLOSES : APRIL 1995

SUMMARY OF THE NUMBER OF REGISTERED UNEMPLOYED : APRIL 1995

	Indiensgeneemdes* Employed* Maart 1992 March 1992	Werkloos Unemployed		Afname Decrease	Toename Increase	% Werkloos % Unemployed	Seisoenaangepas Seasonal adjusted
		Mrt/Mar	Apr				
Mans/Males		184 905	190 465		5 560		188 393
Vroue/Females		90 389	92 129		1 740		87 409
TOTAAL/TOTAL	6 113 037	275 294	282 594		7 300	4,62	275 802

PROVINSIES/PROVINCES	Werkloos Unemployed		Afname Decrease	% Afname % Decrease	Toename Increase	% Toename % Increase
	Mrt/Mar	Apr				
Gauteng	78 649	78 822			173	0,22
Wes-Kaap/Western-Cape	45 631	51 231			5 600	12,27
Kwazulu/Natal	65 070	67 481			2 411	3,71
Noordwes/North West	9 479	9 862			383	4,04
Oos-Kaap/Eastern Cape	21 072	20 971	101	0,48		
Vrystaat/Free State	19 445	20 647			1 202	6,18
Noordelike Prov./Northern Prov.	10 894	9 304	1 590	14,6		
Oos- Tvl/Eastern Tvl	19 150	18 087	1 063	5,55		
Noord- Kaap/Northern Cape	5 904	6 189			285	4,83
TOTAAL/TOTAL	275 294	282 594			7 300	2,65