

THE IMPACT OF MANUAL SKILLS TRAINING
ON THE EMPLOYMENT PATTERNS OF
GRADE TWELVE GRADUATES

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DECLARATION

This mini dissertation represents original work by the author and has not been submitted to any other university. Where use has been made of the work of others, it has been duly acknowledged and referenced in text.

The research for this mini dissertation was conducted in the North Durban Region of KwaZulu-Natal under the supervision of Mr. Sibusiso Chalufu.

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ABSTRACT

Unemployment of grade 12 graduates has reached soaring levels (Forgey, et al., 1999). There is no demand for grade 12 graduates on the job market and as the results of this study reveal, the school curriculum must be re-modelled so that those grade 12 graduates who join the job market are readily employable on exit from school. This study determines the attitudes of grade 12 graduates who undertook manual skills training in respect of the following: -

- Curriculum mismatch.
- Funding and infrastructure.
- Relatedness of the training to the world of work.
- Career guidance.
- School Governing Bodies.
- Legislation.

The population consisted of all high school graduates who had taken manual skills at grade 12 level in the Phoenix District of KwaZulu-Natal.

Questionnaires were used as it was considered to be the most effective method to glean information and attitudes in respect of this study.

Some significant findings are summarized as follows: -

- Manual skills training at schools are inadequate.
- The curriculum has to be re-visited to include updated methods and techniques.
- Teachers must be from industries rather than institutions.
- Active career guidance units must be established at every secondary school to assist learners with careers.
- There should be active support from parochial governance structures.

The malfunction of the school in terms of job-orientated training is a serious problem. It has created the "Lost Generation" and the recommendations of this study hopes to rectify this.

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CHAPTER ONE

AN OVERVIEW OF THE STUDY

1.1. INTRODUCTION

The widespread unemployment amongst youth, and more especially grade twelve graduates, have spurred me to investigate the secondary schools manual skills curriculum to determine why grade twelve graduates are not readily employable.

Much consideration was given to the somewhat stagnant state of the economy and that older unemployed people had a better chance to acquire jobs than the younger school leavers. This study is an attempt to draw attention to all stakeholders to re-orientate the manual skills curriculum that will in turn provide an education to meet the demands of the job market.

The findings of this study could be invaluable in terms of reversing the present trend whereby schools seem to be producing ill equipped and poorly trained school leavers for the job market. The statistics from the review of literature reveal that grade twelve graduates are finding it difficult if not impossible to find employment (Forgey, et al., 1999).

The options open hereafter to grade twelve graduates are: -

- To pursue a further vocational training programme at much cost to the parents.
- To become self-employed.
- To resort to crime in order to sustain oneself and one's family.

Even though manual skills have been on the curriculum for many years, not much has been done by the National Department of Education to develop these subjects to establish career paths for the students who are less academically inclined. A

decisive step has to be taken to make these graduates produced by the school to be in demand.

Despite the availability of facilities at certain secondary schools to offer subjects such as technical drawing, woodwork, metalwork and domestic science, schools are forced not to offer these subjects. This is due to the drastic cut in financial aid to schools by the state, as reflected in Section 20 and 21 of the South African Schools Act no. 84 (Department of Education, 1996).

School budgets reveal a disparity in the funds allocated for technical education and mainstream education. For example, closer look at the proposed budget for 1999 of Palmview Secondary School reveal that manual skills training is given a negligible slice in the budget (Appendix A). This is evidence enough that governing bodies in their quest to maintain their respective schools as self sustaining organizations feel it is more costly to run technical education classes and opt for the cheaper way out which is the academic option. Little do parents realize that investing in human capital at this very early stage can make a substantial impact to the economy by enhancing the employability of secondary school graduates. Therefore, stakeholders should vigorously strive to maintain these subjects at secondary schools.

Parents are rarely told about the benefits of manual skills training at secondary schools on orientation day for new learners. During these meetings learners are seldom told of their right to choose subjects from the manual skills menu available at most secondary schools.

This argument regarding investment in human capital at school level is supported by Qureshi (1992), UNESCO's specialist in technical and vocational education who reaffirms these utterances by claiming that the ability to increase the productivity of a country through technical and vocational education is a key field of relevance. This investment in preparing the learners and infrastructure to bring about this transformation is a big challenge for most education and training systems of the world. Manual skills training is regarded as a critical component of a country's

economic development and high priority must be given to its education policy and plans in this respect.

Finally, our secondary schools should provide a part of properly trained workforce for who industry always looks for and it should initiate a process of multi-skilling its learners thus putting them on demand for the job market.

1.2. RATIONALE

The impetus of this study began because of my experiences as a technical studies educator and my informal observation of grade twelve graduates who are finding it difficult to find jobs after being trained in basic manual skills. This reveals a distinct mismatch between the needs of industry and the manual skills curriculum taught at school. The impact created by this condition had to be investigated.

I believe that finance is a determinant for successful technical education and financial constraints have further restricted the development of manual skills training by the low fee paying power of the majority of parents. Many schools are located in underprivileged and disadvantaged communities and parents cannot afford exorbitant school fees. Budgetary cuts by the government in its aid to schools have pressurized schools and governing bodies to demand exorbitant school fees from parents. In some schools an extra fee is demanded to purchase raw materials such as wood, nails, etc., for these subjects.

Parents now have to pay higher school fees because Section 20 and 21 of the South African Schools Act no. 26 of 1996 shifts the burden of financing schools by the government to financing by parents. The state now makes a financial contribution, which is a fraction of the cost of running a school.

Furthermore, the modern innovative techniques and methods of industry do not match with the outdated skills taught at schools. In order to meet this demand parents enroll their youngsters at technical colleges and this is a great loss of time and money. Streonach (1984), rightly asserts that the accomplishment of our societies' social and cultural goals requires a public education to develop both

intellectual and manual skills. The first goal is to provide specific skills while the second is to prepare learners to participate in the economy.

Early investigations by De Lange (1981) revealed that vocational education was critical for South Africa to feature on the global economy. The investigation further emphasized that a general formative education should terminate at the end of grade nine and be fully funded by the state. A general education and training certificate will be issued at the end of grade nine. This early investigation implied that this general formative education, which we now call the General Education and Training (G.E.T.) band, must be fully funded by the state. Therefore, finance should be a key determinant for education in general and manual skills in particular.

Nevertheless, the innovative further education and training programme which is grade ten, eleven and twelve at secondary schools is destined to cause doom for those youngsters who are ready to embark on this phase of education. This is because the government has not yet released a policy document at this late stage on how the Further Education and Training (F.E.T.) programme for this phase will be executed in 2002.

However, the annual report of the Further Education and Training Convention states that the ladder between formal education and the world of work is the Further Education and Training programme that will offer new life chances to South Africans of all ages (Pretorius, 2000). It is yet to be seen how this programme could bear fruit with limited funding and infrastructure.

Finally, the inter-relationship of school with industry is probably the most important single indicator of the schools efficiency and effectiveness; this efficiency can be measured in terms of employment of school leavers (Hunting, et al., 1986).

However, such a status in South Africa reveals a huge gap between schooling and

the needs of industry and it is hoped that the new progressive education structure will make every endeavor to bring about a closer relationship between schools and industry.

1.3. PURPOSE OF THE STUDY

The purpose of this study is to evaluate the efficiency of technical and vocational education at school. In doing so one has to identify inefficiencies, gaps and silences – and these components require interrogation by quantitative analysis.

It could be argued that the findings would address critical questions with regard to manual skills training and how this could influence employment possibilities of grade twelve school leavers.

The findings of this research will bear considerable significance to the following stakeholders in the education system: -

- Curriculum specialists and others who develop materials for manual skills classrooms. They should strive to facilitate negotiations between industry and educational establishments (schools) to formulate training strategies. This could improve the quality of grade twelve graduates with manual skills training that will be fed into industry.
- Teachers of manual skills who must be re-trained to train learners to meet the demands and challenges of the current job market. With extensive cutbacks in the funding of schools by the state, it is imperative that educators look critically at their current teaching methods and develop new strategies, which could produce high quality school leavers at less cost.
- National and provincial policy makers who engineer the curriculum for manual skills. Their strategies must give adequate attention to the

- improvement of teacher training methods thereby promoting adequate development of learners.
- Career guidance counsellors. They should provide a supportive internal structure in the school to monitor and scan technological changes in industry. This structure should inform learners and educators of such changes with regard to manual skilling. They should also monitor technology lifespans and inform learners thereof – given the fact that those skills that were required five years ago may not be in demand in present times.

School leavers with manual skills training must realize that training does not end on exit from school. It must be emphasized that learning is a life long process.

This evaluative study includes the impressions and assessments of some school leavers and provides a solid basis for judgment. However, it must be remembered that retraining of school leavers will not combat unemployment of school leavers in the short term and therefore the state will have to find creative measures to create job opportunities. This could take the form of tax incentives to employers, in the sense that for every new school leaver employed by the company, the employer will get a tax relief.

1.4. CRITICAL QUESTIONS

As part of the enquiry of this study the following critical questions will be explored: -

1. Why are grade twelve school leavers not employable in spite of manual skills training?
2. How does manual skills training influence the employment patterns of grade twelve graduates?

3. How can the school curriculum be structured to enhance the employment of school leavers?

1.5. METHODOLOGY

This study uses quantitative research techniques to glean information. One hundred and fifty questionnaires were distributed to grade twelve graduates. They made up a non-probability sample within the Phoenix District of the North Durban Region of KwaZulu-Natal. The questionnaire has two parts and includes closed and open-ended questions. These questionnaires were individually delivered to the respondents. On receipt of the completed questionnaires, a data analysis was done using the Statistical Package for Social Sciences (SPSS) placing the responses of all respondents into categories. The findings are communicated via this report in a clear unbiased manner.

1.6. DEFINITIONS OF KEY TERMS FOR THE PURPOSE OF THIS STUDY

MANUAL SKILLS TRAINING

Manual skills training at secondary schools embraces a wide range of activities and experiences in order to allow learners to prepare themselves for the world of work. These subjects include woodwork, metalwork, technical drawing, motor-mechanics, bricklaying and a host of other manual skills related subjects. These are not merely hand – skill biased subject areas (Leech, 1986). They are coupled with other skills learnt at schools such as literacy skills, communication skills, computational skills and life skills.

TECHNICAL EDUCATION

Technical education is education related to specific training, e.g. boilermaker, sheet metalworker and fitter and turner. These are branches from the generalized manual skills subjects. It is the preparation of a learner at school for an occupation. It aims to broaden the educational horizons by serving as an introduction to the exploration

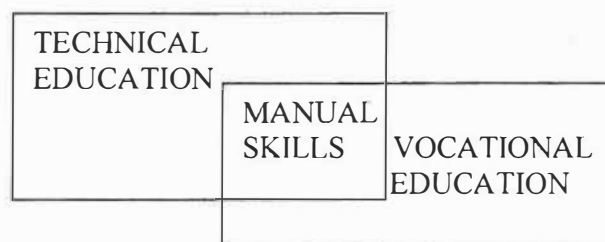
of materials, tools, techniques and processes of production, distribution and management as a whole and to broaden the learning process through practical experience (Plank, 1991).

VOCATIONAL EDUCATION

It is skills based programme that requires job specific manual skills such as a welder, plater, typist and secretary. It is basically training the learner for the job market, which is on the job training or pre-employment training. Vocational training should not be confused with vocational guidance where learners learn about different careers and occupational options open to them.

The figure below is a diagram showing the inter-relationship between technical education, vocational education and manual skills.

FIGURE. 1



UNEMPLOYMENT

This is a phenomenon where persons do not have a job and who legally seek a job and are available to start work within the next seven days of the interview for a job, (Forgey, et al., 1999).

EMPLOYMENT PATTERNS

Employment patterns are the type of occupation one assumes on leaving school. The results of this study reveal a definite pattern of unemployment amongst school leavers. Some school leavers join the informal economic sector while others enroll at tertiary institutions and a negligible few find jobs.

SCHOOL LEAVERS

These are persons who leave school and are older than fifteen years (compulsory school leaving age). For the purpose of this study school leavers will be those learners who complete matric and are not involved in the informal sector of the economy which is associated with informal businesses such as street vending, cottage industries, etc.

1.7. ASSUMPTIONS OF THE STUDY

In the apartheid schooling system, the privileged classes such as the Whites, Coloureds and Indians were provided with infrastructure and equipment for vocational education whereas for Black learners these facilities were non-existent together with a curriculum that was directly or indirectly restricted by the state. Secondary education had barriers in the past such as a limited curriculum with a vocational emphasis (Leech, 1986).

Boys were put into manual skills classes that comprised of metalwork, woodwork, motor mechanics, electricity and technical drawing. The girls were directed to needlework, home economics, domestic science, typewriting and office practice. In addition to these, all students had to take history, geography, mathematics and a language such as English, Afrikaans, isiZulu, isiXhosa, etc. This grand plan of manual skills training did not meet the standards of the workplace. Methods, techniques and theory related to these subjects were outdated.

Furthermore, the personnel employed to teach these subjects were drawn from a pool of university and college graduates instead of employing experts from industry. This resulted in irrelevant manual skills being taught at schools. A new system for technical and vocational education is being introduced at secondary schools, which includes training by experts from industry. This will attempt to tap the learner's innate abilities and produce better secondary school graduates.

This study also moves from the basic assumption that there should be a greater injection of funds into the vocational sector of secondary schooling and a programme must be put into place to vigorously promote technical / vocational education.

1.8. LIMITATIONS OF THE STUDY

On graduation from secondary school, most school leavers disperse around the country in search of jobs and are very difficult to locate. Students with manual skills training are rarely found and respondents had to be tracked down in different parts of the province, addresses had to be taken and questionnaires sent to them. The limiting factor in this study was that the questionnaire was used as the only data-gathering instrument. One can argue that interviews could have provided better insights.

This study is also limited in the sense that it is confined to the Phoenix district of KwaZulu-Natal. Therefore, its findings are not generalizable beyond this locality. However, this does not diminish the importance or significance of the findings in this study. These findings can form a basis for more broad-based or nationwide research in this field, which would offer insights regarding what is happening countrywide.

1.9. ORGANISATION OF THE STUDY

CHAPTER ONE

Chapter one of this study gives a brief overview of the research. It explains the author's perceptions and how these gave rise to the study. It also discusses the rationale, the purpose, the assumptions of the study and the organization of the report and limitations of the study.

CHAPTER TWO

This chapter explores research literature on unemployment patterns among school leavers. It covers a critical review of literature with regard to employment needs and

explores the education mismatch between the job needs of industry and manual skills taught at school and how to prepare school leavers for unemployment.

CHAPTER THREE

This chapter describes the research methodology from the research design, the construction of the questionnaires taking into account control mechanisms and ethical consideration, to the administering of the questionnaire.

CHAPTER FOUR

Chapter four presents and analyses the results from the administered questionnaires. After the analysis of the views of school leavers, a comparative and composite picture of the unemployment patterns amongst school leavers emerges in the Phoenix district of the North Durban region of KwaZulu-Natal.

CHAPTER FIVE

This chapter presents the research findings. After the element of a mismatch between schooling and the needs of the industry surfaces, it is here that implications are discussed and recommendations are made.

1.10. CONCLUSION

This research taps on the silent component of the system, which are the unemployed school leavers who do not have the resources to voice their feelings, opinions and objections regarding manual skills training at secondary schools. It will provide a powerful tool for curriculum constructors to re-orientate the manual skills curriculum. The general aim is to bring to light the plight of the young school leavers who have not been prepared for employment and unemployment.

The general trend these days is to invest in human capital but this is concentrated at post school level and the big question implied in this research is that why couldn't we invest more in human capital at school level so as to bypass post school technical education to meet the needs of industry. This will relieve parents of additional cost of post school technical education.

Walford (1985), supports this argument by painting a picture of major reorientation of education and training with a shift towards a new vocationalism especially for the two thirds of the young people of lower ability. Generally, school budgets allocate more money to academic education. This will result in the over-supply of academically inclined high school graduates.

I hope that by tracing/mapping backward the root of unemployment, sufficient attention is drawn to unemployed school leavers so that school managers and curriculum reviewers can critically reanalyze the manual skills curriculum. This would prepare students sufficiently for work and to give them a competitive edge on the job market. However, the effect of unemployment are not only restricted to school leavers, it also affects older people for a host of reasons.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter reviews some of the existing research on the attitudes of learners, curriculum specialists, educators, parents and other stakeholders towards manual skills training at secondary schools. Sources such as the Internet, libraries and government agencies were utilized for the literature search. Related literature was separated from the unrelated ones and the former included in the review.

Manual skills' training is the totality of experiences and activity of learners that brings about preparedness of the learner for the world of work. It is that part of the curriculum that prepares the individual for a broad vocational area as well as for life in general, however, this study reveals that secondary school graduates have inadequate levels of manual skills to find themselves employed in industry on exit from school. They will have to be re-trained.

Job-entry qualifications form barriers and restrict learners from entering the job market thereby compounding the problem of joblessness.

The delayed delivery of promised textbooks and infrastructure by the government of the day has led to the lack of learning culture and a prevalent anger towards the school system. This contributes to the low quality of learners produced by the school, which escalates into a high unemployment status of school leavers.

2.2. THE PLIGHT OF SCHOOL LEAVERS

South African education is in a chaotic state and this is perceived to be due to the complete renewal of the education policy. In transforming education many teething problems will occur and this leads to the general state of chaos

The general perception is that the majority of the learners at school are doing courses which offer very little scientific and technological learning thereby creating a mismatch between the skills the school curriculum offers and the skills required by industry. This is supported by the fact that there is a decreasing number of matriculants passing mathematics and science every year. The evidence that there are 24.8 percent matriculants unemployed out a total of all unemployed people in this country in the year 1999 proves that the majority of learners are doing courses at school that do not ensure their employability on completion of grade twelve (Forgey, et al., 1999).

According to (Forgey, et al., 1999), some 70% of the unemployed population had less than grade twelve education, 24.8% had a grade twelve qualification and 5% had a higher education qualification. These figures were arrived at using the strict definition of unemployment, that is people who attempted to get a job within the last five days and those who made valid attempts to find work within the last seven days. The fact that seventy percent of the unemployed have less than grade twelve calls for an immediate intervention by the government into the curriculum for secondary schools because it is not producing the outcomes that is required by the job market.

There are certain changes in the South African population that have a bearing on the plight of secondary school leavers. South Africa's population is expanding at a rate of 2.4%, (Forgey, et al., 1999), and the number of children entering school now is about 500 000 per annum. From this information, it can be seen that South Africa will not experience a shortage of labour as is experienced by some super powers such as Japan, West Germany and the United Kingdom. This is a major strength for our country assuming South African schools can educate and train entrants to the job market. However, if the industries in South Africa cannot absorb young people produced by the school system then I perceive that South Africa will end up being a poor country.

Those learners not absorbed into the industrial/commercial sector will cost the government more in terms of unemployment levies.

This abundant and consistent evidence confirms that the reorientation of the manual skills curriculum is an urgent matter and that a state of emergency must be declared on curriculum planning. The main reason for the surge of interest in this forgotten target group is the problem of unemployment in conjunction with the growing restriction in the capacity of industry to provide job opportunities (Kasipar, 1992).

2.3. EMPLOYMENT PATTERNS AMONGST SCHOOL LEAVERS

To understand employment patterns amongst school leavers one has to define unemployment in terms of strict definition and expanded definition. Strict definition according to (Forgey, et al., 1999), refers to people who have not worked prior to the last seven days of the interview, who want to work and are available to start work within the week. The expanded definition refers to people who have not worked during the last seven days and are available to start within the week. It does not qualify the condition where the person must have sought employment.

The table overleaf shows the unemployment profile by sex and age according to expanded and strict definition.

TABLE. 1
UNEMPLOYMENT BY AGE AND SEX (1999)

	AGE (yrs)	MALE		FEMALE		TOTAL	%
		NUMBER	%	NUMBER	%		
STRICT DEFINITION	15 – 29	802 000	54.2	928 000	55.2	1 730 000	58.4
EXPANDED DEFINITION	5 – 29	1 391 000	54.	1 766 000	53.4	3 159 000	53.7

SOURCE: Statistics South Africa (2000-2001). South Africa Survey

In translating and relating these statistics to grade twelve school leavers who comprise 42.8% of 1 630 000 people which is all people unemployed in this age group, there are 429040 matriculants that need jobs. This figure of jobless matriculants has been compounded over many years.

High and chronic unemployment patterns occur throughout the world. It is a problem not only experienced by our country, but by the rich industrialized nations of the world (Dillman,1991). If one has to scan the entire unemployment statistics of this country, one will notice that unemployment is higher amongst the youngsters (Forgey, et al., 1999). This unemployment problem in South Africa can be attributed to the steady population growth rate and a low industrial growth rate coupled with a school curriculum that does not prepare learners to take their places in the economy. An upswing in the economy will relieve the pressure of growing unemployment but not solve it. The training component within the curriculum needs to be thoroughly organized and restructured so that it produces learners who are adequately prepared to join the labour market.

2.4. THE PURPOSE OF MANUAL SKILLS TRAINING

Manual skills training should be a key component of secondary school education and should not be narrowed down to mere manual labour training for the lesser academically inclined learners.

According to Leech (1986:176), manual skills is concerned with problem solving, planning, designing, general knowledge, communicating, cooperating, concern for the welfare of others, personal achievement, consumerism, technological developments and its effects -- all of which are elements of a general education.

These understandings and skills are directly linked to a range of trades in particular as well as the world of work in general. Sadly so, the elements of this definition is not fulfilled by the manual skills training curriculum in KwaZulu-Natal thereby resulting in school leavers not being able to find work.

Leech (1986:176), however, further elaborates on his definition by proclaiming that manual skills aims to develop safety awareness skills, skills in critical thinking, decision making, problem solving, technical knowledge, psychomotor skills, understanding of relevant technology, technical literacy and appreciation for quality workmanship. In expanding on Leech's definition, I would add qualities of independent thought, tolerance, initiative, self-reliance, confidence and cooperation. To achieve such outcomes, our curriculum needs to be re-orientated to be on par with global practices regarding these subjects at secondary school level.

2.5. GENDER AND MANUAL SKILLS

Manual skills subjects are open to both boys and girls in South African schools so as to employ equity in career development, however, conservative parents still maintain that certain professions are exclusively for boys and others are not.

Parents however, advise their children to pursue conservative career paths and as a result, girls do not take woodwork or metalwork as a subject at school. This is supported by Foldi (1986), who firmly believes that the curricula should make no distinction between boys and girls in relation to the level of acquisition of knowledge. Because female school leavers are not equipped with certain manual skills, they are at a disadvantage when competing on the job market.

2.6. ACADEMIC VERSUS MANUAL SKILLS TRAINING

The general notion that exists among people is that learners with less academic ability would pursue occupations with manual skills, while the brighter learners will pursue careers in industry. Winge (1991), clearly states that if this is the case where learners are taken by a gentlemanly ideology when certain jobs were reserved solely for boys, then it would be a highly desirable part of the education process to correct this issue. However, it is my view that those learners coming from privileged backgrounds with sufficient ability will be influenced by friends and family and have perfect reason why they chose a particular career. Children from poor underprivileged families do not have the infrastructure to guide them and as a result, they are herded into the academic option of schooling with disastrous results for some. Here again the unemployment of school leavers is certain. Career guidance units should be set up in schools and become an active part of the curriculum.

In South Africa there is a rapid growth of the educated elite amongst previously disadvantaged communities and manual skills and technical education are pushed aside by these people as they see academic education as a means to improve their lot and instantaneously wide scale unemployment has reared its head.

High school graduates have acquired limited academic and manual skills to make them employable; hence, there must be a comprehensive marketing of a combination of academic, technical and manual skills to be taught at secondary schools. This must be executed to contribute to the revival of the economy (Alexandra and Williams, 1996).

The world is changing rapidly that learners must not be trained in one direction only Sweet (1988). This is also supported by Norton (1978), who says that the best-paid employment will not only be available to the academic but also to those with technical skills. School leavers with vocational skills must be able to adapt their skills learned at school to jobs that are currently available.

2.7. THE UNRELATED CURRICULUM

Although entrenched in the constitution of this country is the banning of discrimination at places of employment, there is an unseen line that invokes marginalisation, which our social origin has often encouraged (Carton, 1984). Some employers use discriminatory policy when employing people. The poorly trained school leavers coupled with marginalisation and discrimination find themselves on the labour market with little hope of re-entering the school structure or a vocational training school because of the lack of funds and thereby compounding the problem of rampant unemployment.

Snook (1988), agrees with Carton (1984), claiming that schools are the cause of unemployment, since they provides curricula unrelated to life. Schools have concentrated on academic education to the neglect of the practical training; they have given youngsters aspirations beyond their capabilities and neglected skills needed by the labour market.

Cornfield (1991), elaborates on this by concluding that only the State can intervene to correct the inefficient system the State has created and the State in the case of Britain is inhibited from intervention in the education system by the traditional notion of the infringement of the academic, which is the freedom of the teacher. However, in South Africa State intervention is welcomed in terms of inputs with regards to financing of education and infrastructure. State policy here dictates freedom of the academic but policy implementers on the ground seem to be ignorant of this fact and infringe on the freedom of the teacher when implementing policy.

2.8. EMPLOYER ATTITUDES TO MATRICULANTS ENTERING THE JOB MARKET

The World Economic Forum attributed South Africa's increased competitiveness on the global market in the year 2000 to the creativity and innovation in the economy, although the country was plagued by a poor education system, lack of skills and high unemployment, (Institute of Race Relations, 2001). Economic prosperity is largely dependent on the quality of manpower schools produces. If learners leaving school are not properly skilled then the best strategies and management systems of industry will not be able to function optimally. This is supported by Skilbeck, et al. (1994), who confirm that upon the foundations of a strengthened basic education, a superstructure of vocationally orientated, work preparatory education and training needs to be erected. The Skills Training Act number 97 of 1998 (Department of Labour) has set a target of five years to build this education superstructure in South Africa, which will integrate all stakeholders of the education system. Some progressive economies have taken decades to build such a structure. This structure is so complex that it would take more than five years to establish.

In Australia, schools are being encouraged by the department of education to establish school councils with employer and parent representatives (Leech, 1986). This has been done to improve the quality of manual skills taught at secondary schools and to keep it in line with the requirements of industry. The present South African system does not concur with this because representatives from industry are not included on the school governing boards. The proposed future plans for skills development in South Africa include representation from industry and it is hoped that such a strategy will bear fruit.

Educational policies in Brazil differ from those established by industry. Here educational policies are centered on the needs of individual and industry focuses on production needs (Tavares, 1986). However, in South Africa there is an emerging trend towards formulating common training goals for education and industry. The

merging of these objectives will direct school leavers into jobs more easily. The Further Education and Training Act number 98 of 1998 (Department of Education) demands compulsory participation of industry in defining objectives for technical and vocational education. This will be done via the Sectoral Education and Training Authority. This was confirmed by the Minister of Labour, Mdladlana at the launch of the National Skills Development Strategy in February 2001 where he re-emphasized the active involvement of employers, unions, workers, government departments and communities in developing a skilled workforce.

Moore (1991), does not concur with the politicians and regards it as a current attack on education and the teaching profession with regards to the employer's dissatisfaction with educational standards and the quality of the young worker. He believes this alleged failure on the part of education is a main feature of the rhetoric that legitimizes changes, which are being imposed by politicians.

2.9. CAREER AND VOCATIONAL GUIDANCE

There are a considerable number of people who feel that learners do not achieve a high enough standard in basic skills because they do not know enough about the labour market and are unable to develop applicable attitudes and values demanded by a career in order to make a meaningful choice (King, 1980). In South Africa, there is a dearth of career guidance and counseling in secondary schools. This was partly due to the rationalization and redeployment of teachers using prescribed norms supplied by the department. School principals were forced to abolish the school guidance and counseling post. These qualified councilors were deployed to class based posts. This resulted in learners having little or no direction regarding careers on exit from school.

Because of the inadequate career guidance at schools, learners are therefore not prepared for the world of work, which results in too many career changes in ones lifetime. However, a generalized perception is that there must not be an overflow of career guidance at school level because every industry is unique and has different

requirements and there is a possibility of unrealistic attitudes being developed toward the learner's chosen career.

Unemployment is traumatic for the young school leaver with no money and resources; therefore, it is of utmost importance to prepare learners for unemployment (Sterling, 1982). Forgey, et al., (1999), reveal that approximately two thirds of the school leavers in this country are unemployed and they will have to be equipped on how to cope with unemployment. This should include aspects such as how to collect unemployment benefits, how to utilize state subsidized training options in their chosen careers, job seeking and interview skills.

The impact of expert vocational guidance and the image of careers on the study field decisions of learners are not fully appreciated in this country. The preference learners have for non-technical subjects at school is a result of advice from parent and teachers who do not fully understand the effect education has on the economy. If learners make the incorrect choice of subjects at school, they will find it difficult to find employment and will not be able to contribute to the economy of the country.

2.10. INADEQUATE FUNDING OF MANUAL SKILLS

Funding is critical to the development of manual skills at secondary schools. Since the South African Schools Act 26 of 1996 and the framework for funding lie within section 20 and 21 of this act which govern public secondary schools, the associated legislation of this section temporarily restricts the delivery of manual skills at schools in its attempt to address the inequitable funding of schools during the previous regime.

Schools are quintile ranked from the poorest schools to the richest schools and each school will receive a pro rata share of the limited provincial education budget. This means that all schools will receive a fraction of the amount required to run a school. The balance of the financial burden will be borne by the parents. Parents whose children choose a technical/vocational option will have to pay an extra amount for the purchase of raw materials such as fabric, wood, metal, etc.

With the re-orientation of the entire education system, a Skills Development Act has been passed in parliament. This so-called skills revolution will be halted because there is inadequate funding to drive this process together with the Skills Development Strategy and its associated legislation (Pretorius, 2000). Financial resources can cause a major block to reforms and in this case, vocational and technical education is being stifled. South Africa is now in the process of tapping industry by means of its taxation system to establish national skills fund, which is legislated through the Skills Development Levies Act and would be ready for use by mid 2001.

2.11. CONCLUSION

The literature review for this study involved the separating of related and unrelated literature. All the related literature was clustered into themes. The literature review helped to define concepts. It helped to extend the reservoir of knowledge regarding manual skills training.

For the reader of this research report, the literature review has at least three functions listed below: -

- It helps the researcher to plot the path for the study.
- It helps to gain a basic understanding of the findings of this study.
- It forms a source of additional information if the readers desire. (Neuman, 1997).

The literatures included in this review were from libraries, the internet, databases and government agencies. Reading for the literature survey is extensive and the sources had to be correctly documented. The South African Schools Act was constantly used to gather information throughout this study.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

In this study, quantitative research techniques are used to glean the attitudes of grade twelve graduates who had taken manual skills training at school level. The general aim was to explore these attitudes and to measure how they affect the employment of grade twelve graduates.

This study should provide data to make guided recommendations to reduce the chances of unemployment of these grade twelve graduates.

Although the study is restricted to the geographical location of Phoenix, it is hoped that a broad picture with significant findings will emerge, however a countrywide study could enforce the view that manually skilled school graduates are unemployed in spite of their training.

The current manual skills curriculum bears no relationship to the job requirements of industry. In devising the instrument for this study, the shortcomings of the curriculum was always kept in focus meaning that there is a need for a re-orientated and co-ordinated manual skills training agenda to address the job requirements of the formal industry.

3.2. CHOICE AND DESCRIPTION OF THE RESEARCH AREA

This study was conducted in the Phoenix district of the North Durban Region of KwaZulu-Natal's Provincial Education Department. The district has eighteen secondary schools in its fold and nine of them offer manual skills subjects at senior certificate level. School graduates with manual skills training made up the population. The targeted period in which this population was used for this study

was the academic school year, 2000. In other words, this study looked at all grade twelve learners with manual skills who had graduated at the end of the academic year 2000.

The Phoenix district is situated about ten kilometers north of Durban. It is a residential area, which is flanked by an industrial area on one side and the townships of Inanda and Kwa Mashu on the other side. Schools in this area are becoming fully integrated by learners from all three areas.

3.3. THE POPULATION

The population may be defined as the broader pool of subjects from which certain elements are extracted for the purpose of a sample (Neumann, 1997). For the purpose of this study, the population is the same as the sample. This is called a non-probability sample (McMillan, 2000). The population was all high school graduates with a pass in six subjects, two of which are languages of their choice and either of business economics, history, geography, physical science, mathematics, biology, computer and manual skills subjects. Therefore, the sample in this study is made up of all graduates with manual skills training for the academic year 2000.

3.4. SAMPLING

As just alluded, to the sample used in this research was all grade twelve graduates with manual skills training within the Phoenix district who graduated in the year 2000. Sampling may be understood as a process of systematically selecting cases for inclusion in a research project (Neuman, 1997). The sample consists of grade twelve graduates, which are made up of one hundred and fifty respondents, of which sixteen percent were female and eighty four percent were male. A non-probability sample, which includes the whole population of graduates with manual skills training was used in this study.

The sampling procedure consisted of steps, which are listed as follows:

- The first step was to apply for permission from the department of education to conduct research at public secondary schools within the Phoenix district. (Appendix B).
- The second step was to determine and select all schools that offer manual skills training at senior certificate level in the Phoenix district. This was done by telephonic enquiry of all the schools in the district.
- The third step was to telephone principals to get permission to access and scrutinize learner profiles. Learner profiles are a composite record of a learner's personal particulars and academic details. Personal particulars refer to aspects such as age, gender, and race and family background, whereas academic details refer to subjects taken at school and detailed annual result sheets.
- Step four was to compile a list of the names, addresses, and telephone numbers of the sampled population. Graduates who passed at least one manual skills subject were included. Some of these subjects are woodwork, metalwork, technical drawing, computer keyboard practice, typewriting, home economics, music, art, and speech and drama.

3.5. THE RESEARCH INSTRUMENT

The questionnaire was the only instrument used in this study (Appendix C). The rationale behind the use of such an instrument is as follows: -

- For a sample as large as one hundred and fifty respondents scattered over the geographical area of Phoenix, it was found that the questionnaire was the

most effective method of gathering data. Respondents could complete it with little or no assistance.

- Access to the grade twelve perceptions was gained by means of the questionnaire. Interviews and observations would have become a long and tedious task to achieve the same objectives.
- Moreover, the questionnaire offers a cost effective method to gather data from a sample as large as the one used in this study.
- Respondents were assured that only the researcher, supervisor and the data analyst had access to personal information such as age, marital status, etc. Anonymity was guaranteed.

Help was sought from a statistics expert regarding the technical aspects in the construction of the questionnaire. These were the determination of the dependent and independent variables. This also included assigning values to the variables.

Each questionnaire had a cover page with a letter addressed to each respondent explaining the details of the study (Appendix D). This letter promised that individual responses will be used for academic purposes only and that confidentiality will be guaranteed.

The questionnaire was divided into two parts. Part one incorporated the biographical details with closed and one-word responses such as age, gender and occupation.

Part two of the questionnaire had seventeen closed-ended questions where the respondents had to choose their responses from a Likert type of scale, which is as follows:

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

Respondents had to tick the appropriate block using the given scale. These questions required less effort to complete than the “fill in the response type of questions.” Less than one third of the respondents left the last question unanswered. This question called for any additional comment respondents would like to make. All other questions were answered and this made the coding of the data for the spreadsheet for the Statistical Package for Social Sciences (SPSS) much simpler.

The fill in the block type of questions were designed to establish how high school graduates feel, perceive and understand how effective the manual skills training is and how relevant this training is for them to acquire jobs. The questions were formulated in simple language and have attempted to extract responses as accurately as possible. The questions were also of a specific non-personal nature.

There were four open-ended questions in this questionnaire. Open-ended questions permit an unlimited number of possible answers and allow respondents to provide detailed, clarified and qualified responses (Neuman, 1997).

Question eighteen of part two was included to gauge the extent to which career guidance could be used to sensitize learners about the status of unemployment in

this country and to equip them with the skills to make the correct vocational choices.

Question nineteen probed the perceived inactive nature of the school governing bodies to elicit information on what campaign mechanisms school governance structures have to promote effective manual skills training.

Question twenty centered on the South African Schools Act no. 26 of 1996 and why this act seems to deny schools the provision of finance to skill learners for occupations.

Question twenty-one asked for information regarding the recommendations one would like to make to improve the status of manual skills training. It allowed the respondents some degree of creativity and room for self-expression. It also provided a collection point for unanticipated responses.

The Statistical Package for Social Sciences (computer software) was used in the data analysis. This means that the technical design of the questionnaire must be compatible with the Statistical Package for Social Sciences. Values were assigned to the responses of each variable for example:

1. GENDER 1 **male** 2 **female**

The subscripted number represents the value. After the values are assigned to the variables, the data is captured on a spreadsheet and this totaled to 4130 responses. On completion of the data capture, the computer generated frequency tables and the responses were ready for analysis (Khumalo, et al., 1999).

3.6. DISADVANTAGES OF THE QUESTIONNAIRE

- The questionnaire requires a lot of time and skill and a poorly constructed questionnaire could result in highly questionable results.

- Participation in the research was voluntary and as a result many questionnaires were returned unanswered and in the case of this study twenty-two of the questionnaires were returned unanswered which made up fifteen percent of the total number of administered questionnaires.
- Respondents may not answer the questions honestly.
- Some respondents forgot to complete the questionnaire. Telephonic reminders were made to remind them to do so.
- Because most of the respondents were unemployed, they requested to be paid to complete the questionnaire.

3.7. VALIDITY

The questionnaire was validated in the following ways: -

- It was presented to a group of researchers for scrutiny and commentary.
- It was presented to the supervisor of the study who provided advice on items to be reshaped, deleted or added.

3.8. METHOD OF COLLECTING THE DATA

The questionnaire was administered to one hundred and fifty high school graduates and one hundred and twenty eight returned the completed questionnaires. This constitutes a return rate of eighty six percent. The method for collecting data followed four basic steps:

STEP 1

From the list compiled for the sample, which was extracted from the learner profiles of the different schools in the district, telephone numbers of respondents were extracted. Respondents were phoned to get permission and consent for participation in the study. Privacy and confidentiality was assured to the respondents. On

approval by the respondents, I promised to personally deliver and collect the questionnaires by appointment.

STEP 2

On delivery of the questionnaires to the respondents, appointments were made with them to collect the questionnaire within seven days. Some respondents requested extra time to complete the questionnaire and this was granted. The costly part of this exercise was when respondents were called upon for the completed questionnaires and this was not ready. In sixteen cases, three or more calls were made to collect the completed questionnaires.

The personal delivery and collection method for questionnaires was used because it offered the following benefits: -

- It ensured maximum returns.
- It avoided the loss of data in the mailing system.
- It saved the respondents time and effort to post back the questionnaires.

3.9. ETHICAL CONSIDERATIONS

In ensuring the adherence to ethical practices in research, confidentiality and privacy were guaranteed at all times. Research intentions were clearly conveyed to school principals to gain access to learner profiles of grade twelve graduates.

Consent was sought from the respondents to take part in the study. An explanation to the respondents of their right to refuse consent or withdraw consent at any time during the study was provided.

An assurance was given that the results emanating from the study would be reported as accurately and correctly as possible.

3.10. LITERATURE REVIEW

The literature review was the foundation stage of this study. It helped to anticipate and resolve problems, define concepts, identify measures and select a design. Finally, it helped to plot a research path. Therefore, the design and construction of the questionnaire was informed by this research literature.

Local and international literature was reviewed on employment patterns and manual skills training. Local literature suggests that there is a distinct mismatch between manual skills training at school level and the job requirements of industry. The underpinning issue here is that many matriculants have been manual skills trained at school level and are currently unemployed, some six months after graduating from school.

3.11. CONCLUSION

This chapter examines the different methods that were used in the research to gather data. Only one instrument was used and that was the questionnaire. On examination of the research results later in this study, I believe that the questionnaire was an effective instrument in collecting data required in this study although some questions and responses were unnecessary.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

This chapter presents and analyses the results of the administered questionnaire. As mentioned in the previous chapter, the Statistical Package for Social Sciences, volume 9.0 was used to analyze the data generated by the responses to the questionnaire. Charts and graphs will be used to explain the statistics.

This chapter also includes tabulations to explain some of the perceptions of grade 12 graduates. Interesting relationships emerge between the variables.

This presentation and analysis of data attempts to address the critical questions of this study which are:

- Why are school leavers' unemployed in spite of their manual skills training?
- How can the school curriculum be structured to enhance employment of school leavers?
- How does manual skills training influence the employment of grade twelve graduates?

The data reflects the attitudes of school leavers regarding manual skills training at secondary schools, which is inadequate to meet the demands of the job market. This could be rectified by implementing a structured training programme, which must be constructed by representatives from industry, educators and curriculum specialists from the department of education. This mechanism could be used to rectify the current mismatch that exists between manual skills training at schools and the job requirements of industry.

4.2. AGE-GENDER COMPOSITION OF SUBJECTS

The statistics gleaned from the responses illustrate the age and gender composition of the respondents. The males constitute seventy-six percent and the females make up twenty-four percent of the sample. Based on this, one can deduce that more boys than girls take manual skills subjects.

The majority of the respondents lie within the fifteen to eighteen age range.

4.3. MARITAL STATUS

In this study, ninety-five respondents are single, twenty-seven are married, five are divorced and one separated. This indicates that the major part of the sample is single. The question arises as to how can these youngsters sustain themselves when it is a known fact that in some cases all employable members of their respective families are unemployed. This problem is compounded if the respondents are married, divorced or separated. The statistics later in this chapter reveal that sixty-one percent of the sample are unemployed.

4.4. YEARS AT SCHOOL

Two thirds of the respondents spent twelve to thirteen years at school. It reveals that the majority of the respondents in the sample did not have to repeat any year at school. After twelve years of schooling, respondents should have been fit and ready to join the world of work, however, the results of this study clearly indicate that this is not so because there is a vast number of unemployed respondents in this sample.

4.5. MANUAL SKILLS SUBJECTS TAKEN AT SCHOOL

Table 2 below reflects the number and percentage of learners who have taken manual skills subjects and is followed by a color-coded representation.

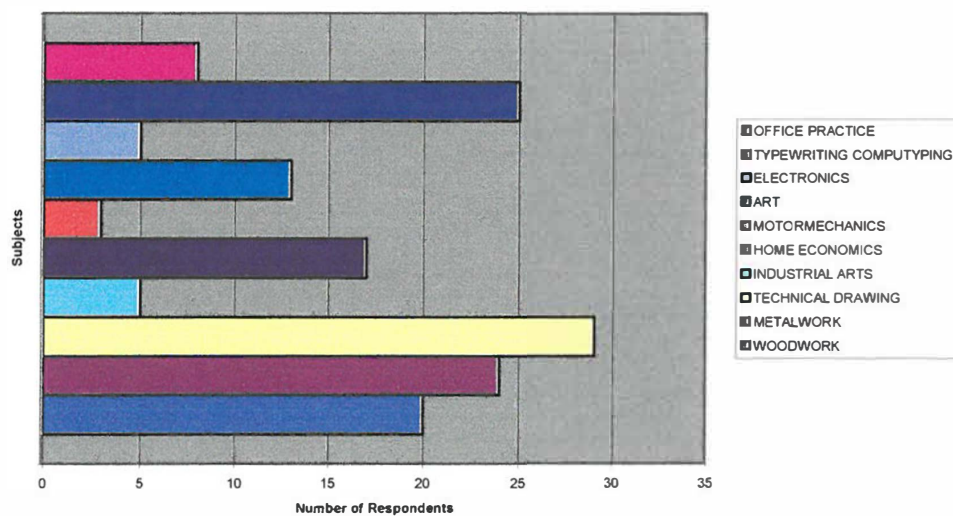
TABLE 2

SUBJECTS	NUMBER OF LEARNERS	%
WOODWORK	20	13
METALWORK	24	16
TECHNICAL DRAWING	29	19
INDUSTRIAL ARTS	5	3
HOME ECONOMICS	17	11
MOTORMECHANICS	3	2
ART	13	9
ELECTRONICS	5	3
TYPEWRITING	25	17
OFFICE PRACTICE	9	6

$n = 150$

All percentages have been rounded off to the nearest whole number

Manual Skills Subjects Taken at School



The sample constituted of all high school graduates who have taken at least one manual skill at high school level. In spite of this specialized training, unemployment is resident. Eight of these respondents have graduated with two manual skills subjects.

4.6. EMPLOYMENT STATUS

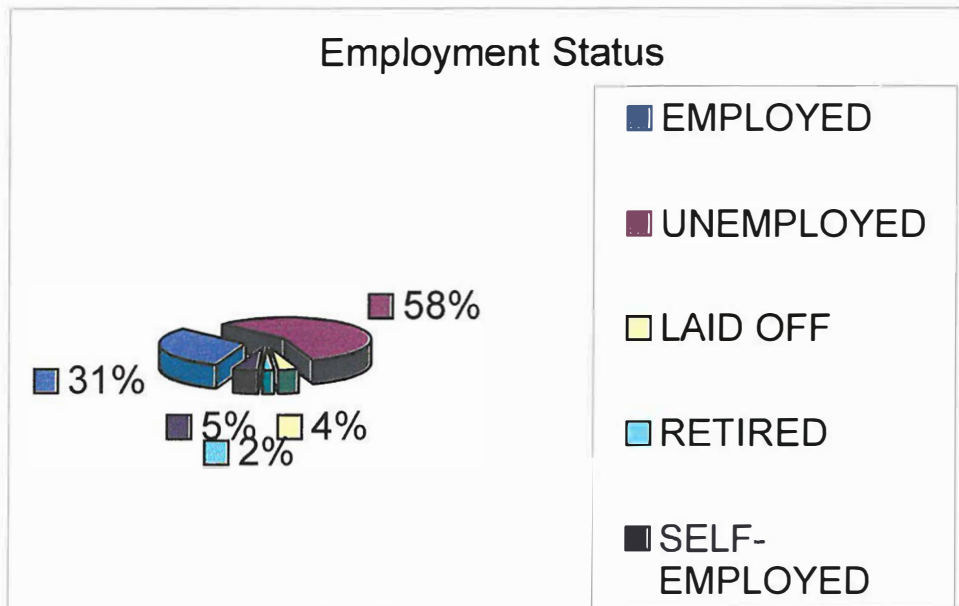
Table 3 below represents the sample in terms of employment. It is followed by a graphical representation of the employment status of the respondents in this sample.

TABLE 3

STATUS	NO. OF RESPONDENTS	%
EMPLOYED	40	31
UNEMPLOYED	74	58
LAID OFF	5	4
RETIRED	3	2
SELFEMPLOYED	6	5

n = 128

FIGURE 3



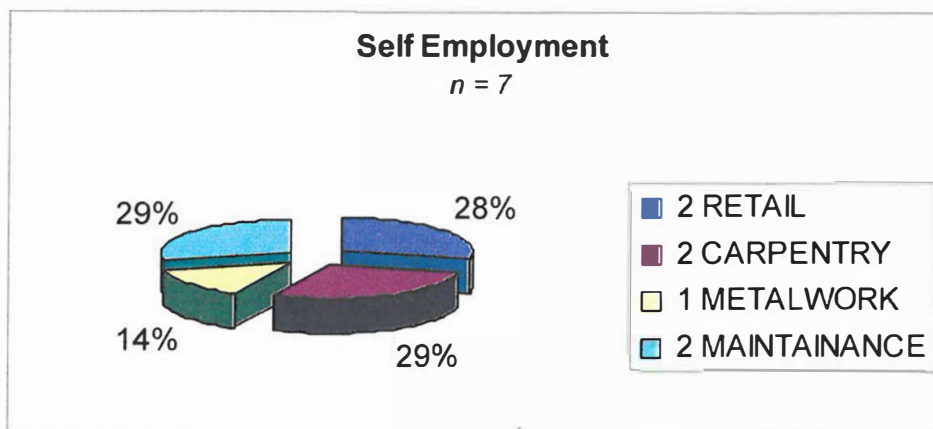
As it can be seen from the above sixty-two percent of the sample are not working, leaving thirty-one percent of the sample employed, two percent are retired and five percent are self-employed. These self-employed people are engaged in informal businesses such as the vending of fruit and vegetables on street pavements.

4.7. TYPE OF SELF-EMPLOYMENT

TABLE 4

TYPE	NO. OF RESPONDENTS	%
RETAIL	2	28
CARPENTRY	2	29
METALWORK	1	14
MAINTAINANCE	2	29
TOTAL	7	100

FIGURE 4



Seven people in the sample are self-employed. Their main means of generating income is through informal businesses. In the retail sector, one person owns a “spaza” shop and the other person is retailing fruit and vegetable on the pavement outside a local shopping center.

The data reflected that one person manufactures kitchen cupboards in his garage and the other manufactures wooden garden furniture, which is sold at the local flea market. Another respondent manufactures steel burglar guards and gates. These items are made to order. It is a one-man operation, operating from a little shelter in the backyard of his home.

One person is doing lawn cutting and garden maintenance, and the other is associated with roof maintenance using a high pressure cleaner to clean roofs.

4.8. ITEM ANALYSIS

Table 5 overleaf analyses some of the items of the questionnaire. It shows the computation of totals concerning the seventeen Likert- type of questions in the questionnaire. All responses that reflect strongly agree and agree were batched as agree and all items that reflected disagree and strongly disagree were batched as disagree. Each total is reflected as a percentage.

The following coding categories must be used to understand the table below:

SA/ A → STRONGLY AGREE AND AGREE → AGREE
U → UNDECIDED
SD/ D → STRONGLY DISAGREE AND DISAGREE → DISAGREE

These items from the questionnaire have been represented as themes in the item analysis table and this has been done so as to make it convenient and easily understood.

TABLE 5

ITEM ANALYSIS

No	Item	SA/ A	%	U	%	SD/ D	%
1	Prepare learners to go to universities rather than into jobs.	40	31	13	10	75	59
2	Learners can do odd jobs better	83	65	1	.8	44	34
3	Establish home industries	71	55	14	11	43	34
4	Equips to find jobs	13	10	10	8	105	82
5	Technical subjects a waste of time	60	47	5	4	63	49
6	Does not prepare for the world of work	81	63	5	4	42	33
7	Teachers from industries rather than universities	91	70	17	13	20	16
8	Training facilities are sufficient	22	17	8	6	98	76
9	Parents pay additional fees for technical subjects	44	34	8	6	76	59
10	All learners must be exposed to manual skills	93	73	14	11	21	16
11	Schools are not offering technical subjects	30	23	33	26	65	51
12	Preference to pen and paper jobs	63	49	26	20	39	30
13	Manual skills training is better than academic subjects	51	40	20	16	57	45
14	Most of what is learned in manual skills training is not useful.	56	44	10	8	59	46
15	No need for technical study	27	21	9	7	94	73
16	Teachers concentrate on theory rather than practical.	60	47	15	12	53	41
17	Higher status for academic subject resulted in many students not taking manual skills.	100	78	11	9	17	13

ALL PERCENTAGES HAVE BEEN ROUNDED OFF TO THE NEAREST WHOLE NUMBER

4.9. LEARNERS ARE NOT PREPARED FOR THE WORLD OF WORK (ITEMS 1-6).

Thirty-one percent of the sample agree to the fact that the key function of the school is to prepare learners to go to university while fifty-nine percent of the sample disagrees with this. From this it can be deduced that a majority of the respondents believe that schools should prepare learners to go into jobs.

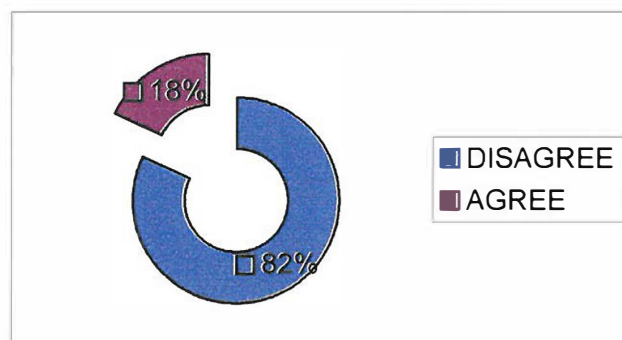
A major part of the sample (fifty-six percent) feel that technical vocational subjects taken at school can enable the grade twelve graduates to do odd jobs at home much better. In terms of adaptability, the grade twelve graduates will be able to adapt the skills learnt at school to the jobs that are currently available.

Analysis reveals that some of the skills learnt at schools can help high school graduates to establish home industries as illustrated by fifty-five percent of the respondents.

The graph below indicates that eighty-two percent of the respondents disagree that technical/vocational education equips one to find jobs within six months of leaving school. This may be based on the respondents' own experiences, given the fact that fifty-eight percent of the respondents are unemployed.

FIGURE 5

TECHNICAL/VOCATIONAL EDUCATION EQUIPS GRADE TWELVE TO FIND EMPLOYMENT WITHIN SIX MONTHS OF LEAVING SCHOOL



n = 128

Forty-seven percent of the respondents indicated that manual skills training is a waste of time, while forty-nine percent of the respondents disagreed with that sentiment.

The data from this study (sixty-three percent) reveals that the manual skills curriculum for secondary schools does not prepare learners for the world of work.

4.10. INADEQUATE LEARNER SUPPORT, INFRASTRUCTURE AND FINANCE (ITEMS 7-9).

Ninety-one respondents (seventy percent) from a sample of one hundred and twenty-eight felt that educators for vocational technical education must be from industry and the commercial sector rather than from university and technical colleges.

Seventeen percent of the sample agrees that the facilities for technical /vocational education are sufficient and seventy-seven percent of the sample felt that there is a definite need to increase and upgrade facilities.

Due to the spiraling cost of materials required to teach technical / vocational education, parents have to pay additional fees for technical subjects. Fifty-nine percent of the respondents disagree with this because of the understanding that manual skills training is part of the curriculum and that all learners should pay equal fees.

Three quarters of the respondents (seventy-three percent) feel that all learners must be exposed to technical/ vocational subjects as part of a life-skills programme. These life-skills can be adapted to make these prospective job seekers competitive on the job market.

Twenty-three percent of the respondents believe that most schools are not offering manual skills subjects, however, fifty-nine percent disagree that manual skills cost more than the academic subjects being offered at school. It is felt that schools always take the cheaper option.

4.11. RESPONDENTS' PERCEPTIONS OF MANUAL SKILLS TRAINING (ITEM 10-17).

Forty-nine percent of the sample prefer an office-based job as opposed to thirty percent of the sample. A school graduate with manual skills training is multi-skilled

and should be able to do most jobs, office or factory based jobs. A leaning towards office-based jobs reveals a flaw in the manual skills training programme at schools.

Forty percent of the respondents perceive that manual skills training is better than academic training. This is opposed by forty-five percent of respondents who support academic training. This could possibly due to the fact that respondents have a balanced perception of the type of training offered by schools.

Fifty-nine percent of the respondents believe that manual skills training is useful. After completing manual skills training programme at school there is no need to have further training at a technikon. While only ten percent of the respondents agree, seventy-four percent do not agree with this sentiment. One possible explanation for this feeling may be the ineffectiveness of the school curriculum in respect of manual skills training.

The current manual skills curriculum demands the teaching of theory rather than the application of theory. This causes a great deficiency in learners who are being prepared for the world of work. As a result they have very little hands-on experience. The statistics in this study reveal that forty-seven percent of the respondents agree with this while fifty-three percent disagree.

Our schooling system tends to emphasize the need for academic education and attaches a higher status to it. Most people regard manual skills subjects as subjects to be taken by learners with a lesser ability. The response to this question indicates that seventy-eight percent of the respondents agree with this sentiment.

4.12. RESPONDENTS' PERCEPTIONS THAT CAREER GUIDANCE SHOULD BE DONE FOR AT LEAST TWO DAYS ON ENTRY OF LEARNERS TO HIGH SCHOOL (ITEM 18).

The response to this question elicited one hundred and twenty-two "yes" responses, which made up ninety-five percent of all the responses and six "no" responses, which made up five percent.

Five percent of the respondents felt that two days was too little time allocated for career guidance and that career guidance must be done on an ongoing basis. In other words these respondents' were not in disagreement with the general importance of offering career guidance to high school entrants.

Some respondents felt that it was too early to make career choices during the first year of high school, and that there will be a number of career choice changes during one's schooling. This is because learners gain more knowledge and information about different occupations as the learner proceeded through high school. The ninety-five percent who responded "yes " felt that learners needed to know about the various courses available that will lead them into their chosen careers. In this case, knowledge about careers has to be gained swiftly because learners will be given two days to learn about their respective careers. In these two days, career guidance councilors could help learners to plot their career paths.

Other responses were that the two-day career guidance programme would equip learners with the skills to make career choices to suit their abilities.

4.13. RESPONDENTS' PERCEPTIONS THAT SCHOOL GOVERNING BODIES SHOULD ACTIVELY CAMPAIGN FOR THE PROMOTION OF TECHNICAL /VOCATIONAL TRAINING AS A MEANS TO CURB UNEMPLOYMENT (ITEM 19).

Ninety-two percent of the subjects felt that school governing bodies should vigorously promote these subjects to curb unemployment. Governing bodies are given the authority by the entire parent structure to make such decisions and implement them.

The state has withdrawn financial help to schools and thus governing bodies should take proactive measures to sustain and maintain dying school subjects.

Some respondents' felt that governing bodies should have regular meetings with the greater parent body to emphasize the importance of technical/ vocational subjects and how it will affect employment patterns of their children.

Eight percent of the sample felt that while the promotion of the technical/ vocational training is a positive feature, it might stifle the learners' real interests and discourage them from choosing their preferred career options.

Some respondents indicated, "Governing bodies are a waste of time and without rigorous training, they will be ineffective in whatever they do." Other respondents reflected that, "Governing bodies were not sufficiently educated to handle school business." Significantly many respondents indicated that, "Most governing body members were employed and did not have time for school matters." and "Some people get elected to governing bodies to protect the interest of their own children."

4.14. RESPONDENTS' PERCEPTIONS THAT THE SOUTH AFRICAN SCHOOLS ACT NO. 26 OF 1996, COULD HAVE MADE PROVISIONS TO FULLY FINANCE MANUAL SKILLS TRAINING AT SCHOOLS (ITEM 20).

The responses suggest that the government should fully finance technical/vocational education. Ninety-four (seventy-three percent) of the respondents agree that the government should provide infrastructure, machinery and materials for the effective delivery of manual skills training.

Many respondents came from underprivileged backgrounds and felt that school fees were high and that the government was fleecing the taxes they were contributing. Some of the striking responses were, "In every thing we do, we pay tax. I request the government to help us with our children's school fees. The government is charging high taxes and we can't see improvement in our lives," "We earn very little money to buy food and we cannot pay high school fees." and "The breadwinner in my family is unemployed and we cannot pay high school fees."

Other responses revealed that some schools were wealthy and that the government should allocate funds according to the bank balances of the respective schools.

On examining the responses, it revealed that the government must pay experts from industry to teach at schools. Parents cannot afford to pay these experts. Some inputs from the respondents were, “The government must get training instructors from factories to teach manual skills at school,” “Before a teacher can teach manual skills at schools, he must work in an industry.” and “Get volunteer parents who are experts in their fields to teach manual skills at school.”

A few respondents believe that since the state has partly withdrawn funding of schools, the class sizes are exploding and it is impossible to have large classes for manual skills training because it violates nationally accepted codes of safety.

4.15. CONCLUSION

The data of the study simply calls for the cultivation of good quality human resources. The training must never be seen as an expense to the government but as an investment in human capital and the government must pay for all training at school. The perceptions of stakeholders with regard to manual skills training are presented and the data reveals the curriculum has to be re-visited to create a vibrant vocational and technical training structure.

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION

Progressive damage has been done to learners by the traditionalized curriculum which trained learners for the world of academia while neglecting to equip the less academically inclined practically for jobs. These less academically inclined learners had to bear the wrath of joining the unemployment spiral or searching for jobs they were inadequately prepared for.

The major contributing factor to this widespread unemployment amongst grade twelve graduates is the apartheid education system that provided training at school in line with the principles of job reservation for certain race groups.

Manual skills curriculum offered at secondary schools is limited to the degree that, for example, a learner with four years of training in woodwork at secondary school will not be able to do the job of a carpenter. If he or she is employed by the wood industry, the grade twelve graduates will have to be retrained by the employer. This study has attempted to draw the attention of the curriculum specialists and other stakeholders to this shortcoming in the curriculum.

This mismatch exacerbates the plight of grade twelve graduates and creates general patterns of unemployment. The overwhelming evidence gained from the statistical analysis of this study calls for enormous change to take place within the curriculum so that the grade twelve graduates can become more competitive on the job market.

A revised curriculum should offer more scope for vocational and technical orientation of learners. Statistical evidence from this study reveals that schools are under-funded and that the government should spend more money on industrial training for learners.

The training of trainers has to be done to meet the needs of the learners, and in this case, technical/vocational education is far too important to leave just to the teachers. Parents and industry need to blend a curriculum that will meet the needs of learners and will make them readily employable on the job market.

Most curriculum specialists are worthy people in their own fields but have never held jobs in business or industry. They have no idea what is required outside the groves of academia. They should be allowed to take up their vocations only after they have served an apprenticeship in the open market-place (Kok, 1992). The important implication here is that practitioner participation is important in curriculum construction.

Finally, because South Africa has a predominantly poor population and because there is a statistically significant response from this study that most parents cannot afford extra school fees, the right of learners with lesser academic ability to be trained at minimal cost to the parent should be included in the constitution.

5.2 FINDINGS OF THIS STUDY

Statistically significant relationship between manual skills subjects and gender.

A significantly high number of boys take manual skills because it is believed that manual work is the gentlemanly thing to do. Girls normally chose academic subjects and some lighter manual skills subjects such as home economics, domestic sciences, office practice and typewriting.

Statistically significant evidence that more than half the sample are unemployed.

Two thirds of the school leavers sampled in this study are unemployed, some six months after graduating from high school. These youngsters were optimistic to find jobs after five years of education and training at high school. Five percent of the

sampled population are self-employed in the informal economic sector. It is evident that these people could not find employment in the formal economic sector and are forced to join the informal economy. Establishing a fruit and vegetable vending operation on the street corner does not require much investment and expertise.

Statistically significant evidence that home industries are easier to establish than to find jobs.

The concept of home industry requires a lot of self-discipline because a young school leaver does not have the experience to do so in business. Minimal amounts of investments and infrastructure are required to set up a cottage industry. School leavers find it an exciting option when there are no chances of finding work.

Statistically significant evidence that the curriculum for technical/vocational subjects does not equip one for the world of work.

Statistical evidence regarding employment reveals that there is a mismatch between the curriculum and the job requirement of industry. Methods are outdated and some of the theory taught is not related to current industrial practices for the woodwork curriculum for instance. Learners are taught to construct furniture using traditional methods instead of teaching learners production line furniture manufacturing.

Statistically significant evidence that parents cannot pay additional fees.

Section 20 and 21 of the South African Schools Act implies that the government believes that it will not be able to provide more than a basic education for a long time. There is an old belief that anything that you get for nothing, no matter how good it is, as in the case of state funded education, it will be valued at nothing and this applies to schooling. Only when all parents pay something significant for their children to learn will they insist that the child comes out of the system with a certificate which is worth more on the job market.

There is significant evidence that secondary schools are not equipping their learners for the world of work.

One of the possible reasons why a vast number of grade twelve graduates are unemployed is that schools are not equipping their learners with the skills to be competent in industry. No consideration is given to learners with varying abilities and interests. School curriculums are budget driven, meaning that manual skills are offered subject to the availability of funds.

The respondents' perceptions that manual skills training is not better than academic subjects.

Ninety percent of the respondents disagreed with this because the manual skills training at schools are inadequate. Teachers who teach these subjects are from university rather than industry. They impart textbook knowledge rather than teaching real-life experiences as practitioners from industry. The knowledge imparted by these individuals sometimes distorts the learners' perception about work. Respondents believe that academic education and training is a gateway to tertiary education after which the possibility of finding jobs will be better.

Some of the modern and high-tech machinery are too big to be housed within the school and these are the items that schools cannot really afford. This affects the training of learners who have taken manual skills subjects at school. School graduates feel that they have learnt very little in these subjects, however field trips and excursions to the related industries will make their training more meaningful.

Respondents perceived that there is a higher concentration of theory rather than practical work.

Forty-seven percent of the respondents agreed that teachers concentrated on theory rather than practical applications. Here again the teachers are not from industry. Those that are employed to teach these subjects have little or no hands-on experience. If a learner has taken a manual skills subject, he/she is allocated five hours for this subject in a school week and policy dictates that two hours should be used for practice

Respondents' perceptions that finances dictate offering of manual skills subjects at school.

The offering of any subject on the school timetable is dictated by finance but respondents feel discriminated against because an extra fee is levied for manual skills training.

There is statistically significant evidence that respondents' attach a higher status to academic rather than manual skills subjects.

The answer to a successful technical/vocational structure for secondary schools is to allay the notion that parents feel that all children have the same capabilities. It has to be impressed upon parents that children have different capabilities and schools are trying to cater for learners of different capabilities. It can be argued that most parents prefer their children to do academic subjects because of the perception that their children will have no future if they took manual skills subjects. This notion needs to be corrected and the parents given adequate information.

5.3. RECOMMENDATIONS

The recommendations that emerged from this study are listed as follows: -

- Proactive measures have to be taken to recover the "lost generation" by establishing employment-training agencies to

retrain the unemployed grade twelve graduates with manual skills training. This could take the form of evening classes.

- In the light of high unemployment, aggressive marketing campaigns for manual skills training should take place and this must reach out to all stakeholders.
- A centralized agency for donor funding of manual skills must be established. This agency must control and channel donations from local and international donors on an equitable basis.
- Removing the “skills gap” by enlisting stakeholder participation to construct a workable curriculum for manual skills training which would aim to enhance employment possibilities for grade twelve graduates.
- Teachers with relevant work experience must be employed by the Department of Education to teach these subjects.
- Learners have to be sent to a related business/industry for at least two weeks per annum to gain an industrial training experience.
- Every learner who chooses manual skills should have the right to be trained. This training should be at a minimal charge. Mechanisms and control measures should be put in place to deal with those individuals that abuse the privilege.

- There must be a renewal system for manual skills programmes offered at school. Each course must have a registration certificate. Performance evaluators who are experts from industry will issue registration certificates. The key function of the performance evaluators is to monitor manual skills programmes so that they are relevant to the needs of industry. This renewal system does not feature in S.A.Q.A's policy.
- A system of skills testing for the learners has to be developed. All qualifying learners would be put into a pool that would serve as a distribution point into jobs.
- All learners must be exposed to manual skills training because it helps to develop work attitudes.

5.4 CONCLUSION

Currently South African schools are producing graduates with insufficient training entering the labour market and parents are burdened with the extra cost of sending their children to technikons for further training.

As far as manual skills are concerned, South Africa is on the verge of launching the Further Education and Training Programme (F.E.T.) It is yet to be seen how training will take place in the new system. There are no policy statements regarding the treatment of the huge skills gap that is currently plaguing our grade twelve graduates. It is not clear how the "lost generation" will be helped to integrate with the world of work, however, the best systems of the world will not work unless students, parents and teachers realize that all learning is based on self discipline.

Training at all levels is an important component in the manual skills curriculum. This study epitomises the need for training of trainers as well as the unification of ideas of parents and industry to structure a workable curriculum that will put grade twelve graduates in demand on the job market.

Finally manual skills training of any learner is necessary because it prepares them for the world of work. It teaches work ethics and discipline.

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Volleyball				750	
Athletics (Marquees/Trophies/Sound/Refreshments)				12 000	
Rugby				500	
Volleyball (Short term)				500	
Cricket (Short term)				2 500	
Refreshments (Sporting/All Codes)				4 000	
Transport (Sporting/All Codes)				4 000	
Affiliation fees USASA				2 000	
Table Tennis				500	
				24 750	
CURRICULAR EXPENSES					
SKILLS					
Woodwork				2 000	
Metalwork				2 000	
Art				2 000	
Technical Drawing				1 500	
Home Economics Sewing machine service & ingredients				4 000	
Music (Equipment & instruments)				4 000	
LRE (Books)				8 000	
Speech and Drama				2 000	
				25 500	
LANGUAGES					
English (Reference Books and Aids)				1 000	
Afrikaans (Reference Books and Aids)				1 000	
				2 000	
HUMANITIES					
History				1 000	
Geography				1 000	
				2 000	
COMMERCE					
Commerce				1 000	
Typewriters-Service & repairs 10%				4 500	
				5 500	
MATHEMATICS AND SCIENCES					
Mathematics				1 250	
Natural Science				2 000	
Computer Studies (Programmes and Sundries)				4 500	
Computer Studies(Outstanding Debts)				9 464.80	
Technica Electrical				2 000	
				19 214.80	
				54 214.80	
CONTINGENCY ACCOUNT					
Subsidy Lights and Water				3 000	
Subsidy Telephone				1 200	
Fumigation				4 500	
Condolence Fund				700	
				9 400	
TOTAL PROJECTED EXPENSES				354 025.80	
DIVIDED BY 1 100 PUPILS				321.84	

NB: IF THE DEPT. OF EDUCATION DOES NOT SUPPLY STATIONERY AND TEXTBOOKS ALL COSTS MUST BE BORNE BY THE PARENT. HOWEVER, THE SCHOOL WILL MAKE EVERY EFFORT TO MAKE RESOURCE MATERIALS AVAILABLE TO PUPILS BY MEANS OF PHOTOCOPIES IF POSSIBLE.

APPENDIX B

99 Varsity Drive
Reservoir Hills
Durban
4091
19 March 2001

Dr. D.W. Edeley
Department of Education and Culture
17 Victoria Embankment
Esplanade
Durban

Dear Sir

Re: Research being undertaken at the University of Durban-Westville, School of Education.

I herein request permission to conduct research in the North Durban Region of K.Z.N.

My research focus is: The impact of manual skills training on the employment patterns of grade twelve graduates.

As we are aware, school leavers increasingly finding it difficult to find jobs and this study will attempt to make recommendations to improve the quality of manual skills training at schools so as to meet the demands of the job market.

It is therefore important for grade twelve graduates to give us feedback of their experiences by means of a questionnaire.

Participation in this research will be on a voluntary basis and prior arrangements will be made with the individuals concerned. I guarantee confidentiality of responses and pledge that all information gleaned will be used for academic purposes only.

Finally, administration of the surveys and questionnaires will be conducted during non-teaching time.

I await your response.

Mr V. Needhi Persal No. 10950010

APPENDIX C

UNIVERSITY OF DURBAN - WESTVILLE
SCHOOL OF EDUCATION
QUESTIONNAIRE

Number: _____

DEAR RESPONDENT

Please indicate your answer by means of an X and where required, please use the spaces provided for your answer.

Do not put your name on the questionnaire.

PART 1

1. BIOGRAPHICAL DETAILS

1.1 Name the firm/factory/government department you work for ?

1.2 Gender Male 1 Female 2

1.3 What is the nature of your job? (e.g. carpenter, bricklayer etc.) _____

1.4 Age in years

1 15 - 18 3 21 - 23

2 19 - 20 4 24 - 29

1.5 Marital Status

1 Separated 3 Divorced

2 Single 4 Married

2. How many years did you take to complete school?(Grade 1 - 12).

Less than 12 years. 1 12 years to 13 years 3

14 years to 15 years 2 16 years to 17 year 4

3. List the technical / vocational subject taken at school.

4. Current employment status.

1 Employed

2 unemployed

3 Laid-off

4 Retired

5 Self employed

6 Other (specify)

4.1 If self employed, state the type of business you are engaged in. _____

PART TWO

EVALUATION

USE THE FOLLOWING SCALE TO ANSWER THE QUESTIONS

1. STRONGLY AGREE
2. AGREE
3. UNDECIDED
4. DISAGREE
5. STRONGLY DISAGREE

These questions are formulated to tell us how you feel about technical / vocational education at secondary schools. Technical/vocational education refers to subjects such as Metalwork, Woodwork, Technical Drawing, Home Economics, Computer Keyboard Practice, Office Practice and Office Administration.

1	2	3	4	5
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- | | | | | | | |
|--|---|--|--|--|--|--|
| 1. Our schools should prepare learners to go to Universities rather than go into jobs. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 2. After studying Technical/Vocational subjects learners can do odd jobs at home much better. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 3. It is easier to establish home industry with the skills that are learnt in technical/vocational subjects. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 4. These subjects being offered at schools adequately equip you to find a job within six months of leaving school. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
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| 5. Technical/Vocational subjects at school are a waste of time. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 6. The syllabus for technical / vocational subjects does not prepare one for the world of work | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 7. Teachers who teach vocational / technical education must be from industry rather than from universities or colleges | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 8. The training facilities at schools are enough to train me for the job market. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 9. My parents paid additional fees for technical / vocational education over and above the normal school fee. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
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| 10. All learners must be exposed to manual skills. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 11. Schools are not offering technical subjects | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
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| 12. I prefer a pen and paper job rather than using my manual skills. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
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| 13. Manual skills subjects are better than academic subjects. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
| | | | | | | |
| 14. Most of what I learn in manual skills training is not useful. | <table border="1" style="width: 100%; height: 15px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | |
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USE THE FOLLOWING SCALE TO ANSWER THE QUESTIONS

- 1. STRONGLY AGREE
- 2. AGREE
- 3. UNDECIDED
- 4. DISAGREE
- 5. STRONGLY DISAGREE

1	2	3	4	5
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15. After completing a manual skills training programme, there is no need to go to a technikon for further training

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16. The teacher concentrated on theory rather than practical work.

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17. The status attached to academic subjects at schools resulted in many students not taking manual skills subjects.

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18. Do you think that career guidance should be done for at least two full days on entry of learners into high school?

1 Yes

2 No

Give a reason for your answer.

19. Do you feel that school governing bodies should actively campaign for the promotion of vocational training as a means to curb unemployment

1 Yes

2 No

20. Do you feel that the South African Schools Act No 26 of 1996 could have made provisions to fully finance manual skills training at schools?

1 Yes

2 No

Support your reasons for this response

21. What are the recommendations you will make to improve the status of manual skills training at schools?

22. Any additional Comments / Suggestions you'll like to make.

APPENDIX D

Dear Respondent

I am a Masters student registered with the School of Educational Studies at the University of Durban-Westville. I am conducting this research toward the completion of my degree.

It would be highly appreciated if you could complete the attached questionnaire. The attached questionnaire is not a test. It is devised to find out your feelings about manual skills training at secondary schools. You are not required to furnish your name and your opinions will be treated as confidential.

Should you have any queries, feel free to contact me at any time. Thank you for your time and co-operation. It is highly appreciated.

Sincerely
Vishnu Needhi

Tel: (031) 2627890



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

NORTH DURBAN REGION

ISIFUNDAZWE SENYAKATHO NETHEKU

NOORD DURBAN STREEK

Address: Tivro House
Ikheli: 17 Victoria Embankment
Adres: Esplanada

Private Bag: Private Bag X54323
Isikhwama Seposi: Durban
Privatsak: 4000

Telephone: (031) 360-6265
Ucingo: (Exams Help Desk)
Telefoon: (031) 332-1128
Fax: (031) 332-1128

Enquiries: Dr D W M Edley
Imibuzo: 360-6247
Navrae:

Reference: 2/12/2/3
Inkomba:
Verwysing:

Date: 16 November 2001
Usuku:
Datum:

Mr V Needhi
C/O The Principal
Palmview Secondary

Fax: 505-5332

Dear Mr Needhi,

PERMISSION TO CONDUCT RESEARCH : NORTH DURBAN REGION

You are hereby granted permission to conduct research in Schools in the North Durban Region, as set out in your letter of application. The permission is subject to the following conditions:

- a. No school/person may be forced to participate in the study;
- b. Access to the schools he wishes to utilise is to be negotiated with the principals concerned by yourself;
- c. The normal teaching and learning programme of the schools is not to be disrupted;
- d. The confidentiality of the participants is respected; and
- e. A copy of your research findings must be lodged with the Regional Chief Director, upon completion of your studies.
- f. Kindly note further that if you are an educator in the employ of the Department of Education and Culture, KZN, you may NOT utilize teaching time for this research.

This letter may be used to gain access to the schools concerned.

May I take this opportunity to wish you every success in your research.

Yours faithfully,

Dr D W M Edley
Regional Co-ordinator: Research
For REGIONAL CHIEF DIRECTOR