FACTORS CAUSING CAREER INDECISION OF SCHOOL LEAVERS IN KWANDEBELE

by

ESTHER NTOMBANA MABENA

SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

in the subject

PSYCHOLOGY OF EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR FE GOUWS

JUNE 1994
DECLARATION

I declare that "FACTORS CAUSING CAREER INDECISION OF SCHOOL LEAVERS IN KWANDEBELE" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

ESTHER NTOMBANA MABENA
FOREWORD

TO MY LATE MOTHER

Evelinah, you were the source of my inspiration. You taught me how to exist meaningfully. You gave me the courage to face the most challenging situations. When you were called to higher service, that courage remained with me. I am therefore able to deliver this dissertation in your honour.
DEDICATION

To my husband, Jerry Johannes, for his support and encouragement, and to my children, Nkosinathi, Ntombikanyise, Muzikayise and Makhosonke for their patience and understanding.
ACKNOWLEDGEMENTS

I wish to express my deepest gratitude and appreciation to the following people, whose assistance and cooperation made this research project a success:

- my supervisor, Dr FE Gouws for her kindness, patience, understanding and expert advice

- Prof HC Petrick for valuable advice

- Mrs Helen van der Poel for her expertise in typing and technical editing the dissertation

- Mrs Moya Joubert for editing the text

- Mrs N Thirion for accessing sources relevant to my study

- Prof G Bester for assistance with the empirical investigation

- Mr Jannie van den Berg for binding the book

- principals and pupils of the schools where the empirical research was conducted for their wonderful cooperation

- my husband and children for their loving support

- my two sisters Ruth and Julia for their motivation
• my special friend Pius Nkoe for his unending assistance and for believing in me

• above all, to our heavenly Father for health, strength and courage which sustained me throughout this exercise
FACTORS CAUSING CAREER INDECISION OF SCHOOL LEAVERS IN KWANDEBELE

BY: ESTHER NTOMBANA MABENA

DEGREE: MASTER OF EDUCATION

SUBJECT: PSYCHOLOGY OF EDUCATION

SUMMARY

This research was undertaken to determine factors causing career indecision of school leavers in Kwandebele. Literature study indicates that factors such as interest, sex, dependency, vocational immaturity, the economy and politics have a direct influence on career indecision. Literature study further indicates that parties involved in career decision-making also contribute to career indecision.

424 Kwandebele school leavers answered questionnaires. The school leavers were requested to indicate the importance and contributions of five categories, namely personal aspects, family, school, guidance teacher and society to his career choice making process. Most of the personal aspects were regarded as important and also the other four categories showed a significant difference between school leavers who have made a choice and those that have not made a choice.

This research could not cover the implication of career education at all levels of the child, recommendations for future research have been made.
KEY CONCEPTS

career indecision
vocational choices
career interest
career choices
beyond school
Psychology of occupations
role models
academic performance
school leaver
career maturity
sex differences in career choice
attitude assessment
vocational behaviour
career guidance
self-esteem
TABLE OF CONTENTS

Title page ................................................................. (i)
Declaration .............................................................. (ii)
Foreword ................................................................. (iii)
Dedication ............................................................... (iv)
Acknowledgements .................................................... (v)
Summary ................................................................. (vii)
Key concepts ........................................................... (viii)
Contents ................................................................. (ix)
List of figures .......................................................... (xx)
List of tables ........................................................... (xx)

CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    FORMULATION OF THE PROBLEM AND THE AIM,</td>
<td></td>
</tr>
<tr>
<td>SIGNIFICANCE AND METHOD OF RESEARCH ..........</td>
<td>1</td>
</tr>
<tr>
<td>1.1 INTRODUCTION ...........................................</td>
<td>2</td>
</tr>
<tr>
<td>1.2 ANALYSIS OF THE PROBLEM .......................</td>
<td>4</td>
</tr>
<tr>
<td>1.3 STATEMENT OF THE PROBLEM .......................</td>
<td>6</td>
</tr>
<tr>
<td>1.4 AIMS OF THE INVESTIGATION .....................</td>
<td>7</td>
</tr>
</tbody>
</table>
1.4.1 General aim ............................................................ 7
1.4.2 Specific aims .......................................................... 7
1.5 DEFINITION OF CONCEPTS ................................. 8
1.5.1 A career ................................................................. 8
1.5.2 Career indecision ..................................................... 8
1.5.3 The school leaver ..................................................... 9
1.5.4 A factor ................................................................. 10
1.5.5 A career choice ...................................................... 10
1.6 DELIMITATION OF THE STUDY ............................... 12
1.7 CONTEXT AND SIGNIFICANCE OF THE STUDY .... 12
1.7.1 The personal context ............................................... 13
1.7.2 The social context ................................................... 13
1.7.3 The environmental context ...................................... 14
1.7.4 The family context .................................................. 14
1.7.5 The educational context ............................................. 15

1.8 RESEARCH METHODS AND PROCEDURES ............ 15

1.8.1 Research design ......................................................... 15

1.8.2 Research procedures .................................................... 16

1.8.2.1 Literature study ....................................................... 16

1.8.2.2 Observation by the researcher ................................. 16

1.8.2.3 Questionnaires ......................................................... 16

1.9 RESEARCH PROGRAMME .............................................. 17

2 THE NATURE AND EXTENT OF THE FACTORS CAUSING CAREER INDECISION: A LITERATURE REVIEW .... 19

2.1 INTRODUCTION ............................................................ 20

2.2 DEFINITIONS OF CAREER INDECISION ..................... 21

2.3 GENERAL CATEGORIES OF CAREER INDECISION .... 22

2.3.1 The extent of indecision .............................................. 23
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.2</td>
<td>The extent of personality involvement</td>
<td>24</td>
</tr>
<tr>
<td>2.3.3</td>
<td>The extent of career information</td>
<td>25</td>
</tr>
<tr>
<td>2.3.4</td>
<td>The extent of achievement and ability</td>
<td>26</td>
</tr>
<tr>
<td>2.4</td>
<td>THE ENVIRONMENTAL CHARACTERISTICS OF INDECISION</td>
<td>27</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Family interaction</td>
<td>27</td>
</tr>
<tr>
<td>2.4.2</td>
<td>The school</td>
<td>28</td>
</tr>
<tr>
<td>2.4.3</td>
<td>The social others</td>
<td>29</td>
</tr>
<tr>
<td>2.5</td>
<td>FACTORS ASSOCIATED WITH CAREER INDECISION</td>
<td>30</td>
</tr>
<tr>
<td>2.5.1</td>
<td>Vocational immaturity</td>
<td>31</td>
</tr>
<tr>
<td>2.5.2</td>
<td>Identity problems</td>
<td>32</td>
</tr>
<tr>
<td>2.5.3</td>
<td>Anxiety</td>
<td>33</td>
</tr>
<tr>
<td>2.5.4</td>
<td>Career interest</td>
<td>34</td>
</tr>
<tr>
<td>2.5.5</td>
<td>Sex role</td>
<td>35</td>
</tr>
<tr>
<td>2.5.6</td>
<td>Dependency</td>
<td>37</td>
</tr>
</tbody>
</table>
2.5.7 The economy ........................................................ 37
2.5.8 The influence of politics ......................................... 38
2.6 SUMMARY ...................................................................... 38
2.7 SYNOPSIS .................................................................... 39
3 VOCATIONAL THEORIES AND COUNSELLING ............ 42
3.1 INTRODUCTION .......................................................... 43
3.2 CONTEMPORARY THEORIES OF CAREER COUNSELLING ..................................................... 44
3.2.1 Trait-and-factor theories ......................................... 45
3.2.2 Developmental theories .......................................... 46
3.2.3 Personality-based theories ...................................... 48
3.2.4 Social learning theories .......................................... 49
3.2.5 Other theories of career development .................... 50
3.3 RELEVANCE OF THE THEORIES TO THIS STUDY .... 51
3.4 CONTEMPORARY CAREER COUNSELLING

3.4.1 Traditional counselling ........................................... 54

3.4.2 Family counselling .................................................. 55

3.4.3 Group counselling .................................................. 56

3.4.4 Micro-counselling .................................................. 57

3.4.5 Other methods ...................................................... 58

3.4.6 Relevance to this study ........................................... 59

3.5 SYNOPSIS ............................................................. 60

4 PARTIES INVOLVED IN THE CAREER DECISION-MAKING OF THE SCHOOL LEAVER ...................... 61

4.1 INTRODUCTION ...................................................... 62

4.2 THE CHILD (SCHOOL LEAVER) .................................... 63

4.3 PARENTS .............................................................. 68

4.4 THE SCHOOL ......................................................... 71
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1</td>
<td>The teacher (guidance teacher)</td>
<td>73</td>
</tr>
<tr>
<td>4.4.2</td>
<td>The peer group</td>
<td>77</td>
</tr>
<tr>
<td>4.5</td>
<td>THE SCHOOL GUIDANCE COUNSELLOR</td>
<td>79</td>
</tr>
<tr>
<td>4.6</td>
<td>SOCIETY</td>
<td>81</td>
</tr>
<tr>
<td>4.6.1</td>
<td>Politics</td>
<td>84</td>
</tr>
<tr>
<td>4.6.2</td>
<td>The economy</td>
<td>86</td>
</tr>
<tr>
<td>4.7</td>
<td>SYNOPSIS</td>
<td>89</td>
</tr>
<tr>
<td>5</td>
<td>THE EMPIRICAL INVESTIGATION: PLANNING EXECUTION AND MEASUREMENT</td>
<td>91</td>
</tr>
<tr>
<td>5.1</td>
<td>INTRODUCTION</td>
<td>92</td>
</tr>
<tr>
<td>5.2</td>
<td>HYPOTHESES</td>
<td>93</td>
</tr>
<tr>
<td>5.2.1</td>
<td>Hypothesis 1</td>
<td>93</td>
</tr>
<tr>
<td>5.2.2</td>
<td>Hypothesis 2</td>
<td>94</td>
</tr>
<tr>
<td>5.2.3</td>
<td>Hypothesis 3</td>
<td>94</td>
</tr>
<tr>
<td>5.2.4</td>
<td>Hypothesis 4</td>
<td>95</td>
</tr>
</tbody>
</table>
5.2.5  Hypothesis 5 ................................................................. 95

5.3  SELECTION OF TESTEES ................................................. 96

5.4  MEASURING INSTRUMENT ............................................... 96

5.4.1  The questionnaire ...................................................... 97

5.4.1.1  The construction of the questionnaire ......................... 97

5.4.1.2  The construction of the questionnaire for this study ....... 99

5.4.1.3  Methods of administering a questionnaire .................. 101

5.4.1.4  Administration procedure used in the investigation ........ 102

a  Preliminary arrangements ............................................... 102

b  School visits and administration ..................................... 102

5.5  SYNTHESIS .................................................................. 103

6  RESULTS OF THE INVESTIGATION ..................................... 104

6.1  INTRODUCTION ............................................................ 105

6.2  ITEM ANALYSIS AND RELIABILITY OF THE QUESTIONNAIRE ......................................................... 105
6.2.1 Summary ............................................................ 110

6.3 THE ROLE PLAYED BY PERSONAL FACTORS AND THE GUIDANCE TEACHER IN CAREER DECISION MAKING ........................................................... 110

6.4 TESTING HYPOTHESES ............................................. 117

6.4.1 Testing hypothesis 1 ............................................... 117

6.4.2 Testing hypothesis 2 ............................................... 118

6.4.3 Testing hypothesis 3 ............................................... 121

6.4.4 Testing hypothesis 4 ............................................... 122

6.4.5 Testing hypothesis 5 ............................................... 124

6.5 SUMMARY OF THE EMPIRICAL RESEARCH FINDINGS ......................................................... 125

6.6 SUMMARY OF THE EMPIRICAL RESEARCH FINDINGS ......................................................... 126

7 RÉSUMÉ OF FINDINGS, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH .............................................................................. 128
7.1 INTRODUCTION ..................................................... 129

7.2 THE AIMS OF THE INVESTIGATION AND THE EXTENT TO WHICH THEY WERE MET ........................................ 129

7.3 THE EDUCATIONAL IMPLICATIONS OF CAREER INDECISION ................................................................. 134

7.4 FINDINGS OF THE LITERATURE STUDY .................. 135

7.4.1 Factors causing career indecision ............................ 135

7.4.2 Vocational theories and counselling method .............. 136

7.4.3 The parties involved in career decision making .......... 136

7.5 FINDINGS OF THE EMPIRICAL INVESTIGATION .... 138

7.6 SUMMARY ........................................................ 140

7.7 LIMITATIONS OF THE RESEARCH .......................... 143

7.8 CONCLUSIONS OF THIS STUDY .............................. 144

7.9 SUGGESTIONS FOR FURTHER RESEARCH ................. 146

7.10 RECOMMENDATIONS AND IMPLICATIONS OF THE
LIST OF FIGURES

Figure 1 ................................................................. 11
Figure 4.1 ............................................................. 62
Figure 4.2 ............................................................. 77
Figure 6.1 ............................................................. 113
Figure 6.2 ............................................................. 114
Figure 6.3 ............................................................. 115
Figure 6.4 ............................................................. 116

LIST OF TABLES

Table 6.1 ............................................................... 107
Table 6.2 ............................................................... 108
Table 6.3 ............................................................... 109
Table 6.4 ............................................................... 110
Table 6.5 ............................................................... 117
Table 6.6 ............................................................... 119
Table 6.7 ............................................................... 121
Table 6.8 ............................................................... 123
Table 6.9 ............................................................... 125
Table 7.1 ............................................................... 131
Table 7.2 ............................................................... 139
Table 7.3 ............................................................... 141
CHAPTER 1

Formulation of the problem and the aim, significance and method of research
1.1 INTRODUCTION

Choosing a career is a vital part of the education of all boys and girls of all races. In fact the choice of a career is the most important decision any young person will have to make apart from the choice of a spouse. According to Lindhard (1987: 1), for many people the choice of a career is a lifetime occupation. Choosing is difficult, and how does one know if one has made the right choice?

According to Lindhard (1987:1), a career choice begins at the age of four when a boy fantasises about being, say, a helicopter pilot. He goes on to say that all young people between the ages of fifteen and eighteen are expected to choose a career. It is when children are in secondary school that they realise the demands made upon them by social pressures. One of these demands is that they are expected to choose a career. Many a time at this stage, the child is confronted by his parents, teachers, vocational counsellor and even friends and asked what he would like to become when he leaves school (Friesen 1986: 88). This is a tedious and vexing task for many students. They often find themselves in a dilemma because they are totally unprepared for such a decision. There are often a number of reasons for this lack of preparation:

- parents who are unable to provide adequate vocational information (Denga 1988: 30)

- poor school guidance (Gelatt: 1962: 240)
• the environment, which offers limited career opportunities (Clement 1987: 1)

Clement (1987: 1) maintains that "the increasing demands of modern technology are generating job proliferation" which in turn makes a career choice increasingly difficult for the young unsuspecting school leaver, whereas Geggus (1986: 8) has provided a wide variety of careers, in the form of pamphlets and booklets, from which the school leaver can choose. It is an indubitable fact that there is a countrywide shortage of skilled manpower (Geggus 1986: 4) and it is therefore essential that the school leaver should make his choice with as few false starts as possible (Clement 1987: 1). False starts will ultimately cost both parents and the South African economy millions of rands every day.

There are many good reasons why it is so difficult for some people to choose a career. First, there is the enormity of the decision. One chooses not only one's job, but also one's way of life and station in life.

Secondly, being young means seeking at two levels — seeking clarity about the future and about oneself. Thirdly, the choice is more difficult because there is so much to choose from. According to the statistics of the Department of Manpower there are 1 133 jobs to choose from. This explains why the choice becomes so difficult and confusing (Lindhard 1987: 6). Smith (1982: 2) supports this statement when he says that "a major problem appears to be that the
extensive amount of vocational information currently available overwhelms and immobilises the individual”’. The problem that arises is what causes the uncertainty — the indecision in choosing a career?

1.2 ANALYSIS OF THE PROBLEM

Career indecision is a common problem in Kwandebele. The school leaver in this area is faced with the reality of choosing a career, which is a lifetime occupation, and it places him in a conflicting position. If one asks a school leaver in Kwandebele what he intends doing after completing matric or graduating, the usual response is that he does not know or is unsure. According to Lindhard (1987: 3) the correct choice of a career depends on three factors:

- self-knowledge

- a knowledge of careers

- an integration of the two

An individual will express the kind of person he is in the type of work he chooses.

Many pupils in Kwandebele who are on the point of leaving school either have no vocational plans or have plans which are quite out of line with their demonstrated abilities. A career is an important and integral part of a person’s life (Lindhard 1987: 10) — hence it is vital that the career he chooses matches his potential.
The position in which the Kwandebele school leaver finds himself is seen as a confrontation from all sides by a variety of pressures and demands such as social expectations (Vrey: 1979: 191), personal fulfilment (Lindhard 1974: 30), competence (Smith 1982: 9), the escalating quality of life and the economic depression (Mitchell 1988: 332). These pressures may at times be internal, for example, psychological, religious, aesthetic and traditional; or external, for example, environmental, social, parental and behavioural in relation to career indecision (Cooper et al 1984: 353).

While recognising the immediate needs of school leavers in Kwandebele, such as self-knowledge (Lindhard 1987: 3), financial assistance (Petrick 1991: 233), academic performance (Smith 1982: 10), career information (Chartrand & Robbins 1990: 168) and status and security (Lindhard 1987: 11), it is the responsibility of career counsellors and all parties concerned both to understand and meet most of the needs and inadequacies causing career indecision among school leavers. The strength and force of these needs will vary from one school leaver to the next — hence adequate counselling and building up confidence should enjoy top priority in any diagnosis designed to assist school leavers in their decisions.

Who is to blame for this state of affairs, if anyone is to be blamed at all. Have parents, teachers, vocational counsellors, the environment, the poor nature of vocational guidance or the child himself failed?

At this time more than ever before, effective career choices by young
school leavers are vital. Correct and informed career choices are in many respects of crucial importance in the Kwandebele region when one considers the fact that it is a rural region and has problems similar to those of developing countries (Sithole 1990: 6), such as lack of human and natural resources, poor economy, unemployment and poor educational facilities.

Until recently, very little has been done about black career guidance countrywide (Hornak & Gillingham 1980: 252), especially in small regions such as Kwandebele, which are at a great disadvantage. Better career choices by school leavers in Kwandebele will ensure a good calibre of high-level manpower and improve the utilisation of the region's limited resources of skilled manpower and educational facilities.

1.3 STATEMENT OF THE PROBLEM

From the analysis of the problem the following questions have arisen:

- What factors cause career indecision among school leavers in Kwandebele (ch 2)?

- What theories underlie career indecision and what counselling methods can be used to solve this problem (ch 3)?

- How should the services of the parties involved in the school leaver's decision-making be utilised to control these factors (ch 4)?
• Does the empirical investigation support the problem as viewed by the researcher (chs 5 & 6)?

• What are the researcher's recommendations and suggestions for future research (ch 7)?

1.4 AIMS OF THE INVESTIGATION

For the purpose of clarity, the aims of this research will be divided into a general aim and four specific aims.

1.4.1 General aim

This research aims at determining the factors that cause career indecision among school leavers in Kwandebele.

1.4.2 Specific aims

The following specific aims have been formulated:

• to determine the nature of the factors causing career indecision

• to briefly sketch the roles played by the parties involved in the decision-making process of the school leaver

• to examine the existing relationship between school leavers and the parties involved in decision-making
to obtain a detailed description of the needs of school leavers in Kwandebele in making a career decision

1.5 DEFINITION OF CONCEPTS

In the light of the problem formulated and the aims of this study, it is necessary to analyse some terms.

1.5.1 A career

"A career is a way of life" (Lindhard 1974: 3). It is not only a means of earning a living but determines one's life style, social group and possibly one's life partner. A career is the occupation that one practises throughout one's life - the development of skills and knowledge through which an individual may fulfil his own unique needs with regard to occupational choice, social responsibility, leisure time activity and personal development (Van den Aardweg 1988: 35). Lindhard (1987: 2) further believes that the nature of a career has changed from being one that embraces the stable aspects of life to one as changeable and uncertain as modern life is to us all. This will of course affect the way in which we choose a career.

For the sake of this study, a career will be referred to as that which a child must choose to become — a human creation, expressing the human way of life in a distinctive manner.

1.5.2 Career indecision
Career indecision has been divided into two groups by Lopez and Andrews (1987: 304) and Tyler (1969: 201), namely, students who are regarded as situationally undecided because of information deficits, and students who are undecided because of character deficits. According to them, the former group is referred to as undecided, and the latter group is considered to be indecisive. Therefore career indecision is defined as the inability of an individual to select or commit himself to a career because a variety of factors preclude him from doing so.

For the sake of this study, career indecision will refer to those school leavers who are unable to make occupational choice and need assistance in career-related data.

1.5.3 The school leaver

Vrey (1979: 165) sees the school leaver "as a youth on the threshold of maturity". He further sees a school leaver (youth) as not being ready for a profession. The escalating demands in all professions and trades means he still has to undergo a period of professional or tertiary training.

Therefore a school leaver should be regarded as a student who has just graduated from high school and is ready to make a choice that will direct his life.

For the sake of this study, a school leaver will refer to a student who has just completed matric and is ready to make a choice and follow a
particular occupation.

1.5.4 A factor

A factor is a condition that exists and can be manipulated. The *Oxford dictionary* explanation (Bradford 1989: 266) of a factor is a circumstance contributing to a result. The *heritage dictionary* (Morris 1973: 469) further says that it is something that actively contributes to an accomplishment, result or process. For the sake of this study, a factor will refer to a condition that will act upon the life destination of the school leaver.

1.5.5 A career choice

A career choice is a process and not an event (Lindhard 1987: 7). It is choosing an appropriate career for oneself. It does not happen suddenly, at a given moment, that a person wishes to know what to do with his life. It is only a responsible and mature school leaver who will be able to make informed choices. In order to make a wise choice, the school leaver must possess self-knowledge, knowledge about careers and be able to integrate the two. According to Lindhard this can be represented as follows:
Lindhard (1987: 7) explains self-knowledge as an important determinant when making a career choice. According to him a true self-concept is necessary when matching the nature of work with one's own nature. A person with too high an opinion of himself is often too ambitious in his career choice and comes back to earth with a bump. Someone else who underestimates himself might not develop to his full potential and could end up being frustrated. One rule when choosing a career is that your destiny must be your own. This is where a career choice must begin — to choose wisely, to choose for yourself, and to increase your ability to control your own choice (Lindhard 1974: 4).
McGowen (1977: 168) also believes that a knowledge of careers plays a significant role in one's career choice. He says an individual who lacks information about the world of work is vocationally immature and will fail to make a responsible choice.

According to Lopez (1983: 410), career decision-making serves as a focal point of contention between parent, counsellors, teachers and the indecisive student. Therefore choosing a career is something that all young people are expected to do sooner or later in their lives.

1.6 DELIMITATION OF THE STUDY

Ideally this study should have included all school leavers in the whole of Kwandebele. This would certainly have resulted in a more reliable finding. Kwandebele is mostly a developing rural region, and the enormity of such a task would have completely daunted the inexperienced researcher. Therefore research will be conducted in selected areas in Kwandebele which will be a reliable representation of the full body of indecisive school leavers. Thus the number of school leavers will represent a sample of the population.

1.7 CONTEXT AND SIGNIFICANCE OF THE STUDY

Very little research has been done on the central factors that cause career indecision among school leavers in Kwandebele, and this study should throw some light on a hitherto unknown area. Deciding on a career has great significance for the life of a person, and should be given the support it deserves by the environment, family, society and
educational counsellors. Sometimes this choice is for good — for life. Sometimes a person may be able to change careers and direction. According to Lindhard (1987: 2) a career choice is a process and not an event, and therefore like modern life it is continually changing. One’s career in the future will not be like the career one started initially. According to Lopez (1983: 410), several intrapersonal, interpersonal and situational factors may conspire to inhibit effective career decision-making. Those factors may include the student’s low personal perception and familial, environmental and social pressures.

1.7.1 The personal context

One of the primary tasks of a person in our society is to formulate, prepare for and choose a career (Friesen 1986: 87). This task has been researched largely as a personal perspective. It is the personal duty of the individual to decide on a career that will occupy his life. “In the course of his becoming the child is required to choose and to act, thus he becomes an adult by degree” (Petrick 1991: 249). Choosing a career actualises his potential and ability to exist. If the child still cannot make responsible decisions, his life is doomed, and he will practically cease to exist. Without a career, he has no life. It is also imperative that the individual should become aware of his potential, capabilities and interest. These are some of the important factors that will guide a child’s choice of career (Lindhard 1974: 20).

1.7.2 The social context

“Social expectations can be an important factor influencing the
choice of a career” (Lindhard 1974: 35). In some instances it may even direct one’s career. Living in a society of highly learned people may tempt an individual to follow suit. A society that offers a variety of job opportunities encourages the individual in making a choice. But if the social background has low occupational aspirations and is lacking in job opportunities, the school leaver will have difficulty choosing a career.

1.7.3 The environmental context

Your environment is everything around you, (Lindhard 1974: 34) and may have a profound influence on your career choice. Your environment can provide you with particular opportunities, but may also limit your choice of a career. Some people find themselves in well-nurtured environment that provides them with everything they need, and as such they have a variety of choices, while others find themselves in difficult circumstances (Lindhard 1974: 34) and their career opportunities do not offer much. The environment may also contain more disadvantages, for instance, the low income of parents, low social expectations, poor educational facilities and ineffective career guidance in choosing a career, and these leave the school leaver with even more doubts about making a choice.

1.7.4 The family context

Research indicates that parental influence plays a significant role in the school leaver’s choice of a career. Shoffner and Klemer (1973) in Lopez and Andrews (1987: 304) suggest that parents affect their
children's career choices by acting as role model influences on children's occupational motivators, self-concept, job-information resources and providers of the development task of making a career decision. Educated and illiterate parents alike tend to dictate their children's occupational values, interest and goals. Yet in certain circumstances some families are ignorant of their influence. Their negligence may have a negative influence on the career choices of their children.

1.7.5 The educational context

"Career guidance as an educational process is accomplished in educational situations where educator and educand are together in a special relationship" (Petrick 1991: 245). Throughout his school career the child is confronted with choices, the most important being those at the end of standard ten. Naturally career guidance in an educational context has to be effective and fulfilling. It must serve the needs of every individual child within the educational situation. Adequate career education will make the school leaver's choice simple. On the other hand, inadequate career education will cause doubts and uncertainty for the school leaver when he makes his decision.

1.8 RESEARCH METHODS AND PROCEDURES

1.8.1 Research design

The design of this study has been influenced by the assumption that
school leavers in Kwandebele have a career indecision problem. It is for this reason that some school leavers were surveyed to

- identify the factors that cause career indecision among these school leavers
- find a possible solution to control these factors

1.8.2 Research procedures

1.8.2.1 Literature study

A study will be made of the literature to acquire theoretical background to the investigation.

1.8.2.2 Observation by the researcher

The investigator, being a school principal in the area, has had ample opportunity to observe students from her own school who have completed matric. These observations provide valuable insight into the problem as experienced by school leavers in Kwandebele. Similarly, informal interviews with some students who return to seek for employment, revealed the difficulties they experienced in deciding on a career.

1.8.2.3 Questionnaires

Questionnaires will be administered to school leavers in selected areas
of Kwandebele. These questionnaires will be designed to enquire into and establish the extent of the problem that is envisaged among school leavers in Kwandebele. The use of structured questionnaires is preferred since they elicit opinions in a closed or directive manner and because the respondents are mainly students.

1.9 RESEARCH PROGRAMME

In chapter 1 the need for the study is motivated and the method of the investigation outlined. It is believed that an investigation into the specific problems as experienced by the Kwandebele school leavers in deciding upon a career will find solutions of these problems.

Throughout the investigation, examinations of some specific objectives and research methods and procedures will be devised to achieve the stated objective. The data will be researched from literature sources and in the field, by means of personal observation and a questionnaire.

In chapter 2 a literary background to the investigation will be provided. The environmental characteristics and features of the school leaver in general will be outlined. The nature and factors affecting the career indecision of the school leaver in general will also be outlined. An attempt will be made to focus on common problems as experienced by the school leaver.

In chapter 3 the focus will be mainly on theories and counselling methods used in career choices. These theories will highlight the
anticipated problem and determine which counselling methods should be used to overcome it.

Chapter 4 will concentrate on the parties involved in the school leaver's career choice. An attempt will be made to determine whether these parties affect the school leaver positively or negatively.

In chapter 5 a questionnaire will be administered to a selected group of school leavers in Kwandebele.

Chapter 6 will focus chiefly on the results of the empirical investigation.

In chapter 7 the researcher will put forward her recommendations and suggestions for future research.
CHAPTER 2

The nature and extent of the factors causing career indecision: a literature review
2.1 INTRODUCTION

Since the beginning of the nineteenth century there has been growing awareness of career decision-making. In his book, Parsons (1909), considered choosing an appropriate occupation for oneself as one of the hallmarks of career maturity and termed it “true reasoning” in the process of career decision-making (Taylor 1982: 319). Although this did not directly deal with career indecisiveness, he considered entering a vocation a choice-making process which in my opinion will cause a considerable degree of indecisiveness. This is because of the wide variety of careers available and a lack of the necessary knowledge and information needed to tackle such a problem.

According to Gianakos and Subich (1986: 42), in the past sixty years several researchers have conducted an intensive investigation into vocational indecision among students, and the results have been mixed and inconclusive. For this reason vocational indecision has been the focus of increasing attention in the field of vocational psychology (Taylor 1982: 318). This was brought about by the increasing number of vocationally undecided college students and those who asked for assistance in vocational decision-making. With such a variety of vocational fields to choose from, it is not surprising that many young people are undecided about what they wish to do with their lives (Pace Magazine 1992: 66).

According to Callanan and Greenhaus (1990:79), many of the studies conducted by researchers have concentrated on identifying factors
that explain a student's inability to select an occupation. Osipow and Reed (1985: 368) maintain that a general survey of literature reveals that it is difficult to identify background variables associated with career indecision. The results are conflicting, thus intensified research into the root of this problem still needs to be undertaken, where the person as an individual will be screened in totality. Taylor (1982: 319) maintains that a potentially productive approach to the understanding of vocational indecision involves not only an investigation into factors related to indecision, but also a study of other individual difference variables which could moderate the relationship of various personality characteristics to levels of indecision.

In this chapter, basic concepts associated with career indecision will be discussed. Not only will the nature of career indecision be analysed, but the personality construct of the individual will also be taken into consideration, and finally, the factors as analysed by researchers will be included to create a complete picture.

2.2 DEFINITIONS OF CAREER INDECISION

Career indecision is a complex and perplexing phenomenon. It includes multiple dimensions that are related to both cognitive deficits and affective interference. Callanan and Greenhaus (1990: 80) describe career indecision as "an inability of a person to choose a specific occupation to pursue". Fuqua et al (1988a: 364), on the other hand, maintain that the concept of "career indecision" has been widely used to refer to any problem state in career development. Hartman (1990: 40) goes on to emphasise that a client's career
indecision can be conceptualised as either a developmental issue or a chronic problem. Kaplan and Brown (1989: 221) again describe career indecision as the inability of individuals to select or commit themselves to a career because they have psychological attributes that preclude them from doing so.

In all of these definitions, the one consistent factor is the fact that career indecision is related to an underlying personality problem where the inability to take decisions and the responsibility for decision-making behaviour are part of an individual’s interactional style. Thus as an individual interacts with his personality environment, his style of interaction will be changed from an indecisive to an decisive one through specific skill training. In this research study, the emphasis is on the individual’s personality and how to work on it so that the individual can make a decision.

2.3 GENERAL CATEGORIES OF CAREER INDECISION

In an attempt to understand how career indecision can be recognised, it is appropriate to explore the situations and phenomenon with which it is associated. It would appear that the indecisive individual fears taking any action because he is unaware of what goes on within and around him.

The following four categories have been formulated to clarify and organise the research studies associated with career indecision, and to help the individual to conceptualise his personality.
2.3.1 The extent of indecision

A great deal of research has examined career indecision as experienced by high-school and college students (Callanan & Greenhaus 1990: 79). Much of this research has been concerned with developing reliable and valid measures of career indecision, and with identifying the factors that explain a student’s inability to select an occupation. Another group of researchers explored career indecision by comparing the figures of school leavers who are vocationally decided with those of school leavers who are vocationally undecided. This dichotomous phenomenon comprising career-decided and career-undecided groups has resulted in confusing and conflicting results (Newman et al 1989: 221). The growing body of evidence revealing the complex and multidimensional nature of career indecision as a psychological construct has led researchers to move away from simply reporting on the extent of indecision, and to concentrate on the interpersonal difficulties of an individual in choosing a career (Rogers 1980: 4; Newman et al 1989: 221).

Several authors (Fuqua et al 1988a: 364) have therefore recommended that more complex diagnostic and intervention approaches be used in research on career indecision. They state the following in this regard:

(1) Concentrating solely on pupils who have not made a career choice will not help to solve the problem since it has revealed itself as complex and multidimensional, with different manifestations and etiologies.
(2) Looking into the interpersonal aspects of the individual might provide the researcher with possible solutions — "thus in conceptualising career indecision cases, the use of different forms or models of career indecision might lead to more effective and appropriate differential treatment" (Fuqua et al 1988a: 364).

2.3.2 The extent of personality involvement

In general, personality characteristics are possible differentiating factors in career indecision. A person who does not embody distinctive personality traits and behaviour avoids making vocational choices. As Taylor and Botes (1983: 64) put it — "he lacks structure and confidence".

There have been many attempts to relate vocational indecision to personality constructs (Greenhaus & Simon 1977: 104) without a great deal of consistent results. In his research, Beckett (1982: 329) discovered that a group of researchers had in fact investigated the relationship between career indecision and personality involvement. He states that personality characteristics such as anxiety level, social orientation and dogmatism and self-esteem have a somewhat negative influence on career indecision. He (1982: 330) concluded that personality involvement in career indecision has been wide ranging and has provided somewhat mixed results.

Yet in another study Smith (1982: 2) maintains that researchers have concluded that students who have difficulty making a vocational
choice were found to have interpersonal incompetencies and to lack self-confidence and involvement.

He further states that lack of personality traits injects fear into an individual and he or she therefore avoids becoming involved in the process of career development.

2.3.3 The extent of career information

Lack of career information can be a component that causes career indecision. Chartrand and Robins (1990: 168) thus state that "because of its complex nature and multiple dimensions, career indecision can be related to cognitive deficits such as limited requisite career information". McGowen (1977: 196) maintains that "because the individual lacks the proper information about himself and the world of work", and is thus vocationally immature, he or she fails to make an occupational choice and therefore experiences anxiety. Knowledge is the key to success, and without it an individual has no purpose. An individual possessing relatively clear information will be able to make sound decisions about his career (Graef et al 1985: 276).

Although research in this area also provided somewhat inconclusive results, Goodstein in McGowen (1977: 196) viewed career indecision as being related to "a limitation of experience" in the vocational development of a person.

Bach (1980: 365) supports this idea by saying "you cannot go after
something until you know what it is you want.’’ Exploration of the world by the individual and knowledge of the various alternative careers will afford him an opportunity to make a wider choice.

2.3.4 The extent of achievement and ability

According to Rogers (1980: 11), Taylor (1982: 318), Greenhaus and Simon (1977: 104) a group of researchers examined the relationship between mental ability and career indecision, and the results are unclear and ambiguous. However, Lunneborg (1976: 297) produced findings that led her to believe that ability has an influence on career indecision. According to her, “ability is an important determinant of eventual occupational choice in the case of undecided students”.

Poor academic achievement and the inability to accept responsibilities and to develop independence can be regarded as important determinants of career indecision. According to Smith (1982: 10) they immobilise the individual who is undecided about his career.

Kaplan and Brown (1989: 221) believe that ability gives the individual the power to organise, take control and execute plans of actions in situations that contain ambiguous, unpredictable and stressful elements.

Although the majority of the evidence provided by research seems to favour the fact that ability and achievement do not influence career indecision, the recent findings by Lunneborg (1976: 297) show that the issue has obviously not been explored in sufficient depth to make
2.4 THE ENVIRONMENTAL CHARACTERISTICS OF INDECISION

One of the primary tasks of a person in society is to fit in, to make use of what the environment has to offer and to work on it in an effort to improve it. The environment within which an individual lives is multifaceted and influences him or her in many different ways. According to Friesen (1986: 87) less attention has been paid to the influence of environmental factors such as the family, school, social class and economic structures in career indecision. He further emphasises that the focus should be on the interaction between the individual and the environmental structures in which he or she is embedded.

In an attempt to highlight what Friesen (1986: 87) has emphasised, it is appropriate to explore the characteristics of the environment with which career indecision is associated and to try and understand their influence.

2.4.1 Family interaction

The family is viewed as a unit in which the adequacy of the life adjustment made by each family member is related to the organisation and behavioural patterns of the family (Eigan et al 1987: 87). Osipow (1983) in Lopez and Andrews (1987: 304) maintains that the influence of the family on career decision making has long been recognised as an important factor by most vocational theorists. This
is supported by Blustein et al (1991: 39) who states that “despite their apparent diversity, virtually all the major career choice and developmental theories acknowledges to varying extents the role of the family in the career development of late adolescents and young adults.” However, according to Hotchkiss and Barow in Blustein et al (1991: 39), even in models that highlight family influences, the exact nature of the family’s contribution to the career decision-making process remains unclear. Results from various empirical studies do not yield conclusive results to validate the relationship.

According to Lopez and Andrews (1987: 304), another group of researchers, conceptualise career indecision as a symptom of inadequate parent-young adult separation. Undecided individuals come from families that are considered less mature, less well functioning (Eigen et al 1987: 88). In other words, the family has an influence on the individual’s decision-making, and the question is how negative or positive this influence is.

2.4.2 The school

The school was developed when parents were no longer able to prepare their children for the demands of adult life (Stone 1981: 26). He goes on to say that there is a link between the family and the school. This means that the school was structured in such a way that the activities that occupy parents at home continue at school, but they are qualified by education.

At a school each pupil receives an appropriate education in terms of
his attitudes, interest and abilities, which will enable him to become a worthy adult. This is provided through school guidance. According to Petrick (1991: 244), one of the aims of school guidance is to help pupils to arrive at a responsible, sensible educational and vocational choice. He goes on to say that if career guidance is adequately administered, the youth will be accompanied en route to making a sound career choice.

Writers and researchers have largely ignored the fact that the school can be a breeding nest for career indecision among school leavers. Just as the family shows symptoms of inadequate parent-young adult interaction (Lopez & Andrews 1987: 304), so too can the school develop unhealthy teacher-pupil relationships that foster career indecision. This area calls for an extensive and differentiated diagnosis and treatment.

2.4.3 The social others

Peterson, Stivers and Peters (1986: 417) maintain that on the various pathways to adulthood, there are persons both within and outside family boundaries who serve as sources of guidance and information for youths on career-related data. These are referred to as "significant others".

According to Biddle, Bank and Marlin (1980: 1057) social scientists have paid considerable attention to the study of peers and teachers as social others in the life plans of young people. Existing evidence indicates that peers seem to have the greatest influence on personal
or lifestyle issues such as friendships, choices, dating relationships and styles of dressing Sebald and White (1980: 979). However, parents tend to have the greatest influence on the educational and occupational plans of youth (Scritchfield & Picou 1982: 22). The teacher, on the other hand, is an adult and a citizen and relates socially to young people within the framework of education and teaching (Vrey 1979: 216). Like the parents, his influence is more likely to be directed towards the vocational exploration of the young person.

The results of a study conducted by Peterson, Stivers and Peters (1986: 421) were inconclusive because evidence pointed to both a high and low influence of the social others on the career plans of youths. Hence this area of study needs to be explored to bring to the fore the influence of the social others in the decision-making of young people.

2.5 FACTORS ASSOCIATED WITH CAREER INDECISION

In an attempt to understand how career indecision can be recognised, it is appropriate to explore the situations and phenomena with which it is associated. Taylor (1982: 319) maintains that a great deal of research has been conducted to identify factors associated with career indecision, but unfortunately researchers have not reached consensus on the influence of these factors on career indecision.

One reason that could explain the failure of investigators to deal effectively with these phenomena, is that most research attempts
have been designed to deal with the problem of indecision as a totality, or at least, in overly simple terms (Osipow et al 1976: 234; Fuqua et al 1987: 175).

The value of this research might therefore be insufficient. An intensive study of related literature has been conducted to arrive at the undermentioned factors associated with career indecision. It was not easy to draw conclusions because researchers make contradictory statements in their findings.

2.5.1 Vocational immaturity

Relevant research has indicated that career indecision can be associated with vocational immaturity (Smith 1982: 9). This is supported by McGowen (1977: 197) when he says that ‘‘there seem to be strong indications in the literature that the facilitations of vocational maturity and acquisition of decision-making skills are possible’’. In fact this is described by Holland and Holland (1977: 404) as another factor which has been positively correlated with career uncertainty. However, these findings are not consistent and conclusive, although more and more researchers tend to identify career immaturity as a positive factor that can influence career indecision (Taylor 1982: 324).

Career maturity has been described by Super and Kidd (1979: 255) as ‘‘the readiness to make the provocational and vocational decisions required by school curricula.’’ It is regarded as a normative concept in that it refers to a correspondence between an individual’s vocational
decision-making and that which would be expected of him at that particular development stage. At least a moderate degree of career decidedness would be observed from a college-aged person who is vocationally mature.

Investigators have sought to examine the role of decision-making within the career-planning process, and, it was reasoned that career decision-making skills were related to vocational maturity. Further research has confirmed the existence of such a relationship (Larson & Heppner 1985: 55). Career immaturity arises when an individual lacks the proper information about himself and the world of work. Such an individual fails to make occupational choices and consequently experiences anxiety. Holland et al (1980: 1193) report that those individuals possessing a clear degree of maturity are vocationally decided and confident.

To the extent that career immaturity is a component of career indecision, research would be expected to correlate highly.

2.5.2 Identity problems

One component of vocational indecision would be the lack of vocational identity. Holland et al (1975: 411) have defined vocational identity as "the possession of a clear and stable picture of one’s goals, interest, and talents". Individuals possessing a relatively clear career identity will be able to make untroubled, confident decisions about their career choices.

The suggestion is that acute identity problems are present when an individual is indecisive, and indecisive individuals reveal an as yet uncrystallised sense of identity. Hence research would be expected to correlate highly.

2.5.3 Anxiety

A number of investigators have found a high level of anxiety to be present among undecided individuals (Goodstein 1972: 244, Hartman & Fuqua 1983: 342, Hawkins et al 1977: 399; Kimes & Troth 1974: 279; Mendonca & Seiss 1976: 340). This shows that the importance of the interrelationship between career indecision and anxiety has not been overlooked as underlying psychological disfunctioning (Kaplan & Brown 1989: 221). They go on to say that "it is the conviction that one can execute successfully the behaviour required to produce certain outcomes" (Kaplan & Brown 1989: 222).

Anxiety has generally been found to be higher in career-undecided
groups. Their inability to make decisions stems not from any lack of opportunity to do so, but rather from a failure to avail themselves of existing resources — ignorance of their environment.

There appears to be general consensus that the relationship between anxiety and career indecision is important, although a full explanation of the relationship has not yet emerged. This suggests that the relationship is a complex and multidimensional one, and calls for differentiated intensive research.

2.5.4 Career interest

Central to the analysis of career choice is the concept of interest. Athanasou (1985: 153) describes interests as "the activities and objects through which individuals prefer what is important to them". They are relatively fixed behavioural patterns which provide us with a basis for understanding the way an individual responds to data, ideas, people and things. Lindhard (1974: 20) goes on to say that "your interests are those activities through which you achieve personal satisfaction".

According to Holland (1973: 4) people search for environments and occupations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles and to avoid disagreeable ones. Certain social environments encourage the development and expression of certain kinds of interest while inhibiting the development and manipulation of others (Super & Crites 1962: 389). There is evidence that environmental factors exert
a direct influence on vocational interest in these findings.

Career interest therefore plays a significant role in career-indecisive individuals. Lindhard (1974: 23) believes that identifying your interest will help you to find the field of work in which you will be happy. Athanasou (1985: 154) believes that very few studies have examined whether career-indecision theories and career interest are relevant to each other. Hence this factor still requires intensive research.

2.5.5 Sex role

Current research indicating that high levels of both masculine and feminine personality characteristics, or psychological androgyny, may result in an individual becoming more adaptable in career choice — thus allowing choice from a greater variety of both traditional (sex stereotyped), and nontraditional occupations. Although there are very few studies investigating sex differences in career indecision (Beutell et al 1987: 144), sex could be a variable that affects the level of career indecision (Niece & Bradley 1979: 272). In their study, Holland and Nichols (1964: 29) found some validity in the case of boys but little in the case of girls, in their attempt to validate an indecision scale. They conjectured that this was because vocational choice may not be as important for females as for males. Girls might delay career decision until they come to a decision about marriage, or their interest in raising a family may rule out making any decision at all.

Horner (1969: 37), however, claims that women tend to avoid success. She points out that through the socialisation process,
women may learn that it is not very ladylike to be successful and that success causes a decrease in marriageability. A man will not marry a woman who is more successful than he is.

This is supported by Millard et al (1984: 86) who they say that females may experience conflict in the anticipation of the dual roles of worker and mother. Stanley et al (1981: 104) state that young women cannot realistically plan a career until they know who they are going to marry, because for them so much else depends on that decision. They go on to cite Osipow (1975) who raises the possibility that the career maturity of adolescent females may represent a pseudo exploration stage pending marriage. Men, on the other hand, approach the career decision-making process as though it were a challenge (O’Hara & Beutell 1987: 178). They believe that they have control over the decision-making process. But even in men, previous studies of sex-related differences in vocational indecision have characterised undecided males as nonconforming, having less drive to achieve and being less technically competent and less academically able (Gianakos & Subich 1986: 42).

While the literature reviewed does not empirically address the issue of sex role in career indecision, most past research indicates that women tend to be different from men on the subject of careers (Holland & Nichols 1964: 29, Horner 1969: 37, Rand 1968: 449, Turner 1964: 278). More recent research, however, tends to support the finding of no sex differences (Neice 1979: 275). This is supported by Lunneborg (1976: 297), Hecklinger (1972: 249) and Osipow (1987: 259) who contend that there is no substantive difference between the sexes in
career indecisiveness. In this study we would like to investigate whether sex role as a factor has any effect on an individual's career indecision, especially during this technological era.

2.5.6 Dependency

Dependency has been identified as a factor related to career indecision by a group of researchers (Hartman 1973: 142; Wall & Osipow 1969: 47). Harren (1979: 119) cites an example of dependency as a style of relating in which the responsibility for decision-making is projected into the environment. He also concludes that in vocational counselling, intervention should focus on alleviating dependency in the indecisive individual. Hornack and Gillingham (1980: 252) see blaming and distortion as the main defence mechanisms employed by dependent individuals to disown their responsibilities for making career decisions.

As far as its relevancy to this study is concerned, dependency has received too little research attention to achieve much significance. However, it is still worth testing as a factor.

2.5.7 The economy

The economy of a country is a factor that directs its future. A country without a sound economic system has no future prosperity. There appear to be studies investigating the influence of the economy of the country on career indecision, although Mitchell (1988: 331) feels that a poor economy could limit job opportunities and cause particular
fields of study to become glutted. He also points out that these may cause less job mobility in many areas. This could be a drawback in career choices, choosing a career happens by chance.

Research on the extent of the role of the economy in career indecision is of little significance. This study will investigate the economy of a country and its influence on career indecision in order to measure its significance.

2.5.8 The influence of politics

The individual may find that politics play too great a role in determining whether he or she can make a career decision or not (Mitchell 1988: 333) for the simple reason that political power is unstable and changes from time to time and may therefore have a negative influence on the decision-making of an individual.

There appear to be no research studies investigating the possible relationship between career indecision and the influence of politics. This means that this area still needs extensive research. In this study an effort will be made to highlight the effects of politics on career indecision.

2.6 SUMMARY

• The problem of "career indecision" has a historical background. This means that it is rooted in history. It further implies that it was a problem, is still a problem and will still be one in the future, unless a
remedy is found.

- The concept "career indecision" has not been adequately explained. The terms used to define it are too general and simple.

- While a fair amount of research has been undertaken in this field, the results are generally confusing, conflicting and inconclusive.

- The problem, the self and what surrounds the individual is of importance in this research. The individual must learn how to overcome a problem by using what is available to him — the environment.

- Although an extensive study of factors related to career indecision has been done, this field has not yet been exhausted. It is therefore not surprising that the results are inconclusive.

- A study that has emerged as valuable for an understanding of career indecision is the one conducted by Hartman and Fuqua (1982) which suggests the psychological construct of identity as the single best predictor of career indecision.

- The suggestion is that indecision reflects an inability to form a separate personal identity.

2.7 SYNOPSIS

Career indecision has as yet been unsatisfactorily explained. This is
evident from the following:

• Researchers have not achieved consensus regarding career indecision. Thus while each investigator purports to study the same phenomenon, each could be looking at a somewhat different one.

• Another problem is the methodology used to solve the problem. In some studies, students are considered indecisive if they are unable to choose a major subject, while in other studies indecisiveness refers to students who cannot choose a direction of study at all.

• Researchers study indecisive students as a totality and not as individuals. This means that they receive the same kind of treatment despite the fact that they do not benefit from it.

The focus of this study is career-indecisive individuals. These individuals may have a problem choosing a career because of certain factors that prevent them from doing so. Previous research has shown that in broad terms most of these factors are related to indecision. Although a great deal of research has been done conducted in this field, it is unfortunate that the results were found to be inconclusive.

Yet in some areas, a number of factors were found to have a significant influence on the indecision problem. Many researchers have found that vocational immaturity, anxiety, interest and identity problems are closely related to career indecision. These will be identified in this research.
Theories underlying career indecision distinguish between natural undecidedness and problematic indecision. These theories will be examined in the next chapter. A common finding is that career indecision can be alleviated by counselling which provides relevant information. Career counselling will also be discussed in the next chapter in order to identify its influence.
CHAPTER 3

Vocational Theories and Counselling
3.1 INTRODUCTION

It has been said repeatedly in the previous chapters that making vocational decisions, and successfully implementing them, constitute a problem situation for many school leavers concerned about a course of study or the selection of a career. According to Holland (1973: 1), everyone has vocational decisions to make and vocational problems to solve — hence one of the most pressing problems the contemporary counsellor faces is helping students to learn decision-making skills (Wallace et al 1975: 570). Stanley and Lewis (1986: 97) emphasise this: “One need that does seem to be mentioned frequently is the need for assistance in the area of career development.”

It has been recognised for some time that it is not enough to give vocationally indecisive clients information about occupational alternatives and hope that they will use it to make wise decisions. Some authors (Mendonca & Siess 1976: 339; Egner & Jackson 1978: 45; Smith & Evans 1973: 202) suggest that such indecision requires training in career-related behaviour useful for organising and synthesising the information. Hence counselling for indecisiveness may involve correcting deficits in executing a chosen plan.

Counselling is becoming a more recognised service of education institutions (Stefflre & Grant 1972:1), especially to address the problem of indecision. It is therefore necessary to make an effort to conceptualise this process so that its purposes and methods are more amenable to study and understanding. Counselling psychologists have
devoted considerable time and energy to hypothesising sequences or stages of career indecision that are identifiable in terms of specific events (Smith & Evans 1973: 202). Approaches to or theories on career counselling usually deal with the individual in terms of a theory's particular conceptualisation of career indecision.

In this chapter an attempt will be made to define a theory and show its relevance to this study by means of some of the theories currently in use. An attempt will also be made to define counselling and show its involvement in correcting deficits in career-related decisions.

3.2 CONTEMPORARY THEORIES OF CAREER COUNSELLING

According to Evans et al (1976: 15) a theory starts with an observation of events. It becomes more complex as it brings together diverse happenings and permits predictions to be made, by deduction about other events involved in the framework under consideration.

Stefflre and Grant (1972: 1) go on to say, the theory is a human convention for keeping data, a provisional systematisation of events and finally a possible world which can be measured against the real world. Therefore what these definitions have in common is that a theory strives to explain data or behaviour which we see by relating it to conceivable explanations. It creates order in a disorderly situation.

Particular theories of career counselling that can be easily debated by theorists and observers of the total counselling scene are discussed below. The number is not exhaustive because in analysing practices
in schools and in day-to-day counselling programmes, the situation presents itself as dynamic. Each of these theories of counselling will be presented in such a way to obtain an overview of the field as it exists.

3.2.1 Trait-and-factor theories

To understand the present and to make reasonable predictions about the future we must look into the past. What has become known as trait-and-factor theories has its historical antecedents in that field of psychology that has focused on the identification and measurement of individual differences in human behaviour (Crites 1981: 22). According to Steffire and Grant (1972: 136) this theory is based on the postulates that aptitudes, or potentialities for the performance of specified types of work or activities are identifiable prior to training. Smith (1982: 11), Zunker (1990: 20) and Isaacson (1985: 50) emphasise that objective psychometric tests and diagnostic interpretations are used to match the individual’s potential to a certain occupation.

According to Weinrach (1979: 60) Isaacson (1985: 50) and Smith (1982: 11), the use of trait-and-factor theories in career counselling includes three basic components:

(1) testing and understanding the self

(2) a knowledge of the requirements and provision of information
(3) the reasoning behind decision and decision-taking "which is concerned with matching the individual to a job on the basis of rational decision-taking" (Zunker 1990: 21.)

Parson and Zunker (1990: 20) maintain that trait-and-factor theories have been the most durable of all career counselling theories, while Tolbert (1972: 38) says that they may also be viewed as the basis of a lifelong career development. Smith (1982: 11) feels that it is the most common theory followed by most career counsellors. This means that trait-and-factor theories aim at increasing the probability of success and satisfaction in a particular profession or occupation (Smith 1982: 11).

This theory is present in varying degrees in much career planning and counselling today because the match between potentiality and traits still plays a prominent role.

3.2.2 Developmental theories

According to Lindhard (1987: 7) career choice is a process and not an event. It is a developmental process that unfolds over a prolonged period of time, extending from late childhood to at least early adulthood and sometimes even to midlife (Crites 1981: 10; Zunker 1990: 22). It consists of a series of decisions made by an individual over a period of time, and according to Tiedeman and O'Hara (Smith 1982: 15): "Career development is self development viewed in relation to choice, entry and progress in educational and vocational pursuits."

Ginzberg and associates (Tolbert 1980: 4) emphasise the influence of environmental realities, values, psychological attributes, educational opportunities and achievement on the individual in making a vocational choice. This means that career decision-making is viewed as a developmental process and the individual’s social environment, especially the family, plays an important role in facilitating a level of maturity that will allow him to make a realistic and appropriate career choice.

Viewing career decision-making as a developmental process, rather than an act occurring at a particular time (Tolbert 1980: 47), does appear to be logical. According to Ginzberg and associates (Yost & Corbishley 1987: 6) and Super and Tiedeman (Zunker 1990: 30) an individual moves through a series of related stages that are irreversible. One cannot go back to a particular stage and take a different decision.

Although students at different stages of development have different needs, developmental theories leads to an understanding of how self-defeating behaviour originates and therefore, how appropriate decision-making behaviour can best be facilitated. Tiedeman’s approach to career development is self-development in the broadest sense (Zunker 1990: 30). The total cognitive development of the individual and the subsequent process of decision-making have been the main focus of developmental theories.
3.2.3 Personality-based theories

According to Holland in (Zunker 1990: 40) individuals are attracted to a given career by their personality types and numerous variables that constitute their background such as the family and environment. Tolbert (1980: 66) emphasised this by saying that the development of personality types is the result of interaction between heredity and environmental factors. This interaction leads to preferences for special kinds of activities, which in turn direct an individual towards certain types of behaviour in career decision-making.

A widely respected theorist, Ann Roe, asserts that career choice is the result of personality, which in turn is largely the product of the early parent-child-relationship (Yost & Corbishley 1987: 9). She proposed that the relationship between parent and child — that is, the emotional climate of the home — is vital. It produces the early influences that shape the individual’s personality.

Unlike Roe, another respected theorist, John Holland (Isaacson 1985: 55) assumes that people have developed a set of behaviour or personality traits that is characteristic, persistent and relatively permanent. According to him a person expresses personality through the choice of a career.

According to Holland (1973: 12), personality-based theories emphasise the accuracy of self-knowledge and career information necessary for career decision-making. These theories have also had a tremendous impact on the interest assessment and career counselling
procedures currently in use.

3.2.4 Social learning theories

Krumbolts has recently proposed a social learning theory of career decision-making (Isaacson 1985: 71). He sees the individual as constantly encountering learning experiences, each of which is followed by rewards or punishment, which in turn, produce the uniqueness of the individual. The individual is a social being and in order to exist in a particular society he must learn from it.

According to Tolbert (1980: 89) career development is largely determined by social learning which involves the family, the school and the media. According to this theory (Zunker 1990: 48), the process of career development involves four factors:

1. genetic endowment and special abilities
2. environmental conditions and events
3. learning experiences
4. task approach skills

These factors should be recognised as influences in the career decision-making process, because genetic endowment and special ability include inherited qualities that may set limits on the individual's career opportunities.

In addition, environmental conditions and events are factors that are usually beyond the control of the individual when it comes to the
availability of resources. Learning experiences include instrumental learning and associative learning where the individual learns through observation of the situation and reactions to previous situation. Finally, task approach skills include those skills that the individual has developed which will determine the outcome of problems that he or she faced.

In these theories life is seen as involving a dynamic interaction between the person and his environment. This means that change that will affect his career decision-making is constantly occurring. It suggest that the individual is better able to direct self-development toward outcomes if he can understand the possible sequences of experiences that lie ahead.

3.2.5 Other theories of career development

Some related theories of development do not specifically deal with career development, although they do contain some elements of many of the specific theories discussed in this chapter. Their unique contribution to the understanding of career development warrants additional emphasis.

The aim of the client-centered theories, for example, is to produce changes in the functioning and organisation of the client’s self. Through the process of development propounded by theorists such as Tiedeman, Ginzberg and associates, the client centered-theories are the central motivating force towards actualisation of one’s potentiality in facilitating career development (Crites 1981: 58). Roger’s (1980:
59) inferences from the more general system of psychotherapy proposed client-centered theories in career counselling to deal with the emotional-social adjustment and functioning of the individual person.

Needs theories are derived from psychoanalytic personality theories by Roe, and she concluded that the early home climate has significance for the career choice of the child (Tolbert 1980: 59). According to her, potential development, is inherited genetically, and like interest and attitudes, to a certain degree is affected by the environment and personality variable. The home is the primary provider of needs for the child. One way or another, the fulfilment or nonfulfilment of these needs will direct the child towards certain types of behaviour.

Several well-known occupational choice and developmental theories demonstrate how decision-making theories can be used to explain career choice behaviours. Seeing that the whole process of career development encompasses decision-making, it is an element in all theories of career choice. To be able to implement a decision effectively, an individual needs to be able to make effective interpersonal responses to his or her environment (Smith (1982: 17).

3.3 RELEVANCE OF THE THEORIES TO THIS STUDY

A theoretical framework is of immense value in providing the structure which is one of the essential needs of the vocationally indecisive individual. Smith (1982: 15) concludes that an ordinary
person almost never approaches a problem systematically unless he or she has been specifically trained to do so. On the other hand, the behaviour repertoire and perceptions of the individual appear to determine whether a theoretical framework can be flexible and successfully utilised.

Skilled trait-and-factor counsellors attempt to help their clients assess their strengths and weaknesses and interests and values in relation to the characteristics and skills required for employment in various occupations. One reason why trait-and-factor theories remain popular is that they can be implemented with great ease by means of commercials and government prepared material.

Commercials will be the most effective resource for transmitting information in the twenty-first century and, if used properly, can bring about a change in the career indecisiveness of the school leaver (Rhodes 1970: 224; Norris et al 1979: 338).

The matriculant is in a critical stage of development and the ability to make decisions and take responsibility for his actions are important skills in appropriate vocational decision-making. Therefore the developmental approach will help him to isolate decision-making and emotional needs at various stages of development. Although the stages are irreversible, the individual is able to act more responsibly in the following stage thus improving his chances of making an appropriate career choice.

Although there are conflicting elements in some theories that may be
somewhat traumatising to the student, it is clear that in many cases there are indications that theories complement each other to a larger degree (Stefflre & Grant 1972: 10). For example, the use of more than one theory may point to the same facts, and provide clarity where previously there was confusion. Therefore theory building will need to be a constant process for those who remain in career counselling because career counselling belongs to the future.

3.4 CONTEMPORARY CAREER COUNSELLING METHODS

One of the most pressing problems the contemporary career counsellor faces is helping students learn decision-making skills (Wallace et al 1975: 570). In order to understand the nature and function of counselling, especially career counselling, we must understand its meaning.

Counselling is greatly concerned with role problems. According to many theorists counselling is a learning process in which one person endeavours to help another to understand and solve his problems (Stefflre & Grant 1972: 12). Glanz (1974: 158) goes on to say that counselling is concerned with voluntary behaviour change. It is the client who wants to change and seeks the help of the counsellor. The counsellor will provide the conditions that facilitate such voluntary change. These conditions will respect the right of the individual to make his own choice. The individual is treated as an independent, responsible person, capable of making his own choices under appropriate conditions.
A common element in many current definitions of counselling is aimed at helping people to make choices and to act on them (Stefflre & Grant 1972: 12). Career counselling therefore includes all counselling activities associated with career choices over a life span (Zunker 1990: 4). As a service it encompasses all of the services that aim at helping pupils make occupational and educational plans and decisions.

In this section the application of the career counselling theories will be analysed with the aid of some career counselling methods.

3.4.1 Traditional counselling

According to Deng (1988: 30) most youths in Nigeria seek the consent of their parents in choosing a career. This indicates that most parents become involved in the career choice of their children, to be sure that their own occupational dreams are fulfilled by their children. He further says that Nigerian youths have been increasingly influenced by societal stereotypes, traditions, mores and values that traditional counselling had to merge to deal more effectively with the adverse influences of traditional factors.

Mallum (1983: 69) conducted a study which revealed that some Nigerian parents would consult the oracle and the "babalawe" (traditional healer) to predict the best careers for their children when they leave school. In some cases early marriages were forced on to children to limit their educational and career opportunities.

A person’s career involves his personality (Denga 1988: 30) — that
is, all facets that touch the core of his life. If a career has such an influence on a person’s life, then it is essential that he should be given help that will direct him appropriately. Firstly, he must be entirely involved and then consider those factors that will influence his career choice.

3.4.2 Family counselling

Despite their apparent diversity, virtually all the major career choice and developmental theories acknowledge to varying extents the role of the family in the career development of their children (Blustein et al 1991: 39). Although the exact nature of the family’s contribution to the career decision-making process remains unclear, Roe’s need theories highlight the home climate as having significance for the career decision-making of the child. According to her, if the family avoids the child through rejection and negligence, his career development skill will be impeded. Again, if the child is over-protected and he is over-demanding, he will lose direction. But if the child is accepted by the family in a loving and casual manner, he will develop independence and be able to take charge.

The developmental theories of Ginzberg and associate emphasise the influence of environmental pressures, such as the family, on the individual to make a career choice (Smith 1982: 16). The family remains directly and indirectly involved in all the stages of development.

It is therefore important that career counsellors attend more closely to
family relationships in the development of career-related interventions. Blustein et al (1991: 48) state in particular that counsellors may wish to ascertain the degree of support and conflict in the family and if necessary involve every member of the family in the process.

3.4.3 Group counselling

Group counselling has slowly gained recognition as an approach with therapeutic applicability (Berg & Landreth 1990: 1). Groups are useful in many areas of a guidance programme and have become involved in major types of counselling. In group counselling, individuals are provided with group experience that helps them learn to function effectively, to develop tolerance to stress and anxiety, and to find satisfaction in working and living with others (Berg & Landreth 1990: 1).

Carkhuff in Smith (1982: 30) summarises the advantages of systematic counselling in groups as follows:

- It is goal directed and action orientated.
- It emphasises group practice in the behaviour which is to be effected.
- It leaves group members with tangible and useful skills.
- It promotes longer retention of learned skills.
- It offers a built-in means of assessing the effectiveness of the programme.
- It makes systematic selection of group members possible.
Smith (1982: 30) further concludes that group counselling is the preferred mode of treatment because it is economical, stimulating, time saving and provides more scope than a learning experience. A theory or framework in itself is insufficient in dealing with problems of career indecision. The combination of different theories within group counselling technology has determined its efficacy as an alternative therapeutic approach especially needed by counsellors in dealing with career indecision.

3.4.4 Microcounselling

According to Smith (1982: 27), researchers have become increasingly aware that a more efficient and effective means of counselling in career development is needed to meet the needs people require to overcome indecision problems. Microcounselling is a modern method that has been designed to deal with problems related to career counselling in a technological manner that is demanded in this technological era.

According to Ivey (1974: 7), microcounselling is a scaled-down sample of counselling in which the counsellor talks to volunteer clients during brief five-minute sessions which are video recorded. This method focuses on specific single skills that have to be learnt and performed well by the counsellor in an attempt of identifying specific behaviours in the helping process. Behaviour modification approaches are simple, direct and concrete and therefore well suited to the training of the client population.
Behavioural theories follow the basic teaching model. Hence it would appear that microcounselling complements the behaviour of clients and provides essential ingredients for an effective and systematic training programme.

3.4.5 Other methods

For many years the methods of career counselling were characterised as didactic and directive. They came out of the educational tradition that highlighted the expertise of the counsellor as the transmitter of information to the client (Crites 1981: 183). These methods were modified over the years and combined with several theories of counselling to the extent that a synthesis can now be extrapolated that will reflect the best of the many approaches to career counselling.

The interview technique is one of the old techniques available to career counselling that has been modified. Crites (1981: 183) maintains that the problem was how and when best to use the technique, and developmental and behavioural theories have been most explicit in addressing this problem.

The next technique was test and interpretation. From its inception, the core of trait-and-factor theory was test interpretation (Crites 1981: 186). Rather than predict a person's future career from test results as was previously done, his potential is matched to a certain occupation and this will provide him with a rational basis for a career choice.
Finally, there is occupational information which, according to Crites (1981: 190), is ideal for the problem of indecision because it provides the client with the necessary information on careers, occupations and the world of work. This technique uses the interview which is common to almost all the methods, such as the client-centered method. It also uses the client to search for information. Lastly, it employs the computer, which the client asks to list possible careers. In this technique the indecisive school leaver learns how to collect and use information about occupations in making career decisions (Crites 1981: 192).

3.4.6 Relevance to this study

The purpose of career counselling is to translate theory into operational terms (Crites 1981: 168). This should help to solve the problems related to career decision-making.

The importance of career decision-making skills in our education and in society, has been underestimated. Hence it would appear from research findings that career counselling methods such as client-centered counselling, group counselling and microcounselling provide efficient and effective means of teaching these skills.

The methods of career counselling described above are necessarily incomplete but they are the first approximation to a system of career counselling that ideally would be applicable and useful to all possible combinations of clients and counsellors in both individual and group
interactions. To test and extend their applicability, especially to the Kwandebele school leaver, will be the next task.

3.5 SYNOPSIS

First, it is reasonable to assume that people make career decisions, not at a single isolated moment, but in the context of a whole lifetime of experiences. The various theories discuss the topic of career choice from several different frames of reference; some are based on specific personality theories, others are concerned with human development and others again focus on specific behaviour and personality.

Secondly, theory without practice has no meaning. Hence the counselling methods help to put theory into practice, by assisting individuals who have problems in career-decision-making to overcome them.

In the next chapter an extensive study of the parties involved in the process of decision-making of the school leaver, will be made. This will involve the parents, who constitute the family, within which the child is born and bred; the school, where the child meets new people and experiences; and society, which is the larger family, within which the child will find fulfilment as an individual. To a larger extent, these parties affect the process of decision-making either positively or negatively.
CHAPTER 4

Parties involved in the career decision-making of the school leaver
4.1 INTRODUCTION

In this chapter the researcher would like to pay special attention to the school leaver and the structures involved in his decision-making process. Career decision is a problem that is prevalent in many school leavers and it poses a problem for the school leaver himself, the parents, the school and society. The school leaver in Kwandebele may be in the same position. A number of researchers have indicated the extent of the influence these structures have on the career developmental process of the school leaver (Bradley 1983: 137; Jacobs et al 1991: 48; Spence 1982: 84; Friesen 1986: 88; Mathunyane 1992: 78; Lindhard & Dlamini 1990: 39). This can be represented as follows:

Figure 4.1

However this study focuses on a black community with a cultural heritage. Most research on career education has been conducted in
white communities, especially in South Africa. Therefore according to Dlamini (1982: 39), Esen (1972: 796) and Durojaiye (1978: 98) it would be both a mistake and an oversight to attempt to compare the influence of the structure on black students with that on white students, for then much of the appreciation of their culture would be overlooked.

Spence (1982: 105) maintains that there is little literature available on career guidance for black students especially in South Africa. He goes on to say, that blacks therefore tend to have unrealistic career aspirations because of certain cultural and political determinants. Mojalefa (1980: 104) believes that the lack of self-knowledge (identity formation), of contact with the working world and of occupational knowledge contribute to such unrealistic aspirations. However, in recent years blacks have been exposed to an increasing range of occupational activities (Chuenyane 1990: 21), so much so that according to Spence (1982: 104) and Mojalefa (1980: 108), career education was introduced in black schools in 1981, to solve the problem of unrealistic career choices. It is therefore inevitable that at some stage or other the black school leaver will be faced with the problem of indecisiveness.

The focus in this chapter will be on the interaction between the school leaver (the child) and those structures in which he is embedded.

4.2 THE CHILD (SCHOOL LEAVER)
From the moment of his birth the child, irrespective of colour, race or creed, seeks fulfilment. This starts at a very early age. When he is young, he transfers himself in fantasy to the helicopter pilot or the bulldozer driver’s seat, and she plays the role of nurse or ballet dancer (Lindhard 1987: 2). This whole process is normal and very important. According to Lindhard (1987: 2) it should not be interrupted or interfered with, but rather encouraged.

The child must know himself, that is: know who he is. He must know his abilities and limitations that are exclusively his. Self-image or self-identity gives rise to the child’s conception about himself. Oosthuizen et al (1981: 101) point out that a person should not merely know his name or be able to recognise himself in a mirror or on a photograph, but must also know his physical and psychological abilities so that he will know his capabilities.

In black societies small children play school — one being a teacher and the others school children. Or they play as parents — the girls being mothers and the boys fathers. Or better still they imitate their brother’s rituals from initiation school.

"Until you know who you are, you will not know what you will become" (Lindhard & Dlamini 1990: 40). For the child to benefit from the above process he must know himself. Self-knowledge forms the basis for most kinds of decisions that have to be made by the child through the process of self-development, one of them being to decide on a career. Lindhard (1987: 55) maintains that self-knowledge is also basic to a child’s maturity and his relationship with others. A person
with very little self-knowledge will have little confidence and feel insecure in new kinds of situations or experiences. Identity formation and the self-concept play a prominent role throughout the child’s life. Your self-concept is your picture of yourself. It is everything you think and know about yourself. It is the centre of your being, your inner world (Lindhard & Dlamini 1990: 40). A positively formed identity will help the child know who he is and what he can become, and the child will see himself as a failure in a negatively formed identity.

Choosing a career is one aspect of the child’s life that requires a realistically formed identity. According to Lindhard (1987: 55), choosing a career becomes realistic between the ages of fourteen and eighteen when the school leaver or adolescent is aware of his capabilities and potentialities. It is at this stage of realising the need for a career that we find college students still continuing to express a need for assistance in career decision-making. According to Hornak and Gillingham (1980: 252), at this point many students regard career decision-making as an intangible tiresome process beyond their control. They avoid making plans and look for someone else to provide the answers by resisting self-examination, postponing the decision and acting confused.

Spence (1982: 86) maintains that in black students too, the lack of self-knowledge which will result in a poorly formed self-identity, contributes to extremely unrealistic career aspirations that are mostly perpetrated by cultural and political determinants. This is evident from the example cited by Hall (1980: 15) that the majority of black students will indicate a professional occupation such as a doctor,
lawyer or land surveyor as their first preference, although most seem unlikely to achieve results which will enable them to obtain a university entrance matric certificate. Lindhard and Dlamini (1990: 39) believe that self-knowledge is the root and basis of one’s maturity, self-esteem and self-reliance, and it is crucial to one’s decision-making, assertiveness and relationships. Biesheuvel (1974: 292) maintains that black people have been providing mainly cheap, unskilled labour because they lack education, proper guidance and the relevant information about different jobs. However, according to My Career (1993), the labour market has made available, even to blacks a variety, of careers to choose from. Therefore if young people, irrespective of colour, race or creed, can be channelled into careers compatible with their strongest aptitudes, abilities and interest, they stand a better chance of finding satisfaction and achieving success in their jobs. This in turn augments the chance of increased productivity, economic success, continued growth and better opportunities for people to develop and aspire to higher levels.

A student association, known as the Student Representative Council (SRC), is found in black secondary schools and tertiary institutions. It represents and sees to the wellbeing of all students at schools by solving education-related problems such as student behaviour, ill-treatment of students by teachers, foul play and disrespect by students.

According to Chuenyane (1990: 100) school guidance provides a learning opportunity for students to understand and accept themselves and others; to develop and accept responsibilities for their
actions, to learn to tolerate views that are different from their own; to interact and learn affective leadership and communication skills; to learn to make appropriate choices; to solve problems; and to handle freedom responsibly. Unfortunately these movements are hijacked by politicians in many black schools and misdirected towards political gains.

Making a career choice is the school leaver’s responsibility. He alone should decide on the job he would like to do and he should be assisted by all parties concerned. When the school leaver makes his decision, the importance of the availability of appropriate information cannot be overemphasised. Career decision-making will not occur if the relevant information is not available. The most important contents of career decision-making are based on the implementation of relevant information. The school leaver’s self-orientation is based, firstly, on the information that he has available on himself, and secondly, on the world of work. According to Lindhard and Dlamini (1990: 100), there are many sources of information, and the more people you contact the better your chances of learning more about careers.

Career education is a process that starts at birth and continues until a person is occupationally mature and cannot help but realise his potential, primarily in the primary education situation (at home), the secondary education situation (at school) and the tertiary education situation (society and occupational life). Despite the fact that the school leaver has to make a career decision himself, he is constantly in the company of his parents at home, his teachers and peers at school, the career counsellor and the society in which he lives, all of
which will influence him in his decision-making. The following discussion centres on these influences.

4.3 PARENTS

Research has shown that parents are the major influence in young people’s career choices (Lindhard 1978: 1; Leung et al 1987: 173; Peterson et al 1986: 418; Friesen 1986: 87; Lindhard 1987: 4; Mathunyane 1992: 78). Lindhard (1978: 1) goes on to say that the home is a place where you can play different roles that will influence you in choosing an appropriate career, say, being a carpenter, electrician or gardener. Many people decide on a career because they enjoy doing something at home. This means that home is the testing ground of daydreaming against the reality of the real world.

Shoffner and Klemer (1973: 419) suggest that parents affect their children’s career choices by acting as role models, influences on children’s self-concept, occupational motivator, job information resources and providers of the developmental environment. It is the parent who first shows concern about what his child will become when he grows up. In many instances, parents tend to influence their children towards careers which they themselves failed to achieve for certain reasons. Wechter (1983: 100) suggests that if parents are to support the young adult’s appropriate individuation, then they must encourage autonomy, consolidate their marital union, and lessen those emotional dependencies that bind the young child to the family. The family can, for instance, support vocational exploration instead of encouraging a particular career.
In their comprehensive review of the family influence on career development, Schulenberg et al (1984: 138) cite several limitations of existing theoretical and empirical efforts to clarify the relationship between family interactions and effective career decision-making.

These limitations include:

(1) a focus on vocational outcomes rather than on relevant vocational development

(2) a failure to review the family as a functional whole

(3) a failure to recognise both the changing nature of work and of the family itself

As the young adult becomes more actively involved in career decision-making, parents must correspondingly assume a more peripheral role. They should offer encouragement, but at the same time, indicate clearly that independent action is both accepted and expected. There are two main things that parents should not do:

• They should not abdicate — that is, leave things as they are: "As long as my child goes to college I am satisfied".

• They should not dictate — that is, expect their child to do what they want him to do. "Johnny, your father is a doctor, you must also become one" (Lindhard 1987: 67).
As career choice is a process and not an event, it should not be left alone, but encouraged to take its own course.

Black parents, however, are differently dispositioned. According to Smyth (1982: 187) and Mojalefa (1980: 56) the key influence of career choices among black school leavers is not school counsellors or even guidance teachers, but parents, who are often illiterate and maintain the most important but ill-informed influence. Some parents believe that the future career of their children lies in the hands of a witch doctor. From the researcher's experience which is supported by the survey conducted by Jonas (1992: 84), school leavers in Kwandebele lack parental care, discipline and motivation. They are faced with too many house chores and very little time to study.

Mathunyane (1992: 78) suggests that the majority of black parents leave all responsibility of educating the child to the school. After paying school fees, the parent places himself in the background and expects the school to accept full responsibility for the child. Lack of support by black parents is also indicated by the bad remarks they pass about the school and teachers in front of their children. For example, if the child does something wrong, he is asked if this is what he is taught at school. The lack of communication between parents and teachers causes problems for the child, because he finds himself in the middle, not knowing exactly whose ideals and goals to follow. It is disheartening to realise that career education cannot take place in such circumstances. The school leaver is bound to experience indecisiveness.
4.4 THE SCHOOL

The school, as a secondary education situation, has a special task of nurturing the individual’s power of decision-making and of preparing him for the differentiated manpower needs of the country through career education.

According to Visser et al (1989: 245) career education at school is referred to as school guidance, and it is divided into three principal areas — educational guidance (scholastic), vocational guidance (career) and personal guidance (self-knowledge). They also say that the general aim of school guidance is to provide all pupils with instruction (teaching and education), in accordance with their individual abilities, so that each can actualise his innate potential optimally. Jacobs et al (1991: 75) go on to say that at school, among other things, the young person receives career education that involves a study of the career implications of the various subjects, career guidance, visits to different job environments in the school’s workshop and instructions by the various subject teachers.

To achieve its general aim (Chuenyane 1990: 58; Glanz 1974: 145; Thompson & Poppen 1979: 3) the school must institute a developmental guidance programme that will place emphasis on certain areas. Such a programme will not only simplify the guidance teacher’s task, but the school counsellor too, will be able to identify problem areas and individual students will receive individual attention. The areas of emphasis are illustrated below:
According to Herr (1977: 9), it is at school that you are trained and prepared for almost any occupation you really want. It is the duty of the school to help the child realise himself. The school is the primary source of information on different kinds of careers. The school does not only provide information on different kinds of careers, but also prepares you to make decisions that will affect you for the rest of your life. He further states that the school prepares you to get along with people. It is at school that you first learn how to obey orders made by a stranger — that is, someone other than your parents.

According to Mathunyane (1992: 79), a black child experiences
school as a strange place because there is no connection between it and his home. It is therefore the task of the school to help him realise that school is important. His learning activities must challenge rather than frustrate him — hence he must develop personally in order to achieve actualisation.

From the researcher's experience and observation as a teacher and principal, schools in Kwandebele do not have much to offer. Subject choice is limited to the available manpower. For instance, school A will offer a subject stream which is incomplete, say, the commercial stream without maths, simply because there is no teacher to teach it. Only four schools in the whole region have developed guidance programmes with properly trained guidance teachers. Conditions at schools are poor, the buildings are badly constructed and the classrooms overcrowded (Jonas 1992: 49). Such conditions can definitely not foster proper career guidance.

4.4.1 The teacher (guidance teacher)

Teaching shares a number of characteristics with guidance and counselling, for they are all fundamentally learning experiences for the child. The teacher is specifically responsible for motivating the child to learn through teaching (Vrey 1979: 212 and Chuenyane 1992: 60) — hence guidance and counselling are realised. The teacher is a key figure in guidance. By virtue of his strategic position, his role is vital in the successful operation of career education. The teacher, (Mathunyane 1992: 81) is a professional role model for the pupil. Pallone and Lee (1966: 285) maintain that there are two reasons why
every teacher is a guidance worker. Firstly, the nature of teaching demands that he be a guidance teacher, and secondly, whether he wishes it or not he teaches guidance of some sort in both his classroom and classroom-related activities. For teaching is not only imparting knowledge — nor is it mere verbal instructions. Teaching helps the whole individual to learn and utilise guidance to effect this causality.

Adequate guidance facilitates career education which, according to Visser et al (1989: 248), starts in the preprimary phase in order to accompany the individual towards a sound responsible choice of an occupation. Spence (1982: 121) believes that if the teacher is to realise this, he must have the following characteristics, which Jacobs et al (1991: 42) also regard as personal traits:

- quality as a pedagogue
- quality as an educationist
- quality as an expert in the field
- a positive attitude to life with regard to the task at hand
- health fitness and energy
- sound interpersonal qualities
- emotional stability, self-control and maturity
- sound moral qualities
- leadership qualities
- analytical abilities
- perseverance in spite of setbacks
- a clear sense of personal destiny, neat appearance and impeccable grooming
• empathy towards his pupils
• eagerness to learn
• confidentiality

In addition, although this is omitted, a sound cultural base is viewed as a desirable characteristic for guidance teachers (Gotchard 1985: 171). The above qualities, although they are helpful, cannot satisfactorily distinguish an expert guidance teacher from any other teacher. Therefore to be a guidance teacher, and to realise your role affectively, involves creating the right atmosphere in the learning situation, understanding individual children and rendering individual assistance at some problem point during the school day. Children learn best when they are emotionally secure and when they feel good about their teacher educator. Mathunyane (1992: 81) maintains that the pupil likes and works cooperatively with a teacher who takes an interest in him as a person and who wants to know if he is getting on, not just in his work but also in other things that he is interested in. For the teacher to achieve this, he has to know the child thoroughly.

The influence of the guidance teacher in career development cannot be overemphasised. He is generally considered as the key figure in the elementary guidance programme because of his close relationship with the children (Pallone & Lee 1966: 286). They also say that the relationship is synthesised by the following qualities:

• having a thorough knowledge and understanding of each student
• accepting each student as an individual with differences
• allowing each student the freedom to grow individually
• making each lesson student centred
• fostering the development of a positive attitude and self-knowledge

The above list is not exhaustive, but does indicate the functional position of a guidance teacher who will successfully realise his role.

According to Spence (1982: 109), the actual role of the guidance teacher in black schools portrays a rather controversial picture. Ramsay’s (1982: 141) explanation in what guidance encompasses in black schools is relevant here:

Choosing a career is often a conflict situation. For black matriculants this conflict is further compounded by unrealistic vocational aspirations, the difference in the choice of subjects and/or level of education at different schools, the variety of external constraints restricting freedom of choice, as well as lack of knowledge regarding careers and job opportunities. The role of the vocational guidance teacher may be seen as that of helping to resolve conflict by providing an opportunity for realistic self assessment, for discussing options and alternatives, and for providing relevant information.

In the above statement Ramsay emphasises, amongst other things, the profound importance of a guidance teacher, especially in black schools, and the major influence he has on the career decision-making process of the school leaver through positive interaction.
However, from the researcher's personal experience, and this is supported by Jonas (1992: 19), teachers in Kwandebele, in particular, are faced with unfavourable teaching conditions. *Firstly,* they have to deal with large numbers in class. The teacher/pupil ratio is 1:80 (Jonas 1992: 23). *Secondly,* educational facilities such as laboratories, libraries and audiovisual aids are poor or nonexistent (Jonas 1992: 45, 51, 58). *Finally,* career education is regarded as unimportant and only examination subjects are given first priority (Jonas 1992: 65).

It must be realised that even if the school employs a trained counsellor, the teacher still plays an important role in preparing students to plan and decide rationally and intelligently about their careers. The amount of time the teacher spends with the student far exceeds the time any student can ever hope to spend with a school counsellor in the school or his office. The teacher's influence is dynamic and can never be replaced. Because the teacher spends more time with the student, his role is not limited to imparting knowledge but includes the development of various aspects of a student's life, especially his future career (Chuenyane 1990: 62).

**4.4.2 The peer group**

The relationship with peers becomes increasingly more important as the child grows older. As he enters adolescence, the peer group becomes vital for self-actualisation. According to Vrey (1979: 169), a child's peers are both company and a sounding board for his voice and opinions. He plays, eats, goes to school, to the cinema and
relaxes with them in the school ground and elsewhere. Existing evidence from research indicates that the peer group seems to have the greatest influence on personal matters, life styles or the group’s values and norms on issues such as acceptance, dating, styles of dressing and behaviour (Peterson et al 1986: 418; Garbers 1971: 91; Mathunyane 1992: 83). There is very little evidence on how much influence the peer group has on the career decision-making of the school leaver but, Jacobs et al (1991: 62) maintain that a competitive spirit in class and on the sports field among peers serves as preparation for cooperation, self-discipline, labour and occupational completion. Among his peers, the child is able to weigh his potentialities, to exercise his freedom without restrictions or authority and to be open about himself and how he feels. Among his peers, he is willing to face and accept challenges in life (a sense of belonging), and to acquire basic skills of survival, for example, climbing trees and flying kites.

Mathunyane (1992: 83) emphasises peer group acceptance in the school situation as a vital aspect since it is related to academic success. According to him, if the child is poorly accepted by the group, he is likely to underachieve. His obsession with his peer group will be at the expense of his school work. Therefore the peer group can be regarded as part of the greatest influence in career decision-making.

Again it would be unfair to compare peer relationship influence among black students with that of white students because of, inter alia, cultural background, traditional belongingness and vocational needs
as outlined by Spence (1982: 16) and Mathunyane (1992: 83). Black students have needs such as social services (helpful to others), self-fulfilment (using one’s ability) and wealth (stability and security) compared to white students’ needs for status and leadership. From the researcher’s practical experience, students in Kwandebele fail to form constructive peer group relationships because of a lack of recreational facilities at school and in society. In most cases, peer group influence is negative and destructive. For example, in most burglaries on premises such as schools, shops and offices, youngsters were found to be responsible. This shows the negative influence of the peer group. Therefore the peer group cannot affect the child positively in his career choice.

4.5 THE SCHOOL GUIDANCE COUNSELLOR

The guidance counsellor in the school is a person who works as a member of the pupil personnel team to help pupils achieve growth, development and self-fulfilment (Tolbert 1980: 203; Patterson 1967: 141). He works with students, teachers, principals, parents and the community, and plays a vital role in the effective planning, implementation, management and overall operation of guidance programme services (Chuenyane 1990: 62; Glanz 1974: 129). Unlike the guidance teacher who is involved in counselling throughout his lessons, the school guidance counsellor is a problem solver who is expected to spend time with individuals and small groups of students seeking help; to decide upon their educational plans, make sound and appropriate career choices and succeed in all their educational endeavours (Mathibedi 1991: 47).
A school guidance counsellor has maximum influence on the school leaver’s choice of a career — hence his personal characteristics will be a major variable in most counselling relationships. Glanz (1974: 136) cites the following characteristics:

- personal security, as well as a developed sense of adequacy and sensitivity to others

- respect for the dignity and integrity of others

- the ability to be emotionally sound while exhibiting empathy and understanding

- a sound moral base to his own life

- self-insight

In addition to his personal traits, he must have a sound knowledge of his work. For him to establish a sound rationale for counselling, he needs to know and understand all the theories and approaches to counselling. This means that he must be properly qualified — that is, he must have professional competence (Thompson & Poppen 1979: 5). The school guidance counsellor must also be able to cooperate with other staff members. He is a member of a team, which means that he must not make recommendations to the teacher that cannot be carried out in the classroom.
School guidance is not the same at all age levels (Jacobs et al. 1991: 180). Glanz (1974: 140) recognises the importance of varying approaches and techniques at different school levels. Elementary or preprimary school guidance must often assume the form of play therapy (Peters & Hansen 1971: 315). Young children are not skilled in verbalising their problems and are comfortable in working out their problems in an action setting. Middle or primary school programmes have stressed group counselling approaches and frequently combine newer learning experiences with group counselling. The transitional nature of the primary school pupil requires a variety of counselling opportunities so that pupils can choose their own type of relationships and proceed at their own pace. Secondary school counselling is the most varied of all (Peters & Hansen 1971: 317), because of the diverse routes that students can follow after graduating. Individual and group approaches are usually combined with more general guidance types of activity.

From the researcher’s practical experience, which is supported by Mathibedi (1991: 97), Spence (1982: 89) and Jonas (1992: 65), there is an immense lack of career guidance and counselling services in black schools in Kwandebele in particular. The guidance counsellor’s responsibilities are responsive to economic growth — hence the dire need of their services cannot be overemphasised.

4.6 SOCIETY

Each individual’s personal culture and private community are also a part of a wider concept of societal life. Each person “comes from
somewhere” and “belongs somewhere.” Each person exists within an encapsulated world made up of personal and environmental forces that are only partially understood by the person (Glanz 1974: 378). As in the family, society has qualities such as paternal and maternal education status, family income, as well as corresponding influences such as values, opportunities and parental influence and encouragement that have been shown to have a strong influence on the career aspirations and attainments of children and youth (Friesen 1986: 90). According to Gordon (1986: 73) and Mathunyane (1992: 84) education is the principal force underlying upward mobility for blacks and is strongly influenced by the socioeconomic status of the family. Because of the poor socioeconomic status of blacks, education is viewed as something beneficial, not just to the individual who is being educated, but also to the family and society. Thus the individual’s educational goal entails a personal commitment to improving his family’s circumstance, for example, educating his younger brothers or building his parents a beautiful house.

Society serves as a nurturing background in the decision-making of the individual. Society has coloured his life from birth, and will help to determine his future (Glanz 1974: 381). Within society the individual finds different role models with which he can identify. For instance, a middle-class society will generate middle-class influence or even higher. This means that society is a stage where young people as characters test their potentialities in an effort to satisfy individual development.

Less nurtured societies such as black communities, where most of the
families constituting society are illiterate or semiliterate (Spence 1982: 91), generally have a negative influence or no influence at all on personal development. Mojalefa (1980: 81) further observes that only five percent of black students entering universities have been positively influenced in their choice of a career by parents or vocational counsellors. Cloete and Le Roux (1979: 59) maintain that the problem of vocational guidance in black students is immense, and stress that 73 percent of first-year students expressed career immaturity and needed help in career information. According to Spence (1982: 15), the predilection of blacks to express vocational needs related to serving the community has been well documented in Africa (Mojalefa 1980; Hall 1980; Visser 1982; Watts 1980; Erwee 1981; Gerber & Newman 1980). He (1982: 15) goes on to say that according to Gerber and Newman (1980), Smith (1980), Sparks (1980) and Watts (1980) the political and social conditions peculiar to black society are believed to be largely responsible for this strong social service element in the vocational needs of blacks.

From the researcher's practical experience, society in Kwandebele is lacking in educational and career achievements. Such deficiencies are ascribed to cultural enrichment and opportunity deprivation (Mathibedi 1991: 62). The Kwandebele Department of Education has a cultural base — hence for youths in this area to achieve, they must first undergo cultural enrichment. For the youth to be accepted in society, he must first adopt cultural customs and then attain educational status. The fact that education is rated as being of secondary importance lessens the impact of influence on sound career choices.
Within society, there are structures that have an influence on education as such, and on the decision-making of the school leaver. These structures, politics and the country's economy, may influence the school leaver, either negatively or positively. A discussion on these structures follows below.

4.6.1 Politics

Political conditions have a strong influence on career education, especially in South Africa (Biesheuvel 1964: 42). Although Wirt and Kirst (1972: 5) believe that the world of education should be kept separate from the world of politics, one way or another, the world of politics seems to find its way into the world of education. Education and politics should not mix. Schools are not political institutions. Yet Thomas (1983: 1) and Broadfoot et al (1981: 1) believe that education and politics live in a symbiotic relationship, each influencing the fate of the other. Wirt and Kirst (1972: 6) see political corruption as the prime cause of the inefficiency of education. Indeed many politicians regard schools as a useful support for the spoils system which promise jobs and contracts as political favours. This means that if a school leaver is promised a good job as a political favour, he will definitely forget thinking about a career because he does not need it at that moment.

Thomas (1983: 1) agrees that the nature of political-educational interaction varies greatly from one case to the next, depending on circumstances. For instance, in some nations, students are taught patriotism at school and willingly join the armed force to protect their
country's political system against intrusion by activists. In other nations, under different circumstances, not only do they avoid protecting their government but become actively involved in overthrowing it, motivated by a revolutionary spirit engendered during their studies at school. This is a negative influence that will destroy their academic progress.

According to Thomas (1983: 1) and Broadfoot et al (1981: 3) the political-educational interaction which finds one region or groups in a country enjoying superior educational opportunities - more and better school facilities, more and better teachers - because key political figures come from that region or group and constantly favour its request for educational support. This is a typical arrangement in South Africa. In his survey, Jonas (1992: 19) found that the black population of Kwandebele felt and believed that the white population enjoyed a superior education to theirs. In black schools there are poor education facilities, teachers are not competent and they are underqualified as compared to white schools. This is a negative influence which will greatly affect the school leaver's decision-making. Politics must deliver to education for productive input. This means that for effective coexistence there has to be positive interaction between education and politics. The one cannot survive without the other. Politics survives because of an economically sound country. An economically sound country is entirely dependent on its human resources. A natural resource cannot be discovered without the technology of a human resource.

A career in the medical field requires a competent candidate in maths
and science. If these subjects are not taught properly at school, the candidate must not even think about going to medical school. The school leaver may find that politics plays too great a role in determining whether a promotion is achieved, and that who you know can be more important than what you know (Mitchell 1988: 333).

In the researcher's practical experience, most school leavers in Kwandebele are lured into political organisations. At this point they become so active in politics that they forget about further studies. In 1986 Kwandebele reached its political position through the support it received from youths who were mostly school leavers. They were promised high-ranking jobs if they voted for the ruling government. As a result they put studying for a career at the back of their minds. When the government realised that there was no output, because of insufficiently qualified personnel, it employed better qualified people in the higher posts and this caused conflict and strikes.

4.6.2 The economy

The economy of a country is one factor that determines its growth. Without sufficient funds a country cannot develop effectively. With the adjustments in the economy, particular fields in the labour market may become glutted, and this limits job opportunities. In certain areas, there is less job mobility, with people tending to stay in the same job for a long time (Winkler 1986: 7).

In the United States (Evans & Herr 1978: 89) career education developed when employers had an immediate need for skilled workers
in order to utilise their capital efficiently. When their needs were temporarily met, career education lay dormant, regardless of the people who needed career education to develop their fullest potential. Career education is every country’s human resource that needs complete attention. If it is efficiently developed, it will make the economy of the country grow simultaneously with human needs (Winkler 1986: 8).

The greater part of the human resource — that is, the black population — has just been recently exposed to the more than 400 careers published in the publication of the Department of Manpower (My Career 1992). According to Spence (1982: 84), South Africa recently experienced a rapid growth in technological development together with a concomitant need for highly skilled manpower. However, only recently were the training and manpower development efforts and expenses of industry made available to white South Africans. Because black South Africans constitute the majority of the population (Jonas 1992: 93; My Career 1992; Spence 1982: 96; Mathibedi 1991: 67) their capabilities and potentialities must be utilised for economic growth. Therefore for the economy of the country to yield desired results, it is imperative that career education be made available to all young people in South Africa.

In his survey, Jonas (1992: 76) emphasised the role played by the economy in influencing career choice. His essays on Kwandebele, which are relevant to this study, revealed that school leavers were restricted in particular subjects because of the budget for black education which does not allow a variety of subject choices. Even if a
student wants to choose a particular subject (because it will direct his future career), the subject is not available at his school because, there is no money to employ more teachers, buy more books, build more classrooms or even build relevant educational facilities. The phrase "there is insufficient money" appears every year in the Minister of Education's budget speech.

Unemployment also poses its own problems. Unemployment not only poses a threat to the future of a country, but also makes choosing a career impossible. According to Didsbury (1983: 189) some jobs are disappearing in the market. For example, elevator operator, farm manager, servants and factory labourers are some of the jobs that are replaced by technological machines, robots and computers — hence less manpower is needed. Some new jobs are mushrooming into the labour market (My Career 1993) which needs high skilled manpower, jobs related to operating robots, lasers, computers, geriatric social work and biomedical electronics. Vocational and career educators must gear up to provide this vital education and training to the work force of the future. Being skilled or trained for a saturated dying field means unemployment.

It is unfortunate that the whole country is experiencing the problem of unemployment. Prospects for entrants to the labour market to obtain job opportunities are at present unfavourable (My Career 1993: 370). According to leading economists, the availability of job opportunities in the formal sector has declined to below seven percent. This means that less than seven out of every one-hundred work seekers will be accommodated in the formal sector in 1993. In spite of this, all is not
lost. Because of the scarcity of job opportunities, work seekers should make a real effort to compete for a post.

This means that certain fields in the labour market are glutted. For instance in black education there is an overproduction of teachers, nurses and policemen, while the more advanced medical, technological and scientific fields are underutilised. Therefore the school leaver must decide on a career that has job opportunities. He must be ready to face the challenges that accompany the few job opportunities.

His confidence in himself must be strengthened and his abilities must be marketed effectively so that the employer may become aware of the advantages that employing him will have for the organisation. In the interest of school leavers wishing to join the formal sector, better communication between schools and industry must be achieved so that there can be a mutual understanding of each other’s needs. In this respect the school leaver must be properly guided so as to decide effectively on a career.

In conclusion, the desired career cannot be attained without the necessary financial aid. Again the country’s economy cannot grow if people are not trained properly. Therefore career guidance is necessary to save the country from wasting.

4.7 SYNOPSIS

In this chapter an attempt has been made to address the roles played
by the school leaver, parents, school (teachers and peer group), school counsellor and society (politics and the economy) in the school leaver’s career decision-making. An effort was made to explain the role of the different parties involved, and also to explain that career choice is built upon an underlying interaction of these parties. The school leaver, for instance, must know himself before he can know what he will become. Nothing can be achieved with a confused self-image. The result will be indecisiveness. Therefore the parents, school, society and the school counsellor’s assistance in this matter will be futile.

However, literature has proven that the school is a sounding board for the child’s development. It is the school that better equips the child to make sensible career choices. But if the school does not upgrade career counselling, the school leaver will not be constantly exposed to various career options and will therefore experience indecisiveness in this regard. A school without a sound career counselling programme will not benefit pupils, the counsellor, parents or the community.

Society breeds choices and opportunities. It provides challenges that need to be approached with enthusiasm, innovation, energy and with new plans for the school leaver. A society that does not make room for such developments cannot guide the child towards a successful future. Hence all other parties exist in a vacuum.

The next chapter will take all of this into consideration in its empirical investigation. The problem of career indecision that surrounds the school leaver will be investigated in an effort to verify its existence.
CHAPTER 5

The empirical investigation: planning, execution and measurement
5.1 INTRODUCTION

The aim of this chapter is to look at the research design used in determining the factors causing career indecision among school leavers in Kwandebele. The literature study on career decision making revealed that various factors such as sex role, as indicated by (Gianakos & Subich 1986: 43; Millard et al 1984 and Neice 1979: 272); career interest (Athanasou 1985: 153 and Lunneborg 1976: 297); anxiety (Kaplan & Brown 1989: 221; Fuqua & Seaworth 1987: 175; Schumrum & Hartman 1988: 119); and identity formation (Taylor 1982: 318; Hartman & Fuqua 1982: 340; Schumrum & Hartman 1988: 119) are responsible for influencing career indecision in the majority of school leavers. It was also revealed through a literature study that the family, as indicated by (Friesen 1986: 87; Lopez & Andrews 1987: 304 & Kinnier et al 1990: 309); society (Spence 1982: 91; Glanz 1974: 381; Mojalefa 1980: 81; Friesen 1986: 89); the school (Jacobs et al 1991: 75; Chuenyane 1990: 58; Thompson & Poppen 1979: 3); and the school counsellor (Tolbert 1980: 203; Mathibedi 1991: 47; Chuenyane 1990: 62) involved, may have a positive or negative influence on the process of career decision making. By means of the empirical investigation the researcher will try to answer the following questions:

- What are the factors causing career indecision among school leavers in Kwandebele?

- How do these factors contribute towards career indecision in school
leavers?

- What is the role played by parties involved in the school leaver’s decision-making process?

In order to find answers to these questions, a questionnaire will be given to a target group of pupils who are just about to complete their matric. They were selected because they were on the verge of making a decision about a commitment that would affect them for the rest of their lives.

Certain hypotheses with reference to these variables will be formulated. A brief discussion of the procedures used to test these hypotheses will follow. This will include the selection of the testees, a description of the measuring instruments used, the procedure in administrating the questionnaire, and finally, the methods used to analyse the data.

5.2 HYPOTHESES

The following hypotheses based on the literature study were formulated:

5.2.1 Hypothesis 1

There is a significant difference in the family involvement between school leavers who have made a decision and those that have not made a decision.
Rationale

From the literature study it was revealed that parental influence plays a significant role in the school leaver's decision making, either positively or negatively. Parents who show interest in their children's future plans will also stimulate their interest in career planning (see par 4.3).

5.2.2 Hypothesis 2

There is a significant difference in the school involvement of school leavers who have made a decision and those who have not.

Rationale

The academic self-concept and pupil identity develop as a result of the child's interaction with experiences of various kinds in the school. The child's attitude towards school can clearly be assessed by his feeling of satisfaction and dissatisfaction in his school work. A positive or negative attitude towards a future career is strongly influenced by experiences at school (see par 4.4).

5.2.3 Hypothesis 3

There is a significant difference in the influence of society on school leavers who have made a decision and those that have not made a decision.
Rationale

The literature study revealed that there is a relationship between the way in which a pupil chooses his career and society. The standard of living and the level of education of society exert more influence in the choosing of a career for the school leaver. This relationship may be either positive or negative (see par 4.6).

5.2.4 Hypothesis 4

There is a significant difference between the number of males and females who have made a career choice and those that have not made a career choice.

Rationale

From the literature study it was revealed that boys or girls were barred from choosing certain careers because of their sex. Girls were more affected because of their marital status. However, girls were more inclined to make decisions because they were channelled towards particular careers (see par 2.5.6).

5.2.5 Hypothesis 5

There is a significant difference between the career choice of pupils who have a guidance teacher and those who do not.
Rationale

From the literature study it was revealed that the presence of a guidance teacher at school has a profound influence on the career planning of pupils. The information the teacher possesses will greatly limit the degree of indecisiveness in most school leavers (see par 4.5).

5.3 SELECTION OF TESTEES

There are 124 secondary schools in Kwandebele. This comprises the entire population of school leavers in this region. The schools are grouped into four areas, namely, Ekangala, KwaMhlanga, Moloto and Tweefontein. By means of random tables two schools were selected from each area, which came to a total of eight schools. All the standard ten’s in each of the eight schools were involved in the sample. The sample consisted of 424 school leavers: 172 males and 252 females. The age group of the testees selected was the average of 19 years with a standard deviation of 2.51. The testees were selected because they were on the verge of making a choice that would affect them for the rest of their lives. All the testees reside in Kwandebele.

5.4 MEASURING INSTRUMENT

A research project collects standardised and quantifiable information from a sample. Two commonly used procedures for collecting data are the interview and the questionnaire. A questionnaire was employed to collect specific information to accomplish the aim of this
particular study.

5.4.1 The questionnaire

A questionnaire is a document filled out by the respondent in his own time or completed by him under the supervision of the researcher. This was the case in this study, mainly because the respondents were pupils. A questionnaire is used when factual information is desired (Best & Kahn 1989: 181). If a questionnaire is properly administered, it is still the most appropriate instrument to elicit information.

In this study the introspective form of the questionnaire was used, touching on matters relating to the school leaver. These matters contain specific information that will shed light on the research topic.

In this study a closed questionnaire was used which required short or brief answers such as "yes" or "no" (Best & Kahn 1989: 182; Labaw 1980: 131). This type of questionnaire facilitates the coding and analysis of respondents.

5.4.1.1 The construction of the questionnaire

Constructing a questionnaire requires considerable time and thought. It is a proven fact that the researcher cannot be too careful in phrasing questions to ensure understanding and clarity. The content of the questionnaire must succeed in covering the field that concerns the test. From the literature study the researcher must ascertain what specific aspects of the research need to be tested. It also depends on
the opinion of informed persons whether test items

• do not just measure what another item has already measured

• whether there are not too many or too few items on a specific element

• whether all elements are covered by the items (Mulder 1989: 217)

In this research project, the researcher compiled the items in the questionnaire with reference to the points mentioned in the literature study. All elements involved in the decision-making process of the school leaver were included — for instance, the individual's personal factors, the family, the school, society and the guidance teacher. In the compilation of the questionnaire the following guidelines were taken into consideration by the researcher:

• The questions in the questionnaire were clear and brief (Berdie et al 1986: 24; Bausell 1986: 172).

• Only items that relate directly to the objectives of the research should be included (Gay 1987: 186).

• The information required from the respondents must be precise (Labaw 1980: 18).

• The questionnaire should be brief and consistent but should contain all the information required (Mulder 1989: 217).
• Questions should be simple, dealing with a single concept and be worded as clearly as possible (Labaw 1980: 157; Leedy 1989: 144).

• Questions should not be ambiguous — respondents should understand them.

• The questionnaire should be drawn up in such a way that it will be easy to answer (Berdie et al 1986: 24; Gay 1987: 196).

• Questions should be presented in a definite order — simple questions should precede complex questions (Mathunyane 1992: 131).

• The researcher should not include questions or statements the answers to which can be obtained from other sources (Best & Kahn 1989: 345).

• The questionnaire should be constructed in such a manner that the data required are obtainable within the minimum of the respondent’s time (Ary et al 1985: 345).

5.4.1.2 The construction of the questionnaire for this study

The questionnaire was divided into five categories, namely, personal factors, the influence of the family, the influence of the school, the influence of the society and the availability of a guidance teacher at school, so as to cover all the elements outlined in the literature study. The questionnaire provided space for ticking the correct answer. No
separate sheet was provided for answers. Copies of the questionnaire can be found in the addendum.

The respondents were requested to respond to each statement by noting their answers on a two-point scale in the appropriate square on the questionnaire as provided.

The two points of the scale are as follows:

- Yes = 1
- No = 2

The instructions for answering all five categories were as follows:

This is a questionnaire and not a test. There is no correct or wrong answers. Be honest in your answers. Your answers will be used for research purposes only. Answer all questions as indicated.

Instructions in categories A and D further requested the testees to choose between a number of alternatives.

The researcher’s experience and the literature reviewed in chapters 2 and 4 served as a source of information for the construction of this questionnaire.
5.4.1.3 Methods of administering a questionnaire

The two most common methods of administering questionnaires are by means of postal or self-administered questionnaires. Postal questionnaires have the advantage of giving the respondents time to complete them at their leisure and in an environment preferred by them. The respondent also has time to search through his personal records (if necessary) to find information needed to answer the questions. The main advantage of the postal questionnaire lies in its relative low cost. It is also possible to include a large number of respondents, even in remote locations (Ary et al 1985: 344).

However, this method also has disadvantages. The questions may be interpreted differently by different respondents, which will lead to biased responses. In some cases the questionnaire may be completed by someone other than the intended respondent. The main disadvantage lies in the low response rate normally obtained (Bausell 1986: 169; Gay 1987: 182).

Self-administered questionnaires or questionnaires that are administered by a representative have the advantage of providing an opportunity to establish rapport with respondents and to explain the purpose of the study. This method has also an advantage in that it requires assembling a number of respondents in one place, thus making it easy to obtain a high proportion of usable responses (Best & Kahn 1989: 181). One disadvantage, however, is that one seldom obtains a sample which can be gathered conveniently in a common place. Hence, it also requires more time and money to travel in order
to contact individual members.

5.4.1.4 The administration procedure used in the investigation

a Preliminary arrangements

The researcher completed the questionnaire, and discussed it with her colleagues in order to identify any statements that were not properly phrased. Certain statements were changed in order to eliminate clumsiness or ambiguities. Consensus was then achieved regarding the content validity of the questionnaire. Finally, the statements in the questionnaire were arranged in a definite order.

Discussions were held with the principals of the secondary schools included in the sample, about the dates on which they would allow the questionnaire to be administered. During these discussions the researcher also explained the nature of the research to be undertaken.

b School visits and administration

Eight schools were involved in the research project. The questionnaires were administered to 424 standard ten secondary school pupils residing in Kwandebele — 169 males and 257 females.

In all the schools involved, the researcher administered the questionnaire personally in one session. Pupils were made aware of the nature and value of the research, and the importance of honesty in completing the questionnaire was emphasised.
Before the session, the researcher read and explained the instructions for answering the questions. Pupils were requested to ask questions if they did not understand any statement in the questionnaire. The time taken to complete the questionnaire varied from 40 and 50 minutes, depending on the scholastic level of the child. The completed questionnaire of each pupil was checked thoroughly by the researcher, and errors corrected.

5.5 SYNTHESIS

The researcher used the questionnaire method which according to Best and Kahn (1989: 181), not only has the advantage of involving a large number of respondents in a single test, and making it possible to obtain a high proportion of usable responses, but also to accumulate an enormous amount of information in a short space of time. During the administration of the questionnaire, statements that were not understood by the pupils were explained, thereby ensuring correct responses.

The information collected was then submitted for computerised analysis.

In the next chapter, the results will be analysed and interpreted.
CHAPTER 6

Results of the investigation
6.1 INTRODUCTION

The data of the empirical investigation were processed in order to test the hypotheses that were propounded in chapter 5. The procedure that was used will be discussed in this chapter.

An item analysis was conducted for each of the following sections of the questionnaire namely the family, the school and society. The reliability of each section was also determined.

To test hypotheses 1 to 3, t-tests were used to ascertain whether significant differences exist. To test hypotheses 4 and 5, the Chi square tests were used. To obtain an overall picture of the role played by personal factors such as interest, personality, potentiality, culture, gender, academic progress, future plans and financial help in the career decision making of the school leaver, the number of pupils who viewed these factors as important or unimportant were calculated, and histograms were drawn.

6.2 ITEM ANALYSIS AND RELIABILITY OF THE QUESTIONNAIRE

An item analysis was conducted for the items measuring the influence of the family, the school, and the society in career decision making, in order to determine whether these items made a contribution to the particular total of these sections in the questionnaire. The correlation of each item with the total was calculated. In the case where an item made no contribution or contributed negatively to the total, that item would be omitted.
To determine whether items should be omitted or included in the questionnaire, the Cronbach's reliability coefficient was calculated for the category where all items were included, and in the case where an item was omitted. Details of these calculations are indicated in tables 6.1 to 6.3.
TABLE 6.1

ITEM ANALYSIS FOR THE FAMILY CATEGORY

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CORRELATION WITH TOTAL</th>
<th>ALPHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>0.234</td>
<td>0.612</td>
</tr>
<tr>
<td>18</td>
<td>0.390</td>
<td>0.583</td>
</tr>
<tr>
<td>19</td>
<td>0.135</td>
<td>0.623</td>
</tr>
<tr>
<td>20</td>
<td>0.206</td>
<td>0.613</td>
</tr>
<tr>
<td>21</td>
<td>0.309</td>
<td>0.599</td>
</tr>
<tr>
<td>22</td>
<td>0.268</td>
<td>0.605</td>
</tr>
<tr>
<td>23</td>
<td>0.246</td>
<td>0.609</td>
</tr>
<tr>
<td>24</td>
<td>0.331</td>
<td>0.594</td>
</tr>
<tr>
<td>25</td>
<td>0.351</td>
<td>0.592</td>
</tr>
<tr>
<td>26</td>
<td>0.215</td>
<td>0.614</td>
</tr>
<tr>
<td>27</td>
<td>0.264</td>
<td>0.606</td>
</tr>
<tr>
<td>28</td>
<td>0.250</td>
<td>0.609</td>
</tr>
<tr>
<td>29</td>
<td>0.172</td>
<td>0.620</td>
</tr>
<tr>
<td>30</td>
<td>0.373</td>
<td>0.587</td>
</tr>
<tr>
<td>31</td>
<td>0.021</td>
<td>0.654</td>
</tr>
</tbody>
</table>

Item 31 has a low negative correlation with the total, and should therefore be omitted.
TABLE 6.2

ITEM ANALYSIS FOR THE SCHOOL CATEGORY

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CORRELATION WITH TOTAL</th>
<th>ALPHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>0.434</td>
<td>0.658</td>
</tr>
<tr>
<td>33</td>
<td>0.430</td>
<td>0.656</td>
</tr>
<tr>
<td>34</td>
<td>0.399</td>
<td>0.660</td>
</tr>
<tr>
<td>35</td>
<td>0.314</td>
<td>0.674</td>
</tr>
<tr>
<td>36</td>
<td>0.305</td>
<td>0.674</td>
</tr>
<tr>
<td>37</td>
<td>0.040</td>
<td>0.716</td>
</tr>
<tr>
<td>38</td>
<td>0.382</td>
<td>0.663</td>
</tr>
<tr>
<td>39</td>
<td>0.380</td>
<td>0.665</td>
</tr>
<tr>
<td>40</td>
<td>0.539</td>
<td>0.635</td>
</tr>
<tr>
<td>41</td>
<td>0.258</td>
<td>0.681</td>
</tr>
<tr>
<td>42</td>
<td>0.367</td>
<td>0.665</td>
</tr>
<tr>
<td>43</td>
<td>0.164</td>
<td>0.696</td>
</tr>
<tr>
<td>44</td>
<td>0.124</td>
<td>0.693</td>
</tr>
</tbody>
</table>

Item 37 has a low positive correlation with the total, and should therefore be omitted.
### TABLE 6.3

ITEM ANALYSIS FOR THE SOCIETY CATEGORY

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CORRELATION WITH TOTAL</th>
<th>ALPHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>0.253</td>
<td>0.723</td>
</tr>
<tr>
<td>54</td>
<td>0.356</td>
<td>0.704</td>
</tr>
<tr>
<td>55</td>
<td>-0.068</td>
<td>0.763</td>
</tr>
<tr>
<td>56</td>
<td>0.456</td>
<td>0.686</td>
</tr>
<tr>
<td>57</td>
<td>0.457</td>
<td>0.685</td>
</tr>
<tr>
<td>58</td>
<td>0.419</td>
<td>0.697</td>
</tr>
<tr>
<td>59</td>
<td>0.516</td>
<td>0.679</td>
</tr>
<tr>
<td>60</td>
<td>0.466</td>
<td>0.686</td>
</tr>
<tr>
<td>61</td>
<td>0.498</td>
<td>0.680</td>
</tr>
<tr>
<td>62</td>
<td>0.509</td>
<td>0.679</td>
</tr>
</tbody>
</table>

Item 55 has a very low negative correlation with the total, and should therefore be omitted.

According to table 6.1 there is one item (item 31) which has a low negative correlation with the total. This item should therefore be omitted. The reliability coefficient of 0.62 changes to 0.65 if the item is left out.

Table 6.2 shows that item 37 has a low positive correlation with the total and should therefore be excluded. The reliability coefficient of 0.69 changes to 0.71 if the item is left out.
In table 6.3 there is one item (item 55) with a very low negative correlation to the total. It should therefore be excluded. The reliability coefficient of 0.72 changes to 0.76 if the item is left out.

6.2.1 Summary

The table below shows the changed reliability if the items that made no contributions or that contributed negatively are omitted.

TABLE 6.4

RELIABILITY COEFFICIENT OF THE THREE CATEGORIES

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBER OF ITEMS</th>
<th>RELIABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>14</td>
<td>0.65</td>
</tr>
<tr>
<td>School</td>
<td>12</td>
<td>0.71</td>
</tr>
<tr>
<td>Society</td>
<td>9</td>
<td>0.76</td>
</tr>
</tbody>
</table>

6.3 THE ROLE PLAYED BY PERSONAL FACTORS AND THE GUIDANCE TEACHER IN CAREER DECISION MAKING

From the empirical investigation, it was found that the number of pupils who viewed personal factors such as interest, personality, potentiality, culture, gender, academic progress, future plans and financial help as important or unimportant differed greatly. To show this figuratively, a histogram was drawn.

Figure 6.1 represents the group of pupils who have made a career
choice. The group was asked to view the role played by personal factors in their decision making. According to figure 6.1 most of these factors were regarded as important, especially factors such as potentiality and gender.

Figure 6.2 represents the group of pupils who had not make a career choice. The group was asked to view the role played by these factors in their inability to make a decision. According to figure 6.2, the majority of these factors were regarded as unimportant, because they did not help in the decision-making process. Only three factors, namely, being uncertain about interest, financial and future help seemed to play a major role in the inability of the pupil to make a decision.

A histogram was also drawn on the number of pupils who viewed the availability of a guidance teacher as important or unimportant in career decision-making. Figure 6.3 represents the group of pupils who had made a decision because they had a guidance teacher. In this category the pupils were expected to show the importance of the guidance teacher in career decision making.

The predominant role played by the guidance teacher is clearly indicated in figure 6.3. All three factors — that is, the availability of the guidance teacher at all times, the assistance provided by the guidance teacher and the provision of career-related information by the guidance teacher, have a high frequency, which means that the presence of the guidance teacher is regarded as important.
Figure 6.4 represents the group of pupils who had not made a decision because they did not have a guidance teacher. The group was requested to view the role played by the absence of the guidance teacher in the inability of pupils to make a career choice. Figure 6.4 clearly shows that the presence of the guidance teacher is regarded as important. The fact that the pupils did not make a decision because they did not have a guidance teacher is evident from aspects such as the great need for a guidance teacher, the interest in attending counselling sessions, the need for a guidance teacher at the schools and the assistance that would be given by the guidance teacher in understanding career possibilities. From these results it is evident that the school leaver needs the assistance of the guidance teacher in his career decision-making process.
FIGURE 6.1

THE ROLE PLAYED BY PERSONAL FACTORS IN MAKING A DECISION

<table>
<thead>
<tr>
<th>0</th>
<th>30</th>
<th>60</th>
<th>90</th>
<th>120</th>
<th>150</th>
<th>180</th>
<th>210</th>
<th>240</th>
<th>270</th>
<th>300</th>
<th>330</th>
<th>360</th>
<th>390</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interest</th>
<th>Personality</th>
<th>Potentiality</th>
<th>Culture</th>
<th>Gender</th>
<th>Academic progress</th>
<th>Future plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
FIGURE 6.2

THE ROLE PLAYED BY PERSONAL FACTORS IN NOT MAKING A DECISION

1 Personal problems
2 Gender
3 Cultural background
4 Academic progress
5 Strengths-limitations
6 Interest
7 Future
8 Financial help
FIGURE 6.3
THE ROLE PLAYED BY THE PRESENCE OF THE GUIDANCE TEACHER IN MAKING A DECISION

<table>
<thead>
<tr>
<th>Availability of guidance teacher</th>
<th>Help by the guidance teacher</th>
<th>Career-related information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
FIGURE 6.4

THE ROLE PLAYED BY THE ABSENCE OF THE GUIDANCE TEACHER IN MAKING A DECISION

<table>
<thead>
<tr>
<th>Need for a guidance teacher</th>
<th>Guidance session</th>
<th>School needs a guidance teacher</th>
<th>Understanding of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
6.4 TESTING HYPOTHESES

6.4.1 Testing hypothesis 1

With regard to hypothesis 1, stated in paragraph 5.2.1, the following null hypothesis was tested:

There is no significant difference in family involvement between school leavers who have made a decision and those who have not made a decision.

**TABLE 6.5**

DIFFERENCES BETWEEN SCHOOL LEAVERS WHO HAVE MADE A DECISION AND THOSE WHO HAVE NOT MADE A DECISION IN FAMILY INVOLVEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S</th>
<th>T</th>
<th>DF</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>1</td>
<td>332</td>
<td>19,96</td>
<td>2,60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence</td>
<td>2</td>
<td>92</td>
<td>20,81</td>
<td>2,93</td>
<td>2,70</td>
<td>422,0</td>
<td>p&lt;0,01</td>
</tr>
</tbody>
</table>

Key group 1 = have made a decision  
Key group 2 = have not made a decision

All 424 school leavers were used in the testing of this hypothesis. Group 1 represent pupils who have made a decision and group 2 represent pupils who have not made a decision. To determine whether family influence on group 1 differed significantly from group 2, the mean of each group for the variable family influence was calculated and compared. The difference between the means was 0,85. The t-test was used to determine whether the means differed significantly. A t-value of 2.70 was obtained with p<0,01. Therefore
the null hypothesis can be rejected at the 1 percent level of significance.

The result reveals that the mean for those pupils who have made a decision was lower than that of those pupils who have not made a decision, indicating that children who have made a career decision enjoy more family support than those who have not.

The result of this research supports the findings of Lindhard (1978: 1), Leung et al (1987: 173), Peterson et al (1986: 418), Friesen (1986: 87), Lindhard (1987: 4) and Mathunayane (1992: 78) who maintain that parents are the major influence in young people’s career choices. Smyth (1982: 187), however, maintains that in black communities, parents who are generally illiterate, have the most ill-informed influence and this will harm their children’s career choices. In the investigation it is evident that the influence of the parent in the case of those pupils who have made a decision is significant compared to the case of those children who have not made a career choice. This means that parents play a major role in the process of career decision making.

6.4.2 Testing hypothesis 2

With regard to hypothesis 2, stated in paragraph 5.2.2, the following null hypothesis was tested:

There is no significant difference in the school involvement between school leavers who have made a decision and those
who have not made a decision.

TABLE 6.6

DIFFERENCE BETWEEN SCHOOL LEAVERS WHO HAVE MADE A DECISION AND THOSE WHO HAVE NOT MADE A DECISION IN SCHOOL INVOLVEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S</th>
<th>T</th>
<th>D.F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>1</td>
<td>332</td>
<td>15.36</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>involvement</td>
<td>2</td>
<td>92</td>
<td>16.53</td>
<td>2.63</td>
<td>3.90</td>
<td>422.0</td>
<td>p&lt;0.01</td>
</tr>
</tbody>
</table>

Key group 1 = have made a decision
Key group 2 = have not made a decision

All 424 school leavers were used to test this hypothesis. Group 1 represents 332 pupils who have made a decision and group 2 represents 92 pupils who have not made a decision. To determine whether the school involvement of group 1 differed significantly from group 2, the mean of each group for the variable "school involvement" was calculated and compared. The difference between the means was 1.17. The t-test was used to determine whether the two means differed significantly. A t-value of 3.90 with p < 0.01 was obtained. This means that there is a difference, and the null hypothesis can therefore be rejected at the 1 percent level of significance.

The mean of those pupils who have not made a decision is higher than the mean of those pupils who have made a decision, indicating that pupils who have not made a decision do not consider the school as supportive as those pupils who have made a decision.
The result of this research shows that the school does not have much influence in the decision making of those pupils who have not chosen a career. According to findings by Visser et al (1989: 245), career education at school is referred to as school guidance which provides the child with instruction, in accordance with his individual abilities, to enable him to realise his innate potential optimally. Jacobs et al (1991: 75), Chuenyane (1990: 58) Glanz (1974: 148) and Thompson and Poppen (1979: 3) state further that the school must institute a developmental-guidance programme that will emphasise certain areas, thereby making the pupil open to all types of career implications.

On the other hand, for those pupils who did not make a career choice, Mathunyane (1992: 79) believes that to these pupils school is a strange place, because there is no relationship between school and home. As such the influence of the school does not make a difference in their career planning. The school is supposed to provide career guidance which should be utilised properly. However, according to Jonas (1992: 49), the school (especially in Kwandebele) cannot perform its guidance duties properly because of overcrowding, inadequate educational facilities, underqualified staff and a poor standard of education. It is clear from the result of the investigation that the school leaver needs the assistance of the school in his career decision making. It is therefore the responsibility of the school to provide this assistance.
6.5.3 Testing hypothesis 3

With regard to hypothesis 3, as stated in paragraph 5.2.3, the following null hypothesis was tested:

There is no significant difference in the influence of society between school leavers who have made a decision and those who have not made a decision.

TABLE 6.7

DIFFERENCE BETWEEN SCHOOL LEAVERS WHO HAVE MADE A DECISION AND THOSE WHO HAVE NOT MADE A DECISION TOWARDS THE INFLUENCE OF SOCIETY

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S</th>
<th>T</th>
<th>D.F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society</td>
<td>1</td>
<td>332</td>
<td>15.37</td>
<td>2.33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence</td>
<td>2</td>
<td>92</td>
<td>14.49</td>
<td>2.48</td>
<td>3.17</td>
<td>422.0</td>
<td>p&lt;0.01</td>
</tr>
</tbody>
</table>

Key group 1 = have made a decision
Key group 2 = have not made a decision

All 424 school leavers were used to test hypothesis 3. Group 1 represents 332 pupils who have made a decision and group 2 represents the group of pupils who have not made a decision. To determine if the influence of society on group 1 differed significantly from group 2, the mean of each group for the variable society influence was calculated and compared. The difference between the two means differed significantly. A t-value of 3.17 was obtained with p < 0.01. The results therefore reveal that there is a significant difference, and the null hypothesis can be rejected at the 1 percent
level of significance.

The mean of those pupils who had made a career decision was higher than the mean of those pupils who had not made a career choice, indicating that society is less involved with regard to those pupils who have made a career choice.

The fact that the mean of those pupils who had made a decision was higher than those who had not made a decision proves that society does not affect the pupils who have made a career choice. This means that the pupils who had made a career choice depended on resources other than society to help them choose a career.

Glanz (1974: 381) maintains that society colours the individual's life from birth, and will continue to determine his future plans. Hence society serves as a nurturing background in the decision-making process of the individual. Mathibedi (1991: 62), on the other hand, states that in black societies pupils suffer opportunity deprivation. Society places greater emphasis on cultural enrichment such as initiation ceremonies than the importance of education. Therefore the pupils who have not made a career decision suffer social negligence, especially in Kwandebele (Jonas 1992: 89).

6.5.4 Testing hypothesis 4

With regard to hypothesis 4, stated in paragraph 5.2.4, the following null hypothesis was tested.
There is no significant difference between the number of males and females who have made a career choice and those who have not made a career choice.

**TABLE 6.8**

DIFFERENCE BETWEEN THE NUMBER OF MALES AND FEMALES WHO HAVE MADE/NOT MADE A DECISION

<table>
<thead>
<tr>
<th>PUPILS</th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have made a career choice</td>
<td>124</td>
<td>208</td>
<td>332</td>
</tr>
<tr>
<td>Have not made a career choice</td>
<td>45</td>
<td>47</td>
<td>92</td>
</tr>
<tr>
<td>TOTAL</td>
<td>169</td>
<td>255</td>
<td>424</td>
</tr>
</tbody>
</table>

The calculated Chi value ($\chi^2$) is 4.02 with $p < 0.05$. Therefore the null hypothesis can be rejected at the 5 percent level of significance indicating that there is a significant difference between males and females with regard to career decision making. Only 73 percent of the males had made a decision, while 81 percent of the females had made a decision. This reveals that females find it easier to make decisions than males because they are generally directed towards particular careers.

In the literature study, it was found that girls would delay the prospect of making a decision, pending their marital status, but they would be on the alert to secure their future (Slanley et al 1981: 97). On the other hand, according to O’Hara and Beutell (1987: 178) men approach their career decision-making process as a challenge. They
believe that they have control over the situation and they relax, only to wake up at the last moment, to find themselves undecided. The empirical research revealed that females are more decided than males where career choice is concerned. This is because females have to think of their security in the future should they not secure a marriage. Holland and Nicholls (1964: 29), Horner (1969: 36); Rand (1968: 449) and Turner (1964: 278) believe that women are different from men on the subject of careers in that they approach the subject more positively — hence the high degree of decidedness. Moreover, more of the careers intended for women are tailored for them. Examples are teaching, nursing and clerical work which are regarded as simple and suitable for women.

6.5.5 Testing hypothesis 5

With regard to hypothesis 5, stated in 5.2.5, the following null hypothesis was tested:

There is no significant difference between the career choice of pupils who have a guidance teacher and those who do not have a guidance teacher.
TABLE 6.9

DIFFERENCE BETWEEN PUPILS WHO HAVE MADE A CHOICE HAVE NOT MADE A CHOICE AND THE SIGNIFICANCE OF THE GUIDANCE TEACHER

<table>
<thead>
<tr>
<th>PUPILS</th>
<th>GUIDANCE TEACHER</th>
<th>NO GUIDANCE TEACHER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have made a career choice</td>
<td>115</td>
<td>216</td>
<td>331</td>
</tr>
<tr>
<td>Have not made a career choice</td>
<td>12</td>
<td>80</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>296</td>
<td>23</td>
</tr>
</tbody>
</table>

The calculated Chi value ( ) is 4.0 with $p < 0.05$. Therefore the null hypothesis can be rejected at the 5 percent level of significance, indicating that there is a significant difference between the number of pupils who have made a decision with the help of a guidance teacher and those that have not made a decision because they did not have a guidance teacher.

In the case where there was a guidance teacher, 90 percent had made a decision and only 10 percent had not made a decision. In the case where there was no guidance teacher, 73 percent had not made a decision and only 27 percent had made a decision. This shows that the presence of the guidance teacher is essential in guiding pupils towards sound career choices.

6.5 SUMMARY OF THE EMPIRICAL RESEARCH

This chapter studied the statistical processing and interpretation of the data. From the results obtained, certain significant findings were
noted.

6.6 SUMMARY OF THE EMPIRICAL RESEARCH FINDINGS

• The influence of the family was higher in the case of pupils who have made a decision compared to the pupils who have not made a decision.

• Pupils who have made a career decision seem to enjoy more support from the school compared to those who have not made a career decision.

• The pupils who have made a career choice are more independent from society compared to those who have not made a career choice.

• The number of males who have made a career choice was lower than the number of females who have made a career choice.

• Where a guidance teacher was present, more pupils were able to make a decision. Where a guidance teacher was absent, more pupils were unable to make a decision.

The personal factors that seemed to be most important in the influence of career decision making were interest, potentiality, gender and future plans. On the other hand, the personal factors that were viewed as important by the pupils who had not made a career choice were being uncertain about interests, future plans and financial help.
Finally, the presence of and need for a guidance teacher were regarded as significant in the process of choosing a career.

The following chapter will discuss the educational implications of the literature study and empirical findings of the research and suggestions for future research.
CHAPTER 7

Résumé of findings, educational implications, recommendations and suggestions for future research
7.1 INTRODUCTION

As stated in chapter 1, choosing a career is the most vital part of the education of all boys and girls of all races. In the previous chapters the emphasis was placed on the process of career indecision. Various factors which influence the process of decision making were analysed. Certain parties involved in this process were also analysed and the extent to which they directed the process was investigated. It would therefore seem that an individual experiences a degree of indecision when he chooses a career.

The purpose of this study was therefore to determine those factors that caused career indecision among school leavers in Kwandebele.

This chapter contains a résumé of the research that was undertaken. Findings derived from both the literature study and the empirical investigation will be outlined. This will be followed by conclusions drawn from the investigation. The limitations of the research will also be outlined. Suggestions for future research and recommendations will be put forward.

7.2 THE AIMS OF THE INVESTIGATION AND THE EXTENT TO WHICH THEY WERE MET

In chapter 1 it was stated that the general aim of this investigation was to determine the factors that cause career indecision among school leavers in Kwandebele. Specific aims were further formulated as follows:
• to determine the nature of the factors that cause career indecision

• to briefly sketch the role played by the parties involved in the decision making of the school leaver.

• to examine the existing relationship between school leavers and the parties involved in decision making

• to obtain a detailed description of the needs of school leavers in Kwandebele in making career choices

Table 7.1 indicates the extent to which these aims have been met.
### Table 7.1

#### AIMS

<table>
<thead>
<tr>
<th>(1) General aims</th>
<th>EXTENT TO WHICH THEY HAVE BEEN MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine factors that cause career indecision among school leavers in Kwandebele</td>
<td>Research indicates that indecision exists and is a major problem among school leavers. There are interpersonal factors that cause indecision (par 2.5) and environmental characteristics that contribute greatly to this phenomenon (par 2.4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(2) Specific aims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine the nature of the factors that cause career indecision</td>
<td>Although findings from previous research do not reach consensus on the influence of factors such as vocational immaturity, identity problems, anxiety, career interest, sex</td>
</tr>
</tbody>
</table>
To sketch briefly the roles played by the parties involved in the decision-making of the school leaver, this study has shown that in broad terms these factors are directly involved in career indecision. According to Hartman and Fuqua (1982, par 2.5), the psychological construct of identity, for instance, has been identified repeatedly as the single best predictor of indecision.

The family, the school and society contribute to the school leaver’s career decision-making. These structures have been identified by the literature study as forming the world within which the school leaver finds himself and as the means through which the choice of his career will be justified (see ch 4). According to the literature study, the role, dependency, the economy and the influence of politics on career indecision,
<table>
<thead>
<tr>
<th>To examine the existing relationship between the school leaver and the parties involved in decision-making</th>
<th>The process of choosing a career is built upon the underlying interaction between the school leaver and the parties involved. Successful interaction is based upon a sound relationship between the school leaver and the parties involved. Without this sound relationship interaction is bound to fail and this will lead to indecision problems.</th>
</tr>
</thead>
</table>

home should provide the school leaver with support and encouragement. The school sees to the understanding of the career world and society opens up the field of careers for the school leaver to make an appropriate choice (pars 4.3; 4.4; 4.5; 4.6).
To obtain a detailed description of the need of school leavers in Kwandebele in making a career choice

The empirical investigation showed that the school leaver in Kwandebele lacks the assistance of a guidance teacher, which according to the pupils, is important in their career choice. The literature identified the guidance teacher as possessing the necessary knowledge and career information needed in the career decision-making process. Financial assistance was also identified as a major need.

7.3 THE EDUCATIONAL IMPLICATIONS OF CAREER INDECISION

Choosing a career is a vital part of education. As the child realises the aims of education, career choice becomes the hallmark of his aim. According to the literature study, adequate career education will better equip the school leaver in making a sound career choice. Since career guidance is an educational event, it is difficult to make a career choice without the necessary career knowledge. A child needs to be directed educationally to choose a career that is equivalent to his intellectual ability. Therefore without the necessary education, deciding upon a career will be difficult. It has been noted in the
literature study that many school leavers experienced indecisiveness because of a lack of the necessary self-knowledge and career knowledge.

7.4 FINDINGS OF THE LITERATURE STUDY

Relevant literature was studied to investigate factors that cause career indecision. Deciding upon a career has been described as the most important event in the life of a school leaver. Although this is a process that evolves from birth, career decision-making finds expression at the stage of school leaving. It is at this stage that the school leaver must make a final decision about what he wants to do with his life. It is therefore at this stage, according to the literature study that we encounter indecisive school leavers. The following factors emerged from the literature study.

7.4.1 Factors causing career indecision

The factors that were identified are anxiety, interest, sex role, dependency, identity problems, vocational immaturity, the economy and the political influence. Although an extensive study has been conducted, the results have been found to be inconclusive. Yet factors such as the psychological construct of identity have been found to be the single best predictor of indecision in choosing a career. The suggestion is that indecision reflects an inability to form a separate personal identity. Acute identity problems are perceived when an individual is indecisive.
7.4.2 Vocational theories and counselling methods

Vocational theories and counselling methods that are related to career decision-making were examined to determine their influence on career decision-making. Theories such as trait and factor, developmental, personality based and social learning were identified. Career indecision has been identified as behaviour that is common amongst school leavers. Such behaviour has been theorised by a number of scientists in an effort to understand its causes and come up with a solution. According to the literature study, theories view the problem of career choice from different frames of references, some are based on personality, others are concerned with human development and others again focus on specific behaviour.

A theory has no meaning without the practical application. Through counselling, theories related to career choices can be actualised and problems associated with career indecision can be solved.

7.4.3 The parties involved in career decision making

From the literature study it was found that there are parties involved in the career decision-making of the school leaver. Firstly, there is the family which proves to be the primary source of information and support in the child's career decision making. Literature studies have viewed the family as the most important influence in the decision-making process of the child. First, the child tests his abilities within the context of the family before he can move into the world. It is
therefore the family that notices these abilities and advises the child in his choice.

Secondly, the school gives the child an opportunity to develop his potential accordingly. It is evident from the literature study that at school the child is exposed to the necessary career knowledge that will help him choose wisely. Not only will he learn about different careers available but become educationally aware of them. It is at school that the child should learn to choose properly, taking into account all the factors associated with career decision-making such as personal factors, the family, the school, society and the guidance teacher.

Thirdly, within the society the child experiences the manifestation of the career he wants to choose. The literature study reveals that society provides the child with challenges that will make him explore new avenues. A competent society makes choosing a career an easy task for him. Should this not be so, the child’s perspective of careers becomes glutted, which will cause indecision and an undeveloped potential.

Finally, school counsellors, on the other hand, nourish the school leaver in his decision-making process. Literature studies indicate that the school counsellor possesses the necessary knowledge that will help him guide the school leaver properly. The services of the school counsellor are important — he is one party involved in the school leaver’s decision-making that can help him in his indecisiveness.
Choosing a career is inevitable; making an appropriate decision about a career is even more inevitable, especially in this technological era in which affirmative action has become part of the factor generating the economy of the country. With the advent of black empowerment and the liberation of the status of the woman, the country will need all its people to make it grow economically. The literature study has proved that career indecision constitutes a problem. According to the empirical investigation, this problem also affects the Kwandebele school leaver.

7.5 FINDINGS OF THE EMPIRICAL INVESTIGATION

A literature study was conducted to prove the significance of the research problem. This was followed by an empirical study. A questionnaire was administered to 424 school leavers.

The items of the questionnaire were designed on the grounds of information obtained from the literature study.

An item analysis and t-tests were used to analyse and interpret the data gathered. A number of hypotheses on the career indecision of school leavers in Kwandebele were formulated from which the following findings emerged:
<table>
<thead>
<tr>
<th>NULL HYPOTHESIS</th>
<th>OUTCOME OF EMPIRICAL RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no significant difference in family involvement between school leavers who have made a decision and those who have not.</td>
<td>There is a significant difference in family involvement between school leavers who have made a decision and those who have not. The null hypothesis was rejected at the one percent level of significance ($P &lt; 0.01$).</td>
</tr>
<tr>
<td>There is no significant difference in the school involvement between school leavers who have made a decision and those that have not.</td>
<td>There is a significant difference in the school involvement of school leavers who have made a decision and those who have not. The null hypothesis was rejected at the one percent level of significance ($P &lt; 0.01$)</td>
</tr>
<tr>
<td>There is no significant difference in the influence</td>
<td>There is a significant difference in the influence of the society</td>
</tr>
</tbody>
</table>
of the society between school leavers who have made a decision and those who have not. Between school leavers who have made a decision and those who have not. The null hypothesis was rejected at the one percent level of significance (P < 0.01).

There is no significant difference between the number of males and females who have made a career choice and those who have not. There is a significant difference between the number of males and females who have made a career choice and those who have not. The null hypothesis was rejected at the five percent level of significance (P < 0.05).

There is no significant difference between the career choice of pupils who have a guidance teacher and those who do not have one. There is a significant difference between the career choice of pupils who have a guidance teacher and those who do not have one. The null hypothesis was rejected at the five percent level of significance (P < 0.05).

7.6 SUMMARY

The following summary is derived from the literature study and the empirical research findings.
**TABLE 7.3**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>LITERARY STUDY</th>
<th>EMPIRICAL FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal aspects</td>
<td>School leavers who have a problem sorting out personal aspects such as interest, sex, academic progress and financial help will experience the problem of career indecision.</td>
<td>School leavers viewed some factors as important and others as unimportant in the career decision-making process.</td>
</tr>
<tr>
<td>Family involvement</td>
<td>School leavers make realistic career choices if the family is supportive, but become undecided if the family plays a negative role.</td>
<td>The influence of the family is high in cases where pupils have made a decision compared to the pupils who have not made a decision.</td>
</tr>
<tr>
<td>School involvement</td>
<td>A school leaver who derives satisfaction from his school work is likely to be enthusiastic about making career choices because he is informed.</td>
<td>Pupils who have made a career choice seem to enjoy more support from the school compared to pupils who have not made</td>
</tr>
</tbody>
</table>
Therefore a school that does not function effectively in school guidance is likely to cause career indecision in school leavers.

<table>
<thead>
<tr>
<th>Guidance teacher</th>
<th>The school leaver spends more time at school than in any other place, therefore the school guidance teacher has a profound influence on the school leaver’s career decision making. The absence of the guidance teacher causes a lack of vital initial information which may cause career indecision.</th>
<th>Where a guidance teacher was present, more pupils were able to make a decision. Where a guidance teacher was absent, pupils were unable to make a decision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social influence</td>
<td>Society colours the life of the child from birth. It gives direction to the child as he develops, and makes it easy for the school leaver to decide upon a career. But if</td>
<td>The pupils who have made a career choice are more independent of society compared to pupils who have not made a career choice.</td>
</tr>
</tbody>
</table>
society does not set the standard and create challenges, the school leaver may experience indecision.

| Gender | According to the literature, females tend to postpone making a career decision pending the result of a marriage proposal. Although their career depends upon their marital status, they are always ready to choose a career. | Females show a keen interest in making career choices. Males are reluctant to make a decision until the last moment. |

7.7 LIMITATIONS OF THE RESEARCH

The following variables could have had some influence on the information that was collected:

- The number of school leavers in the whole of Kwandebele is enormous. It was impossible to cover the whole area in this research project.

- The selection of schools through random sampling resulted in uneven distribution of pupils according to age and sex.
• Some schools had more girls than boys and some had more children under the age of seventeen.

• Even though the research explained to the testees that this was not a test, they wanted to give impressive answers and were very concerned about answering incorrectly.

Notwithstanding these limitations, the empirical research achieved its goals.

7.8 CONCLUSIONS OF THIS STUDY

The literature study in chapter 2 investigated the school leaver who has not made a career choice. The literature study describes it as an inability to make a career decision at a particular time. Factors that cause career indecision were studied to determine their extent. From this study the following conclusions can be drawn:

• Career indecision has shown itself as a problem that school leavers experience at a particular time. Indecisiveness is caused by factors such as sex role, dependency, interest, anxiety, vocational immaturity, the economy and politics. The empirical research indicates that the Kwandebele school leaver also experiences this problem.

• As far as the family is concerned, the literature points out that it is the primary influence in career decision-making. Without the support
of the family, the school leaver will not realise his potential to help him choose an appropriate career. It is on the basis of the literature study that the empirical finding indicated that the influence of the family was high in cases where pupils have made a decision compared to cases where they have not make a decision. School leavers are dependent on family support in order to make informed choices.

• The school is the primary source of information in career-related data. By discovering the child’s ability and potential it will help to direct the pupil towards sound career choices. In the empirical investigation it was found that pupils who have made a career choice enjoy more support from the school compared to pupils who have not chosen a career. The school therefore has more influence on the career choice of the school leaver.

• The literature study revealed that society provides a nurturing background in the school leaver’s career world. (It is society that provides challenges for the school leaver to help him make a sound career choice.) In the empirical research it was found that society did not play a role among pupils that had made a decision. The outcome revealed that these pupils depend mostly on their families, the school and the guidance teacher to help them make a decision. However, it was also revealed that those pupils who had not made a decision were influenced by society. They did not make a decision because society lacked the motivational structures, such as the media and role models, to help them make a decision. This means that Kwandebele society can influence the school leaver in his decision making if it
utilises its resources effectively — especially resources geared towards career education.

- The guidance teacher also plays a major role in effecting successful career choices. The guidance teacher possesses the necessary knowledge and information related to career decision making. He also has the expertise to counsel and to guide the school leaver properly. In the empirical investigation, it was found that where a guidance teacher was present, more pupils were able to make a decision and where the guidance teacher was absent, more pupils were unable to do so. This proves that the presence of the guidance teacher was regarded as important by the school leaver in his career decision making.

- Empirical research also found that the number of females who have made a decision was higher than the number of males. This confirms the literature study that females eventually make a career decision even though this depends on the outcome of a marriage proposal.

Finally, it can be concluded that career indecision has manifested itself as a problem amongst school leavers in Kwandebele, and both the literature study and the empirical research concur on this problem.

7.9 SUGGESTIONS FOR FUTURE RESEARCH

In this study, factors causing career indecision of school leavers in Kwandebele were researched. However, the following areas, which are associated with decision making, also need to be researched to
facilitate the process of decision making:

- The possibility of starting career education as early as preschool, when the child starts to form his identity, should be investigated. As the child starts to realise who he is, he must start to think about what he wants to become.

- The possibility that vocational guidance should be introduced as an examination subject in secondary schools should be investigated. If pupils were tested on their future plans, they would be inclined to make sound career choices.

- The possibility of making free financial aid to deserving students in the form of bursaries and scholarships should be investigated. If a pupil knows that he has financial help, he may be inclined to make a sound career choice.

- The positive influence of the society on career decision making should be looked into. The involvement of society seems to be important, and it can create a positive attitude towards career decision making.

7.10 RECOMMENDATIONS AND IMPLICATIONS OF THE STUDY

The literature study has indicated that the problem of career indecision is widespread among school leavers. The empirical findings concur with the literature study that career indecision is a problem among school leavers in Kwandebele, and that it is caused by
interpersonal factors and the parties involved in the career decision-making process. The following are therefore recommended:

- Parents should be more involved in the education of their children and not leave this entirely to the educators. They must contribute to the development of a sound and cooperative education environment and seek expert advise and guidance in order to guide their children.

- The school should take its rightful place in guidance. Vocational guidance should be treated as an important subject at school.

- Counselling services should be made available in Kwandebele so that pupils and parents can be assisted.

- The family and the school should join hands in guiding pupils towards the maximum realisation of their personality and potential.

- A professional organisation of career guidance should be established in Kwandebele to supplement the school guidance teacher and the counsellor.

- Vocational education should be emphasised at primary school level to enable pupils to choose subjects that relate to their anticipated career in secondary school.

- The society should create challenging career opportunities. The school leaver is the future leader in society. Hence the society should make room for improvement and development.
• Kwandebele society should place greater emphasis on highlighting career education and not cultural activities.

• The economy of the country should be directed towards commodities that will help it grow. Educating the youth secures the growth of the economy of the country.

• Politicians should not confuse politics with education for they are two separate entities. The school should not be used as a political terrain.

• More vocational guidance teachers should be trained and appointed in relevant posts. A guidance teacher should not be appointed to teach other subjects, say, English and offer guidance as an additional subject with minor importance.

Finally, it is recommended that the pupil should sort out his priorities. Involvement in improper behaviour such as political involvement and class boycotts will not secure him a sound future. Deciding on a possible career at an early stage will afford him educational direction.

7.11 CONCLUDING REMARKS

In this research, the career indecision of the school leaver in Kwandebele has been investigated. Both the literature study and empirical investigation concur that this problem overwhelms the Kwandebele school leaver.
It is therefore worth mentioning that because of poor educational facilities, a lack of proper qualified teachers and overcrowding in schools in Kwandebele, career education receives very little attention. In many schools such a facility is nonexistent. All efforts made by the Department of Education and Culture to institute career guidance have been criticised by school principals because their schools are understaffed. They cannot sacrifice a teacher for a nonexamination subject.

Despite all this, the school leaver has to make a career choice. His indecisiveness must be eliminated; he is expected to plough something back into society to guarantee its growth and development. Therefore if the Education Department of the new South Africa does not change the career education situation in the Kwandebele region, it will have failed to discover a great deal of potential needed by the new South Africa — potential that has been lying dormant for a long time.
FIGURE 6.2

THE ROLE PLAYED BY PERSONAL FACTORS IN NOT MAKING A DECISION

1 Personal problems
2 Gender
3 Cultural background
4 Academic progress
5 Strengths-limitations
6 Interest
7 Future
8 Financial help
BIBLIOGRAPHY


*Educational research* 25 (no 2): 137-143.


Holland, J.L., Gottfredson, D.C. & Power, P.G. 1980. Diagnostic scales for research in decision making and


Hatfield, Pretoria: Unibook.


Leedy, P.P. 1989. *A Practical research planning and design.*


Mendonca, J.D. & Siess, T.F. 1976. Counselling for


Neice, A.P. 1979. *An investigation into the influence of a group careers counseling programme on the career maturity of*
adolescents. Pietermaritzburg: University of Natal.


Osipow, S.H., Carney, C.G. & Barak, A. 1976. A scale of
educational vocational undeciderness: a typological approach. 


Winkler, J.K. 1986. Unemployment in United States and other economics woes spur new research on work. *Chronicle of higher Education* 6-8 March 12.


## APPENDIX

### QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Name</th>
<th>____________________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>____________________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01</td>
<td>02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age in years</th>
<th>___________________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>___________________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of school</th>
<th>___________________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ekangala</th>
<th>01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingitjhudu</td>
<td>02</td>
</tr>
<tr>
<td>Kwamhlenga</td>
<td>03</td>
</tr>
<tr>
<td>Ndzundza</td>
<td>04</td>
</tr>
<tr>
<td>Silamba</td>
<td>05</td>
</tr>
<tr>
<td>Sele</td>
<td>06</td>
</tr>
<tr>
<td>Mbelenhle</td>
<td>07</td>
</tr>
<tr>
<td>Vezubuhle</td>
<td>08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of area</th>
<th>___________________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ekangala</th>
<th>01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwamhlenga</td>
<td>02</td>
</tr>
<tr>
<td>Moloto</td>
<td>03</td>
</tr>
<tr>
<td>Tweefontein</td>
<td>04</td>
</tr>
</tbody>
</table>

### INSTRUCTIONS

This is a questionnaire and not a test. There is no correct or wrong answers. Be honest in your answers. Your answer will be kept confidential and will be used for research purposes only.

Answer all questions as indicated.

What role does the following factors play in your decision making process? Indicate your choice by the correct number.
1) Have you made a choice of a future career yet? 

Yes = 1
No = 2

N.B. If your answer is yes, answer question 2 – 8.

Did the following aspects play a role in your decision making?

2) Your interests? 

(Yes = 1, No = 2) 

3) Your personality? 

(Yes = 1, No = 2) 

4) Your potentiality? 

(Yes = 1, No = 2) 

5) Your culture? 

(Yes = 1, No = 2) 

6) Your gender? 

(Yes = 1, No = 2) 

7) Your academic progress? 

(Yes = 1, No = 2) 

8) Your future plans? 

(Yes = 1, No = 2) 

If your answer was no, answer question 9 – 12.

9) Your personal problems? 

(Yes = 1, No = 2) 

10) Your gender? 

(Yes = 1, No = 2) 

11) Your cultural background? 

(Yes = 1, No = 2) 

12) Your academic progress? 

(Yes = 1, No = 2) 

13) Are you uncertain about your strengths and limitations? 

(Yes = 1, No = 2)
14) Are you uncertain about your interests? .................................................. (yes = 1, no = 2) □□ 24
15) Are you uncertain about the future? .................................................. (yes = 1, no = 2) □□ 25
16) Are you uncertain about financial help? .................................................. (yes = 1, no = 2) □□ 26

CATEGORY B

17) Are your parents interested in your career planning? .......................... (yes = 1, no = 2) □□ 27
18) Do your parents prescribe to you which career choice you should make? .................................................. (yes = 1, no = 2) □□ 28
19) Do you enjoy talking to your parents about a possible career? .......................... (yes = 1, no = 2) □□ 29
20) Do your parents show an interest in the career you have chosen? .......................... (yes = 1, no = 2) □□ 30
21) Do your family assist you in the choice of a career? .......................... (yes = 1, no = 2) □□ 31
22) Would you consider your parents’ career as your future career? .......................... (yes = 1, no = 2) □□ 32
23) Does your family insist that you choose a career which they think is important? .......................... (yes = 1, no = 2) □□ 33
24) Is it difficult for you to make career decisions without the help of your parents? .......................... (yes = 1, no = 2) □□ 34
25) Do you often argue with your parents because they refuse you to make your own career decisions? .......................... (yes = 1, no = 2) □□ 35
26) Would you like someone from your school to talk to your parents about your choice of career? .......................... (yes = 1, no = 2) □□ 36
27) Do you find it difficult to discuss your future career plans with your parents? .......................... (yes = 1, no = 2) □□ 37
28) Do your parents seek career guidance to assist you in the choice of a career? (yes = 1, no = 2) □ -38

29) Do you have the support of your parents in the choice of your future career? (yes = 1, no = 2) □ -39

30) Do you feel as if you are being pressurised by your family to make a career choice? (yes = 1, no = 2) □ -40

31) Will it be easier for you to discuss career plans with someone other than your parents? (yes = 1, no = 2) □ -41

CATEGORY C

32) Do you feel that the school is preparing you well enough for a future career? (yes = 1, no = 2) □ -42

33) Did the school help you to get an idea of what you would like to do when you leave school? (yes = 1, no = 2) □ -43

34) Have your teachers helped you to choose your subjects? (yes = 1, no = 2) □ -44

35) Did you choose your subjects because you felt that it will help you with the career you think you are interested in? (yes = 1, no = 2) □ -45

36) Are you happy with the performance in the subjects related to the career you have in mind? (yes = 1, no = 2) □ -46

37) Would you have chosen other subjects if the school provided you with information at the time that you had to choose your subjects? (yes = 1, no = 2) □ -47

38) Does your teacher make you understand the importance of his subject to a career that you would like to choose? (yes = 1, no = 2) □ -48

39) Are you aware of the career options that are available to you with the subjects that you are doing at school? (yes = 1, no = 2) □ -49
40) Has your subject teacher assisted you in your choice of a future career? .......................... (yes = 1, no = 2) □-50

41) Do you feel free to discuss career matters with your teachers? .......................... (yes = 1, no = 2) □-51

42) Have you chosen subjects because your teachers advised you to do so for a particular career? .......................... (yes = 1, no = 2) □-52

43) Would you consider teaching as your future career? .......................... (yes = 1, no = 2) □-53

44) Do you have to try hard to obtain better grades in your subjects? .......................... (yes = 1, no = 2) □-54

CATEGORY D

45) Is there a guidance teacher (counsellor) at your school? .......................... (yes = 1, no = 2) □-55

N.B. If your answer is YES, please answer questions 46, 47 and 48. If your answer is NO, please answer questions 49, 50, 51 and 52.

46) Is the guidance teacher (counsellor) available to you at all times? .......................... (yes = 1, no = 2) □-56

47) Has the guidance teacher (counsellor) helped you decide on a future career? .......................... (yes = 1, no = 2) □-57

48) Can the guidance teacher (counsellor) provide you with career related information? .......................... (yes = 1, no = 2) □-58

49) Do you need a guidance teacher (counsellor)? .......................... (yes = 1, no = 2) □-59

50) Will you be interested in guidance sessions that show you how to choose a career? .......................... (yes = 1, no = 2) □-60

51) Would you say that your school needs a career guidance teacher (counsellor)? .......................... (yes = 1, no = 2) □-61

52) Would you have a better understanding of the importance of certain subjects for career possibilities if you had a guidance teacher (counsellor)? .......................... (yes = 1, no = 2) □-62
53) Does the rate of unemployment make you think twice about the career you would like to choose? (yes = 1, no = 2) □ □ -63

54) Is there a lot of people in the career you would like to choose who are unemployed? (yes = 1, no = 2) □ □ -64

55) Do you think the career you would like to choose would still be worthwhile in ten years time? (yes = 1, no = 2) □ □ -65

56) Has the sanctions over South Africa made career choice difficult for you? (yes = 1, no = 2) □ □ -66

57) Does the violence in the country make you change your mind about the career you would like to choose? (yes = 1, no = 2) □ □ -67

58) Do you wish to leave school right away because of the violence? (yes = 1, no = 2) □ □ -68

59) Does the violence make you feel like the world is coming to an end, therefore, there is no need to decide on a career? (yes = 1, no = 2) □ □ -69

60) Has the political situation in the country affected your choice of a career? (yes = 1, no = 2) □ □ -70

61) Do you think being black has closed doors for a career you would like to choose? (yes = 1, no = 2) □ □ -71

62) Are you worried that if you do not belong to a political organisation you will not find a job? (yes = 1, no = 2) □ □ -72

THANK YOU FOR YOUR CO-OPERATION

For Office Use □ □ -73-74  □ □ -75-76  □ □ -77-78  □ □ -79-80