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THE CAREER DECISIONS OF RURAL BLACK HIGH SCHOOL STUDENTS

by

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DISSERTATION

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ABSTRACT

The purpose of this study was to investigate and compare the career decisions of Black rural and urban high school students. Holland's (1985) structural-interactive career theory was decided upon as the main theoretical base. The reason for this decision is based on the simplicity of the theory as well as the fact that research into the applicability of the theory to Black South Africans is needed.

Holland's theory (1985) is based on the assumption that all people and work environments can be characterised into one of six types, namely the Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Each is dominated by certain likes and dislikes as well as certain attitudes and skills. Based on this theory is the Self-Directed Search (SDS) which is used to indicate the resemblance of the person to each of the six types. The SNUG guide to career choice workbook (Scheepers, 1996) which is based on the SDS, was used in this study to investigate career choices.

The nature of the study can be classified as empirical involving the use of quantitative data-collection methods. The research design and the paradigm of the study can be typified as quasi-experimental.

The sample consisted of 144 grade 12 Black high school students. Two schools within the Northern Province region in Giyani and two schools from Gauteng province in Soweto participated. There are two main groups namely the rural (Giyani) and urban (Soweto) groups. The SNUG workbook included a biographical section together with a brief exploration of how an individual chooses his or her career.
In the section centred on the results compiled when comparing the rural and urban groups according to the total scores of the six Holland types, the following conclusions were reached. Firstly, the preferences for realistic occupations were fairly low in both groups. Secondly, the results for the investigative scores have shown that students in the rural environment have high aspirations to enter professional fields specifically in the technological and information professions. Thirdly, on the artistic and social scores, both rural and urban students seem to show a liking for the fields presented by the two environments. Fourthly, there was a close similarity in the results found for the enterprising fields where both groups showed an interest to enter the fields represented by this environment. Fifthly, the comparison of the two groups on the conventional scores showed that the students from the rural environment has shown a higher inclination to pursue conventional fields than the urban environment.

Furthermore, the results attained when comparing the actual career preferences of all participants highlighted differences and similarities for both rural and urban students. The first broad theme that emerged from the occupational choices of the rural students is the popularity of the medical/caring professions. The second theme for the urban students in the occupational choices has been the preference for legal/business/tourist careers. The third theme revolves around the relative low popularity of the technical/engineering/computer careers. Lastly, was the general theme that had to do with a high unpopularity of agricultural/environmental occupations. The results of the study showed that the students from both environments had very high career aspirations.
Several implications arising from these research findings and recommendations for both future research and policy makers in South Africa have been discussed.

**KEY WORDS:**

Career decisions, Career counselling, Holland systems and Rural versus urban comparison.
OPSOMMING

Die doel van hierdie studie was om die loopbaankeuses van Swart landelike en stedelike hoërskoolleerlinge te ondersoek en te vergelyk. Daar is op Holland (1985) se struktureel-interaktiewe loopbaan teorie besluit as die hoof teoretiese basis. Die rede vir hierdie besluit is gebaseer op die eenvoud van die teorie, sowel as die feit dat navorsing oor die toepaslikheid van die teorie tot Swart Suid-Afrikaners benodig word.

Holland (1985) se teorie is gebaseer op die aanname dat alle mense en werksomgewings in een van ses tipes gekenmerk kan word, naamlik die Realistiese, Onderzoekende, Artistieke, Sosiale, Ondernemende en Konvensionele. Elk word deur sekere voorkeure en afkeure, sowel as sekere houdings en vaardighede gedomineer. Die Self-Gerigte Onderzoek (SGO), wat gebruik word om die ooreenkoms van die persoon tot elk van die ses tipes aan te dui, is op hierdie teorie gebaseer. Die SNUG gids tot loopbaankeuse werkboek (Scheepers, 1996) wat op die SGO gebaseer is, is in hierdie studie gebruik om loopbaankeuses te ondersoek.

Die aard van die studie kan geklassifiseer word as die proefondervindelike insluiting van die gebruik van kwantitatiewe data insamelingsmetodes. Die navorsingsontwerp en die model van die studie kan gekenmerk word as kwasi-eksperimenteel.

Die steekproef het uit 144 Swart graat twaalf leerlinge bestaan. Twee skole in die Noordelike Provinsie streek in Giyani en twee skole van
Gauteng provinsie in Soweto het deelgeneem. Daar is twee hoofgroepe, naamlik die landelike (Giyani) en die stedelike (Soweto) groepe. Die SNUG werkboek het 'n geografiese seksie, tesame met 'n kort verkenning oor hoe 'n individu sy of haar loopbaan kies, ingesluit.

In die afdeling wat fokus op die uitslae wat saamgestel is tydens die vergelyking van die landelike met die stedelike groepe volgens die totale telling van die ses Holland tipes, is die volgende gevolgtrekkings bereik. Eerstens was die voorkeure vir realistiese beroepe redelik laag in beide groepe. Tweedens het die uitslae vir die ondersoekende uitslae getoon dat die leerlinge in die landelike omgewing hoë aspirasies koester om professionele velde te betree, spesifiek in die tegnologiese en informasie beroepe. Derdens het die beide landelike en stedelike leerlinge in die artistieke en sosiale uitslae 'n voorkeur getoon vir die velde wat deur hierdie twee omgewings verteenwoordig word. Vierdens was daar 'n nabye ooreenkoms in die uitslae gevind vir die ondernemende velde waar beide groepe 'n belangstelling getoon het om die velde wat deur hierdie omgewing verteenwoordig word. Vyfdens het die vergelyking van die twee groepe in die konvensionele uitslae getoon dat die leerlinge in die landelike omgewing 'n groter voorkeur het om konvensionele velde te betree as leerlinge in stedelike omgewings.

Die uitslag van die studie het die gevolgtrekking ingesluit dat al die leerlinge vanuit albei omgewings hoë loopbaanasperasies het. Die eerste breë onderwerp wat vanuit die beroepskeuses van die landelike leerlinge te voorsyn kom, is die gewildheid van die mediese-, gesondheids- en versorgingsberoepes. Die tweede onderwerp was dat die stedelike
steekproef 'n voorkeur vir regs-, besigheids- en toerismeberoepen gehad het. Derdens was daar 'n relatiewe lae gewildheid vir die tegniese-, ingenieurs- en rekenaarberoepen. Laastens is daar bewys dat daar 'n hoë afkeur in landbou- en omgewingsberoepen bestaan. Die uitslae van die studie het getoon dat die leerlinge van beide omgewings baie hoë loopbaanaspistasies het.

Verskeie gevolgtrekkings wat voortspruit uit hierdie navorsingsbevindinge en aanbevelings vir sowel toekomstige navorsing asook beleidsmakers in Suid-Afrika is bespreek.

SLEUTELWOORDE:

Loopbaankeuses, Loopbaanvoorligting, Holland Stelsels en Landelike versus Stedelike vergelyking.
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CHAPTER 1

1.1 INTRODUCTION

On the 27 April 1994, South Africa had the first democratic vote where people of all races had a chance to vote for the government. For the South African Blacks, it was for the first time. Many names were given to this new process but as it happened, a lot of feelings, expectations; needs were realised for the first time. Some people were ready for the change, while others had many doubts, others were not happy about the change and felt a need to prevent it from happening.

The new dispensation has brought with it new challenges that are continuing to face South Africa today. These are issues of a declining economy, lack of employment areas such as education, civil workers; the increase of crime, a lack of adequate infrastructure in the communities coupled with a decline in resources. These issues have risen new debates for the society as well as the new government. People realised that the change was not going to be easy and that they have to take responsibility for themselves and their children.

Other problems that existed in the past and remains in the present has been the lack of skills in certain fields such as engineering, medicine, business. This problem has been worsened due to emerging technologies in South Africa. The areas highly influenced have been, for an example, the telecommunication industry largely due to the cellular phone industry boom, satellite and the increase in computer technologies. These new developments have created a redundancy for certain functions in these specific industries. This means that
companies have to retrench people. This has exacerbated the high unemployment rate.

The year 1997 and 1998 have seen the drop in the value of the Rand. This decline resulted in a number of factors that directly had an impact on the growing and developing companies. One of the results has been that new graduates have to battle to find employment after completion of studies because of the unavailability of employment. The economy demands that the education department empowers people with entrepreneurial skills and encourage self-development.

Companies that historically could employ people until retirement have distanced themselves from this scenario and have adopted a drive towards profitability and performance evaluation to ensure that all efforts are reflected "outcome". However, it is doubtful whether, the South African education system especially the African Black education is capable of equipping the people with the required skills. Socio-political factors have contributed to a crisis in South African education. In relation to the above point, the matric results for black students in the past and present have been a disappointing factor for this needy community. Moulder (1991) distinguishes four areas of crisis in education the legitimacy, relevance, provision and quality which have dominated the education system for Black South Africans.

The need for people to choose profitable careers has become inevitable for the people of South Africa. Career counselling, as a way of addressing this issue has become very important. Crites (1981) highlights the importance of assisting individuals of all ages from all walks of life in making what would probably become the most important decision of their lives, which is the career that the person will
spend most of his or her life preparing. Ball (1994) states that career counselling is the process of individual growth, learning and development on work. It consists of the individual accumulating experience, making career decisions and making adjustments throughout their working lives.

One could argue against the above point by saying that South African Blacks will not have a real chance of choosing the career they desired because restrictions abound, most predominantly financial restrictions, for the need to help the family pressurises individuals to engage in what they consider to be reasonable education. Another reason is that career counselling in most African communities has been non-existent.

The role of counselling psychology specifically career counselling becomes crucial when trying to address these issues. The current writer believes that the career choice determines, what attitudes and values the person adopts, where one live and what pattern of family living the person adapts. All this contributes to the identity of that individual. Mauer (1987) contend that psychology in South Africa as in any other developing country must be socially relevant if its existence is to be justified. Some people have said that the psychological services that have been offered this far have been irrelevant to the needs of the vast majority of the people. The need for services that are accessible, effective and beneficial across cultures has been high. This has been so especially in the field of career counselling where the majority of the Black people have had little or no access to counselling.
The arguments have been that there has not been enough counsellors who are competent to work with Black South African groups. La Framboise and Foster (1989) maintain that it is unethical to deny minority groups access to professional services because of a lack of trained staff.

However, psychologists in counselling psychology and specifically in career counselling must not assume that the existing models and strategies will be equally effective if applied cross-culturally in the unique social context.

1.2 PROBLEM STATEMENT

Broadly, the nature of the research was brought about by the crisis experienced in education today specifically in the Black education and the economical situation, dominated by widespread unemployment. The crux of the matter is that fields such as teaching and nursing have been highly saturated in South Africa leading to the unemployment of trained people and to redundancies.

This has resulted in some fields, for example, the scientific field being widely ignored. One reason that can be given is that people have been uninformed about these fields in African communities. Science has been a field believed to be difficult and therefore unattainable. For an example, the study of medicine requires that a person should have biology and mathematics as two compulsory subjects. Therefore the need for career guidance has intensified and some private organisations have embarked on conducting career management for matriculants interested in applying for bursaries at their institutions.
However, there has been a continuous interest in subjects that seem
to limit job opportunities. Emphasis on academic subjects such as
Biology and History are laboured. Fewer resources and focus has
been put into technical subjects which open opportunities in the trade
environment. The focus need to be shifted to training students to
becoming self-sufficient by equipping them with entrepreneurial and
marketable skills. It has been proven by the current economic status
that the economic environment is unable to provide job opportunities
for everyone specifically at a corporate level.

Furthermore, the economy and the social environment are
experiencing a process of metamorphosis as the society moves from
an industrial age into an information technological age. This move
demands that people develop an ability to change and adapt
effectively and develop response ability which will enhance job
security and professional marketability (Koonce, 1994). The
Government Gazette (1995) states that students need to be able to
survive in an environment that is technological driven. However, this
will be meaningless if the pupils are not equipped by the education
they receive to be able to respond to these societal demands and

The South African education is seen as a platform where guidance
can be imparted. People see this as an opportunity for the
person to achieve personal goals and aspirations and thus an
increase in independence, decision-making abilities (Smith, 1995).

The above discussion has shown that it is imperative that pupils have
the necessary skills to be able to enter into the world market today.
Career planning and guidance should be provided at an early age so
that pupils are aware of the work environment and the changes taking place with regards to the skills required.

Research conducted in the area of education in South Africa has shown that the Black education is poor and still lacking in a number of areas such as that of equipping people to be self-sufficient. Sedibe (1991) said that the school as a learning institution has a duty to satisfy the educational needs of the child and the task of guiding the child towards a profitable adulthood. However, due to the lack of carer counselling schools fails to realise this.

However, this will be achieved when the education situation becomes a guidance-educational situation and the guidance provided is geared at reaching and exposing student's full potential. There has been a continual growth in numbers of the pupils attending school. In 1997 over a million students would have enrolled. Of these numbers, an approximation of over 528 000 would be matriculants and an approximation of 368 000 being Black matriculants (Moulder, 1991).

The Minister of Manpower (now labour) stated in 1982 that a great number of people enter the labour market without knowing themselves well, especially their interests, preferences hence are unable to integrate it to their occupational knowledge. However there is also an experience of a lack of occupational knowledge. However, there is also the problem of a lack of occupational knowledge and results in people choosing occupations by use of a trial and error. With the availability of the guidance teacher, parents have withdrawn from the guidance task due to the neglect of career orientation. Because there is a lack of guidance, as expressed by people seeking services of career guidance at different institutions, there is a need for the schools
to afford students with career guidance. People who have had career guidance stand a better chance of making the right career choices because they have had adequate self-appraisals.

Therefore, it is advisable that the person should be fully aware of his or her academic, emotional and physical strengths and weaknesses well before he or she has to make a career choice (Joubert, 1985). Because the person’s identity becomes a determining factor in career decision-making being aware of this well in time facilitates the career choice and makes this process. The result is that the person would experience an self-confidence and self-worth.

However, self-confidence needs to be developed and facilitated at the school environment where the teacher develops the pupils feelings of self-worth and competence (Brolin, 1995). Hence, once the pupil self-worth is developed and mentored, it becomes easy to conduct effective vocational guidance. Self-concept according to Marais (1990) will influence the person to have a decisive approach towards choices of subjects or a field of study. The teacher plays a very important role in contributing to the child’s self-concept that later reflects on the career choice made.

Presently, some South African schools have taken an approach of conducting career guidance at matric level when the child is about to complete his or her school years. In the rural environment, this is worsened by the lack of qualified teachers. This has subsequently led to overcrowding at the schools. Furthermore, most of the schools lack financial resulting in poor educational infrastructure. But, career guidance should be initiated well in the early years of the child school career and be incorporated into the school curriculum.
Against this background there is a number of questions that can be asked about the career choices of Black rural high school students. For instance, does the career choices of rural students differ from the choices of urban students? Does the rural environment influence the students to select to a greater extent agricultural/nature/environmental careers? Is there a difference between the choices of male and female students coming from the rural background? Are the rural students more unrealistic in comparison to urban students? Should a different career guidance system be developed for the rural students?

1.3. PURPOSE AND CONTRIBUTION OF THIS STUDY

This study will mainly attempt to investigate the career choices of rural Black high school students and compare them to the career choices of Black high school students in an urban environment.

This will be done by utilising data collected when students completed a career choice workbook, known as the SNUG. The SNUG is based on the well-known career choice theory of John Holland (1985). This study does not aim to replace the SNUG workbook but rather seeks to find validation and it's applicability to a South African Black urban and rural environment.

The researcher hopes that the study will make some contribution to the Reconstruction Development Programme (RDP), which is being developed at present. The research could become a background or starting point for conducting a need analysis when developing occupational counselling instruments relevant to the unique South African community.
1.4 DEFINITION OF TERMINOLOGY

For clarification, certain concepts that are frequently used in this study will be defined.

1.4.1.1 Rural high school students

A rural environment can be defined as those environments geographically situated outside a city or town. They can be characterised by shortages of resources, poverty, a lack of resources and overpopulation. The community of Giyani represents the rural sample in this study. Giyani is situated in the Northern Province (previously known as Gazankulu) and the rural high school students in this study live in Giyani.

1.4.2 Urban high school students

The urban environment for this research is defined as the townships closely situated to a city or town. It's believed that this environment is characterised by a better infrastructure and adequate resources in the education, health and welfare arenas. The research sample representing the urban environment is based in Soweto. Soweto is the biggest township in South Africa and is closely situated to the city of Johannesburg. Soweto was constructed during the apartheid era when people went into the cities as migrant labourers. The rural high school students study and live in this area.
1.4.3 Career Choices

A career choice is a process where a person starts to review careers of interest and list them in an order of preference. Career counselling and career guidance interventions are methodologies that are used to assist the person when choosing a career. The person must have knowledge about him or herself, understand his or her values and have occupational knowledge. Furthermore the individual will have to engage in a self-knowledge exercise. This influences the success rate of the person in the chosen career. The person will also need to look at his or her strengths and weaknesses. The values of the person will need review as they attract people to certain careers. Finally, the orientation phase should include gathering occupational knowledge.

1.5 OVERVIEW OF THE DISSERTATION

This chapter provided an introduction to the dissertation as well as the description of the problem. The aims and purpose of the study as well as the various concepts frequently used are defined.

The second chapter covers the theoretical basis of the structural-interaction approach of Holland’s theory. The application thereof as well as the measuring instruments utilised will be discussed. This will entail a description of the SNUG workbook that is based on Holland’s Self-Directed Search.

The third chapter deals with the overview of career counselling, and the implications of career counselling in the wider educational and socio-economic context in South Africa for Black students. This
understanding provides a foundation for understanding the career choices of rural student.

The fourth chapter the research methodology used in this study is discussed. The nature of the study, hypothesis, description of the research, the SNUG workbook and the statistical procedures are outlined.

The research results will be discussed in chapter five. This will consist of the result found in the rural and urban environments, as well as a comparison between the two environments.

Chapter six will be a discussion and the summary of the results and the recommendations arising from the study. Conclusions stemming from the discussion will also be made.
CHAPTER 2

THE STRUCTURAL-INTERACTION APPROACH OF HOLLAND THEORY

2.1 INTRODUCTION

The main aim of Holland's (1985) theory is to explain vocational behaviour and to help people of all ages select jobs, change jobs and attain vocational satisfaction. Holland (1985) termed his theory typological-interactive consisting of certain types of personality and types of environments. It was envisioned that in this way people could find explanations, both environmental and personal, relating to the person's stability in the career and career changes that may occur. In other words, what personal and environmental characteristics lead to satisfying career decisions, involvement and achievement. This would also include characteristics leading to indecision, unsatisfactory decisions or lack of accomplishments.

Most writers attempted to explain why people choose certain careers and not others. Holland (1985) differed from these writers because he emphasises the role of personality (Costa, McCrae & Holland, 1984). Holland (1985) assumes that people consciously or unconsciously seek out environments where they can exercise their skills, abilities and are able to express their attitudes and values (London & Mome, 1988).

Holland's theory is one of the major counselling psychology theories that have emerged since the early seventies. The theory was
formulated in the fifties. It continued to be developed and important differences being identified and seen from the 1973 and the 1985 revisions. Holland's theory will be the theoretical base of this study because in 1979, Holland developed the Self-Directed Search (SDS) to measure the vocational constructs identified in the theory. The SDS became a base from which the SNUG workbook was developed. The SNUG workbook is used in this study to investigate the career choices of the students from both environments.

The discussion of Holland's theory will start with the brief discussion of the functional principles. This is followed by the four working assumptions and the five main constructs are highlighted throughout.

2.2 BACKGROUND PRINCIPLES

Holland uses six principles as foundation of the theory.

The first principle is that people's vocational choice is an expression of personality. In other words, vocational interest is seen as an extension of that person's personality. Holland envisioned that personality theory are based on the person's vocations just as personality theories are based on our knowledge of psychotherapy (Nel, 1992). It follows then that occupational choice is an expression of personality. Holland (1985) further maintains that interest is an expression of an individual's personality and life history. The choice of an occupation consequently becomes a reflection of an individual's personality in a job context.

Secondly, interest questionnaires are personality inventories. This has become evident especially when one considers the extent of the
validation of personality inventories such as the Vocational Inventory (1977). Holland places value on vocational stereotypes that constitute the third principle. The validity of interest inventories stems from the validity of popular perceptions of various occupations, for an example, the belief that most salespeople are talkative.

Holland maintains that interest questionnaires are like personality questionnaires because vocational interests are an expression of personality. Holland argues that the Vocational Preference Inventory elaborates that vocational preferences are signs of personality traits (Holland, 1985).

Most people in the same vocation are likely to have same personal backgrounds. Holland saw this as the fourth principle. In the theory people with the same personalities are seen to be attracted to the same occupations, they form groups with members that are similar to them in some ways. Holland further said that people with similar personalities belonging to a vocational group will in some way have similar responses to many situations. The people will create interpersonal environments that will be characteristic to themselves.

Holland believes that people in the same vocation will have similar personalities and similar histories of personal development. Therefore, occupations attract people with similar personalities and histories. The examples here would be friendships, recruiting practices and recreational societies. Therefore, it would seem that an occupational grouping of persons occurs according to their personalities.
Holland (1985) maintains that there is a tendency for people to perceive related activities and occupations in a similar way. This develops stereotypes with regard to occupational environments and occupational behaviour. However, vocational stereotypes have reliable and important psychological and social meanings because, just as people are judged by whom they associate themselves with, so they judged by their careers. For Holland (1985), stereotypes are very important because if they are seen as invalid, so will the interest questionnaires be deemed invalid. Thus, people of different age groups and different background have similar perceptions of different occupations. They would in the process create similar characteristic environments.

Lastly in this regard, Holland states that congruence in personality and work environment is the most important factor determining vocational satisfaction, stability and achievement (Holland, 1985 and Smart, 1986).

The final assumption is that vocational satisfaction, stability and achievement depends largely on the congruence between one's personality and the environment in which the person works. For example, just as individuals are more comfortable with friends with similar interests, tastes, values and talents, so will they perform well in an environment where there is a psychological fit (Holland, 1985).

2.3. ASSUMPTIONS UNDERLYING HOLLAND'S THEORY

Holland's (1985) four primary assumptions are based on personality, environment, the interaction between personality, environment and the behaviour resulting from the interaction. Holland used the secondary
assumptions to operationalise his theory that is consistency, differentiation, congruence and calculus. These will be highlighted in this discussion.

The first Holland (1985) assumption says that most persons can be categorised as one of six types. The types are namely realistic, investigative, artistic, social, enterprising, and conventional. Strahan and Severinghaus (1992) said that these indicate vocational "personalities". Holland describes these types as theoretical models against which people can be examined. These models are typological and they represent different categories of attitudes that people show. The person's categorisation will come by showing resemblance to more than one of these types, which will show subtypes or the person's personality pattern.

This assumption will be elaborated by a discussion of the development of various types and subtypes that constitutes a specific personality pattern. This will include a discussion of the interrelation of types and the relationship thereof.

2.3.1 The development of personality types

It is observed that a person develops preferences at an early age for certain activities that later become interests and then develop certain competencies in particular areas. These interests and competencies result in the development of particular dispositions that presuppose the person to think and perceive in a particular way. From this the person's specific disposition, or personality type, is discovered and this results in related personality traits, attitudes and behavioural patterns.
The attitudes and personality traits developed informs a persons repertoire of skills and coping mechanisms.

Holland said that the environment plays a very important role in developing the person's personality. The opportunities, reinforcement, interests and competencies in a particular environment will inform the type that will dominate that environment. As the child is exposed to a particular environment, he or she will be developing traits specific to that environment. These activities develop interests, competencies and dispositions of similar nature.

2.3.2 Models of dominant personality types

Holland has identified six dominant personality types each having a distinctive characteristics (Holland, 1973,1985). These are represented by the acronym RIASEC. The different types will be discussed as follows:

These six interests are depicted by using a hexagon with the RIASEC interest each positioned at a point on the hexagon.

- The Realistic type (R)

The realistic type of a person enjoys the activities that involve the manipulation of machinery, tools and animals in a systematic way. They dislike explaining things to people because their social skills are not as strong as their manual skills. Furthermore, they do not enjoy working with people. Examples of careers in this type are that of a mechanic, technician, electrician and toolmakers.
• The Investigative type (I)

The investigative individuals or types are analytical, methodical, curious and precise. They like to examine how things work such as the biological, physical and cultural phenomena. Also they enjoy learning mathematical and scientific concepts. They like working on their own and will need to investigate something rather than taking it face value. They are curious, careful and pessimistic individuals. However, they might have a deficit in leadership skills. Careers found in this type are biologist, psychiatrist and engineer, biologist, antropologist.

• The Artistic type (A)

Artistic types of individuals are those that express their feelings, are nonconforming, original and essentially introspective. They like to create new things for example they would write poems, music and drama.

They have great imaginations and they will have original ideas. They would prefer to do their own thing when putting their ideas into place. Careers found in this type are for example, musician, journalist and dramatist, interior designing, actress, actor.

• The Social type (S)

Individuals of the social type enjoy both helping and dealing with people. They tend to dislike ordered systematic activities that involve machinery and tools. They have a tendency to lack mechanical and scientific ability. When working with people they like to persuade,
teach, inform and train them. They know how to work with people and they understand people easily and like teaching people new things. They can influence other people easily and have an understanding of other people's problems. They are friendly and they enjoy working with other people. Careers found in this type are that of a social worker, psychologist, community worker, and teacher. They have a tendency of lacking in mechanical and scientific ability. The examples of occupations in this personality type are the nursing, teaching, and librarian.

- The Enterprising type (E)

People falling into the enterprising type group tend to enjoy activities that require the manipulation of other people in order that organisational or economical gains are made. They like to make a lot of money and they would set a specific goal to which they will desire to reach. They have an ability to influence others easily. They possess excellent argumentative and communicative skills. This comes easily to them because they have excellent interpersonal skills, which enable them to relate with others easily.

Careers normally found in this type are the following, salesperson, insurance broker, real estate agent. They do not enjoy symbolic or systematic activities.

- The Conventional type (C)

People who fall under this type seem to enjoy the systematic manipulation of data, filing records and reproducing materials. They accomplish this by keeping records, filing materials and they can reproduce the information systematically. They will require a lot of
order in the workplace and will learn clerical systems easily. They tend to avoid artistic activities. Careers normally found amongst this type are the teller, reception clerk and attorney.

By comparing the person’s attitudes and that of the different types, it is then possible to determine the type that mostly represents that of the individual. There is a hierarchy called the hexagon that outlines the six types that are applied to any individual. This means that a person may have a social, artistic and a conventional personality which allows a possible 720 different personality patterns for coping with the environment.

Holland (1985) suggests that individuals seek environments that offer them the opportunity to satisfy their unique interest’s attitudes and values. An individual’s behaviour, occupational success, stability and satisfaction can be explained by the interaction between the personality traits and the environment (Holland, 1985). In essence, people populate each environment with similar personality types. For example, an investigative environment will be highly represented by investigative people.

2.3.3 Subtypes and personality patterns

Holland recognises that people will display more than one characteristic of dominant types. The Self-Directed Search (Holland, 1979, 1985) was developed to establish the person’s personality profile or the Strong Vocational-Interest-Blank. The personality pattern that is composed of 2-6 variables defines the subtype to which the person belongs.
The constructs of consistency, differentiation and identity further define subtypes.

2.3.3.1 Consistency

Consistency refers to the degree of relatedness or mutual characteristics between personality types or between environmental models (Erwin, 1982). It has been suggested that a person will perform well in an environment that he or she is able to realise his or her interests, competencies, values, traits and perceptions. Simply explained, the realistic and investigative types tend to have more in common than conventional and artistic types due to their preference for similar types of activities.

2.3.3.2 Differentiation

It has been defined as the degree to which the three highest scores of the individual's interest profile or an occupation's profile of the environmental types are spread. (Gevers, 1995). In other words what is the numerical difference between the individual's highest and lowest scores on scales measuring Holland's six types (Hansen & Swanson, 1986). For example, if a person has a high score on the artistic field and a low score on the realistic field, then the person is well differentiated. Therefore, differentiation refers to how clearly a personality is defined.

An individual who is characterised by many types, or an environment that is dominated by several types is seen as possessing an undifferentiated personality pattern. Thus a person who will be characterised by one type will be more differentiated and therefore
more predictable than poorly differentiated individuals. However, two seemingly identical personality types can differ from each other. For an example, the personality profiles RIASEC and RIASEC can be different if there is a value difference between R and C scores.

2.3.3.3 Identity

Identity refers to the individual's possession of a clear and stable picture of goals, interests and talents. When a person has few occupational goals, that relate to a few main occupational categories, then the person's personality type has strong identity which is different from other different occupational aims (Holland, 1985). An 18-item Identity Scale of My Vocational Situation measures identity.

The idea of identity relates to the concepts of differentiation and consistency. In other words the person does not only differ from others because of differences in proximity to one of the six dominant types, but also differ in terms of the degrees of consistency, differentiation and identity of their subtypes.

2.4. TYPOLOGICAL RELATIONSHIPS

The hexagonal structure seeks to elaborate the interactions among personality types on the hexagonal model, from which the consistency and congruence of the types can be calculated.
The adjacent types are geometrically close and therefore similar, types that are opposite each other on the hexagon are inconsistent types. The results from a number of different research has suggested that the hexagonal shape is an approximation of the actual relations among the occupational types (Chartrand, 1992). From this background, Swaney and Prediger (1985) to measure the person-environment congruence developed a Hexagon Congruence Index (HCI) by subtracting the angle of Holland's type location from the angle of an occupation. Strahan (1987) developed an additional measure of consistency based on the hexagon for use with-point codes. There has been strong support for the hexagon, especially from the support generated by the factor analytic studies (Cole & Hanson, 1971; Fouad, Cudeck & Hansen, 1984; Prediger, 1992; Wakefield & Doughtie, 1973).
2.4.1 Behaviour

Participation by the person on certain activities grows the personality type of the individual. The personality type will guide subsequent behaviour including vocational choice. Consistency, differentiation and identity of the person's personality pattern will influence the degree of the predictability of behaviour. Holland hypothesised that there is a level of predictability of behaviour when the personality pattern of a person is known. Educational and social behaviour related to career is discussed.

A person's personality pattern will predict the primary career choice. The dominant personality type and career choices in terms of the subtype of the person, occupational performance, stability, aspirations and the level of accomplishment are discovered. The congruence of the personality pattern and the occupation affects positively the person's career involvement and satisfaction. The way that a particular person copes with job changes and unemployment relates to the specific personality type of the person and the proximity of the type. Furthermore, aspirations, achievement, and responsiveness in educational behaviour are functions of personality pattern. The personality pattern affects whether the person likes to engage in leadership, choice of vocation activities and interpersonal competence.

Holland's second assumption was that there are six model environments, which are the realistic, investigative, artistic, social enterprising or conventional.
Model environments are situations that are created by people with personality type that dominate in that given situation. The environments that are similar to the personality types reflect the traits of their members. The environment gives the person interacting on it certain experiences that are unique to the environmental type. A person existing in an Artistic environment will develop certain competencies that are artistic such as painting and drawing.

In addition, the environment will have in it certain characteristics that are specific to its members. The influences of the environment vary due to the different environmental factors. Furthermore, the way the person perceives the environment and the differences between the institutional and personal relationships contributes to the above as well as the complexities of the environment.

The environment is very much like the personality types in that there is no type that exist homogeneously. The environment makes the subenvironments and psychological fields. In other words the environmental types facilitate the understanding of the interaction that exist between people and the various environments.

People experience different primary influences in each of the environments. The environment can stimulate the people to perform certain activities that relate to their preferences: The competencies and achievements can be brought to the fore. The members might feel that their self-perception and their perception of the world is fashioned by the influence of the environment. The environment rewards it is members when they exhibit type-related values. To illustrate the above, the artistic environment will encourage it's
members to develop their artistic competencies, and to occupy themselves with artistic activities.

2.4.2 Demands and Opportunities

Most people want to feel that they can relate adequately in a certain environment and that they have the competencies, abilities and skills to add value. It therefore follows that the person will strive to be in that kind of an environment. This assumption is of the opinion that for a social person, the best environment to be in is a social environment. Specific opportunities found in each of the environments will be matched with preferences and values of the same type person.

2.4.3 Activities, competencies and achievements

In turn, each of the environments will stimulate the individuals interacting in them to participate in activities for which they will receive reward. The competencies that will be built will result in certain achievements for the individuals in those environments. For an example an investigative person will receive reward for having used his or her investigative skills to reach a certain goal. This then becomes the motivation for seeking corresponding environments.

Each of the specific environmental type presents its members with specific activities that will grow their abilities and achievement and later afford them with proof of having chosen that particular environment.
2.4.5 Vocational Choice

The persons dominant type can help in predicting the direction of vocational choice the person is likely to make. The second and third letters of the individual subtype tells what the persons second and third careers will be. Although the dominant personality type reflects the six environmental types the individual career is likely to fall on, the subtype also shows the subgroups of occupation to which the individual will aspire. The people functioning in a particular environment will choose people who are similar to them to join that particular environment.

This assumption illustrates the point that people seek environments that they feel best to cope and achieve. The environment plays an active role in selecting the members that it requires. An interaction process then takes place between the environment and the people functioning in that particular environment.

Fourthly Holland's said that the behaviour is determined by the interaction between personality and the environment.

In this assumption, Holland illustrated that an interaction between personality and the environment occurs. Holland emphasised that congruency played a crucial role in the person-environment interaction and what comes out of that relationship.

2.5 THE LEVEL OF PERSON-ENVIRONMENT INTERACTION

Holland said that vocational and avocational behaviours result from the interaction between the person's specific personality pattern and
the environment and subenvironments that the person functions. The interaction as well as the secondary assumptions determines the predictability of the behaviour of the person. The concepts of congruence, differentiation and consistency of the personality and environmental types define the level of interaction between personality and environment.

2.5.1 Degrees of congruence

Holland sees the concept of congruency as crucial in the person-environment relationship. According to Meir (1989) congruence is the level of similarity between the personality type and the environmental type. Some people define it as the degree of fit between personality and jobs or the fit between the personality type and occupational choice (Meir, 1994). Congruency is experienced when the personality and the environmental type correspond. The second level of congruency will be experienced when the personality and the environmental types are adjacent each other. Holland says that personality and environmental types opposing each other on the hexagon are incongruent (Holland, 1985).

Persons in congruent environments will be encouraged to express their favourite behaviour repertoires in familiar and congenial settings (Holland, 1985). Congruency of the environment and the personality type exists when the person finds encouragement from the environment to perform those activities for which the person shows preference. The person is given an opportunity to use his or her skills and to have an opportunity of viewing him or her and the world in the way that he or she does. It follows that people that have a social personality will feel at ease in a social environment, where they will be
able to use their skills and abilities to interact in that environment. The environment also gives the person an interpersonal contact with other people similar to him or herself.

The degree of congruency experienced does not only affect the interaction of the person and the environment, but also shapes the consequences of that environment. Some writers have gone to say that congruence does not only refers to the agreement of personality and environment, but also becomes an independent variable. This means that the level of congruence affects the well being of the individual.

There is, however a distinction that can be made between the person-environment congruence that affects job satisfaction, achievement and stability. The personality-aspiration congruence assists the person to have stable aspirations and less need for career assistance.

According to Muchinsky and Monahan (1987) person-environment congruence can be divided into supplementary and complementary congruence. Supplementary congruence focuses on the fit between the individual and the people who constitute the environment. The person's satisfaction, performance and tenure elaborate it. Complementary congruence relates to the fit between the individual's talent and the environmental needs which the organisational level indicates. Supplementary models define their environments in terms of the way the members perceive the environment. On the contrary, the complementary model concentrates on the characteristics of the people. Holland sees congruency according to supplementary congruence.
2.5.2 Degrees of Consistency

The interaction between personality and the environment is affected by consistency to a lesser degree compared to the other factors. The discussion above established that individuals and environments that are consistent show predictable outcomes and greater reciprocal influences of both persons and environments.

2.5.3 Career Development

Although Holland did not concentrate on the developmental approach to careers, the typological model addresses concepts of the developmental processes. Certain developmental concepts were addressed by Holland's model.

The classification system and the hexagon model explain the consistency of career choice. The agreement between interests, preferences, abilities, social class and the career choice of the career choice can be seen in the differentiation of the SDS profile. The consistency of profiles can indicate the predictability of vocational choices. The career choice competencies can be used as evidence when evaluating the match between current vocational aspirations and interests, competencies and self-estimates as measured by means of the SDS. The SDS profiles show career choice attitudes which are displayed by consistency and differentiation.

Holland's theory to a certain degree accounted for the career development that are calculates the summary codes of occupations (Holland, and Gottfredson, 1976). Self-expressed vocational preferences and particularly vocational aspirations can assist in
predictive of future career choice (Holland, Gottfredson & Baker, 1990). Results of congruence between personality and occupational aspirations can be witnessed by when a person has stable aspiration and less need for assistance. Preferred occupations, similarity among past and current jobs, similarity between occupational aspirations can predict that the person will have congruent and stable employment and aspirations.

2.5.4 Coping with Career Problems

Consistency and differentiation of both personality and environmental types also shows the person's coping style. Age has shown to have tremendous impact on the person's life as it brings experience, and can clarify vocational predictions, people still seem to experience similar vocational problems regardless of age. Vocational aspects and congruency can be assessed without the concentration on age. Job congruencies and job satisfaction have been shown to increase with age in the research conducted by Holland and Gottfredson (1976). Effective coping with the environment leads to stability of interests.

This model can assess the degree of change in careers. Change will be experienced to the minimal when the person experiences the work environment as congruent. The personality type influences whether the change in career is positive or negative, for an example because of wanting more opportunities or when the person becomes retrenched. The personality of the person will determine the person's coping mechanisms. Effective coping with the environment which will lead to personal and vocational adjustment, integration vocational maturity will be influenced by the person's congruency.
Holland and Gottfredson (1976) earlier work and his later work in Holland (1985) showed that usefulness of the theory in describing vocational choice, development and coping skills has been established. Holland showed in the theory that congruence and work involvement becomes distinguished. However, certain demographic variables will govern career stability and choice in addition to personality type. However, congruence, consistency and differentiation remain the most prominent factors affecting the person career choice, development and coping mechanisms.

2.6 MEASURES AND INDICES RELATING TO HOLLAND'S THEORY

Opisow (1987) mentioned some very important issues that have to be considered when testing person-environment theory. Measurement issues such as how does one assess people and how is the environment measured. When one has measured and assessed individuals, how does one compare the two regarding the degree of quality.

2.6.1 Assessment of personality types

When assessing personality types both qualitative and quantitative measures are applicable. Qualitative measures are methods such as self-reporting of interests (Brown et al., 1984). Three quantitative measures will now be described (Sharf, 1992).

The Vocational Preference Inventory (VPI), (1977) indicate interest or the lack thereof by using 160 occupational titles. Results of the VPI should be interpreted with the demographic variables such as age, gender, GED (Sharf, 1992).
The Self-Directed Search (SDS), (1979; 1985) gives a summary of the code of a personality type. The personality code can be linked to the occupational code that can be obtained by the means of the Occupations Finder (1985). The Occupations Finder consists of the 500 most common occupations in the US which are categorised according to three-letter codes (Sharf, 1992).

The SDS goals are varied and they include providing feedback on the individual's vocational status. The person finds reassurance in the occupation that he or she desires. The person will get stimulation from thinking, clarifying and actions through The Occupations Finder. Lastly the SDS increases the persons knowledge (Brown et al., 1984). The SDS was supported in the factor analytic studies (Boyle & Fabris, 1992; Di Scope, 1974; Rachman, Amenic, & Aranya, 1981; Tuck & Keeling, 1980; Wakefield & Doughtie, 1973).

The Vocational Exploration and Insight Kit (VEIK) (1980) gives a comprehensive package designed to increase the amount of future occupations a person can consider. It gives the person information on personal requirement for jobs and career, and it links past and present vocational goals giving the individual clarity on his or her present position and the immediate steps that should be taken.

2.6.2 Assessment of the environment

The Environmental Assessment Technique (EAT) was developed by Austin and Holland (1961) categorises the environments according to environmental patterns by assessing the population (Walsh & Betz, 1995). The personality types of the population are founded on the
most dominant type to the least significant type in each of the environment (Holland, 1985a). One of the important results that have come out has been the development of the Dictionary of Holland Occupational Codes, (Gottfredson, Holland and Ogawa, 1982) which organises 12,099 occupations according to the hexagon level and the level of education.

2.6.3 Congruence Indices

Holland's constructs of consistency, differentiation, identity, congruence and calculus have requested the development of indices to support and operationalise them. The indices provide the means to calculate the interaction of the personality and environmental types (Spokane, 1985). The indices are not interchangeable but differ from each other because of measurement sensitivity and discriminatory abilities (Brown & Gore, 1994). The indices of congruence give the utility of the construct of congruence. The congruency hypothesis has received wide support in empirical research (Betz, 1977; Osipow, 1973; Walsh, 1973, 1979; Zytowski, 1978). This gives a facility to compare personality, educational, vocational or other environments. The indices show whether the interrelations of types can be classified as being incongruent or congruent (Holland, 1985).

The earliest index of congruence, has been the Dichotomous first-letter agreement which has a congruence score of 1 or 0 which can be established by the individual's first letter code and the psychology code (Holland, 1962).

In Holland terms in the SDS manual showed that congruency according to this measure would be shown by the identical
occupational and personality codes or identical first two letter and the same order of codes. Two types will be congruent to an extent when the first two letters are identical or when the first two letters of one code are the same although they could be differently positioned from the second code. Two sets of codes that are not similar in anyway will be incongruent types.

First letter agreement refers to giving scores ranging from 1 (low congruence) to 4 (high congruence) which is influenced by the highest orientation themes of people (Holland, 1974). The Two-letter code agreements yield scores of 1 (lower congruence), 2 or 3 (showing higher congruence) which is determined by the agreement of the first two letters of the personality and environmental codes (Healy & Mouton, 1983). Three letters will yield scores of 0 (incongruent) 1 (partially congruent), and 2 (congruent) according to the three letters of the code (Wolf & Betz, 1981).

The Z-S Index will give scores that range from 0 to 6, with the highest congruence at 6 for three-letter codes. The Rank Comparison Congruence Scale (RCCS) and the Compatibility Index (CI) expands the Z-Index. The RCCS will show results of scores ranging from 0 to 10 for three-letter codes. The CI gives scores ranging from 0 to 8 (Wiggins & Moody, 1981).

Swaney and Prediger (1985) have used occupational locations given by the theory such as data/ideas, people/things dimensions offered by the hexagon from Holland’s theory which was a foundation for the Hexagon Congruence Index. The index primarily measures the person-occupation congruence. It’s used by profiles consisting of six, three or two-letter codes and high-point codes.
The Hexagon Index is defined as the difference between the angles associated with two locations on the hexagon for an example locations of occupations, persons, theory based Holland types or the combination of the mentioned (Prediger & Vansickle, 1992). The locations on the hexagon can be measured by dividing the arc tangent of the locations data scores or it could be through the geometry of the hexagon. The Hexagonal Index is established when the personality type angle is subtracted from the occupations hexagonal angle.

This index has more superiority than the others do because it is useably with other measures of Holland's type or combinations of procedure such as the six-score profiles with three-letter codes. It's based on the actual scores and not on ranks given that two different sets of ranks can yield the same three-letter code. The hexagonal proximity's of the RIASEC types and the order of the types are taken into account. The scores obtained can be related easily to the hexagonal positions. The researcher is given an opportunity to evaluate whether the locations found from the theory are reasonable and whether they can be compared with the previous research designs (Prediger & Vansickle, 1992).

Holland and Gottfredson (1992) have maintained the congruence index is not totally accurate because it tends to ignore the length of the vectors in two-dimensional space. This will lead to considering a person who is not congruent to be congruent. Dimensions and space should therefore evaluate congruence.

Gati (1985) in the complex Sb Index uses the information concerning the dominant scales in the person and environmental profiles, the
correspondence of scales and the proximity structure of the scales to calculate congruence (Camp & Chatrand, 1992).

More than the measures and indices that have been discussed, Holland's classification can be seen as a very strong tool in enhancing the use of the theory especially in the arrangement of personality, environmental and occupational categories in a useful manner. The six main RIASEC categories consisted of five to sixteen subcategorises such as the SEA, RIE. The categories are also divided into levels of general educational development (GED). Furthermore, the categories are also arranged according the hexagonal model (Holland, 1985).

Primarily, the six RIASEC categories, as well as the occupational titles shown through the Vocational Preference Inventory (1977) have separate occupational classifications for the males and females. These intermediate classifications arranged the USA categories into subclasses of occupations in accordance with the GED. They are arranged according to the hexagonal model offering the similarities and differences. The SDS arranges 501 occupational titles and the Dictionary of Holland Occupational Codes (1987) arranges 12,099 occupational titles according to both the hexagonal model and the educational level. The classification system has been supported by research (Holland, 1985).

The classification theory shows applicability because it organises occupational information obtained through the VPI or the SDS. It shows similarities through the analysis of work job histories and between various jobs. It gives a way to calculate the last three vocations for counselling or rehabilitative opportunities. Lastly, one
can use it when exploring occupational plans, which can help in exploring careers systematically (Brown, 1984).

The person-environment described above has shown to be very helpful when measuring the person and the environment and the fit between the person and the environment. The indices that measure congruence can be applied to a range of personality or environmental profiles.

2.7 ADDITIONAL DIMENSION

The hexagon for Holland's theory is at the centre of the congruence concept (Holland, 1973; 1985). The hexagon summarises information concerning the types and the interrelations thereof. If one finds doubt in light of the information the structure gives, the assumptions and principles that Holland's theory stands on will be questionable. It's important to look at some expansions and modifications that should be made on the theory through the understanding of the construct of congruence.

2.7.1 Data/Ideas and people/things dimensions

A Prediger (1976, 1982) focus was on the vocational interest dimension that underlies Holland's theory. Prediger has taken an in-depth focus on the dimension of Holland's circular structure. The two dimensions that are central to this analysis is the data/ideas and people/things dimension.
The data/ideas and things/people dimension distinguishes the interest categories in relation to personality and environmental models. The example here would be the orientation towards ideas found in the investigative while the social orientation will be towards people. The dimensions provided the basis of summarising the data obtained from the five instruments assessing Holland's types through the use of the SDS (Lamb & Prediger, 1981).

The four poles of the two dimensions represent the basic work task categories. Data tasks are impersonal, relate to facts and records in comparison to the ideas tasks which are more impersonal and more associated with theories and knowledge. Thing-tasks are involved with nonpersonal activities such as using machinery, tools and biological mechanisms. The people-task dimension is one which is more caring and can be further described by persuading, entertaining (Prediger, 1981).
Each occupation essence can be characterised by one of these types. Above discussions have attempted to illustrate the relative correlation of the six types on the two independent dimensions.

The task preferences representative of the six types are summarised are described:

Realistic: Things
Investigative: Ideas and to a lesser degree Things;
Artistic: Ideas and to a lesser degree People;
Social: People
Enterprising: Data and to a lesser degree People
Conventional: Data and to a lesser degree Things

Holland in the theory had already started showing the bipolar aspects of the types. However, when Holland and Gottfredson (1992) assessed Prediger and Vansickle two-dimensional model they found that information was lost compared to when using all six scales.

2.7.2 The interest circle and the prestige dimension

Tracey and Rounds (1996) did not agree with the six distinct interest categories specified in the RIASEC model proposed by Holland, they argued that interests are ordered in a circular structure. The circular model shows the dimensional relationships between the four dimensions identified by Prediger (1982), Holland's hexagon, Roe eight occupational fields.
Tracey and Holland (1996) identified the occupational prestige dimension that relates to the relations of the RIASEC interest scales varying in the function of prestige. These writers maintained that the interest types were arbitrary and could be identified by the use of a circumplex model. They reviewed the three dimensional model as opposed to the two dimensional model by proposing a spherical model of vocational interest with links between the interest types, data/ideas, things/people dimensions of Lamb and Prediger (1982) and the prestige dimension.

The prestige is represented by the North Pole, South Pole axis of the sphere with differentiation of interest being present in the centre of the equator. The RIASEC types will vary from each other through the function of prestige (Rounds & Tracey, 1996). The importance of both the data/ideas and the things/people dimensions diminishes when prestige increases or decreases (Tracey & Rounds, 1996).

Different comments on this theory was forwarded and support was given for the heuristic and theoretical value of the theory specifically on the research methodologies (Gottferdson, 1996; Harmon, 1996; Prediger, 1996). Criticisms were given with regards to the lack of utility in the complexity as well as a lack of perfect sphere and methodology used in support of their model (Borgen & Donnay, 1996). Some criticisms will be discussed.

Tracey and Rounds was criticised for two main issues by Borgen and Donnay (1996) which have been the lack of interpretability of the octant scales and the inconsistency of their proposal of their interest measures. These writers see the prestige scale as reinventing the wheel as the VPI has already given ways for measuring status. This
spherical model according to Borgen and Donnay (1996) is insufficient to replace the hexagonal model. Although it is not disputed that there could be a possibility for a third dimension, the prestige dimension is not theoretical, statistical or practically justifiable.

Gottefredson (1996) supported the Tracey and Rounds model for being able to simultaneously locating a person's interests in both the prestige and occupational fields. Gottfredson emphasised the role of the status level in a job selection. A person would experience dissatisfaction in a job environment when there is no match with the status level. Gottefredson found the research design amicable. Lastly, the theory has given other ways of exploring the person-job match, satisfaction, vocational adjustment and career attainment (Gottefreson, 1996).

Tracey and Rounds work has afforded a well-constructed measure of interests. However, this writer suggested other spatial dimensions be explored, and that differentiated measures of prestige be used including stability to the spherical shape be examined.

Prediger maintains that prestige is a job value rather than being an occupational interest and that the occupational attribute preference is preferred over the vocational interest dimension and further occupational aspiration level is preferred to prestige. Tracey and Rounds (1996) responded by summarising their contributions by mentioning the following points.

They presented vocational interests through the use of a circular structure that is different from several distinct types such as the RIASEC. Furthermore, the prestige concept explained more variations
in the interest response by presenting the spherical model that can be used for both interests and occupations. The spherical model assists in giving a graphical depiction of the scores, it also can be used as a scoring variable, and can also be used to report scores of a sphere having certain values.

Tracey and Rounds (1996) have mentioned some important points with regards to the Holland's theory. After Spokane (1985), research on congruence, there hasn't been much research on the concept. However, the dimension of prestige gives room for further research. The spherical model can also be used for bridging the gap between the career development values and the interests (Holland, 1985).

2.7.3 Gati's hierarchical structure

Gati (1991) in the contribution to the vocational psychology compared Roe's circular model and Holland hexagonal structure. Gati questioned the two-dimensional nature of the structure. In the argument it was said by Gati that the bipolar dimension of people/things, data/ideas could be unipolar factors. Some occupations however, would necessitate both poles of the dimension. The argument made was that the RIASEC types are not always supported in research, for an example, some studies showed that for the women, there is a tendency for interchangeability of the Realistic and Investigative fields for women. Although the hexagon's suggestion has been that there is a presence of symmetrical equal distances between adjacent types, this however being difficult to replicate. In some cases, certain data does reveal strong correlation's between non-adjacent fields (Artistic and Realistic) than between adjacent fields (Artistic and Investigative).
Gati (1991) concluded that the hierarchical model for the structure of interests is viewed as superior compared to that of the hexagon. It was said that because people perceive and view occupations according to the attributes thereof, a hierarchical tree is used to show this. Figure 2.3. will show this as applied in Holland's theory.

Figure 2.3. Gati's hierarchical model

Gati's (1991) model has been criticised by Tracey and Rounds (1993) and their argument was that Holland's theory gave a 34% account of the order predictions while Holland's theory gave a 72% explanation. This they said makes Holland's theory the preferred model because both the order and the circumplex models gives a better understanding than Gati's model with regards to the RIASEC relations. Furthermore, Tracey and Rounds criticised Gati on the criticisms made on Holland's theory because of the use of certain studies. In addition Gati combined Roe and Holland's models. For the structure to be correct the criticisms should have also presented an option of no-type representation between the bipolar dimensions.

Numerous studies have been conducted to replace Holland's hexagon, however as new models they also have been faced by criticisms. These additional dimensions have assisted in reaffirming
Holland's position in the vocational interest's arena and for means to combine information with various theories.

2.8 DEMOGRAPHIC FACTORS AND HOLLAND'S THEORY

The next question to be asked is whether Holland's theory can be used for both sexes and for people of different cultural background. This section will address the various criticisms that were made towards Holland theory basing them on the demographic factors as well as Holland's response to the criticisms.

2.8.1 Gender issues

Holland's theory together with the Self-Directed Search were criticised as sex-biased. Prediger (1981) identified a gender difference in the SDS measure, in that women obtain a S, A or C codes, while men obtain the R, I or E codes. It was found that the validity of predictions of occupational aspirations and assessments tend to be higher for women than it is for men (Sharf, 1992). Some resolutions according to Prediger (1981) were found in based on the results of the normed score than on the raw scores. On the other hand, Holland (1985a) suggests that when normed scores are used artificial and dishonest result can be forwarded.
2.8.2 Age issues

Holland did not make a distinction between the different ages. Furthermore, Holland only gave explanation about the life history of activities, skills result in certain personality orientations (Brown, 1984).

2.8.3 Racial issues

Helms (1992), Betancourt and Lopez (1993) have warned that the use of race when conducting research should be well defined. Studies that have been conducted on interest, such as those conducted by Sheffey, Bingham and Walsh (1996) which was a study of aspirations, and the studies conducted by Dillard and Campbell (1982) are perceived as studies of race. Although some studies were conducted to investigate Holland’s theory both nationally and internationally, Sharf (1992) has mentioned that several research findings have indicated that these are differences concerning race. This can be proof to show that the theory illustrates that social differences can be identified in the theory. Examples are the results for African-American, who achieved higher scores in the social, conventional and enterprising subscale than the White counterparts.

The explanations given by Holland and Gotterfredson (1976) showed the reasons for the model not distinguishing between the different groups based on gender, race and other factors.

Although issues of gender, age and race affect the theory, it does not decrease the value of the theory as such. The theory has shown its usefulness when clarifying individual differences based on the demographic variables.
2.9 CONCLUSION

Holland's theory aims at providing an integral explanation of the relationship that exist between people and environments or personality and occupations. The concepts of identity, consistency, differentiation congruency and calculus have been used to explain the relationships. The theory has been widely researched due to the different instruments and the classification system. Though the hexagonal model applicability has been challenged it has maintained its position as one of the key theories in vocational explanations of occupational interests.

The theory is more of a classical system that is aimed at categorising personality and environments in terms of both types and subtypes. These categories are the RIASEC categories, complex interactions of types and subtypes which can be established by means of the hexagonal model and portrayed by the Dictionary of Holland Occupational Codes (1982). The classification is therefore made by the four assumptions as discussed above.

As identified in the above discussion, the structural-interactional approach attempts to find explanations, both environmental and personal relating to the person's stability in the career of choice. This includes personal and environmental characteristics that lead to satisfying career decisions, involvement and finally achievement for the person. The theory is very important for the current study because the assumption that is made is that certain differences exist between the career choices of rural and urban Black high school students. Holland's theory is used to facilitate this research by use of the SNUG
career workbook that is based on the SDS as described in the discussion above to identify the career choices for the two groups.
CHAPTER 3

OVERVIEW OF CAREER COUNSELING IN SOUTH AFRICA

3.1 INTRODUCTION

South Africa has been experiencing sweeping social, educational, political and economic changes. These changes have come with limited opportunities and widespread unemployment. The current situation is that of 30% of the labour force being unschooled, 36% having a form of primary education and 3% having some tertiary education (Heese, 1992). Between the years 1985 and 1990, the economically active population increased by approximately 275,000 people per year (Heese, 1992). However, only 55,000 jobs have been created in this period annually in the formal sectors. It's been estimated by Heese (1992) that even if jobs had doubled in the year 2000, not even a third of the people entering the labour market will be absorbed. Thus education for the sake of being educated becomes useless. Education should aim at meeting economical, as well as individual and societal needs.

This means that, disadvantaged groups have to make rapid changes and prepare to enter occupations previously denied them and students should be prepared for vocational changes during their working lives (Barker, 1992). Others believe that only half of the lower and middle-level personnel available will be absorbed by the economy in the year 2000, and high skilled labour needs will not be met (Heese, 1992). Woodbridge (1995) suggests that new policy of equal citizenship and equal education rights could not have come at an appropriate time than now. The lack of policies described above have caused huge
inequalities in skills and competencies in the South African labour force. As the Government Gazette (1996) stated, all South Africans will be required to reconstruct and develop the national education and training system through ways chosen by them in order to build the democratic nations.

In this chapter these influences are outlined in order to understand the specific situation of the future and career orientations regarding the responsibility of the teacher and the student. The explanation provides a foundation for suggestions in career counselling and guidance that will take into consideration the lack of resources in the South counselling available for scholars, particularly the Black scholars. This serves as foundation for suggestions, taking into consideration the lack of resources in the Southern African region as a whole.

3.2 HISTORICAL BACKGROUND

Education in South Africa has in many ways been defined according to ethnic and cultural diverse ways. Separate education departments have controlled the education of various ethnically defined population groups in (Christie, 1990). This was legislated by the enactment of the apartheid laws that enforced the law of separate de in all spheres of the people's lives. Progress has been made since 1990 when the first democratic elections were held to try and create one education system in South Africa. The emphasis is put on trying to establish an education system that is guided by equality between races and not discrimination.
In 1991, it was decided that in the House of Assembly that there was to be a single education for the country as a whole. The education had to be affordable and equitable with equal opportunities for all the people. This would in essence mean that there had to be an abolishment of education criteria based on race. The education system was to be community based which would make the communities accountable for the education rendered. Most importantly, the education rendered had to be able to address the needs of the country, with attention being given to career oriented education (Cooper, 1992). The present writer shares the belief by Van der Merwe and Berkhout (1991) and Smith (1995) that there is an interactive relationship between the education system and the concrete living conditions of society. In a sense education fulfils the needs of society and in turn society dictates the nature of the education system.

Business organisations and political parties are showing their support for a change in the education system which will take an egalitarian and inclusive approach as we move from an industrial age into an information and technological age (Marsay, 1996). The National Manpower Commission (1991) said that the education received must become a sound base for which further vocational training can take place. This will ensure that the people become equipped to survive in a technological era (Government Gazette, 1995).

The African National Congress (ANC) has stipulated that there needs to be 10 years of compulsory and free education for all pupils (South Africa Department, 1994). This will ensure that all the people have a similar exposure to education and that they can stand a chance for employment. This will only happen when the educational strategies
respond to the society's changes. The school system will prepare
individual's for participation in the economy and the community
(Gerber, 1995). These changes have also put in the forefront the
importance of mutual role that the state, business sectors and parents
has with regards to education. The role is that of facilitating change
and educating the people to be able to make a valuable contribution in
the new South Africa.

One of the concerns that is being raised is whether the quality of the
education and training can meet the social and educational challenges
in a society that is becoming open and experiencing rapid social
change (Naicker, 1994). The social changes taking place demand
that the next decade, structural changes in the economy and
significant economic growth must be evident in South Africa. This
according to Gerber (1995) will be the only way to counteract the small
demand for labour that is leading to underemployment and
unemployment.

It should be remembered that whilst there is high unemployment ratios
in South Africa, there is a shortage of high skilled labour. Cooper
(1992) suggests that there is a limited number of African students who
take technical subjects. In a study conducted in 1990, the ratio of
student enrolment at universities to student's enrolment at technikons
was seven to two. However, the economy demands that there be a
ratio of one to one (Cooper, 1992). The pupils taking history as a
subject are estimated as 44% while 0.4 took technical subjects. In the
1990 examinations, 35% of the students wrote mathematics in their
matric, but only 6% of the people passed (Cooper, 1992). There is
therefore, great need for a technical orientation for education in South
Africa. It's been identified by Gerber (1995) that there is a growing
number of university students who are doing courses that are not career oriented.

The result therefore being a surplus of graduate students who fail to find employment. Students need to be encouraged to focus on the technikon training with a vocational approach. It's feared that the shortage of diplomas offered at the technical institutes, technikons will result in the shortages of technical trained people in the year 2000 (Cooper, 1992).

It has further been suggested that specialised vocational training should be established at the schools where time is allocated for practical vocational training (Van der Walt, 1993). The schools should work together with the labour market to establish certain generic competencies that can be used to equip their students with before matric. This will have great implications for the economy because it will directly impact on the technical development of the South African industries (Gerber, 1995). This however, will not work if there is no proper guidance established at the school well before matric years.

Psychology as a discipline will be faced with great challenges of helping individuals who have dropped out of school without having attained marketable skills and therefore facing unemployment. These people feel disaffected and alienated from their township (Slabbert, 1994). They are seen by many as culprits of crime and lowering of values and morals. In certain instances some of the people have formed self - defence units due to the anger that has been built upon during the apartheid era. This anger has led to destructive aggression and examples would be evidenced activities of crime.
Even when people are not involved, certain members of the communities feel the need to blame somebody and these are the people who receive the blame. The result has been a lack of stability and the deterioration of family life (Marsay, 1996). The result has been the development and growth of single parent's families. At times, it is difficult for the single parent to spend time with his or her family (Mashimbye, 1992).

It has been observed by Slabbert (1994) that the people who are employed especially the youth experience a lack of career prospects and low payment. Another reason for this development could have been the lack of guidance, which the parents should be giving to the child. When the parents are unable to find time to spend with their children due to different stresses, they fail to fulfil the role of guidance provider. According to Marsay (1996) guidance must touch the lives of youngsters more deeply.

An added challenge is that of exiled people currently coming back into South Africa with great expectations. This view is shared by the majority of the people especially the Black working class communities. The question here is whether their expectations of a free society with jobs will be fulfilled. Some of the people have found grave disappointments because the free society brings certain limitations such as great numbers of unemployment, underemployment and poverty.

The problems and frustrations have been more evident as people look upon the new government to fulfil the promises made during the elections in 1994. People have embraced the government of national unity which was the first democratic elected government of South
Africa. The pressure has been high for the government to fulfil the promises of better standards of living, housing for the people to mention a few examples. Psychology will be looked upon to help people to deal with these difficulties in a constructive manner.

3.3 NEW SCENARIOS FOR EDUCATION

New scenarios in education have been generated from the social-political developments with influence from the democratic structure of the new dispensation. In 1991 the then Minister of Education and Culture (House of Assembly) announced that there would be certain changes in the education system. The education system had to be affordable and equitable with equal opportunities for all people. The new government of National Unity has emphasised the role of education and training with regards to changing the political, social and economic spheres for the changeover to a democratic South Africa (Government of National Unity, 1994).

The emphasis on race has been abolished and a new education criteria has been introduced which encompass all people and is a community driven approach. This will mean that communities will come together with a common goal and standard and work towards an accountable educational ideal. The curricula will aim at addressing the needs of the country with attention been given to career-oriented education (Cooper, 1992).

It has been identified by different groups for an example the ANC that there is a need to effectively use educational resources (Coutts, 1996). The guidelines stress the importance for constructive participation by parents, pupils and teachers in the provision of education. The state
has assumed the role of a primary provider for education with the community playing a critical role. However, the communities and the society have educational backlogs that will have to be resolved before future strategies are realised.

Coutts (1996) states that there is more than 1.1 million Black children who are currently attending school. These children have to be incorporated into the already over-burdened education system. It has of the writers opinion that a successful change will be achieved when a more career-oriented education and career guidance is introduced at the schools right from the primary education phase right until when the individual finishes, his or her studies at a university level.

However, this change cannot be accomplished if the violence, unsuitability and crime rates continue to be high in South Africa. Training and education should also inform people of opportunities in self-employment and entrepreneurial as an alternative to formal employment. The educational curriculum should have basic business skills. The nature of the economy and the limitations of the government in assisting the unemployed should also be assimilated by the curriculum (Slabbert, 1994).

3.4 ECONOMIC DEVELOPMENTS AND SOCIETAL CHANGES

Gerber (1995) is of the opinion that South Africa is experiencing a double imbalance in the labour force. On the one hand there is grave need for skilled labour while there is an oversupply for the unskilled labour. The result has been reduced levels of productivity leading to poor - quality products and services. There has been great delays in
technical innovation which has increased the inflation rate due to the large turnover of staff (Gerber, 1995).

This has resulted in the lower rate of economic growth and development. The direct impact on education has been on the decrease on the provision of free due to the budgetary pressures experienced as a result (Thomas, 1990). In other words, the weakening economy has effectively limited spending on education and development. Schools face increasing budget pressure and lack of funds. Parents are required to share the cost of education which at some instance they are unable to due to financial constraints (Gerber, 1995).

Secondary schools and high schools are pressurised to provide education that will combat the low productivity levels and the skills shortages of the labour force. Coutts (1996) has raised an important point which is that Black teachers have had fewer opportunities to qualify to higher education levels in the teaching profession, which has rendered them comparatively poorly trained. It is believed by Coutts (1996) that 12% of the teachers do not have a professional qualification. In addition, training of those who have qualified has been built upon an inadequate academic background. There is great need for ongoing training for teachers coupled by inservice training whilst they are still undergoing training.

The other problem has bee the lack of teachers in certain areas and over saturation in others. This will need to be addressed because the shortages are especially experienced in the more rural than urban areas.
It is believed that only 10.4% members of the population per thousand have a university degree (Heese, 1992). The figures of people who are educated in these situations are unequal, for an example, only 40% of the people in the universities are Black. The education colleges have 50,000 people while technikons have 83,424 people (South Africa, Department of Education, 1994). This shows that the education system is currently producing the wrong manpower mix and the relevance of the programmes offered are questionable. The reasons for these set of circumstances are diverse. There has been an identification of severe shortages of facilities in the majority of the schools. In 1991 Coutts (1996) reports that there had been the pupil classroom ratio in Black sector had been 1:48, which was higher than the overall teacher pupil of 1:41.

3.4.1 Demographic developments

South Africa as a developing country has a growing population. This has increased pressure on the economy to provide people with employment. However, the economical environment has not grown enough to support the rising population.

Some of the reasons for this argument has been that, high population rate place a great demand on social services such as health institutions and education institutions. This reduction of the population rate will have a direct impact on reducing the unemployment ratios in South Africa. Some factors that hinder development are low productivity levels, poverty, high unemployment ratios, unemployability and urbanisation.
There is an urgent need to put in place accessible means to address the above factors. Psychology will play a crucial role especially with regards to vocational education and career guidance but further than that, psychology will be looked upon to develop and maintain a strong and resilient society. For the country to provide for the above factors there will be a need for a vibrant and expanding economy. To supplement this development, regeneration of moral and ethical values will have to take place. This will have to go hand in hand with the enhancing the quality of life for the people through the cultivation of excellence in the school system, in the colleges and universities.

3.4.2 Productivity

The first factor to be discussed is that of low productivity levels. Productivity is defined as the level of input by the worker that is needed to produce a certain amount of work (Barker, 1992). Increase in productivity has been identified as one of the measurements that can be used to attain higher economic growth rate. Job satisfaction becomes a very important part for any productive individual, where there is a competitive remuneration (World Bank, 1989). There should be room for career mobility especially in the entry-level jobs.

The reasons for this scenario are varied and are embedded in the history of labour and the economic situation that existed in South Africa. They are for example, issues of mistrust from the labour force and by enlarge exploitation from the employers, political uncertainty and social conflict. Progress has been made towards resolving these issues. Schools will need to give attention to the development of values and attitudes related to the work ethic underlying productivity.
It will be through this change that South Africa will start to experience economic growth.

3.4.3 Poverty

The current writer agrees with Coutts (1996) belief that poverty in South Africa has been caused by the effects of apartheid, third world of population, overcrowding of people in the land of which they have been forcibly removed in the past. There is an urgent need to address the outline factors. It’s believed that 16 million South Africans of the population live below the poverty line. It was shown in the study in 1993 that 97% of Whites, Coloureds, Asians lived in permanent structures but 20% of Blacks lived in shacks and 9% in huts (Coutts, 1996).

One can say that Blacks are urbanised in name only. Facilities for both health and infrastructure were a privilege for the minority of some Blacks in high-income areas. The high levels of poverty have made it difficult for the community and the families to support unemployed youths. It has become urgent that South Africa as a community develops and nurture this developing economy (Wilson & Ramphele, 1989).

However, this needs to be accompanied by an increase in financial resources and economic resources. South Africa has a number of social, educational and training problems that have to be resolved before any significant changes can be achieved. Some of the issues are the increasing participation rates, high drop-out school rates, a lack of suitably qualified teachers and the overcrowding facilities, lack of adequate health care (Marais, 1992). Slabbert (1994) says that this
can only be achieved when the communities themselves, get involved in resolving these issues.

3.4.4 Urbanisation

According to a report that was given from the Directorate of Agricultural Economic Trends as reported by Green and Lascaris (1988) 95% of Whites and 75% of Blacks will be urbanised in the year 2000. Slabbert (1994) supports this when he suggested that the period between 1960 saw an increase of 1,7 million Blacks in the urban environment. The issues that played a role in this boom vary from the migrant labour system and the growing population. The Development Bank of South Africa (DBSA) has estimated that 50% of people among 15 and 19 years of age will be living in urban areas in 1995 (Slabbert, 1994). Simkins (1989) argued that although Black's presence will still be high in the rural areas, Asian, Coloureds and the Whites will be fully urbanised.

The manifestation of this prediction will put a further increase on the strain on the economy. Furthermore, it is envisaged that the majority of the people who will be moving into the urban areas will be in the lowest earning strata that will put a major strain on the limited resources.

3.4.5 Unemployment

The writer believes that unemployment is the most severe problem facing South Africans today and its root for the many other problems such as high crime rates, violence and poverty. Barker (1992) argues that there is no fewer than 350 000 persons that enter the labour market
every year. This means that there is only 14% labour absorption capacity per annum. The results of this are intense because they affect the individual by eroding the persons self-esteem and dignity and his or her standard of living (Moller, 1993).

The person at the end loses the knowledge and skills gained because of disuse (Barker, 1992). One the other hand they affect the society by increasing crime rates and unrest due to frustrations as the education is achieved at a very high cost.

All these factors are continuing to challenge the democratic transition that South Africa has been undertaking. Perceptions developing among the disadvantaged communities are that the market economy is unable to address their problems (Barker, 1992). Education has been perceived as the solution to all the frustrations that people have been experiencing. However, the truth has been that university education has failed to guarantee graduates employment. However, the truth has been that university education has failed to guarantee graduate's employment. According to Marsay (1996) work entry and career development is determined more by opportunity than by choice.

The strain is therefore put upon the family support the unemployed. According to Moller (1993), Black families are more affected than other race groups. However, the stress on the family can be intense and the family will need support to survive as a unit.

With the decreasing number of people entering the labour force, the necessity for the schools to emphasise entrepreneurial skills has become crucial. The modern economy can only accommodate part of the growing population and that the other part will have to be
assimilated by the peripheral or informal sector (Gerber, 1995). Dostal in Gerber (1995) estimated that only 30% to 40% of the economically active people would not be accommodated into the formal sector. This means that 8 to 10 million people will not be accommodated in the formal sectors by the year 2000 and that they will remain unemployed or they will have to be informally employed. There is also a need for companies to recognise prior experience and competence than only educational qualification.

The writer believes that people in the rural areas are more disadvantaged because social institutions have not been developed to provide employment. In some situations, institutions do not exist to cater for long term unemployment (Slabbert, 1994). The existence of regional and homeland government systems that employed the majority of the people have influenced this. Education has the role to empower people to self-develop themselves (Coutts, 1996). However, there is need to address the backlogs that have accumulated throughout the past years.

Families are forced to rely on one or two people to support and bring in income. This is evident in developing communities that South Africa is, education is seen as a means to a higher standard of living. When this fails to materialise, social, political and economic pressure for high quality education becomes strong. This creates a greater need for higher standards of education because growing economies demand skilled labour force.

However, South Africa cannot afford to concentrate solely on addressing education issues because of backlogs of housing, high and increasing rates have an impact on education. The emphasis
should then be put on career guidance, with specific focus on business skills and the need to consider the informal sector as a source of employment.

3.5. CAREER COUNSELING IN SOUTH AFRICA

Career counselling started in 1930 with the National Institute of Career Counselling that placed a jurisdiction on the Department of Education. The training of career counsellors was given priority (Alberts, 1974). The Provision Employment Act of 1945 made it obligatory to have all youth be registered. Attempts were held to have the employment of young people done in a scientific way.

The De Villiers Commission made recommendations to this effect. One of the many significant recommendations was that the education departments are responsible for the development of the counselling services for school-going pupils. This commission maintained that teachers had to start being responsible for the distribution of career information to pupils. The Department of Labour had a much bigger role of developing the career counselling service for the youth leaving school. This in effect had to lead to the development of a National Bureau for Counselling and Statistics to monitor population, economic and work environments. The Bureau would then incorporate information from the work environments and career tendencies would then be sent to the employment offices (Alberts, 1974).

The National Bureau for Education and Social Research then was responsible for the construction and standardisation of a series of achievement and intelligence tests used at the schools (National Education Investigation, 1992). The Bureau of the National Institute
for Personnel Research would play a different role of standardising the career guidance tests aimed at a general level. It also checks that standards were adhered to, and then this information would be sent to the relevant employment agency to aid the process of career counselling. The universities role was to start developing career counselling training courses (Alberts, 1974).

The development of counselling psychology came later with the establishment of the registration of psychologists with the South African Medical and Dental Council in 1972. A separate registration category Counselling Psychologists has been established with one of the training areas being career counselling (Alberts, 1974). Although there has been definite development, especially in the White schools, not much has been done in the Black schools. Career counselling has been left as a subject that its responsibility lies with the guidance teacher. However, in some cases, the teachers involved do not have the training required (as will be discussed later).

3.5.1 The need for career guidance

The present writer is in agreement with Marsay (1996) who said that guidance is important for both the adults and youngsters to understand the deal with change. In the present environment the changes take different forms for an example, this could be in form of technological, social but more importantly also in the humanitarian domains. The schools will have to play a more influential role than they played in the past in trying to help people deal with the change.

However, the role has to be clarified and negotiated by the schools and the communities thereof so that true reflection and contributions
can be made to the relevant communities. The schools have a bigger challenge and role of having to educate the children, firstly the values of society and secondly giving the children knowledge and skills which they can use to get employment to make a meaningful contribution to society.

Therefore education is a process that should enable and equip the individual to realise his or her personal goals and individual aspirations (Sheltzer & Stone, 1976). The education received should give the person independence, accountability, behavioural skills, decision-making and the ability to choose for him or her. This according to Drucker (1990), Joubert (1985), Lamprecht (1989) guidance and specifically career guidance should be seen as an important component of development and should be compulsory that every child has the right to receive it fundamentally in a school situation.

The reasons for this conclusion are varied, however, with the growth of single parent families, sometimes parents are not available to give guidance to their children and the school is left with the responsibility. Guidance should start at the primary grade. This will show how the child develops through his or her life until when he or she makes a career decision. This will also influence the child’s perception of his or her abilities that will influence achievements and successes in life.

3.5.2 Entrance into the labour market

As described above, getting the right education and tertiary training is not enough to guarantee an individual employment today especially in the South African context. Marsay (1996) went, as far as to say that the greatest challenge presented to educators today is the preparation
of individuals to enter the labour market. The reasons for these developments are endless, but one of the important reasons would be that the world of work is changing and is becoming increasingly dynamic and versatile.

This, in other words, means that what the child's parents are doing does not necessarily influence the child's career choice as it did in the past. As Marsay (1996) said, the career planning process is more complex as options are opening up. More careers and opportunities are becoming available which also requires people to have new skills and competencies (Bradley in Peters & Hansen, 1977, Dobie, 1983; HRSC, 1981; Longman & Chambers, 1981; Lamprecht, 1989; Reardon & Burke, 1975).

Because the work environment has become more technologically inclined, a focus on narrow training as is experienced in South Africa will put people at a risk of having their skills and knowledge absolute in the future (Rosenstock, 1991; Lakes, 1994). This is especially true for people who battle to find employment when they finish their tertiary studies and have to wait long periods before they find employment.

Career guidance becomes very crucial so that the individuals identify earlier on what career he or she wants to follow and then preparing for it. The HRSC (1981) argued that education should be a training ground for the economy and that guidance should be linked more closely to the economy.
3.5.3 Career guidance

In 1981, career guidance as a subject was introduced at the schools. Education institutions had to take cognisance to the fact that career guidance was vital because students needed to know about the career opportunities and the requirements of the technological and the technical environments (Gerber, 1995). Psychological services including guidance however continued to be scarce in the Black African schools although introduced at the White schools. The average ratio of educational psychologists is 1:30 00 foe Blacks, 1:8 800 for Coloured’s and 1:2 750 for Whites (Naicker, 1994). This made the accessibility of guidance scarce and expensive.

It has been argued that whilst the shortages were apparent, career guidance has been resisted by African students because it is perceived as a mechanism for social control (Gerber, 1985). The guidance programmes were experienced as directing and a controlling process which did not strengthen the personal and individual qualities (Naicker, 1994). The law as stated by Verwoerd in the policy of 1954 was that there is no place for Blacks in the European world.

Naicker (1994) said that the career education imparted initially was to fit the individual into the employment world. It was not geared towards building the individual’s self-concept and the negotiating skills but to manipulate the young future worker. This was historically evident especially in the apartheid era where individuals were only prepared to mine work. Seroka (1992) said that there is a direct correlation between the economic and educational systems of any country. This relates to the extent in which the educational system prepares the youth for active and meaningful participation in the economic system of
their country, which is of crucial importance. The South African situation proves what has been said above. Psychology was, seen as another instrument to suppress Blacks and people looked upon psychology and its dimensions with suspicion.

Naicker (1994) maintains that the prevailing ideologies and practices at schools in relation to career development are that of traditional behaviourist psychological foundation. The background is perceived as that which focuses strongly on the natural sciences with an emphasis on the psychometric approach rather than a social environmental approach.

It assumes that results can be interpreted without reference to the social factors that influence the individual's aptitude. However, the current writer is of the opinion that Naicker's (1994) analysis is limited and that a more humanistic nature in the schools rather than a behaviourist nature have to be adopted. The NEPI report (1992) accepted that guidance services have been rejected in South Africa because they did not seek to explore and strengthen the individual's qualities. This creates a challenge for psychology and the evidence has been forthcoming for a need to resolve this dilemma.

Career guidance should aim to bring the student in contact with the world of work. It's suggested by Naicker (1994) that it should be based on the needs of those who receive it and be reflective of the environment that it serves, therefore showing the uniqueness of the particular situation. However, the career guidance situation that has been based on the education system has failed in totality to be reflective of the environment.
As elaborated above, South Africa has definite needs for counselling psychology when one considers factors such as the lack of skills, high unemployment rates, high crime rates and demotivational factors that are experienced in the communities. It has become obvious that there is not enough labour power to ensure that all South Africans have the right to access the expertise of a trained counselling psychologist specifically in the career-counselling domain.

A number of issues have been outlined which can be deemed as responsible for the status of career counselling in South Africa. The most important factor that will be discussed will be the lack of guidance counsellors.

There has been a shortage of professionals who have been adequately trained and have to meet the requirements of a M.Ed. degree to occupy the position of career counsellor. Secondly, from the government perspective, no attempts have been made towards training the school guidance counsellors on a national basis. This has lead to the appointment of inexperienced teacher to fill the positions of guidance teachers and in some cases, these are the people who have failed other subjects. The attitude towards guidance as a subject has been very neutral and almost minimising and compromising in some cases. Other frustrating factors have been the difficulty of maintaining a high standard of work due to the high demand of guidance coupled with lack of resources.

For some schools, guidance has been seen as unimportant and therefore has been allocated insufficient time for the teacher. The time that the teacher has with the pupils is very limited and the result has been that the teacher finds it difficult to attain a point where the
broader school community should be involved. Therefore the responsibility lies with the teacher that has an everyday contact with the pupils to give guidance. This in essence requires a multidisciplinary approach to be adopted where the teacher goes an extra mile from the subject content and plays a much broader role (Marsay, 1996).

The responsibility of the teacher becomes crucial in career guidance. As it was said in the Provincial Gazette Extraordinary in Marsay (1996) the educator has to promote and develop intellectual and personal development of the students. Through the interaction between the teacher and the student, the teacher can get information about the student's interests, capabilities, strengths and weaknesses. In this way the teacher influences the self-concept of the student and his or her self-esteem. The students should also feel free to approach the teacher for guidance both career and personal guidance.

However, it's important to remember that this does not always happen for an example, in Black schools, there are far much more students in a given classroom that it makes it very difficult for the teachers to establish a relationship as the one described above.

The relationship described above cannot exist in isolation without recognising what the Work Committee for guidance, as quoted by Marsay (1996) said. There needs to be a link between school and the career opportunities that should be developed by both the guidance and the subject teachers. The current writer is of the opinion that teachers should have some school guidance training before embarking in offering career guidance.
3.6 Model for career guidance

Historically, the majority of the people have been excluded from the benefits rendered by psychologists and one can say that they are still excluded today because of the costs and availability of psychologists. Furthermore, in light of the above discussion, it was found that the problems experienced in South Africa such as that of high levels of unemployment, lack of resources, its clear that the teachers role has to be broadened to assist in career guidance.

Progress has been made through the new legislation that put emphasis on equality on all spheres of people's lives. The role that psychologists will have to take in career counselling specifically and to the rest of the community still has to be defined and negotiated. How then can contributions to the changes that of inclusion are enhanced? How can the discipline of psychology help people facing unemployment, poverty and a lack of resources?

There are no easy answers to these questions, especially because psychology and the methodologies thereof have been western based and not enough has been done that is unique to the South African situation. The current writer believes that these theories used alone without adaptation to the situation in South Africa will fail. The need has been evident that these theories have to be challenged and questioned. This however, does not mean that there are no lessons to be learnt from the theories as discussed above.

The second issue of suspicion has followed psychology from the apartheid era to the present. Some Black people would rather go to the traditional healer than to approach a professional in career
counselling for an example. Therefore, there is a need to develop mechanisms are developed that will establish trust for psychology.

There needs to be recognition that people who can influence the career choice namely the teachers have an impact on the economic system. In other words education fuels the economy. Education has a dual role of educating the person to fulfil the community can gain from the unique skills and expertise brought by the individual (Marsay, 1996).

Therefore, the education situation will become a guidance - educational situation with the responsibility of everyone including the teacher in contact with the child having to guide them towards reaching their goals (Marsay, 1996). It has become apparent in the discussion above that there has definitely been neglect of career guidance by both the parents and the teachers who have been given this task although in some cases, without proper training. This has led to career guidance conducted late in the individual's life, for an example at matric, if at all and the result is career guidance becoming an event rather than a process (Marsay, 1996). Therefore the current writer is in agreement with the argument that says that time perception, as an aspect of future orientation is also an integral part of career orientation. Marsay (1996) explains this by using a cyclical model.
3.6.1 Self Knowledge

Individuals perceive their future, through estimating how their careers will be in the future. Marsay (1996) stresses the fact that youth have to know their interests, personality traits, intellect, achievements and self-concept before they make career decisions. Therefore, for the person to make any plans for the future, he or she must know themselves well. However, people fall into a trap of entering the labour market before they achieve a meaningful integration of self-knowledge and they rely on trial and error to make their decisions (Jacobs, Van Jaarsveld & Von Mollendorf, 1988).
As part of self-knowledge the person should know his or her weaknesses in all the aspects of life such as academically, emotional and physical. The person's interests play a very important part of the persons whole being.

Lindhard (1987) said that interests are activities through which we achieve personal satisfaction. Brown (1994) envisages that the interests and skills developed during the school years are later translated into career selections. However, the economic, social factors that intervene and affect the choices made.

People's beliefs in their capabilities are important and this should be developed as much as possible. The persons self-efficacy tend to determine the persons choice of activities, the environments where he or she likes to interface, the way he or she thinks about things and the emotional reactions when confronted by obstacles. Marais and Botha (1995) advocated that enrichment programmes should be implemented which should in turn develop the person's self-image have advocated it.

When the person has adequate self-knowledge and trust in his or her abilities that person will have more confidence in them. If the person believes that the involvement that he or she undertakes will bring positive outcome together with the value the person places to the outcomes, the behaviour of the person is influenced positively. Brown Hackett and Lent (1994) take this further and say that people act on the judgements of what they can do as well as their beliefs on various actions. However, the person's self-efficacy is still the most important as it can sustain the person's performance even when the outcome.
attainment is uncertain. The immediate superior view of the person's performance levels will affect the pupil's performance levels and their own view of self-worth.

For an example, the student relies on the teacher's view of his or her performance in order to do well. As Marsay (1996) highlighted, the class teachers approach in helping students develop feelings of self-worth and competence is crucial. Therefore more responsibility lies with the educators because they do not only have to educate the child but also have to nurture him or her towards self-understanding and self-acceptance.

However, a person cannot make a proper career decision without knowing him or herself in totality. Part of knowing oneself is to know ones values and morals. Values give direction, purpose and a meaning to ones life (Marsay, 1996). In the African culture, one of the basic rules of “Ubuntu” (“humanness”) is that the person should never forget their roots nor forget where they come from. Lamprecht (1990) outlines six values that are status, independence, creativity, money and service to others. These stages come at different times for people and the guidance provider should be able and give this guidance to the community. For the pupils at school, these values should be well identified and prioritised. The daily interaction between the teacher and the pupils should enable the teacher to help the students identify these values and prioritise them.

3.6.2 Occupational Knowledge

Marsay (1996) identified occupational knowledge as the second denominator to a person's self-concept. The basis lies with the
student to know which careers are available. This is particularly relevant in South Africa where experiences of saturation are felt in certain professions such as teaching and shortages in others for example the scientific professions.

However, in a lot of cases the students lack knowledge of what the careers of interest actually entail. As identified above, there hasn’t been proper usage of the guidance allocated periods to facilitate knowledge sharing. The current writer agrees with Marsay (1996) that the result is upon completion of his or her high school education, that the student has no proper understanding of what work opportunities are available. In addition, when there is preparation given, the guidance sessions are valued as events rather than as a consistent process. It is imperative that continuous presentation of the information on various careers is shared if the person is to make realistic choices.

One other dilemma that South Africa faces has been of a lack of career information and career guidance generally. This has been the result of the racial segregation that symbolises the history of the education and career opportunities. This lack of career information is vastly felt more especially in the Black communities. Therefore the emphasis lies with the individual to research a particular field of interest. The guidance teacher should assist the students with research actually giving the students the actual occupational knowledge that they require to choosing a career.

It’s therefore very important for the teacher to have knowledge of the various occupations needed at a particular time in the workplace. This will mean understanding the particular structure of the occupational
system to ensure that the interaction between the teacher and the student allows for sharing the knowledge on a daily basis.

3.6.2 Manpower development

As mentioned above, the South African community has economic and social problems that make it imperative for an individual looking for employment to be prepared. In the past, emphasis was placed on the needs of the individual in a particular career choice. However, this is not enough. The individual has to take cognisance of the manpower needs. This will entail researching the labour market and therefore consider the most viable careers at a given time. The combination of the two is the ideal position however, if this is not attainable the person can reach a compromise.

According to Hofmann and Maree (1991) career indecision can be prevented by optimising the use of vocational guidance. These writers believe that vocational guidance. These writers believe that vocational problems lie on the unsatisfactory use of existing career information, lack of active involvement of pupils on career matters and the misuse of available guidance periods at school. Although the current writer believes that these issues are embedded in the South African context as a whole. Furthermore, the issues need to be addressed and that they do contribute to career problems, it's believed that these problems are grounded on fundamental issues embedded in the South African context as a whole.

This writer believes that in some cases, the pupils and even the schools simply do not have any guidance information available to them. The teacher given guidance as a subject to teach in some
cases does not have the necessary training. The person guiding the students should have an understanding of the future economic needs of the country. The current writer agrees with Gore (1993) when it was said that career guidance given to the pupils is not in line with the realities of the job market and the requirements of commerce and the industry itself. The teacher should take the responsibility and find out which occupation shortages exist in the labour market at a given time.

3.6.4 Setting goals

Sometimes people have unrealistic views of themselves, their abilities, which leads to unrealistic expectations of their occupations. The ability to set goals is facilitated by proper planning where the individual has realistic knowledge of him or her. Furthermore, people who have unrealistic beliefs of them also experience unrealistic expectations of occupations and careers they should choose. High quality career education and guidance is achievable when the person has identified an action plan and recording all the achievements that he or she has experienced. However, the student will need guidance throughout the process of goal setting and the teachers will be looked upon to facilitate this process.

3.6.5 Decision making

Once the self-knowledge process has been started and the student has started gathering knowledge about the different careers then he or she is ready to start making some decision about which career to follow. The decision-making steps are crucial when making a decision. The teacher is also having this responsibility of teaching the students decision-making steps as this is an important part of decision
making. The career guidance imparted to the students should be centred at facilitating decision making which will probably the most important decision for the young adult. This will affect the person's progress into adulthood. The person will have to reassess his or her decision as the career develops. These decision skills become a life skill as the pupil will use and rely on these skills for the rest of his or her life.

3.6.6 Work experience simulation

Simulations are processes where an individual or a group of people is given an opportunity to experience an environment that they will have to function. This will entail putting safe measures, which then gives the individual an opportunity to experience and explore the workplace, helping the person to make a decision based on the facts. The person then is given an opportunity to evaluate whether he or she has the skills and the interests in doing that particular work.

Simulations according to Reardon and Burke (1975) said that could be used as a career counselling mechanism. These writers argue that simulations provide the students with an opportunity to exercise skills, to apply insights and to gain immediate feedback because it provides the opportunity for trial and error learning and decision making. This helps the individual to see him herself in a particular function.

Accordingly, the experience gained can motivate the individual to learn academic material. This in turn motivates the individual to become knowledgeable about the world of work and to develop occupational interests and skills. This is endorsed by the saying that "people learn by experience". The current writer agrees with Dobie (1983) when it
was mentioned that the problem with the education system in South Africa is of learning without practising what has been learnt.

3.6.7 Relevant curriculum

The most important role played by education should be to prepare the individual for the career that he or she has to follow. Therefore, it's imperative that the student can see the value of the subjects that he or she is studying for in relation to the career choice the person is planning to pursue.

Career education should then be linked to all the subjects which would then make education a meaningful endeavour for the individual. Occupational information should also be provided to the individual throughout his or her school life.

There is a definite need to have the education system focusing on solving the manpower problems South Africa currently faces. Therefore the academically oriented education should be replaced by a career focused education which emphasises technological and scientific fields. This writer agrees with Marsay (1996) when it was said that aspects of the curriculum should be directly related to "preparation for life" should be skilled based.

3.7 CONCLUSION

It is concluded that the most important challenge for South Africa today is for psychology as a discipline to render its services to all South Africans. This would ensure that it plays a role in optimising the youth developmental potential by providing knowledge, skills and
support for developing into citizens with adult responsibility in the community. However, the availability of psychologists in rendering counselling services are scarce and inaccessible for the majority of the people especially Black students.

It was illustrated in the discussion above that the curriculum should encompass career counselling. It is becoming inevitable that teachers should be properly trained before embarking in affording career counselling. Furthermore, career counselling should become a process rather than an event starting from grade one to the end of the student school career. Therefore, the schools have a bigger challenge and role to play, which is to educate the children, firstly the values of society and secondly, giving the children knowledge and skills that they can use to get employment.
CHAPTER 4

RESEARCH METHODOLOGY

4.1. INTRODUCTION

The previous chapter focused on the review of relevant literature. In this chapter, the nature of the study, followed by the hypothesis, research design, description of the SNUG, and the statistical procedures will be discussed. The aim of the study is to investigate career choices of Black high school students from a rural community in comparison to Black high school students from an urban community. This will be done by using a SNUG career decision workbook.

4.2 NATURE OF THE RESEARCH

The nature of this study can be classified as empirical research involving quantitative data-collection methods. Miles and Huberman (1984) have stated that empirical research involves having to continuously lower one's aspirations when conducting research. A researcher may begin by aspiring to study all the facets of an important problem of any social dilemma. However, he or she soon realises that choices have to be made when conducting research. According to Mouton and Marais (1996) quantitative research methodologies are characterised by highly formalised and controlled methods. They are framed by concepts that have unambiguous meanings, with hypothesis that have been stated explicitly in a form of a research question although it can be rejected at the completion of the research. When conducting quantitative research, the researcher
uses structured methods such as a structured interview, questionnaire or a psychological test to facilitate information.

It must however, be noted that some of the data collected by means of a questionnaire does allow for the qualitative interpretation. An example of this will be the job title preferences of participants that can be qualitative interpreted in such a manner as to explore the deeper socio-economic meaning of data.

The research methodology used in this study can be typified as quasi-experimental in nature. In a quasi-experimental research, the research makes a distinction between independent and dependent variables that describe the cause-effect relationship between specific events (Mouton & Marais, 1996). The independent variable which is controllable by the researcher is the rural and urban division whereas the dependent variable which is uncontrolled by the researcher is the career choice of the individual.

### 4.3 Hypothesis

In view of the purpose of this study and in light of the research methodology, the following hypothesis will be listed.

#### 4.3.1 Statistical Hypothesis One

There is no statistical significant difference between the mean realistic, investigative, artistic, social, enterprising, and conventional total scores for the urban and rural groups.
Alternative Hypothesis One

There is a statistical significant difference between the mean realistic, investigative, artistic, social, enterprising, and conventional total scores for the urban and rural groups.

4.3.2 Statistical Hypothesis Two

There is no statistical significant difference between the boy's and girl's mean realistic, investigative, artistic, social, enterprising, and conventional total scores for the urban and rural groups.

Alternative Hypothesis Two

There is a statistical significant difference between the boy's and girl's mean realistic, investigative, artistic, social, enterprising, and conventional total scores for the urban and rural groups.

4.3.3 Statistical Hypothesis Three

There is no statistical significant difference between the boy's and girl's congruence for the urban and rural groups.

Alternative Hypothesis Three

There is a statistical significant difference between the boy's and girl's congruence for the urban and rural groups.
4.3.4 Statistical Hypothesis Four

There is no statistical significant difference between the mean correlations for the realistic, investigative, artistic, social, enterprising, and conventional total scores for the urban and rural groups.

**Alternative Hypothesis Four**

There is statistical significant difference between the mean correlations of the realistic, investigative, artistic, social, enterprising, and conventional total scores for the urban and rural groups.

As already, outlined, this study can be typified as quasi-experimental design. All researchers normally wish to conduct research that will be controlled with minimal extraneous variables. Quasi-experimental methodologies give researchers an opportunity to conduct research in situations where it would be impossible due to practical reasons, for an example in a life situation where life has already determine the person’s interests and behaviours. Quasi-research methodologies give an opportunity to conduct research close enough to the true research methodologies. They are composed of treatments, outcome measures, sampling units. They differ from real experiments because they do not assign the subjects to groups by using randomisation. Furthermore the focus is on association and not on causation (Rosnow, 1996).

The defining factor of the quasi-experimental design is that the participants are not randomly assigned (Mcguigan, 1994). Because the methodology does not use randomisation to allocate to groups, the result is a weaker application of the method of differences. In
consequence, it remains unclear that the independent variable has produced a behavioural change. The focus will be on a particular dependent variable for an example, the career choices of the subjects.

The researcher has to determine as far as possible the extent to which the confounding variables are responsible to the outcome of the research. This evaluation is important because it influences the evaluation of the research at large. This has been important for the present research where non-equivalent group design was used.

Non-equivalent control group designs are found when there are experimental groups which are both part of the experiment with the subjects allocated to the groups in other ways either than randomly (McBurney, 1996). In the National system identified by Cook and Campbell in McGuigan (1993), quasi-experimental designs are used when groups have already been formed. It means that individuals are not randomly assigned making it difficult to compare the two groups since they were not equivalent to each other before the treatment was administered. Because the assignment is not a random distribution of the subjects to the two groups, the researcher cannot conclude that the groups were equivalent before the experimental manipulation was conducted. This places a limitation on the research and requires great care in the way that results can be interpreted.
4.4 DESCRIPTION OF SAMPLE

When conducting research, the researcher has to choose a relevant population to investigate precisely. The choice can be based on a theoretical, or conceptual consideration, personal curiosity, empirical characteristics (LeCompte & Preissle, 1993).

For this study career choice making has been selected, including the differences between male and female youths. The focus lies on the differences are found between a rural environment of Giyani area of the Northern Province of South Africa and an urban environment of Soweto and the latter being the biggest township in South Africa located in Johannesburg. The choice to study the two environment was initiated by the researcher own experience of growing up in a rural environment and having to choose a career without following any formal career guidance programme, as well as various reports showing differences between rural and urban communities in relation to career development.

There is a large group of schools both in the rural and the urban environment. Four schools that represent typical rural and urban schools with typical experiences in both environments were selected for the actual research. All the subjects for the study are matric students who are doing their last year at school. All the subjects are Black African youths with ages ranging from 16-21 years of age. The researcher has purposefully chosen subjects that are representative of the communities.
In the next two tables, the gender composition of both the rural and urban sample will be outlined.

Table 4.1 Gender composition of the rural sample

<table>
<thead>
<tr>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>35</td>
<td>55</td>
<td>29</td>
</tr>
</tbody>
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Table 4.2 Gender composition of the urban sample

<table>
<thead>
<tr>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>48</td>
<td>60</td>
<td>32</td>
</tr>
</tbody>
</table>

As illustrated above the rural sample composed of 64 students divided into 35 males and 29 females from the urban environment. There were 80 urban students, with 48 males and 32 female students.

4.5 SNUG WORKBOOK

When a child reaches the stage of early adulthood, he or she starts to investigate alternative career possibilities. This exploration can be guided by reading about careers in relevant publications, visiting workplaces, using career guidance at the schools, and visiting career exhibitions. Scheepers (1994) contends that guidance processes
could give the scholars an opportunity to try a variety of life roles and introduce them to alternative life roles. Parents should be involved in assisting their children by offering career guidance (Kimmel, 1985 in Scheepers 1996). Therefore career information becomes very important in the career decision process. The schools should teach the pupils specific skills that they can use in future to collect knowledge and information about the world of work.

Factors such as the shortage of resources and the lack of trained guidance teachers, should be taken into consideration, Scheepers (1996) developed the SNUG instrument as a tool to be used at the Careers 2000 exhibition an effort to give quality career guidance. The career exhibition role was to attempt to give the scholars first hand knowledge about different careers. The rationale behind this instrument’s development was that a large number of pupils are exposed to a great variety of career choices at the exhibition. However, the question is whether the career information received at the exhibition is both appropriate and useful.

Career adulthood is the degree to which the pupil can collect and integrate the different forms of information to be able to make a responsible career decision. Langley (1989) identifies that five basic components characterise career adulthood. These include obtaining information about oneself, the process of decision making, obtaining relevant career information, the individual obtaining information about “me and the world of work” and career planning. Therefore, simply attending the exhibition will not necessarily have an impact on the pupils but rather that constructive interaction between themselves and the career representatives is of critical importance (Lacey-Smith, 1992).
The focus was changed when the instrument was extended from being an instrument for career counselling at an exhibition to being more of an assistance to the career decision making process as a whole. The decision was made to design and develop a new intervention geared towards improving the current state of affairs in career counselling in South Africa.

The instrument is based on the Holland (1985) theory of structural interaction for career counselling. Holland, as discussed in chapter 2, maintained that there are six distinct personality types each of which is attracted to separate type of work environments. The most important task for Holland (1985) was to provide explanations for three questions that involve personal and environmental characteristics that lead to satisfying career decisions, involvement and achievement and those leading to indecision. Secondly, he wanted to unravel the characteristics that lead to stability or change in the work that person experience over a lifetime. Lastly, he sought to find the most effective methods for providing assistance to people with career problems (Holland, 1985). Holland had identified the six vocational types of Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Holland's theory was decided upon as the main theoretical base. The reason according to Scheepers (1994) was that there was a simplistic element to the theory and that it had been widely researched.

4.5.1 Purpose of the SNUG career workbook

The SNUG workbook has been based on Holland's Self-Directed Search (SDS) which has been used to indicate one's resemblance to
the six types (Holland, 1985). The SDS is a self-administering, self-scoring and self-interpreting instrument (O'Neil & Magoon, 1977). This questionnaire would then give the person a summary code indicating one's resemblance to each of the six types. This will assist the person to reach a descriptive personality code which will be used to identify careers that are reflective to the person's own personality (Scheepers, 1994). Krivatsy and Magoon (1976) advocated for the use of the SDS. They said that the SDS has an effect on the users because there was less need for information and that there is greater satisfaction with the vocational plans. Furthermore, the understanding is greater on the different kinds of occupations. Therefore the background facilitated the development of an interactive workbook.

Similar to the SDS mentioned above, the SNUG workbook is self-administered, self-scored and self-interpreted workbook. The aim of the questionnaire is to measure occupational interests. It falls into the framework of career planning because it provides information that relates to the person's occupational interest.

The items of the SNUG workbook have a bearing on the activities that the participants prefer, the skills they have or are familiar with, the occupations they are interested in and their assessment of their own abilities. The participants similarly to the SDS, have the opportunity to link the wide spectrum of the possible occupations to an occupational classification system (Gevers, 1995). The occupational classification system was developed to order the world-of-work and to make the results of the SNUG questionnaire easily available.

The SNUG workbook has been evaluated and the results in various implementations show that scholars generally felt that the completion
of the workbook improved their skills at choosing a possible future career.

4.5.2 Steps in the SNUG workbook

The workbook contains biographical questions together with a brief exploration of how an individual chooses his or her career. The career decision process described steps that all people have to take before they can enter into a career. It described the steps as, using knowledge of you, using knowledge of the world of work, using knowledge about the demands by society.

4.5.2.1 Knowledge of yourself

This is described as the first step in the total process of career decision-making.

Every person is seen as having the basic understanding and knowledge of what they like and dislike. This is attained through the feedback from others, and through one’s experiences. It is maintained here that this process is very important because before one considers making a career decision, one has to be sure of who they are together with their preferences and dislikes, weak points and strong points. Honesty will also be important especially when one has to give information about themselves because then a true reflection will be shown (Schepeers, 1994).
4.5.2.2 Knowledge of the world of work

It is maintained that career decision making is a very important domain in a person's life. This refers to the different careers within one field, under what circumstances are these careers performed, what are the duties involved, what benefits does the career holds. This step is very helpful and if this is resolved adequately then, one has a greater chance of finding happiness in their chosen career.

4.5.2.3 Demands by society

This will refer to the different entry levels that exit for different careers and these are for example mathematics for the field of engineering, what kind of institutions exit for the training, are there special physical requirements for that specific field. It is very important that when choosing a career one chooses a career for which there is demand in the world of work.

An important factor in South Africa at the moment is the chance for one to start one's own business. If one is interested in this factor, it is important to determine the existing demand in the marketplace for the type of business that is of interest, then one has to determine the resources available to oneself, also determines where one will attain the financial support if needed. This analysis phase is important because it gives guidance as to how viable is the business.

Scheepers (1994) maintains that if self-employment is not of interest to the person involved, one should still conduct a self research with regards to those careers that are scarce which special skills are still in
demand. Financial costs for training are seen as very important, and the person will have to take the responsibility.

The integration phase should follow after the above factors have been resolved. This step requires that one integrate the knowledge of oneself with the knowledge of the world of work and the knowledge about the demands of society. After all has been analysed, then one is ready to make a career decision.

4.5.2.4 Career Decision

The integration and the considerations made should lead to a career decision. This phase as Scheepers (1994) maintains, can be seen as a process on its own. The individual needs to list all the careers of interest into an order of preference according to the degree with which it agrees with your values. This means placing those careers that one value's or sees them as possibilities. Being able to identify one's values and beliefs in the career gives an indication of chance for happiness in that career.

The second phase of the process states that the higher you rate your chances of being able to find employment within the careers that lie high on your list of interest, the greater the chances of your choosing and entering that specific career. When one has identified four or five career for this shortlist then one can identify one or two careers that will allow one to reach a definite decision. Then the person will choose between two or three of these careers.

When the career choice has been made, what follows is deciding which training institutions to go to for training. This will also include
finding out what financial assistance is available. This decision should
not be seen as permanent and that people do change their decisions
from time to time.

Implementation of the career decision becomes very important. The
process of making a decision is intense and hard. This involves acting
out what you have decided.

4.5.3 Sections of the SNUG workbook

As identified above, the questionnaire consists of four sections that will
be described below.

Section 1

Section 1 is designed to help the person find out more about their
personality and the type of work for which he or she would be suitable.

Section 2

This section gives a person a description of different activities that are
performed within certain careers. The person has to decide how well
he or she can do the various activities that are described. The better
the person is at doing something, the higher the score he or she will
attain.

Section 3

This helps the individual to become more specific about the career
choice made.
Section 4

The answers of this section gives information on the entry requirements, working conditions the responsibilities of the careers. This section aim at providing a clear picture of the careers that the person has decided on. To answer these questions clearly the person might have to use the library or the books at school. Once the career has been chosen the person might discuss the career with his or her parents and then the career choice can be discussed with the guidance teacher.

The SNUG questionnaire has been based on Holland’s theory, which has reported high validity and reliability (Schepeers, 1996). Because the questionnaire is self-administered, self-scored and self-interpreted, there is an opportunity for the participants to understand the process and can therefore receive feedback immediately.

4.6 IMPLEMENTATION

In the rural situation the researcher together with an assistant who was trained beforehand in administering the SNUG administered the SNUG questionnaire. Both administered had completed a SNUG questionnaire on themselves before embarking on the research. The research took two days to be completed as each day was given a day to complete the assessment. The researcher and the assistant ensured that the instruction was properly outlined before the students started with each of the sessions. This ensured that all the students understood what needed to be done.
4.7 AIMS FOR DATA INTERPRETATION

To achieve the aim of this study, it was decided to use nine comparison angles that will be discussed below.

The first angle was to compare both the rural and urban samples specifically comparing the job titles for the subjects each comprising of 64 subjects. The second comparison was based on the Holland codes classified by the job titles, again this was from the two environments. The third point of comparison stemmed from the Holland codes identified according to the results attained through the SNUG. Fourthly, the comparison was conducted by analysing the consequence scores of both groups.

The firth comparison was on analysis of variance which was done by comparing the mean test score values, and the standard deviation for both the rural and urban samples to determine whether the groups differ reliably in comparison. The sixth aim was to analyse the correlation of the rural sample by using the hexagon. The same was also done for the urban sample by using the hexagon to determine the correlation's thereof. Lastly the samples of both males were compared.

4.8 CONCLUSION

The following sections were discussed in this chapter, nature of the study, research design, quantitative and quasi-experimental research methodologies, description of the sample, description of the SNUG, aims for data interpretation and the statistical procedures. The research design of this study is typified as a quasi-experimental with
the use of quantitative methods. In the next chapter, all the research data collected from both groups of pupils will be represented.
CHAPTER 6

RESULTS

5.1. INTRODUCTION

In this chapter the statistical results of the study are given according to the aims and the hypothesis. First the comparison between the rural and urban environments based on Holland's typological theory will be discussed, then the comparison between the rural boys and girls urban boys and girls are outlined. Finally the correlation's between the six fields for the rural against their career choices will be identified.

Holland (as discussed on chapter two) said people can be categorised as being dominantly of one of six types which are realistic, investigative, social, enterprising, or conventional. Furthermore, each of these describes attitudes displayed by people. It would be however, be an unrealistic and oversimplified view of personality to expect that all personalities can be exclusively categorised into one of six types. As the result of the complex make-up of personality, it may be expected that a specific person, to an extent, correspond with one type, but that such a person will also show characteristics of the other personalities.

If personality is viewed in this manner, it is possible to see that personality consists of a combination of the different types. In theory, there are not only six types, but also 720 possible combinations. Holland found that 720 different combinations were in practice confusing because it offered a big variety of possible combinations.
The problems were resolved by using only the three most prominent codes for an example, an accountant is described as dominantly a CSI type.

The person's dominant type helps in predicting the direction of vocational choice of the person. In addition, the subtype that is composed of the second and third letters shows that the subgroups of occupations to which the individual aspires. A comparison between the rural groups on the total scores of the six Holland types will follow. These scores were obtained from the SNUG (as already explained in chapter five).

5.2 COMPARISON BETWEEN RURAL AND URBAN GROUPS

In the following six tables the data relating to the total scores in the six fields (realistic, investigative, artistic, social, enterprising, and conventional) for the two groups are given.

Table 5.1 Comparison between rural and urban groups for total realistic scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>DF</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>64</td>
<td>58.52</td>
<td>16.38</td>
<td>0.31</td>
<td>142</td>
<td>0.76</td>
</tr>
<tr>
<td>Urban</td>
<td>80</td>
<td>57.65</td>
<td>16.60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With the data reported in table 5.1 the relevant null hypothesis is not rejected. The researcher believes that both the rural and urban environments have a very low representation of role models in the realistic fields. The rural environment has historically been highly characterised by teaching and clerical fields. In addition, realistic fields are mostly present in the production and manufacturing industries that are found in the urban environments.

As will be illustrated later, the preferences for realistic occupations are fairly low in both the rural and urban groups. Although, the urban environment has been characterised by manufacturing and production plants, realistic occupations are seen as “trade jobs” for an example, mechanics and technicians.

For this reason the realistic careers do not have the same attraction as the other careers. Historically, the mining environment provided employment to both the rural and urban communities. Most of the people occupied occupations such as instrument mechanic, automatic equipment technician, boilermaker and welder. The nature of the jobs demanded that people worked away from home sometimes having to work shift hours.

This is another reason why realistic careers are apparently not so popular. Lastly, the writer believes that the presence of women in the sample with an interest in the occupations historically favoured by women such as nursing, social work decreased the level of interest in realistic occupations.
According to Madida (1992) the reasons for the low interest in realistic fields is exacerbated by the education system that emphasises academic content and seeks to prepare students for admission to universities and nothing else. However, on the whole universities do not give the students vocational training and skills which has subsequently led to unemployment ratio's increasing for graduates.

Furthermore, due to the lack of or low emphasis on career counselling that is crucial for students, who desire to enter technical fields, the researcher believes that this could have influenced the results regarding the realistic fields.

The following discussion will outline the differences between the two groups for the total investigative scores.

Table 5.2 Comparison between rural and urban groups for total investigative scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>DF</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>63</td>
<td>79.54</td>
<td>14.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>80</td>
<td>72.08</td>
<td>14.08</td>
<td>3.09</td>
<td>141</td>
<td>0.03**</td>
</tr>
</tbody>
</table>

** significant on 5% level

The data represented in Table 5.2 shows a rejection of the relevant null hypothesis at the 5% significance level. In light of this finding the alternative hypothesis is supported. The youths in the rural environment have a higher inclination to the investigative fields than the urban youths.
It is assumed that Black students in the South African environment are from backgrounds that do not expose them to science and technological environment. The researcher therefore expected that there would be evidence towards low interest for careers in the investigative field direction. The expected result was that the students would be aspiring to enter fields such as agricultural and farming. Table 5.2 has shown that the rural children showed a significant stronger interest in the investigative field.

The results for the investigative scores have shown that students in the rural environment have high aspirations to enter professional fields specifically in the technological and information professions. The researcher believes that their schools having a higher focus on science and mathematics might have privileged the students in this environment. Furthermore, the researcher is of the opinion that the communities in the rural environment is represented by role models who are functioning in this capacity especially in the health related fields. The rural community has witnessed a continuous shortage of trained medical personnel and it can be argued that the shortage has brought about the interest.

In addition, investigative fields such as computer programmer, engineer medicine is liked due to the financial rewards thereof. The researcher believes that even though investigative fields are accessible to the urban students, there seem to be a higher preference towards entrepreneurial occupations than investigative occupations. This result is most probable caused by the influence of the business and industrial worlds in urban areas. The data for the
comparison between the rural and urban groups are set out in Table 5.3.

Table 5.3  Comparison between rural and urban groups for total artistic scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>DF</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>63</td>
<td>70.905</td>
<td>11.2</td>
<td></td>
<td>0.9</td>
<td>141</td>
</tr>
<tr>
<td>Urban</td>
<td>80</td>
<td>68.8</td>
<td>15.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Concerning the data in Table 5.3 the null hypothesis relevant to this is not rejected. Both rural and urban students seem to have shown a liking and preference for the fields represented by the artistic environment. The probable reason for this could be the media influence, specifically the audio-visual media that has continuous awareness to the artistic environment. The popularity of the occupations in this environment such as advertising, accounts executive, interior designing have recently increased significantly and people have started to be aware of the opportunities that they present. Both the students from the rural and urban environment find these careers different and challenging, especially because of the creativity and innovation that they present.

In addition, there has been a growing awareness, especially internationally, of the success and prestige associated with people working in the artistic fields. The writer believes that this environment is liked because it's seen as stimulating, due to the exposure that its given on the media and it has most provided the students in both communities with role models.
It is believed by the current writer that there will be a renaissance in the arts, especially now as individuals will try to get a sense of meaning in life as the complexities of modern life accelerate. This is true especially in the South African environment where Blacks are starting to be aware of art. More people are collecting art today than during any previous decades. The data relating to the social scores will now be provided.

Table 5.4 Comparison between rural and urban groups for social scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>DF</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>63</td>
<td>83.4</td>
<td>12.69</td>
<td>1.40</td>
<td>141</td>
<td>0.16</td>
</tr>
<tr>
<td>Urban</td>
<td>80</td>
<td>80.3</td>
<td>13.57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.4 has data that concurs with the null hypothesis relevant to it. It’s shown at this table that the students in both environments have shown high interests in the fields represented by the social field. The social fields are represented by helping professions such as social work, nursing. It’s believed that this could be resulting from the feeling of “ubuntu” which is believed to be a way of life for the Black communities. “Ubuntu” has been described in a number of ways however, the writer is using it by meaning that people want to assist and help each other where possible. Traditionally, and this practice is still witnessed in the rural communities, that a family will leave in close proximity to each other. For an example, one would find three generations living at the same place ("house"). This setting provided security for the family especially in the olden days when the males
would have gone away as migrant labourers to the mines. Although things have changed, the culture of caring and helping each other has been carried across. A discussion of the philosophy of “ubuntu” will follow.

Although ubuntu is not unique in a sense that other religions such as Christianity, Buddhism emphasise similar principles of caring, respect and love for each other, the principle of ubuntu is centred on being extremely passionate about others. (Broodryk (1996) is of the opinion that ubuntu is experienced daily by children, teachers and by the adults of the community as a reality. Ubuntu in this instance will be used to refer to the values of dignity, love, safety, welfare, health, beauty, and the development of human beings and respect for others. Furthermore, The writer agrees with Broodryk (1996) when it was said that the ubuntu philosophy seeks to ensure that the society must run for the sake of all which will require that there be co-operation, sharing and charity for others.

The social environment is based on the foundation of sharing, communal living and of co-operation with other people intimately, for example, taking care of each other's children. This is elaborated by the saying that "a mother is not a mother to her children alone but to all the children".

The concept of ubuntu can be witnessed in a number of ways and one of which is in an educational environment. There are two methods in which this is done namely, the verbal transfers from generation to generation and the formal verbal / written school education. One of the principles guiding education is that the students must do everything expected which will later help them in building productive
and orderly family lives (Broodryk, 1996). Respect for the elderly is emphasised at an early age and the youngsters are expected to respect all adults and elders regardless of whether they are family or not family. This philosophy is expected to be carried through in a work environment where the supervisors and managers have to be respected by newly recruits.

The current writer agrees with Broodryk (1996) when a suggestion was made that ubuntu has a role to play in encouraging learning and education, but this education should be different from the African traditional learning which is afforded in an initiation school where emphasis are on life skills and not on literacy programmes. This will not be easily achieved as education can be seen as a western phenomenon.

The focus that should be taken is that of giving people practical skills to enable them to help themselves. This will be an alternative education which has been asked for which is different from what Sisulu (1986) in Broodryk (1996) called apartheid education which was based on racial domination. This alternative education will centrally be focused on people issues. Others have called it education by the people for the people. In the African culture the elderly are seen as wise and therefore very important for keeping communities together. They can also be looked upon to teach the youngsters about ubuntu.

As mentioned above social environments are dominated by health and welfare services which are centrally to care for others and being sympathetic to other people desires and need, demanding of the person to be considerate, patient and kind (Broodryk, 1996). Broadly, ubuntu accommodates all the people especially widows, orphans, the
unhappy, and the sick and poor who the extended family assumes responsibility.

The social type and the social environment is specifically concerned about health whether it be in a nursing or in the medical field. There are differences between the traditional African healing which traditional healers do and sangomas that is different from the western medical field is conducted by qualified medical doctors and nurses. The ubuntuistic principle says that the two health approaches should be integrated. Importantly, the integration will ensure that a holistic approach is adopted for the benefit of the people. This will ensure that there is continuity as the person will be able to get a feeling of all their problems in a holistic manner.

As explained in the discussion above, that the ubuntuistic philosophy is enshrined in the social type field occupations are centred. In addition, it is the writer is of the opinion that occupations in this environment such as teaching, and counsellor although to a lesser extent are traditional in nature are still well represented in the communities. The result has been that an element of parental influenced is being evidenced. Furthermore, because a person's culture and values are important when choosing a career, the parents have taught their children certain values that are similar to their own. For an example, if emphasis is placed on security, status and service to others instead of independence and creativity, then the students will follow the careers that provide for the above. In Table 5.5 the data relating to the enterprising scores will now be covered.
Table 5.5  Comparison between rural and urban groups for enterprising scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>DF</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>63</td>
<td>68.13</td>
<td>11.39</td>
<td>-0.7</td>
<td>141</td>
<td>0.75</td>
</tr>
<tr>
<td>Urban</td>
<td>80</td>
<td>69.56</td>
<td>13.65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data represented in table 5.5 have shown that the relevant null hypothesis has not been rejected. Both the rural and urban environments have recently become aware and exposed to this environment. The occupations that were shown to be have been well liked in this environment was that of a lawyer and travel guide. The probable reason for this interest is due to the ever-changing nature of our job world. It's believed that this awareness will grow interest in these fields.

Table 5.6  Comparison between rural and urban groups for total conventional scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>DF</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>63</td>
<td>76.22</td>
<td>11.76</td>
<td>3.82</td>
<td>141**</td>
<td>0.00</td>
</tr>
<tr>
<td>Urban</td>
<td>80</td>
<td>67.825</td>
<td>14.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** significant on 5% level
For the data represented in table 5.6 the relevant hypothesis has been rejected on a 1% level significance. The rural environment has shown to have a higher inclination to pursue fields of a conventional nature than the urban environment.

The rural environment has historically been characterised by conventional presence and behaviours which had a historically foundation as the South African society as a whole was characterised by rules and regulations. Furthermore, the rural communities are very highly characterised by religious beliefs that further result in a low tolerance of behaviours such as crime. People are encouraged to follow the values and norms of that particular community and this is incorporated into the socialisation process. In a sense there is a uniform way of behaviour expected from the members of the community. In situations where the person feels that he or she is out of depth, advise will be forthcoming from the elders of the community or the family of that particular person. This is also encouraged at the "bush schools" where the children especially males are initiated ("initiation school.

Here the students are taught the values of respect for each other, and the importance of maintaining their values and norms guiding that particular community. The cultural values for the Black communities and specifically the Tsonga (shangaan) community where the study was conducted has a high emphasis on ubuntuism. The people emphasise that "one should do unto others what he or she wants done onto themselves". The schools carry this message across and there is high reward for good behaviour and for abiding by the rules. This constant presence of assistance when needed, and that in situations where rules and guidelines are available people know that they can
rely on each other creates a familiar and therefore comforting environment for people.

This has affected the careers that the members of the community occupy which are mostly conventional in nature. The community of Giyani where the research sample originates has a high presence of occupations such as policing, administration, guided by the choice for the research group as the students growing up in the rural community are exposed to conventional careers. Hoffmann and Maree (1991) are of the belief that students need to be exposed to other situations specially opportunities to explore the work place to be better enlightened about the world of work.

For Holland the person's development is crucial for vocational choice making because the development that is shaped by the influence of the parents, schools, peers and the interests of the child determines the person's career choice. Holland said that the exposure and influences that the child goes develops specific interests, competencies and dispositions. A further influence is the environment that the child gets exposed. For an example, if the child's parents manifest congruent careers and show success in their careers, the child's career choice will also be influenced positively.

It has become apparent from the discussion above that there are subtle differences between the rural and urban students from the sample chosen for the study and this relates to what has been discussed above. The writer is of the opinion that students from the rural environment have shown likeness to what is believed to be traditional occupations for an example teaching, nursing while the students from the urban environment aspired for entrepreneurial and
commercial occupations. The probable reason is that there are differences of emphasis in both environments.

Students from the urban environment are exposed to the changes experienced in the world of work due to technological, social political and general environmental changes that has emphasised certain skills and competencies that are new and dynamic. On the other hand, students from the rural environment although they are aware of the changes they are not fully exposed to them. In addition, the environmental and social factors have had an influence on the choice of occupations made by the students. The researcher believes that due to the financial constraints experienced by the students, careers that could have been careers of first preference could not be pursued. In addition lack of career information is believed to have influenced the students in their choice of careers as traditional careers received preference especially in the rural community.

However the researcher believes that although the students differed in interest specifically in the investigative conventional fields similarities outweighed differences for the two groups.

5.3 COMPARISON IN TERMS OF CAREER TITLE PREFERENCES

In the next section the actual career preferences of all participants in both of the groups will be discussed. This data was also obtained from the SNUG workbook and will be presented in table format (Tables 5.7 and 5.8). Included in the tables are career titles as chosen by the students, their own codes that are generated from the SNUG workbook, the code generated from the DOT and lastly an indication of
the gender of the student will be given for an example, one will mean male while two will mean female.

### 5.7 Table: Career title, own code and DOT code of rural sample

<table>
<thead>
<tr>
<th>Subject</th>
<th>Career title</th>
<th>Own code</th>
<th>DOT code</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marketing</td>
<td>ECA</td>
<td>ESC</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Radiographer</td>
<td>SCI</td>
<td>IRE</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Pharmacist</td>
<td>ASI</td>
<td>IER</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Physiotherapist</td>
<td>SIA</td>
<td>SIE</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Medicine</td>
<td>ISC</td>
<td>ISE</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Medicine</td>
<td>ISA</td>
<td>ISE</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Clinical Psychologist</td>
<td>SIE</td>
<td>ISE</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Auditor</td>
<td>CSE</td>
<td>CEI</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Attorney</td>
<td>SIC</td>
<td>EIS</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Manager: Food</td>
<td>SIC</td>
<td>ESC</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Accountant</td>
<td>SCE</td>
<td>CEI</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Manager: Hotel</td>
<td>SCE</td>
<td>ESI</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Dental technologist</td>
<td>SCE</td>
<td>IRE</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Manager: Hotel</td>
<td>SCA</td>
<td>ESI</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Marketing</td>
<td>SCE</td>
<td>ESC</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Accountant</td>
<td>CEI</td>
<td>CEI</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Medicine</td>
<td>ISC</td>
<td>ISE</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Engineer: Electrical</td>
<td>IAC</td>
<td>RIE</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Engineer: Industrial</td>
<td>SAC</td>
<td>RIE</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>Animal production</td>
<td>IAE</td>
<td>RIE</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>Skin &amp; health care</td>
<td>SEC</td>
<td>SEI</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>Food and Nutrition</td>
<td>SCI</td>
<td>ISR</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Nature conservation</td>
<td>SIR</td>
<td>IRE</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>Engineer: civil</td>
<td>CIR</td>
<td>RIE</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>Engineer: civil</td>
<td>ISR</td>
<td>RIE</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>Psychologist</td>
<td>SIC</td>
<td>ISE</td>
<td>1</td>
</tr>
<tr>
<td>27</td>
<td>Manager: food</td>
<td>ASE</td>
<td>ESC</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Tourism</td>
<td>ECA</td>
<td>SIR</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Career</td>
<td>Code</td>
<td>Code</td>
<td></td>
</tr>
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<td>---</td>
<td>-----------------------------</td>
<td>------</td>
<td>------</td>
<td>---</td>
</tr>
<tr>
<td>29</td>
<td>Occupational therapist</td>
<td>SIE</td>
<td>SIE</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>Social worker</td>
<td>SCI</td>
<td>SIE</td>
<td>2</td>
</tr>
<tr>
<td>31</td>
<td>Tourism</td>
<td>SIE</td>
<td>SIR</td>
<td>2</td>
</tr>
<tr>
<td>32</td>
<td>Journalism</td>
<td>SAI</td>
<td>AES</td>
<td>1</td>
</tr>
<tr>
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<td>RIE</td>
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<td>CEI</td>
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<td>66</td>
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<td>Dentist</td>
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<td>Manager: personnel</td>
<td>SRI</td>
<td>ESI</td>
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</table>
The results attained from the research conducted have highlighted differences and similarities from both the rural and urban students regarding career choices. In the interpretation of the choices of occupational titles, it was kept in mind that occupational titles are loaded with significant sociological meaning. Holland (1997) states that the classification systems of occupational titles allow economists, psychologists and sociologists to analyse occupational data according to sociological attainment and mobility. The reason for this is that the choice of an occupational title is the expression of the hope, aspirations and ideals of the person that chooses to select a specific title. In the following discussion only the broad themes relating to the choices of the two samples will be highlighted. It’s believed by the writer that although there have been profound differences a thread runs through which symbolises that this generation is a “generation of hope”.

The first broad theme emerging from the occupational choices of the rural students is the popularity of the medical/health/caring professions. Typical occupations in this category are: radiographer, pharmacist, physiotherapist, medicine, clinical psychologists and nursing. In the sample of 64 students, 28 (more than 40%) choose to select this line of careers. The reasons for the popularity of this type of careers may be the status appeal of the careers but it could also express a general concern and need to help other people. It may also
indicate unrealism of the part for the rural students because for virtually all the training courses for these courses for these careers a high selection criterion is set. A summary of the subject choices and school, marks of the rural students indicated that the sample group does not really meet the required criteria. In comparison to the rural group, only seven (less than 10%) of the total group of 80 urban students choose to select the medical/health/caring type of professions.

The second broad theme relates to the preferences for legal/business/tourist career in the selection options of the urban sample. Typical examples of these careers are accountant, marketing manager, attorney, airhostess, economic advisor, and travel agent. The preference for these careers (28 out of 80 students choose this category of careers) illustrates the influence of the business world on the preferences of the Soweto youth. In comparison to the 35% of the urban students that preferred these careers, only about 22% (35 out of 64 students) preferred these types of occupations.

The third broad theme revolves around the relative low popularity of the technical/engineering/computer careers. Typical examples of these careers are engineer, information technologist and electrician. As expected, more urban youth (18 out of 80) preferred these careers in comparison to the rural youth (9 out of 64). With a percentage basis it represents a ratio of 23% versus 14%. It is interesting that not one of the rural youth indicated a preference for a computer-related field. This finding illustrates the relative low influence of the realistic occupations. This can be regarded as a concern as South Africa needs more people in the technical/engineering/computer fields.
The fourth general theme has to do with high unpopularity of agricultural/environmental occupations. As the rural youth are exposed to this type of careers, it was expected that a high percentage would prefer this type of careers. A summary of the choices indicated that only three out of a total of 64 rural youths and only one out of 80 urban youths preferred this category of careers. A possible explanation for this state of affairs might be that both the rural and urban youths associate these careers with "farm" work and being a labourer.

5.4 INTRA-GROUP DIFFERENCES

The advantage of the Holland system is that it also allows for the interpretation of intra-group differences. For this purpose the mean scores of the rural group on all six fields were first calculated and it is reported in Table 5.9.

Table 5.9 Intra-group differences for the rural group

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Invest</th>
<th>Artistic</th>
<th>Social</th>
<th>Enterprise</th>
<th>Convent</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.53</td>
<td>79.54</td>
<td>70.90</td>
<td>83.40</td>
<td>68.39</td>
<td>76.22</td>
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</table>

From the data in Table 5.9 it can be seen that the social service, medical, paramedical, science in an organised work place came as the highest choice for the rural group. Secondly careers in the social service was the second highest choices. Technological and informational careers were a third choice. The fourth choice in this group was the business commercial and management and again this was not expected. Fifthly, agricultural and animal production came as the lowest career of choice.
The researcher is of the belief that there are very high levels of training and aspiration reflected in the choices of rural students. Furthermore, their aspirations are much higher than their parent's status. The probable reasons are varied. One of the reasons that will be discussed is that the student's self-esteem is high and therefore, the students aspire to enter the fields in the investigative environment. It is suggested that when a teacher can value the child as unique, continuously showing him of her the strengths then the child will be able to explore and stretch to reach his or her own potential.

In addition, the first choice that was the combination of the medical and social could be a result of parental influence. According to Madida (1992) parents choose their children's occupations for their children basing these choices on the realities of that particular community. The rural environment has historically been plagued by a lack of trained personnel in both the social and medical/paramedical fields. This choice will ensure that the future is ridden of this problem.

Another interesting tendency that was not expected from the rural environment, has been the interest in business management and commercial fields. The researcher believes that this community appreciates the fact that the future of South Africa will rely on an economy that will grow which will demand that South Africa be fully integrated into the global economy.

The rural community has shown a low interest in the fields of agricultural and animal production. The writer believes that although peasant farming will assist in affording people with employment, this will not be enough. The students in this environment seem to be
aware of the fact that farming will not be able to solve the problems of unemployment. This has led to certain decisions taken to assist in securing employment in the formalised sector.

The mean scores of the rural group in all six fields for the urban group will now be repeated in table 5.10.

Table 5.10 Intra-group differences for the urban group

<table>
<thead>
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<th>Realistic</th>
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<th>Artistic</th>
<th>Social</th>
<th>Enterprise</th>
<th>Convent</th>
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</thead>
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<td>57.65</td>
<td>72.08</td>
<td>68.8</td>
<td>80.3</td>
<td>69.56</td>
<td>67.8</td>
</tr>
</tbody>
</table>

The urban children showed a similar interest to the rural environment by wanting to pursue social services careers combined with the information and technological framework as a first choice. Secondly, the enterprising environment featured came as a second choice that differed from the rural environment. The urban environment that is the industrial environment is in the forefront of changes specifically in the workplaces. This was also evidenced in this research as the students in the urban environment showed more interest in the enterprising fields.

Initiatives are currently being investigated and plans are being developed to assist people in starting their own businesses to boost the informal sector as the unemployment ratio's increases and the formal sector failing absorb the people. The researcher believes that people perceive better benefits when they have their own businesses unlike when they work in the formal sector. Furthermore, entrepreneurs who do not have high skills can also have an
opportunity to start their own and the appropriate example here would be the taxi industry.

5.5 CORRELATION CALCULATION

As stated in the purpose of this study, it is also necessary to investigate the intra-group correlations for the rural group. These correlations are reported in Table 5.11.

Table 5.11 Intra-group correlations for the rural group

<table>
<thead>
<tr>
<th>Field</th>
<th>Realistic</th>
<th>Invest</th>
<th>Artistic</th>
<th>Social</th>
<th>Enterprise</th>
<th>Convent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invest</td>
<td>0.35</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistic</td>
<td>0.17</td>
<td>0.27</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>-0.11</td>
<td>0.30</td>
<td>0.33</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise</td>
<td>-0.11</td>
<td>-0.12</td>
<td>0.26</td>
<td>0.18</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Convent</td>
<td>-0.05</td>
<td>0.08</td>
<td>0.05</td>
<td>0.19</td>
<td>0.29</td>
<td>1.00</td>
</tr>
</tbody>
</table>

As can be seen from Table 5.4 and in accordance with the theory of Holland, there appears to be a stronger correlation between the adjacent fields in the hexagon in comparison to the non-adjacent fields. The strongest correlation is between investigative and realistic (0.35) and the second strongest correlation is between social and artistic (0.33).
5.6 GENDER DIFFERENCES

This present study has validated what was suggested by Prediger (1981), that Holland's study is sex-biased. Women commonly obtain S, A, or C codes, whereas men obtain R, I, E codes. This was evidenced in this study where the SNUG showed the above to be true. There has also been a higher correlation of the first letters of own code and the DOT code for women, than for men: women attained 43.5% and males attained 42.6% as evidenced in the current study.

The results have shown that although there are differences between males and females regarding their career choices and between students from rural and urban environments, the differences are subtle. This shows that the influences of culture and values instilled in the Black communities are still valuable to the Black community at large. However, the students have experienced the influences of change, specifically the movement towards the technological field and the scientific fields. The writer believes that there is hope for this generation.

However, as identified above, the similarities in the findings in the present study have outweighed the differences. The probable similarity as identified above is that there is an element of hope as people seek to be self-reliant, responsible, use technological innovation's, independent, committed, resourceful, self-motivated, self-confident, self-sufficient, self-insight and finally have a positive self-image (Marsay, 1996).

The writer believes that this generation unlike the last generation that was known as the "lost generation" will be the "generation of hope".
5.7 THE GENERATION OF HOPE

The generation of hope concept suggests that unlike in the past, people will become focused on developing themselves regardless of the limitations that face. This will be experienced in a number of areas that will be discussed.

Firstly, changes will be experienced in the communities, as women will be entering technological and informational fields, specifically professional fields. According to Rice (1991) women in the United States have been securing jobs in the information fields and the writer believes that the same will be happening in South Africa. It's believed that the passing of the Equity Bill which is currently going through review by parliament, more women will be encouraged to enter the corporate fields. However, presently women have almost quintupled fields such as law, commerce and administrative fields.

Secondly, the boom in technology and information has empowered people to feel that they have the power to determine their own fate and lives. This has brought with it reward for creativeness and innovativeness which is currently witnessed as people move from corporate institutions into entrepreneurial fields and small business development. Therefore, it is more than likely that there will be a boom in this area as more people will earn their living through the informal sectors. This is because it is estimated that there will be 18 million economically active people when only 11-15 million people will be employed in the formal sector.
New technology will change work processes that have been in function for years, for an example certain processes will become obsolete.

Thirdly, computer technologies and electronics will lead to a combination of information technology that will determine a change that will be new and unique. The computer age is already taking over as more people work at home rather than in an office environment. The writer believes that in the few years to come this will become the norm. Education will also have to change and adapt to these changes and what will be witnessed will be a move from education given to masses into education becoming decentralised and out of classroom situations. The fact that urbanisation is currently growing in South Africa for an example, it's estimated that 95% of Whites and 75% of Blacks will be urbanised by the year 2000 (in Rice, 1991). This will require that people will have to acquire new specialist skills to be able to find employment.

Lastly, as identified above, the media’s influence and presence is believed to be influencing the careers that the students in this research population have chosen. The researcher believes that this influence will extend to becoming one of the mediums of education and training particularly distance education.
This is already evidenced in the tertiary level where universities have already started using video as the medium of instruction and the examples here are institutions such as Stellenbosch and Unisa. The Internet use together with audio and computerised formats will replace most correspondence and study material.
CHAPTER 6

FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter a summary of the findings of the research as well as the recommendations will be outlined. Firstly, the findings will be discussed followed by the recommendations.

6.2 RESEARCH FINDINGS

As discussed in chapter five, the person's dominant type assists in predicting the direction of vocational choice of the person. Comparison of the data relating to the total scores in the six fields was conducted.

The results showed that there was insignificant difference between the rural and urban group on the realistic field. It was established that the realistic careers do not have the same attraction as the other careers. The discussion in chapter five outlined some explanations that were socially and educationally based.

On the comparison of the rural and urban groups for investigative scores, a 5% significance level difference was found. This showed that there was a higher interest of the rural students into entering investigative fields. The students from both environments and particularly those from the rural environment showed high aspirations to enter professional fields in the technological and information technological areas.
Subtle differences were found in the artistic and social fields. Students from both environments showed a liking for careers in the artistic environment. The probable reasons are that the careers have recently emerged and therefore the students feel that they are challenging and dynamic. As discussed on chapter five, the current writer believes that an arts renaissance is at play that has influenced the results.

As shown above students from both environments liked the social field. The present writer believes that the ideology of ubuntu has influenced the choice towards social careers. This ideology of ubuntu seeks to establish discipline and respect for human life and for coexistence. As discussed on chapter five, this philosophy guides the black communities, be it in an educational, social or economical sense.

The enterprising field showed to have drawn equal interest from the students from both environments. It is the writer's belief that when awareness grows in this environment interest will also develop in the enterprising fields.

A significant difference by a 5% level was found in the conventional scores. The students in the rural environment showed a higher inclination to enter conventional fields when compared to urban students. The writer believes that the students from the urban environment showed a preference for fields in the enterprising field.

The urban environment demands that people are inclined towards entrepreneurialship. People have to enter the markets and start their
businesses. The researcher believes that the students especially from the rural environment should be exposed to the business world.

When comparing the results compiled for the rural and urban groups according to the total scores of the six Holland types, the following conclusions are reached. Firstly, the preferences for realistic occupations were fairly low in both groups. Secondly, the results for the investigative scores have shown that students in the rural environment have high aspirations to enter professional fields specifically in the technological and information professions. Thirdly, on the artistic and social scores, both rural and urban students seem to show a liking for the fields presented by the two environments.

Fourthly, there was a close similarity in the results found for the enterprising fields where both groups showed an interest to enter the fields represented by this environment. Fifthly, the comparison of the two groups on the conventional scores showed that the students from the rural environment have shown a higher inclination to pursue conventional fields than the urban environment.

Furthermore, the results attained when comparing the actual career preferences of all participants highlighted differences and similarities for both rural and urban students. The first broad theme that emerged from the occupational choices of the rural students is the popularity of the medical/caring professions. The second theme for the urban students in the occupational choices has been the preference for legal/business/tourist careers. The third theme revolves around the relative low popularity of the technical/engineering/computer careers. Lastly, was the general theme that had to do with a high unpopularity of agricultural/environmental occupations. The results of the study
showed that the students from both environments had very high career aspirations.

6.3 RECOMMENDATIONS

The following recommendations have been generated from the research.

6.3.1 Good career guidance for the schools

South Africa is currently experiencing huge unemployment rates as more people lose their jobs due to the global economic forces that force some companies to restructure and retrench employees. This creates a big challenge for schools in having to give their students the knowledge and the skills that they can sell in the labour market. As stated in chapter three, education received by the student should give the person independence, accountability as well as decision-making mechanisms to be able to make his or her choices. Career guidance becomes an important vehicle in establishing the above.

Currently, one finds that where career guidance is conducted, it is at a high school level and not on a continuous basis. This research has shown that for career guidance to be successful, it should be introduced at the primary level that will enable the teachers as well as the parents to identify their child's talents and skills at an early age.

Career counselling should be become an integral part of the education system (Chuenyane, 1981). Guidance at the schools should be offered right from grade one to matric. It should be designed to bridge
the gap from one educational level to the other and from one school to another (Monpepao, 1991).

The labour market realities have shown that attaining a degree in a particular area does not guarantee employment. Therefore through a good career guidance system, students can be prepared to enter the labour market. In other words the guidance offered should be aligned to the needs of the economy.

Historically, it was ideal that students were referred to a trained psychologist for career guidance. However, statistics have shown that the average ratio of educational psychologist is 1: 30 000. Access to a psychologist for this community is scarce if not unattainable. However, some writers have advocated for the transformation of career development that was based on behaviourist psychological base to one that will consider the person’s social and economic background. This however, cannot be achieved without having trained personnel in career counselling.

6.3.1.1 Better training of career counsellors at the schools

As shown in the discussion the teacher has a greater opportunity of affording the students with career counselling. It is believed that the teacher has contact with the students on a daily basis. Through this contact it is believed that through this interaction, the teacher can get information about the student’s interest, capabilities, strengths and weaknesses.

However, this becomes impracticable particularly in Black schools where one finds that the classroom numbers are huge and prevent the
teachers from establishing relationships with their students. Furthermore, in the past this responsibility was left to teachers who did not have the required training. The writer suggests that school guidance training should be introduced for all the guidance counsellors at the schools. Due to the developments achieved with South Africa’s new Labour Act the training can become standardised and accredited through the NQF. However, the teachers do not only experience the lack of skills in this area but parents experience a similar dilemma.

6.3.3 Parents involvement in career guidance

The South African community has gone through difficulties of breakdown of the nuclear family due to the migrant labour system, as well as the development of single parents. This has made it difficult for the single parent left at home to be able to guide the children because in most cases he or she is also the breadwinner.

This responsibility has solely been left for career counselling to be afforded by the schools. When the parents are involved, it is the writer’s belief that the parents do not have the necessary information to be able to give adequate guidance. The student will be encouraged to follow the same career that the parent had followed. Through the discussion (on chapter three), it was discussed that before a student can choose a career choice he or she has to know him or herself well.

It is the writer’s belief that parents should assist in career counselling or at least be involved in the career counselling process where they can encourage their children to gather occupational knowledge about the field of interest and research of the various occupations needed in the workplace. Parents also have an opportunity of knowing their
children's strong and weak points and can help the teachers be identifying these.

6.3.4 Continued application of Holland's theory

Holland's theory (as discussed in chapter two) aimed to identify personal and environmental characteristics that would lead to satisfying career decisions. Holland said in the theory that vocational choice is an expression of personality. In other words, occupational choice becomes an expression of personality. Furthermore, people with similar personalities will belong to a vocational group and will exhibit similar behaviours. This could assist in predicting certain behaviours.

Therefore, vocational stereotypes have very important reliable social meanings because people can better understood by the careers they choose. However, for this to happen there should be congruence between the person's personality and the environment which the person functions.

As discussed on chapter two, six personality types were identified. These types exist in an environment. The needs to be an interaction between the personality and the environment. People will seek environments that they feel best to contend with difficulties and achieve.

Although Holland did not concentrate on the developmental approach to careers, the hexagon model explains consistency of the career choice. Because the theory relies on self-expressed vocational
aspirations that can help predict future career choices. Holland envisaged that the person's personality type would influence the person's problem solving mechanisms in a work situation. On the discussion in chapter two it was shown that the Holland's theory has been successful in describing vocational choice, development as well as the person's problem solving skills.

Research has been conducted to investigate and to attempt to give validation to whether the theory can be used for both sexes and for people of different cultural background. Although consensus has not been reached on the issue of gender. Prediger (1981) has identified that some resolution can be found based on the results of the normed scores than on the raw scores of the Self-Directed Search. Regarding the age, Holland gave an explanation of how the life history of activities and skills in certain personality orientations.

Lastly, on the racial issue certain research studies have shown that there are certain differences concerning race. This can be used as proof to show that the theory shows social differences. This is very important especially in the South African context where differences of background are profound.

It was discussed in chapter two that there is a definite need for career counselling at the school. However, the schools especially Black schools lack expertise in the career-counselling arena. It is the writer's belief that Holland's theory can give relief to the schools as the SDS of which SNUG is based in self-administered, self-scored. However, the theory still needs in self-administered, self-scored. However, the theory still needs adaptation to the South African community and the researcher believes that further research I required.
6.3.5 Recommended use of the SNUG

The career decision making process is complex. This makes it imperative that the student has all the information in the areas of interest. The students should be equipped with knowledge gathering skills. The SNUG instrument was developed with this background to afford students with quality career guidance. The SNUG workbook is self-administered, self-scored and self-interpreted workbook. As discussed on chapter four, the SNUG workbook is centred on measuring occupational interests. The students are afforded the opportunity to link the spectrum of possible occupations to a classification system. In the evaluations conducted on the SNUG students have felt that their skills in choosing a possible future career after he completion of a SNUG workbook. This shows that the SNUG workbook can add value to a majority of students who have to make career decisions without the necessary knowledge about themselves as well as careers.

Because the SNUG workbook requires that a brief exploration of how an individual chooses his or her career is done, students have an opportunity to understand their interests. As discussed in chapter four the SNUG encompasses subsections of knowledge of yourself, knowledge of the world of work, and the two being the most important factors when making a career decision.

As found in chapter four, when evaluating the SNUG, it was reported that there had been high validity as well as reliability. Because the questionnaire is self-administered, self-scored and self-interpreted, the students are able to understand the process and comment is...
6.3.6 Use of Self-Directed Search methodologies

Holland's SDS which is the base of the SNUG workbook was developed is a self-directed tool that seeks to measure the student's career interests. The questionnaire is self-administered, self-scored and self-interpreted. The benefits of this methodology are endless especially in the South African situation where there is a lack of skills in the area of career counselling. This is evident for an example in situations when there are large numbers of students at a given time resulting in less time afforded to one student. In a situation where the career counsellor had to administer the test, score and interpret it, one would argue that this would increase workload of that particular counsellor.

As illustrated on chapter three, career counselling can be incorporated into the curriculum of the students. It is advocated that the teacher spends much time where he or she can be able to identify the student's strengths and weaknesses and be able to build on them.

As outlined, the benefits of the self-directed search are varied but the writer is of the belief that the student is able to go through the career search him or herself.

6.3.7 Rural exposure to business and entrepreneurial careers

Students in the rural communities suffer when they have to make career choices because they have not been exposed practically to the
careers of choice. As discussed on chapter three, because of a lack of career guidance in the schools, students aware that one can undergo a work simulation exercise. This gives the individual an opportunity to experience an environment that they will have to function.

In an area where industries are scarce such as Giyani where the research was conducted, students do not have the exposure to the careers of their choose before committing themselves. They have to rely on the information they have about the careers and at times the information is very limited. It is the researcher's belief that rural children need to be exposed to the world of work especially in the careers where the skills are in high demand. The school should create an orientation session that should involve visits to different companies to give students the opportunity to be in the actual work environment and can have an opportunity to ask questions.

6.3.8 Future research

South Africa has been said to be a diversified environment with people from different backgrounds and different cultures living together. On the other hand there is a presence of first world influences while simultaneously third world influences of a developing economy being present.

With this background, a lot of work has to be done regarding the development of the economic infrastructure. Currently, the majority of the people are unskilled or semi-skilled. This has led to massive retrenchments because of the new technologies that have been
developed. The economic forces require skilled labour, as manual labour is not required.

This has put a strain on the already strained education system to be able to produce high skilled workers that have a scientific background. However, this is unachievable without a proper career counselling. The current research has attempted to identify the career choices of Black rural students in comparison to urban Black students. The results show that whilst the career choices are ambitious, there is a definite need for a proper continuous career counselling to be presented at the schools.

The research showed that the use of Holland’s theory specifically the self-directed methodologies as well as the SNUG in particular showed positive response towards affording the students with career counselling. However, research is needed to investigate this application of Holland’s theory in the South African environment as well as the SNUG.

The research should be centred on investigating the implementation process of the SNUG and the follow-up thereof.

Secondly, further research is needed to investigate ways of parental involvement into career counselling.
6.4 CONCLUSION

A survey of current literature on career counselling shows that although research has been conducted, it has to a large extent been confined to the white community. Research has been scarce in the Black community specifically in the area of career choice making. In this country, studies conducted in Black communities on the career decision making process have been few and far in between and the result has been that the current available career counselling tools have been assumed applicable to the South African Black communities. The study attempted to investigate the career choice making of high school Black students in a rural environment in comparison to urban Black students.

To this undertaking, 64 matric students from two schools located in a rural environment and 84 students in an urban environment participated.

The results showed that the students showed high career aspirations. However, it was also shown that there is a need for career counselling at the schools. The researcher believes that with proper implementation of the SNUG as one of the tools used to address the problems underlying the lack of or poor career counselling, can be of great benefit to the students especially Black students.
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INTRODUCTION

Sooner or later every scholar has to start planning for the day that he or she will not be in school anymore. This means that by the time you are preparing to write your final exam you should already have decided what career you are interested in and what you need to do in order to get the required training.

Unfortunately it is never as easy to reach a final decision as it seems. The purpose of this booklet is to help you make a proper career decision. By filling in all the answers to the questions asked this booklet will enable you to identify a number of careers that could possibly be right for you as a unique individual.

The first part of the booklet is a test comprising of three sections that will help you with the identification of possible careers for when you leave school. The first two sections of the test will help you identify those careers that best fit your personality type. This personality type we are referring to is based on a theory by John Holland and will be discussed later. The third section will give you more specific information which will help you even further with the identification of one or two possible careers. While answering these questions it is of the utmost importance that you are totally HONEST the whole time. By being dishonest you will only make it more difficult for yourself to reach a decision with which you will be happy.

After completing the test you will see that there is a part discussing the different steps of which the career decision process is made up. It is very important for you to know these steps, because you have to follow these steps if you are to reach a proper career decision. These steps of the career decision making process is then followed by a discussion of the career and personality theory of John Holland on which career counselling is based in part.

This booklet was developed while keeping some of the problems and crises in mind with which prospective school leavers are sometimes faced. If you are really dedicated to finding the best possible career for yourself, then you will most certainly find something of real value in this booklet. Not only will you be forced to start thinking about yourself and your abilities, but you will also be given the opportunity to find out about careers and also about your own future.
WHAT ARE THE STEPS OF THE CAREER DECISION PROCESS?

The career decision process can be described as those steps that all people have to take before they can enter into a career. This career decision process is made up of a few steps which follow each other in a quite logical fashion. These steps are the following:

- using knowledge of yourself
- using knowledge of the world of work
- using knowledge about the demands by society
- integrating the three types of knowledge mentioned above
- making a career decision, and
- implementing these decisions that you have made.

Using knowledge of yourself is the first important step in the total process of career decision making. What precisely is meant by KNOWLEDGE OF YOURSELF?

Every person more or less has an idea of those things they like doing and those that they dislike, what things they are able to do well and what not, and so forth. People know these things from their experiences and also by what other people say of them. So, before you can in fact even consider making a career decision, you have to be quite sure of who you are, what your preferences and dislikes are, what your strong and weak points are, what your abilities and skills are, and so on.

When you are asked to answer questions based on yourself, it is very important that you are always totally honest. By using this knowledge of yourself, you will thus be able to choose a career where you have a chance of being happy.

The next step in the career decision process demands that you use your knowledge of the world of work. What do we mean when we refer to KNOWLEDGE OF THE WORLD OF WORK?

Knowledge about the world of work as part of the career decision process is equally as important as the use of knowledge of yourself.

This knowledge of the world of work more specifically refers to the next couple of things: Which different careers can be found within this field; under what circumstances are these careers performed; what are the duties involved; what benefits the career holds; and so on.
If you do have knowledge of the factors mentioned above, you have
greater chance of finding a career in which you will be happy.

The third part of the career decision process is to use your
knowledge of the demands made by society. What is meant when
we refer to DEMANDS BY SOCIETY?

Demands by society can be summarised under the following aspects:
In the first instance it refers to the different entry
requirements that exist for different careers, such as
mathematics for the study of medicine; what types of training
exist for the career; where can you in fact be trained; are
there any special physical requirements; and so on.

Another very important aspect that you always have to take into
consideration is the demand for the career. In other words you
have to choose a career for which there is a demand in the world
of work, because if you fail to do so, you will not be able to
find work and you would have wasted precious time and money.

Another aspect which is rapidly gaining importance is the chance
you have of starting your own business. Although there aren't too
many opportunities available in the formal sector, you have quite
a good chance of starting your own business and succeeding.
If you are currently considering this option then you have to
determine what the existing demand in the marketplace is for the
type of business you have in mind; you have to determine what
different resources are available to you; where you will get the
needed financial support, and so forth. In other words, you have
to determine how viable your idea is, or what the chances for
success are.

If, however, you do not want to take up the challenge of
self-employment, there are still a couple of other things you
need to do before being able to choose a career; you should for
instance find out in what careers shortages exist, or what
special skills are in great demand.

The most important factor in the whole process still hasn't been
mentioned. We are of course referring to financial back-up. At
this stage you will have to think who will be taking
responsibility for the cost of your training, or even where you
will be able to get money to get started in your own business.

Once you have completed the first three stages as mentioned
above, it is time for you to start working on the next. During
the next step you have to integrate the three types of
information above required up to now.
What is meant when we refer to the process of **integration**?

During this phase of the career decision process you are required to integrate your knowledge of yourself with the knowledge of the world of work, and also with the knowledge you have about the demands made by society. The most important requirement is that you have to be totally **honest** throughout the whole process of making a career decision.

Firstly, you have to take your knowledge of yourself and fit this to the knowledge you have of different careers. In other words you have to determine what careers you will be able to fit into with your own abilities, skills as well as shortcomings. When you have thus identified a couple of careers, you have to integrate these with your knowledge about the demands made by society. This in fact means that you have identified a couple of possible careers, you also have to determine what the demand in the workplace is, what the entry requirements are, where you can be trained, as well as those mentioned above.

With this new knowledge it will be possible for you to narrow down the possibilities even further and you will be another step closer to your final career choice.

Once you have integrated the three different types of information as mentioned earlier, you have to make a career decision. What do we mean by **career decision**?

This part of the career decision process demands that you now have to start reaching a certain career decision as based on your integration of the three types of knowledge. At this stage you ought to have only a couple of careers left on your list out of which your final choice will be made.

This phase of making a career decision can in fact be seen as a process within itself. In this instance there are two things that need to be taken into consideration. First of all you will need to place those careers remaining on your list into an order of preference according to the degree with which it agrees with your own values. This in fact only means that you place more importance on those careers that will make it possible for you to realise your own values to the full. The more you are able to identify your own values and beliefs in the career, the greater the chance that you will be happy in that career.

The second phase of this process states that the higher you rate your chances of being able to find employment in those careers lying higher on your order of preference, the greater the chances are of your choosing and entering that specific career. When you
have thus identified four or five careers for this shorter list of yours, you will be able to identify one or two careers which will allow you to reach a more definite decision. What happens next is that you finally choose between these two or three careers by basing your decision on the amount of career opportunities that you have found to exist in the market.

Once you have chosen a career, there are still a couple of things that you need to do. You have to decide where you want to be trained, when you plan on starting your training, who will be carrying the financial burden, and so on. It also has to be stated that when you have made a certain career decision, that this decision is not to be viewed as permanent but that you are in fact able to change your decisions from time to time.

The next step in the career decision process is for you to implement the career decisions you have previously reached. What is meant by IMPLEMENTATION?

The process of implementation is only a logical consequence of the preceding phases. If you have reached a decision, but you do not implement it in reality, you have in fact wasted valuable time. Before you can in fact enter into a career, you will have to implement the decision that you’ve made before. You have to pay attention to the different forms of training available, different places where you can be trained, and so forth. This differs from the preceding phase in the sense that you now have to act, whereas you were only required to identify these factors before.

REMEMBER: THE FUTURE IS IN YOUR OWN HANDS!
SECTION 1

This part of the workbook is designed to help you find out more about your personality and the type of work that would suit somebody like you. To find out more about yourself, this is what you have to do.

EXAMPLE: Read carefully through the following statements, starting each statement with "I WOULD LIKE TO_".

I would like to...

A. work with animals.
B. be a politician.
C. make a lot of money.
D. be an artist.
E. travel to distant countries.
F. learn many languages.

Now decide which statement is the truest of your feelings. Place the highest score, no. 6, next to this statement.

STEP 1: If it is the statement C, then place 6 next to the letter C.

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<th>C</th>
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STEP 2: Then decide which statement is least like you, for example be an artist, which is D. Place the lowest score, i.e. 1, next to D.

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<thead>
<tr>
<th>A</th>
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<th>D</th>
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<td>6</td>
<td>1</td>
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</table>
STEP 3: Now look at the rest of the statements. Put them in the boxes in such a way that the truer they are of you, the higher the rating you give them, e.g. apart from making money, you would really like to travel to distant countries. Put 5 next to E.

A B C D E F

|   | 6 | 1 | 5 |

STEP 4: You also want to learn foreign languages, but not as much as going to foreign places. Put 4 next to F.

A B C D E F

|   | 6 | 1 | 5 | 4 |

STEP 5: You really don't want to be a politician, although you don't hate it as much as being an artist. So put 2 next to B.

A B C D E F

| 2 | 6 | 1 | 5 | 4 |

STEP 6: You are only left with statement A: work with animals. This statement must obviously rate 3, so that every letter now has a number beside it.

A B C D E F

| 3 | 2 | 6 | 1 | 5 | 4 |
READ THROUGH THE FOLLOWING STATEMENTS AND FOLLOW THE STEPS THAT YOU WENT THROUGH IN THE EXAMPLE.

1. I would like to:
   A. install electrical wiring into a new home.
   B. repair radios and television sets.
   C. write articles for a newspaper.
   D. be a union representative.
   E. convince people to buy a home.
   F. keep all my files well organized.

2. I would like to:
   A. repair people's watches.
   B. help setting up experiments in a laboratory.
   C. act in a TV series.
   D. teach history to children.
   E. buy and sell old books, clothes and furniture.
   F. edit a book for spelling or typing mistakes.

3. I would like to:
   A. repair a broken pipe or tap at home.
   B. dissect a plant to see what is inside it.
   C. write a novel (story book).
   D. know how people think.
   E. employ people for a big organisation.
   F. do work where you have to give attention to detail.

4. I would like to:
   A. cut shapes out of sheetmetal.
   B. teach a subject which requires a logical mind.
   C. have an exhibition as an artist.
   D. help other people in the community to improve their lives.
   E. convince people to buy a new type of knife that cuts easier.
   F. work as a cashier in a bank.
5. I would like to:
A. help with the printing of a newspaper.
B. find out what people think of the news on TV.
C. design a new house or building.
D. understand why people behave in a certain way.
E. be the person who makes sure everyone is doing their job.
F. make sure all the books in the library are on the correct shelves.

6. I would like to:
A. be involved in nature conservation.
B. write a computer programme.
C. play in a band or a symphony orchestra.
D. help pupils make the best subject choice.
E. sell something to the public which I think they need.
F. do all the administrative work in a big office.

7. I would like to:
A. work on the construction site of a very high building.
B. study the effect one person's behaviour has on others.
C. take photographs for a magazine.
D. be involved in caring for sick people.
E. be a manager in a big hotel.
F. make sure that all the equipment in a laboratory is cleaned and packed away properly every afternoon after work is completed.

8. I would like to:
A. do repairs on aircraft.
B. help researchers discover why people get depressed.
C. furnish and decorate a new building.
D. be the person who ensures other people are safe.
E. be involved in an advertising campaign for a new product.
F. be a switchboard operator.
9. I would like to:
A. make tables and chairs.
B. find out what causes droughts.
C. practise for hours at an art, such as painting or music.
D. protect small children from aggression.
E. be the organiser of a pop concert.
F. work with a machine that makes photocopies.

TO SCORE THIS SECTION, ADD UP ALL THE SCORES YOU ALLOCATED TO "A" AND WRITE IT IN THE BOX ABOVE "A".

10. I would like to:
A. weld burglar bars to window frames.
B. teach general science as a school subject.
C. have an exhibition of my own works of art to sell to the public.
D. understand people's feelings.
E. be a buyer of goods for a big company.
F. do many calculations on a calculator.

THEN ADD UP ALL THE SCORES UNDER "B" AND PUT THEM IN THE BOX UNDER "B". COMPLETE THE SCORING BY ALSO SCORING "C", "D", "E" AND "F" IN THE SAME WAY.
SECTION 2

In the next section of the workbook you will find a couple of descriptions of different activities that are performed within certain careers. You have to decide how well you can do the various activities that are described. The better you are at something, the higher the score you give yourself. If you are:

- **VERY POOR** award yourself 1
- **POOR** award yourself 2
- **AVERAGE** award yourself 3, 4 or 5
- **GOOD** award yourself 6
- **EXCELLENT** award yourself 7

Rate each activity according to your ability by encircling that score which you see as representative of yourself. If you for example feel that you are good at performing an activity, then you should encircle the score 6.

**GROUP A:**

1. I can use an electrical saw. 1 2 3 4 5 6 7
2. I can do small repairs on radios. 1 2 3 4 5 6 7
3. I can work with animals 1 2 3 4 5 6 7
4. I can repair a leaking tap. 1 2 3 4 5 6 7
5. I can survive in the veld for a couple of days. 1 2 3 4 5 6 7
6. I can understand an architect's plans. 1 2 3 4 5 6 7
7. I am good at setting up equipment for experiments. 1 2 3 4 5 6 7
8. I used to be good at building toy cars. 1 2 3 4 5 6 7
9. I can cook tasty food. 1 2 3 4 5 6 7

**TOTAL:**

11
GROUP B:
1. I can determine why a radio will not work. 1 2 3 4 5 6 7
2. I often explain science or maths to younger children. 1 2 3 4 5 6 7
3. I understand articles about the creation of the universe. 1 2 3 4 5 6 7
4. I can fill in quizzes that test your logical ability. 1 2 3 4 5 6 7
5. My marks in Biology are: 1 2 3 4 5 6 7
6. I understand how the digestive system works. 1 2 3 4 5 6 7
7. I like taking part in discussions on very theoretical topics. 1 2 3 4 5 6 7
8. I can always understand what is going on in another's mind. 1 2 3 4 5 6 7
9. I am very good at understanding my friends and giving them advice about their relationships. 1 2 3 4 5 6 7

TOTAL: ____________________

GROUP C:
1. I can write essays: 1 2 3 4 5 6 7
2. My reading habits are: 1 2 3 4 5 6 7
3. I find it exciting to perform in front of an audience. 1 2 3 4 5 6 7
4. I can draw landscapes. 1 2 3 4 5 6 7
5. I write music which should be played by good musicians. 1 2 3 4 5 6 7
6. I can rearrange all the furniture in our house. 1 2 3 4 5 6 7
7. I like telling stories to younger children. 1 2 3 4 5 6 7
8. I like performing in front of my friends. 1 2 3 4 5 6 7
9. I am good at writing poems. 1 2 3 4 5 6 7

TOTAL: ____________________
GROUP D:
1. Other pupils often ask me to help them with their homework. 1 2 3 4 5 6 7
2. I am understanding when a friend is upset. 1 2 3 4 5 6 7
3. When somebody is new at school, I can make them feel at home. 1 2 3 4 5 6 7
4. I often help old people when they have difficulty climbing stairs. 1 2 3 4 5 6 7
5. When somebody in the family is sick, I usually comfort them. 1 2 3 4 5 6 7
6. I understand why some people get aggressive when you tease them. 1 2 3 4 5 6 7
7. I usually understand a person's logic. 1 2 3 4 5 6 7
8. If someone is dishonest in a test, I will always tell the teacher. 1 2 3 4 5 6 7
9. If a child is bullied by an older pupil, I will do something to stop it. 1 2 3 4 5 6 7

TOTAL:
GROUP E:

1. I am good at selling different things to people. 1 2 3 4 5 6 7
2. I have a natural ability for talking to strangers. 1 2 3 4 5 6 7
3. I convince people quite easily of my point of view. 1 2 3 4 5 6 7
4. When it comes to working in a group, I often make the decisions. 1 2 3 4 5 6 7
5. I am very good at saving money. 1 2 3 4 5 6 7
6. I am good at the selling of newspapers or magazines to different people. 1 2 3 4 5 6 7
7. I am a class representative or prefect in my school and I handle problems on the playground. 1 2 3 4 5 6 7
8. I am a very good public speaker and I quite often enter debates at school. 1 2 3 4 5 6 7
9. I have a talent for the training of other pupils in skills required for writing exams. 1 2 3 4 5 6 7

TOTAL:

GROUP F:

1. Before handing in essays I write, I always check them a couple of times for spelling errors. 1 2 3 4 5 6 7
2. The neatness of my work is usually: 1 2 3 4 5 6 7
3. I am very patient and think I will be good at answering queries the whole day in a doctor's rooms. 1 2 3 4 5 6 7
4. I have a good mind for the systematic filing of different documents. 1 2 3 4 5 6 7
5. I can do the same thing for hours and hours. 1 2 3 4 5 6 7
6. I organise my study time and social activities so I can get everything done. 1 2 3 4 5 6 7
7. Whether it is books, tools or clothes, I have a specific place for it in my room. 1 2 3 4 5 6 7
8. I have a natural talent for the adding up of big amounts. 1 2 3 4 5 6 7
9. I have successfully helped with the packing away of books in our library at school. 1 2 3 4 5 6 7

TOTAL:
TO SCORE THIS SECTION, ADD UP ALL THE SCORES IN EVERY GROUP AND WRITE IT IN THE BLOCK MARKED TOTAL.

WHEN YOU HAVE DONE THIS FOR EACH OF THE 6 GROUPS, TRANSCRIBE ALL THE SCORES FROM SECTIONS 1 AND 2 INTO THE BLOCKS BELOW AND ADD THEM UP.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>SECTION 1:</td>
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<td>SECTION 2:</td>
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<td>B</td>
<td>=</td>
<td>C=</td>
<td>D=</td>
<td>E=</td>
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</tbody>
</table>

To find out what your Holland code is, you have to change all the group letters into the letters which represent the Holland code. Below is a table which shows you how they translate:

<table>
<thead>
<tr>
<th>GROUP LETTERS</th>
<th>HOLLAND CODE</th>
<th>PERSONALITY/CAREER TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>R</td>
<td>REALISTIC</td>
</tr>
<tr>
<td>B</td>
<td>I</td>
<td>INVESTIGATIVE</td>
</tr>
<tr>
<td>C</td>
<td>A</td>
<td>ARTISTIC</td>
</tr>
<tr>
<td>D</td>
<td>S</td>
<td>SOCIAL</td>
</tr>
<tr>
<td>E</td>
<td>E</td>
<td>ENTERPRISING</td>
</tr>
<tr>
<td>F</td>
<td>C</td>
<td>CONVENTIONAL</td>
</tr>
</tbody>
</table>

You will notice that the letters representing the Holland code correspond with the first letter of the name of that type of personality/career.

NOW TAKE THE 2 TOP SCORES AND WRITE DOWN THEIR CORRESPONDING LETTER UNDERNEATH THEM. PUT YOUR TOP SCORE IN THE FIRST BLOCK, AND THEN COMPLETE THE TABLE BY FILLING IN YOUR HOLLAND CODE.

| SCORE: | |
| GROUP LETTER: | |
| HOLLAND CODE: | |

THIS IS YOUR HOLLAND CODE.

THIS HOLLAND-CODE THAT YOU HAVE JUST WORKED OUT FOR YOURSELF, WILL BE USED AGAIN IN THE LATTER PARTS OF THE WORKBOOK. IT IS THEREFORE VERY IMPORTANT THAT YOU PAY EARNEST ATTENTION TO IT NOW, OR THAT YOU EVEN TRY TO MEMORISE IT.

IN THE NEXT PART OF THE WORKBOOK A SHORT DESCRIPTION IS GIVEN OF EVERY TYPE.
HOLLAND'S THEORY OF CAREER CHOICE

In the United States of America a person by the name of John Holland devoted his whole life to research on careers and career counselling. Due to his research, he found that all careers can be divided into 6 categories. The picture next to each type is the logo representing that type.

In the following couple of paragraphs a discussion is given on each of the 6 types. Use your Holland code to identify your career/personality type. Most people are a combination of 2 types. Circle those 2 types that are representative of yourself (see your Holland code on the previous page).

HOLLAND'S 6 TYPES

1. THE REALISTIC TYPE (R):

Realistic types of people show an interest in activities in which they have to make use of systematic, ordered, and explicit control of, amongst other things, plants and animals, machinery, tools, and other objects, and they show a strong dislike towards educational or therapeutic activities like for instance working with people.

In other words, they like working in technical careers, careers in the engineering field; they like fixing and maintaining machinery and tools; they like working on the construction of buildings; and they normally like working outdoors. Because they prefer these careers, they tend to learn handwork skills, mechanical skills, about agriculture, electrical skills, as well as technical skills of different types.

Careers representative of the REALISTIC TYPE, are the following: electrician, mechanical engineer, farmer, sheetmetal worker, waiter or waitress, repairer of electrical appliances, carpenter, tailor, bricklayer, shop supervisor, crane operator, and nature conservationist.
2. THE INVESTIGATIVE TYPE (I):

Investigative people show an interest in the following fields: physical, biological, mathematical and computer sciences, social sciences, law and economical fields, as well as medical and related fields. Investigative people therefore acquire skills concerning mathematical and scientific activities, they have a liking for the investigation of physical, biological and cultural phenomena with the goal of attaining control for different purposes.

Careers representative of the INVESTIGATIVE TYPE, are the following: dentist, medical doctor or laboratory assistant, radio or television technician, research assistant, tester in a laboratory, veterinarian, X-ray technician, metallurgical laboratory assistant, instrument repairer, mathematics teacher, as well as medical technologist.

3. THE ARTISTIC TYPE (A):

Artistic people normally show an interest in one or more of the following fields: the study of language and the creative use thereof; the design of works of art, houses, furniture, advertisements, clothes, and so forth; different forms of entertainment such as singing, dancing, the telling of jokes, doing tricks, and so on.

Because artistic people are interested in these things, they are eager to learn about the creative use of language as used in the writing of poetry or novels, they like learning musical skills, they like learning skills needed for the writing of dramas and plays, and they have a dislike for clerical or business-related activities.

Careers representative of the ARTISTIC TYPE, are the following: actor or actress, model, interior decorator, photographer, signwriter, clothing designer, public relations officer, copywriter, entertainer, writer and musician.
4. THE SOCIAL TYPE (S):  

Social types of people tend to show an interest in one or more of the following fields: the maintaining of law and order and social services; educational, personal and social services, nursing, human care, etc.  

Because social types of people are interested in some of the fields mentioned above, they tend to learn skills related to the training and healing of people, and this in turn leads to the fact that they place quite a high premium on the learning of good interpersonal relationships. Social types of people are not interested in the acquiring of handwork and technical skills, because they have a greater interest in people.

Careers representative of the ARTISTIC TYPE, are the following: dental hygienist, hairdresser, physiotherapist, customs inspector, caterer, housekeeper, high school teacher, quality control inspector, psychologist, dietician, and medical clerk.

5. THE ENTERPRISING TYPE (E):  

Enterprising types of people are normally interested in one or more of the following fields: promotion and persuasion, the management of garages, shops, restaurants, a management position in a company, as well as working in the business world where all activities are centred around the buying and selling of goods or services.

Due to the fact that enterprising types of people show an interest in the above fields, they tend to learn persuasive and interpersonal skills, quite often they are found in leadership positions, they often have a liking for the persuasion of people and companies with the aim of reaching economical or organisational goals. These people are also seen as being optimistic as well as ambitious.

Careers that are representative of the ENTERPRISING TYPE, are the following: sales manager, administrative assistant, salesperson, real estate agent, politician, hotel manager, wholesaler, life insurance agent, postmaster, attorney, tour guide and flight attendant.
6. THE CONVENTIONAL TYPE (C):

Conventional types of people normally show an interest in one or more of the following fields: they like doing routine clerical and numerical work, and they also like working with different types of office machines.

Because this type of person shows an interest in the above fields of work, they quite often learn about different methods of filing and keeping records for different purposes, the reproduction of material, the organisation of written and numerical data according to a set plan, and they also learn skills necessary for the operation of business and data processing machines. Conventional types of people usually dislike ambiguous and unsystemised and investigative activities.

Careers representative of the CONVENTIONAL TYPE, are the following: cashier, proofreader, filing clerk, medical secretary, accountant, telegraph machine operator, ordering clerk, typist, telephone operator, economics teacher, court reporter and sewing machine operator.
SECTION 3

To help you be more specific about your career choice, complete SECTION 3. Read through the statements and again rate them from 1 to 6 according to how true they are for you.

EXAMPLE: Read carefully through the following statements:

A. I have a like working with animals.
B. I would like to be a politician.
C. I would like to make a lot of money.
D. I think I would enjoy being an artist.
E. I like the idea of travelling to distant countries.
F. I would like to learn many languages.

Now decide which statement is the truest of your feelings. Place the highest score, no. 6, next to this statement.

STEP 1: If it is the statement C, then place 6 next to the letter C.

A B C D E F

STEP 2: Then decide which statement is least like you, for example be an artist, which is D. Place the lowest score, i.e. 1, next to D.

A B C D E F

STEP 3: Now look at the rest of the statements. Put them in the boxes in such a way that the truer they are of you, the higher the rating you give them, e.g. apart from making money, you would really like to travel to distant countries. Put 5 next to E.

A B C D E F
STEP 4: You also want to learn foreign languages, but not as much as going to foreign places. Put 4 next to F.

A B C D E F
   6 1 5 4

STEP 5: You really don't want to be a politician, although you don't hate it as much as being an artist. So put 2 next to B.

A B C D E F
   2 6 1 5 4

STEP 6: You are only left with statement A: work with animals. This statement must obviously rate 3, so that every letter now has a number beside it.

A B C D E F
   3 2 6 1 5 4

COMPLETE THE FOLLOWING STATEMENTS IN THE SAME WAY AS SHOWN ABOVE:

GROUP 1:

A. I find it very exciting when I do something physically dangerous.
B. I enjoy working and playing with animals.
C. I am interested in cosmetics, beauty products and treatment.
D. I like working with money and making it.
E. I am very interested in chemistry.
F. Being with children and watching them grow is very rewarding for me.

A B C D E F
GROUP 2:

A. I am very interested in electronics.
B. I enjoy planning and preparing meals.
C. I find it challenging to come up with new and unique ideas.
D. When I am busy reading or writing something, I am at my best.
E. I am very interested in why people have to make rules and laws, and why others obey these rules.
F. I am always looking for something I can sell to other people.

GROUP 3:

A. I enjoy using my body in dancing, gymnastics or sport.
B. I am fascinated by the way nature works.
C. I like working with figures and solving mathematical problems.
D. I am very interested in things such as protons, neutrons and what time and energy is.
E. I feel happy when I am planting or tending trees and flowers.
F. I want to be a politician, because I am the best person to take control of other people's lives.

GROUP 4:

A. It is my mission in life to help other people.
B. I prefer to work systematically.
C. I would like my work to involve travelling to distant places.
D. I enjoy making and repairing things with my hands.
E. Buying and selling products is a challenging occupation that I would like to do.
F. As long as I can be creative and express myself, I am happy.
GROUP 5:

A. I find the academic environment very stimulating.
B. When I see somebody work behind a counter, I think I would also like to be there.
C. Helping needy people is very rewarding.
D. I would like to go around to businesses and deal with clients.
E. I would like to work in a very big company.
F. I would like to work in a craft shop.

GROUP 6:

A. I like place where people are active and the situation is changing all the time.
B. Working in a factory will be very rewarding.
C. An organisation where people are told exactly what to do and how to do it, would benefit me.
D. I would like staying home and working from there.
E. I would like to work with no people around me to distract me.
F. Working in the kitchen is fun.

NOW WRITE DOWN THE STATEMENT, THE LETTER REPRESENTING THE STATEMENT AND THE GROUP NUMBER OF THOSE STATEMENTS WHERE YOU AWARDED THE HIGHEST SCORE (i.e. 6).

<table>
<thead>
<tr>
<th>GROUP</th>
<th>LETTER</th>
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AGAIN RATE THESE 6 STATEMENTS AGAINST EACH OTHER, ALSO FROM 6 TO 1, IN TERMS OF HOW TRUE THEY ARE FOR YOU. THE TRUER THE STATEMENT IS OF YOU, THE HIGHER THE MARK THAT YOU HAVE TO AWARD.

Continue with the next 6 groups of statements and repeat what you did in the previous 6.

GROUP 7:

A. When I work in a laboratory, I am at my best.
B. I love to work outdoors in nature.
C. Wearing a uniform and following a routine will create an environment where I can do my best.
D. Lots of meetings with my boss, paperwork and written reports sound like a nice career to follow.
E. I can see myself working in a warehouse where thousands of items are stored.
F. I am very interested in the way the human body works, as well as the different ways to keep it healthy.

GROUP 8:

A. I like it when people ask me for my advice.
B. I enjoy bookkeeping.
C. I enjoy working out the solutions to complicated sums.
D. I like working with sick people who need caring.
E. I am a responsible person who will enjoy working with cash.
F. When I come into an office, I like to tidy up and organise everything.
GROUP 9:

A. I am ready to confront people on important issues and come up with ideas.
B. I like doing artistic work with drawing instruments.
C. I enjoy driving a vehicle so much that I would like to do it for a living.
D. I like working with machines.
E. I like to go through other people's work and learn what I can from it.
F. I would like to investigate complicated problems by looking at all the factors that are involved.

GROUP 10:

A. Measuring objects, distances and angles is very interesting.
B. I like to be the one who motivates others to work or compete harder.
C. I like performing in front of an audience.
D. I like practising something that I am really good at.
E. I like to have a plan of action for the future.
F. I would like to be a security officer protecting the premises of a big company.

GROUP 11:

A. I like being the team captain of a sports team.
B. I enjoy convincing people to buy something or to watch someone selling something.
C. I would like to teach others.
D. I like working with tools.
E. I enjoy walking.
F. Fire arms and other weapons interest me a lot.
A. Buildings, constructions and plans of homes interest me a lot.
B. Working on a computer for a living is my dream.
C. It must be very interesting working in a mine.
D. I like to take chances.
E. I can make decisions when others feel uncertain.
F. I like listening to and advising people who have personal problems.

GROUP LETTER STATEMENT

AGAIN RATE THESE 6 STATEMENTS AGAINST EACH OTHER, ALSO FROM 6 TO 1, IN TERMS OF HOW TRUE THEY ARE FOR YOU. THE TRUER THE STATEMENT IS OF YOU, THE HIGHER THE MARK THAT YOU HAVE TO AWARD.

Now take the three top scoring statements from the first six groups that you wrote down, as well as the three top scoring statements from the last six groups. Write these statements down in the block below.

Again and rate them against each other on the 6 point scale. Again give the one which is truest of yourself "6", the one which is least true of you "1" and so on following the same procedure as before.
Once again you have to rate them against each other on the 6 point scale. Again give the one which is truest of yourself "6", the one which is least true of you "1" and so on following the same procedure as before.

TO IDENTIFY THE 3 CAREERS THAT YOU ARE GOING TO RESEARCH IN SECTION 4, YOU HAVE TO FOLLOW THE FOLLOWING STEPS:

1. Use your Holland code and the Dictionary of Occupational Titles (DOT) to identify those careers that are consistent with your abilities, personality and interests. Keep in mind that the Holland code referred to here, is precisely the same code as the one you worked out after completing SECTIONS 1 and 2.

   Your Holland code is:

2. Your next step is to use the three top ranking statements from Section 3 that you last wrote down to compare the different careers indicated by Holland in order to narrow down your possible career choices.
From those careers that are left, take the one that seems most suitable and research it according to the set questions that you will find in SECTION 4. Once you have finished this, your parents or your guardians have to sign their names in the space provided. Upon returning to school, you also have to discuss your choice with your guidance or class teacher.

<table>
<thead>
<tr>
<th>CAREER 1</th>
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<tbody>
<tr>
<td>CAREER 2</td>
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<tr>
<td>CAREER 3</td>
</tr>
</tbody>
</table>

GOOD LUCK WITH THE RESEARCH!
The answers to the questions in this section are important because they will give you information on the entry requirements, working conditions, the responsibilities of the career, and much more. If you find all the answers to these questions below, you will have a clearer picture of the careers you decided on. To be able to answer these questions, you should make use of a library or books at school, and so forth.

Once you have researched your chosen careers well, you should discuss your findings with your parents, they have to sign their names in the space provided, after which you have to discuss it with either your guidance or class teacher.

1. ENTRY REQUIREMENTS:

School subjects:

Column A: Tick those school subjects which you are currently studying at school.

Column B: Write down the latest exam marks for those school subjects which you have ticked in column A.

Column C: Tick those school subjects which are required for entry into that career which you have written down on this page.
As you should know, different school subjects are required for entry into different careers. So when you are considering which careers you might want to follow after leaving school, it is very important that you keep in mind what subjects you have and what marks. It can happen that scholars choose a career without bearing in mind what subjects they have and what marks.

* If you choose a certain career and you do not have the required subjects or marks, you have no choice but to choose another career.

* By comparing your school subjects in Column A and your marks in Column B with the subjects required in Column C, you will see if you are able to enter into the career of your choice, or not.

If you find that your subjects enable you to enter the career of your choice, complete the rest of Section 4 next.
IF YOU FIND THAT YOU WILL NOT BE ABLE TO ENTER INTO THE CAREER OF YOUR CHOICE BECAUSE YOU DO NOT HAVE THE RIGHT SUBJECTS, FIND A CAREER INTO WHICH YOU WILL BE ABLE TO ENTER AND ONLY THEN COMPLETE THE REST OF SECTION 4.

CAREER CHOICE: __________________________

2. TRAINING REQUIREMENTS:

Name a number of places where you can receive training for this career:

i. ______________________________________

ii. ______________________________________

iii. ______________________________________

Indicate in the space provided if the statements are TRUE or FALSE:

* You need a special licence to practice this career:
  TRUE:_____  FALSE:_____  REMARKS:________________________

* You can follow this career in private from your home:
  TRUE:_____  FALSE:_____  REMARKS:________________________

* There is no special training required for this career:
  TRUE:_____  FALSE:_____  REMARKS:________________________

*Name ONE or TWO special personality traits that you may need for entering into this career:

i. ______________________________________

ii. ______________________________________

iii. ______________________________________

iv. ______________________________________

31
3. JOB DESCRIPTION AND RESPONSIBILITIES:

Name one or two activities that people in this career do:

i. 

ii. 

Name one or two places where you can follow this career:

i. 

ii. 

Name some of the tools used in this career:

i. 

ii. 

iii.
Under what conditions is the job normally done:

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>indoors</td>
<td>y/n</td>
</tr>
<tr>
<td>high above ground</td>
<td>y/n</td>
</tr>
<tr>
<td>restricted areas</td>
<td>y/n</td>
</tr>
<tr>
<td>extreme cold</td>
<td>y/n</td>
</tr>
<tr>
<td>time pressures</td>
<td>y/n</td>
</tr>
<tr>
<td>physically demanding</td>
<td>y/n</td>
</tr>
<tr>
<td>work during weekends</td>
<td>y/n</td>
</tr>
<tr>
<td>working in a team</td>
<td>y/n</td>
</tr>
<tr>
<td>working in an office</td>
<td>y/n</td>
</tr>
<tr>
<td>dealing with the public</td>
<td>y/n</td>
</tr>
<tr>
<td>lots of travelling</td>
<td>y/n</td>
</tr>
<tr>
<td>outdoors</td>
<td>y/n</td>
</tr>
<tr>
<td>underground</td>
<td>y/n</td>
</tr>
<tr>
<td>extreme heat</td>
<td>y/n</td>
</tr>
<tr>
<td>extreme noise</td>
<td>y/n</td>
</tr>
<tr>
<td>emotional stress</td>
<td>y/n</td>
</tr>
<tr>
<td>irregular working hours</td>
<td>y/n</td>
</tr>
<tr>
<td>working in shifts</td>
<td>y/n</td>
</tr>
<tr>
<td>working on your own</td>
<td>y/n</td>
</tr>
<tr>
<td>working behind a counter</td>
<td>y/n</td>
</tr>
<tr>
<td>meeting new people</td>
<td>y/n</td>
</tr>
<tr>
<td>physically dangerous</td>
<td>y/n</td>
</tr>
</tbody>
</table>

Name one or two careers that are almost the same as this one:

i. __________________________________________

ii. __________________________________________

4. POSITIVE AND NEGATIVE ASPECTS OF THE CAREER:

Name TWO things in this career people dislike:

i. __________________________________________

ii. __________________________________________

Name TWO things people in this career really like:

i. __________________________________________

ii. __________________________________________
What salary can one more or less expect in the first year after entering the career?

R

5. CAREER PROSPECTS:

How can your chances for promotion be rated:

GOOD/AVERAGE/POOR

Will you have to undergo further training after entering into this career:

YES/NO

Is this career dependent on the seasons:

YES/NO

Is there a reasonable demand for this career in the marketplace?

YES/NO

6. SOURCES FOR FURTHER INFORMATION:

Make sure that you get the name of a contact person at the company, like for instance the personnel manager, the company's postal address so that you can send a letter to them asking for information and available leaflets, and possibly a telephone number where you can contact the personnel manager.

i. ____________________________________________

ii. ____________________________________________

iii. ____________________________________________
SIGNATURES:

Once you have discussed your career choice with your parents, let them sign their names on the lines below and return this form to school for further discussion with your teacher.

MOTHER: __________________

FATHER: __________________

DATE: __________________

TEACHER: __________________

DATE: __________________
**INLEIDING**

Een of ander tyd moet elke leerling begin beplan vir daardie dag dat hulle hul skoolopleiding gaan voltooi. Dit beteken dat wanneer jy jou finale eksamen gaan skryf, dat jy reeds moes besluit het in watter beroepstipe jy belangstel en wat jy sal doen om opleiding in daardie beroep te ontvang. Ongelukkig is die neem van hierdie besluit egter nooit so maklik as wat dit klink nie.

Die doel van hierdie werkboek is om jou te help met die neem van 'n goeie beroepsbesluit. Deur slegs EERLIK te antwoord op die vragte in die werkboek, sal dit vir jou moontlik wees om 'n aantal beroepe te identifiseer wat pas by jou as unieke individu.

Die eerste deel van die werkboek is 'n toets wat bestaan uit drie afdelings wat jou sal help met die identifikasie van 'n aantal beroepe wat pas by jou eie belangstellings, vermogens en vaardighede. Die eerste twee afdelings van die toets sal jou voorsien van jou eie persoonlikheidstipe en daar sal aanduidings gegee word van die beroepe wat pas by hierdie persoonlikheidstipe.

Die persoonlikheidstipe waarna verwys word, is gebaseer op die loopbaanteorie van John Holland wat later bespreek sal word. Die derde afdeling van die toets sal jou steeds verder help met die fyner identifikasie van twee of drie beroepe wat by jou persoonlikheid sou pas. Die enigste vereiste wat verder gestel word vir die voltooiing van die toets, is EERLIKHEID. Indien jy deurentyd eerlik is, sal jy jou uiteindelike beroepskeuse soveel makliker kan doen en sal jy met soveel meer selfvertroue kan beplan op grond van die versamelde inligting.

Na die toets, is daar 'n gedeelte waarin die stappe van die beroepsbesluitnemingsproses uiteengesit word. Dit is belangrik om kennis hiervan te neem, aangesien jy self besig is met die voltooiing van hierdie stappe. Daarna word 'n kort bespreking gedoen van die loopbaanteorie van John Holland waarop beroepsvoorligting gedeeltelik gebaseer word.

Om die moontlike probleme van voornemende skoolverlaters te help oplos, is hierdie werkboek ontwikkels. Indien jy waarlik toegewyd is aan die vind van die beste moontlike beroep vir jouself, sal jy beslis iets in die werkboekie vind wat die moeite werd is. Nie net word jy nou gedwing om te dink oor jou vaardighede en belangstellings nie, maar sal jy ook die kans gegun word om inligting te bekom oor beroepe en uiteindelik jou eie toekoms.
WAT IS DIE STAPPE VAN DIE BEROEPSBESLUITNEMINGSPROSES?

Die beroepsbesluitnemingsproses kan beskryf word as daardie stappe wat alle mense moet volg voordat hulle 'n beroep kan binnegaan. Hierdie beroepsbesluitnemingsproses bestaan uit 'n aantal duidelike stappe wat op 'n redelik logiese manier op mekaar volg:

* om gebruik te maak van kennis van jouself,
* om kennis van die wêreld van werk te gebruik,
* om kennis te dra van die eise wat deur die samelewing gestel word,
* om die drie bogenoemde vorms van inligting sinvol te integreer,
* om 'n beroepsbesluit te neem, en
* om daardie besluite wat jy geneem het, te implementeer.

Om gebruik te maak van kennis van jouself is die eerste belangrike stap in hierdie proses. Wat presies word bedoel met KENNIS VAN JOUSELF?

Elke persoon het min of meer 'n idee van daardie dinge waarvan hulle hou en nie hou nie, dit wat hulle goed kan doen en dit wat hulle glad nie kan doen nie en so meer. Mense weet al hierdie dinge op grond van hul ervarings en wat ander mense van hulle sê. Voordat jy met ander woorde daaraan kan dink om 'n beroepsbesluit te neem, moet jy baie seker wees van wie jy is, wat jou voorkeure en afkeure is, wat jou sterk en swak punte is, en so meer. Wanneer jy vrae gevra word oor jouself, is dit verder van die grootste belang dat jy te alle tye EERLIK moet wees. Deur eerlik op vrae oor jouself te antwoord, vergroot jy die kans om die regte besluit te neem.

Die volgende stap in die beroepsbesluitnemingsproses vereis dat jy kennis moet hé van die wêreld van werk. Wat bedoel ons wanneer ons verwys na die WERELD VAN WERK?

Kennis van die wêreld van werk is net so belangrik soos jou selfkennis. Kennis van die wêreld van werk verwys meer spesifiek na onder meer die volgende dinge: Watter verskillende beroepe bestaan binne die veld, onder watter omstandighede word die werk gedoen, watter pligte moet nagekoms word deur mense in hierdie beroep, wat is die verantwoordelikhede, watter voordele is aan die beroep verbonde, en dies meer. Voordat jy 'n beroep kan kies, moet jy kennis van hierdie dinge dra.
Die derde deel van die beroepsbesluitnemingsproses is om gebruik te maak van kennis van die eise soos deur die samelewing gestel word. Wat bedoel ons met EISE VAN DIE SAMELEWING?

Samelewingseise kan opgesom word onder die volgende dinge: Eerstens het dit betrekking op die toelatingsvereistes wat vir verskillende beroepe gestel word, soos bv. wiskunde vir toelating tot mediese studies; watter types opleiding bestaan vir die beroep, waar kan ky hierdie opleiding ontvang; is daar enige fisieke vereistes waaraan jy moet voldoen, en so meer.

'n Verdere baie belangrike aspek wat in gedagte gehou behoort te word, is die aanvraag wat bestaan vir die beroep in die arbeidsmark. Dit maak tog nie sin om moeite te doen vir opleiding in 'n beroep waarvoor daar weinig of geen aanvraag in die arbeidsmark bestaan nie.

Iets anders waaraan jy ook moontlik kan dink, is om jou eie besigheid tot stand te bring. Indien jy wel hieraan dink, moet jy ook 'n aantal stappe volg. Die eerste is naamlik om vas te stel watter aanvraag daar is vir dit wat jy in die vooruitsig stel; jy moet bepaal watter verskillende hulpbronne tot jou beskikking is, ens. Jy moet met ander woorde gaan vasstel wat presies die posisie in die mark is en of jy daarin sal kan slaag om finansiële steun vir jou planne te kry.

Nadat jy die eerste drie stappe van die beroepsbesluitnemingsproses voltooi het, kan die volgende stap aangepak word. Hierdie volgende stap is naamlik om die verskillende vorme van inligting wat jy bekom het, met mekaar te integreer ten einde 'n besluit te kan neem. Wat presies word bedoel met die proses van INTEGRASIE?

Tydens hierdie fase van die besluitnemingsproses word van jou verwag om jou selfkennis te integreer met die wêreld van werk en ook om te gaan kyk waar binne die samelewing opset jy sal kan inpas. Soos reeds gesê, is die vereiste van EERLIKHEID uiter belangrik. Indien jy nie eerlik is nie, gaan die besluit wat jy uiteindelik neem, van soveel minder waarde wees en verminder jy jou kans om gelukkig in 'n beroep te wees.

Nadat jy 'n aantal beroepe geïdentifiseer het wat jou persoonlikheid, belangstelling, vaardighede, en dies meer pas, moet jy hierdie beroepe integreer met die eise wat deur die samelewing gestel word. Dit beteken met ander woorde nadat jy 'n aantal moontlike beroepe geïdentifiseer het, dat jy moet gaan kyk aan watter van hierdie beroepe se toelatingsvereistes jy voldoen, sowel as die ander vereistes wat moontlik kan bestaan.

Met hierdie kennis behoort die beroepe waaruit jy uiteindelik sal moet kies, steeds verder verminder te word sodat jy aan die einde van die dag 'n kortlys van so min as twee of drie beroepe sal hé.
Nadat jy hierdie drie vorme van inligting met mekaar geïntegreer het, is die volgende stap in die proses naamlik om uiteindelik tot 'n beroepsbesluit te kom. Wat bedoel ons met die term BEROEPBESLUIT?

Hierdie deel van die beroepsbesluitnemingsproses vereis dat jy nou 'n bepaalde besluit sal moet neem nadat jy al die feite oorweeg het. Teen die tyd wat jy hierdie stadium bereik, is die ideaal dat jy slegs twee of drie beroepe op jou lys moet oorhe.

Hierdie fase van die totale beroepsbesluitnemingsproses kan in werkelikheid gesien word as 'n proses op sy eie en daar is veral twee belangrike komponente wat in gedagte gehou behoort te word.

In die eerste plek moet jy die oorblywende beroepe op jou kortlys in 'n rangorde plaas waarin daardie beroep wat die meeste met jou waardes ooreenstem, die hoogste rang aan toegeken word, en daardie wat die minste met jou waardes ooreenstem, die laagste rang. In die tweede plek sal daardie beroep waarin jy groter kans staan om werk te kry na jou opleiding, swaarder by jou weeg as daardie beroep waarin jy dalk nie so maklik werk sal kry nie.

Die finale besluit word met ander woorde geneem deurdat jy gaan kyk na die hoeveelheid vakante poste wat in die arbeidsmark beskikbaar is. Dit is egter baie belangrik om te noem dat hierdie eerste beroepsbesluit beslis nie die laaste een sal wees wat jy in jou lewe sal maak nie. Soos mens ouer word en steeds verder ontwikkel, bestaan die kans dat mens se belangstellings kan verander wat kan beteken dat jy dalk nie vir altyd gelukkig sal wees in dieselfde beroep nie. Elke mens het in werkelikheid sy of haar eie patroon van beroepsbesluite.

Die volgende stap in die proses is naamlik om die besluite wat jy geneem het te implementeer. Wat word bedoel met IMPLEMENTERING?

Die proses van implementering van die besluit is die logiese uiteinde van die voorafgaande stappe. Indien jy 'n beroep gekies het, maar jy implementeer nie hierdie besluit nie, was die hele oefening slegs 'n vermorsing van jou tyd. Om die besluit wat jy geneem het te implementeer, beteken onder meer dat jy moet besluit watter vorm van opleiding jy wil ondergaan, waar jy hierdie opleiding wil ondergaan, en dies meer. Hierdie fase verskil van die vorige een in die sin dat jy nou aktief moet begin optree, en dat jy nie meer nodig het om die genoemde faktore slegs te identifiseer sonder om iets daarmee te doen nie.

ONTHOU: DIE TOEKOMS IS IN JOU EIE HANDE!
AFDELING 1

Hierdie deel van die werkboek is ontwikkel om jou te help om meer uit te vind oor jou persoonlikheid en die tipe werk wat iemand soos jou sal pas. Om meer oor jouself uit te vind, moet jy die volgende instruksies noukeurig volg:

VOORBEELD: Lees elkeen van die volgende stellings versigtig deur en begin elke stelling met die woorde "EK SAL DAARVAN HOU OM...."

Ek sal daarvan hou om...

A met diere te werk.
B 'n politikus te wees.
C baie geld te maak.
D 'n kunstenaar te wees.
E na vər lande te reis.
F baie verskillende tale te leer.

Besluit nou watter een van die stellings is die waarste van jou gevoelens. Skryf nou die hoogste telling, naamlik 6, neer in die blokkie onderkant die letter verteenwoordigend van die stelling.

STAP 1: As dit die stelling langs die letter C is, skryf dan die telling 6 in die blokkie onderkant die letter C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STAP 2: Besluit volgende watter van die stellings is die minste waar van jou gevoelens, byvoorbeeld om 'n kunstenaar te wees soos by letter D. Plaas die laagste telling, naamlik 1, nou in die blokkie onderkant die letter D.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<tr>
<td></td>
<td></td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STAP 3: Kyk nou na die res van die stellings. Plaas hulle in die oorblywende ruimtes op so 'n manier dat hoe meer waar hulle van jou is, hoe groter die telling van die ruimte waarin jy hulle plaas. As jy behalwe om baie geld te wil maak, daarin belangstel om na vêr lande te reis, plaas die telling 5 in die blokkie onder E.

\[
\begin{array}{cccccc}
A & B & C & D & E & F \\
\hline
\end{array}
\]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>6</th>
<th>1</th>
<th>5</th>
<th></th>
</tr>
</thead>
</table>

STAP 4: Jy wil ook graag vreemde tale aanleer, maar nie so graag as wat jy wil reis nie. Plaas met ander woorde die telling 4 in die blokkie onder die letter F.

\[
\begin{array}{cccccc}
A & B & C & D & E & F \\
\hline
\end{array}
\]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>6</th>
<th>1</th>
<th>5</th>
<th>4</th>
</tr>
</thead>
</table>

STAP 5: Jy wil baie beslis nie 'n politikus word nie, maar jy het 'n groter afkeur daaraan om 'n kunstenaar te word. Dit beteken jy moet die telling 2 in die blokkie onder die letter B plaas.

\[
\begin{array}{cccccc}
A & B & C & D & E & F \\
\hline
\end{array}
\]

|   | 2 | 6 | 1 | 5 | 4 |

STAP 6: Nou het jy slegs een stelling oor, naamlik om te werk met diere. Plaas die telling letter A in die ruimte bokant die telling 2 sodat elke ruimte nou deur 'n getal gevul word.

\[
\begin{array}{cccccc}
A & B & C & D & E & F \\
\hline
\end{array}
\]

| 3 | 2 | 6 | 1 | 5 | 4 |
BEANTWOORD NOU DIE VOLGENDE VRAE DEUR DIESELFDE STAPPE TE VOLG
AS WAT JY IN DIE VOORBEELD GEBRUIK HET

1. Ek sal daarvan hou om:
   A elektriese bedrading in 'n nuwe huis te installeer.
   B radio- en televisiestelle te herstel.
   C artikels vir 'n koerant te skryf.
   D 'n verteenwoordiger op 'n vakbond te wees.
   E mense te oortuig om 'n huis te koop.
   F al my lèers deeglik georganiseer en te hou.

2. Ek sal daarvan hou om:
   A 'n boek te proeflees om alle spelfoute op te spoor.
   B ou boeke, klere en meubels te koop en te verkoop.
   C geskiedenis aan kinders te leer.
   D 'n rol te speel in 'n televisiereeks.
   E eksperimente op te stel in 'n laboratorium.
   F mense se horlosies te herstel.

3. Ek sal daarvan hou om:
   A 'n lekkende pyp of kraan by die huis te herstel.
   B 'n snit deur 'n blomstingel te maak om te sien hoe dit binne lyk.
   C 'n storieboek te skryf en te laat publiseer.
   D mense na hul tafels te vergesel in 'n restaurant.
   E mense in diens te neem vir 'n groot organisasie.
   F inligting vir 'n belangrike konferensie te tik.
4. Ek sal daarvan hou om:
   A as kassier in 'n bank te werk.
   B mense te oortuig om 'n mes te koop wat groente makliker kerf.
   C ander mense in die gemeenskap te help om hul omstandighede te verbeter.
   D as kunstenaar my eie uitstalling te kan hou.
   E 'n skoolvak aan te bied wat logiese denke vereis.
   F vorms uit plaatmetaal te sny.

   A B C D E F

5. Ek sal daarvan hou om:
   A te help met die druk van 'n koerant.
   B uit te vind wat mense van die televisie-nuus dink.
   C 'n nuwe huis of gebou te ontwerp.
   D ander af te rig in iets waarin ek self goed is.
   E daardie persoon te wees wat toesig hou oor ander werkers.
   F te verseker dat die boeke in die biblioteek almal op die regte rak is.

   A B C D E F

6. Ek sal daarvan hou om:
   A al die administratiewe werk in 'n groot kantoor te behartig.
   B iets aan die publiek te verkoop wat hulle dink hulle nodig het.
   C 'n instrument in 'n orkes te bespeel.
   D leerlinge te help met die maak van die beste vakkeuse.
   E 'n rekenaarprogram te skryf.
   F betrokke te wees by natuurbewaring.

   A B C D E F

7. Ek sal daarvan hou om:
   A te werk by die konstruksie van 'n baie hoë gebou.
   B 'n studie te doen van die effek wat 'n persoon se gedrag op andere het.
   C fotograaf te wees vir 'n tydskrif.
   D betrokke te wees by die versorging van siek mense.
   E bestuurder van 'n groot hotel te wees.
   F alle laboratorium-apparaat skoon te maak en weg te pak voor die volgende dag se werk.

   A B C D E F
8. Ek sal daarvan hou om:
A 'n skakelbord-operateur te wees.
B betrokke te wees by die advertering van 'n nuwe produk.
C die persoon te wees wat sorg dat ander veilig is.
D te besluit watter meubels gebruik moet word in die binnenshuiise versiering van 'n nuwe gebou.
E navorsers te help uitvind wat die oorsake van depressie is.
F herstelwerk aan vliegtuie te doen.

9. Ek sal daarvan hou om:
A tafels en stoele uit hout te maak.
B die organisererder van 'n popkonsert te wees.
C ure lank kuns te beoefen waarin ek goed is, soos om te skilder.
D uit te vind oor die moontlike oorsake van droogte.
E met 'n masjien te werk wat gebruik word vir die maak van fotostate.
F vele groot berekenings te doen op 'n rekenmasjien.

10. Ek sal daarvan hou om:
A diefwering aan vensterrame te sweis.
B algemene wetenskap as skoolvak aan te bied.
C 'n kunsuitstalling van my eie te hou waar ek van my werk aan die publiek kan verkoop.
D die afrigter van 'n vername sportspan te wees.
E te werk as 'n kassier by 'n groot winkelsentrum.
F te verseker dat alle dokumente in die korrekte leers geplaa is.

Om jou telling vir hierdie eerste gedeelte te bepaal, tel al die tellings wat jy aan A toegeken het op, en skryf hierdie totaal in die ruimte bokant die A. Doen dan presies dieselfde met die ander 5 letters sodat wanneer jy klaar is, elkeen van die letters van A tot F 'n telling het.
AFDELING 2

In die volgende gedeelte van die werkboek is 'n aantal beskrywings van verskillende aktiwiteite wat binne verskillende beroepe beoefen word. Jy moet nou besluit hoe goed jy elkeen van die genoemde aktiwiteite kan doen. Hoe beter jy dink dat jy iets kan doen, hoe groter die telling wat jy aan jouself moet toeken.

As jy voel jy is:

- BAIE SWAK gee aan jouself 1
- SWAK       gee aan jouself 2
- GEMIDDELD gee aan jouself 3, 4 of 5
- GOED       gee aan jouself 6
- BAIE GOED  gee aan jouself 7

Omkring die syfer wat ooreenkom met jou eie vaardigheid. As jy byvoorbeeld voel dat jy 'n vaardigheid goed kan doen, gee dan aan jouself 'n telling van 6.

GROEP A.

1. Ek kan 'n elektriese saag gebruik. 1 2 3 4 5 6 7
2. Ek kan kleiner herstelwerk aan radio's doen. 1 2 3 4 5 6 7
3. Ek kan met diere werk. 1 2 3 4 5 6 7
4. Ek kan 'n lekkende kraan herstel. 1 2 3 4 5 6 7
5. Ek kan in die veld oorleef vir 'n paar dae. 1 2 3 4 5 6 7
6. Ek weet hoe om die planne van 'n huis te lees en te verstaan. 1 2 3 4 5 6 7
7. Ek is baie vaardig met die opstel van apparaat vir eksperimente. 1 2 3 4 5 6 7
8. As laerskoolkind kon ek baie goeie speelgoedmotors bou. 1 2 3 4 5 6 7
9. Ek het die vermoë om smaaklike voedsel te berei. 1 2 3 4 5 6 7

TOTAAL:__________
**GROEP B.**

1. Ek kan die fout in 'n stukkende radio maklik opspoor.  
   1 2 3 4 5 6 7
2. Ek het reeds baie kere wetenskap aan jonger kinders verduidelik.  
   1 2 3 4 5 6 7
3. Ek kan leesstukke oor die ontstaan van die heelal verstaa.  
   1 2 3 4 5 6 7
4. Ek kan vraelyste invul wat logiese denke toets.  
   1 2 3 4 5 6 7
5. My punte in Biologie is:  
   1 2 3 4 5 6 7
6. Ek het 'n baie goeie begrip van hoe die spysverteringstelsel werk.  
   1 2 3 4 5 6 7
7. Ek neem graagdeel aan besprekings oor teoretiese kwessies.  
   1 2 3 4 5 6 7
8. Ek kan vasstel hoe ander mense se denkpatrone werk.  
   1 2 3 4 5 6 7
9. My begrip van my vriende en die raad wat ek gee is:  
   1 2 3 4 5 6 7
   **TOTAAL:**

---

**GROEP C.**

1. Ek kan opstelle skryf.  
   1 2 3 4 5 6 7
2. My leesgewoontes is:  
   1 2 3 4 5 6 7
3. My optrede voor 'n gehoor is:  
   1 2 3 4 5 6 7
4. Ek beskik oor die vermoë om mooi landskappe te teken.  
   1 2 3 4 5 6 7
5. Ek kan musiek skryf wat deur goeie musikante gespeel moet word.  
   1 2 3 4 5 6 7
6. Ek kan die meubels in ons huis op verskillende maniere rangskik.  
   1 2 3 4 5 6 7
7. Ek hou daarvan om stories aan jonger kinders te vertel.  
   1 2 3 4 5 6 7
8. Ek hou daarvan om voor my vriende op te tree.  
   1 2 3 4 5 6 7
9. Ek is baie vaardig met die skryf van goeie gedigte.  
   1 2 3 4 5 6 7
   **TOTAAL:**
GROEP D.

1. Ek kan ander met hulle huiswerk help.  
2. Ek het baie begrip wanneer een van my vriende 'n probleem het.  
3. As iemand nuut in ons skool is, kan ek daardie kind gou laat welkom voel.  
4. Ek help dikwels ou mense wanneer hulle sukkel om trappe te klim.  
5. As iemand siek is, weet ek hoe om hulle gemaklik te laat voel.  
6. Ek weet hoe om 'n baba te voer en die winde uit te vryf.  
7. My leierseienskappe is:  
8. As iemand oneerlik in 'n toets is, sal ek altyd die onderwyser vertel.  
9. As 'n kind deur iemand ouer geboelie word, sal ek iets doen om dit te stop.  

TOTAAL:__________

GROEP E.

1. Ek is vaardig met die verkoop van verskillende dinge aan mense.  
2. My vermoë om met vreemde mense te praat, is:  
3. My vermoë om mense te oortuig van my siening, is:  
4. Wanneer ek in 'n groep werk, neem ek graag die besluite.  
5. My vermoë om geld te spaar, is:  
6. My vermoë om tydskrifte en koerante aan mense te verkoop, is:  
7. Ek is klaskaptein en ek hanteer probleme op die speelgrond.  
8. My vermoë om aan debatte deel te neem, is:  
9. My vermoë om ander leerlinge op te lei in eksamenskryfvaardighede, is:  

TOTAAL:__________
GROEP F.

1. My vermoë om opstelle goed deur te gaan voordat ek dit inhandig, is:

2. Ek weet watter verskillende formate briefe-kan aanneem.

3. Ek sal heeldag lank navrae kan beantwoord.

4. My aanvoeling vir die liasser van leers in 'n stelsel, is:

5. Snelskrif of tik is een van my skoolvakke waarin ek goeie punte behaal.

6. Ek kan klein elektriese toestelle weer monteer nadat ek dit herstel het.

7. Rekeningkunde is een van my skoolvakke en my punte is redelik hoog.

8. Ek het 'n natuurlike aanleg vir die berekening van groot syfers.

9. Ek het reeds gehelp met die wegpak van boeke in die biblioteek.

TOTAAL:_________
OM 'N TELLING VIR HIERDIE GEDURELTE TE BEPAAL, TEL AL DIE TELLINGS IN DIE VERSKILLENDE GROEPE (GROEPE A–F) BYMEKAAR EN SKRYF HIERDIE TELLING IN DIE RUIMTE WAAR GESKRYF IS TOTAAL.

WANNEER JY DIT VIR ELKEEN VAN DIE 6 GROEPE GEDOEN HET, MOET JY AL DIE TOTALE VAN BEIDE AFDELING 1 EN AFDELING 2 OORDRA NA DIE RUIMTES WAT IN DIE BLOK HIERONDER GELAAT IS. TEL DAARNA DIE TOTALE VIR AFDELINGS 1 EN 2 BYMEKAAR VIR ELKEEN VAN DIE LETTERS A, B, C, D, E EN F SODAT JY VIR ELKEEN 'N GROOTTOTAAL KAN BEPAAL.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFDELING 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AFDELING 2:</td>
<td></td>
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</tr>
<tr>
<td>TOTAAL:</td>
<td>A=</td>
<td>B=</td>
<td>C=</td>
<td>D=</td>
<td>E=</td>
</tr>
</tbody>
</table>

Om nou uit te vind wat jou Holland-kode is, moet jy die letters van die verskillende GROEPE verander na daardie letters wat deur die Holland-kode gebruik word. Hieronder volg nou 'n tabel om te wys watter GROEPLETTERS deur watter van die Holland-letters vervang moet word.

<table>
<thead>
<tr>
<th>GROEPLETTERS</th>
<th>HOLLAND-KODE</th>
<th>PERSOONLIKE DE BEROEPSTIPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>R</td>
<td>REALISTIESE BEROEPE</td>
</tr>
<tr>
<td>B</td>
<td>I</td>
<td>ONDERSOEKENDE BEROEPE</td>
</tr>
<tr>
<td>C</td>
<td>A</td>
<td>ARTISTIEKE BEROEPE</td>
</tr>
<tr>
<td>D</td>
<td>S</td>
<td>SOSIALE BEROEPE</td>
</tr>
<tr>
<td>E</td>
<td>E</td>
<td>ONDERNEMENDE BEROEPE</td>
</tr>
<tr>
<td>F</td>
<td>C</td>
<td>KONVENSIONELE BEROEPE</td>
</tr>
</tbody>
</table>

Neem die 2 HOOGSTE totale uit die blok hierbo en skryf hul ooreenstemmende letters in die ruimte hieronder. Plaas jou hoogste totaal in die eerste ruimte en die tweede hoogste in die tweede.

<table>
<thead>
<tr>
<th>TELLING:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GROEPLETTER:</td>
<td></td>
</tr>
<tr>
<td>HOLLAND-KODE:</td>
<td></td>
</tr>
</tbody>
</table>

HIERDIE IS JOU HOLLAND-KODE

HIERDIE HOLLAND-KODE WAT JY SOPAS VIR JOUSELF UITGOWERK HET, GAAN OP 'N LATERE STADHD IN DIE WERKSBOEK WEER GEBRUIK WORD. DIT IS MET ANDER WOORDE BAIE BELANGRIK OM MET BAIE AANDAG NA HIERDIE KODE TE KYK, OF SELFSE OM DIT TE MEMORISEER.