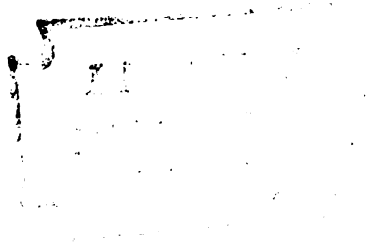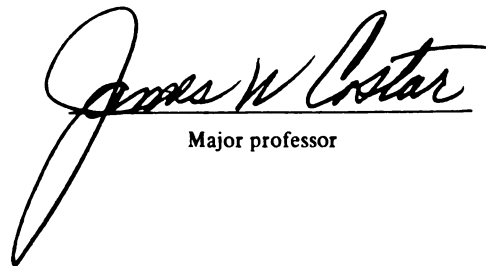This is to certify that the

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**Career Guidance Needs Assessment of Black Secondary
School Students in Selected Schools in the Transvaal
Province of the Republic of South Africa**

presented by

Zacharia M. Chuenyane

has been accepted towards fulfillment
of the requirements for

_____Ph.D._____ degree in _Education_

Major professor

Date___April 30, 1981___

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CAREER GUIDANCE NEEDS ASSESSMENT OF BLACK SECONDARY
SCHOOL STUDENTS IN SELECTED SECONDARY
SCHOOLS IN THE TRANSVAAL PROVINCE OF
THE REPUBLIC OF SOUTH AFRICA

By

Zacharia Mmutlanyane Chuenyane

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration
and Higher Education

1981

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DEDICATION

To my parents, Dampane "Mogoshadi" Isabel and Morope "Nape" James Chuenyane, educators of tremendous courage and great vision who sacrificed immensely and provided increasing and unfailing love and understanding, this dissertation is dedicated. I think of them as Voltaire said: "Aimer et penser: C'est La veritable vie des esprits."

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

This research emanates from the writer's interest in vocational guidance and from his cumulative concern about the apparently naive declaration of career plans by Black secondary school students he taught over a five year period in the Transvaal Province of the Republic of South Africa. Tenuous choices seemed to be a result of the students' lack of sufficient knowledge regarding themselves (i.e., their abilities, attitudes, interests, and values) as well as vocational careers, school preparatory subjects and courses leading to those careers, educational and vocational opportunities available to them and financial aid.

Self-understanding is the single most basic goal of school guidance programs. Through self-understanding students can begin to know, appreciate and utilize their aptitudes, interests, values and limitations. It improves analytical and critical thinking, growth and development. Students who understand themselves are characterized by their ability to make more rational educational and vocational plans. McDaniel and Shaftel state that:

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> Every individual should be helped to study
> and understand himself as a unique person,
> respond to the pressures and stimuli of the
> time and place in which he lives. Knowledge
> of self can help him become increasingly con-
> fident, resourceful, and capable of planning
> for himself and taking the initiative in ad-
> justing to his environment so as to make his
> life more satisfactory.1

Interests are important in that they can help students begin thinking seriously about educational planning, vocational exploration, and eventually about career development. However, as Ginzberg said some time ago, many young people do not know enough about the world of work to be able to translate their interests and capacities readily into occupational choices.[2] The same is true today. Many young people are unaware that the choices of subjects they make and the other activities they participate in at school can influence vocational choices which will affect their future lives.

Lack of information about the various vocational opportunities available for persons who have reached a certain level of education limits their choice. Opportunities exist only to the extent that people know about them, and much still has to be done to bring information about both educational and vocational opportunities to the attention of Black

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[1]H.B. McDaniel and G.A. Shaftel. Guidance in the Modern School. New York: Holt, Rinehart and Winston, Inc., 1956, p.8.

[2]E. Ginzberg. "Guidance". The Personnel and Guidance Journal, May 1966, Vol. 38, p. 708.

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secondary school students in the Transvaal Province. Typically, their experiences are so narrow that they do not perceive even the limited opportunities available to them.

It is generally agreed that the level of one's educational aspirations is related to the availability of opportunities and experiences within one's general environment. It is also generally agreed that the primary purpose of career education is to assist the student to become a self-motivated and self-fulfilled contributing member of society. To become fully-developed involves an understanding of self, of others, of societal rules and values, and sufficient decision-making ability for dealing with the range of problems that normally occur in life.

A careful look at the secondary educational system of South Africa reveals emphasis on an academic curriculum that is designed for college-bound students though not all Black students go to college. For most, secondary school is the terminal point in their formal education. This being so, the secondary school curriculum ought to provide them with sufficient self-knowledge concerning their aptitudes, interests, aspirations and skills to become productive and happy members of society.

The disparities between the basic objectives and programs of secondary schools in the United States and the concerns, problems, needs and aspirations of the youth who

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attend them have been well stated by Tyler.[3] He charges that
they currently fail to educate one-third of the youth en-
rolled in high school. This is not due primarily to the
inadequacies of the students but to the inappropriateness
of the program to supply them with the kind of learning they
need. High school students are generally concerned about be-
coming independent adults, getting jobs, marrying, gaining
status with their peers, and helping to solve the ills of
the world. Generally speaking, this is also true for South
African youth.

To assist them with these concerns, career guidance
is essential for Black South African secondary school stu-
dents today. With the help of adequate career guidance,
every student should leave the school system equipped with
the ability to think critically and make realistic personal
decisions and plans for their future. However, this need
students have for career guidance in their schools is some-
times overlooked.

The degree to which individual students need guidance
varies. Differences in need depend, to a large extent, on
differences in physical maturity, social, economic, and cul-
tural forces, and personality characteristics.

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[3]R. Tyler. "Schools needed for the Seventies", in
Needs of Education and Secondary Education for the Seventies.
General Sub-Committee on Education of the Committee on Edu-
cation and Labor of the House of Representatives. Washing-
ton, D.C. : U.S. Government Printing Office, 1970, pp.794-795.

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Hatch, Dressel and Costar define a school guidance program as a program of services specifically designed to improve the adjustment of the individual pupils for whom it was organized.[4] Authorities tend to agree that the following major services constitute the guidance program: the inventory service, the information service, the counseling service, the placement service, and the follow-up and evaluation services. These services are an integral part of the total school curriculum, and they facilitate the instructional program as it attempts to help each student attain the maximum level of his or her potential.

The inventory service is an organized activity for maintaining a continuous study of each student which includes the development and use of cumulative records, the testing program, and other procedures and techniques for assessing individual growth. Other common techniques used to gather information about individual students include questionnaires, autobiographies, sociograms and anecdotes.

The information service consists of three identifiable phases, namely, occupational, educational, and personal-social. The general purpose of this service is to assist the pupil to understand and evaluate contingent environmental factors. Help of this type is one of the most

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[4] R.N. Hatch, P.L. Dressel, and J.W. Costar. Guidance Services in the Secondary School. Dubuque, Iowa: William C. Brown Company, Publishers, 1963, p.15.

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obvious needs of all students in secondary schools today.
Occupational information concerns information about the
world of work and enables the student to explore, analyze,
and try out various occupations related to his or her quest
for a satisfactory vocational choice. Educational informa-
tion includes factors related to subject-matter courses,
educational programs, and training institutions which will
help the student make intelligent educational plans. Per-
sonal-social information helps students better understand
their own feelings and behaviors as well as those of their
parents, peers and others.

The counseling service makes provision for competent
personnel, proper facilities and sufficient time in order
that each student can converse on a one-to-one basis, his
or her concerns. The school counselor is in a strategic
position to help pupils assess and understand their attitudes,
interests, and values. He or she can also help students re-
solve difficulties in the area of career choice. Hatch,
et al., expressed the essence of counceling by saying that
its major aim is self-understanding and, through self-
understanding, self-realization, involving awareness and
acceptance of social responsibility.[5] Whilst a learning
process in itself, counseling facilitates learning.

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[5]<u>Ibid</u>, p.105.

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Placement can be either educational or vocational. Educational placement helps the individual students adjust to their post school experiences by helping them get suitably placed at the next level of their educational program. The school also plays an active role in assisting the students to find appropriate employment on either a part-time basis or after leaving school permanently.

The follow-up and evaluation services are concerned with the status of students after they leave school, that is, their problems, successes and failures, and suggestions for improving secondary school curriculum. The data obtained from follow-up studies also aid the school in evaluating the effectiveness of the guidance program.

Commenting on the importance of vocational guidance, Super put it very aptly when he said that vocational guidance is needed to:

> ...focus on the information about self and occupations that are needed for good vocational adjustment, and to guide the development of a genuine understanding and acceptance of these facts. [6]

John Holland, another well-known theorist in vocational guidance also supports this view by stating that one needs appropriate and accurate information about oneself as well as of the occupational field in order to make a realistic choice of a vocation. [7]

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[6] D.E. Super, Appraising Vocational Fitness. New York: Harper and Row, 1949, p. 39

[7] J.L. Holland. Making Vocational Choices, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973, p.22

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Probably no other decision a young person makes is as crucial for happiness in life as his or her choice of work, including the educational preparation for it. Carlyle says that "it is the first of all problems for a man to find out what kind of work he is to do in this universe." Illuminating the importance of work in one's existence, Karl Marx said "man becomes man through his work." Boy and Pine speak of work as "a therapeutic and personally integrating experience."[8]

Remarking on vocational adjustment, Super stated that the choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself, to say definitely: "I am this or that kind of person." Similarly, holding and adjusting to a job is a process of testing his self-concept against reality, of finding out whether he can actually live up to his picture of himself. The process of choosing an occupation requires a person's understanding, knowledge and acceptance of himself. And along this road to self-knowledge every young person needs assistance. Success in understanding oneself is a sine qua non for the development of independence and decision making skills.[9]

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[8] A.V. Boy and G.J. Pine. Expanding the Self: Personal Growth for Teachers. Dubuque, Iowa: William C. Brown, 1971, p. 83.

[9] D.E. Super. Psychology of Careers. New York: Harper and Row, 1957, p.191.

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An individual who possesses the ability to perform in an occupation but lacks interest in it is not likely to reach the maximum of his potential in such a career. Few are able to make a rational choice in the absence of adequate and relevant information. Hoppock holds the view that one develops interest in an occupation because one has been exposed to it before.[10] When vocational information is made available to students, it awakens their interest and motivates them to consider particular careers of which they might not otherwise have been aware.

Research studies indicate that out of an effective guidance program grows the capacity and freedom of the participants to content more assertively for their beliefs and plan and execute strategies for making vocational decisions more efficiently and effectively. It is, therefore, imperative that each student be helped to reach the highest level of his potential as a human being. Guidance in general, and career guidance in particular, assists students in accomplishing this by helping them choose, prepare, enter and make progress in a suitable occupation.

Napier contends that a society which fails to nurture the capabilities and talents of its youth fails in its obligation to them and to itself.[11] However, it is not only

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[10]R. Hoppock. Occupational Information. (3rd ed.) New York: McGraw-Hill, 1967, p. 110-123.

[11]R.W. Napier. School Guidance Services: A Focus on developing countries. London: Evans Brothers, 1972.

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the needs of the students that are crucial, but those of the nation as well. He says:

> If the youth fail to fill the occupational needs of the country, then the prodigious investment in both education and resource development will have been wasted to some extent. 12

In order to prevent spending limited resources on less needed or even unnecessary services a priority list of student guidance needs must be established for every school. At the same time it is important that students' vocational aspirations and ambitions be reconciled with national needs; one of which is the societal survival need for productivity and manpower.

Statement of the Problem

This study was concerned with the assessment of the career guidance needs of Black secondary school students attending selected schools in the Transvaal Province of the Republic of South Africa and the extent to which these needs are being met.

Need is defined as a lack of something which if present would tend to further the welfare of the student or to facilitate his desirable behavior. An unmet need is generally

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[12]Ibid., pp. 23-24.

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conceived of as a motivating force for which satisfaction is sought. A satisfied need is not a motivator of behavior.

Student needs are always present and evolving. Some of these needs stem from the maturation process and necessitate continuous personal, social and environmental adjustment. Others are attributable to complex social, psychological, and economic forces and pressures. Some needs are generally held by all youth of a given age while others are specific to certain individuals in particular localities. It is, therefore, unwise to assume that students' needs are fixed for all time.

The determination of these needs in a school setting does not come about automatically or routinely. Needs must be identified as a result of continuous re-examination. This study was an attempt to identify certain career guidance needs felt by Black secondary school students in the Transvaal Province of the Republic of South Africa.

Purpose of the Study

No school, regardless of size, location, or personnel is devoid of guidance services. Even in schools where no one wears the label of "Counselor", a substantial amount of incidental guidance takes place. 13

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[13]F.R. Zeran and A.C. Riccio. Organization and Administration of Guidance Services. Chicago: Rand McNally Co., 1962, p.2.

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The primary purpose of this study was to describe the most important career development needs of Black male and female secondary school students. Additional purposes were to determine the extent to which these needs were currently being met in selected secondary schools in the Transvaal Province and the extent to which guidance services exist in those schools.

The study was designed to answer the following sixteen research questions regarding students' perceptions of their career development needs and the extent to which those needs are being met.

Specifically, do Black South African secondary school students feel a need for:

1. Understanding and accepting themselves?

2. Developing responsibility for themselves?

3. Understanding others?

4. Being understood by others?

5. Relating to others?

6. Clarifying values?

7. Assessing themselves?

8. Acquiring decision making skills?

9. Understanding sexual identity?

10. Selecting courses and making educational plans?

11. Making post-high school plans?

12. Developing career awareness?

13. Exploring careers?

14. Planning careers?

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15. Finding jobs and careers?

16. Understanding the guidance program?

In addition, an effort was made to determine the present status of career guidance services in Black secondary schools of the Transvaal Province. Specifically:

1. Are there organized programs of guidance services in the Black secondary schools?

2. To what extent do they provide Pupil Inventory Services?

3. To what extent do they provide Information Services?

4. Is counseling available to all students?

5. Do the schools have a school-wide testing program and to what extent are the test results being used for guidance purposes?

6. Do the schools have Placement, Follow-Up and Evaluation Services?

Need for the Study

The main reasons for undertaking this study was that the Ministry of Education and local school administrators needed more precise information regarding needs of Black secondary school students in order to improve guidance services in Black secondary schools in the Transvaal. The Ministry also wanted to know the extent to which students' needs are currently being met.

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The Ministry of Education is fully cognizant of the position taken in a 1960 UNESCO report which emphasized the need for strong guidance services in the secondary schools:

> African governments should perhaps consider
> providing more definite guidance for secon-
> dary pupils in the light of economic, social
> and cultural needs. Stronger guidance than
> in Europe would be all the more reasonable
> in Africa because many families there are
> scarcely capable of reaching well-informed
> decisions about the future of their children.[14]

The truth embodied in this statement is of special significance for Black youth in the Transvaal Province of South Africa where most of the students are the first generation to attend secondary school.

Significance of the Study

It was hoped that the findings of the study would provide a better understanding of the career guidance needs of Black secondary school students in order that:

1. Each pupil might be helped to achieve a level of personal development commensurate with his ability.

2. A more valid and comprehensive guidance program might be developed.

3. Teachers and administrators might discharge their responsibilities meaningfully and with confidence knowing that they are attending to the expressed needs of the students.

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[14]UNESCO. Final Report of the Meeting of Experts in the Adaptation of the General Secondary School Curriculum in Africa. Paris: UNESCO/ED 196, October, 1962, p.38.

4. Learning problems of students might be minimized.

5. The investigator, who intends to be involved in teacher and counselor education, might become a more knowledgeable facilitator of learning for the Black youths of South Africa.

It was also anticipated that the information regarding the status of guidance services in Black secondary schools would:

1. Be used by the Ministry of Education to improve guidance services in the Black secondary schools in the Transvaal Province of the Republic of South Africa.

2. Aid the universities and teacher training institutions when they initiate and develop training programs for aspiring teachers.

3. Serve as empirical evidence of how well the programs are performing.

4. Identify other areas in which further research is needed.

Basic Assumptions

Central to the study were the following assumptions:

1. It was assumed that guidance services in one form or another existed in all secondary schools.

2. Extrapolating from several research findings (Cloete and le Roux, 1978; Napier, 1972; Osuji, 1976; Prediger, Roth, and Noeth, 1973; and Vonstress, 1971) it was postulated that the major needs of the Black secondary school students under consideration would be primarily vocational, educational, personal and financial concerns.

3. It was assumed that the lack of adequate data regarding guidance practices and the personal needs of Black secondary school students constituted a serious handicap in the development of effective programs of guidance services in Black secondary schools.

4. Finally, it was assumed that students themselves are in a good position to identify their own needs and that their opinions can make a significant contribution to the development of valid secondary school guidance services.

Methodology

The research method used in this study is best described as descriptive survey. As such, an attempt was made to survey and describe the needs of Black secondary male and female students in the Transvaal Province of the Republic of South Africa. Secondary purposes were to determine the

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extent to which these needs are being met and to assess the
present status of guidance services within Black secondary
schools. Good stated:

> Descriptive studies may include present
> facts or current conditions concerning the
> nature of a group of persons, a number of
> objects, or a class of events, and may in-
> volve the procedures of induction, analysis,
> classification, enumeration, or measurement.
> The terms survey and status suggest the
> gathering of evidence relating to current
> conditions...15

Good further enumerated several purposes of descriptive-
survey studies. They can be used, he said: (1) to secure
evidence concerning an existing situation or current con-
dition; (2) to identify standards or norms with which to
compare present conditions; and (3) to determine how to
make the next step (having determined where we are and where
we wish to go)...16

Scope and Limitations of the Study

1.   This study was delimited to Black male and female

     secondary school students (grades 10 and 12, ages

     ranging from 15 to 19) currently enrolled in

15C.V. Good. Essential of Educational Research.
New York: Appleton-Century-Crofts, 1966, p.192.

16Ibid, p.193.

selected Transvaal Province public secondary schools. The selected schools included those located in rural, peri-urban and urban communities.

2. The study was also limited to a survey of students' needs in the area of career development.

3. The instrument used in this study was considered valid and acceptable to the intent of the study. However, inherent in it are fundamental limiting factors common to questionnaires; for example, the fact that accuracy of such a study is dependent on the authenticity of the respondents (Borg and Gall.)[17]

4. Another limitation is the assumption that the respondents would be candid in expressing their views regarding the status of guidance and that the students would be honest when expressing their needs.

5. Because only a relatively small portion of Black secondary schools could be located in this study, the findings must be viewed with caution and conclusions restricted to Black male and female secondary school students in the rural, peri-urban and urban communities in the Transvaal Province of the Republic of South Africa.

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[17]W.R. Borg and M. Gall. Educational Research. New York: David McKay Company, Inc., 1971, p.121.

Definition of Terms

1. <u>Assessment</u> means the appraisal of the current status of guidance services.

2. <u>Black,</u> for purposes of this study refers only to a South African born citizen of African descent.

3. <u>Career</u> refers to the totality of work one does in one's lifetime.

4. <u>Career Development</u> is essentially a lifelong process which includes stages of self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement.

5. <u>Career Education</u> is the delivery of skills to all students which will provide them with the ability to explore, understand and perform in their life roles while learning, working and living. The prime focus of concern is the individual recipient of career education.

6. <u>Career Guidance</u> is organized assistance to help youth develop self-understanding, learn about the world of work, gain experience that will help in decision making, and find jobs. It encompasses all of the services that aim at helping pupils make valid occupational plans and decisions.

7. <u>Follow-Up</u> is a service which concerns itself with the successes, failures, attitudes, opinions and

suggestions of former students after they are in a new situation and have had an opportunity to test the validity of their educational and vocational preparation.[18]

8. <u>Guidance Services</u> include a variety of services which have the common objective of helping pupils develop a high degree of self-understanding and make maximum use of their talents and opportunities. These services are an integral part of the total school curriculum and facilitate the instructional program as it attempts to help each student attain the maximum level of his or her potential. Guidance services include the following: the Inventory Service, the Information Service, the Counseling Service, the Placement Service, and the Follow-Up and Evaluation Service.

9. <u>Peri-Urban Community</u> is a community which is on the perimeter of an urban community but not considered a rural area.

10. <u>Need</u> is defined as a lack of something which if present would tend to further the welfare of the organism--or facilitate its usual behavior.[19] It

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[18]Hatch, et al., <u>op</u>.<u>cit</u>. p.149

[19]H.B. English and A.C. English. <u>A Comprehensive Dictionary of Psychological and Analytic Terms</u>. New York: Longmans, Green and Company, Inc., 1958, p.338.

is in this sense that need is used in this study. It implies that meeting pupils' needs requires contrivance and arrangement of situations, experiences and surroundings which further the educational and vocational welfare of students and facilitate the desirable behavior.

11. Needs Assessment refers to formal attempts at determining what students need in order to facilitate their growth and development. It is based on the notion that the relevancy of education must be empirically determined and should define the discrepancy between "What is" and "What should be" (Kaufman).[20]

12. Perception describes the way things look to us and how we feel and think about them.

13. Secondary Schools refers to post-primary institutions, specifically, Forms 3-5 (Grades Ten through Twelve) attended by boys and girls of adolescent age (15-19), a school for education up to a standard higher than the fifth standard but not higher than standard ten.[21]

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[20]R.A. Kaufman. "Accountability: A System Approved and the Quantitative Improvement of Education--An Attempted Integration." Educational Technology, 11, January 1971 p. 21-26.

[21]Education and Training Act, Government Gazette, Republic of South Africa, 1979, p.1.

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Summary and Overview

The purpose of this research was to assess the guidance needs of Black youth in selected secondary schools in the Transvaal Provice of the Republic of South Africa and to determine the extent to which these needs are being met. Since career guidance services in Black secondary schools are still at a very rudimentary stage, it was thought that data from this study could significantly influence the improvement of the present services and/or encourage the establishment of additional career guidance services. The need for the study, research questions, the significance of the study, assumptions, methodology, scope and limitations, and definitions of terms used in this study are all described in this Chapter.

Chapter Two contains a review of the research literature related to the investigation. Also presented in Chapter Two are career guidance goals and objectives, career development and career choice theories and their implications, and an account of the status of guidance services for Black secondary school students in South Africa. Chapter Three depicts the design of the study, research hypotheses and describes the methodology and procedures used in population sampling, data collection and analysis. Detailed in Chapter Four are the findings and the interpretation of the results, based on a complete analysis of the data obtained for this study. Chapter Five contains a summary and conclusions drawn from the study. Recommendations based on the findings are also included.

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CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review relevant
literature that has implications for the topic under study--
guidance needs assessment in general and career guidance needs
assessment in particular of Black secondary school students
and an assessment of the degree to which these needs are
being met. Such a review assists in understanding what has
been done concerning career guidance services for secondary
students as well as what remains to be done.

The main areas reviewed are:

1. Objectives of career guidance.

2. Theories of career development and career choice:
    Trait-Factor theory, Super's theory of vocational
    development, Holland's theory of vocational choice,
    Roe's theory of occupational choice, Ginzberg's
    theory of occupational development and Hoppock's
    theory.

3. Related research studies that have implications
    for this study; and,

4. Literature concerning the status of guidance ser-
    vices for Black secondary school students in South
    Africa with a brief background information.

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Objectives of Career Guidance

For career guidance to be acceptable it must be based on a set of objectives. Without well-formulated objectives we have no way of determining in which direction to head. A review of professional literature was made to determine what objectives were being proposed for secondary school career guidance. Smith[1] has formulated the following as worthwhile objectives of a career guidance program:

-to provide students with on-the-job experience in the world of work.

-to make students more aware of career ladders available to them in the world of work.

-to provide students with "hands on experiences" which relate to specific types of skills training in various career fields.

-to help students toward a more realistic awareness of self in addition to developing more positive attitudes toward the world of work.

-to help them locate, interpret, evaluate and use occupational and educational information.

-to provide occupational and job placement counseling for students about to enter the working world.

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[1]M. Smith. Organizing Career Guidance: A Guide to effective program implementation. New York City Personnel and Guidance Association, 1973, 1, 22-23.

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According to Tolbert the major aim of career guidance is to help youth develop self-understanding, learn about the world of work, gain experiences that will help in decision making and find jobs.[2]

Tennyson, et al.[3] have delineated major career development goals which may serve as guidelines in planning, developing, organizing and implementing a viable career exploration program. They are: (1) clarification of self-concept; (2) assumption of responsibility for career planning; (3) formulation of tentative career goals; (4) acquiring knowledge of occupations and work settings; (5) acquiring knowledge of educational and vocational resources; (6) awareness of decision-making process; and, (7) acquiring a sense of independence.[3]

A national goal which has implications for career guidance was stated by the President's Commission on National Goals:

> The status of the individual must remain
> our primary concern. All our institutions--
> political, social, and economic--must further
> enhance the dignity of the citizen--promote
> the maximum development of his capacities,
> stimulate their responsible exercise, and
> widen the range and effectiveness of opportu-
> nities for individual choice. 4

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[2]E.L. Tolbert, Counseling for Career Development. Boston; Houghton Mifflin, 1974, p.27.

[3]W.W. Tennyson, M.K. Klaurens, and L.S. Hansen., The career development program. Unpublished paper. Minneapolis, University of Minnesota. College of Education, Octo. 1970, p.7.

[4]Goals for Americans. Report of the President's Commission on National Goals, 1960, p.3.

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Theories of Career Development and Career Choice

In 1951 Ginzberg shocked the counseling world when he said that counseling was operating without well-founded theories. Donald E. Super essentially agreed and began to produce and influence considerable research and theorizing about career development. Since then many theories have been propounded, inter alia, the trait-factor theory, Super's theory of vocational development, Holland's heuristic theory (vocational choice), Roe's theory of occupational choice, Ginzberg's theory of occupational development, and Hoppock's.

These theories are considered relevant to the vocational decision-making process and career guidance. They also serve a useful purpose in the study of students' guidance needs and their vocational choice inclinations. However, it is essential to point out that these theories are not theories in the traditional sense. They do not conform to all the particular requirements of theories following the physical science model. They are the prototypes of future theories and serve much the same functions that theories in the more sophisticated sciences do.[5]

1. Trait-Factor Theory

Some of the original trait-factor theorists who influenced thinking about vocational psychology are Parsons

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[5]S.H. Osipow. Theories of Career Development. New York: Appleton-Century-Crofts, 1968, p.1-13.

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(1909), Hull (1928), and Kitson (1925). The theory provided a springboard for several approaches, for example, the vocational testing movement, interest inventories such as Strong Vocational Interest Blank (SVIB), and Aptitude Tests like the Differential Aptitude test.

According to Herr the trait-factor theory is the most consistent approach to career development in a historical sense.

> ...because of its consistent partnership
> with the findings of psychometrics, it has
> identified the importance of certain specific
> factors to choice behavior, job satisfaction,
> and job success.... It has demonstrated that
> most individuals have multi-potentialities.[6]

The essence of the theory is that it regards the individual as a pattern of traits (interests, aptitudes, achievements, personality characteristics) which can be identified through objective means, usually psychological tests, or inventories, and then profiled to represent the individual's potential. It also approaches occupations similarly, i.e., as susceptible to being profiled according to the "amounts" of individual traits they require. When one profile is overlaid on the other, the degree of fit between man and job can be identified.[7]

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[6]K. Goldhammer, and R.E. Taylor. Career Education: Perspectives and Promise. Columbus, Ohio: Charles E. Merril Co., A Bell-Howell Company, 1972, p.69.

[7]Osipow, Op.cit. p. 10-11.

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This theoretical approach assumes that a straight-forward matching of an individual's abilities and interests with the world's vocational opportunities can be accomplished and once accomplished, solves the problem of vocational choice for that individual. However, this assumption, while contributing significantly to the current character of career guidance, can lead to a narrow perspective on career development.

For purposes of this study it is important to remember that career development is not concerned solely with the choice of an occupation, but also with the process by which such choices can be purposefully integrated within a patterning of decisions, thereby maximizing freedom of choice and implementing the personal meaning the way one conceives one's traits.[8]

A person's traits play an important part in the vocational level he is likely to attain, the training he is likely to be admitted to and possibly succeed in, and the work he is able to perform. Suziedel and Steimel found a number of significant relationships between predominant needs and particular interest patterns. Expectations and stereotypes also appeared to have an influence on vocational decision making. The prestige or status students and society assign to various occupations is likely to affect their vocational decisions. Typically, high school students express

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[8]E.L. Herr, and S.H. Cramer., _Vocational Guidance and Career Development in the Schools:_ Towards a Systems Approach. Boston: Houghton Mifflin Company, 1972, p.25

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preferences for high status or prestige occupations even though they cannot realistically be expected to enter these occupations.[9]

Other factors that seem to affect career decision making and choice include societal and individual values, the size and location of a community, family influences, cultural patterns, and socio-economic levels.

2. Super's Theory of Career Development (Self-Concept Theory)

Super's theory of career development emphasizes the developmental, sequential nature of the process of vocational preference and choice. His theory is based on the notion that the individual's self-concept influences his occupational choices and his ultimate satisfaction or dissatisfaction with his choice. He conceives of vocational development as an "on-going, continuous, generally irreversible, orderly, patterned and dynamic process "[10] through which self implements self-concept in the world of work. He lists ten propositions that characterize this theory:

1. People differ in their abilities, interests, and personalities.

2. They are qualified, by virtue of these circumstances, each for a number of occupations.

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[9]A. Suziedel, and R.J. Steimel., "The Relationship of Need Hierarchies to Inventoried Interests" Personnel and Guidance Journal, 1963, 43, 393-396.

[10]D.E. Super. Psychology of Career. New York: Appleton-Century, Crofts, 1968, p.52

3. Each of these occupations require a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socio-economic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept: it is a complex process in which the self concept is a product of the interaction of inherited aptitudes, neural and endocrine make up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.

9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values, they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind

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of role which his growth and exploratory exper-
iences have led him to consider congenial and ap-
propriate.[11]

Super maintains that vocational choice is the result
of a developmental process that puts the individual's self-
concept into practice.

In a paper presented at a Vocational Development Sym-
posium in 1968, another proposition was included, Viz; work
and occupation provide a focus for personal organization for
most men and women, although for some persons this focus is
peripheral, incidental or even non-existent, other foci such
as social activities of the home are central.[12] These pre-
mises have been developed into a comprehensive framework for
assessing vocational choice and vocational development.

Super proposes the notion that a person strives to
form and implement his self-concept by choosing to enter the
occupation he sees most likely to permit his self-expression.
The formation of the self-concept requires a person to rec-
ognize himself as a distinct individual, yet at the same time
to be aware of the similarities between himself and others.
Vocational self-concept is a continuous process which begins
with the self-differentiation which occurs as part of a per-
son's search for identity.

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[11]From "A Theory of Vocational Development" by Donald
E. Super, American Psychologist, 1953, 8, 189-190.

[12]D.E. Super, "A Reconceptualization of Vocational
Guidance," Unpublished paper presented during Symposium:
Perspectives on Vocational Development, July 30-31, 1968.

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Furthermore, Super suggests that the particular behaviors a person engages in to implement his self-concept vocationally are a function of the individual's stage of life development. He differentiates between the exploratory stage and the establishment stage of vocational development. The exploratory stage is characterized by fantasy, searching, investigating, experimenting, and testing out hypotheses. During this stage, vocational images are molded and refined. The establishment stage consists of the period during which the individual actually begins to enact a career role and to shape the career model into his own unique style. These stages are also considered to be maturational-psychological stages and are also divided according to chronological ages.[13] These developmental tasks include:

1. Crystallization: (14-18 yrs) of a vocational preference which requires the individual to formulate his ideas about work appropriate for himself. These years are of most interest to the central purpose of this study because they occur during the last four to six years of high school.

2. Specification: (18-21) narrowing a general career development into a specific one;

3. Implementation: (21-25) requires a completion of training and entrance into a relevant employment;

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[13]G.S.Belkin. <u>Practical Counseling in the Schools</u>. Dubuque, Iowa: William C. Brown, Company Publishers, 1975. p.424.

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4. Stabilization: (25-35) settling down within a
   field of work;

5. Consolidation: (late 30's to 40's) here the in-
   dividual fully establishes himself, his skills,
   and his seniority so that he can generate a secure
   and comfortable vocational position for himself
   as his career matures into his 50's and early
   60's.

Since one's life-style depends largely upon one's
occupation and its financial reward, the student's occupa-
tional choice is regarded as a critical life decision. Super
and Overstreet concluded that vocational maturity in 9th grade
boys is related to their degree of intellectual and cultural
stimulation, the degree to which they are able to respond to
that stimulation, their aspiration to higher rather than
lower socio-economic levels, and their ability to achieve
reasonably well in a variety of activities.[14]

In the final analysis, the central theses of Super's
approach can be summarized thus:

1. Individuals develop more clearly defined self-
   concepts as they grow older, although these may
   vary to conform with the changes in one's view
   of reality as correlated with aging.

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[14]D.E. Super and P.L. Overstreet. The vocational
maturity of 9th grade boys. New York: Bureau of Publica-
tions, Teachers College, Columbia University, 1960 p. 93.

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2. People develop images of the occupational world
   which they compare with their self-images in
   trying to make career decisions.

3. The adequacy of the eventual career decision is
   based on the similarity between an individual's
   self-concept and the vocational concept of the
   career he eventually chooses.

3. Holland's Theory of Vocational Choice

This theory is also referred to as the heuristic theory
of personality types and environmental situations. Heuristic
means that the theory "stimulates research and investigation
by its suggestive character rather than by its logical or
systematic structure". Holland looks at vocational interests
and preferences as a part of the total personality of the in-
dividual.[15] He explains the essence of his theory this way:

> Briefly, the theory consists of several simple
> ideas and their more complex elaborations.
> First, we assume that we can characterize
> people by their resemblance to one or more
> personality types. The closest a person's re-
> semblance to a particular type, the more likely
> it is he will exhibit the personal traits and
> behaviors associated with that type. Second,
> we assume that the environment in which people
> live can be characterized by their resemblance
> to one or more model environments. Finally, we
> assume that the pairing of persons and environ-
> ments leads to several outcomes which we can
> predict and understand from our knowledge of the
> personality types and the environmental models.

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[15]J. Holland. The Psychology of Vocational Choice.
Waltham, Mass: Blaisdell, 1966, 8.

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These outcomes include vocational choice,
vocational stability and achievement, per-
sonal stability, creative performance and
susceptibility to influence. 16

Holland offers six character types that include most
people: Realistic, Intellectual, Social, Conventional, En-
terprising and Artistic. Each type is the product of a char-
acteristic interaction between a particular heredity and
a variety of cultural and personal forces, including peers,
parents, significant others, social class, culture and the
physical environment. There are also six kinds of environ-
ments, bearing the same names as the personality types.
Holland's theoretical assumption is that people search for
environments and vocations which will permit them to exer-
cise their skills and abilities, to express their attitudes
and values, to take on agreeable problems and roles, and to
avoid disagreeable ones. He then asserts that a person's
behavior can be explained by the interaction of his person-
ality pattern and his environment. For example, an intel-
lectual personality type would function best in an intel-
lectual environment, while an artistic type would function
best in an artistic environment, and so on.

Holland also emphasizes the importance of self-
knowledge to his conception of the individual's movement
through educational decisions to occupational environments.
Self-knowledge refers to the amount of accuracy of information

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16Belkin, op.cit., p.425.

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an individual has about himself as contrasted with self-evaluation which refers to the worth an individual attributes to himself.

4. The Roe Theory of Occupational Choice

"In order to understand the role of the occupation in the life of the individual," Roe contends, "we must first have some understanding of the individual and his needs."[17] Her theory of occupational choice and job satisfaction is based upon Maslow's idea of hierarchy of needs. They are listed below with a brief definition of each:

1. Physiological needs - food, water, sex, etc.

2. Safety needs - protection in emergencies

3. Need for belonging and love - affection

4. Need for esteem - importance, respect, appreciation, competency, strength and independence.

5. Need for information - knowledge and understanding

6. Need for beauty - aesthetics

7. Need for self-actualization - realization of one's own potentials for continued self-development and for being creative in the broadest sense of the term.[18]

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[17]A. Roe. The Psychology of Occupations. New York: John Wiley and Sons, 1956, p.33.

[18]A. Maslow Motivation and Personality. New York: Harper and Row, 1954, p.11.

Human behavior is motivated toward the satisfaction of these needs. At the lowest level, but pre-eminent in importance when they are thwarted are man's physiological needs. The satisfaction of the subsequent needs is contingent upon the satisfaction of the basic needs. A fact of profound significance in the needs theory is the notion that a satisfied need is not a motivator of behavior.

The general hypothesis underlying Roe's theory is that workers select their jobs because they see potential for the satisfaction of their needs. Roe maintains that man's needs are satisfied within the job situation. This means that individuals strive for certain types of jobs in order to satisfy particular needs.

Roe emphasizes the significance of work by saying:

> In our culture, social and economic status depend more upon the occupation than upon anything else. Sociological and psychological studies are practically unanimous on this point...feelings of personal esteem are also closely linked to the amount of responsibility the job entails. This is reflected in ratings of the prestige of occupations and in studies of job satisfaction...People whose life situation is especially difficult may find that the status and prestige conferred by the occupation, or received from fellow workers are the greatest sources of satisfaction for these needs. Occupations as a source of need satisfaction are of extreme importance in our culture...19

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[19]Roe, op.cit., p.33.

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Another important dimension of Roe's theory is the relationship between the individual's background--his upbringing and his later occupational situation. She suggests that deficiencies during childhood may be compensated for, by and through the work one does.[20] Based on this, a job could be said to be more than just a mere way of making a living.

Roe developed a matrix-like structure, using groups and levels to explain the occupational phenomena. The eight groups she lists are:

I.	Service	V.	Outdoor
II.	Business contact	VI.	Science
III.	Organizations	VII.	General Cultural
IV.	Technology	VIII.	Arts and Entertainment

The levels range from "professional and management" down to "unskilled".[21]

Roe's first theoretical statement has more potential impact for career guidance since it carries a strong statement that vocational choice is closely related to personality characteristics developed early during childhood. It focuses our attention at helping students effectively understand themselves, their needs, and identify occupations in which their needs might best be met. Her theory facilitates our understanding of the variety of factors that play an important

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[20] A. Roe. "Early determinants of Vocational Choice." Journal of Counseling Psychology 1957, 4, 212-217.

[21] Belkin, op.cit., p.427

part when an individual decides whether to take a particular job or not. It also puts into proper perspective why certain jobs fail to meet the student's needs and why other jobs are in demand. Moreover, her theory sets a foundation from which further research may be conducted.

5. Ginzberg's Theory of Occupational Choice

Ginzberg's theory was first published in 1951 and he has, since that time, through continuing research, revised it to a considerable extent. Here attention will be given to the revised version of the theory. The essence of his theory is that occupational choice is a process that remains open as long as one makes and expects to make decisions about one's work and career. In many instances it is coterminous with one's life.[22]

From research, he found that

> of those who enter a profession, sooner or
> later many move on into related and oc-
> casionaly into different types of work...
> Men and women seek to find the best oc-
> cupational fit between their changing de-
> sires and their changing circumstances. The
> search is a continuing one. [23]

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[22]E. Ginzberg. "Toward A Theory of Occupational Choice: A Restatement," <u>Vocational Guidance Quarterly</u>, 1972, 20, 169-175.

[23]<u>Ibid</u>, pp. 170-171

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A synoposis of the reformulated theory is that

> occupational choice is a life-long process
> of decision-making in which the individual
> seeks to find the optimal fit between his
> career preparation and goals and the re-
> alities of the world of work. 24

6. Hoppock's Theory

The theory of occupational choice postulated by

Hoppock is eclectic in composition. It recognizes the

stimulating role played by needs in the selection of an

occupation. A heavy emphasis is placed on self-knowledge

and self-acceptance. The availability of vocational, edu-

cational and personal information forms an essential part

of the theory. The theory also recognizes the continual

dynamism of man's needs and the fact that career selection

is subject to change. A list of the ten major points fol-

lows:

1. occupations are chosen to meet needs.

2. the occupation that we choose is one that
    we believe will best meet the needs that most
    concern us.

3. needs may be intellectually perceived, or they
    may be only vaguely felt as attractions which
    draw us in certain directions. In either case,
    they may influence choices.

24Belkin, op.cit., p.430.

4. Vocational development begins when we first become aware that an occupation can help to meet our needs.

5. Vocational development progresses and occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize what we want and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.

7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.

8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

9. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.

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10. Occupational choice is always subject to change when we believe that a change will better meet our needs.[25]

From the above presentation of career development and career choice theories several implications for secondary school guidance services can be derived. Implied in all the theories is the importance of providing all youngsters with accurate and relevant information and experiences which will enable them to identify and try on suitable work roles (full or part-time work). The life stages through which youngsters progress have different expectations, interests and needs and the young people need help to resolve the problems (personal, vocational and educational) which they encounter. The theories also point out that the process of decision making which every student must experience involves actions. Thus, it is incumbent upon those who are providing career guidance to help students take responsibility to be more involved in career planning and decision making. This is particularly relevant to the South African Black youth who is constantly orienting and submitting himself to authority whose approval becomes his approbation. To learn to be responsible and to be involved, one needs to be given a feeling of self-worth and dignity, responsibility and a chance to be involved.

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[25]R. Hoppock. Occupational Information (3rd ed). New York: McGraw-Hill, 1967, p 111-112.

In the final analysis, career development and choice at the secondary school level must be predicated upon individual needs, readiness and motivations. The principal concern at this level should be to enhance self-awareness and assessment, career awareness and exploration, career decision-making, and planning and placement.

Research Related to Students' Career Guidance Needs

A related study to this proposed survey is an assessment of guidance needs of Black first year students in a developing country which was conducted by Cloete and le Roux.[26] Their sample consisted of 348 students (214 males and 134 females) which represents 56% of the total freshman enrollment.

Use was made of a biographical questionnaire in which the students were asked about their guidance needs. The researchers found that the students required different kinds of help and information. Seventy-three (73) percent indicated a need for help with choice of subjects, 65% needed help with financial problems, 50% had study problems, 32% needed help with choice of a course, 25% needed help with choice of a career and 20% needed help with personal problems. The overall signifiance of the findings of this study is that it highlights the need for career guidance at the secondary school level.

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[26]N.J. Cloete, and A.G. le Roux. Guidance Needs of Black first year students in a developing country (R.S.A). Paper delivered at the annual conference of the South African Psychological Association, September, 1978.

Cloete and le Roux's research is similar to this study because it also undertook to identify the guidance needs of Black students. This study concerns itself with the career guidance needs of Black secondary school students, whereas theirs investigated the guidance needs of Black freshmen. Both studies recognized Prediger et al.'s simple truth that researchers often forget that the best way to find out what people think about something is to ask them.[27] Hence they both went directly to the youth in the schools and universities to find out their guidance needs and concerns.

Commenting on the aims of guidance in the schools Costar identifies the primary goal as helping students become increasingly capable of making wise decisions for themselves. Furthermore, he urges for student input for need assessment and guidance program evaluation by saying:

> Few school systems would deny that children
> are the focus of their efforts.... Because
> this is so, it is obvious that the school
> and its staff should try to be accountable
> to students, that is, should try to meet the
> needs of the students. In order to accurately
> assess how well this is being done, the
> students themselves must be actively involved.28

Another study that has implications for the present study examined the occupational values and permanency of

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[27]D.J. Prediger, J.D. Roth, and R.J. Noeth, Nationwide study of student career development: summary of results. Iowa: American College Testing Program, 1973.

[28]J.W. Costar. Conducting A School Follow-Up Study: Student input for needs assessment and evaluation. College of Education, M.S.U., East Lansing, 1976, p.28.

choice of secondary school students. Dipboye and Anderson
administered a questionnaire concerning the plans and values
of high school students in terms of security, prestige,
salary, interest, advancement, working conditions, relations
with others, independence and benefits.[29] They found that
at the 9th grade level, girls highly valued matters such as
prestige, interest in work, working conditions, and relations
with others; while the 9th grade boys valued independence,
salary and advancement opportunities. Twelfth-graders were
similar: the older girls valued the same things as the younger
ones with the exception of the stress on interesting work,
while the older boys held similar values to the younger ones
except their regard for advancement dropped. Looking at
the sample as a whole, however, interesting work and prospects
for advancement seemed more important to twelfth-graders than
to the nineth graders. It may be that younger boys and girls
are less concerned with the need for interesting work than
other students because work is not so imminent for them.

Sprey is one of the few authors who have focused on
sex differences in occupational aspirations and expectations
among Black adolescents.[30] According to his findings 9th

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[29]W.J. Dipboye, and W.F. Anderson. The Ordering of
Occupational Values by High School Freshmen and Seniors.
Personnel Guidance Journal, 1959, 38, 121-124.

[30]J. Sprey, Sex differences in Occupational Choice
patterns among Negro adolescents. Social Problems, 1962,
10, 11-22.

grade Black male students expressed significantly lower aspirational levels than Black females and White students in both sex categories.

In a study that underscores the importances of career guidance Johnson et al., looked at several high school guidance programs. They observed that both academically inclined students and those who are non-academically oriented cannot excel unless they:

1. attain a fairly realistic understanding of themselves

2. make decisions about their high school programs on bases other than misinformation, personal whim or the choice of parents or peers;

3. are spared the experience of floundering aimlessly for lack of thought regarding even tentative vocational goals;

4. are minimally distracted by problems of growth and development or handicapped by physical or emotional difficulties; and,

5. have ample opportunity to discover and nourish worthwhile interests.[31]

Stressing the important role of guidance in career decision making Katz says that:

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[31]M. Johnson, Jr.; W.E. Busacker and F.Q. Bowman, Jr. Junior High School Guidance. New York: Harper and Row, 1961. p.147.

> guidance helps the student to find order
> in the complexities of decision making,
> helps him to enrich his experience by
> examining it, and helps him to become
> the conscious artist of his own career.[32]

Decision making implies alternative choices and the opportunity to reject as well as accept alternatives.

Schmidt and Rothney reported on the instability of expressed vocational preferences of students as they move from one grade in high school to another and into their first year out of school.[33] This observation was confirmed fifteen years later by Garbin et al., who found that individuals who enter the world of work following their high school years encounter work adjustment problems that interfere with their progress both vocationally and personally.[34] These problems can be attributed to the fact that too many persons leave the educational systems at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding, and career decision making skills. They are not provided with the work attitudes that are essential for making a successful transition from school to work.

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[32]M. Katz Decisions and Values: A rationale for secondary school guidance. College Entrance Exam Board. New York, 1963, p.59

[33]J.L. Schmidt, and J.W.M. Rothney, "Variability of Vocational Choices of High School Students." Personnel and Guidance Journal, November 1955, p.142-146.

[34]A.P. Garbin, and I. Vaughn. Junior College Students Enrolled in Occupational Programs: Selected Characteristics, Experiences and Perceptions. Columbus, Ohio: The Center for Vocational and Technical Education. The Ohio State University, September 1971, p.130.

A report by the International Labor Conference concerning the problems of youth and work expressed the essence of the point being made here:

> Confronted with a kaleidoscopic picture of
> rapidly changing conditions and subject to
> the conflicting pressures influencing his
> occupational choice, every young person's
> greatest need is for "Guidance". Guidance
> in its broadest sense lies at the heart of
> the whole process of youth adjustment. In
> the more restricted sense of vocational
> guidance it is the process by which all the
> various factors affecting individual oc-
> cupational choice are sorted out, weighted
> and brought into focus and by which the
> young is helped to make his own choice
> in full knowledge of the facts about the
> career and work opportunities available and
> about his own potentials to them. [35]

This illustrative statement, made two decades ago, still rings true today. It emphasizes the fact that students need to become acquainted both with a variety of occupational fields and with the general nature of the economic structure. This could be done by exposing the youth to published, valid, and accurate information materials, career conferences, and planned vocational explorations through part-time and summer work experience. Secondary school experiences should begin the actual testing of choices and a process of constant re-assessment as variable opportunities are encountered.

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[35]United Nations: International Labor Conference Report to the Director General, Part 1:   "Youth and Work," 44th Session, Geneva; 1960, p.131.

Ewens et al,suggests that career guidance for grades 9 and 12 should be concerned with the relationship of career planning to the developmental needs of students, to factors of personal and social adjustment, to self-concepts, to motivation, and to vocational and educational problems.[36]

Status of Career Guidance Services in South African Black Secondary Schools

1. Background

Any discussion of education in the Republic of South Africa, particularly education available to the Black sector of the population must be presented against a background of conditions and attitudes which are not immediately educational. South African schools are segregated by legislation along racial and language lines with the result that there are at least four--by no means identical--systems of education for the four main racial groups, namely; Asiatics, Blacks, Coloreds and Whites. Because of this stratification it is difficult to discuss South African education or any aspect thereof, in a singular manner. This difficulty is due to the fact that, while there are few common elements in the four educational systems, there are many more differences of both philosophy, and organization and administration. A discussion of career guidance services must,

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[36]P.W. Ewens, J.S. Dobson, J.M. Seals. Career Guidance: A Systems Approach, Dubuque, Iowa, Kendall/Hunt Publishing Co., 1976, p.98

therefore, be tempered with the knowledge that what is happening in any one educational system is not necessarily happening in the others.

Commenting on these differences, Watts said

> To move from considering career guidance
> for Whites to a discussion of careers for
> Blacks is to move from one world to another.
> This is hardly surprising, in view of the
> vast differences in educational and employ-
> ment opportunities for the two ethnic groups,
> in view of the fact that it has been the de-
> liberate policy of the Nationlist government
> to maintain these differences. 37

Malherbe quotes one of the architects of Apartheid, Dr. Verwoerd, then in charge of Bantu (Black) Education in 1954 as having declared clearly and unequivocally that:

> The Bantu must be guided to serve his own
> community in all respects. There is no
> place for him in the European community
> above the level of certain forms of labour.
> Within his own community, however, all
> doors are open for him. For that reason
> it is of no avail for him to receive train-
> ing which has as its aim absorption into
> the European community, while he cannot
> and will not be absorbed there. 38

Implicit in this policy statements is the purpose of Bantu education which was to teach Blacks "from childhood that equality with Europeans is not for them."[39]   The

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[37]A.G. Watts. "Careers Guidance Under Apartheid." International Journal for the Advancement of Counselling 3 (1980) 3-27.

[38]E.G. Malherbe, Education in South Africa, Volume 2: 1923-75. Cape Town: Juta, 1977, p.546.

[39]Malherbe, Ibid, pp. 546-547.

implementation of this policy was observed by UNESCO (1972) which concluded from a study of South African School test books that Black children were being taught to consider themselves as occupying an inferior place in society, and White children that Europeans were superior and Africans "primitive and barbaric".[40]

There are huge quantitative and qualitative differences between the education provided for Whites and Blacks. For instance, the pupil-teacher ratio in 1971 was 20:1 in white schools as opposed to 58:1 in Black schools (Troup, 1976).[41] Resources are distributed unequally amongst the departments controlling the education of various racial groups. The government expenditure on education per pupil in 1969/70 was R282 ($338) for Whites and R17 ($20) for Blacks (S.A.I.R.R.).[42] By 1975-76 the average was $644 for Whites and R41.8 for Blacks (Blignaut et al.)[43] Rates of

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[40]UNESCO: Apartheid: Its effects on education, etc. (2nd ed) 1972, p.139.

[41]F. Troup. Forbidden Pastures: Education under Apartheid. London: International Defense Aid Fund, 1976, p.30.

[42]South African Institute of Race Relations: A Survey of Race Relations in South Africa: 1972. Johannesburg: SAIRR, 1973, p.344.

[43]S. Blignaut, C. Cooper, L. Gordon, and S. Mooney: A Survey of Race Relations. Johannesburg: SAIRR, 1977, p. 461.

school drop-out among Black children are extremely high:
from the 1962 intake, for example, only 11.6% proceeded to
secondary school (Department of Bantu Education), whereas
virtually all White children did so.   By 1972 about 9 per
1,000 of the White population held passes in matriculation
and Senior certificate, as against under 0.5 per 1,000 of
Blacks.[45]

Career Guidance in the Educational System for Blacks

Career guidance means assistance given to an individ-
ual in solving problems related to occupational choice and
progress with due regard for the invididual's characteristics
and their relation to occupational opportunity. It is based
on the free and voluntary choice of the individual. Its
primary object is to give him full opportunity for personal
development and satisfaction from work; with due regard for
the most effective use of national manpower resources.[46]

Hughes quotes Steward and Warnath as saying that:

> free choices are only made when the individ-
> ual has acquired the necessary skills, know-
> ledge and attitudes to enable him to make
> them and when he is persuaded that certain
> aspirations on goals are possible for him.[47]

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[45]Malherbe, op.cit., p.295.

[46]R.W. Napier. School Guidance Services: Focus on
Developing Nations. London: Evans Brothers Lts. 1972, p.44

[47]P. Hughes. Guidance and Counselling in Schools:
A Response to Change. Oxford: Pergamon, 1971 pp 197-198.
(Steward, L.H. and Warnath, C.F. The Counsellor and Society:
A Cultural Approach. Boston: Houghton Mifflin, 1965).

The question that immediately arises is: How, then, will career guidance services be structured in a country where such choices are severely constrained for a large majority of the population? To answer this question the researcher made an attempt to review relevant and related literature. It was found that South African literature on guidance for Blacks is fairly sparse as opposed to copious literature on guidance for the other racial groups. This could be due to the fact that there are severe restrictions placed on choice of work for Blacks within the "White areas" which is where most employment opportunities are available.

Traditionally "guidance" has been offered chiefly through the structure of the curriculum.

> ...In order to do this, we create the op-
> portunity so that if there is any farmer
> who has a farm school on his farm and who
> wishes to make use of the school children
> under the supervision of the teacher to
> assist with certain farm activities, this
> can be arranged in a proper manner to fit
> in with the curriculum... 48

Before 1976 there was no organization undertaking career guidance for Blacks on a large scale. The National Institute for Personnel Research's (NIPR) contributions had been in special circumstances only and the counselors had felt that what they were able to provide was inadequate.

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[48] Quoted in M. Horrell, <u>Decade of Bantu Education</u>. SAIRR, 1964, p. 65.

There was no one with experience in counselling Blacks,
although the Human Sciences Research Council in conjunction
with the then Bantu Education Department, had developed and
normed a comprehensive battery of tests for use with Black
students at Standard Six, Form III and Form V levels.[49]

In recent years, however, provision for more formal
guidance in the schools has begun. The current system is
the one under which itinerant, externally-based "school
counselors," trained mostly through short courses, visit
schools to give vocational guidance. "Their work," according
to Dovey, "consists mainly in maintaining a superficial test-
ing service. These test constitute a form of social book-
keeping, used for statistical and research purposes rather
than for guidance and aimed at guiding vocational decisions
according to the manpower needs of the country."[50]

These vocational guidance counselors are recognized
by the students as government officials. For the majority
of students the guidance officer presents an unfamiliar and
perhaps a threatening figure with whom to deal. Given this
set-up, it can be assumed that in most cases rapport would

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[49]B.A. Hall. Vocational Counseling for Blacks With
High School Education. Special Report, Pers 279, NIPR
(CSIR) Johannesburg, August, 1978, p.24

[50]K. Dovey, Politics and Guidance: An Overview of
the South African School Guidance Service. British Journal
of Guidance and Counselling. Vol. 8, No. 1, January, 1980,
p.3.

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be difficult to establish. Given also the short duration
of the sessions the guidance officer has with the students,
the assistance students receive is usually restricted to
superficial vocational information.

Examining the social studies text books for Forms
I and II by Van der Merve, et al.,[51] and Mocke and Engel-
brecht[52] respectively, the researcher came across a section
on "Vocational guidance" in each. Although this section is
included in the Social Studies curriculum, it is non-
examinable and hence it tends to be neglected. No sys-
tematic training is provided for teachers who are teaching
it. There is a heavy emphasis on cultivating realistic
attitudes, ideals and expectations. The importance of man-
ual labor is strongly emphasized.

In 1977 Latti et al., undertook a survey of the ex-
isting personnel practices and counseling services for Blacks.
Their survey revealed an increasing demand for information
regarding bursaries and advice on university and college
training. The conclusion arrived at was that what was
offered still fell far short of the need for it.[53]

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[51] W.Van Der Merve, J.L.C. Strydom, and E. Powell.
New Social Studies: Form I. p.155.

[52] H. Mocke and W. Englebrecht. New Structure Social
Studies: Form II, p.315

[53] V.I.Latti, B.A. Shannon and B.L. Visser. Personnel
and Careers Counselling Practices and Facilities for the De-
velopment of Black workers in South Africa. C/Pers 261, CSIR,
NIPR, Johannesburg, 1977.

The following is an account of what was available in November, 1977:

1. <u>Department of Education and Training</u>

In 1975 there were only thirty trained "counselors" to handle all psychological services in all Black schools (a total of 12,573 schools with 3,731,455 pupils; Counselor-student ratio was approximately 1:124,382). The Department is running an experimental project in conjunction with the Human Sciences Research Council to give individual counseling to a sample of Form V's (Barnard).[54] A guidance syllabus for Standard 5 to Form II was drawn up and has been implemented for the first time in 1978.

2. <u>Religious Organizations</u>

The agency for Industrial Mission (Wilgespruit) ran its first career guidance conference in 1975. This has been repeated and has grown each year until now. It includes individual counseling as well as careers' talks. An assessment of the needs of the community it serves has led to plans for the Ipelegeng Center to provide training, information, and guidance.

St. Anthony's Cultural and Training Center offers library and night school facilities to students studying

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[54]M.J. Barnard. Die beroepsvoorlighting-prosedures en behoeftes van die Department Van Bantoe-Onderwys. In Vocational Counseling--proceedings of Symposium held on 14th October, 1977, at NIPR, Johannesburg, (S164,CSIR).

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for school and university examinations. Although some guidance regarding choice of subjects and related careers is offered, the need for an organized career guidance service cannot be overemphasized.

St. Paul's Anglican Church in Soweto had school facilities for students studying for Junior and Senior certificate examinations until 1977 when it was forced to close down. Vocational guidance was offered and career conferences were also held. Plans for a community career center were developed but owing to lack of official support and commitment the plan had to be abandoned.

3. Universities

Fort Hare University in Alice has started testing freshmen in collaboration with NIPR. It is hoped that a counselor will be appointed as soon as funds are available and that a counseling service will develop.

The University of the North in Pietersburg has established a Guidance Bureau which, it is also hoped, will develop into a Counseling Unit. Testing and freshmen orientation started in 1977.

4. Other Services

The South African Institute of Race Relations, through its Educational Information Center in Johannesburg, provides information and training to whoever seeks it. Information

on bursaries is also available. However, many students, especially those in the peri-urban and rural areas, do not know about these facilities. A guidance service has been contemplated but the obstacles were considerable and the project seems to have been dropped.

The Department of Manpower utilization which caters mostly for Whites, publishes a quarterly occupational information magazine "My Career/My Loopban" which has detailed descriptions of several kinds of careers. However, it is not as accessible to Black students as it is to other racial groups. An accurate assessment of the situation was made by a representative of the Department of Labor (Manpower Utilization) who stated publicly in 1977 that "we have no facilities at this stage to help with vocational information so far as the Bantu are concerned."[55] Walters laments that "an integrated service for all racial groups is not yet foreseen."[56]

Cloete and le Roux pointed out that their 1978 freshmen sample (481 students) had received little or no official guidance before entering university.[57] This is indicative

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[55]National Institute for Personnel Research, CSIR, Johannesburg, 1977, p.114.

[56]S. Walters. Career Guidance and Occupational Choice. Foundation for Social Development: Research Report No.1. Cape Town, October, 1976, p.35.

[57]Cloete and le Roux, op.cit., p.1.

of the extent to which guidance services are provided in
the Black schools. "The problem," Cloete and le Roux say,
"is aggravated by the fact that the majority of these stu-
dents are the first generation to attend university and
consequently very little information on university matters
can be obtained from their immediate relatives. The qual-
ity and quantity of assistance which teachers can provide
in this regard is also of doubtful value, since about 80%
have not attended a residential university."[58]

Considering the lack of development of career guid-
ance services in Black schools and Universities, Watts (1978)[59]
furnishes the following reasons: one is the simple pressure
on manpower and other resources within educational insti-
tutions. Another reason is the continued official ambiv-
alence about the extent to which guidance is likely to be
socially functional. He further speculates that overt at-
tention to career guidance might have the effect of raising
aspirations beyond the capacity or will of the political
system to meet them. In addition, career guidance might also
focus attention on the limitations of the opportunity struc-
ture, thus opening them to inspection and question. The
dangers of this are particularly acute in a place like Soweto,
where Black political unrest has been most visible and most
marked.

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[58]Ibid., p.1

[59]Watts, op.cit., p.24.

From this report on the status of career guidance
services for Blacks in South Africa, it would appear students
are faced with a wide variety of serious problems, such as
lack of vocational, educational, personal, and financial
information. Another observation is that vocational guid-
ance seems to form a relatively small and insignificant part
of the school curriculum. Moreover, the guidance section
on the curriculum is non-examinable with the result that
both teachers and students tend to regard it as a waste of
time. The situation seems to be exacerbated by the lack of
contact between the schools and the employers--work exper-
iences and industrial site visits are rare and often times
are regarded as a nuisance by some employers. However,
there are indications that innovations and improvements are
afoot.

SUMMARY

The literature reviewed in this Chapter with regard
to goals and objectives of career guidance supported the
idea that the only justification for the existence of a
school career guidance program is what it does to benefit
students. Students have a variety of needs, broadly cate-
gorized into vocational, educational and personal-social
needs. All the career development and career choice theories
have important implications for career guidance. They all

underscore the fact that choosing a career is a continuous process which is a function of several factors, inter alia, age, sex, location, and socio-cultural milieu. It is also apparent that much still remains to be done concerning guidance in South African Black secondary schools. There is considerable research data to support the contention that guidance is for all students and not only for those who have problems.

The next Chapter will be concerned with the methodology of the study. A discussion of the design, instrumentation and procedures will be included.

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CHAPTER III

DESIGN OF THE STUDY

The purpose of the study was to determine the most im-
portant career guidance needs of Black secondary school stu-
dents in the Transvaal Province in the Republic of South
Africa. The study also aimed at determining the degree to
which these needs are presently being met. It was hoped
that this information would not only enhance better under-
standing of Black students' needs but would also facilitate
improvement of the guidance services available to them.

Available evidence suggests that although there may
be a common set of students' needs their priority for certain
students vary and/or shift in accordance with age, sex, exper-
ience, culture and social trends. Consequently, in manage-
ment of educational programs it is important to frequently
sample students' needs.

In this Chapter the manner in which the sample groups
for the study were selected is specifically described along
with a brief rationale for the selection of these particular
groups. The manner in which the data for the study was col-
lected and the procedures followed in analyzing the data are
also explained.

The Research Design

In order to identify the main career guidance needs of Black secondary school students in the Transvaal Province selected students were asked to identify their needs and the degree to which they felt they were being met.

The following conceptual areas were used as measuring indices to categorize the data: self-understanding and acceptance, development of responsibility, understanding others, being understood by others, interpersonal relationships, value clarification, decision-making skills, self-assessment, educational and vocational planning, understanding sexual identity, career awareness, career exploration and planning, and guidance program comprehension. The study was designed to answer the following sixteen research questions regarding students' perceptions of their career development needs and the extent to which those needs are being met.

Specifically, do Black South African secondary school students feel a need for:

1. Understanding and accepting themselves?

2. Development responsibility for themselves?

3. Understanding others?

4. Being understood by others?

5. Relating to others?

6. Clarifying values?

7. Assessing themselves?

8. Acquiring decision making skills?

9. Understanding sexual identity?

10. Selecting courses and making educational plans?

11. Making post-high school plans?

12. Developing career awareness?

13. Exploring careers?

14. Planning careers?

15. Finding jobs and careers?

16. Understanding the guidance program?

In addition, an effort was made to determine the present status of career guidance services in Black secondary schools in the Transvaal Province. Specifically:

1. Are there organized programs of guidance services in the Black secondary schools?

2. To what extent do they provide Pupil Inventory Services?

3. To what extent do they provide Information Services?

4. Is counseling available to all students?

5. Do the schools have a school-wide testing program and to what extent are the test results being used for guidance purposes?

6. Do the schools have Placement, Follow-Up and Evaluation Services?

In order to test for statistically significant differences, the above questions were transformed into the following Null hypotheses:

1. There is no statistically significant difference
    among the means of rural, peri-urban and urban
    Black secondary school students on the variable
    understanding and accepting self.

2. There is no statistically significant difference
    among the means of rural, peri-urban and urban
    Black secondary school students on the variable
    developing responsibilty for self.

3. There is no statistically significant difference
    among the means of rural, peri-urban and urban
    Black secondary school students on the variable
    understanding others.

4. There is no statistically significant difference
    among the means of rural, peri-urban and urban
    Black secondary school students on the variable
    being understood by others.

5. There is no statistically significant difference
    among the means of rural, peri-urban and urban
    Black secondary school students on the variable
    relating to others.

6. There is no statistically significant difference
    among the means of rural, peri-urban and urban
    Black secondary school students on the variable
    clarifying values.

7. There is no statistically significant difference
    among the means of rural, peri-urban and urban

Black secondary school students on the variable assessing self.

8. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable making decisions.

9. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable selecting courses and making educational plans.

10. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable understanding sexual identity.

11. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable making post-secondary plans.

12. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable developing career awareness.

13. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable exploring careers.

14. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable planning careers.

15. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable finding jobs and careers.

16. There is no statistically significant difference among the means of rural, peri-urban and urban Black secondary school students on the variable understanding the guidance program.

Selection of the School Sample

Since it was felt that the perceived needs would be similar within certain classifications of students, and inasmuch as the time and money required to make a complete survey of all the Black secondary schools in the Republic of South Africa would be prohibitive, the study was limited to ten selected Black secondary schools in the Transvaal Province.

The specific schools selected for analysis came from three types of geographical locations. Using a method of stratified random sampling three urban, three peri-urban and four rural Black secondary schools were selected. All

these schools are regular co-educational secondary schools (Forms 1 through 5) which prepare students for the Junior and Senior National Examinations. They all follow a common curriculum designed for college-bound (University-bound) students. Students attending these schools have diverse socio-economic backgrounds, and they also speak several different languages.

Permission to conduct the study was granted by the Department of Cooperation and Development, and the Departments of Education (See Appendix C). The latter wrote letters to introduce the researcher to Circuit Inspectors and principals of schools in the above regions. The Circuit Inspectors furnished lists of all the post-primary schools in their circuits to facilitate the school selection process.

Selection of the Respondents

Best defined a sample as "a small proportion of a population selected for analysis."[1] A sample made up of 600 pupils (315 males and 285 females) was chosen from the previously selected schools. A stratified random sampling procedure was used to ensure the representation of each subgroup (i.e.; boys/girls; urban, peri-urban and rural, and Forms 3 and 5).

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[1]J.W. Best. Research in Education. Englewood Cliffs, New Jersey: Prentice Hall, 1956, p.263

To observe the effects of grade levels, 268 Form 3 and 332 Form 5 students were selected. Forms 3 and 5 in the South African educational system mark the completion of educational, as well as developmental or maturational units. At the end of these units the individual is expected to assume the responsibility for deciding the direction of his or her future personal and vocational life. It is at these transitional or choice points that the individual is called upon to make serious (sometimes irreversible) decisions regarding his or her career. Generally, when students quit school after graduating at one of these terminal points, they are not referred to as dropouts. In other words, these are acceptable branching off points.

Students terminating after Form 3 can work in the private sector or government service as messangers or clerks, train as policemen, enroll at vocational/technical schools, enroll at Primary Teachers Training Institutions or train as nurses. Form 5 graduates qualify for all the options open to the Form 3 graduates and are usually given first preference. Moreover, they can enroll at Junior Secondary Teachers Course Institutions and can also further their studies by correspondence through the University of South Africa (UNISA)or at one of the three residential universities

In order to examine the possible effects of geographic location, 178 students were selected from urban areas, 190 students were selected from peri-urban areas

and 232 students were selected from rural areas. The en-
vironment in which a person lives, exerts a tremendous in-
fluence on his perception and behavior. This is so because
norms, folklore and societal expectations which influence
people's behavior patterns differ from place to place. The
availability of opportunities is also contingent upon geo-
graphical location.

An effort was made to select approximately 60 students
from each school and an equal number from each grade level.
This resulted in the selection of 600 in the ten schools.
The rationale for the sample size is derived from Borg and
Gall.[2]

Table 3.1 below shows the pattern with which pupils
were selected to reflect their grade levels, geographic
locations, and their sex.

The researcher, with the help of the principals of
the selected schools randomly selected the names of the
subjects from the schools' Master Form Register in which
their names were listed alphabetically according to sex.

Research Instruments

Two methods of data collection were used, namely; a
questionnaire for students (Appendix A) and a 30-40 minute

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[2]W.R. Borg and M.D. Gall. Educational Research: An
Introduction (2nd ed) New York: David McKay Company, Inc.,
1976, pp.123-126.

TABLE 3.1: GRADE LEVEL, SEX AND GEOGRAPHIC LOCATION OF BLACK SECONDARY SCHOOL STUDENTS BY SCHOOLS INCLUDED IN THE STUDY

Location	School	JUNIOR OR FORM 3			SENIOR OR FORM 5		
		Girls	Boys	Total	Girls	Boys	Total
RURAL	A	–	–	–	30	30	60
	B	15	16	31	14	15	29
	C	14	13	27	15	18	33
	D	13	13	26	13	13	26
	Sub totals	42	42	84	72	76	148
PERI-URBAN	E	15	15	30	15	15	30
	F	15	15	30	15	15	30
	G	11	26	37	14	19	33
	Sub totals	41	56	97	44	49	93
URBAN	H	15	15	30	15	17	32
	I	14	14	28	12	16	28
	J	14	15	29	16	15	31
	Sub totals	43	44	87	43	48	91
TOTALS		126	142	268	159	173	332

structured interview with the administrators of the selected schools. The questionnaire consisted of three parts. The first part was designed to obtain demographic information about the respondents such as age, sex, grade or form, educational plans, and geographic location. The second part consisted of sixty items which sought the subjects' perceptions of their personal needs. These items were grouped into 16 categories for analysis purposes. The third part was open-ended to allow respondents an opportunity to list needs not previously included.

The nature of the questionnaire was considered appropriate for this study for the following reasons: It had been successfully administered to selected sophomores and seniors in Michigan secondary schools by the Michigan ACT Secondary School Council in 1976. The optional open-ended section enabled subjects to express a maximum of seven top priority needs which they felt should have been included in the questionnaire. This open-ended format was suitable for the main goal of the study, to obtain broad-based information about students' needs and the extent to which they were being satisfied. It also afforded more freedom to the subjects for expressing their needs without the restrictions imposed by the more structured section. The instrument, Guidance Services Needs Assessment Survey, was developed by the American College Testing Services (ACTS) and used with their permission.

Procedure

Pilot Study

A pilot study was conducted during the second week of the academic year in two secondary schools, one rural and the other urban, in order to:

(i) test the questionnaire for clarity, readability, and length of time it would take to complete, and

(ii) to provide practice in actual school settings for the researcher.

Sixty-four subjects were used for the pilot study. An analysis was made of their responses to each item for purposes of identifying possible problems. Contrary to expectation, the subjects had little difficulty in following the instructions and responding to the items; hence no adjustments to the instrument were made.

Data Collection

The administrators of the schools were informed about the researcher's visit by their Circuit Inspectors and their willingness to cooperate was secured. It was arranged that each form should complete the questionnaire separately in the presence of the researcher only during the third week of the academic year.

The administration of the questionnaire started with a brief explanation of how to respond to the items and a

special effort was made to make the questionnaire administra-
tion procedures the same at all schools.

Administration of the questionnaire was then followed
by a 30-40 minute interview with the building principal.
The interview focused on the status of guidance services in
their school (Appendix B contains sample questions used during
the interview).

Analysis of the Data

Frequency distributions and percentage of responses
were used in order to assess whether different patterns of
responses were characteristic of particular groups (i.e.,
boys/girls, urban/peri-urban/rural, and Forms 3 and 5).
Contingency tables which show the relative frequencies with
which each of the student groups has expressed a career
guidance need are presented in Chapter IV.

To find out if geographic location, sex and grade levels
were factors in the expression of students' perceived career
guidance needs an ANALYSIS OF VARIANCE (ANOVA) was computed
with a confidence level of .05 used as the criterion of the
stated hypotheses.

Content analysis was used to process and analyse the
data from the open-ended questionnaire and the interviews
with school principals. This method of analysis was adapted

from the work of Oberg[3]. It is used to calculate the most frequently mentioned factors by students in the open-ended section of the questionnaire and by the school principals during the interviews.

Category Classification

The second step in establishing the priority of students needs is to translate the Guidance Services Needs Assessment Survey items and data into meaningful and manageable categories. Individual survey items were assigned on a logical basis to one of the following categories. The response data were translated to determine categorical as well as item priority. Some items were used in more than one category because of the overlapping characteristics of the items.

The 16 categories and the support items were classified as follows:

Category 1: UNDERSTANDING AND ACCEPTING SELF

    Item 1: To understand my abilities, interests and other characteristics.
    Item 2: To understand, accept and like myself better.
    Item 3: To develop confidence in myself
    Item 4: To understand how my feelings affect my behavior.
    Item 5: To be more accepting of my physical appearance.

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[3]W. Oberg. "Cross-Cultural Perspectives in Management Principles." Journal of the Acadamy of Management, June, 1963, pp. 129-143.

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Category 2:   DEVELOPING RESPONSIBILITY FOR SELF

       Item 6:   To set my goals in life
       Item 7:   To learn to tell others how I feel
       Item 8:   To be a better listener and respond
                 betters to others
       Item 9:   To state my own views

Category 3:   UNDERSTANDING OTHERS

       Item 10: To better understand teachers
       Item 11: To better understand adults
       Item 12: To become more accepting of others
       Item 13: To build trusting relationships with
                 others
       Item 8:   To be a better listener and respond
                 better to others

Category 4:   BEING UNDERSTOOD BY OTHERS

       Item 14: To have someone listen to me when I
                 have problems
       Item 15: To know how to get along with my family
       Item 7:   To learn to tell others how I feel
       Item 59: To talk about personal concerns with
                 a counselor.

Category 5:   RELATING TO OTHERS

       Item 16: To have better relationships with
                 teachers
       Item 17: To have better relationships with
                 other students
       Item 18: To know how to get along with members
                 of the other sex
       Item 19: To develop friendships with both sexes
       Itme 15: To know how to get along with my family

Category 6:   CLARIFYING VALUES

       Item 20: To understand my religious beliefs
       Item 21: To understand more about sex and love
       Item 22: To understand more about the use/abuse
                 of drugs, including a lcohol
       Item 23: To become more tolerant of persons
                 whose views differ from mine
       Item 43: To know how the things that are im-
                 portant to me affect my career choice

Category 7:   ASSESSING SELF

       Item 24: To know more about my strengths and
                 weaknesses
       Item 25: To better understand my standardized
                 test scores

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Item 26: To understand what I can realistically achieve

Item 1: To understand my abilities, interests, and other characteristics

Category 8: MAKING DECISIONS

Item 27: To know how to assess and evaluate my goals

Item 28: To learn how to make decisions

Item 29: To learn how to adapt to a changing world

Item 6: To set my goals in life

Category 9: UNDERSTANDING SEXUAL IDENTITY

Item 30: To understand the impact of my sex and/or race on my career choice

Item 31: To understand the changing roles and expectations of men and women

Item 18: To know how to get along with members of the other sex

Item 19: To develop friendships with both sexes

Item 21: To understand more about sex and love

Category 10: SELECTING COURSES AND MAKING EDUCATIONAL PLANS

Item 32: To select more courses by myself

Item 33: To know more about high school graduation requirements

Item 34: To find courses relevant to my future

Item 35: To receive help in selecting courses

Item 36: To find courses which are appropriate to my needs

Category 11: MAKING POST-HIGH SCHOOL PLANS

Item 37: To know how to prepare for careers in which I am interested

Item 38: To know how the courses I am taking relate to my career plans

Item 39: To know about financial aids for post-secondary education

Item 40: To become more aware of educational alternatives after high school

Item 41: To become aware of career training offered in my high interest areas

Category 12: DEVELOPING CAREER AWARENESS

Item 42: To understand the impact of work on my life

Item 43: To know how the things that are important to me affect my career choice

Item 44: To know more about possible careers and the world of work

Item 40: To become more aware of educational alternatives after high school

Item 41: To become aware of career training offered in my high interest areas.

Category 13: EXPLORING CAREERS

Item 45: To talk with people employed in my high interest areas.

Item 46: To get some on-the-job experiences in my high interest areas

Item 47: To do an in-depth exploration of jobs which relate to my interests and abilities

Item 48: To have actual on-the-job experience to know what it is like to be employed

Category 14: PLANNING CAREERS

Item 49: To know how important people influence my career choice

Item 50: To develop a flexible career plan

Item 51: To talk to a counselor about career plans

Item 52: To have my parents involved in my career plans

Item 37: To know how to prepare for careers in which I am interested.

Category 15: FINDING JOBS AND CAREERS

Item 53: To know what jobs are available locally

Item 54: To know where to start looking for a job

Item 55: To know how to apply and interview for jobs

Item 56: To obtain part-time and/or summer work

Item 57: To know more about job opportunities in my high interest areas.

Category 16: UNDERSTANDING THE GUIDANCE PROGRAM

Item 58: To get to know my counselor better

Item 59: To talk about personal concerns with a counselor

Item 60: To become more fully aware of the services available through the guidance program

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The summary data technique was used to describe and summarize the data. Tables containing frequencies and percentages were used to describe the perceived needs of the students, and the Statistical Package for the Social Sciences (SPSS) developed at Northwestern University was used to summarize and translate the raw data. The data were key-punched and run on the CDC Cyber 750 Computer at Michigan State University.

Finally, principals' views on the status of guidance services in their schools were summarized and analyzed.

Summary

Described in this Chapter were the research methodology, the instruments used in gathering data for the study, and the types of statistical analyses used in treating the data gathered. Percentages were used to describe the career guidance needs reported by the subjects. The views of the principals on guidance services in their schools were also presented. Chapter Four includes a detailed analysis of the data and summary of the findings.

CHAPTER IV

ANALYSIS OF DATA

The major purpose of this study was to determine the

career guidance needs of Black South African secondary

school students (grades ten and twelve). The study was

also designed to assess the extent to which the students'

expressed needs were being met in the schools. Another

purpose was to provide information regarding the status

of guidance services in Black secondary schools as per-

ceived by school principals.

In order to realize these purposes a <u>Guidance Service</u>

<u>Needs Assessment Survey</u> was administered to tenth and

twelfth graders in ten selected schools. Frequencies

and percentages were used to indicate the responses of

the students regarding the intensity (i.e., whether there

is No Need, Weak Need, Moderate Need, or Strong Need) and

the degree of satisfaction (i.e.; whether they are not being

met, partially met, or being met). ANOVA was made for the

study and a confidence level of .05 was chosen to determine

the significance of the differences among the means for

male-female, urban-peri-urban-rural, and Form 3-Form 5

students.

The results of the statistical analysis were reported in tabular form. The tables report frequency and percentage of responses. Items in the instrument which were constructed to measure a particular need are grouped in the tables. The data are grouped according to student grade level, sex and geographic location. Content analysis was used to process and analyze the data from the open-ended questionnaire and from the interviews held with school principals.

Characteristics of the Respondents

Demographic characteristics of the respondents which were used as normative data were geographic location, sex and grade level and they were obtained from the questionnaire (See Appendix A). All the six hundred questionnaires completed by the students were usable.

The sample distribution by geographic location showed that 232 (38.7%) of the respondents came from schools in rural communities; 190 (31.7%) of the students came from schools in peri-urban communities; and 178 (29.6%) of the students came from schools in urban communities (Table 4.1).

The distribution of the sample according to sex revealed that 315 (52.5%) of the subjects were male and 285 (47.5%) of the subjects were female (Table 4.1).

The same distribution by grade level indicated that 268 (44.7%) of the respondents were in grade ten and 332 (55.3%) were in grade twelve (Table 4.1).

TABLE 4.1   DISTRIBUTION OF STUDENTS IN THE SAMPLE BY SEX, GEOGRAPHIC   LOCATION AND GRADE LEVEL.

Sex	Geographic Location								Grade Level
	Rural		Peri-Urban		Urban		Total		
	f	%	f	%	f	%	f	%	
Boys	42	7.0	56	9.3	44	7.3	142	23.7	Ten
Girls	42	7.0	41	6.8	43	7.2	126	21.0	Ten
Boys	76	12.7	49	8.2	48	8.0	173	28.8	Twelve
Girls	72	12.0	44	7.3	43	7.2	159	26.5	Twelve
TOTAL	232	38.7%	190	31.7%	178	29.6%	600	100.0%	

Results of Analysis

In presenting the results of the data analysis, frequencies and percentages were used to show how the respondents perceived and expressed the intensity of their needs and the degree to which those needs were being met. Tables 4.2 through 4.17 illustrate frequencies and percentages of Black South African secondary school students' career guidance need responses, and Tables 4.18 through 4.33 represent the frequencies and percentages of students' need satisfaction responses.

Research Question 1:

Do Black South African secondary school students feel a need for understanding and accepting themselves?

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TABLE 4.2 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR UNDER-
STANDING AND ACCEPTING THEMSELVES

N=600

Need is:	Rural F	Rural %	Peri-urban F	Peri-urban %	Urban F	Urban %	Grade	Sex
No Need	5	2.2	3	1.6	1	0.6	10	Boys
	4	1.7	0	0.0	2	1.1	10	Girls
	17	7.3	1	0.5	2	1.1	12	Boys
	7	3.0	2	1.1	0	0.0	12	Girls
Weak	3	1.3	5	2.6	3	1.7	10	Boys
	4	1.7	1	0.5	1	0.6	10	Girls
	5	2.2	2	1.1	3	1.7	12	Boys
	5	2.2	0	0.0	2	1.1	12	Girls
Moderate	5	2.2	10	5.3	5	2.8	10	Boys
	10	4.3	7	3.7	6	3.4	10	Girls
	7	3.0	10	5.3	10	5.6	12	Boys
	11	4.7	7	3.7	5	2.8	12	Girls
Strong	29	12.5	38	20.0	35	19.7	10	Boys
	24	10.4	44	17.4	34	19.1	10	Girls
	47	20.3	36	19.0	33	18.5	12	Boys
	49	21.1	35	18.4	36	20.2	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.3 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR DEVELOPING RESPONSIBILITY FOR THEMSELVES

N = 600

Need Is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
No Need	1	0.4	3	1.6	0	0.0	10	Boys
	2	0.9	0	0.0	2	1.1	10	Girls
	9	3.9	2	1.1	3	1.7	12	Boys
	5	2.2	0	0.0	0	0.0	12	Girls
Weak	3	1.3	4	2.1	3	1.7	10	Boys
	4	1.7	0	0.0	1	0.6	10	Girls
	5	2.2	1	0.5	2	1.1	12	Boys
	7	3.0	2	1.1	2	1.1	12	Girls
Moderate	7	3.0	12	6.3	5	2.8	10	Boys
	10	4.3	5	2.6	5	2.8	10	Girls
	5	2.2	7	5.8	6	3.4	12	Boys
	10	4.3	5	2.6	6	3.4	12	Girls
Strong	31	13.4	37	19.5	36	20.2	10	Boys
	26	11.2	36	19.0	35	19.7	10	Girls
	57	24.6	39	20.5	37	20.8	12	Boys
	50	21.6	37	19.5	35	19.7	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.4 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR UNDER-STANDING OTHERS

N=600

Need Is:	Sex	Grade	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %
No Need	Boys	10	1	0.4	1	0.5	2	1.1
	Girls	10	2	0.9	0	0.0	0	0.0
	Boys	12	5	2.2	3	1.6	2	1.1
	Girls	12	4	1.7	0	0.0	0	0.0
Weak	Boys	10	3	1.3	5	2.6	2	1.1
	Girls	10	3	1.3	3	1.6	7	3.9
	Boys	12	9	3.9	5	2.6	4	2.3
	Girls	12	7	3.0	3	1.6	6	3.4
Moderate	Boys	10	7	3.0	15	7.9	10	5.6
	Girls	10	10	4.3	8	4.2	7	3.9
	Boys	12	19	8.2	13	6.2	13	7.3
	Girls	12	21	9.1	10	5.3	7	3.9
Strong	Boys	10	31	13.4	35	18.4	30	16.9
	Girls	10	27	11.7	30	15.9	29	16.3
	Boys	12	43	18.5	28	14.7	29	16.3
	Girls	12	40	17.2	31	16.3	30	16.9
Totals			232	100%	190	100%	178	100%

TABLE 4.5   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR BEING UNDERSTOOD BY OTHERS

N = 600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	4	1.7	2	1.1	3	1.7	10	Boys
	3	1.3	1	0.5	2	1.1	10	Girls
	2	0.9	3	1.6	1	0.6	12	Boys
	2	0.9	4	2.1	3	1.7	12	Girls
Weak	5	2.2	4	2.1	4	2.3	10	Boys
	6	2.6	5	2.6	3	1.7	10	Girls
	13	5.6	3	1.6	4	2.3	12	Boys
	14	6.0	2	1.1	2	1.1	12	Girls
Moderate	3	1.3	7	3.7	6	3.4	10	Boys
	4	1.7	8	4.2	9	5.1	10	Girls
	5	2.2	13	6.8	11	6.2	12	Boys
	6	2.6	5	2.6	7	3.9	12	Girls
Strong	30	12.9	43	22.6	31	17.4	10	Boys
	29	12.5	27	14.2	29	16.3	10	Girls
	56	24.1	30	15.8	32	18.0	12	Boys
	50	21.6	33	17.4	31	17.4	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.6 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR RELATING TO OTHERS

N = 600

Need is:	Rural %	Rural F	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	1.7	4	5	2.6	1	0.6	10	Boys
	0.9	2	0	0.0	2	1.1	10	Girls
	3.0	7	3	1.6	4	2.3	12	Boys
	1.3	3	3	1.6	1	0.6	12	Girls
Weak	2.2	5	3	1.6	1	0.6	10	Boys
	1.7	4	1	0.5	3	1.7	10	Girls
	3.9	9	4	2.1	1	0.6	12	Boys
	3.0	7	2	1.1	2	1.1	12	Girls
Moderate	3.0	7	13	6.8	5	2.8	10	Boys
	2.2	5	3	1.6	3	1.7	10	Girls
	5.6	13	5	2.6	7	3.9	12	Boys
	4.7	11	3	1.6	6	3.4	12	Girls
Strong	11.2	27	35	18.4	37	20.8	10	Boys
	13.4	31	37	19.5	35	19.7	10	Girls
	20.3	47	37	19.5	36	20.2	12	Boys
	22.0	51	36	19.0	34	19.1	12	Girls
Total	100%	232	190	100%	178	100%		

TABLE 4.7   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR CLARIFYING VALUES

N=600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	0	0.0	1	0.5	1	0.6	10	Boys
	1	0.4	0	0.0	4	2.3	10	Girls
	1	0.4	2	1.1	1	0.6	12	Boys
	1	0.4	1	0.5	1	0.6	12	Girls
Weak	2	0.9	3	1.6	3	1.7	10	Boys
	1	0.4	1	0.5	1	0.6	10	Girls
	2	0.9	2	1.1	3	1.7	12	Boys
	3	1.3	3	1.6	2	1.1	12	Girls
Moderate	7	3.0	9	4.7	7	3.9	10	Boys
	5	2.2	5	2.6	5	2.8	10	Girls
	13	5.6	11	5.8	9	5.1	12	Boys
	11	4.7	7	3.7	7	3.9	12	Girls
Strong	33	14.2	43	22.6	33	18.5	10	Boys
	35	15.1	35	18.4	34	19.1	10	Girls
	60	25.9	34	17.9	35	19.7	12	Boys
	57	24.6	33	17.4	33	18.5	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.8 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR ASSESSING THEMSELVES

N=600

Need is:	Rural F	%	Peri-Urban F	%	Urban F	%	Grade	Sex
No Need	0	0.0	5	1.6	0	0.0	10	Boys
	0	0.0	0	0.0	1	0.6	10	Girls
	1	0.4	4	2.1	4	2.3	12	Boys
	2	0.9	3	1.6	3	1.7	12	Girls
Weak	1	0.4	0	0.0	0	0.0	10	Boys
	2	0.9	1	0.5	2	1.1	10	Girls
	1	0.4	3	1.6	3	1.7	12	Boys
	2	0.9	1	0.5	2	1.1	12	Girls
Moderate	5	2.2	9	4.7	7	3.9	10	Boys
	7	3.0	5	2.6	6	3.4	10	Girls
	11	4.7	8	4.2	5	2.8	12	Boys
	9	3.9	5	2.6	7	3.9	12	Girls
Strong	36	15.5	44	23.2	37	20.8	10	Boys
	33	14.2	35	18.4	34	19.1	10	Girls
	63	27.2	34	17.9	36	20.2	12	Boys
	59	25.4	35	18.4	31	17.4	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.9 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR ACQUIRING DECISION-MAKING SKILLS

N=600

Need Is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	1	0.6	10	Girls
	0	0.0	2	1.1	0	0.0	12	Boys
	2	0.9	1	0.5	2	1.1	12	Girls
Weak	0	0.0	2	1.1	2	1.1	10	Boys
	1	0.4	0	0.0	2	1.1	10	Girls
	2	0.9	0	0.0	3	1.7	12	Boys
	0	0.0	1	0.5	0	0.0	12	Girls
Moderate	6	2.6	9	4.7	5	2.8	10	Boys
	4	1.7	8	4.2	4	2.3	10	Girls
	15	6.5	11	5.8	10	5.6	12	Boys
	13	5.6	7	3.7	5	2.8	12	Girls
Strong	36	15.5	45	23.7	37	20.8	10	Boys
	37	16.0	33	17.4	36	20.2	10	Girls
	59	25.4	36	19.0	35	19.7	12	Boys
	57	24.6	35	18.4	36	20.2	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.10 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR UNDER-STANDING SEXUAL IDENTITY.

N=600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	3	1.3	5	2.6	9	5.1	10	Boys
	2	0.9	1	0.5	5	2.8	10	Girls
	4	1.7	4	2.1	2	1.1	12	Boys
	2	0.9	2	1.1	1	0.6	12	Girls
Weak	4	1.7	7	3.7	1	0.6	10	Boys
	3	1.3	0	0.0	4	2.3	10	Girls
	13	5.6	8	4.2	5	2.8	12	Boys
	10	4.3	9	4.7	9	5.1	12	Girls
Moderate	2	0.9	3	1.6	3	1.7	10	Boys
	2	0.9	3	1.6	7	3.9	10	Girls
	3	1.3	3	1.6	11	6.2	12	Boys
	3	1.3	4	2.1	3	1.7	12	Girls
Strong	33	14.2	41	21.6	31	17.4	10	Boys
	35	15.1	37	19.5	27	15.2	10	Girls
	56	24.1	34	17.9	30	16.9	12	Boys
	57	25.6	29	15.3	33	18.5	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.11   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR SELECTING COURSES AND MAKING EDUCATIONAL PLANS

N=600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	0	0.0	2	1.1	2	1.1	12	Boys
	1	0.4	1	0.5	0	0.0	12	Girls
Weak	0	0.0	2	1.1	0	0.0	10	Boys
	1	0.4	1	0.5	1	0.6	10	Girls
	2	0.9	1	0.5	2	1.1	12	Boys
	3	1.3	1	0.5	2	1.1	12	Girls
Moderate	3	1.3	5	2.6	7	3.9	10	Boys
	4	1.7	4	2.1	4	2.3	10	Girls
	11	4.7	7	3.7	9	5.1	12	Boys
	9	3.9	4	2.1	7	3.9	12	Girls
Strong	30	16.8	49	25.8	37	20.8	10	Boys
	38	16.0	36	19.0	38	21.4	10	Girls
	63	27.2	39	20.5	35	19.7	12	Boys
	59	25.4	38	20.0	34	19.1	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.12 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR MAKING POST-HIGH SCHOOL PLANS

N=600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	0	0.0	0	0.0	0	0.0	12	Boys
	0	0.0	0	0.0	0	0.0	12	Girls
Weak	0	0.0	2	1.1	1	0.6	10	Boys
	1	0.4	1	0.5	4	2.3	10	Girls
	2	0.9	4	2.1	2	1.1	12	Boys
	4	1.7	2	1.1	3	1.7	12	Girls
Moderate	4	1.7	7	3.7	8	4.5	10	Boys
	6	2.6	4	2.1	7	3.9	10	Girls
	13	5.6	10	5.3	13	7.3	12	Boys
	9	3.9	9	4.7	6	3.4	12	Girls
Strong	38	16.4	47	24.7	35	19.7	10	Boys
	35	15.1	36	19.0	32	18.0	10	Girls
	61	26.3	35	18.4	33	18.5	12	Boys
	59	25.4	33	17.4	34	19.1	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.13   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR DEVELOPING CAREER AWARENESS

N=600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	0	0.0	7	3.7	1	0.6	10	Boys
	4	1.7	3	1.6	1	0.6	10	Girls
	1	0.4	11	5.8	2	1.1	12	Boys
	3	1.3	4	2.1	0	0.0	12	Girls
Weak	2	0.9	9	4.7	2	1.0	10	Boys
	5	2.2	5	2.6	1	0.6	10	Girls
	7	3.0	3	1.6	7	3.9	12	Boys
	5	2.2	10	5.3	5	2.8	12	Girls
Moderate	9	3.9	7	3.7	7	3.9	10	Boys
	6	2.6	3	1.6	5	2.8	10	Girls
	11	4.7	5	2.6	10	5.6	12	Boys
	13	5.6	4	2.1	7	3.9	12	Girls
Strong	31	13.4	33	17.4	35	19.7	10	Boys
	27	11.6	30	15.8	36	20.2	10	Girls
	57	24.6	29	15.3	29	16.3	12	Boys
	55	23.7	25	13.2	31	17.4	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.14   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR EXPLORING CAREERS

N=600

Need is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
No Need	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	0	0.0	0	0.0	0	0.0	12	Boys
	2	0.9	0	0.0	0	0.0	12	Girls
Weak	0	0.0	6	3.2	3	1.7	10	Boys
	2	0.9	1	0.5	2	1.1	10	Girls
	4	1.7	7	3.7	8	4.5	12	Boys
	2	0.9	2	1.1	3	1.7	12	Girls
Moderate	4	1.7	15	7.9	7	3.9	10	Boys
	5	2.2	5	2.6	6	3.4	10	Girls
	9	3.9	9	4.7	3	1.7	12	Boys
	7	3.0	7	3.7	7	3.9	12	Girls
	38	16.4	35	18.4	34	19.1	10	Boys
	35	15.1	37	19.5	35	19.7	10	Girls
	63	27.2	33	17.4	37	20.8	12	Boys
	61	26.3	35	18.4	33	18.5	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.15 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR PLANNING CAREERS

N=600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	0	0.0	3	1.6	0	0.0	12	Boys
	4	1.7	1	0.5	0	0.0	12	Girls
Weak	0	0.0	2	1.1	2	1.1	10	Boys
	2	0.9	2	1.1	1	0.6	10	Girls
	4	1.7	4	2.1	0	0.0	11	Boys
	0	0.0	2	1.1	2	1.1	12	Girls
Moderate	5	2.2	9	4.7	7	3.9	10	Boys
	7	3.0	5	2.6	5	2.8	10	Girls
	13	5.6	9	4.7	9	5.1	12	Boys
	9	3,9	8	4.2	3	1.7	12	Girls
	37	16.0	45	23.7	35	19.7	10	Boys
	33	14.2	34	17.9	37	20.8	10	Girls
	59	25.4	33	17.4	39	21.9	12	Boys
	53	22.9	33	17.4	38	21.4	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.16   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR FINDING JOBS AND CAREERS

N=600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	0	0.0	0	0.0	0	0.0	12	Boys
	0	0.0	0	0.0	0	0.0	12	Girls
Weak	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	0	0.0	0	0.0	0	0.0	12	Boys
	0	0.0	0	0.0	0	0.0	12	Girls
Moderate	3	1.3	7	3.7	11	6.2	10	Boys
	2	0.9	2	1.1	6	3.4	10	Girls
	9	3.9	8	4.2	13	7.3	12	Boys
	7	3.0	5	2.6	6	3.4	12	Girls
Strong	39	16.8	49	25.8	33	18.5	10	Boys
	40	17.2	39	20.5	37	20.8	10	Girls
	67	28.9	41	22.0	35	19.7	12	Boys
	65	28.0	39	30.5	37	20.8	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.17 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING A NEED FOR UNDER-STANDING THE GUIDANCE PROGRAM

N=600

Need is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
No Need	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	0	0.0	0	0.0	0	0.0	12	Boys
	0	0.0	0	0.0	0	0.0	12	Girls
Weak	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	1	0.4	2	1.1	2	1.1	12	Boys
	1	0.4	1	0.5	2	1.1	12	Girls
Moderate	3	1.3	3	1.6	5	2.8	10	Boys
	5	2.2	2	1.1	3	1.7	10	Girls
	3	1.3	4	2.1	1	0.6	12	Boys
	1	0.4	3	1.6	2	1.1	12	Girls
Strong	39	16.8	53	27.9	39	21.9	10	Boys
	37	16.0	39	20.5	40	22.5	10	Girls
	72	31.0	43	22.6	45	25.3	12	Boys
	70	30.2	40	21.1	39	21.9	12	Girls
Total	232	100%	190	100%	178	100%		

TABLE 4.18   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR UNDERSTANDING AND ACCEPTING THEMSELVES

N=600

Satisfaction Is	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
Not Being Met	29	69.1	38	67.9	35	69.6	10	Boys
	24	57.1	33	80.5	34	79.1	10	Girls
	47	61.8	36	75.0	33	68.8	12	Boys
	49	68.1	35	79.6	36	83.7	12	Girls
Partially Met	5	11.9	10	17.9	5	11.4	10	Boys
	10	23.8	7	17.1	6	14.0	10	Girls
	7	9.2	10	20.8	10	20.8	12	Boys
	11	15.3	7	15.9	5	11.6	12	Girls
Being Met	3	7.1	5	8.9	3	6.8	10	Boys
	4	9.5	1	2.4	1	2.3	10	Girls
	5	6.6	2	4.2	3	6.25	12	Boys
	5	6.9	0	0.0	2	4.7	12	Girls

TABLE 4.19 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR DEVELOPING RESPONSIBILITY FOR THEMSELVES

N=600

Satisfaction is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
Not Being Met	31	73.8	37	66.1	36	81.8	10	Boys
	26	61.9	36	87.8	35	81.4	10	Girls
	49	64.5	35	72.9	37	77.1	12	Boys
	50	69.4	37	84.1	35	81.4	12	Girls
Partially Met	7	16.7	12	21.4	5	11.4	10	Boys
	10	23.8	5	12.2	5	11.6	10	Girls
	5	6.6	11	22.9	6	12.5	12	Boys
	10	13.9	5	11.4	6	14.0	12	Girls
Being Met	3	7.1	4	7.1	3	6.8	10	Boys
	4	9.52	0	0.0	1	2.3	10	Girls
	13	17.1	1	2.1	2	4.2	12	Boys
	7	9.7	2	4.6	2	4.7	12	Girls

TABLE 4.20 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR UNDERSTANDING OTHERS

N=600

Satisfaction is:	Rural F	%	Peri-Urban F	%	Urban F	%	Grade	Sex
Not Being Met	31	73.8	35	62.5	30	68.2	10	Boys
	27	64.3	30	73.2	29	67.4	10	Girls
	43	56.6	28	58.3	29	60.4	12	Boys
	40	55.6	31	70.5	30	69.8	12	Girls
Partially Met	7	16.7	15	26.8	10	22.7	10	Boys
	10	23.8	8	19.5	7	16.3	10	Girls
	19	25.0	13	27.1	13	27.1	12	Boys
	21	29.2	10	22.7	7	16.3	12	Girls
Being Met	3	7.1	5	8.9	2	4.6	10	Boys
	3	7.1	3	7.3	7	16.3	10	Girls
	9	11.8	5	10.4	4	8.3	12	Boys
	7	9.7	3	6.8	6	14.0	12	Girls

TABLE 4.21   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR BEING UNDERSTOOD BY OTHERS

N=600

Satisfaction Is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
Not Being Met	4	7.1	7	12.5	31	70.5	10	Boys
	3	7.1	8	19.5	29	67.4	10	Girls
	2	2.6	13	27.1	32	66.7	12	Boys
	2	2.8	5	11.4	31	72.1	12	Girls
Partially Met	5	11.9	43	76.8	6	13.6	10	Boys
	6	14.3	27	65.9	9	20.9	10	Girls
	13	17.1	30	62.5	11	22.9	12	Boys
	14	19.4	33	75.0	7	16.3	12	Girls
Being Met	3	7.1	4	7.1	4	9.1	10	Boys
	4	7.1	5	12.2	3	7.0	10	Girls
	5	6.6	3	6.3	4	8.3	12	Boys
	6	8.3	2	4.6	2	4.7	12	Girls

TABLE 4.22 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR RELATING TO OTHERS

N=600

Satisfaction is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
Not Being Met	5	11.9	35	62.5	37	84.1	10	Boys
	4	9.5	37	90.0	35	81.4	10	Girls
	9	11.8	37	77.1	36	75.0	12	Boys
	7	9.7	36	81.8	34	79.1	12	Girls
Partially Met	26	61.9	3	5.4	5	11.4	10	Boys
	31	73.8	1	2.4	3	7.0	10	Girls
	47	61.8	4	8.3	7	14.6	12	Boys
	51	70.8	2	4.6	6	14.0	12	Girls
Being Met	7	16.7	13	23.2	1	2.3	10	Boys
	5	11.9	3	7.3	3	7.0	10	Girls
	13	17.1	5	10.4	1	2.1	12	Boys
	11	15.3	3	6.8	2	4.7	12	Girls

TABLE 4.23   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION
OF A NEED FOR CLARIFYING VALUES

N=600

Satisfaction Is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
Not Being Met	2	4.8	3	5.4	33	75.0	10	Boys
	1	2.4	1	2.4	34	79.1	10	Girls
	2	2.6	2	4.2	35	72.9	12	Boys
	3	4.2	3	6.8	33	76.7	12	Girls
Partially Met	7	16.7	43	76.8	7	15.9	10	Boys
	5	11.9	35	85.4	5	11.6	10	Girls
	13	17.1	34	70.8	9	18.8	12	Boys
	11	15.3	33	75.0	7	16.3	12	Girls
Being Met	33	78.6	9	16.1	1	2.3	10	Boys
	35	83.3	5	12.2	4	9.3	10	Girls
	60	79.0	11	22.9	1	2.1	12	Boys
	57	79.2	7	15.9	1	2.3	12	Girls

TABLE 4.24   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR ASSESSING THEMSELVES

N=600

Satisfaction is:	Rural F	%	Peri-Urban F	%	Urban F	%	Grade	Sex
Not Being Met	30	71.4	44	78.6	35	79.6	10	Boys
	33	78.6	35	85.4	30	69.8	10	Girls
	63	82.9	34	60.8	36	75.0	12	Boys
	59	81.9	35	79.6	31	72.1	12	Girls
Partially Met	11	26.2	9	16.1	9	20.5	10	Boys
	7	16.7	5	12.2	10	23.3	10	Girls
	11	14.5	8	16.7	5	10.4	12	Boys
	9	12.5	5	11.4	7	16.3	12	Girls
Being Met	1	2.4	0	0.0	0	0.0	10	Boys
	2	4.8	1	3.4	2	4.7	10	Girls
	1	1.3	3	6.3	3	6.3	12	Boys
	2	2.8	1	2.3	5	11.6	12	Girls

TABLE 4.25   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR ACQUIRING DECISION-MAKING SKILLS

N=600

Satisfaction is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
Not Being Met	40	95.3	46	82.1	39	88.6	10	Boys
	37	88.1	35	85.4	36	83.7	10	Girls
	64	84.2	38	79.2	37	77.1	12	Boys
	60	83.3	35	79.6	35	81.3	12	Girls
Partially Met	2	4.8	8	14.3	3	6.8	10	Boys
	4	9.5	6	14.6	4	9.3	10	Girls
	10	13.2	9	18.8	8	15.7	12	Boys
	10	13.8	7	15.9	6	14.0	12	Girls
Being Met	0	0.0	2	3.6	2	4.6	10	Boys
	1	2.4	0	0.0	2	4.6	10	Girls
	2	2.6	0	0.0	3	6.3	12	Boys
	0	0.0	1	2.3	0	0.0	12	Girls

TABLE 4.26   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR UNDERSTANDING SEXUAL IDENTITY

N=600

Satisfaction is:	Rural F	%	Peri-Urban F	%	Urban F	%	Grade	Sex
Not Being Met	2	4.8	7	12.5	31	70.5	10	Boys
	2	4.8	0	0.0	27	62.8	10	Girls
	3	4.0	34	70.8	30	68.5	12	Boys
	3	4.2	29	65.9	33	76.7	12	Girls
Partially Met	36	15.5	41	73.2	1	2.3	10	Boys
	37	16.0	37	90.2	4	9.3	10	Girls
	60	25.9	8	16.7	5	10.4	12	Boys
	59	25.4	9	20.5	9	20.9	12	Girls
Being Met	4	9.5	3	5.4	3	6.8	10	Boys
	3	7.1	3	7.3	7	16.3	10	Girls
	13	17.1	3	6.3	11	2.3	12	Boys
	10	13.9	4	9.1	3	7.0	12	Girls

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TABLE 4.27   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR SELECTING COURSES AND MAKING EDUCATIONAL PLANS

N=600

Satisfaction is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
Not Being Met	46	95.2	49	87.5	37	84.1	10	Boys
	38	90.5	36	87.8	38	88.4	10	Girls
	10	13.2	39	81.3	35	72.9	12	Boys
	8	11.1	38	86.4	34	79.1	12	Girls
Partially Met	2	4.8	5	8.9	7	15.9	10	Boys
	3	7.1	4	9.8	4	9.3	10	Girls
	64	84.2	7	14.6	9	18.8	12	Boys
	60	83.3	4	9.1	7	16.3	12	Girls
Being Met	0	0.0	2	3.6	0	0.0	10	Boys
	1	2.4	1	2.4	1	2.3	10	Girls
	2	2.6	1	2.1	2	4.2	12	Boys
	3	4.2	1	2.3	2	4.8	12	Girls

TABLE 4.28 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR MAKING POST-HIGH SCHOOL PLANS

N=600

Satisfaction is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
Not Being Met	40	95.2	49	87.5	37	84.1	10	Boys
	37	88.1	37	90.2	32	74.4	10	Girls
	64	84.2	35	72.9	36	75.0	12	Boys
	59	81.9	35	79.6	35	81.4	12	Girls
Partially Met	2	4.8	5	8.9	6	13.6	10	Boys
	4	9.5	3	7.3	7	16.3	10	Girls
	10	13.2	10	20.8	10	20.8	12	Boys
	9	12.5	7	15.9	5	11.6	12	Girls
Being Met	0	0.0	2	3.6	1	2.3	10	Boys
	1	2.4	1	2.4	4	9.3	10	Girls
	2	2.6	4	8.3	2	4.2	12	Boys
	4	5.6	2	4.6	3	7.0	12	Girls

TABLE 4.29   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR DEVELOPING CAREER AWARENESS

N=600

Satisfaction is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
Not Being Met	35	83.3	33	58.9	7	15.9	10	Boys
	31	73.8	30	73.2	5	11.6	10	Girls
	58	76.3	29	60.4	10	20.8	12	Boys
	55	76.4	27	61.4	7	16.3	12	Girls
Partially Met	5	11.9	7	12.5	35	79.6	10	Boys
	2	4.8	5	12.2	36	83.7	10	Girls
	10	13.2	3	6.3	29	60.4	12	Boys
	13	18.1	8	18.2	31	72.1	12	Girls
Being Met	2	4.8	9	16.1	2	4.6	10	Boys
	5	11.9	3	7.3	1	2.3	10	Girls
	7	9.2	5	10.4	7	14.6	12	Boys
	5	6.9	4	9.1	5	11.6	12	Girls

TABLE 4.30   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR EXPLORING CAREERS

N=600

Satisfaction is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
Not Being Met	39	92.9	35	62.5	8	18.2	10	Boys
	35	83.3	37	90.2	6	14.0	10	Girls
	64	84.2	33	68.8	4	8.3	12	Boys
	66	91.7	35	79.6	6	14.0	12	Girls
Partially Met	3	7.2	15	26.8	33	75.0	10	Boys
	5	11.9	5	12.2	35	81.2	10	Girls
	8	10.5	9	18.8	36	75.0	12	Boys
	2	2.8	7	15.9	34	79.1	12	Girls
Being Met	0	0.0	6	10.7	3	6.8	10	Boys
	2	4.8	1	2.4	2	4.7	10	Girls
	4	5.3	7	14.6	8	16.7	12	Boys
	4	5.6	2	4.6	3	7.0	12	Girls

TABLE 4.31 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR PLANNING CAREERS

N=600

Satisfaction is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
Not Being Met	37	88.1	46	82.1	36	81.8	10	Boys
	33	78.6	33	80.5	37	86.1	10	Girls
	59	77.6	34	70.8	38	79.2	12	Boys
	53	73.6	36	81.8	38	88.4	12	Girls
Partially Met	5	11.9	8	14.3	6	13.6	10	Boys
	7	16.7	6	14.6	5	11.6	10	Girls
	13	17.1	8	16.7	10	20.8	12	Boys
	9	12.5	5	11.4	3	7.0	12	Girls
Being Met	0	0.0	2	3.6	2	4.6	10	Boys
	2	4.8	2	4.9	1	2.3	10	Girls
	4	10.5	4	8.3	0	0.0	12	Boys
	0	0.0	2	4.6	2	4.7	12	Girls

TABLE 4.32 FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR FINDING JOBS AND CAREERS

N=600

Satisfaction is:	Rural F	Rural %	Peri-Urban F	Peri-Urban %	Urban F	Urban %	Grade	Sex
Not Being Met	40	95.2	49	87.5	35	79.6	10	Boys
	41	92.6	39	95.1	37	86.1	10	Girls
	67	88.2	43	89.6	38	79.2	12	Boys
	64	88.9	41	93.2	37	86.1	12	Girls
Partially Met	2	4.8	7	12.5	9	20.5	10	Boys
	1	2.4	2	4.9	6	14.0	10	Girls
	9	11.8	6	12.5	10	20.8	12	Boys
	8	11.1	3	6.8	6	14.0	12	Girls
Being Met	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
	0	0.0	0	0.0	0	0.0	12	Boys
	0	0.0	0	0.0	0	0.0	12	Girls

TABLE 4.33   FREQUENCY AND PERCENTAGE OF STUDENTS' RESPONSES REGARDING THE SATISFACTION OF A NEED FOR UNDERSTANDING THE GUIDANCE PROGRAM

N=600

Satisfaction is:	Rural		Peri-Urban		Urban		Grade	Sex
	F	%	F	%	F	%		
	42	100	56	100	44	100	10	Boys
	42	100	41	100	43	100	10	Girls
Not Being	76	100	48	100	48	100	12	Boys
	72	100	44	100	43	100	12	Girls
	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
Partially Met	0	0.0	0	0.0	0	0.0	12	Boys
	0	0.0	0	0.0	0	0.0	12	Girls
	0	0.0	0	0.0	0	0.0	10	Boys
	0	0.0	0	0.0	0	0.0	10	Girls
Being Met	0	0.0	0	0.0	0	0.0	12	Boys
	0	0.0	0	0.0	0	0.0	12	Girls

The data in Table 4.2 revealed that 92.7% of the total sample (600) expressed a need for self-understanding and acceptance which ranged from weak to strong. More than fifty-eight percent (58.0%) of the students in each group expressed a strong need. Regarding the satisfaction of this need, 71.5% of the respondents indicated that this need was not being met (See Table 4.18).

Research Question 2:

Do Black South African secondary school students feel a need for developing responsibility for themselves?

The results displayed in Table 4.3 show that more than 60% in each group expressed a strong need for developing responsibility for self. More boys (73.8%) than girls (61%) expressed a strong need. Table 4.19 reveals that 74% of the respondents felt that this need was not being met.

Research Question 3:

Do Black South African secondary school students feel a need for understanding others?

From the data presented in Table 4.4 it is evident that the majority of the students (63.8%) perceived a strong need to understand others. Concerning the satisfaction of this need, Table 4.20 shows that 74% of the students felt the need was not being met.

Research Question 4:

Do Black South African secondary school students feel a
need for being understood by others?

The data presented in Table 4.5 depicts a strong need to
be understood by others. Sixty-five (65.9%) of the students
in all the groups expressed a strong need for other people
to understand them. An important difference emerges in the
satisfaction responses of the student. Seventy percent (70%)
of the peri-urban students felt this need was being met; 69%
of the urban students felt the need was not being met; and 15%
of the rural student felt the need was partially met (See
Table 4.21).

Research Question 5:

Do Black South African Secondary school students feel
a need for relating to others?

According to the data in Table 4.6, 66.8% of the rural
students expressed a strong need for relating to others.
Seventy-six (76.3%) of the peri-urban students and 79.8%
of the urban students expressed a strong need for relating
to others. Seventy-seven (77.9%) of the peri-urban and
79.9% of the urban students felt the need was not being met
as compared to 67% of the rural students who felt the need
was partially met (See Table 4.22).

Research Question 6:

Do Black South African secondary school students feel a
need for clarifying values?

An analysis of the data in Table 4.7 shows a strong need for value clarification expressed by the majority (77.5%) of the students in each group. However, an interesting revelation is observable in Table 4.23 regarding the satisfaction of this need. Eighty percent (80%) of the rural students felt the need was being met; 77% of the peri-urban students indicated the need was partially met; and 75.9% of the urban students felt the need was not being met. These differences could be attributable to differences in the cultural milieus of the three communities.

Research Question 7:

Do Black South African secondary school students feel a need for assessing themselves?

The answer is an indisputable "Yes" as the data in Table 4.8 shows that 79.5% of the respondents expressed a strong need. Concerning the satisfaction of this need, Table 4.24 reveals that 77.1% of the respondents felt the need was not being met.

Research Question 8:

Do Black South African secondary school students feel a need for acquiring decision making skills?

The data in Table 4.9 show that only .4% of the students expressed no need for help regarding decision-making. About 80% of the students expressed a strong need for making decisions. Table 4.25 reveals that 84% of the respondents felt the need was not being met.

Research Question 9:

Do Black South African secondary school students feel a
need for understanding sexual identity?

Table 4.10 contains the results of responses regarding
the need to understand sexual identity. Seventy-eight per-
cent (78%) of the rural students, 74% of the peri-urban and
60% of the urban students expressed a strong need for under-
standing sexual identity. Only 4.5% of the rural students
felt the need was not being met. Sixty-eight percent of the
urban students felt the need was not being met; and 37.3%
of the peri-urban students indicated the need was not being
met. A surprising observation is that all grade ten peri-
urban girls felt the need was being met (90% felt the need
was partially met) (See Table 4.26).

Research Question 10:

Do Black South African secondary school students feel a
need for selecting courses and making educational plans?

An analysis of the data shown in Table 4.11 reveals that
84% of the entire sample expressed a strong need for help in
selecting courses and making educational plans. Table 4.27
illustrates that 73% of the respondents felt the need was not
being met. These data confirms the findings of Cloete and
le Roux's 1978 study of freshmen in which 73% of the sample
indicated a need for help with choice of subjects.[1]

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[1]Cloete and le Roux, op. cit., p.2.

Research Question 11:

Do Black South African secondary school students feel a need for making post-high school plans?

The data displayed in Table 4.12 depict the need to make post-high school plans. Almost eighty percent (79.7%) of the respondents expressed a strong need for making post-high school plans, 82.9% of the students felt this need was not being met (See Table 4.28).

Research Question 12:

Do Black South African secondary school students feel a need for developing career awareness?

Table 4.13 portrays the responses of the students which indicate that 73.3% of the rural students; 69.6% of the peri-urban, and 68.3% of the urban students expressed a strong need for developing career awareness. Table 4.29 shows that the majority (70.4%)felt the need was not being met.

Research Question 13:

Do Black South African secondary school students feel a need for exploring careers?

Results displayed in Table 4.14 indicate that 79.3% of the respondents expressed a strong need for career exploration. Table 4.30 reveals that 81.7% of both rural and peri-urban students felt this need was not being met, whereas 77.6% of the urban students felt this need was partially met.

Research Question 14:

Do Black South African secondary school students feel a need for planning careers?

As illustrated in Table 4.15, 79.3% of the total sample expressed a strong need for planning careers. Only 1.3% of the respondents expressed no need. Table 4.31 shows that 80.7% of the respondents felt the need was not being met. Only 4.0% felt the need was being met.

Research Question 15:

Do Black South African secondary school students feel a need for finding jobs and careers?

Table 4.16 profiles the responses of students concerning the need to find jobs and careers. Approximately eight-seven percent (86.8%) of the respondents expressed a strong need to find jobs and careers. The remaining 13.2% indicated a moderate need. Regarding the satisfaction of this need, Table 4.32 discloses that 88.9% of the students felt the need was not being met.

Research Question 16:

Do Black South African secondary school students feel a need for understanding the Guidance Program?

As a good grasp and awareness of the services available through the guidance program is necessary for students, knowledge and understanding of the concept was probed. The data presented in Table 4.17 show the strongest need for an understanding of the guidance program. About ninety-three (92.7%)

percent of the total sample expressed a strong need for
understanding the guidance program. Moreover, of more
significance is the data in Table 4.33 which indicate that
100% of the students felt that the need was not being met
at all.

The sixteen categories are ranked from 1-16 in terms of
the percentage responses of Black South African secondary
school students. A rank of 1 indicates a category that
most students felt strongly about and a rank of 16 indicates
a category about which the least number of students felt
strongly. This ranking of categories was done to indicate
a trend that might be useful when prioritizing students'
perceived career guidance needs. The lower ranks tell us
where more emphasis needs to be placed. Tables 4.34 and
4.35 present the ranked categories.

A cursory glance at Table .434 reveals that understanding
the guidance program was ranked one. This means that most
Black Form 3 students (92.2%) expressed a need for under-
standing the guidance program. Their second strong concern
was to find jobs and careers (88.4%). Ranked third was the
need for selecting courses and making educational plans (88.1%). Ranked
sixteenth was the need to be understood by others. The sixteenth
rank represents a category about which the smallest number
of Form 3 students (67.9%) felt strong.

The data in Table 4.35 indicate that approximately ninety-
three percent (93.1) of the Form 5 (Seniors) students were

TABLE 4.34   RANK ORDER OF CATEGORIES OF GUIDANCE SERVICE   NEEDS- JUNIORS

Rank Number	Category Name	%
1	Understanding the guidance program	92.2
2	Finding jobs and careers	88.4
3	Selecting courses and making educational plans	88.1
4	Acquiring decision making skills	83.6
5	Making post-high school plans	83.2
6	Planning careers	82.5
7	Assessing themselves	81.7
8	Exploring careers	79.9
9	Clarifying values	79.5
10	Understanding sexual identity	76.1
11	Relating to others	75.4
12	Developing responsibility for themselves	75.0
13	Understanding and accepting themselves	72.0
14	Developing career awareness	71.6
15	Understanding others	67.9
16	Being understood by others	66.8

TABLE   4.35   RANK ORDER OF CATEGORIES OF GUIDANCE SERVICE NEEDS-SENIORS

Rank Number	Category Name	%
1	Finding jobs and careers	93.1
2	Understanding the guidance program	85.5
3	Selecting courses and making educational plans	80.7
4	Exploring careers	78.9
5	Acquiring decision making skills	77.7
6	Assessing themselves	77.7
7	Planning careers	76.8
8	Making post-high school plans	76.8
9	Clarifying values	75.9
10	Developing responsibility for themselves	75.8
11	Relating to others	72.6
12	Understanding sexual identity	72.0
13	Understanding and accepting themselves	71.1
14	Being understood by others	69.9
15	Developing career awareness	68.1
16	Understanding others	60.5

concerned about finding jobs and careers. This category
was ranked one. Ranked two is the need to understand the
guidance program. The third rank went to the need to make
post-high school plans. Ranked sixteenth was the need to
understand others (60.5%).

The open-ended section of the questionnaire afforded
the students an opportunity to express some of the concerns
they felt strongly about. The data contained in Table 4.36
reflect some of the hotly debated issues at the time the
study was conducted.

It is evident from Table 4.36 that students who parti-
cipated in the study strongly felt the educational system
(Bant u Education) had to be changed. Eighty -eight and a half
percent (88.5%) of the Black secondary school students ex-
pressed a strong need for the change. This demand for change
has dominated the South African political and educational
scenes since the inception of "Bant u Education" in 1954.

Approximately eighty-four percent (83.8%) of the stu-
dents called for the abolition of Apartheid, i.e. "the policy
of the Nationalist Party whose essence has been to maintain
the political, economic and social dominance of the Whites
by a thorough-going separation of the races except in the
sphere of labor where the Blacks must serve the Whites."[2]

The results displayed in Table 4.36 indicate that about
eighty-two percent (82.2%) expressed a strong need to have
equal rights and social justice.

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[2]Troup, op.cit.p.6

TABLE 4.36 CONTENT ANALYSIS OF RESPONSES BY BLACK SOUTH AFRICAN SECONDARY
SCHOOL STUDENTS TO THE OPEN-ENDED QUESTIONNAIRE.

Characteristics	N	Freq.	%
1. To change the educational system	600	531	88.5
2. To abolish apartheid	600	503	83.8
3. To have equal rights and social justice	600	493	82.2
4. To do away with school uniforms	600	475	79.2
5. To have free and compulsory education	600	475	79.2
6. To have information about bursaries	600	465	77.5
7. To have more information about different professions	600	393	65.5
8. To relate to other racial groups	600	393	65.5
9. To learn problem-solving skills	600	381	63.5
10. Someone to confide in and seek help from	600	380	63.3

Approximately eighty percent (79.2%) of the students strongly felt school uniforms should be done away with. At the time the study was conducted, the controversy over compulsory school uniform was quite poignant. Similarly, a strong need for free and compulsory education was expressed by seventy-nine percent (79.2%) of the respondents.

The above data also highlighted the extent to which students need financial information. Seventy-seven and a half (77.5%) of the students expressed a strong need for information about busaries and other types of financial aid.

A strong need for information about different professions was expressed by sixty-five and a half (65.5%) of the students.

Sixty-five and a half percent (65.5%) of the students called for an improvement in race relations. They expressed a strong need to relate to other racial groups.

The data in Table 4.36 indicate that sixty-three and a half percent (63.5%) of the students expressed a strong need to learn problem-solving skills.

Finally, the above data indicate that approximately sixty-four (63.3%) of the students expressed a strong need to have someone to whom they could go for help.

Further Analysis of Data

In order to increase the confidence by which the researcher drew conclusions in Chapter Five and made recommendations for improvement of guidance services, additional analysis of the data was thought necessary. Hypotheses were formulated to determine whether geographic location, sex and grade level were factors in the expression of career guidance needs by Black Secondary school students.

To test the hypotheses, an Analysis of Variance was computed with a confidence level of .05. Using the appropriate degrees of freedom, when the observed F-ratio is greater than the critical F-ratio the difference is viewed as significant. Tables 4.37 through 4.52 contain the ANOVA results concerning geographic location.

<u>Hypothesis 1:</u>

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable understanding and accepting self.

Null hypothesis 1 was not rejected. The value required to reject the null hypothesis with DF =2, 597; alpha = 0.05 was 3.00. The F value computed for the data in this study as it relates to understanding and accepting self was .43 (See Table 4.37).

TABLE 4.37   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE UNDERSTANDING AND ACCEPTING SELF

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig.
Rural	232	1.00					
Peri-Urban	190	1.08					
Urban	178	1.02					
Between Groups			.7711	2	.3855	.43	.6524
Within Groups			538.5622	597	.9021		
TOTAL			539.3333	599			

*p < .05

<u>Hypothesis 2:</u>

There is no statistically significant difference among the Means of rural, peri-urban and urban secondary school students on the variable developing responsibility for self.

Null hypothesis 2 was retained. The required value to reject the null hypothesis with DF = 2, 597; alpha = 0.05 was 3.00. The computed F-ratio obtained for this study as it relates to developing responsibility for self was .04 (See Table 4.38)

TABLE 4.38   A COMPARISON OF STUDENTS MEANS FOR THE VARIABLE DEVELOPING RESPONSIBILITY FOR SELF

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig.
Rural	232	1.2403					
Peri-Urban	190	1.2474					
Urban	178	1.2203					
Between Groups			.0721	2	.0360	.04	.9608
Within Groups			538.3212	597	.9017		
TOTAL			538.3933	599			

Hypothesis 3:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable understanding others.

Null hypothesis 3 was not rejected. The value required to reject the null hypothesis with DF = 2,597; alpha= 0.05 was 3.00. The F value computed for the data in this study as it relates to understanding others was 1.72 (See Table 4.39).

TABLE 4.39   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE
             UNDERSTANDING OTHERS

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig.
Rural	232	1.3519					
Peri-Urban	190	1.5474					
Urban	178	1.3616					
Between Groups			4.7592	2	2.3796	1.72	.1796
Within Groups			825.0741	597	1.3820		
TOTAL			829.8334	599			

Hypothesis 4:

    There is no statistically significant difference among

the Means of rural, peri-urban and urban secondary school stu-

dents on the variable being understood by others.

    Null hypothesis 4 was retained. The required value

to reject the null hypothesis with DF = 2,597; alpha = 0.05

was 3.00. The computed F-ratio obtained for this stud as

it relates to being understood by others was 1.95 (See Table

4.40).

TABLE 4.40   A COMPARISON OF STUDENTS MEANS FOR THE VARIABLE
             BEING UNDERSTOOD BY OTHERS

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig.
Rural	232	.7811					
Peri-Urban	190	.8368					
Urban	178	.6610					
Between Groups			2.9533	2	1.4767	1.95	.1428
Within Groups			451.4400	597	.7562		
TOTAL			454.3933	599			

Hypothesis 5:

There is no statistically significant difference among
the means of rural, peri-urban and urban secondary school stu-
dents on the variable relating to others.

Null hypothesis 5 was not rejected. The value required
to reject the null hypothesis with DF = 2,597; alpha= 0.05 was
3.00. The F value computed for the data in this study as it
relates to relating to others was .32 (See Table 4.41).

Hypothesis 6:

There is no statistically significant difference among
the means of rural, peri-urban and urban secondary school stu-
dents on the variable value clarification.

Null hypothesis 5 was not rejected. The value required
to reject the null hypothesis with DF = 2,597; alpha = 0.05 was

3.00. The F value computed for the data in this study as it relates to clarifying values was .70 (See Table 4.42).

TABLE 4.41   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE RELATING TO OTHERS

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig.
Rural	232	1.2618					
Peri-Urban	190	1.3368					
Urban	178	1.2429					
Between Groups			.9342	2	.4671	.32	.7301
Within Groups			886.0258	597	1.4841		
TOTAL			886.9600	599			

TABLE 4.42   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE CLARIFYING VALUES

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig.
Rural	232	.7768					
Peri-Urban	190	.8632					
Urban	178	.7571					
Between Groups			1.2077	2	.6039	.70	.4959
Within Groups			513.3906	597	.8600		
TOTAL			514.5983	599			

Hypothesis 7:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable assessing self.

Null hypothesis 7 was not rejected. The value required to reject the null hypothesis with DF = 2,597; alpha - 0.05 was 3.00. The F value computed for the data in this study as it relates to self assessment was 1.67 (See Table 4.43).

TABLE 4.43   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE ASSESSING SELF

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig.
Rural	232	.6996					
Peri-Urban	190	.8632					
Urban	178	.7740					
Between Groups			2.8808	2	1.4004	1.67	.1890
Within Groups			500.3725	597	.8381		
TOTAL			503.1733	599			

Hypothesis 8:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable making decision.

Null hypothesis 8 was retained. The value required to reject the null hypothesis with DF = 2,597; alpha = 0.05 was

3.00. The computed F value obtained for this study as it relates to decision making was 1.32 (See Table 4.44).

TABLE 4.44   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE
             MAKING DECISION

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig
Rural	232	.6352					
Peri-Urban	190	.6000					
Urban	178	.5085					
Between Groups			1.6646	2	.8323	1.32	.2673
Within Groups			375.8287	597	.6295		
TOTAL			377.4933	599			

Hypothesis 9:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable understanding sexual identity.

Null hypothesis 9 was retained. The value required to reject the null hypothesis with DF = 2,597; alpha = 0.05 was 3.00. The computed F value obtained for this study as it relates to understanding sexual identity was .41 (See Table 4.45).

Hypothesis 10:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school

students on the variable selecting courses and making educational plans.

Null hypothesis 10 was retained. The value required to reject the null hypothesis with DF = 2,597; alpha = 0.05 was 3.00. The computed F value obtained for this study, as it relates to selecting courses and making educational plans was 1.95 (See Table 4.46).

TABLE 4.45 A COMPARISON OF STUDENT MEANS FOR THE VARIABLE UNDERSTANDING SEXUAL IDENTITY

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig
Rural	232	.8755					
Peri-Urban	190	.7947					
Urban	178	.7966					
Between Groups			.9101	2	.4550	.41	.6640
Within Groups			663.0633	597	1.1107		
TOTAL			663,9737	599			

TABLE 4.46 A COMPARISON OF STUDENT MEANS FOR THE VARIABLE SELECTING COURSES AND MAKING EDUCATIONAL PLANS

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig
Rural	232	.8798					
Peri-Urban	190	.6842					
Urban	178	.8362					
Between Groups			4.2486	2	2.1243	1.95	.1421
Within Groups			647.9364	597	1.0853		
TOTAL			652.1850	599			

Hypothesis 11:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable making post-high school plans.

Null hypothesis 11 was retained. The required value to reject the null hypothesis with DF = 2,597; alpha = 0.05 was 3.00. The computed F-ratio obtained for this study as it relates to making post high school plans 2as .41 (See Table 4.47).

TABLE 4.47   A COMPARISON OF STUDENTS MEANS FOR THE VARIABLE MAKING POST-HIGH SCHOOL PLANS

SOURCE CODE	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig
Rural	232	.7897					
Peri-Urban	190	.7053					
Urban	178	.7797					
Between Groups			.8432	2	.4216	.41	.6633
Within Groups			612.5968	597	1.0261		
TOTAL			613.4400	599			

Hypothesis 12:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable developing career awareness.

Null hypothesis 12 was not rejected. The value required to reject the null hypothesis with DF =2,597; alpha =

0.05 was 3.00. The F value computed for the data in this study as it relates to development of career awareness was 2.14. (See Table 4.48).

TABLE 4.48   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE DEVELOPING CAREER AWARENESS

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig
Rural	232	.8026					
Peri- Urban	190	.6053					
Urban	178	.7627					
Between Groups			4.3712	2	2.1856	2.14	.1188
Within Groups			610.3471	597	1.0224		
TOTAL			614.7183	599			

Hypothesis 13:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable exploring careers.

Null hypothesis 13 was not rejected. The value required to reject the null hypothesis with DF = 2,597; alpha = 0.05 was 3.00. The F value computed for the data in this study as it relates to career exploration was .20 (See Table 4.49).

TABLE 4.49   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE
EXPLORING CAREERS

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig
Rural	232	.8584					
Peri- Urban	190	.8421					
Urban	178	.9040					
Between Groups			.3768	2	.1884	.20	.8172
Within Groups			556.9566	597	.9329		
TOTAL			557.3334	599			

Hypothesis 14:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable planning careers.

Null hypothesis 14 was retained. The required value to reject the null hypothesis with DF = 2,597; alpha = 0.05 was 3.00. The computed F ratio obtained for this study as it relates to career planning was .49 (See Table 4.50).

Hypothesis 15:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable finding jobs and careers.

Null hypothesis 15 was not rejected. The value required to reject the null hypothesis with DF - 2,597; alpha = 0.05 was 3.00. The F value computed for the data in this study as it relates to finding jobs and careers was 1.75 (See Table 4.51).

TABLE 4.50   A COMPARISON OF STUDENTS MEANS FOR THE VARIABLE PLANNING CAREERS

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig
Rural	232	.8841					
Peri-Urban	190	.8421					
Urban	178	.7853					
Between Groups			.9821	2	.4911	.49	.6161
Within Groups			604.9762	597	1.0134		
TOTAL			605.9583	599			

TABLE 4.51   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE FINDING JOBS AND CAREERS

Source Code	N	Mean	Sum of Squares	DF	Mean SQ	F	Sig
Rural	232	1.4464					
Peri-Urban	190	1.5226					
Urban	178	1.2881					
Between Groups			4.5602	2	2.2801	1.75	.1754
Within Groups			779.7582	597	1.3061		
TOTAL			784.3184	599			

Hypothesis 16:

There is no statistically significant difference among the means of rural, peri-urban and urban secondary school students on the variable understanding the guidance program.

Null hypothesis 16 was retained. The value required to reject the null hypothesis with DF = 2,597; alpha = 0.05 was 3.00. The computed F value obtained for this study as it relates to understanding the guidance program was .71 (See Table 4.52).

TABLE 4.52   A COMPARISON OF STUDENT MEANS FOR THE VARIABLE UNDERSTANDING THE GUIDANCE PROGRAM

Source Code	N	Mean	Sum of Squares	DF	Mean Sq	F	Sig
Rural	232	.6953					
Peri- Urban	190	.6105					
Urban	178	.6271					
Between Groups			.8647	2	.4327	.71	.4943
Within Groups			365.9336	597	.6130		
TOTAL			366.7983	599			

The data in Tables 4.37 through 4.52 indicate that there were no statistically significant differences among rural, peri-urban and urban Black secondary school students as measured by the Guidance Services Needs Assessment Survey.

The same analyses were done for sex and grade level with no statistically significant differences.

A Summary of the Interviews With School Principals

The purpose of these interviews was to assess the status of guidance services in the selected schools. The rationale behind interviewing the school principals lay in the important positions which they occupied as decision makers. It was assumed that they constituted a reliable source of valuable information about what went on within their schools.

Table 4.53 shows that the school principals were unanimous on the need for organized guidance programs.

All the principals (100%) agreed that:

-there were no organized guidance programs in their schools;

-Pupil Inventory Services were inadequate;

-Counseling was not readily available;

-There was a need for vocational and financial information;

-There was an urgent need to change the educational system;

-There were no Placement and Follow-up Services.

Eighty percent (80.0%) talked about the paucity in the use of psychological tests. Seventy-percent (70.0%) mentioned that the Information Services were not adequate.

When asked about what they perceived as the crucial guidance needs of their students, they ennumerated the following: vocational information, information about financial aid sources and personal/health information. Moreover, they felt that guidance was not taken seriously. "It is something to be done after the real work is out of the way," said one of them.

TABLE 4.53   CONTENT ANALYSIS OF INTERVIEWS WITH BLACK
             SECONDARY SCHOOL PRINCIPALS

Characteristics	N	Freq.	%
1. Absence of organized guidance program	10	10	100
2. Inadequacy of Pupil Inventory Services	10	10	100
3. Inadequacy of Information Services	10	7	70
4. Unavailability of counseling	10	10	100
5. Need for Vocational and Financial information	10	10	100
6. Paucity in the use of psychological test	10	8	80
7. Need for change of educational system	10	10	100
8. Lack of placement and follow-up	10	10	100

Asked about guidance practices in neighboring schools, those interviewed felt that others were in the same boat. Another frequent response was that they did not really know for sure, revealing a lack of communication on this particular topic.

Overall, the school principals perceived guidance programs as powerful tools that could help eliminate some of the disciplinary problems they were encountering, namely; truancy, alcohol and nicotine abuse, lack of concentration and boredom. They were in complete agreement that organized guidance programs have the potential of refocusing and redirecting the energy of students, and can help them see the relevancy of what they study in school.

Individual Suggestions for Improvement

The principals expressed a unanimous desire for the introduction of organized guidance services as the "available ones" were haphazard and left much to be desired. The following are some of the comments that were made:

"I would like all my teachers to attend an in-service training session where they will be exposed to ways in which they can serve as teacher-counselors. We do not have trained school counselors."

"We need more information on guidance and more positive attention to what guidance can do."

"Existing educational system leaves much to be desired and should be thrown out so we can start over."

"Only students who are disciplinary problems in schools taste some semblance of guidance in the disciplinary committee."

"We do not have books dealing with careers. The available ones are too scanty."

"The itinerant guidance officers do a lousy job. If only they could take their job more seriously."

Summary

The results of the study were presented in this chapter. The findings were reported in two categories. The first presentation was in the form of answers to the research questions, i.e., students' perception of their career guidance needs and their perceptions of how well their needs are being met. The second, was presented in the form of testable hypotheses. The hypotheses were designed to determine whether there were statistically significant differences among the means of rural, peri-urban, and urban secondary school students on sixteen variables.

A general profile that emerges from Tables 4.2 through 4.17 suggests a strong need for career guidance services in the Black South African secondary schools. Tables 4.18 through 4.33 indicate that the students consistently felt their needs were not being met.

Tables 4.34 and 4.35 present the ranks of the sixteen categories according to the percentage responses of the Form 3 and Form 5 students. Understanding the guidance program and finding jobs and careers were ranked one on the basis of

the responses of juniors and seniors respectively. Under-

standing others was ranked sixteen according to the percentage

responses of both juniors and seniors. Overall, a very high

percentage (not less than 65%) expressed a strong need on

each and every category.

A content analysis of the students' responses to the

open-ended section of the questionnaire highlighted some

of the issues they particularly felt strong about. It is

interesting to note that most of the issues they raised were

not directly related to guidance. Their responses reflected

the political turmoil prevalent at the time the study was

conducted. However, it is important to note that they also

expressed a strong need for information about financial aid

and for a counselor.

An ANOVA was computed to indicate the differences among

group means. The standard for retaining or rejecting an

hypothesis was an alpha level of .05. This analysis revealed

no statistically significant differences among the group means.

The data indicated that geographic location, sex and grade

level were not factors in the expression of career guidance

needs by students.

Finally, an analysis of the contents of the interviews

held with school administrators pointed out the inefficacies

and deficiences of the available guidance services. They were

unanimous in calling for the introduction of an organized

guidance program. Foremost in their list of concerns was

the lack of a thorough understanding of guidance among their
teachers. Hence they recommended a program of in-service
training. They also felt that guidance has the potential
of eliminating disciplinary problems.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Included in this chapter is a brief review of the purposes, design, limitations, method of data treatment and analysis, major findings and conclusions. Also presented are recommendations and suggestions for further research. These recommendations and implications for further research are derived from the review of literature and the analysis of data described in Chapter Four. Goals and objectives of Career Guidance Services for Black secondary school students in the Transvaal Province of South Africa, based partly on the findings of this study and partly on documentary evidence, are proposed.

Summary

The major purpose of the study was to determine the career guidance needs of Black secondary school students in the Transvaal Province and also to investigate the extent to which these needs were being met. In order to increase the confidence by which conclusions were drawn and recommendations made, additional analysis of the data was done to determine whether geographic location, sex and grade level were factors in the expression of career guidance needs by

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Black secondary school students. ANOVA was computed with a confidence level of .05 to test the hypotheses.

The primary focus of the study centered on the related questions: Do Black South African secondary school students feel a need for:

1. Understanding and accepting themselves?

2. Developing responsibility for themselves?

3. Understanding others?

4. Being understood by others?

5. Relating to others?

6. Clarifying values?

7. Assessing themselves?

8. Acquiring decision making skills?

9. Understanding sexual identity?

10. Selecting courses and making educational plans?

11. Making post-high school plans?

12. Developing career awareness?

13. Exploring careers?

14. Planning careers?

15. Finding jobs and careers?

16. Understanding the Guidance Program?

Based on these research questions, sixteen hypotheses were formulated and tested. The aim was to find out what are the career guidance needs of Black secondary school students and whether geographic location, sex and grade level are factors in the expression of those needs.

In order to understand what is currently being done
to help students meet these needs, ten school principals
were interviewed regarding the status of guidance services
in their schools. Here attention was given specifically
to six main questions.

1. Are there organized programs of guidance ser-
   vices in the Black secondary schools?

2. To what extent do they provide Pupil Inventory
   Services?

3. To what extent do they provide Information Ser-
   vices?

4. Is counseling available to all students?

5. Do the schools have a school-wide testing pro-
   gram and to what extent are the test results
   being used for guidance purposes?

6. Do the schools have Placement, Follow-Up and
   Evaluation Services?

The professional literature was reviewed for the
purpose of identifying: (1) what professional authors say
are the objectives of secondary school guidance programs;
(2) theories of guidance and results of research concerning
the effectiveness of guidance; and (3) the present status
of guidance in South African Black secondary schools.

A Likert-type questionnaire with an optional open-
ended section, Guidance Services Needs Assessment Survey,
was administered to a randomly selected sample of 600 stu-
dents. Ten selected secondary schools in the Transvaal

Province of the Republic of South Africa participated in the study. Administrators of these schools were interviewed by the researcher regarding the status and efficacy of current guidance practices in their schools.

Method of Treatment and Analysis

The data on the six hundred answer sheets were transferred onto data processing cards. The cards were grouped and processed at the Michigan State University Computer Laboratory. The Statistical Package for the Social Sciences (SPSS) program was used to compare the responses given to each item on the questionnaire. A frequency count and a percentage were calculated for each item and for each classification group.

In addition, an Analysis of Variance was conducted to compare the responses by geographic location, sex and grade level. A .05 level of confidence was used to indicate the significance of the difference among the means.

Content analysis was used to process the data gathered with the open-ended questionnaire from the students and the results of the interviews with the school principals.

Limitations and Scope of the Study

Before the findings of the study are summarized, it is essential to review briefly the limitations and delimitations of the study.

1. The study was delimited to Black secondary school students in the Transvaal Province.

2. The study focused only upon the guidance needs of these students and their perceptions of the extent to which their needs were being met.

3. Only ten school administrators were interviewed about the status of guidance services in their schools.

4. Since the study depended primarily on the opinions of students and school principals, it is not insulated from the limitations inherent in the use of survey as a research methodology.

5. The researcher was debarred from visiting schools on the Rand.

6. Time and financial constraints dictated the sample size.

Summary of Findings

The following findings for each of the 16 categories emerged from the analysis of the data.

1. and 2. Understanding the Guidance Program and Finding Jobs and Careers.

Most Form 3 students (92.2%) expressed as their strongest need understanding the guidance program whereas the largest number of Form 5 students (93.1%) expressed a need for finding jobs and

careers. (All the Form 3 students indicated that this need was not being met. Approximately eighty-nine percent (88.9%) Form 5 students felt this need was not being met.)

3. Selecting Courses and Making Educational Plans

Eighty-eight percent (88.1%) Form 3 and approximately eighty-one percent (80.7%) Form 5 students expressed a strong need for help in selecting courses and making educational plans. (Seventy-four percent (74%) of the respondents felt the need was not being met).

4. Acquiring Decision-Making Skills

Approximately eighty-four percent (83.6%) Form 3 and about seventy-eight percent (77.7%) Form 5 students expressed a strong need for acquiring decision-making skills. (Eighty-four percent (84%) of the respondents felt the need was not being met).

5. Making Post-High School Plans

About eighty-three percent (83.2%) Form 3 and about seventy-seven percent (76.8%) Form 5 students expressed a strong need for making post-high school plans. (Approximately eighty-three percent (82.9%) of the respondents felt the need was not being met).

6. <u>Planning Careers</u>

Eighty-two and a half percent (82.5%) Form 3 and about seventy-seven percent (76.8%) Form 5 students expressed a strong need for planning careers. (About eighty-one percent (80.7%) of the respondents felt the need was not being met).

7. <u>Assessing Self</u>

About eighty-two percent (81.7%) Form 3 and approximately seventy-eight percent (77.7%) Form 5 students expressed a strong need for assessing themselves. (Seventy-seven percent (77.1%) of the respondents felt the need was not being met).

8. <u>Exploring Careers</u>

Approximately eighty percent (79.9%) Form 3 and about seventy-nine percent (78.9%) Form 5 students expressed a strong need for exploring careers. About seventy-eight percent (77.8%) of the respondents felt the need was not being met.

9. <u>Clarifying Values</u>

Seventy-nine and a half percent (79.5%) Form 3 and about seventy-six percent (75.9%) Form 5 students expressed a strong need for clarifying values. (Forty-seven and a half percent (47.5%) of the respondents felt the need was not being met).

10. <u>Understanding Sexual Identity</u>

Seventy-six percent (76.1%) Form 3 and seventy-two percent (72.0%) Form 5 students expressed a need for understanding sexual identity. (About thirty-seven percent (36.6%) of the respondents felt the need was not being met).

11. <u>Relating to Others</u>

About seventy-five percent (75.4%) Form 3 and approximately seventy-three percent (72.6%) Form 5 students expressed a strong need for relating to others. (About eighty-three percent (82.9%) of the respondents felt the need was not being met).

12. <u>Developing Responsibility for Themselves</u>

Seventy-five percent (75%) Form 3 and about seventy-six percent (75.8%) Form 5 students expressed a strong need for developing responsibility for themselves. (Seventy-three percent (73.0%) of the respondents felt the need was not being met).

13. <u>Understanding and Accepting Themselves</u>

Seventy-two percent (72%) Form 3 and seventy-one percent (71.1%) Form 5 students expressed a strong need for understanding and accepting themselves. (Seventy-one and a half percent (71.5%) of the respondents felt the need was not being met).

14. <u>Developing Career Awareness</u>

About seventy-two percent (71.6%) Form 3 and sixty-eight percent (68.1%) Form 5 students expressed a need for developing career awareness. (Seventy percent (70.4%) of the respondents felt the need was not being met).

15. <u>Understanding Others</u>

Approximately sixty-eight percent (67.9%) Form 3 and sixty and a half percent (60.5%) Form 5 students expressed a strong need for understanding others. (Seventy-four percent (74%) of the respondents felt the need was not being met).

16. <u>Being Understood by Others</u>

Approximately sixty-seven percent (66.8%) Form 3 and seventy percent (69.7%) Form 5 students expressed a strong need for being understood by others. (About forty-nine percent of the respondents felt the need was not being met).

17. <u>Open-Ended Section of Questionnaire</u>

A content analysis of the students' responses to the open-ended section of the questionnaire indicates their concern with politico-educational issues which have a bearing on career guidance services. The students called for: a change of the present educational system, abolition of Apartheid, social justice and equal rights,

cancellation of school uniform, free and com-
pulsory education, more information about bursar-
ies and the different professions and the intro-
duction of trained counselors in their schools.

18. School Principals' Perceptions

    An analysis of the contents of the interviews
    held with school principals pointed out the in-
    adequacies of the available guidance services.
    They all agreed that an organized program of
    guidance services should be introduced in their
    schools. They also highlighted the general lack
    of a thorough understanding of guidance among
    their teachers. They all concurred with the
    students on the question of a need for change
    of the educational system. Finally, they recom-
    mended a program of in-service training for their
    teachers for the purpose of familiarizing them
    with guidance and how they can become better
    facilitators of learning.

19. Effects of Geographical Location, Sex and Grade
    Level.

    Overall, geographic location, sex and grade level
    do not seem to have been factors in the expres-
    sion of needs by Black secondary school students.
    The students consistently expressed a strong need
    for career guidance and they were also consistent

when indicating the extent to which their guid-
ance needs were being and/or not being met.
(Tables 4.2 through 4.33).

20. Related Findings

   An important related finding emerges from an
   analysis of the demographic data according to
   type of educational plans. This analysis showed
   that most secondary school students are college-
   oriented. About seventy-eight percent (78.1%)
   of the total sample identified Bachelor's degree
   as their type of educational plan; four percent
   (4%) expressed a preference for a professional
   level degree (Ph.D., M.D., L.L.B., etc.); three
   and a half percent (3.5%) preferred a two-year
   college degree; five percent (5%) planned for
   one or two years of graduate study (M.A., M.B.A.,
   etc); seven percent (7%) chose the response
   "other", and only two and a half percent (2.5%)
   expressed an intention to get into a vocational/
   technical program.

Conclusions

   The data collected in this study were related to the
research questions stated in Chapter 1 and the following con-
clusions were drawn:

1. Black secondary school students in the Transvaal
   Province need career guidance services (Tables 4.2
   through 4.17).

2. By and large the students feel that their career
   guidance needs are not being met by the avail-
   able guidance services (Tables 4.18 through 4.32).

3. Given the magnitude of the students' perceived
   needs, the degree to which students feel that
   these needs are not being met, and the school
   principals' perception of the status of the
   guidance services it is concluded that the present
   guidance services in the Black secondary schools
   are not adequate (Tables 4.2 through 4.52). These
   short-comings have also been referred to in the
   review of literature cited in Chapter 2. More
   precisely, Black youth are not getting as much
   help as they feel they need from their schools
   in the area of career guidance.

4. This study provides evidence which suggests that,
   although there may be a common set of student
   needs, their priority for students may shift with
   changes in age, experience and social trends. For
   instances, most Form 3 students (Aged 15-17 years)
   in this study expressed the belief that their
   strongest need was for understanding the guidance
   program; whereas most Form 5 students (aged 17-19
   years) expressed as their strongest need the need
   to find jobs and careers (Tables 4.34 and 4.35).

5. Black secondary school students in the Transvaal Province are politically conscious and this consciousness manifested itself in their responses on the open-ended section of the questionnaire (Table 4.36). Their sensitivity to social injustice suggests an urgent need for fundamental political and educational changes.

6. Existing testing programs are not being used to help Black secondary school students assess and understand themselves, and set realistic career goals (Tables 4.2 and 4.8).

7. The students' responses provide a logical guideline for prioritizing their needs on the one hand and the school principals' suggestions can serve as an appropriate starting point in our attempt to improve the guidance services on the other hand.

8. Generally, geographic location, sex and grade level were not factors in the students' perception of their guidance needs and the extent to which these needs were not being met (Tables 4.38 through 4.52). Hence, it is concluded that a common comprehensive program of career guidance services seems desirable in the Black secondary schools.

Finally, it is recognized that an organized program of career guidance services may not be a panacea for all the

ills of today's Black secondary schools. However, it is a practial approach to making educational experiences more relevant to the needs of youth and to relating the school program to what is going on in life.

Discussion

A general profile that emerges from an analysis of
the needs assessment data gathered for this study suggests
a strong need for more extensive career guidance services
in the Black secondary schools. Students consistently felt
their needs were not being met. Whenever a high proportion
of students in one group expressed a particular need, a
similar high proportion expressed the same need in all
other groups regardless of sex, grade or location. This
may be because so little of a vocational guidance nature
is done in any of the Black secondary schools.

Research Question Number One

Students did not differ significantly in the extent to
which they expressed an unmet strong need for understanding
and accepting themselves (Tables 4.24 and 4.35). They agreed
on how they needed help to understand their abilities, inter-
ests, how their feelings affect their behavior to accept and
like themselves better and develop self-confidence. With-
out self-understanding, self-confidence and self-reliance
it seems unlikely that students can arrive at constructive

and realistic decisions. Johnson, Busacker and Bowman write:

> The individual's awareness of his abilities,
> deficiencies, limitations, interests, and
> awareness which may bear upon vocational
> and educational decisions is only a part
> of his self concept and, indeed, these
> attributes are to a large degree determined
> by, or at least within the framework of
> his total view of self... An individual
> with an inadequate feeling of personal
> worth is not in a position to evaluate
> himself realistically or use information
> available to him in making appropirate
> choices or in resolving personal difficulties.[2]

Research Question Number Two

Students did not differ significantly in the extent

to which they perceived an unmet strong need for developing

responsibility for themselves (Tables 4.34 and 4.35). This

may be an indication that the school does not effectively

help students to set goals in life. Closely related to the

setting of realistic goals is the freedom to state one's

views without fear of reprisal. Setting goals also presup-

poses freedom of choice which is extensively very limited for

Black secondary school students in South Africa. Speaking

of the acceptance of responsibility, Super and Overstreet

found that ninth-graders tended, on the whole, to accept

responsibility for making choices.[3]

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[2]Johnson, et al. op.cit., pp. 147-148

[3]Super and Overstreet, op.cit. p.131

Research Question Numbers Three and Four

Students did not differ significantly in the extent to which they expressed unmet strong needs to understand others and to be understood by others. As common parlance has it, "understanding is the best thing in the world" and it is also essential for harmonious relationships among students, teachers and parents. The ability to listen and respond appropriately to others can facilitate understanding. Freire captures the essence of understanding when he says:

> It so happens that to every understanding
> sooner or later an action corresponds. Once
> man perceives a challenge, understands it,
> and recognizes the possibilities of response,
> he acts. The nature of that action corres-
> ponds to the nature of his understanding.
> Critical understanding leads to critical
> action; magic understanding to magic re-
> sponse. 4

Research Question Number Five

Students did not differ significantly in the extent to which they perceived an unmet strong need for relating to others. In this respect they need help to develop the ability to get along with teachers, fellow students of both sexes and family members. Man is a social being and as such he/she needs to master strategies and means which promote cordial co-existence and mutual respect. As a social being man is constantly involved in interpersonal relationships,

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[4]P. Freire. Education for Critical Consciousness. New York: The Seabury Press, 1973, p.44.

which according to Zeran and Wegner must be developed through training and guidance.[5]

Research Question Number Six

Students did not differ significantly in the extent to which they put a high priority on the need for value clarification. To be able to function effectively in a democratic society, it is absolutely essential that members of that society understand the values that are generally accepted. These include: religious beliefs, love and sex issues, the use/abuse of drugs, tolerance of contrary views, etc. Studies of societies and their cultures also point to the crucial place in cultural processes of values or that which a group strives for. Smith and Linderman write that in a democratic society, moreover, there is insistence that there be wide sharing in those value judgements which affect the general welfare and that the individuals understand and progressively create the ends for which their energy is expended.[6]

Research Question Number Seven

Students did not differ significantly in the extent to which they perceived an unmet strong need for assessing

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[5]F.N. Zeran and K.W. Wegner. Guidance: Theory and Practice. New York: American Book Company, 1964, p.8.

[6]T.V. Smith and E.C. Linderman. The Democratic Way of Life . New American Library, 1951, p.71

themselves. Self-assessment is a very crucial dimension of the developmental process. Use is generally made of standardized tests to assess students. However, as Table 4.52 indicates, the test scores are seldom used in the Black secondary schools. Indeed, Dovey writes that these tests constitute "a form of social bookkeeping, used for statistical and research purposes rather than for guidance and aimed at guiding vocational decisions according to the manpower needs of the country."[7] This is a serious indictment against the educational system and a concerted effort has to be made to remedy the anomaly. It is important that test results be interpreted to students so that they can know their strengths and weaknesses, and be used to improve individualized instruction.

Research Question Number Eight

Students did not differ significantly in the extent to which they perceived an unmet strong need for acquiring decision-making skills. Table 4.9 shows that only .4% of the respondents expressed no need for acquiring decision-making skills. This finding highlights the short-comings of the education the students are receiving. Therefore, it is not surprising that students cannot select courses and make educational plans on their own. It seems absolutely necessary for Black secondary schools to integrate the

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[7]Dovey, op.cit. p.3.

teaching of decision-making skills into the curriculum to
enable students to become independent, self-reliant and self-
directed. Moreover, it should be borne in mind that the
guidance function is not to make decisions for pupils, but
rather to help them learn how to make realistic decisions
on their own.

Research Question Number Nine

Students did not differ significantly in the extent
to which they perceived an unmet need for understanding sex-
ual identity. Sex, like race, in South Africa affects career
choice and one's earning power. However, in view of the
changing roles and expectations of men and women, it is im-
portant that students should have a thorough understanding
of sexual identity.

Research Question Number Ten

Students did not differ significantly in the extent
to which they perceived an unmet need for selecting courses
and making educational plans (Tables 4.34 and 4.35). These
data support the findings of Cloete and le Roux's study of
freshmen cited in Chapter Two in which 73% of their sample
indicated a need for help with choice of subjects.[8]

The question that immediately comes to mind is: How
then, can students be expected to do well in school if

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[8]Cloete and le Roux, op.cit.; p.2

they do not receive enough help in selecting courses and making educational plans? Corollary to the selection of courses is the relevance of the courses taken by students to their post-school plans.

It is important to keep in mind that the guidance function is neither to steer students into or out of a particular course. But, rather, to provide the pupils, his parents, and anyone else legitimately concerned, with all available relevant information.[9]

Research Question Number Eleven

Although there is no statistically significant difference among urban, peri-urban and rural secondary school students in the extent to which they perceived an unmet strong need for making post-high school plans, there seems to be a slight difference between Form 3 and Form 5 students' responses (Tables 4.34 and 4.35). It may be that Form 3 students do not as yet see the relevance of the subjects they are taking to their career plans if any and/or are not aware of educational alternatives after high school.

Super and Overstreet write that education in the 9th grade should be so organized as to make available experiences which foster a planful approach to developmental tasks, to arouse the awareness of the need to make pre-occupational and occupational choices, and to orient adolescents to the

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[9]Johnson et al. op.cit., p. 186-187.

units and sequences of choices which they will be called

upon to make and to the factors which they should consider

in making these choices.[10] Speaking of the pivotal position

of career choices of students, Napier states that if stu-

dents are left to choose educational programs that are not

tenable to them, the results will only be frustration and

eventual reallocation of talents into alternative and less

appropriate choices, not only in educational program selec-

tion, but also in occupational choices.[11] These views em-

phasize the importance of helping students in the mammoth

task of making post-high school plans.

Research Question Number Twelve

Students did not differ significantly in the extent

to which they perceived a strong unmet need for developing

career awareness. However, Form 5 students seem to have

developed a slightly more career awareness than the Form 3

students. Perhaps this slight difference is due, in part,

to the fact that Form 5 students have had more time to think

about their future plans in more detail. Nevertheless,

it would be much better if all students could be helped to

develop career awareness so as to prevent future disappoint-

ments and frustrations.

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[10]Super and Overstreet, op.cit. p.158

[11]Napier, op.cit. p.62.

Research Question Number Thirteen

Students did not differ significantly in the extent to which they perceived an unmet strong need for career exploration. Based on the truism that experience is the best teacher or that the best way of learning is by doing, students should be exposed to the world of work and get on-the-job experience in order to know what it is like to be employed. This experience will widen their perspectives and give them some ideas about the reality of their aspirations and career plans. Through a variety of experiences in many areas, students gain a more authentic understanding of their environment and a greater awareness of the various fields of learning open to them.

Research Question Number Fourteen

Students did not differ significantly in the extent to which they perceived an unmet strong need for planning careers. This finding indicates a lack of information about careers, career choices and career preparation. It is incumbent upon the schools to collect career information and disseminate it to students. This information can be kept in a file and be put on reserve in the library so that students can have access to it. A school counselor who is usually in a unique and favorable position to talk to students about career plans can help the students go through

the career information file and identify the ones they might wish to explore further. Career days could also be set aside during which people from different occupations and professions can come to school to talk with students about their different occupations and professions.

Research Question Number Fifteen

Students did not differ significantly in the extent to which they perceived an unmet strong need for finding jobs. Tables 4.34 and 4.35 indicate that this need was ranked number one for the senior students (Form 5) and second for the Junior students (Form 3). This difference might be due to the fact that the senior students are more concerned about employment opportunities because they have come to the end of their secondary school career. The junior students on the other hand, still have two years of secondary school and job finding is not as pressing for them as it is for the seniors.

It is well to recognize that finding jobs and careers can be a frustrating and harrowing experience for the uninitiated. Methods and strategies that can be used to alleviate and/or prevent these frustrations include: learning how and where to start looking for a job, knowing how to apply and interview for jobs, learning how to write resumes, adjusting to supervision and peer relations, and job placement.

Commenting on the significance of work, Herr and Cramer say that work has always had the potential of meeting more than the economic needs of man. It also can meet broad social and psychological needs, among which are social interaction, a sense of personal dignity, identification and human relationships.[12] It seems reasonable to conclude from the above that many individuals have not been assisted to view work as having personal relevance, as being critical to their way of life, or as being a consistent vehicle for self-fulfillment.

Concerning career choice for Black secondary school students in South Africa Watts writes:

> For in a politicized situation, choice of
> work is likely to be regarded--both by the
> individuals' peers and by the individual
> himself--as an important political statement...
> people frequently express their values
> through the occupational choices they make...
> In a very real sense, the most important
> career choice made by high-achieving Soweto
> youngsters is not the choice between occupa-
> tions but the choice between three or more
> fundamental options. The first is to follow
> the conventional route to individual advance-
> ment through education and a career, insofar
> as the opportunity structure permits. This
> will be seen by some peers, and, therefore,
> to some extent felt by the individual, to be
> a form of betrayal, of "joining the whites".
> The second option is to follow the traditional
> educational and career routes, but to do so
> in a way which makes it clear--visibly clear--
> that one is doing so in order to make one's
> developing skills available to one's own people:
> in a political situation, visible signals are
> needed to demonstrate this, and it may be

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[12]E.L. Herr and S.H. Cramer. Vocational Guidance and Career Development in the Schools: Toward a Systems Approach Boston: Houghton Mifflin Company, 1972, p.25.

difficult to avoid such signals taking a
form which will be interpreted by the
authorities as political activism, and,
therefore, repressed. The third option
is to reject the traditional educational
and careers system altogether, and to be
interested only in alternative forms of
education outside the formal system which
will be of help to one's own people both in
securing social and physical changes, and
in establishing a new society once change
has taken place. 13

Research Question Number Sixteen

Students did not differ significantly in the extent to
which they perceived an unmet strong need for understanding
the guidance program. A glance at Tables 4.34 and 4.35 re-
veals that a higher percentage of Form 3 students (92.2%)
than Form 5 students (85.5%) expressed this need. Under-
standing the guidance program was ranked number one for jun-
iors and second for seniors. A possible explanation for
this is that perhaps the senior students realize that their
stay in the secondary school is almost over, whereas the
junior students still have two years remaining. Since all
the students indicated that this need is not being met, an
attempt should be made to facilitate a thorough understanding
of the guidance program by the students. Maybe this should
occur in Form 1 so that by the time students get to Form 3
they should be familiar with what the guidance program is
all about.

13Watts, op.cit. pp. 20-21.

The open-ended section of the questionnaire afforded the students an opportunity to express some of the concerns they felt strongly about. The data presented in Table 4.51 reflects some of the hotly debated issues at the time the study was conducted. It is evident from Table 4.51 that the students' level of political consciousness is quite high and poignant. They came out strongly in favor of a change of the educational system. As a matter of fact, this demand for change has dominated the South African political and educational scenes since the inceptions of Apartheid and Bantu Education in 1948 and 1954 respectively.

The popular contention is that separate educational systems cannot be equal and, in fact, it is argued, that Bantu Education is inherently inferior and irrelevant. Freire characterizes such an educational system as education for enslavement rather than for liberation. He calls it the "banking concept of education" in which the scope of action allowed to the students extends only so far as receiving and storing the deposits.[14] What seems to be needed is a consciousness-raising education which ensures the practice of freedom. The fundamental effort of education is the liberation of man, and never his domestication.[15]

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[14]Freire, op.cit. p.58 Pedagogy of the Oppressed.
New York: The Seabury Press, 1970, p.58.

[15]P. Freire. Education for Critical Consciousness
New York: The Seabury Press, 1974, p 41..

Whilst rejecting the present educational system, the students also expressed a strong need for free and compulsory education. The absence of free and compulsory education is a liability because it deprives the economy of a large pool of the semi-skilled and skilled labor, and professional man-power needed in the rapidly developing economy of the Republic of South Africa.

The controversy over compulsory school uniform was quite poignant at the time the study was conducted and this is reflected in Table 4.51. The argument against the school uniform is that it is too expensive to buy and to maintain, and most parents cannot afford it with their meagre wages. Moreover, they have to pay school fees and buy books for their children. Above all, there does not seem to be a relationship, whatsoever, between what students learn in school and the type of clothes they wear. Perhaps the Department of Education should provide the students with uniforms if it is thought important. It also may be an unwise use of limited resources for teachers to spend so much time enforcing compulsory school uniforms regulations instead of using their valuable time and energy helping students learn more.

Another important revelation of the study is the extent to which students expressed a need for financial information and aid (Table 4.51). This finding supports the finding of the 1977 National Institute for Personnel Research which ran an experimental career guidance program for 85 matriculants who had attended classes ran by the

Institute of Race Relations. An evaluation of this scheme

concluded that the students appreciate the services, but

it expressed a sense of helplessness about the lack of

bursaries and job openings for even these motivated and

academically ambitious students.[16]   However, as it was

pointed out in Chapter Two, there are a few organizations

which provide financial aid and yet few students know about

them.

Administrators' Views

It is well to take cognizance of the interest in

guidance shown by the school principals. The growth of

this interest should be nurtured and encouraged so that

more and more pupils throughout the country will receive

the type of guidance which will enable them to become well-

rounded, well-adjusted and self-actualized individuals.

The views expressed by the school principals during

the interviews were closely aligned with those of the stu-

dents and the literature regarding the present status of

career guidance services in the Black secondary schools.

The general feeling was that the present career guidance

services are inadequate and do not meet the students' needs.

In addition, the school principals were in agreement concerning

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[16]B.A. Shannon "Experiences in Counseling Soweto
Matriculants" In Vocational Counseling--Proceedings of
Symposium held on 14th October, 1977. Johannesburg: NIPR,
1977, p. 54-58.

the value of guidance services. Despite this concurrence, all the selected schools had not made a conscientious attempt to design, implement and maintain an organized program of guidance services. The school principals tended to validate the students' expressions of need for career guidance. Their contention that the present guidance services are inadequate explains why the students' needs are not being met.

Educational Plans

Finally, an analysis of the demographic data according to type of educational plans discloses a strong bias in favor of college among all students. Even the students who are below average academically think about going to university. However, as Troup points out, less than one percent (1%) of the Black children who start school proceed to university.[18]

By and large, boys expressed more eagerness about vocational and technical careers. The two and half percent (2.5%) that opted for a vocational/technical program consisted of boys only. This could possibly be attributed to the fact that vocational/technical programs are open to boys only.

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[18]Troup, Op. Cit. p. 37

Recommendations

This being a descriptive study, it sought to answer specific questions. Therefore, it is hoped that data presented in this study will lead other researchers to probe further and to seek additional information related to career guidance needs of students throughout the Transvaal Province educational system. In this sense, this study is only the beginning.

The following recommendations are made:

1. That an extensive study be made to determine the feasibility of a large scale comprehensively organized guidance program in the schools.

2. That a study to determine students' needs in other grade levels be made.

3. The Department of Education is urged to critically look at the testing program and to take action that will ensure that test results are interpreted to the students, teachers, and parents.

4. That teachers training institutions and universities offer career guidance training in their curricula for all prospective teachers.

5. That the Department of Education should establish mobile career guidance units which are effective as means of reaching people who would not ordinarily have access to such services. These units will enable the guidance program to move its

myriad services into the secondary schools. By

so doing the shortage of well trained school

counselors will be temporarily alleviated.

6. That provision be made for in-service training

for teachers who are already in the field to ac-

quaint them with modern approaches and methods in

guidance and counseling. The concept of "teacher

counselor" could be made a reality.

7. That full-time school counselors be trained and

employed.

8. Further **rese**arch is needed to determine needed

competencies and characteristics for teachers who

will assume the responsibility of guidance in the

schools.

9. That career centers for out-of-school youth be es-

tablished at strategic points in the communities.

10. That an organized system of program evaluation

be worked out and participated in by all people

involved in the guidance services so that change

and improvement will become a continuous and vital

part of the guidance activities.

11. Finally, supported by the findings in this study

a model set of goals and objectives for Black

secondary school students in the Transvall Province

of the Republic of South Africa is proposed here for

consideration, adaptation, and application. It

is important that such application be motivated

by long-term commitment and support. An implemen-
tation of a set of valid goals and objectives can
lead to a significant improvement in the guidance
program.

Goals and objectives of career guidance recommended
for consideration as suitable for Black secondary schools
in the Transvaal Province are as follows:

Self-Understanding:

1. To help students develop an understanding and
   acceptance of self.

2. To assist students become increasingly self-
   directed and self-disciplined.

3. To help students become more understanding of
   their aptitudes, abilities, interests, attitudes
   and limitations.

4. To assist students in developing responsibility
   for self.

5. To help them develop their special and creative
   talents.

Interpersonal Relationship:

1. To help students develop a better understanding
   of others.

2. To assist them become more accepting of others.

3. To become more tolerant of people whose views
   are different.

Value Clarification:

1. To aid students in clarifying values.

2. To assist them to understand their religious
    beliefs.

3. To understand sex-related issues

4. To understand the consequences of dealing with
    drugs.

Decision-Making Skills:

1. To assist students in mastering decision-making
    skills.

2. To understand the changing roles and expectations
    of men and women.

3. To learn more about graduation requirements.

Career Planning:

1. To aid students in selecting courses and making
    educational plans.

2. To help students develop career awareness, explor-
    ation and planning.

3. To assist the individuals develop understanding
    of, and appreciation for work, the value of the
    worker, and the role of work and the worker in
    our society.

4. To help and encourage students to examine the
    world of work in relation to their interests,
    aptitudes and values.

5. To help them find jobs and careers.

6. To help them recognize specific behaviors and the socio-economic aspects of the world of work.

Development of Responsibility:

1. To set goals for personal growth and development.

2. To encourage students to become contributing members of society.

3. To feel free to express their views and feelings.

4. To protect each student's individuality, his/her right to self-determination, his/her right to be respected and to be self-reliant.

Understanding the Guidance Program:

1. To orientate students about the guidance program.

2. To help them see the relevance of what they are doing in the classroom and the school situation to what is actually occurring in the world about them.

Finding Jobs and Careers:

1. To know more about the job market.

2. To know how and where to start looking for a job

3. To know how to apply and interview for jobs

4. To help students to obtain part-time and/or summer work.

APPENDICES

APPENDIX A

"GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY"

GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY
THE AMERICAN COLLEGE TESTING PROGRAM

Name (optional)

School

Date

2. SEX
- Male
- Female

3. GRADE LEVEL
- Freshman
- Sophomore
- Junior
- Senior
- Other

4. IDENTIFICATION NUMBER

5. OVERALL HIGH SCHOOL GRADE AVERAGE
- D- to D (0.5-0.9)
- D to C- (1.0-1.4)
- C- to C (1.5-1.9)
- C to B- (2.0-2.4)
- B- to B (2.5-2.9)
- B to B- (3.0-3.4)
- A- to A (3.5-4.0)

6. SCHOOL CODE NUMBER

7. TYPE OF EDUCATIONAL PLANS
- Vocational or technical program (less than 2 years)
- Two-year college degree
- Bachelor's degree
- One or 2 years of graduate study (MA, MBA, etc.)
- Professional level degree (PhD, MD, LLB, JD, etc.)
- Other

FOR OFFICE USE ONLY

	NEED IS:			SATISFACTION IS:			I NEED:
NO NEED	WEAK	MODERATE	STRONG	NOT BEING MET	PARTIALLY MET	BEING MET	
O	O	O	O	O	O	O	1. To know more about my abilities, interests, and other characteristics.
O	O	O	O	O	O	O	2. To understand, accept, and like myself better.
O	O	O	O	O	O	O	3. To develop more confidence in myself.
O	O	O	O	O	O	O	4. To understand how my feelings affect my behavior.
O	O	O	O	O	O	O	5. To be more accepting of my physical appearance.
O	O	O	O	O	O	O	6. To set goals in life.
O	O	O	O	O	O	O	7. To learn better to tell others how I feel.
O	O	O	O	O	O	O	8. To be a better listener and respond better to others.
O	O	O	O	O	O	O	9. To state my own views.
O	O	O	O	O	O	O	10. To better understand teachers.
O	O	O	O	O	O	O	11. To better understand people older than myself.
O	O	O	O	O	O	O	12. To become more accepting of others.
O	O	O	O	O	O	O	13. To build trusting relationships with others.
O	O	O	O	O	O	O	14. To have someone listen to me when I have problems.
O	O	O	O	O	O	O	15. To know how to get along better with my family.
O	O	O	O	O	O	O	16. To have better relationships with teachers.
O	O	O	O	O	O	O	17. To have better relationships with other students.
O	O	O	O	O	O	O	18. To know how to get along better with members of the other sex.
O	O	O	O	O	O	O	19. To develop friendships with both sexes.
O	O	O	O	O	O	O	20. To understand my religious beliefs more clearly.
O	O	O	O	O	O	O	21. To understand more about sex and love.
O	O	O	O	O	O	O	22. To understand my values and the use/abuse of drugs, including alcohol.
O	O	O	O	O	O	O	23. To become more tolerant of persons whose views differ from mine.
O	O	O	O	O	O	O	24. To know more about my strengths and weaknesses.
O	O	O	O	O	O	O	25. To better understand my standardized test scores.
O	O	O	O	O	O	O	26. To understand what I can realistically achieve.
O	O	O	O	O	O	O	27. To know how to assess and evaluate my goals.

EXAMPLES:

	NEED IS:			SATISFACTION IS:			I NEED:
NO NEED	WEAK	MODERATE	STRONG	NOT BEING MET	PARTIALLY MET	BEING MET	
●	O	O	O	O	O	O	1. To learn how to develop independence.

Because the answer is "NO NEED," all other responses are left blank.

| O | O | O | ● | O | O | O | 2. To understand what I need. |

This example shows a "STRONG" need that is only "PARTIALLY MET."

| O | ● | O | O | O | O | ● | 3. To write better. |

This example shows a "WEAK" need that is "BEING MET."

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SATISFACTION IS: | **NEED IS:** | **I NEED:**

55. To know how to apply and interview for jobs
56. To have help to obtain part time and/or summer work
57. To know more about job opportunities in my high interest areas
58. To get to know my counselor/advisor better
59. To talk about personal concerns with a counselor
60. To become more fully aware of the services available through the guidance program

Listed below are local items your counselor may want to include

1
2
3
4
5
6
7
8
9
10

List below any additional items you feel are important to you, and the degree to which they are met

1
2
3
4
5
6
7

NEED IS: | **SATISFACTION IS:** | **I NEED:**

28. To learn how to make decisions
29. To learn ways to adapt to a changing world
30. To understand the impact of my sex on my career choice
31. To understand the changing roles and expectations of men and women
32. To select more school courses by myself
33. To know more about graduation requirements
34. To find more courses relevant to my future
35. To receive help in selecting courses
36. To find courses which are appropriate to my educational needs
37. To know how to prepare for careers in which I am interested
38. To know how the courses I am taking relate to my career plans
39. To know more about financial and/or continuing education beyond graduation
40. To become more aware of educational alternatives after graduation
41. To become aware of career training offered in my high interest areas
42. To understand the impact of work on my life
43. To know how the things that are important to me affect my career choice
44. To know more about possible careers and the world of work
45. To talk with people employed in my high interest areas
46. To get some on-the-job experience in my high interest areas
47. To do an in-depth exploration of jobs which relate to my interests and abilities
48. To have actual on-the-job experience to know what it is like to be employed
49. To know how important people influence my career choice
50. To develop career plans and goals
51. To talk to a counselor about career plans
52. To have my parents involved in and to talk with them more about my career plans
53. To know what jobs are available locally
54. To know where and how to start looking for a job

APPENDIX B

QUESTIONS USED DURING THE INTERVIEWS

QUESTIONS USED DURING THE INTERVIEWS

1. Are there organized programs of guidance services in the Black Secondary Schools?

2. To what extent do they provide Pupil Inventory Services?

3. To what extent do they provide Information Services?

4. Is Counseling available to all students?

5. Do the schools have a school-wide testing program and to what extent are the test results being used for guidance purposes?

6. Do the schools have Placement, Follow-Up and Evaluation Services?

APPENDIX C

APPLICATIONS FOR PERMIT TO CONDUCT RESEARCH

1575h Spartan Village
Michigan State University
East Lansing

Michigan 48823
29 October 1979

The Secretary
Department of Education and Training
Pretoria 0001
R.S.A.

Dear Sir

re: Application For Permit To Conduct Research:

May I at the outset introduce myself as a student from S.A. currently studying for my Ph.D. in Higher Education Administration and Guidance at Michigan State University. I obtained my B.A. degree and U.E.D. from the University of the North in 1970 and 1971 respectively. From 1972 to 1976 I taught English and Geography at Morris Isaacson High School and Hofmeyr High School.

I am hereby seeking permission to conduct a research survey in the secondary schools. The purpose of my proposed research is to survey Black secondary school students' guidance needs and to assess their perception of the vocational guidance services that are available in the secondary schools.

This study will be delimited to Black secondary school students (i.e; Forms 3, 4, &5) currently enrolled in selected public secondary schools. The students will complete a questionnaire. Approximate time required for the completion of the questionnaire is 50 minutes.

Tentatively, I hope to be able to conduct this survey in January-March 1980.

Please find enclosed the following documents which will, hopefully, enable you to reach a favourable decision:
1. My curriculum vitae
2. A letter of introduction from my promotor, Dr. Van C. Johnson
3. A copy of my research proposal and a copy of the questionnaire which will be used in the research project.

May I, in conclusion, cite the following persons as my local referees:

Dr. E.T.M. Mogoba,	Professor Steenekamp,	Mr. P.M. Koopedi
Box 80	University of the North	Johannesburg South Circuit
ATTERIDGEVILLE 0008	P.O. Sovenga 0727	Private Bag X02
		Booysens 2016

Mr. S.P. Nokhine
1329 Molebatsi Street
Dobsonville
Roodepoort 1725

Hoping that my application will meet with your favourable consideration. Am looking
forward to hearing from you.

Yours faithfully

Zacharia Mmtlanyane Chuenyane

1575 H Spartan Village,

Michigan State University,

East Lansing.

Michigan 48823.

4 April 1979.

The Regional Director JHB,

Department Of Education and Training,

Private Bag X01,

BOOYSENS   2016.

R.S.A.

Daer Sir,

re: Application to coduct a research survey in the schools.

May I at the outset introduce myself as a student from South Africa
currently studying for my Ph.D in Higher Education Administration,
Guidance and Counseling at the Michigan State University. I am a
graduate of the University of the North and also hold a U.E.D from
the same institution. Prior to my coming to the United States in 1976,
I taught English and Geography at the Morris Isaacson High School and
Hofmeyr High School from 1972 to 1976.

In my quest for the correct procedure I contacted Mr. P.M. Koopedi, of
the Johannesburg South Circuit, who advised me to get in touch with
you.

I am hereby applying for permission to conduct a research survey in
the secondary schools in Soweto. The purpose of my proposed research
is to survey Black secondary school students' guidance needs and to
assess the vocational guidance services that are available in the
secondary schools.

1. Who will be involved? This study will be delimited to Black second-
ary school students (i.e. Forms 3, 4 & 5; ages ranging from 17 to 20)
currently enrolled in selected public secondary schools. A few randomly
selected teachers, headmasters and inspectors will be interviewed as
regards their perception of students' needs.

2. Nature of involvement and tentative dates: Students will be asked
to complete a questionnaire. Approximate time required for the comple-
tion of the questionnaire is 45 minutes. The duration of the interview
is 30 minutes. Tentatively, the month of September is earmarked for this

research project. Say, from the 3 to the 21.The applicant's personal preference is to conduct this research during school hours to avoid infringing upon the participants' personal time. However, if circumstances do not permit, the researcher will be glad to consult and visit with them after school. This preference is predicated on the assumption that oftentimes students and teachers are too eager to leave the school premises immediately after school.

3. Size of the sample: About four hundred randomly selected students from ten public secondary schools. The sample will consist of an equal number of boys and girls.

4. Instrumentation: The questionnaire will consist of two parts. The first part will contain items designed to obtain demographic information, such as, age, form, location and sex of the subjects. The second part of the questionnaire will consist of items which tap the subjects' awareness of vocational guidance services at their disposal and their need domains.

5. Analysis and Interpretation: Two statistical tests will be used to analyse the data and to report the findings. These tests are: the Chi-Square and the Analysis of Variance (ANOVA). On the basis of the findings the researcher will discuss their implications and make recommendations.

6. Significance of the study:

a) It is hoped that the findings of the study will provide a better understanding of vocational guidance on the part of Black secondary school students.

b) The study will provide an empirical evidence of the effectiveness and efficiency of the present vocational guidance services.

c) The findings will be useful to teachers and administrators in their endeavour to study and diagnose the needs of the students.

d) The universities and other teacher training institutions may use the results to initiate, improve or develop adequate guidance programs for aspirant teachers.

e) The Department of Education and Training will be provided with information which might be utilized to improve guidance programs.

f) Finally, the applicant hopes to be involved in teacher education and intends to use the results of this study and experiences derived from the study in professional teacher preparation.

Hoping that this request will meet with your favourable consideration. A letter from my Guidance Committee Chairman, Dr. Van Johnson is forthcoming.

Yours faithfully,

Z.M. Chuenyane.

Bo 20
ATTERIDGVILE
0008

28 February 1980

Mr C.N. Lekalake
Deputy Secretary
Professional Section
BOPHUTATSWANA

Dear Sir

re: APPLICATION FOR PERMIT TO CONDUCT RESEARCH

May I at the outset introduce myself as a student at
Michigan State University in the U.S.A., currently
studying for my Ph. D in Higher Education Administration
and Educational Psychology. I obtained my B.A. and
U.E.D. at the University of the North and an M.A. at
Michigan State University. Prior to my going to the
U.S.A. in 1976 I taught at Morris Isaacson and Hofmeyr
High Schools.

I am hereby applying for a permit to conduct a research
project in five (5(secondary schools (Forms III & V)
during the first week of March 1980. This study is
designed to obtain data about Black secondary school
students' guidance needs and to determine the degree to
which these needs are presently being met.

A stratified random sample of sixty (60) students per
school is desirable. It should be made up of equal numbers
of male and female students.

A Likert-type of scale questionnaire consisting of sixty
(60) items will be given to the students to complete
(copy attached). The questionare consists of demographic
items and items which tap the subjects' need domains.
Some of these needs are for: self-understanding and ac-
ceptance, development of responsibility, understanding
ohters, relating to others, value clarification, decision-
making skills, educational, vocational and financial in-
formation, and developing career awareness, exploration
and planning. These items are grouped into categories
for analysis purposes.

Significance of the Study P8

1. It is hoped .....

Hoping that my request will be favourably considered.

Kmutlanyane Z. Chuenyane

Encl. 2

APPENDIX D

LETTERS OF ENDORSEMENT OF STUDY

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION   EAST LANSING · MICHIGAN · 48824

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

ERICKSON HALL

May 23, 1979

Mr. I. S. Venter
Secretary for Plural Relations and
  Development
Department of Plural Relations and
  Development
Box 384
Pretoria   0001
R.S.A.

Dear Sir:

This letter pertains to Mr. Zacharia M. Chuenyane who is a doctoral candidate
in the Higher Education Department at Michigan State University. I have had
the privilege of serving as the chairman of his doctoral committee; in my
opinion he is one of the outstanding young men that I have had the privilege
of working with during the past twelve years. He is in the process of
completing all course work in his program; to date his grade point average
is 3.7 on a scale where 4.0 is regarded as the ultimate grade. His
professional comprehensive examination has been completed and he has passed
that hurdle with distinction; he was graded 4+ on a scale where 5.0 is
perfect. I would wish to reiterate; his academic work todate must be
rated as superior when his record is compared with the records of our other
candidates.
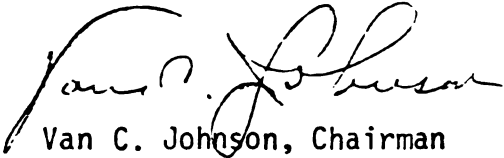
He is now engaged in his research preparatory to writing his dissertation;
the title of his study is: A Survey of Black Secondary School Students'
Guidance Needs and an Assessment of Vocational Guidance in Black Secondary
Schools in the Transvaal Trovince of the Republic of South Africa. In my
opinion it is very important that he be in residence at Michigan State
University while he is completing his research; particularly so, while the
questionnaires are being completed. I believe that his presence will
facilitate responses by clarifying issues which may arise; also problems
caused by delays losses and non-response can be better resolved.

I recommend that this outstanding young man be given your assistance
at this time so that he may complete all work toward his Ph.D. degree

Mr. I. S. Venter
May 23, 1979
Page 2

at Michigan State University. If you should have further questions please
feel free to either write or phone me at this office, 517-353-2972.

Sincerely,

Van C. Johnson, Chairman
Department of Administration
 and Higher Edsucation

VCJ/lh

May 22, 1979

Mr. I.S. Venter, Secretary for Plural
   Relations & Development
Department of Plural Relation & Development
Pretoria, R.S.A.

Dear Mr. Venter:

                        Re: Chuenyane M. Zacharia

This is to certify that the above referenced student
is enrolled as a full-time graduate student at Michigan
State University for the 1979 Spring term.

Mr. Zacharia is pursuing a Doctor of Philosophy degree
in the College of Education with a major in Higher
Education.

Sincerely,

(Mrs.) Roberta M. Kelley
Assistant Registrar

RMK/mmh

APPENDIX E

PERMIT TO CONDUCT RESEARCH IN SCHOOLS

Sir

APPLICATION TO ENTER BLACK AREAS

Adverting to your letter dated 23 May 1979 you are informed that you do not require a permit in terms of Section 24(1) of the Development Trust and Land Act, 1936, (Act 18 of 1936).

Yours faithfully

SECRETARY FOR CO-OPERATION AND DEVELOPMENT

1979-08-- 6

PRETORIA 0001

DEPT. OF CO-OPERATION AND DEVELOPMENT

81/172589
(Z 14)

G.P.–S. 8

REPUBLIEK VAN SUID-AFRIKA

REPUBLIC OF SOUTH AFRICA

Verw. Nr./Ref. No. 9/1/13
NAVRAE/ENQUIRIES: H.A. Nhleko
Tel. No. 838-6147/8

┌

Mr. Zacharia M. Chuenyane
1575H Spartan Village
Michigan State University
East Lansing
MICHIGAN 48823

┐

KANTOOR VAN DIE—OFFICE OF THE
Regional Director of Education
and Training
Johannesburg Region
Private Bag X01
BOOYSENS
2016
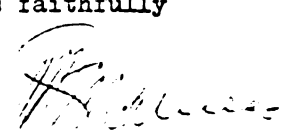
1979 May 03

└   ⌐

Sir

APPLICATION TO CONDUCT A RESEARCH SURVEY IN THE SCHOOLS

1. Receipt of your letter dated 4 April 1979 on the above-
   mentioned subject is acknowledged.

2. I have to inform you that the matter has been referred to
   the Secretary for Education and Training for attention and to
   reply to your letter mentioned above.

Yours faithfully

REGIONAL DIRECTOR OF EDUCATION
AND TRAINING: JOHANNESBURG

194

G.P.-S. (8)

Verw. Nr./Ref. No. 9/1/13
NAVRAE/ENQUIRIES: G. W. White
Tel. No. 8386147/8

┌Mr. Z.M. Chuenyane,   ┐
  1575 H. Spartan Village,
  Michigan State University,
  East Lousing,
  MICHIGAN,
  48823,
  UNITED STATES OF AMERICA.

L   ⌐

KANTOOR VAN DIE—OFFICE OF THE
Regional Director,
Department of Education & Training,
Private Bag X01,
BOOYSENS,
2016.

1979 October 3.

Dear Sir,

APPLICATION TO CONDUCT RESEARCH SURVEY IN SCHOOLS

1. Your request dated 04-04-79 to conduct a research survey in schools in this region was referred to the Secretary of the department.

2. It is regretted your request has not been approved.

Yours faithfully,

REGIONAL DIRECTOR OF EDUCATION AND
TRAINING : JOHANNESBURG REGION.

REPABOLIKI YA BOPHUTHATSWANA

REPUBLIEK VAN BOPHUTHATSWANA

Ts. 5.

REPUBLIC OF BOPHUTHATSWANA

Nr. Tshup./Ref. No./Verw. Nr.

Botsa Go/Enquiries/Navrae

Nr. Mog./Tel. No. _____

KANTORO YA/OFFICE OF THE/KANTOOR VAN DIE

DEPARTMENT OF EDUCATION
PRIVATE BAG X 2044
MONTSHIWA
8681

TO THE PRINCIPALS
SECONDARY AND HIGH SCHOOLS.
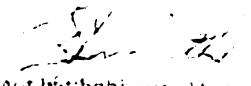
PERMIT TO CONDUCT RESEARCH IN SCHOOLS

The Department of Education has granted Mr M.Z Chweunyane
permission to visit and enter schools in the Republic of
Bophuthatswana for the purpose of conducting research in
his line of studies.

Your co-operation in this regard will be highly appreciated.

SECRETARY FOR EDUCATION.
/MB.

L.R.G. 22

MMUSO WA LEBOWA/LEBOWA-REGERINGSDIENS/GOVERNMENT SERVICE

No. ya Tshupetso
Verw. Nr./Ref. No.   6/1/2

DINYAKISISO
NAVRAE/ENQUIRIES: Mphahlele D.M.

No. ya Thelefomo
Tel. Nr./No.   CHUENESPOORT 66/68

OFISI YA/KANTOOR VAN DIE/OFFICE OF THE

Department of Education
Private Bag X03
CHUENESPOORT
0745

Mr. M.Z. Chuenyane
1575H Spartan Village
Michigan State University
East Lansing
MICHIGAN
48823

Dear Sir

Thank you for your letter of 5 September 1979. Unfortunately
it arrived in my absence as I returned from a study tour of the
United Kingdom on the 28 October.

It appears you did not receive my letter of reply to yours of
2 April. In my letter, I had stated as follows:-

1. Permission to conduct research is granted.

2. Kindly send this Department a copy of your research report
   and findings at the end of your programme.

SECRETARY FOR EDUCATION.

/MM

APPENDIX F

FREQUENCY RESPONSES OF BLACK SOUTH AFRICAN

SECONDARY SCHOOL STUDENTS

GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY

Frequency Responses of Black South African Secondary School Students.

```
Number of Schools:        10
Sex:    Male      :      315
        Female    :      285
Forms:  Junior    :      268
        Senior    :      332
```

I Need:	No Need	Weak	Moderate	Strong
1. To know more about my abilities, interests, and other characteristics	32	74	31	463
2. To understand, accept, and like myself better	30	57	83	430
3. To develop more confidence in myself.	20	56	96	428
4. To understand how my feelings affect my behavior.	60	34	83	423
5. To be more accepting of my physical appearance	37	63	79	421.
6. To set goals in life	2	30	78	490
7. To learn better to tell others how I feel	79	40	81	400
8. To be a better listener and respond better to others	37	100	107	356
9. To state my own views	7	5	9	579
10. To better understand teachers	10	22	93	475
11. To better understand people older than myself	23	77	103	397
12. To become more accepting of others	109	98	47	346

GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY

Page 2.

I Need	Need Is:			
	No Need	Weak	Moderate	Strong
13. To build trusting relationships with others	60	85	115	340
14. To have someone listen to me when I have problems	41	70	109	380
15. To know how to get along better with my family	31	29	87	453
16. To have better relationships with teachers	19	81	39	461
17. To have better relationships with other students	48	31	63	458
18. To know how to get along better with members of the opposite sex	47	39	81	432
19. To develop friendships with both sexes	81	50	45	424
20. To understand my religious beliefs more clearly	19	25	69	487
21. To understand more about sex and love	63	74	27	436
22. To understand my values and the use/abuse of drugs, including alcohol	16	38	69	477
23. To become more tolerant of persons whose views differ from mine	20	18	78	484
24. To know more about my strengths and weaknesses	24	20	78	478
25. To better understand my standardized test scores	37	23	45	495
26. To understand what I can realistically achieve	33	40	55	472

GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY

Page 3

I Need	Need Is:			
	No Need	Weak	Moderate	Strong
27. To know how to assess and evaluate my goals	2	35	92	471
28. To learn how to make decisions	4	65	52	479
29. To learn ways to adapt to a changing world	2	36	81	481
30. To understand the impact of my sex on my career choice.	48	81	27	444
31. To understand the chang-ing roles and expecta-tions of men and women	65	88	78	463
32. To select more school courses by myself	21	23	47	509
33. To know more about grad-uate requirements	22	29	36	513
34. To find more courses relevant to my future	16	25	69	490
35. To receive help in selecting courses	18	23	48	511
36. To find courses which are appropriate to my educational needs	13	27	63	497
37. To know how to prepare for careers in which I am interested	39	51	72	438
38. To know how the courses I am taking relate to my career plans	15	12	39	534
39. To know more about fin-ancial aid for contin-uing education beyond graduation	8	13	39	540

GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY

Page 4

I Need	Need Is:			
	No Need	Weak	Moderate	Strong
40. To become more aware of educational alternatives after graduation	23	74	45	458
41. To become aware of career training offered in my high interest areas.	23	75	68	423
42. To understand the impact of work on my life	69	77	58	418
43. To know how the things which are important to me affect my career choice	76	51	32	441
44. To know more about possible careers and the world of work	43	94	30	433
45. To talk with people employed in my high interest areas	44	22	78	460
46. To get some on-the-job experience in my high interest areas	34	28	41	497
47. To do an in-depth exploration of jobs which relate to my interests and abilities	30	45	55	472
48. To have actual on-the-job experience to know what it is like to be employed	22	30	74	473
49. To know how important people influence my career choice	28	41	34	497
50. To develop career plans and goals	45	30	45	482
51. To talk to a counselor about career plans	30	84	22	463

GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY

Page 5

I Need	Need Is:			
	No Need	Weak	Moderate	Strong
52. To have my parents in-volved in and to talk with them more about my career plans	22	44	36	498
53. To know what jobs are available locally	29	21	23	527
54. To know where and how to start looking for a job	23	37	26	514
55. To know how to apply and interview for jobs	8	15	39	538
56. To have help to obtain part-time and/or summer work.	18	22	44	516
57. To know more about job opportunities in my high interest areas	16	36	37	511
58. To get to know my coun-selor/advisor better	6	27	33	534
59. To talk about personal concerns with a counselor	7	9	35	549
60. To become more fully aware of the services available through the guidance program	3	7	4	586

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