

VOCATIONAL ORIENTATION OF A BLACK FEMALE ADOLESCENT IN NATAL AND KWAZULU:
A PSYCHOPEDAGOGIC PERSPECTIVE

by

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Submitted in Fulfilment or Partial Fulfilment Of the requirements for the
DEGREE OF
MASTER OF EDUCATION

in the Department of Educational Psychology

at the

UNIVERSITY OF ZULULAND

Date submitted : NOVEMBER 1986

ACKNOWLEDGEMENTS

My sincere gratitude is expressed to the following people who contributed in a variety of ways to make this study a success.

My supervisor Prof.A.Nel for his advice, guidance and encouragement during the course of this study.

The library staff of the University of Zululand for their willingness to help whenever their assistance were needed.

The Human Sciences Research Council for making funds available for the execution of this study.

The principals and teachers who allowed me access to their schools in order to carry out case studies with their pupils.

The University of Zululand for its multi-faceted support and encouragement.

The pupils themselves who cooperated magnificently.

My parents, brothers and sisters, friends and my colleagues who rendered much assistance, encouragement and inspirations.

Prof A.J. Thembela for proof-reading the final typed script.

Finally my humble gratitude is due to the Almighty for the strength and courage He gave so abundantly during the course of this study.

O.K. MKHABELA

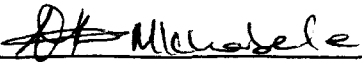
KWADLANGEZWA

NOVEMBER 1986

DEDICATION

This work is dedicated to my parents, particularly my mother Gertrude MaHonono for her unfailing love, sacrifice and faith in education despite great odds.

I declare that this dissertation represents my own work in conception and execution and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



O.K.MKHABELA

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SUMMARY

The object of this study was to determine the extent to which a Black female adolescent in KwaZulu and Natal is orientated with respect to the vocational world. The study was approached from a psychopedagogic perspective.

Existing literature was studied. When the problem was stated it became apparent that several factors interact to bring about a situation in which the Black female adolescent school leaver with no experience as a worker and no particular skills to sell in the labour market faces problems.

Exploratory media were used on individual basis to determine the adolescent's present pedagogic situation which has a direct bearing on her vocational orientation. Exploratory media were also used to determine the adolescent's actualized potentials and also to determine her present orientation.


After the insertion of exploratory media the reports of the vocational orientation investigations were written. Twenty case studies were conducted with standard ten pupils from eight schools. One case study is written in detail. Three other reports appear in a summarized form. The other remaining reports are given in a tabular form.

Vocational orientation of the Black female adolescents in KwaZulu and Natal was found to be affected by socio-economic, political and

cultural factors. Recommendations for the establishment of properly organized vocational guidances services in Black schools, introduction of career education at all levels and informing the general public about career education were made.

CHAPTER 1STATEMENT OF THE PROBLEM, AIM, METHOD AND PLAN OF INVESTIGATION1. PRELIMINARY STATEMENT OF THE PROBLEMGeneral orientation

The correct choice of an occupation depends on knowledge of one's potentials that can be actualized. Despite the increasing number of Black Women in the labour force, a woman's view of her traditional role, namely that of a wife and mother still, remains the most important consideration as far as her future orientation is concerned. (Jersild et. al. 1978). One of the main problems in effective utilization of women in the job situation is their tendency to offer their services for a limited number of occupations that Jersild (et al. 1978) regard as stereotypically feminine occupations. Black parents who ought to assist the young people in making occupational choices are uninformed about vocational reality and the problem is becoming increasingly difficult as our society grows more complex. In support of this statement Conger (1977) stipulates that the latest issue of the Dictionary of Occupational Titles lists more than 47 000 different occupations. It is therefore logical to conclude that many of these occupations are unfamiliar not only to the contemporary adolescents but also to their parents and their teachers as well. Therefore even the suggestions that parents often make are based on scanty knowledge derived from hearsay, local and family prejudice. Williamson as cited by Conger (1977) explains that Black parents have little ordered sense



of the range of employment opportunities or of the qualities that make a job congenial and a worker successful. Black parents therefore fail to make a positive contribution in preparing their daughters for a career. The vocational guidance services for Black pupils are not well organised and well established as in the case of White schools. Consequently Black adolescents are to a large extent deprived of the opportunity of receiving meaningful career information at school. The high rate of dropouts in African schools also deprive the majority of Black adolescents of the privilege of being trained and prepared for professional jobs at tertiary level. Blaug (1973) argues that in modern technological societies relatively few job opportunities are available for unskilled workers. South Africa is fast becoming a technological society, this being brought about by rapid expansion of industries after 1940. Lindhard and Africa (1978) strongly emphasize that this favourable development can nevertheless only be maintained if enough of South African people get adequate training to make this society function.

All over the Western world more and more females are absorbed in highly skilled jobs which were traditionally regarded as masculine fields. This development has already begun in South Africa for Black women. It is however still an open question whether the young Black woman is amply orientated with regard to the new vocational world and whether it will be possible to amply train large enough numbers as new jobs are created. In a traditional Black society it was not imperative that women should pursue a vocation. It is however well known that in a traditional Zulu society women were industrious and hard working and Msimang (1975) rightly maintains that females in a traditional

Zulu society had more duties than men.

Even laborious tasks like building of houses were the responsibility of women. Agriculture was also the domain of women who also had to perform routine household duties. The load was obviously much lighter for men consisting of such responsibilities as looking after cattle, hunting and protection of the family. The Black woman in a traditional society therefore greatly contributed to the subsistence of the family (Bryant; 1949). Rapid cultural change which has been brought about by westernisation, industrialization and Christianisation has brought the Black society in South Africa to a state of transition. Dreyer (1980) has noticed that these rapid changes have caused progress from childhood to adulthood to be no longer a smooth predetermined matter as it used to be. Since cultural conditions determine how soon an adolescent will be accepted as independent, a Black adolescent in a transitional society finds himself in a completely different situation when compared with that of his traditional counterparts. The social status and the responsibilities of girls and married women were well defined and known to everyone. According to the 1981 UNESCO publication (Youth of the 1980's) any training that was provided was progressive, in step with the acquisition of maturity in life and tradition as the ideology served to fix the young person in his or her occupation and place in society. Role confusion was therefore non-existent. Today intricate social economic and vocational reality make it impossible for pupils at early adolescence to enter the labour market as skilled workers for it requires training which is only achieved at late adolescence (Nel, B F 1974).

The adolescent should feel more certain and should regard himself as an important component of the vocational world. Because modern society is an achievement oriented society, personal worth and success is often measured in terms of one's contribution not only to the labour force but also to the entire society. This study is basically an exploratory study aimed at determining how the Black female adolescent is oriented with regard to her vocational future. Although the formulation of a hypothesis is not of major importance it is nevertheless unavoidable. It is assumed that the question of a vocational choice is one of the most problematic areas for Black female adolescents. In support of this statement Gerdes (1984) argues that a girl who wishes to embark on a career of a professional or semi-professional nature often knows little or nothing of conditions of training and opportunities of employment available in the field she wishes to enter. This is mainly as a result of the fact that the rapidly changing nature of the Black culture places the present day adolescent in a position which was never dreamt of in the traditional society. In this connection Conger (1977) has concluded that the typical contemporary adolescent does not share the vocational advantages of youth in some earlier and simpler cultures.

1.1 THE BLACK FAMILY AS THE PRIMARY EDUCATIONAL MILIEU WITH SPECIAL REFERENCE TO TRADITIONAL ORIENTATION OF THE FEMALE ADOLESCENT

1.1.1 General orientation

Stark et al. (1973 p.293) define the family thus 'We can begin thinking

of the family as a long term association of adults, one of whose major concerns is the having and raising of children and the transmission of goods and culture from one generation to the next". Functions of the family can broadly be regarded as universal. Of the functions enumerated by Fishbein and Kennedy (1968,p.27) reference will be made only to those which have a bearing on the vocational orientation of the Black female adolescent. Fishbein and Kennedy stipulate that a family is a social group in which basic physical needs can be met and emotional security and personal gratification can be attained. Furthermore the family ought to intergrate, mediate and interpret the demands which the environment makes upon the individuals and the probabilities which it has for him in the foreseeable future. Lastly the family should also provide a socially sanctioned situation in which coexistence and division of labour can be developed according to the interests, needs and abilities of the family group. The family is the primary educational milieu. It is through the educational activities of the adult members of the family that each child gets orientated with respect to the world in which he finds himself. We emphasize that the primary responsibility of parents is to orientate their children with respect to the world in which they grow up. It is also important to realize that families live within a social reality where factors like cultural background, economic circumstances, politics etc. may influence the parent's ability to educate their children efficiently. The Black family in particular is in a unique position of suffering a number of disadvantages which directly affect the smooth and creative functioning of the family. From the afore discussed factors it becomes evident that the family is the first social organization which is primarily responsible for providing the adolescent with the educational milieu

which affects her vocational orientation. The parents exist and live as educators who are responsible for the formation of a child's personality from birth until adulthood is attained.

Education means inter alia that parents not only supply the facilities for rich experiences but also that the parents accompany the child in his experiences (Sonnekus 1974). Feuerstein et al. (1981) employs the concept mediated learning experience which they describe as follows: "Mediated Learning Experiences is not necessarily synonymous with social interaction. The issue is not whether the individual receives stimulus information from inanimate or animate sources but the kind of information that is received. The essence of a mediated interaction is that in the process of mediating information, a transformation occurs that facilitates the transmission of meaning not inherent in the raw stimulus or sensory information impinging on the organism. Typically mother-infant interactions abound with instances of mediated learning for example the mother selects certain stimuli for presentation and ignores others. She frames, filters, schedules and provides a sequence for the stimuli presented. She attributes specific meanings to objects and events. Thus temporal, spatial, causal and other actions are mediated by the mother and other significant caretaking figures. In addition to transmitting all kinds of specific information that is simply not available via direct exposure, such as a knowledge of the past, mediated learning provides the kind of experience necessary for the building of cognitive structure". (Feuerstein et al. 1981 p.271).

Parents should provide their female adolescents with dynamic experience

to move forward along a goal directed path towards self direction. This self direction should culminate in an ability to make morally independent decisions including the choice of a vocation for it is today imperative that even females should practice a vocation in order to survive in the modern technological society. Industrialisation has brought a challenge which necessitates that the young ones should be thrust into the world sufficiently prepared to make a decent living. Mkalipe (1984) rightly maintains that Black women always have been actively involved in subsistence economy although in recent years the nature of their activities in the field of economics changed such that the activities of women moved progressively from agriculture to industry, commerce and the services. As a result the majority of Black parents have a little ordered sense of the modern vocational world which embraces much more than mere knowledge of the range of employment opportunities available. Aspects like work atmosphere, future perspectives, human possibilities which are prerequisites for success in different careers rests to a large extent on intuitive knowledge. Many Black parents do not have the necessary experiences to enable them to acquire this intuitive knowledge of the modern vocational world. This also implies that many Black parents do not adequately understand their daughters within the vocational orientation situation to be able to accompany them to reach the state of vocational orientatedness. The suggestions that parents often make are often based on scanty knowledge derived from hearsay and local and family prejudice. Conger correctly concludes that the Black family often fails to provide a primary educational milieu that assists in the vocational orientation of the Black female adolescent.

1.1.2 The composition of the Black family

(i) General orientation

Although many changes have occurred as regard the composition of Black families the large majority of the Black families can still be regarded as extended. The main characteristic of an African family is that it is a stem family in which the kinship group assumes primacy over its members (Smock; 1981). The family is characterised by the formation of composite households and performed activities of a productive economic group. Nxumalo (1983) describes the relationships within an extended family in which each person in the family has his place explained to him such that he knows his role and expects a certain type of relationships from other members of his family. Each member of the family develops a value of putting the good of the family ahead of his own thereby bringing about a situation where the priorities of the family supersede his own. It is an obligation for each family to provide for family members so that their needs and interests are satisfied within the family. However the fact that the Black adolescent finds herself as a member of an extended family is no longer an advantage as it used to be in the traditional era. Smock (1981) rightly stipulates that changes in the traditional family system may work to the disadvantage as well as the advantage of women. This is the result of the fact that township housing is indeed notoriously overcrowded while there are severe shortages of facilities necessary for living (Kane-Berman, 1984 p.79). In a traditional society the existence of an extended family was an advantage on the part of the adolescent because it provided the adolescent with models and a variety of educators.

Education in the olden days was in general diffuse, informal, pragmatic and functional (UNESCO 1981). In a modern society the existence of an extended family increases problems of poor urban blacks who reside in insufficient housing often overcrowded and affording no privacy. Smock (1981) has observed that this disadvantage is further aggravated by the loss of assistance older female relatives rendered within the extended family and this being compounded by the tendency of young girls to attend schools. Thembela (1974) has pointed out that the underprivileged urbanised Black population exposed to chronic poverty has developed the "Culture of Poverty" and this in turn produces lack of education and lack of sufficient skills for effective use in the economic system. It is therefore safe to conclude by saying that exposure to such conditions and limited opportunities for advancement will impede the female adolescent in her attempts to actualise her latent potential and this will manifest itself in failure to make an authentic vocational choice.

- (ii) The adults who play a significant role in the education of children

Although Blacks are gradually moving away from the tendency of living as extended families, the vast majority of Blacks in rural areas and also in urban areas are still living as extended families. Terblanche (1983) stipulates that the extended family is headed by a male figure of authority and it includes his wife or wives, his married sons and their families. Terblanche's study revealed that the role of mother in the family who was periodically absent was played by another female person usually a grandmother or aunt of the children. This implies

that the tradition to assume responsibility for the children of the extended family is still practised. However there are considerable differences between the urban and the rural Blacks when it comes to the care of children by the members of the extended family during the absence of the mother. Terblanche concludes by stating that the fact that the members of the extended family in the urban district are involved to a lesser extent in caring for children is probably because of the type of size of the houses occupied in urban areas. Although Terblanche's research was conducted in the Ciskei it is nevertheless indicative of what obtains in Black families in general. The fact that the urban children have a male identification figure in their midst indicates that the children in the urban areas are in a better position than their rural counterparts. This phenomenon can be ascribed to the greater availability of employment opportunities near the homes in the urban districts. From the above discussion it becomes apparent that the Black urban child finds himself in the company of many adult members when compared with his rural counterpart. Nxumalo (1983) argues that even where uncles and aunts physically occupied separate houses on separate stands or properties, the influence of the members of an extended family is still great. Because of the increased number of people who have an influence on the child, the experiences given to the child also extend far beyond the nuclear family. The child has a number of models to choose from. It is however unfortunate that in most cases these models do not represent the learned world. Their influence is therefore mainly confined to character formation and not so much to a differentiated and refined orientation within a highly complicated modern world.

1.1.3 Pedagogic responsibilities of the Black family

(i) Pedagogic responsibility of elder brothers and sisters

In a traditional society the youngsters also looked upon their elder brothers and sisters for education. The female adolescent was entrusted to her elder sisters who assisted her in orientating herself as regards her place in the traditional society. In the modern society the picture is different. Although the female adolescent occasionally receives guidance from elder sisters, it is no longer a responsibility of the elder sisters to do so. During the traditional era senior girls had a specific programme which prescribed to the younger girls when they could wear what, when they could speak to men, how they should answer and when the dialogue should be suspended and be referred to the senior girls for a final decision. Senior sisters adopted very stern attitudes and on these occasions girls were taught about their future motherhood, and the value of perseverance of sticking to marriage however difficult it may be until circumstances improved (Nxumalo, 1983). Thus in a traditional society elder sisters were responsible for the education of young girls and today it is no longer the case. The complexity of life and values in the modern society make it difficult for senior sisters themselves to be adequately oriented with respect to reality thereby preventing them from assisting the youngsters. The complexity of the phenomenon education together with the fact that senior sisters who have left school are compelled by circumstances to be wage earners thereby affording very little time to establish contact with the young girls and the fact that the very orientation of the elder sisters is itself attenuated by premature school leaving, makes it impossible for them to have pedagogic responsibilities over the young ones. The guidance that they occasionally give is fragmentary, incidental

and derived from hearsay and as such it can neither be adequate nor authentic. This brings us to a situation where a very important educator has disappeared in Black culture leaving a vacuum because parents now have to give constant individual attention to each one of their children. This is a mode of education which is new to many Black parents and which demands a basic reorientation as regards the upbringing of their children.

(ii) Pedagogic responsibilities of the peer group

During the precolonial stage the child and later the adolescent related to the peer group within the extended family as well as outside in the community. The community had specific expectations from the peer group which had a definite structure. In the peer group there were senior members and also the junior members. The senior members were the custodians of the values of the community. Boys and girls were trained to acquire skills that were pivotal to the principles that the community enshrined (Nxumalo; 1983). Hence the peer group had definite pedagogic responsibilities during the traditional days. This is no longer valid in a transitional society. This is as a result of the complexity of life in general and uncertainty regarding that which is valued today. Furthermore firm friendship between girls nowadays is often accompanied by the maintenance and preservation of her own inner secretive lived experiences as Sonnekus (1974) puts it. It is important to emphasize that the inability of the members of the peer group to fulfil its pedagogic responsibilities with a particular reference to the female adolescent also emanates from the fact that the peer group itself is disoriented. It therefore cannot

assist the female adolescent in reaching the state of orientatedness.

Synthesis

From the foregoing discussion it becomes clear that during the traditional era education was mainly practical in line with the everyday way of life. The family was the primary institution for education of the child, this being supported by the fact that the child found himself in the midst of educators. The presence of an extended family provided the female adolescent with a variety of models to emulate. Furthermore the peer group had a definite pedagogic role to play which was clearly stipulated by tradition. The Black society in transition started to place heavy emphasis on formal education thereby overlooking the importance of the informal agents of education i.e. the family and the peer group. Furthermore these agents of informal education find themselves powerless in the midst of conflicting values; which have been brought about by rapid cultural changes. These agents for informal education also find themselves incompetent and uncertain about the demands of the modern scientific and technological world. Hence these agents can no longer accept pedagogic responsibilities because of the conflicting principles norms and values of the Black society in transition, a crisis which never existed during the traditional era.

(iii) The father as the educator

Dreyer (1980) clearly stipulated that the role of the father in the traditional society was that of a disciplinarian and authority figure. He was the embodiment of manliness and strength. This is also supported

by Bryant (1967) who asserts that the one great law that ruled in traditional Zulu society was law of complete submission to paternal authority. However it is interesting to note that the father-daughter relationships were traditionally marked by tenderness as the father tended to pamper his daughters.

Industrialisation and the new money economy brought about changes in the Black people's traditional way of living. Employment in the Western industrial sector took a large percentage of fathers away from their rural homes. The young ones found themselves without the strong authoritative father-figure. Long absences from their homes caused many fathers to accept less and less responsibility for their families, thereby entrusting pedagogic responsibilities to the mothers who were neither trained nor prepared by tradition to undertake such responsibilities. The young therefore no longer experienced the smooth functioning of the traditional socialisation process. The result was general uncertainty of what had to be regarded as right or wrong and a general feeling of confusion and despair developed amongst the young and their parents (Dreyer 1980). It is important to remember that in the past the father was vested with the power of deciding the future of his children e.g. urging daughters to marry and even choosing a marriage partner. Terblanche (1983) has revealed in his study that the relationship between the man who fulfilled the role of the fathers can take one of the following trends. In only 66,2% of the 1 496 families studied was either the children's own biological father or the stepfather present. The extent to which these fathers were absent is indicative of serious breakdown within families which could have detrimental effects on the development of children towards

adulthood. In 18,4% of the 1 496 families studied there were no adult males to accept educational responsibilities for children. This implies that in one out of every five families there was no male figure who was able to exemplify the image of masculinity to the children.

Even in those families where the father is present there is still no adequate contact between the father and his children because of the long distances which a large number of Black workers have to commute daily from their homes to work and back. Steyn (1984) explains that these people leave their homes before dawn and only return after dark simply to sleep and start the journey again on the following morning. Thus even in the urban areas the situation offers the Black father very limited time to make valuable contribution to the education of his children. It is therefore safe to conclude that even though the urban Black father has very limited time available for educating his children, urban children are still better off than rural children who stay without any father figure for long periods of time. Although Terblanche's study was conducted in the Ciskei it has relevance to this study because the picture is more or less the same for all urban Blacks. Matlhasedi (May 1984) further asserts that the Black parents particularly in urban areas are so much pressed by socio-economic pressures and political pledges that their attention tends to be diverted from the immediate problems experienced by their children. The following table extracted from Terblanche (1983 p.37) will serve to illustrate the relationship that exists between the man who fulfils the role of the father in the family and the children.

TABLE 1: RELATIONSHIPS BETWEEN MAN WHO FULFILS THE ROLE OF FATHER OF THE CHILDREN FAMILY

RELATIONSHIPS	DISTRICTS									
	Mdantsane		Zwelitsha		Middle-		Alice		TOTAL	
	(urban)		(urban)		(rural)		(rural)			
	Num= ber	%	Num= ber	%	Num= ber	%	Num= ber	%	Num= ber	%
Children own father/step	231	64,9	260	72,2	148	70,7	351	61,5	990	66,2
Father married to mother	7	2,0	7	1,9	2	1,0	12	2,1	28	1,9
A maternal/Paternal uncle	3	0,8	3	0,8	2	1,0	13	2,3	21	1,4
Paternal/maternal grandfather	3	0,8	0	0	0	0	0	0	3	0,2
Mother's common law husband not father of children	3	0,3	2	0,6	2	1,0	2	0,4	9	0,6
Older brother of child	40	11,0	19	5,3	15	7,2	86	15,0	160	10,7
None of the above	5	1,0	1	0,3	1	0,5	3	0,5	10	0,6
No adult male in family	64	18,0	68	18,9	39	18,6	104	18,2	275	18,4
TOTAL	356	100,0	360	100,0	209	100,0	571	100,0	1496	100,0

According to Terblanche's survey (1983) conducted in Ciskei the vast majority of Black men who fulfilled the father's role in the families concerned revealed that 65,5% of the men did not have standard six certificate. Consequently only 16,5% of the men had an educational qualification higher than standard six while only 5,1% had a qualification of standard ten and higher. Of this 5,1% the vast majority i.e. 77,7% lived in the urban areas. It was also revealed that an exceptionally small number i.e. 0,2% of men had received tertiary training.

All the factors mentioned above interact to bring about a situation where the Black father finds it virtually impossible to accept pedagogic responsibility for his children. Hence he does not provide any assistance and in very few instances very little support is rendered in the vocational orientation of his children, particularly the female adolescent.

(iv) The mother as educator

Dreyer (1980) contends that in a traditional society the mother was responsible for her daughters. The mother was however not the sole educator for the elder sisters were also entrusted with pedagogic responsibilities while the peer group fulfilled a definite role. Mother-daughter relationships were marked by intimacy which culminated in a very close identification between the daughters and their mothers. The fact that the daughter ended up idealising the mother tended to lessen identity crisis typical of adolescence. Krige (1965) argues that in a Zulu traditional family the mother was shown less respect than the father. However if any of her children were in trouble the child approached the mother who would use her influence to present the case tactfully to the father. Sudden cultural changes brought about by westernisation and industrialisation took the fathers away from their homes for a long time. The absence of the strong father-figure in a transitional society vested women with pedagogic authority over young ones. Because traditionally the woman was not an authority figure and was regarded as inferior to men and because women found themselves taking over tasks for which they were not prepared, the young ones tended to flout the authority of women. Dreyer (1980)

observed that this resulted in a general feeling of despair and confusion amongst the young and their parents. The young people in towns were affected even more drastically. Therefore many present day Black adolescents find themselves growing up in homes with a western approach where models of behavior are limited to their parents alone. In Terblanche's study it was revealed that 71,6% of the women were fulltime housewives and were therefore at home all day. An additional 21,5% of the women who worked were at home every evening. This means that 93,1% of the women concerned were at home regularly in the evenings and were able to fulfil their duties as mothers. It is however worthy to note that the percentage of women who are at home during the day is larger in rural areas than in the urban areas. This phenomenon can be attributed to the greater availability of job opportunities in the urban areas. Terblanche's study has further revealed that 62,7% of the mothers had a formal education of lower than standard six; 10,5% had a standard eight certificate and only 2,5% had a standard ten certificate and more and a mere 0,3% of the mothers had received university education. The majority of the mothers with higher education qualifications were found in urban areas. In spite of the fact that majority of the mothers are fulltime housewives they have very little support to offer to their adolescent girls in their vocational orientation. This is a direct result of the fact that their low educational qualifications render them incompetent in educational and vocational matters. The fact that they are not participants in the vocational world makes it impossible for them to offer authentic and reliable advice and guidance pertaining to vocational matters.

(v) The physical aspects of family life

Luthuli (1976) maintains that four roomed houses with 8-12 occupants are commonly occupied by Black families particularly in urban and semi-urban areas. Such Blacks are still earning below the current poverty datum line. Some of the Black urban dwellers are homeless and thus obliged to live in self-built shacks very often without basic services (Steyn, 1984). He further stipulates that it is almost inconceivable that many of these people are able to make there daily transition from such conditions to highly sophisticated work places and back. The majority of urban blacks are poor. Thembela (1974) strongly believes that because of this they are assailed by a whole range of physical conditions which endanger life, growth and health, distress mental and emotional development and this affects the educational potential. Such families are inadequate in the sense that they cannot provide children with either sufficient food nor appropriate shelter. Children from such backgrounds are unable to benefit adequately from formal schooling because they are often hungry, sick tired, feverish and sometimes paralysed. Thembela (1974) observed that such children may be unmotivated, unprepared, hostile, frustrated, understimulated, inattentive, disinterested and may therefore find it difficult to cope with school work. This is being aggravated by inadequate facilities like poor ventilation, poor lighting, inadequate utensils necessary for survival in the technological world. The accumulated effect of the aforesaid depressive factors is to inhibit the actualisation of inherited potentialities and to obscure the child's intentional directedness to his own present and future. Kelly (1956) contends that an educator must always take into account a child in born capacities

and traits and also the influence of both his formal education and of his environment outside the school. Terblanche (1983) has concluded from his research done in the Ciskei that many houses have limited space for children to study privately. Furthermore Terblanche's study has disclosed that physical facilities like inside toilets were found to be missing in most of the houses. Although this study has revealed that the Ciskeian houses are arranged in a somewhat Western pattern, the style still differs from that of the average Westerner. Since the home environment is the field which allows for the actualization of inherited potentialities, it can safely be concluded that many Black children's latent potentialities can never be fully developed because of the depressing environment in which they grow up. The Black child's home situation does not afford opportunities for experiences aimed at developing possibilities which are a prerequisite for vocational orientation in a modern technological scientific world. The following table illustrates the physical layouts and the number of rooms in houses erected according to the Western style of building.

TABLE 2: NUMBER OF ROOMS IN HOUSES ERECTED ACCORDING TO THE WESTERN STYLE

NUMBER OF ROOMS	DISTRICTS									
	(urban) Mdantsane		(urban) Zwelitsha		(rural) Middledrift		(rural) Alice		TOTAL	
	Num= ber	%	Num= ber	%	Num= ber	%	Num= ber	%	Num= ber	%
Houses with one room	6	1,7	12	3,4	0	0	4	1,5	22	2,1
Houses with two rooms	15	4,2	14	3,9	13	15,7	31	11,9	73	6,9
Houses with three rooms	12	3,4	27	7,5	25	30,1	52	20,0	116	11,0
Houses with four rooms	77	21,8	221	61,7	21	25,3	76	29,1	395	37,4
Houses with five rooms	236	66,7	43	12,0	16	19,3	47	18,0	342	32,4
Houses with six rooms	3	0,8	16	4,5	4	4,8	23	8,8	46	4,4
Houses with more than 6 rooms	5	1,4	25	7,0	4	4,8	28	10,7	62	5,8
TOTAL	356	100,0	358	100,0	83	100,0	261	100,0	1056	100

Although Terblanche's study was conducted in the Ciskei the situation is almost similar with that of KwaZulu townships with the vast majority of houses in these townships being four roomed houses.

Synthesis

From the foregoing discussion of the Black family situation it becomes apparent that it has become increasingly difficult for the most Black present day families to educate their children satisfactorily and to support their children to reach a satisfactory state of vocational orientatedness. Vocational orientation as a dimension of education probably receives very little or even no attention at all. It is this problem which will be investigated in this study.

1.1.4 The Socio-political Situation in South Africa

1.1.4.1 The traditional apartheid

In South Africa the Afrikaans Reformational philosophy of life underlies a system of separate development of different cultural communities. The gist of the system as crystalized by its propounders was to put the African in his place, and never to allow him to entertain illusions of educational, economic and political progress outside his immediate surroundings. Dr. H.F.Verwoerd, as cited in Horrell (1968) maintains "... education should train people in accordance with their opportunities in life; should not create false expectations of unlimited opportunities for the Bantu in 'White' areas; and should thus stand with both feet in the reserves. The Bantu it was stated should not want to become imitators of Whites

but should remain essentially Bantu" (p.136). The deliberate policy of the National Party was therefore to perpetuate vast differences in education and employment for Blacks and Whites. The National Party thereupon enacted laws which were calculated to accentuate oppression and to discriminate against Blacks in the worst form that had ever been experienced. Job reservation acts were subsequently passed i.e. Black Labour Regulations G & R 1892 of 1965; Black Labour Act of 1972; Group Areas Act of 1966 and many other (Van Zyl Slabbert 1984). The effect of those policies has been a severe shortage of skilled workers. The propounders of the Apartheid policy made no provision for Blacks to acquire occupational skills that would enable them to compete with Whites in the Labour Market.

1.1.4.2 The effect of the policy on the education of Blacks

When the Bantu Education Act of 1953 was passed by the Nationalist Party it purported to confine the African child to the curriculum that would make him suitable for and functional in his own national if not tribal group, i.e. it was not meant to be a starting point but as a limiting factor. This view is clearly elucidated by the following quotation "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 his own community, however all doors are open for him to receive training which has as its aim absorption into the European community, while he cannot and will not be absorbed there" (Dr H.F.Verwoerd 1953 as cited by Van Zyl Slabbert; 1984). When the Bantu Education Act was introduced it coincided with the other laws which were enacted by the National Party which were calculated to accentuate oppression

and discrimination against Blacks in the worst form that had ever been experienced. Bantu Education offered inferiority and dispossessions that took place with its introduction. Inferiorities included double session products, the lowering of the quality of school buildings, the retrenchment of teachers and the bad name, the odour of which has not been redeemed to this day, assigned to the education of Blacks in general (Nxumalo; 1980). The dispossession included the withdrawal of school meals, the withdrawal of the allowance previously given to Afrikaans specialist teachers and the tremendous reduction of school's supplies. Furthermore tremendous differences existed in average per capita expenditure for Whites and Blacks. The average per capita expenditure for a White child was R1 385 in 1984 while it is only R192 for a Black child (Matlhasedi, May 1984). This financial provision for Bantu Education in comparison with the provision for the other racial groups and education departments was extremely discriminatory. This state of affairs continues to exist even today because in 1977 when Bantu Education collapsed it was re-established and it continues to function under the new name i.e. Department of Education and Training.

1.1.4.3 The effect of the policy on the socio-economic situation of Black families

It is necessary to reiterate Nxumalo's contention that the style of education that the Bantu Education Act of 1953 purported to deliver aimed at confining the African to the curriculum that would make him suitable for and functional in his own national if not tribal group. This type of education was in fact a limiting factor which would make a Black man unable to compete with Whites in the labour market. Lombard

(1984) is emphatic about the fact that when discrimination enters the labour market, Whites maximise a utility function which has both income and physical distance properties, Whites are willing to pay a premium not to associate with Blacks. As a result they import less Black labour and export less of their capital. The net result is a fall in output in both societies. Lombard further states that in South Africa there is a considerable evidence of job segregation and the over representation of non whites in certain occupations. The large surplus of Black labourers in these traditional jobs undoubtedly tend to cause wages in these jobs to be lower than otherwise and this has a tremendous influence on the social life of the workers and their families. Lombard (1984) has identified two types of discrimination namely overt and covert discrimination. Overt discrimination is readily identifiable in legislation, company rules, regulations, programmes, procedures and directives. Examples are influx control measures, group areas act, housing restrictions, business operation areas, environmental planning education, training, closed shop principle and apprenticeship training in White areas. Under covert discrimination Lombard (1984) mentions institutional discrimination which finds expression in the social patterns of behaviour i.e. different treatment of individuals not because of race, sex, religion or creed but because of specific mechanism indirectly related to them. These include employment interviews focusing on personality and physical attributes, advancement prerequisites, socio-economic status, attitudes perception, membership of clubs, societies, institutions or associations and family and business ties or relationships. All these factors operate simultaneously to bring about a situation where Blacks find themselves earning far below the current Poverty Datum Line thereby perpetuating

the culture of poverty among Blacks. Children from such families are assailed by a whole range of physical conditions which by endangering life, growth and depressing mental and emotional development and thus adversely affecting their educational achievement (Thembela 1974). It should also be borne in mind that some of the socio-economic problems experienced by Blacks also emanate from the fact that the Black society is in a transitional stage from agrarian to a modern technocratic society. Hence some of the problems encountered are typical of the level of technological development in which Blacks find themselves. However the apartheid policy has tended to reduce Blacks to inferior people. Because of the anomalies perpetuated the future perspective of Black youths were turned away from the modern society. This is due to the fact that for the Black youth the modern, scientific and technological world symbolises exploitation, oppression and discrimination. The result is a general inability to arrive at a responsible vocational orientation. Black women who enter the vocational world have tended to follow stereotypically feminine occupations such as teaching and nursing in the case of females who have received training. The vast majority however become domestic servants and shop assistants.

Synthesis

Although the job reservation acts have been repealed the Black workers are still faced with attitudinal barriers. Furthermore because the education system still provides Bantu Education under a new name, there is still an over supply of labourers for certain jobs while there are limited job opportunities available. The curriculum for the Black schools still continues to turn out of the school system

people who are not trained in important skills required by the labour market. It is also important to reiterate the fact that covert discrimination which is very difficult to remove still prevails because it is in essence behavioural and emotional (Lombard 1984). The Black female adolescent school leaver with inadequate educational qualifications and no experience as a worker finds herself in a problematic situation which I intend to explore in this study.

1.1.5 The School And Its Task Regarding Vocational Orientation Of Black Female Adolescents

The complexity of the modern technological society has made it impossible for pupils to be educated by their parents. Although parents of a child remain the primary educators, it is today imperative that the child should receive specialised guidance and support from the teachers who are professionally trained for this task. The school is therefore an institution which has been specifically set up to impart knowledge and skills which should assist the child in reaching a state of vocational orientatedness. (It has been shown in a previous section that when the Bantu Education system was established it purported to confine the Black child to the curriculum that would not enable him to compete with Whites in the labour market.) Hence the school system failed to deliver the goods as it is evidenced in the dire shortage of skilled labourers. In this study the Black school system will not be discussed. It is taken for granted that the reader is familiar with this aspect and its effect on the cognitive development of Black children.

1.1.5.1 The primary school which offers basic education

According to Haasbroek (ed 1981) the primary school should gradually introduce the child to the world of formalities, systematics and order. The basic skills of literacy are acquired at the primary school hence the curriculum is the same for all children. Van Vuuren (1976) asserts that certain basic skills are taught in the primary school the most important being reading, writing and arithmetic. The three R's are indispensable instrument in the acquisition of knowledge and the further education of the child. The school is concerned with moulding the personality as a whole which implies that at the primary school, the child should also acquire certain skills, attitudes and habits. *From a didactic point of view the concept skills is broad enough to embrace also the acquisition of manual skills. At the primary school level no instruction is given which is geared towards acquisition of occupational skills. *Education is general and formative in nature. At the end of the primary school period the child has acquired enough knowledge and the structure of his feelings and accompanying value hierarchy should be stable enough to enable him to orientate himself with regard to the more differentiated form of education offered in the secondary schools. *It is however unfortunate that many girls leave school before the school has made any positive contribution with regard to their vocational orientation as it is evidenced in the statistics that have been recently published. Matlhasedi (1984) stipulates that 72% of black pupils who left school in 1982 had an education of standard five or below. Odium (1977) has identified a number of reasons for early school leaving among Blacks. According to her the reason for early school leaving may be poverty, refusal to go to school against

parent's will, protracted illness, caring for sick people and a number of other reasons. It is interesting to note that some Black adolescent girls leave school to work in order to satisfy their immediate needs. They therefore leave school before any authentic vocational orientation is reached.

1.1.5.2 The secondary school

Pupils in the secondary school are identified by the period of puberty and adolescence through which they pass. The secondary school phase can be divided into junior secondary school phase and the senior secondary school phase. The junior secondary school is the period during which the child explores all the possible subjects that are offered in senior secondary period. This entails more than mere knowledge of subject contents. *At this stage subjects should start to acquire existential meaning for the pupils. Pupils should start to view subjects as representing study directions which should eventually culminate in a sound vocational choice. It is therefore sound practice to involve a standard 7 child in an orientation situation with a view to assist him in orientating himself with regard to possible study directions.* Hence the type of education received at the junior secondary school level is general and formative. At the junior secondary school level there is no deliberate effort to prepare the individual for any specific vocation. Haasbroek (1981) therefore concludes that standard 6 and 7 are exploratory years in which pupils can become acquainted with all subjects in order to determine subjects and fields of study in which the pupil is interested. Depending on their choice of subjects pupils in this phase are placed in natural sciences, human sciences,

agricultural, commercial and a general field of study. It is important to remember that in the case of Black education the senior secondary school pupil can find herself taking subjects not out of her choice but because those are the only subjects offered in the school which she attends. Although education in the senior secondary phase is more specialized in the sense that it is differentiated into various fields of study which should link with post-school training, inservice training and vocational pursuit as Haasbroek (1981) puts it, it is not always the case with Black pupils. Groenewald (1962) rightly asserts that the high school curriculum should provide for general education and specialised education. He further stipulates that general education aims at full education of the whole child. It refers to those phases of non-specialized education which entails providing a variety of subjects fitted to the needs, interest and abilities of each individual child. This is what the system of differentiated education attempts to offer. However the type of subjects offered in standard 9 and 10 are still non-vocational subjects and this makes even the senior secondary education to be general and formative. Subjects are not vocationally directed but can be meaningful for post school academic pursuit. The adolescent should however reach the state of vocational orientatedness even if such vocational orientation is in broad terms. The school should assist the child in orienting himself with regards the vocational world. It does however not train children for specific vocations.

1.1.5.3 The problem of overcrowded classroom

Another source of irritation to the African teacher that continues

to compound his difficult task in the classroom is that of huge number of pupils. Working under such burdensome conditions as those in which most Black teachers find themselves saps the morale of the teacher and reduces his spirits to a very low ebb. It becomes difficult for him to give of his very best in teaching, particularly when he is handling classes which write external examinations for it becomes impossible for such a teacher to attend intelligently to the needs of forty pupils. The 1983 Annual Report for the Department of Education and Culture revealed that the average teacher-pupil ratio in KwaZulu is 1:47. This high teacher-pupil ratio also raises the question of inavailability of adequate classroom floor space and inadequate facilities. This high teacher pupil ratio renders individual attention to pupils by teachers practically impossible. This has led to a situation which makes more than 54% of all school principals to be heavily loaded with teaching duties coupled with administrative responsibilities, making it impossible for them to fulfil either of the tasks satisfactorily.

1.1.5.4 The problem of unqualified teachers

The successful implementation of any educational programme depends to a large extent upon the supply of an adequately trained teaching staff in large numbers. In recent years the rapid rise in enrolment has raised two issues. One concerns the supply of adequately trained teaching staff the other the availability of enough classroom floor space. Until about the mid sixties the lowest teacher training qualification was the Lower Primary Teachers Certificate which was obtained by taking a two-year course after standard six in a teacher

training college. When this was abolished the Higher Primary Teacher's Certificate became the lowest teacher's qualification which entailed taking a two year course in a teacher training institution after obtaining a Junior Certificate. At present this course has been improved for today to qualify for entry at any teacher training institution one must be in possession of a standard ten certificate and the course lasts for the minimum period of three years. According to the 1983 Annual Report of the Department of Education and Culture the annual output of new teachers from the existing training institutions i.e. 8 in KwaZulu and 1 in Natal falls far short of the supply of teachers demanded. Consequently a healthy and normal expansion in education is seriously hampered. As a result the department of education resorts to the employment of unqualified teachers. The supply of the secondary school teachers comes from some of the teacher training colleges and from the University of Zululand and to a lesser extent from other universities. The annual output of secondary school teachers is very low and it cannot meet the great demand for secondary school teachers. What makes the situation worse is that not all the people who qualify as secondary teachers take up teaching posts in KwaZulu and Natal. As a result of the shortage of secondary school teachers, people who hold matriculation or senior certification without any teacher training are often employed as teachers. It is also unfortunate that even the increasing number of qualified teachers who obtain senior certificates still have their training at a pre-matric level. The following table taken from the 1983 Annual Report of the Department of Education and Culture illustrates this argument. It is therefore obvious that a greater need exists for thoroughly qualified teachers at all levels of training but specifically so at the secondary school level because

TABLE 3: TEACHERS SERVING IN KWAZULU ACCORDING TO THEIR QUALIFICATION

	UNQUALIFIED			QUALIFIED				
CIRCUIT	PRIMARY	SECONDARY	TOTAL UNQUALIFIED	PRIMARY	SECONDARY	TOTAL QUALIFIED	GRAND PRIMARY	TOTAL SECONDARY
BERGVILLE	177	56	233	523	191	714	700	247
EDENDALE	12	15	27	841	296	1110	853	284
ENSELENI	190	21	211	380	157	537	570	178
HLABISA	309	37	346	226	90	316	535	127
INKANYEZI	205	56	271	407	142	549	612	198
KWAMASHU	5	20	25	612	355	967	615	375
MAHLABATHINI	247	46	293	270	116	386	517	162
MEHLWESIZWE	104	19	123	412	195	607	516	214
MNAMBITHI	121	41	162	586	161	747	707	202
MPUMALANGA	119	26	145	686	275	961	805	301
MSINGA	258	90	348	357	105	462	615	195
NDWEDWE	125	43	168	741	254	995	866	297
NKANDLA	430	70	500	260	75	335	690	145
NONGOMA	466	66	532	371	120	491	837	186
NQUTHU	287	61	348	407	141	548	694	202
PHOLELA	183	38	221	551	1179	730	734	217
PORT SHEPSTONE	60	14	74	612	161	773	672	175
UBOMBO	495	37	532	200	66	226	695	103
UBUMBULU	65	10	75	717	279	99	782	289
UMLAZI NORTH	2	4	6	414	202	676	416	266
UMLAZI SOUTH	25	11	36	466	175	641	491	180
UMZINTO	138	22	260	521	163	694	559	185
UMZUMBE	174	41	215	576	164	740	750	205

absence of well qualified teachers deprive the Black children of support that he should receive which is inevitable for the unfolding of their potentialities.

1.1.5.5 The problem of lack of well organized psychological and guidance services

The necessity for a school guidance service must be seen in terms of an instructional and supportive function of education. The educational situation should provide each individual pupil with education in accordance with his specific abilities, interests and aptitude. The necessity for guidance as an intergral part of the total educational set up lies between the school's task of providing for every pupil the instruction and education to which he is entitled and the pupil's right of self determination and individual choice (Haasbroek ed 1981). It is important to realise that until very recently Blacks have been deprived of such an indispensable ancillary service. The guidance services under the described conditions are still not available in Black schools. Guidance as an auxilliaryservice is still at its teething stages in Black schools. Although the Department of Education and Culture has approved posts for qualified school psychologists, the problem of absence of adequately trained school psychologists still remains. The chronic shortage of well qualified personnel will further impede the establishment of the psychological and guidance services in Black schools. As soon as the guidance services become well established, school psychologists will move away from the trend of confining their services to the administration of aptitude test to standard ten pupils. The 1983 KwaZulu Annual Report of the Department

of Education and Culture revealed that in 1983 the department of school psychological services had no option but to confine their service only to the standard ten pupils because of the vast area which very few personnel had to cover.

Synthesis

The school system in Black education fails to provide the adolescent with the support and guidance she needs in her vocational orientation. Even those pupils who pass standard ten find themselves having acquired general formative education without a clear perspective on the vocational opportunities available. The situation is even worse for those who leave school prematurely. The problems of a Black female adolescent in her vocational orientation are further aggravated by the absence of well organised psychological and guidance services. The Black adolescent in a transitional society particularly the female adolescent finds herself in a state of confusion when the question of vocational pursuit is raised and this state of affairs is even worse with school leavers who abandon school without having acquired even general formative education. It is this problem which will be investigated in this work.

1.1.6 The Aim of This Study

The Black female adolescent in KwaZulu and Natal finds herself in a state of transition. Confusion emanates directly from the fact that she is neither a child nor an adult. This confusion is aggravated by the fact that she finds herself in a transitional society. She is

therefore caught up between the First World and the Third World. The Black female adolescent in KwaZulu and Natal therefore finds it increasingly difficult to make a smooth transition from childhood to adulthood. This problem was non-existent in a traditional Zulu society. It is this question of vocational orientation of the Black female adolescents that will be investigated in this study. The aim of this study is thus to investigate the pedagogic situation in which the Black female adolescent finds herself and to determine how it affects her vocational orientation.

1.1.7 Method of Investigation

In the first part of this project the phenomenological method of research that was used by educationists to reveal the structure of pedagogics was taken as a point of departure, against which the pedagogic situation of the Black female adolescents was assessed. The empirical part of this study will be done by means of questionnaires and interviews with parents, teachers and the adolescent herself. Investigation into the relationships prevailing at home and school will be conducted by means of autohistoricity and heterohistoricity interviews. Vocational orientation investigations will be conducted on individual basis by employing exploratory media.

1.1.8 The plan of the study

Chapter 2 will give a discussion of what is meant by a psychopedagogic perspective on vocational orientation.

Chapter 3 will give an in depth discussion of media to be used for

purpose of this study.

Chapter 4 will give an indepth discussion of one case study and a summary of three other case studies.

Chapter 5 will aim at giving a synthesis of the different findings. Summary and recommendations emanating from this study will also be given in this chapter.

CHAPTER 2A PSYCHOPEDAGOGIC PERSPECTIVE ON VOCATIONAL ORIENTATION2.0 INTRODUCTION

In chapter one an attempt has been made to give a broad account of the problems that are experienced by a Black female adolescent in a transitional society which are likely to affect her future vocational orientation. It has already been pointed out that there is no single cause which makes vocational orientation of a Black female adolescent problematic. Socio-economic, cultural and political factors interact to bring about a situation which makes it extremely difficult for the Black female adolescent with no tertiary training to fit properly in the labour market.

The family which should lay the foundations on which the adolescent must orientate herself fails to provide the adolescent with such beacons. This is mainly due to the fact that the parent's socio-economic and cultural background, attitudes towards life, age and home environment all determine how far parents involve themselves in supporting their children in making career choices. It has also been pointed out in chapter one that the present Black school system in South Africa also fails to make a favourable contribution in vocational orientation of the adolescent. This is being caused by the fact that the subjects that are offered even at senior secondary school level do not tally with any specific vocations nevertheless these subjects are meaningful for those who intend to further their academic studies. It is therefore

logical to conclude that the Black female adolescent encounters difficulties when the question of future vocational pursuit is raised. It is therefore intended that the pedagogic situation of a number of Black female adolescents be explored in order to determine how it affects their vocational orientation.

2.1 A phenomenologically oriented investigation

In this section of this work no attempt will be made to discuss the phenomenological method in detail. The cursory exposition offered here will merely serve to illustrate what its significance is for anthropological or humanistic-existential thought and therefore also for pedagogical thought. From the different descriptions given by different protagonists it can be averred that phenomenology is a way of thought which is utilized by philosophers in order to arrive at a clear understanding of specific phenomena. Hence phenomenology is the scientific attitude which wishes to allow the phenomena to speak for themselves. It is interesting to notice that two Greek words are of importance in phenomenology namely *phainomia* which means "I appear or I reveal myself" and *legos* which means "I speak" (Nel B.F. 1974 p.18). Hence phenomenology means the basic attitude of seeing and listening to that which the phenomenon desires to impart. The phenomenological method implies the act of thinking by which a phenomenologist tries to get through to the *radix* of a phenomenon. Thus phenomenology focusses on the inseparable relationship between man and the phenomena in the world (Gunter, 1977). Also basic to the phenomenological way of thinking is the concept intentionality. According to the phenomenologists human consciousness is nothing else but

intentionality which essentially means that man's original or initial experiences has the nature of a dialogical meeting between subject and object. It is this unity or dialogical meeting which is regarded by phenomenologists as intentionality. The subject as the intending partner of the dialogue is intentionally directed at the object as the intended. The meaning that a particular datum or phenomenon obviously has for our natural experience has according to the phenomenologists its deepest roots in this original intentionality event (Kockelmans, 1967).

The phenomenologically oriented educationists have also accepted the concept intentionality as a fundamental feature of human existence. Intentionality refers to the continual directedness of man to his world with the aim of investing it with meaning. Hence phenomenology affects the inseparable relationship between man and the phenomena in the world. Man is from the very outset impelled by a spiritual force to direct himself towards the world; a directedness to the world which according to Nel B.F. (1974) later manifests itself as a cognitive distinguishing directedness. Because man is intentionally directed to his world, he takes initiative in establishing relationships with the surrounding world. By so doing he constructs his own subjective life-world. According to Vrey (1980) a person's life world is not merely his geographical world but also the totality or network of his meaningful relationships with objects, ideas, people, forces, attitudes himself etc. These relationships are often interactive and interdependent and therefore dynamic i.e. the nature and the horizons of his life-world are never static (Duminy and Dreyer; 1983). This intentionally determined subjective personal attitude of a person

as a totality in his communication with reality is the outcome of experiences more in particular lived experiences as Sonnekus (1977) asserts. It constitutes the foundation for orientation in general and more specifically for vocational orientation the aspect which I intend to discuss more elaborately later in this chapter.

Phenomenology is according to Gunter (1980) a methodical knowledge of the phenomenon of our original experience in their original givenness. The phenomenologist seeks to know a phenomenon in its ultimate pre reflective experience. To gain knowledge of a matter he seeks to penetrate to the hidden phenomenon of our original experience in which he believes the obviousness of our natural experience is grounded. Hence the call of Edmund Husserl: "Zurück zu den sachen selbst," ("back to the matter itself" Gunter; 1980 p.5). According to the phenomenologists access to "the matter itself" can only be gained by means of a methodical philosophical reflection known as phenomenological reduction which entails reducing, simplifying or going back to the original phenomenon. Phenomenological reduction comprises a radical questioning of the obviousness of our entire natural experience. This the phenomenologist is able to do by limiting himself to the matter or phenomenon by temporary bracketing his beliefs, personal interpretations convictions and scientific theories. He suspends them temporarily so as to penetrate to the thereby concealed phenomenon in order to examine and uncover it. This simply means that one must get rid of all preconceptions and prejudice which he may be harbouring about the phenomenon. Hence the phenomenologist refuses to give a value judgement about the phenomenon but directs his thoughts at that which truly constitutes the phenomenon.

In the phenomenological reduction the investigator must separate those aspects which constitute the ontological structure of a phenomena from superficialities. Landman describes the phenomenological reduction as an act of separation and the eidetic reduction as an act of revelation. Viljoen and Pienaar (1971) regard the term *eidos* from which eidetic is derived as synonymous to essence. Eidetic describes that which comes forth in appearance and which calls for description, radical reflection and interpretation. Misiak and Sexton (1973) have therefore concluded that the function of eidetic reduction is to seize or apprehend the essence of things through the phenomenon. Through the technique of eidetic reduction Husserl asserts that we can unearth primordial experience. Landman as cited by Gunter(1977) explains eidetic reduction as an act of revelation of the essential characteristics of the phenomenon which must be revealed and coined into words or sentences known as categories. Because the phenomenological method is the essence revealing reflection which entails a description, it is imperative that an interpretation be given which Viljoen and Pienaar (1977) regard as hermeneutical description of meaning. In support of this statement Gunter explains that phenomenology is more than merely descriptive but it is a hermeneutical-descriptive method i.e. descriptive while at the same time it is interpretative and as such it offers an explication of the matter.

The phenomenological method has been employed by educationists to give a structural description of the phenomenon education i.e. both upbringing and formal education. The categorial structure of pedagogics has been described and is available in many publications for the pedagogues to consult. Later in this chapter pedagogic categories

or essence will be presented. By employing the phenomenological method educationists have revealed the structure of pedagogics which can serve as a point of departure for an investigation into the pedagogic situation of each individual adolescent pupil. Pedagogic situation in this context refers to the nature of education a child has received and the outcome thereof on the child's development and his orientation at a given period in his life.

This investigation will essentially be an empirical investigation into the pedagogical situation of a number of adolescent girls with special attention being paid to vocational orientation as a dimension of the pedagogic situation.

Analysis of the information gathered by employing exploration media (tests) should reveal some of the most important aspects which may influence the Black female adolescent's vocational orientation.

2.2 A PSYCHOPEDAGOGIC PERSPECTIVE

2.2.1 The structure of pedagogics

According to Du Plooy and Kilian (1981) the word pedagogics is derived from Greek words "pais" meaning child and "again" meaning to lead or to accompany. The main emphasis in pedagogics is therefore laid on leading the child on his way to adulthood. Pedagogics is indeed a theory based on the phenomenon education as it is practised by human beings. As I have already pointed out pedagogics as a universal theory has a universal goal which is leading the child to adulthood.

From the above assertion it becomes apparent that in pedagogics two focal points can be identified, namely the act of educating and the child who is unfolding. The Van der Stoeps (1968) are emphatic about the fact that the act of educating does not take place incidentally but it is planned with the purpose of assisting the child to become an adult. In pedagogics we take as our point of departure the multifaceted phenomenon education. This implies that the pedagogicians need to approach the phenomenon education from various angles or perspectives. Du Plooy and Killian (1981) rightly stipulate that when talking about various perspectives there is really no intention to fragment pedagogics as a science. They further emphasize the fact that the perspective considered to be of importance are all indicative of the comprehensiveness and significance of pedagogics as a science.

When one observes the activity known as education one finds at least three constituent aspects which can form three separate focusses on the phenomenon education. The first aspect is the situation or the event itself which forms the object of study of fundamental pedagogics. Fundamental pedagogics concerns itself with a systematic analysis and description of the pedagogic situation (Gunter; 1977). The skeleton of fundamental pedagogics is known as its categorial structure. The categories reflect the very essences of the pedagogic situation.

Fundamental pedagogic categories form an integral part of psychopedagogics. All the fundamental pedagogic categories must be actualised if the psychic life of a child is to unfold. In this investigation attention will be given to the pedagogic situation of each female adolescent to determine how it contributes to the unfolding

of her psychic life. It is essential to reiterate the fact that these fundamental pedagogical categories reflect the very essences of the pedagogic situation.

Landman (1975; 93) summarizes the important requirements of the pedagogical situation as follows:

- * It is essentially a human activity i.e. it involves at least two people namely an adult who educates and a child who is being educated.
- * The child must receive pedagogical support i.e. the child must be accepted, understood, cared for and sympathetically guided so that he will eventually reflect the norms of adulthood.
- * The adult's support of the child must be goal directed.
- * The support must be systematic and purposeful i.e. the pedagogic situation has a progression or sequence or course structure. The progression structures necessary for genuine education have been identified and described by Langeveld as follows:

The being together of adult and child is the preformed field for education to take place. It is important to realize that genuine educative moments are not realized during this stage. However there is an awakening to the possibility of communication and the adult exercises a controlling and directing influence. Before the adult can educate the child it is imperative that the physical togetherness of the adult and the child should intensify to an encounter relationship. According to Landman (1977: p.65) this encounter situation should be characterized by approachability, openness, trust, intimacy and kindness. It implies a willingness on the part of the educator to

respond to the needs of the child and the child's feelings of security rooted in trust. It is in the encounter situation that reasons for responsible pedagogical action are revealed. When the educator accepts responsibility for the child and the child realized his co-responsibility a new progression or course structure known as pedagogic engagement is initiated. Landman is adamant that pedagogical encounter and engagement set the stage for pedagogical action. This pedagogical action can take two forms, namely approval of the child's actions when such approval is merited and intervention when the child's actions do not coincide with the accepted values and norms. When the adult intervenes in the life of the child, the child needs to be helped to find new direction and towards better insight of right and wrong. After the pedagogical action has taken place, there should be an immediate return to pedagogic communication so that the child has the opportunity in the presence of the adult to reflect on and assimilate the significance of pedagogical action; experience the freedom to be a person in his own right and acquire self knowledge. It is finally really necessary that there should be periodic separation between the adult and child so that the child can exemplify what he has acquired thereby becoming increasingly capable of making independent choices and taking responsibility for his own actions. These fundamental pedagogic categories will be used in this study as a yardstick against which the pedagogic situation of the Black female adolescent will be assessed in order to determine how the realization or underactualization of fundamental pedagogic categories affect her vocational orientation. It is worthy to point out that if any one of the fundamental pedagogic categories appears in an attenuated form, the situation ceases to be pedagogic. The actualization of fundamental pedagogic categories

therefore becomes a prerequisite for the development of feelings. It is important to emphasize that the pedagogical situation also serves as a point of departure for psychopedagogics. All the fundamental pedagogic categories must be realized if the psychic life of a child is to unfold.

According to the Van der Stoeps (1973) the only way to educate a child is by teaching him. Sonnekus (1974) asserts that the didactic situation where the adult acts as an associate to the child in the learning situation is equally a primordial situation. From the outset the young child constitutes a learning situation with the mother, father and other adults. The didactic situation therefore exists long before the child enters school. During the pre-school stage the child learns primarily by way of the corporal-affective-pathic and also by way of cognitive modes. It is essential to bear in mind that this didactic situation which is constituted is not yet formal and organised and because it mainly emanates from the intuitive knowledge of parents, it can be designated "home" or "parental" didactics. This home didactics is so important because it enables the child to acquire tremendous amount of sensory perceptual knowledge; procedural motoric knowledge; as well as propositional knowledge, habits, modes of thinking and above all a reasonably well differentiated pattern of feelings. This is due to the fact that during pre-school years emphasis is placed mainly in assisting the child to unfold his own feelings. That is why Sonnekus (1974) stipulates that during the pre-school years the child constitutes the learning situation by way of corporal-affective-pathic.

Feeling is the inherent constructive factor in experiencing. The

feelings of a pre-school child are relatively diffuse, unrefined and labile. It is thus imperative that a parent stabilises a child's feelings before he can teach the child. As the child acquires knowledge, facts, abilities, habits attitudes etc. his feelings get differentiated and refined. It is important to notice that during the pre-school years play is important as a means of experiencing which enables the child to gradually progress from the senso-pathic niveau to pathic-gnostic niveau. It has already been mentioned that there is no other way of educating a child except by teaching him. This implies that a child can only get educated if he learns. Learning and becoming are therefore intertwined. It is imperative that a child should learn if he is to attain adulthood. Didactics as a pedagogic part-discipline therefore aims at organising the activity known as teaching such that the child will be able to learn.

Van der Stoep (1972; p.103) rightly maintains that the original experience constitutes one of the two sources from where the theoretical didactician can derive knowledge for the construction of didactic practice; the other source being the contents which is to be taught. The didactician should first get clarity on the form of the original experience before he can proceed to select and organise the knowledge contents which should be mastered by a learner. Hence it becomes necessary for the didactician to consider the original experiences of a child. The outside world should therefore be made to agree with the home world. The Van der Stoeps therefore conclude that along his way into the world, the child needs to attend school as a facet of his living world, which will provide him with what he constantly experiences as "world" or "life" under the protection of adults.

Van der Stoep (1972) warns that not all experiencing results in learning but learning is only possible through experiencing. Experiencing therefore constitutes a pre-formed field for learning.

The original experience is inevitably actualized in the learning act even though it may not be obvious in the learning results because the outcome, of learning is not merely a matter of intellectual achievement. Although in cognitive learning achievement does serve to give an indication of the effects of teaching, it remains a fact that a labile affectivity can disrupt any didactic design which ignores it.

Although the form of the original experience and the knowledge content represent two parallel lines along which the didactic theory is constructed, Van der Stoep (1972) stipulates that the content represents the particular; and may therefore differ from one cultural group to another. However the contents that the child is taught has a profound influence on the child's becoming.

A psychopedagogic investigation into the niveau of becoming and the orientation of a child at any stage of his life must take into account the following:

- * how the child was taught i.e. were his experiences accountably directed and adequately considered without having to neglect them for the sake of teaching effect.
- * What the child was taught. It is important to determine whether the content that was imparted by parents and teachers

as part of their lives is relevant to the child's present orientation.

To facilitate successful impartation of the tutorial matter the curriculum, methods of instruction, scholastic evaluation and orthodidactics also become important facets (Van der Stoep 1968). The third constituent of the phenomenon education is the child who gets educated and who learns. Psychopedagogics pays special attention to the life world which is regarded by Viljoen and Pienaar (1983) as lived-space. All education endeavour is geared toward assisting the child in unfolding his psychic life within a human society which is knitted together by societal values and norms. The potential to learn is given with being human and each child needs to realize that potential in terms of his own individual capacities and situatedness. The most fundamental characteristic of the psychic life of a child is change in the sense of unfolding which does not proceed automatically. It remains imperative that the child should intentionally actualize his potential according to cultural norms. The child is therefore in dire need of educational assistance. This aspect is extremely essential because cultural norms consist of the entire body of knowledge which each particular cultural group regards as necessary for the constitution of the individual's safe world. This brings us to a situation where we might realise that the norms that inter alia determine the knowledge which is valued may be contrary to what is obtained in the modern world e.g. traditional values versus modern technological world. Under such circumstances we come across a situation where the primordial experiences are neglected in the formulation of content mainly because these two are irreconcilable (Sonnekus; 1973).

This is bound to affect the child's orientation and more particularly vocational orientation. Each potential can be actualized into a wide range of abilities depending on the quality of educational assistance received. Sonnekus (1973) has introduced the concept self-actualization to indicate that although the assistance of the adult-educator is needed, it is basically the individual himself who must intentionally actualize his latent potential. Actualization i.e. the putting into operation of a possibility with the aim of qualitatively improving it is effected through experiencing which in turn culminates in orientation. In the next sections of this work it is intended to give more attention to the concepts experiencing and orientation. Nevertheless it is necessary to reiterate the fact that the actualization of the fundamental pedagogic and didactic categories are pre-requisites for the actualization of the psychic life of a child.

2.3 The Structure of Psychopedagogics

Psychopedagogics is the part discipline of pedagogics which studies the dynamics involved in the actualization of the child's psychic life within the context of the educational situation. Learning and becoming are identified as the two interrelated modes of manifestation of the child's psychic life. Educative guidance of the adult is an essential factor underlying such actualization. Becoming refers to change in the direction of adulthood which is the outcome of actualization of psychic life. Psychopedagogics identifies and describes modes of learning which are essential pre-requisites for change and modes of becoming through which change is both realized and can be observed. Becoming is according to Landman (1975) more than a biological process

but implies the becoming of the child as totality-in-function in communication with his world. It is therefore the raising of the level of dialogue between the child and the world in the direction of adulthood.

The psychic life of a child which needs to be actualized consists of three discernable but inseparable entities namely feeling, cognition and action. Because each of these interrelated structures shows its own peculiar characteristics, each structure will be discussed separately in the next section of my work.

2.3.1 Feelings

According to Heller (1979) to feel is to be involved. Involvement is in turn described as the regulative function of the person in his relation to the world. Feeling is therefore the inherent constructive factor in experiencing and thus a fundamental characteristic of intentionality.

2.3.1.1 Characteristics of feelings

Heller (1979) has classified feelings according to two main characteristics namely active feelings and reactive feelings. Active feelings are aroused only if a person is actively involved i.e. a person participating directly in an activity. The active feelings can be direct and positive if the situation is interesting. In the case of vocational practice the active positive feelings will be aroused if a person pursues a particular vocation as a result of sheer interest.

It is important to bear in mind that a person can never be interested in the unknown. The active feelings are indirect but still positive if the pupil is involved because he wants to achieve a goal which does not form part of the immediate situation. It is generally accepted that the school subjects are not always interesting and we therefore find that the type of feeling that is evoked may be active yet indirect and still positive. The active feelings become indirect and negative if the situation in which he is involved is not interesting and he is merely involved because he is expected to do so. An adolescent who is compelled by circumstances to pursue a vocation so that he can earn a living has active indirect and negative feelings evoked.

Reactive feelings are evoked if a person is not directly involved in a situation but reads or hears about it. It has already been pointed out in chapter one that the knowledge that the adolescents usually have about the vocational world is often scanty, derived from hearsay, local and family prejudices. We can safely conclude that the majority of Black adolescents have the reactive feelings evoked when the question of a vocational choice is raised. These reactive feelings can even be indirect and negative if we take into account the fact that for the present day youth the vocational world symbolises exploitation, oppression and discrimination which have been perpetuated by Apartheid policy.

In this study the pedagogic situation of the Black female adolescent will be explored in order to determine the characteristics of the feelings that are evoked and the implications they have on her future vocational pursuit.

2.3.1.2 Classification of feelings

To fully understand the unfolding of the child's feeling it is necessary to follow Heller's (1979) classification of feelings. According to Heller within the category of feelings the following forms of feelings can be discerned viz.

- * drive feelings
- * affects
- * emotions
- * moods
- * basic life feelings

A brief discussion of each of these forms of feelings will be given. Drive feelings are pure sensations which are not directed at anything specific and as such they hardly ever appear in their original form except with infants.

The second category of feelings are affects. Etymologically the word is derived from Latin "facere" which means to make and also from "affectus" which is a disposition. It is interesting to realize that the Penguin Dictionary of Psychology defines the word affect as "any kind of feeling or emotion attached to idea or idea-complexes". Affect therefore refers to a disposition and to a psychic spiritual force to act which ipso facto constitute the basis for orientating. According to Heidegger as cited by Nel B.F. (1970) the affects have their origin in concern in people. Concern has four elements.

- * Wanting to be better than what one is
- * Knowledge of own possibilities and limitations
- * Demands made upon the individual by his surroundings e.g. values standards norms etc.
- * Opportunities for action and knowledge of taboos limiting the range of possible action.

Affects therefore inform a person of his relationship with his surroundings and thus have an evaluative quality. Affects are extremely important in vocational orientation. Emotions constitute another form of feelings. The Concise Oxford Dictionary defines the word emotion as "Agitation of the mind; feeling; excited mental state. An emotion is therefore not intentional in the sense that an affect is. Emotions are aroused when a person experiences his world symbolically i.e. it is the object which has symbolic meaning to a person which evoke emotions. Hence the feelings are reflected from objects; events; people; situations; words; animals etc. which cause a person to be moved. This disturbance of the mind or feelings takes the form of emotions.

Emotions are ideosyncratic but reveal some measure of homogeneity. Each culture or even socio-economic group have certain taboos which if trespassed evoke emotions of guilt or shame. The question of emotions is of immense importance for this study because social structure, traditional expectation and realities of women's adult life roles provide a particular image of womanhood. If this image of womanhood is extracted from the traditional view of home and family life it is bound to clash with the requirements set by the vocational world.

A Black woman in the labour force should therefore expect to experience conflicts within the work situation; and in their homes when they embark on a career. A woman can therefore continually live in a state of emotional instability or emotional uncertainty.

The fourth class of feelings are moods. The word 'moods' is defined by The Concise Oxford Dictionary as a state of mind. It is interesting to notice that the very same word is defined by the Penguin Dictionary of Psychology as "an affective condition or attitude enduring for some time characterized by particular emotions, in a condition of sub excitation so as to be readily evoked e.g. an irritable mood or a cheerful mood". A mood is therefore a feeling disposition which lasts for a relatively long time. Moods predispose a person's involvement in a particular situation and this essentially means that in choosing a career one need to consider his feeling-disposition.

The last category of feelings is lebensgefühl which is a basic life feeling which constitutes the core of every person's basic affective orientation towards life. These basic life feelings are to a certain extent genetically determined by the child's early childhood experiences especially from birth to the age of six are very important for the development of these life feelings. These basic life feelings will constitute one of the basic personality traits which needs to be considered when one is making a vocational choice.

Synthesis

This study is basically concerned with the vocational orientation

of a Black female adolescent. Vocational orientation should reveal the extent to which the psychic life of a child has unfolded. The unfolding of the psychic life of a child is manifested in learning and in becoming. The child needs to be assisted in developing his own feelings. Nel A.(1984) maintains that the development of feelings manifests itself in differentiation and refinement, the concepts which will be explained elaborately in the next section of this work. At this point it is sufficient to reiterate the fact that feeling is the inherent constructive factor in experiencing. Differentiation and refinement of feelings are dependent on cognition while cognition itself is supported by feeling. Hence there is a reciprocal relationship between feeling and cognition which should culminate in orientating and more specifically in vocational orientation. Of all the different dimensions of feelings that have been exposed in this section, affects are the most important. It is at this stage sufficient to point out that the adolescent's experiences and knowledge about the vocational reality will to a greater extent determine whether the affects directed at vocational orientation will be active or reactive. This is one problem which I intend to explore. Furthermore it will be necessary to determine whether an adolescent's vocational choice has sufficiently taken into account his moods, emotions and basic life feelings.

2.3.2 Cognition

Cognition is defined by the Penguin Dictionary of Psychology as a general term covering all the various modes of knowing, perceiving, remembering, imagining reasoning etc. These different modes of experiencing are the means through which the child comes to know about

his surroundings. We distinguish between pre-cognitive modes of experiencing e.g. sensing and the cognitive modes of experiencing e.g. perceiving memory, imagery, imagining and thinking. Although sensing is a pre-cognitive mode of experiencing, it is nevertheless essential for it constitutes the basis for perceiving. Perceiving as a cognitive mode of experiencing has a profound effect on learning while education itself greatly influences perceiving. Image formation is essentially a revived sense experience in the absence of sensory stimulation e.g. seeing with the mind's eye. In image formation the person merely calls forth objects, events, people etc. On the other hand imagination is an act of constituting a world of unreality or a world of reality in distance. Memory as a cognitive mode of experiencing is a form of actualization involving the conservation of the entire past or at least everything in a subject's^{es} past that serves to inform his present action or understanding (Piaget et al. 1968). Thinking is yet another cognitive mode of experiencing which is very essential in orientating. Thinking is defined by the Penguin Dictionary as "any course or train of ideas; in the narrower and stricter sense a course of ideas initiated by a problem". Most psychologists agree on the contention that thinking is essentially an act of solving problems.

The psychic life of a child is actualized through experiencing which consists of the pre-cognitive and cognitive dimensions. Experiencing culminates in orientation which forms the foundation for becoming and learning. Becoming and learning are reflected in behaving and knowing. Because experiencing constitutes an important dimension for orientation, experiencing will be discussed more elaborately in the following section of this work.

2.3.2.1 Experiencing

Dilthey as cited by Sonnekus (1974) has defined internal experiencing as "the cohesive unity of conscious life" (p.20). Experiencing is an anthropological category and because it is only through experiencing that the child is able to learn, experiencing can also be viewed as a fundamental psychopedagogic category. The psychic life of a child can only be actualized through experiencing i.e. the kind of a person that a child eventually becomes is not only determined by genetic factors but also determined by the nature of his experiences. Education therefore needs to organise situations which give them some measure of control over the experiences of their children. According to Husserl in studying experiencing it is necessary to consider the original experiential world of man. Sonnekus (1974) rightly asserts that any such original experiential world is always subjected to the influence of a given culture. The child's experiential world is greatly influenced by his cultural world the environment and the upbringing of children common to it. Hence the cultured experiential world into which each child is born provides the child with living experiences which are a person's integration of meaning that was assigned to the situation and the affective experiencing of it. One experiences reality as Gestalts and past experiences serve as a source of reference for the interpretation and assignment of meaning to new situations. The original primordial experience as the original experience constitutes what Husserl designated as "Lebenswelt", i.e. the lived experience world. Kockelmans (1976) has defined the "lived world" as the total intentional correlate of our versatile intentional life as it appears in every separate act as our horizon. The lived world is therefore basic to individual

life and existence and forms the prelude to all feeling, cognition and orientation. It is important to emphasize that experience as a psychopedagogic category is of primary importance in this study because it is the only mode through which a child and later the adolescent learns, and as he learns he reaches a better level of becoming. Because all experiences culminate in orientating, it is necessary to discuss orientating from a pedagogic perspective.

2.3.3 Orientation

Introduction

According to the Concise Oxford Dictionary to orientate inter alia means "to place or exactly determine position of with regard to points of the compass; settle or find bearing of, bring into clearly defined relations". The concept "orientation" is defined by the Penguin Dictionary of Psychology as awareness of one's spatial, temporal, practical or circumstantial situation with reference particularly to mental orientation in various connections; assuming position in space with reference to an external stimulation having direction. Hence to orientate oneself means to determine one's own position in relation to that with which one is confronted. One determines the nature of one's relationships within the situation as a Gestalt but also with the constituent parts of the situation. It is an essential characteristic of man to live orientated. Principles, beliefs, values, norms, and objective knowledge are beacons for orientating. Orientation comprises two discernable but inseparable dimension namely a determination or evaluation of one's abilities and still actualizable potential in

its relation to the opportunities discovered in one's immediate environment. Orientation also involves a determination or evaluation of the opportunities discovered in one's immediate environment where potentialities can be actualized. One can only actualize one's potentialities in the act of conquering obstacles; while one can only conquer obstacles through actualising potentialities (Joubert 1966). Opportunities essentially imply opportunities to change a situation with the aim of subjecting obstacles in order to construct a personal safe world. Man was created with a potential to change nature into culture. Orientation therefore also implies to determine what opportunities are available for further exploration and emancipation. It implies a determination of present boundaries i.e. of what we know, we are in control of and what we are uncertain about. This essentially means that the child's experiences will to a greater extent determine his orientation because experiencing is itself an act of orientating oneself. One's past experiences determine what one knows and is uncertain about, the uncertainties are the field for further exploration and emancipation.

From this perspective it appears not only justifiable but necessary to distinguish between the categories experiencing and lived experiencing. Lived experiencing refers to those experiences which directly influence a person's orientation and the accumulated effect of lived experiences appear as one's life world. One's life world forms the preformed field for one's orientation. The concept life-world can be safely defined as the totality of relationships which one has since birth established with people, things, events, ideas etc. It has a feeling and a cognitive dimension and determines one's general state of

orientatedness as well as specific orientation's within specific experiences.

Lived experiences directly influences one's orientation. This however does not necessarily result in a raising of the niveau of orientatedness. A traumatic experience can negatively affect one's life world thereby resulting in uncertainties in one's orientation. It is therefore of utmost importance that an educator should assist a child in orientating himself with regard to his experiential world. This means that it is imperative that an educator should know both the child and the world in which this child is becoming an adult. A child's life world particularly that of rural Black adolescent in a transitional society provides an insufficient referential framework for satisfactory orientation. This is particularly the case if we consider the fact that her experiences are usually divorced from the requirements of the vocational world. Hence her lived-experiences might fail to provide beacons which should support the female adolescent in her orientation. It is this problem that will be explored in this study.

2.3.3.1 Essential characteristics of orientation

Joubert (1966) has discussed six essential characteristics of orientation which will serve to clearly illustrate that the Black female adolescent school leaver finds herself in a situation where her orientation with regard to the vocational world is attenuated. I will therefore give the essential characteristics of orientation as propounded by Joubert:-

Exploring

According to Piaget et al. (1969) a person explores those aspects of reality which reflects both the known and the unknown characteristics. It is important that a child should wonder about aspects of reality which are unknown and also anticipate possible developments. The child who explores because he is curious and anticipates developments is the child who eventually comes to a more answerable orientation. It seems justifiable to accept that the Black female adolescent school leaver particularly the rural one finds herself in a situation where the vocational reality represents only the unknown thereby greatly curtailing her explorations. Such circumstances make it impossible for her to reach answerable orientation.

Discovery

Ideally exploration should culminate in the discovery of the essential aspects of reality. However the real life situations provide us with sufficient evidence to provide that exploration does not always culminate in the discovery of essential aspects of reality. When exploring has not led to discovery of the essential aspects of reality, the experience has short circuited and such an experience is regarded as a shallow or attenuated experience. Such an experience does not meaningfully affect one's orientation. Because the vocational reality usually represents the unknown to most of the Black female adolescents, their exploration frequently does not lead to the discovery of the essential characteristics of the vocational reality. Hence the Black female adolescent's experiences of the vocational world is either very shallow or attenuated.

Evaluating

Joubert is emphatic about the fact that once the essential characteristics of that aspect of reality which is being explored have been discovered, a person needs to determine what value these characteristics have for him as regards his total situatedness and his immediate directedness i.e. within the classroom or with regard to the choice of a future vocation. It is not an uncommon occurrence to find a situation where the Black female adolescent does not know the implications her school subjects have for her future vocational pursuit. Furthermore if the vocational world represents the unknown one can hardly determine what value these essential aspects of reality have for her total situatedness.

Understanding

Understanding is also another essential characteristic of orientation. Understanding means comprehending the interrelationship between the different essential characteristics of reality and also between the essential characteristics and a person's own abilities. Black adolescents who have been born and bred in a poverty stricken and depressing environment may find it increasingly difficult to actualize their inherited potentialities. From what was said in chapter one it appears that the average Black child's home does not afford opportunities for experiences aimed at developing those possibilities which are prerequisites for vocational orientation in a modern technological scientific world.

Acceptance

After the essential aspects of reality have been explored, discovered, evaluated and understood it is imperative that those essential characteristics of reality be accepted. Acceptance basically means acceptance of the opportunities which the essential characteristics

of reality offer for actualisation of one's own potentialities. It seems possible that most Black adolescents may be confused about their own potentialities. Above all the fact that Conger (1977) stipulated that the latest issue of the Dictionary of Occupational Titles lists more than 47 000 different occupations makes the majority of Black adolescents to be uniformed about the vocational reality. Most of these occupations are probably not only unknown to the adolescents but to their educators as well.

Actualising

Once a person understands the essential characteristics of a situation he must act to actualize his potentialities in accordance with the opportunities which he has discovered. Joubert is of the opinion that experiencing is always actualizing. However not all experiences are of the same quality and in this instance quality refers to the quality of orientation achieved. Although the meaning of lived experience has already been discussed it is important to emphasize that some experiences are more intentional in character than others. This means that sometimes a child explores with the specific objective to orientate himself in relation to a specific aspect of reality. Once he has reached a basic orientation he may decide that that particular aspect of reality is the area at which he is going to direct his emancipation. He will then start to actualize his potentialities in accordance with identified opportunities which means that he starts to gain experience in the direction he has chosen. In the case of Blacks, particularly the school leavers with no vocational training at the tertiary level, practising a vocation is a matter of securing any job in order to earn a living.

2.3.3.2 Criteria for evaluation of the quality orientation

Nel (1984) has identified criteria for evaluating the quality of orientation namely differentiation, refinement and originality which will be discussed in the following section.

2.3.3.2.1 Differentiation

The Concise Oxford Dictionary defines differentiation thus "constitute the difference between, or in; develop into unlikeness, specialize in (species organs, function, synonyms) discriminate, discriminate between". It is interesting to notice that the very same concept "differentiation" is defined by the Penguin Dictionary of Psychology as progressive change in evolution or development. Sonnekus (1974) is emphatic about the fact that the reality with which the child-in-his becoming continually makes contact is not an undifferentiated reality. Actualizing the various modes by which the child proceeds to discover the complex reality therefore occurs through self differentiation whereby the child himself differentiates his communication with his world. It is a fact that at birth the affectivity of the child is global, diffuse and impulsive.

As the child gets educated, his feelings gradually become differentiated into identifiable feelings which constitute the foundation for the entire intentionality. Differentiation of feelings is therefore a prerequisite for differentiation of cognition but on the other hand, ordered experiences on the cognitive level are prerequisites for the stabilization and differentiation of feelings. Differentiation of

feelings can be regarded as an act on a horizontal level. Feelings get differentiated into affects, emotions and moods while affects themselves get differentiated into sensopathic, social, ethical, intellectual, aesthetic and religious feelings. Because real life situations are complex, differentiation which can be defined as the child's acquisition of the ability to identify the nature of different situations cannot alone assist the child in finding his way through a maze of values, relationships, feelings, convictions, knowledge etc. Orientation can only be authentic if it is not only differentiated but also refined.

2.3.3.2.2 Refinement

According to the Concise Oxford Dictionary to refine means "free from dross or impurities or defects; purify; clarify; make elegant or cultured; imbue with delicacy of taste; polish manners or appearance of; become pure or clear or improved in polish or delicacy; employ subtlety of thought or language; make fine distinction; discourse subtly (up) on; improve by refinements.

While differentiate implies identification of class refinement means to understand the finer nuances or constituents of a situation and the interrelations between different constituents. Refinement is an act on the vertical level. In differentiation the child mostly intuitively orientates himself with regard to the ontological structures of the situation. In refinement he orientates himself with regard to the essential characteristics of the structures, the nature of their interrelatedness and the nature of their relationships to other

situations which may have existential meaning to the child. Sonnekus (1974) does not speak of refinement but he uses the term distantiation. He asserts that self distantiation has an even deeper meaning in that the child tends to get away from the pathic sphere to a gnostic experience sphere which is a sine quo non for learning. It is therefore in order to conclude that a child who has been adequately educated will intuitively act with differentiation and refinement within situations. It is interesting to notice that the Penguin Dictionary of Psychology defines the concept distance from which distantiation is derived as a figurative concept applied by some analytic schools to a psychic detachment. Sonnekus (1974) also uses this concept to mean that a person must place a distance between his subjective personal world and the situation. It is therefore reasonable to conclude that a child through his various discoveries and differentiation gets to know reality, inquires to it, analyses it; etc. The child needs to bridge the gap or distance between him and reality thereby bringing the reality closer to him. Such a child will be in a position to be adequately oriented with regard to reality. However if the unknown starts immediately beyond the boundary of the own horizon of knowledge, the boundary then forms an almost inescapable wall. This makes the adolescent's experiences to revert back to the pathic level and never to reach a cognitive dimension. Such a child cannot understand the interrelation between the different constituents of a situation. Under such circumstances the basic requirements for vocational orientation are therefore violated if we take into account the fact that the state of vocational orientatedness is brought about by the establishment of a relationship between the potentialities with which one is endowed with and the opportunities available where the actualization can be affected.

2.3.3.2.3 Originality

The Academic Dictionary of English Synonyms and Antonyms gives creativity as the synonym of originality. The Pocket Oxford Dictionary of current English defines original as existence from the first, initiate, take rise; novel in character or style, inventive, creative thinking or acting for oneself. It is interesting to note that the Penguin Dictionary of Psychology defines creative as producing an essentially new product; constructive use of imagination where a new combination of ideas or images is constructed strictly when it is self initiated rather than imitated; also of thought synthesis where the mental product is not a mere summation. From the above definitions it becomes apparent that originality is very closely related to creative imagining. In creative imagining the creation of an imaginary world is the sole purpose of the imagining act. Vrey (1980) asserts that in creativity what is required is a combination of realistic thinking and imagination and in creativity self expression often predominates.

As a criterion for evaluation of the quality of orientation originality embraces taking initiative in exploring, evaluating and reaching independent conclusions. These conclusions need not always be something new, it may simply be a confirmation of existing knowledge and attitudes. Originality lies in the fact that the child reaches conclusions through his own efforts and consequently acquires deeper existential meaning. Originality presupposes both pre-knowledge and initiative. Without a broad basis of pre-knowledge of some aspects of a subject a child will tend to merely accept explanations offered by others without questioning.

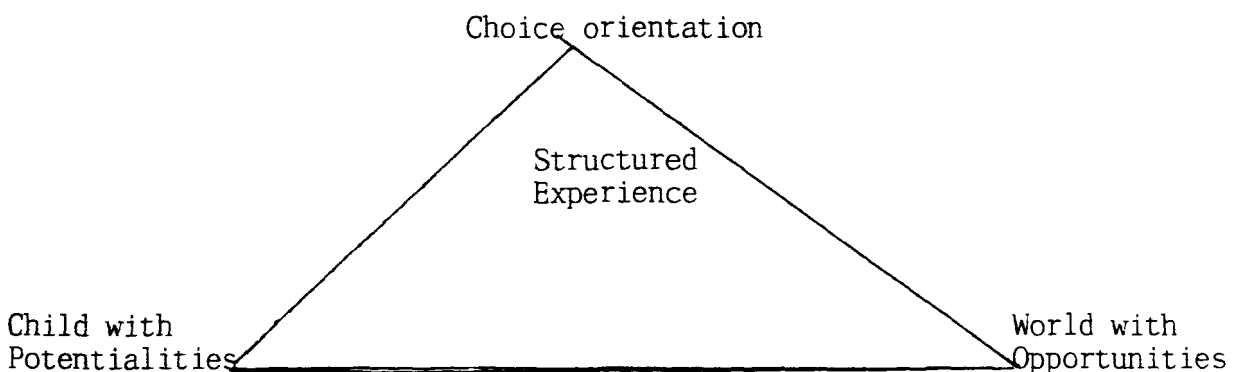
On account of the criterion of originality the educator within an orientation situation should concentrate on assisting a pupil to arrive independently at a conclusion.

2.4 Vocational Orientation

Before embarking on a task of discussing vocational orientation it is important to start by defining the concept vocation. The Academic Dictionary of English Synonyms and Antonyms gives the following words as synonymous with vocation:- calling, profession, employment, business avocation, employment pursuit, occupation. On the other hand the Concise Oxford Dictionary defines the concept vocation as a divine call to, sense of fitness for, a career or occupation, employment, trade or profession. Lindhard (1980) has defined a career as "any work done for others or for oneself paid or unpaid to make a living". Lindhard further explains that a career is a way of life not only a means of living. This presupposes that every worker should find his place in the occupation destined for him.

It is not necessary to discuss the concept orientation as this has already been elucidated earlier on in this chapter. In vocational orientation we take as our point of departure the fact that a child is born with potentialities into the vocational world of possibilities. The educator more especially the teacher provides the child with the planned situations where the child should orientate himself with regard to his own potentialities and the vocational opportunities in order that the child will actualize his potentialities within a chosen vocation.

We have already reiterated the fact that experience culminates in orientation. Choice is one essence of orientation. In the vocational orientation situation one plans structured experiences for the child. The aim is to enable the child to gain a better understanding of himself and the vocational world and to establish for himself the nature of innumerable number of relationships within the network of principles, norms and values which direct his life. Only then can he orientate himself which implies making a reliable, accountable, responsible, and optimal choice. The structure of vocational orientation which was originally propounded by Joubert (1966) can be schematically represented as follows.



It is important to realize that a vocational choice that should be made should be in accordance with labour values. Vocational orientation does not only require knowledge of self and vocational opportunities available. Aspects like social values and attitudes which are sometimes rooted in specific cultural beliefs and tradition also deserve consideration. In support of this contention Matlhasedi(1984)Vol 3 No 1 observes that despite the increasing number of Black women in the labour force a woman's view of her traditional role namely that of being a wife and a mother still remains the most important consideration

as far as her future orientation is concerned. The Black female more so than the Black male may find these factors extremely complicated when she is forced to orientate herself with respect to the vocational world.

2.5 A psychopedagogic Perspective on Vocational Orientation

Synthesis

In this chapter an attempt has been made to discuss all the different aspects of a psychopedagogic perspective on vocational orientation. The child approaches the world with the object of wanting to become someone which is inseparably bound to his progress to adulthood. The child must thus be gradually brought up towards an independent acceptance of a task in the occupational world of the future. This implies instilling of knowledge of future occupational life, the inculcation of a zeal and preparedness to obtain an insight in occupational life with the intention of eventually making a suitable vocational choice. Secondly the pedagogical assistance and support should be aimed at helping the child to arrive at an accountable and responsible choice.

A psychopedagogic perspective on vocational orientation therefore means to determine what contribution a child's education has made towards his present psychic readiness to orientate himself with regard to the vocational world. This essentially means that we will have to investigate his pedagogic history, how and what he was taught and employ criteria to determine what the niveau of development and quality of his psychic life at the present stage is, and how he is orientated.

I will therefore go to the family and the school with the aim of conducting pedodiagnostic investigations. This information will constitute the foundation on basis of which authentic advise can be given.

CHAPTER 3AN IN DEPTH DISCUSSION OF MEDIA TO BE USED IN THE VOCATIONAL ORIENTATION INVESTIGATIONS3. GENERAL ORIENTATION

In chapter one existing literature was referred to in trying to describe the situation in which the present day female adolescent finds herself. It was concluded that neither the family nor the school succeed in providing the adolescent with the guidance and support she requires in her vocational orientation. From what was discussed in chapter one a hypothesis can be made, namely that the pedagogic situation of the Black female adolescent is such that she finds herself in a state of confusion when the question of vocational orientation is raised.

In chapter two the structure of pedagogics was discussed and an effort was made to define a psychopedagogic perspective on vocational orientation. All the different aspects of a psychopedagogic perspective on vocational orientation were given. It is necessary to reiterate the fact that a psychopedagogic perspective on vocational orientation means that an attempt should be made to determine what contribution the child's education has made towards his present psychic readiness to orientate himself with regards to the vocational world. The analysis of the ideal pedagogic situation provides us with criteria for the evaluation of the pedagogic situation of the present day Black female adolescent.

Exploratory media will therefore be employed to get a clear picture of the pedagogic situation in which the adolescent finds herself with specific emphasis on vocational orientation. Exploratory media will be used to determine:

- (1) The present pedagogic situation which entails conducting the auto historicity interview; interview with parents and historicity interview with the adolescent's teachers.
- (2) The level to which potentialities have been actualized. This will be determined by employing the Senior South African Intelligence Scale (SSAIS); the Zulliger Tafeln-z-test; the Wiggly Blocks and the Passalong Medium.
- (3) The adolescent's present orientation which can be readily revealed by using the 19 Field Interest Inventory as well as the projection media and the self evaluation questionnaires. In order to determine the Black female adolescent's present orientation it will also be necessary that a final discussion i.e. pedagogic discourse be conducted with the pupil to determine what she knows about the vocational world.

A comprehensive person image will be compiled which will include an evaluation of the adolescent's entire situation employing the pedagogic and also the vocational orientation criteria.

According to Holland (1973) a prerequisite for vocational satisfaction is that the personality type should correspond with the vocational

environmental type. Holland further asserts that each personality type is the product of a characteristic interaction between a variety of cultural and personal forces; including peers, parents, social class, culture and the physical environment. Out of this experience a person learns to prefer some activities as opposed to others. Later these activities become special interests which finally create a particular personal disposition which predisposes one to think, perceive and even act in special ways.

From Holland's argument it can safely be concluded that if the adolescent's cultural milieu which greatly influences the formation of a particular personality type differs completely from the modern vocational environment, it is very likely that we cannot find any congruence between personality type and environmental models. This implies a total reorientation on the part of **the pupil** because the vocational environment in which the Black female adolescent finds herself does not require her to exercise her skills and abilities, express her attitudes and values and to take on agreeable roles and problems to solve.

The information that will be gained by employing the exploratory media already mentioned should reveal aspects which can influence the Black female adolescent's vocational orientation. The exploratory media will be used on an individual basis and the investigator will rely on the qualitative analysis of the results emanating from the media inserted which should reflect the adolescent's attitudes, aptitudes, achievements, interest and other personal characteristics. These will be correlated with the requirements of the vocational reality.

The following section of this work will therefore be devoted to a discussion of exploratory media that will be inserted in order to determine whether the Black female adolescent is adequately orientated with regard to the vocational world.

3.1 Media That Will Be Inserted To Determine The Black Female Adolescent's Present Pedagogic Situation

3.1.1 Historicity Interview

3.1.1.1 General orientation

In conducting the historicity interviews Van Niekerk's (1982) format regarding the contents and structure of the interview will be followed. In chapter one it was shown that the average Black family is still essentially an extended family which implies that there are pedagogically significant people within the family who are absent from the white middle class families. Because of such differences in cultural principles, norms, values, educational styles and also differences that are perpetuated by the political and socio-economic system, it is imperative that a different approach be adopted in interviewing adults who contribute to the education of the Black adolescent. In spite of the fact that Van Niekerk's format will be followed, it remains imperative that the interviewing technique as well as the content of the interview be adjusted to suite the circumstances of the Black adolescent.

The historicity interview will take the form of an open and informal

discussion with people who have knowledge of the adolescent's pedagogical situation. This concept "historicity" is defined by Haasbroek (1981) as the history of the world relationships that a person has formed in the course of time. These relationships emanate from the fact that the child as a person is an active participant in the initiation of relationships. Hence each person presents himself as past, present and future and therefore discloses himself as a historicity.

The adolescent already has a history behind him and because of his experiences at home and at school, the adolescent is already orientated which implies that he has a relatively fixed pattern of likes and dislikes. Therefore, to understand why an adolescent acts in a particular way, it is necessary that the history behind his actions be understood. To enter into the lifeworld of an adolescent requires that a survey be made of the adolescent's total educational past since the relationships he established in the past co-determine the present and point to the future.

Haasbroek (1981) stipulates that to compile a historicity image of a child's educational past one should include the history of his world relationships. He further asserts that this is a comprehensive and extensive matter which cannot be tackled except by means of a discussion with parents or, guardians of the child supplemented by a discussion with teachers or other adults who are directly or indirectly connected with the education of the child. In this study the historicity interview will assume the form of an autohistoricity as well as a hereto historicity interview.

3.1.1.2 The auto historicity interview

This is essentially a discussion with the adolescent herself about her own educational past. The autohistoricity interview can only be successful if it is carried out within pedagogical boundaries and if the investigator endeavours to enter into an educational encounter with the pupil. The pupil herself cannot offer all the necessary information. The aim of the autohistoricity interview is to determine how a child experiences his own educational past. It remains imperative that a discussion with parents be conducted in an attempt not only to gain factual information on the child's historicity but also to gain an understanding of the parents as educators and also to ascertain the nature of the pedagogic atmosphere prevailing within the family.

3.1.1.3 The hetero historicity interview with parents

The parents of a child are the most important significant others in her life and in her education and they therefore remain the primary source of information if an authentic historicity image of the child is to be constructed. This information should relate to the affective; cognitive; normative and physical aspects of development and to the question of language acquisition. Although information derived from parents remains indispensable for the investigator who wishes to construct a person image of the pupil, it nevertheless remains a fact that this information will to a large extent be subjective because parent's memories may be influenced by their ideals for their children.

Furthermore it can be very difficult for most Black parents to know about the child's prenatal and even postnatal development. Hence

even the information derived from parents will be far from adequate as a result of the fact that most Black parents neither keep records of the diseases from which their children suffered nor records of the important milestones in the child's development. Another fact that needs to be considered is that the investigator can also be easily led to reach false conclusions about the child as a result of ignorance and cultural belief. It is also not uncommon for Blacks not to have any authentic knowledge about family relationships due to the fact that socio-economic pressures make it impossible for most parents to spend adequate time with their children. This brings us to the unique nature of the way of life of Blacks which necessitates that Van Niekerk's historicity interview be adjusted to suit the circumstances of an average Black family.

3.1.1.4 Historicity interview with teachers

Although information derived from parents remains indispensable for the investigator who wishes to construct a personality image of the pupil, it nevertheless remains a fact that this information may for reasons already mentioned be subjective. Hence the need to confirm whatever has been revealed by parents with information derived from the teachers, the adolescent herself and from the exploratory media used.

On account of the fact that the child receives a large part of his formal education at school, the school which the child attends will have to be carefully investigated. The quality of teaching does influence the actualization of a child's psychic life and is bound to have a

profound influence on an adolescent's vocational orientation. In this instance it is necessary to guide the discussion towards matters such as school progress; teacher-pupil relationship and parental attitudes towards the school.

Teachers are entrusted with the responsibility of offering tuition to pupils. We should however also take into account the fact that a Black teacher who is faced with several problems as a result of the Black education system in South Africa might not be in a position to offer authentic information about the child. Any further exploration which follows the historicity discussion should be conducted in the light of that which has been revealed by the historicity interview.

3.1.2 Pedagogic observation

Van Niekerk (1982) defines pedagogic observation as a refined form of everyday educational assessment and evaluation. It is therefore a systematic purposeful exploration of the child's situation and not merely a passive and objective looking at or observing a pupil. In this study where pedodiagnosis will be used, the investigator has limited opportunities for observation. Pedagogic observation will therefore only be employed in this study where exploratory media will be inserted.

Each Black female adolescent will be involved in a deliberately constituted pedagogic situation with the investigator as an observer. The aim of pedagogic observation will be to get to know each pupil better and the pedagogic situation will be made complete by inserting

specific media to which the adolescent will relate. The media that will be employed in this study to determine the adolescent's present pedagogic situation, the level at which potentialities have been actualized as well as the adolescent's present orientation will also be employed as media to implement pedagogic observation. It is therefore reasonable to conclude that in this study pedagogic observation will be implemented to determine the attitude of the child toward the adult-educator (i.e. investigator) as well as the child-task relationship.

3.2 Media That Will Be Inserted To Determine The Level At Which The Black--Female Adolescent's Potentialities Have Been Actualized

3.2.1 The Senior South African Intelligence Scale (SSAIS)

3.2.1.1 General orientation

Various scholars have attempted to define the concept intelligence. Shetzer and Stone (1976; p.219) have defined the concept intelligence as "... the ability to undertake activities that are characterised by difficulty, complexity, abstractness, economy, adaptiveness to a goal, social value, emergence or originals and to maintain such activities under conditions that determine a concentration of energy and a resistance to emotional force". Terman (1916, p.42) has defined the concept intelligence as the ability to think in terms of abstract ideas, while Weschler (1944, p.3) has chosen to define intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

Sonnekus (1974) has defined the concept intelligence as a force at the disposal of a child to break through situations. He further emphasizes the fact that without language a child cannot actualize his intelligence. Sonnekus' assertion is significant and has far reaching implications particularly for this study where the intelligence test will be conducted through the medium of a second language. The medium that will be used in this study to assess the Black female adolescent's intelligence is Senior South African Intelligence Scale which is commonly known as the SSAIS. Because this work will be approached from a psychopedagogic perspective, the main focus will be on the individual adolescent as a unique becoming person in communication with her surrounding world. As such the information obtained from this test will have both diagnostic and prognostic value. The main aim is to discover existing strong and weak points regarding the adolescent's intellectual ability and also to determine how these affect her vocational orientation (Steenkamp, 1966).

3.2.1.2 Analysis of the SSAIS

This intelligence scale supplies a manual which should be strictly followed if the test results are to be valid and reliable. The SSAIS covers the age range five years to seventeen years eleven months.

The SSAIS battery consists of nine subtests of which five are verbal and four non verbal. The following section of this work will be devoted to a brief explanation of each of the SSAIS subtests. The SSAIS manual provides instructions as to how each subtest should be administered.

(i) Vocabulary

The vocabulary subtest is a picture type test. Five plates each containing four pictures are shown in turn to the testee. The testee is required to point to the picture on the plate to which a word spoken by the examiner refers. There are six words graded in the order of increasing difficulty applicable to each plate. In this subtest the testee's grasp of words is determined without reference to his reading or writing skills.

(ii) Comprehension test

The comprehension subtest consists of items involving social situations. The items contained in this subtest are designed to test social sensitivity and moral judgement.

(iii) Verbal reasoning

The verbal reasoning subtest corresponds to the similarities subtest. The testee is expected to give similarities between two items that will be given by the examiner.

(iv) Problems

The problems subtest deals with arithmetical problems. Blocks are used only if the testee is under the age of ten. In this subtest the testee's ability to give a correct answer within the short span of time entitles him to bonus points.

(v) The memory subtest

The memory subtest comprises meaningful material presented in a story form. The emphasis is on retention and concentration which are important ingredients in learning.

(vi) Pattern completion

The pattern completion subtest consist of drawings which are supposed to be patterns or designs. These drawings are not quite complete. The testee is expected to fill in the missing part after having looked at the drawing carefully. Time bonus points ranging between 0-2 are allowed depending on the time taken by the testee to finish the design.

(vii) The block design subtest

The block design subtest examines the testee's ability in respect of perceptual organisation and spatial orientation. The block design booklet provides pictures or designs which the testee must form using blocks. Time bonus points ranging between zero and three are awarded depending on the time taken by the testee to finish each block design.

(viii) Absurdities subtest

The absurdities subtest consist of fifteen items presented in progressive order of difficulty. Each item consist of a picture and the testee is required to indicate what is wrong or absurd about each of the fifteen pictures. All items are taken into account for time bonus

points (0-2) and the table for determining time bonus points is provided in the manual.

(ix) Form board

The form board subtest consist of six embedded geometrical figures. Each figure has to be constructed from three or four loose parts. The essential ingredients of this subtest is to ascertain the testee's sensorimotor abilities and visual perception.

Synthesis

The verbal reasoning, comprehension, block design and the form board subtests are concerned with general intellectual functioning involving analytical synthetic reasoning.

Subtests one to five measure verbal intelligence. Because language and thinking are intertwined the investigator needs to take into consideration the fact that the medium through which this test will be conducted is the Black adolescent's second language.

Subtests six to nine are known as non-verbal and the points obtained in these subtests display the non-verbal intelligence. The SSAIS provides the norm tables for different age groups in each subtest. The points that are scored by the pupil in each subtest are known as raw scores. In this study the raw scores will be converted to mental ages as derived from the norm tables. The mental ages for test one to five are added together and they constitute verbal

intelligence; while the mental ages for subtests six to nine constitute non-verbal intelligence. The average of all the mental ages added together give overall intelligence. From the three different norm tables the 10 figures can be obtained for verbal IQ; non-verbal IQ and overall IQ. IQ figures will be converted to Mental Ages, using a norm table supplied by the HSRC.

3.2.1.3 Qualitative analysis of the SSAIS results

Joubert (1964) asserts that in a quantitative measurement of intelligence (IQ) the important differences between people are obscured. In support of this assertion Kohnstamm, as cited by Joubert (1964) stipulates that in the IQ figure the unicity of a person is not revealed. This essentially means that fundamentally each person attains an IQ figure and even mental age score in his own unique way which necessitates that quantitative scores be qualitatively interpreted.

3.2.1.3.1 General intelligence level

Although it is necessary to obtain a mental age figure by using the SSAIS, the mental age figure should not be treated as an isolated entity. It is imperative that the mental age figure be interpreted in the light of information gathered by inserting other exploratory media. Hence information gathered prior to; during and after the application of the SSAIS remains important.

3.2.1.3.2 Differences between verbal and non verbal scores

It is not advisable to draw final conclusions from mental age figures

alone. Large differences may exist as a result of family background, language used at home and at school, moral education and an impoverished affectivity. Large differences between verbal and non-verbal scores may be related to neurological disorders and physiological defects. Steenkamp (1966) concludes by stating that large differences can be an indication of a deep seated personal or developmental problem.

3.2.1.3.3 Scale profile and subtest comparison

When the subtest scores are markedly lower than the median score it is usually indicative of tension or specific defects. If the subtest scores are higher than the median scores it may be an indication of a specific ability.

3.2.1.3.4 Analysis of subtest items

Within each subtest an analysis of those which the pupil failed should be made. If the pupil succeeds only in easier items it may be an indication of a weak intellectual potential. If he is successful in more difficult items while failing with easier ones the overall test scores will be low but it will be an indication of underactualization of the developmental potential.

3.2.1.3.5 Language Analysis

According to Steenkamp the SSAIS does not contain items appropriate enough to enable a satisfactory analysis of the pupil's language proficiency. He therefore suggests that after the vocabulary subtest

has been completed, the pupil be asked to give definitions of those words which he indicated correctly. He also recommends that throughout the testing session special attention be given to the child's language proficiency. Special attention should be given to the following:

(i) vocabulary

The way a child defines and explains a word will have an indication of the meaning of his language acquisition namely whether he operates on the concrete, schematic or abstract level. It is nevertheless important to point out that this is difficult to determine in the case of a child who is tested through the medium of second language.

(ii) language usage

The SSAIS also provides an opportunity of testing the child's usage of language. This is true of the memory subtest. Furthermore the investigator should determine at what level the pupil can read and write. This can easily be done by asking the pupil to write an essay and to read a paragraph silently and thereafter to relate the content to the tester in his own words. It is important to reiterate the fact that the Black female adolescent will be disadvantaged because this intelligence test will be conducted through the medium of a second language.

(iii) thought analysis

The aim is to determine the level at which the pupil thinks i.e whether

he thinks at a concrete perceptual, schematic or abstract level. Language and thinking are according to Vrey(1980) so closely related that a child's language ability will definitely influence his ability to think. If the child fails to find the correct word to express his thoughts on the abstract niveau, his thinking regresses to that level at which he will be able to express himself verbally. The level at which the child's thinking operates can readily be revealed through subtest 1 when the pupil is asked to give definitions of the word he has indicated correctly and also in subtests 3 (verbal reasoning); 4 (problems); 7 (blocks) and 9 (form board). However the child's level of thinking cannot be fairly assessed by a test that is conducted through the medium of a second language.

3.2.1.3.6 Arithmetic

Steenkamp is convinced that language forms the foundation for arithmetic. Arithmetic begins to be independent from language only when a child reaches a level where he can express quantitative problems directly in symbolic form. With young children and intellectually retarded children pupil's language and arithmetic are so intricately interwoven that one cannot be investigated without the other. The investigator should try to determine in subtest 4 whether mistakes made are as a result of:-

- (i) Weak language comprehension and language usage
- (ii) an inability in basic arithmetic skills namely addition, subtraction, division and multiplication
- (iii) fluctuation of attention

- (iv) weak logical thinking
- (v) inability to think in abstract terms

3.2.1.3.7 Memory analysis

Steenkamp rightly asserts that an ability to recall previous experiences is a prerequisite for intelligent activities. A good memory can conceal a weak intellectual potential. Concentrated attention is a necessary pre-requisite for memorising. When taking subtest 5 which is basically a memory test the tester should ascertain that the pupil gives full attention to the task. It is important to determine whether poor memory can be attributed to defective imprinting or faulty recall.

Synthesis

Steenkamp (1966) maintains that from a pedagogical point of view we are not very much interested in measuring intelligence but in the intellectual potential of a maturing child. Because a human child is an indivisible unity and a person in continuous communication with his world, it is therefore inevitable that we observe the child as a becoming person within a situation where he is faced with the task i.e. the intelligence test in this instance, during the presence of a tester. This implies that the intelligence scale should be used as a medium to enter into pedagogic communication with the child. We are much interested in strategies that are employed by the child in solving problems; how the child thinks, what is stored in his memory, his feelings etc. To confirm what has been revealed by the SSAIS the Zulliger-tafeln-z-test, the Wiggly and the Passalong medium

will be used. The Zulliger test will be discussed in the next section of this work.

3.2.2 The Zulliger Tafeln-z-medium

The Zulliger tafeln-z-test is a projection medium requiring interpretation of the inkblots on three plates. Plate 1, the first plate is black and white. It appeals for interpretation of the whole image where answers like crab and beetle are common. When the whole figure is not interpreted but only parts of it, it can be indicative of a problem in becoming.

The second plate is coloured with noticeable double red blot in the centre which should be indicated first because it is so obvious. It easily gives rise to a movement e.g. two women holding their heads together. It also facilitates a colour answer e.g. blood, leave buds. Two green blots on the sides stimulate plant answers. A very clear white space appears in the red blot. When this space or a part thereof is interpreted first it could be an indication of a colour shock (fb schock) normally this space is not indicated. If the green or brown parts are given before the red it could also be an indication of a possible colour shock and also when blood interpretations are given on this plate. A combination of all the colours on the plate as a whole seldomly succeeds and is then an indication of an above-normal-combination abstraction ability.

Plate III is black and red. It is easier than plate II but more difficult than plate I to give a whole interpretation or answers. It is easy

to give a movement answer and the red blot on the side sometimes initiates a so-called small movement answer. The inkblots are not structured. The pupil must structure the figure, that is, he must create something and these creations can be interpreted characterologically. Each answer is interpreted according to three categories namely localization, determinants and content. By localization is meant the part of the plate on which the child bases his answers. Determinants refer to the aspect of the blot which gives rise to the answer e.g. the form, the colour, perception of movement or light-dark shading. Content can refer to the identification of whole human figures, anatomic detail, blood answers, whole animal figures, parts of animal figures, plants and plant parts, objects, nature, geographical aspects, sex, architecture, ornaments etc. The manual of the Zulliger medium provides details as to how it should be scored.

The Zulliger tafeln medium give an indication of the level and nature of thinking act, the quality of intelligence, the affectivity which is of particular importance in making a vocational choice, the practical or theoretical nature of the intelligence and the young person's sociality. In addition to the SSAIS and Zulliger tafeln-z-test the Passalong Medium will also be employed to determine the adolescent's actualized abilities.

3.2.3 The Passalong medium

This medium is also used to determine the testee's actualized potentialities. It also serves as an observation medium. The Passalong medium consists of four trays with each tray having two painted edges

i.e. one red and one blue; and thirteen red or blue blocks which can be described as follows:

eight 25 mm square blocks

three 50 x 25 mm blocks

two 50 mm square blocks

The medium is divided into 9 subsections with eight diagrams showing the end positions of each of the subsections. The end positions of subsections three and two are the same. To arrange the material the blocks are placed in the tray in their end positions; according to the diagram. The red blocks are then taken out and the blue blocks are pushed as they are to the red end of the tray and the red blocks replaced. The only exception is subsection 3. The end position is the same as for subsection 2 but the starting position for subsection 3 is attained by placing the two red blocks at the blue side and with a blue block in between them, while the remaining two blue blocks are placed at the red side.

When diagram 1 and the tray have been arranged the pupil is shown that on the diagram the red block is on the red side and the blue block on the blue side. The investigator then says "I want you to make this the same as it is on the picture". The pupil must be shown that the blocks can be moved around by moving one of the blocks. The pupil should be warned that the blocks may not be lifted out of the tray. The investigator then says: "Begin now and make this exactly the same as it is on the picture in front of you as quickly as possible". This is the only time that there is a suggestion that speed counts.

A stop watch is used to record the time the pupil takes to rearrange the blocks. If the pupil is unable to finish the exercise in two minutes he is asked to stop. The investigator then demonstrates to him how subsection one is done and the pupil is given another chance. The essential aim of the first subsection is to ensure that the pupil gets to know the nature of the exercise. Failure in this subsection is not noted. When the pupil is successful he is given subsection two. In each case the tray in the starting position and the diagram showing the final position are placed in front of the pupil with the following instruction. "Now move the red blocks to the red side so that it looks the same as on the picture". In subsection 8 and 9 the pupil's attention must be drawn to the small blue blocks and it must be repeated that in the end they must be placed as shown in the picture. After successful completion of each subsection the investigator can say "Well done. Let us see if you can also try the following one". The maximum time for each subsection is as follows:

subsection 1 and 2	: 2 minutes
subsection 3, 4 & 5	: 2 minutes
subsection 6 & 7	: 3 minutes
subsection 8	: 4 minutes
subsection 9	: 5 minutes

If the time for each subsection elapses without the pupil having finished he must stop. The investigator then says "I will show you how to do this one, so that you can try the next one. The investigator then demonstrates at a reasonable pace to the pupil without making any comments. The blocks are moved so that the pupil can clearly see

what must be done. The observer says "Now you know how to do this one, try the next one". The tray and the next diagram are then placed in front of the pupil and then the pupil is ordered to begin. If he is successful the exercise is continued. The entire exercise is discontinued if the pupil fails in two consecutive subsections. Failure is thereupon noted for all the remaining subsections. The number of seconds taken to finish each subsection is converted to mental age by consulting the norm tables which appear in the addendum. The mental age is then divided by chronological age in months to give a co-efficient for practical ability (CPA). This CPA has the same value as the IQ with the average being 100. The Passalong is important for practical vocational fields as it provides an indication of the practical ability and whether technical studies could be successfully attempted.

3.2.3.1 Observation

The Passalong manual provides guidelines and instructions which are to be followed when this medium is employed. The investigator should determine whether an I-assignment evaluation situation is created in which the pupil knows the nature of the task and experiences the failures and problems to which the pupil reacts. In the observation of the actions the following structure of methods of solution can be distinguished.

- (a) The passive perceptless method which develops into a blind

moving around of blocks which normally stagnates with the third subsection.

- (b) The active trial and error method which succeeds by chance even up to the sixth subsection.
- (c) The successful method which succeeds as a result of clear insight into the structure of the blocks in each subsection. Here it is of primary importance to ascertain whether the pupil understands that:-
 - (i) the moving rotation from left to right or clockwise must be followed
 - (ii) two small blocks are equal to one rectangular block
 - (iii) two rectangular blocks are equal to one big square block
 - (iv) the two rectangular blocks in the eighth and the ninth subsection should first be moved next to each other before starting the normal rotation i.e. one should move from one method of solution to another. It is also important to establish whether an ascending line in the course of thinking can be discerned.

3.2.4 The Wiggly Blocks

Nel B.F. (1974) explains the Wiggly blocks as follows:-

"The Wiggly medium consist of nine sawed wooden blocks divided by four curved sawn cuts. These blocks serve as corner blocks, side

blocks and a middle block. When the blocks are properly joined together they form a solid rectangular block (American type) or a cube (Dutch type). The speed at which the pupil can assemble the blocks serves as basis for calculation of ability to conceive three dimensional structures; an ability indicating mechanical aptitude and spatial conception for vocations like machinist instrument maker, architect, engineer etc." (p.128)

Analysis of the structure of the block by the investigator and the pupil as well as a discussion of how the block was manufactured and sawn through and the number of flat sides and curved sides serve a dual purpose. Firstly such a discussion acquaints the pupil with the structure of the block and secondly it enables the investigator to gain an impression about the way in which the pupil is able to gain this insight. In order to assemble the block satisfactorily the pupil must be able to analyse the structure to the extent that he understands that only the side blocks can be fitted to a middle block, that the flat sides of each block must be outside, that the blocks should be turned if necessary so that they fit accordingly; and that he must take note of the curved sides.

The assembled block is put down in front of the testee and the explanation derived from the Wiggly manual is given. After this explanation the block is dismantled and the pupil then receives the order to start and the stopwatch is switched on. At this stage no help whatsoever

should be given. If necessary the testee should be encouraged. Time taken for each of the three attempts is noted down. The average time for all three attempts is then calculated and multiplied by age factor to determine a final achievement mark. The Level Of Achievement (LOA) is determined according to norms. (See addendum B)

Gouws as cited by Nel B.F. (1974) maintains that observation should be made pertaining the attitude towards the task and nature and quality of performances. As regards the attitude the following observation can be made (cf Nel B.F.1974, p.130).

- (i) The playful attitude by which the relationship between the testee and material is only determined in a limited sense by the material
- (ii) the optimistic attitude by which the testee does not regard the instruction as entirely serious
- (iii) the tense attitude in which instruction dominates
- (iv) the balance attitude in which a precise balance exists between the task and possibility of the material.

The Wiggly manual also requires the investigator to make observation in respect of the nature and quality of work niveau (working level) in which case the following possibilities must be noted:-

- (i) the choatic niveau by which the pupil cannot come to an insight into the whole structure of the block
- (ii) the stereotyped niveau by which the testee remains at the trial an error niveau

- (iii) the concrete practical niveau by which the building plan grows up with the building up of the block
- (iv) the coordinated abstract niveau by which the performance of building is preceded by a plan.

Nel B.F. (1974) stresses the fact that although the observation of the above possibilities is actually at a physical-psychic level, the spiritual and accompanying pedagogical implications are involved therein. In order to extract the pedagogical aspect of the performance situation, it is necessary to point to another form of observation which can also serve as pedagogical criteria for the assessment of the child namely:-

- (i) The feeling of acceptance in the child
- (ii) The feeling of security in the child
- (iii) How strong is the feeling "to want to be someone" in the child?
- (iv) Is the child intentionally directed upon the performances or not? This is a reflection of his directedness upon adulthood and thus upon his future
- (v) Does the pupil approach the problem in an accountable manner?
- (vi) Does the testee accept the sympathetic authoritative guidance of the adult?
- (vii) Is the affective disposition of the child and his entire intentional directedness such that he expects assistance and support from the adult?

From the observation made during the application of the Wiggly performance medium one can draw brief conclusions; namely:

Whether the pupil is intentionally directed upon any problem he encounters;
 whether or not his directedness is strongly affectively coloured;
 whether his intentionality is directed upon the concrete practical;
 whether his actions are skilful;
 whether his method is systematised;
 whether he quickly arrives at insight;
 whether his thinking also moves on the abstract niveau;
 whether he is a responsible person directed towards attainment of adulthood.

A high Level Of Achievement which correlates with high IQ and relates to interest can indicate that the pupil can consider vocations which require mechanical and spatial perceptual ability at a fairly high level.

The aim of observation is also to establish how the pupil forms system of solutions for every attempt, which factors are responsible for that, with which problems he is confronted and how these problems influence the integration process and the general work attitude and the work niveau.

The Wiggly manual provides instructions to be followed when administering this medium as well as an explanation of how observation is to be implemented. The norms of the Wiggly appear as addendum B.

Conclusion

After having administered the SSAIS, the Zulliger tafeln-z-test, the Passalong and also the Wiggly medium, the investigator will gain a better understanding of the adolescent's actualised abilities.

3.3 Media That Will Be Employed To Determine The Adolescent's Present Orientation

Introduction

In order to determine the Black female adolescent's present orientation the following media will be used; interest inventories, expression and projection media, bodiliness and vocational choice questionnaire, mental ability and vocational choice questionnaire, spirituality and vocational choice questionnaire and the vocational guidance questionnaire. The following section of my work will be devoted to an indepth discussion of each of the abovementioned media.

3.3.1 The 19 Field Interest Inventory (19FII)

3.3.1.1 General orientation

According to Lovell and Lowson (1971) and inventory is constructed in the form of a questionnaire. Turney and Robb (1971) explain that the concept inventory is used when the research instrument does not have "correct" or "incorrect" answers for the questions asked but serves to determine the extent to which the subject possesses certain qualities or interests. It consists of a series of questions or statements

to which the individual must respond by answering "yes" or "no"; "agree" or "disagree" thereby indicating a person's opinions or feelings. In this study the inventory will be used to determine vocational interest.

It is interesting to notice that the concept interest has been defined by Lovell and Lawson (1971) as an individual's tendency to be attracted towards a particular object or activity. Behr (1971) argues that inventoried interests are not simply statements but they are statistically treated statements from which scores are derived. Holland (1973) contends that the choice of a vocation is an expression of personality in the sense that interest inventory scores are measures of self concept. He further advances the argument that vocational interest measurement is a special case of a personality theory while vocational interest flows from his life history and his personality.

If the vocational interest is construed as an expression of personality then they represent the expression of personality in work, school subjects, hobbies, recreational activities and preferences. Hence the choice of an occupation is an expressive act which reflects the person's motivation, knowledge, personality and ability. It can therefore be concluded that the development of the validation of the Vocational Preference Inventories makes it clear that vocational preferences are indeed signs of personality traits. In this study the 19 Field Interest Inventory (19 FII) of the Human Sciences Research Council will be used.

3.3.1.2 The purpose of the 19FII

The 19FII was compiled to measure vocational interest of high school pupils in standard 8 to 10 and adults in broad fields of interest. The inventory also measures the extent to which a person is actively or passively interested in the 19 fields as well as the extent to which his interest is work or hobby orientated. In this context we can accept Fouche' and Alberts (1979) definition of interest. They see interest as relatively constant positive or negative directedness towards a specific activity which is based on the entire personality. The question in the inventory refer to the pursuit of activities which underly a number of the most important broad occupational fields. The person's directedness in respect of a certain group of activities should be an indication of his interest in vocational fields of which these activities form the basis.

3.3.1.3 The fields of interest

According to the manual of the 19FII the fields are given in such a way that they form coherent groups in order to facilitate the interpretation of the interest profile. The numbers of fields as they occur in the inventory appear in brackets. Here follows a brief explanation of each one of the nineteen fields.

Fine Arts (FA) (1)

Fine arts embrace interest in activities which have a bearing on painting, sculpture, sketching and also on design of advertisements and sign

boards (commercial art).

Performing Arts (PA) (5)

Performing arts embraces interest in activities which have a bearing in music, singing, ballet, opera and operatte.

Language (L) (16)

Language includes interest in the appreciation of literature and practical use and analysis of language.

Historical (H) (7)

Historical gives an indication of a person's interest in the classic and events which took place in the past.

Service(Se) (17)

Service refers to the rendering of service to persons in society who are not needy such as for example by waiters, shop assistants and hairdressers.

Social Work (SW) (3)

Interest in rendering of service to the needy in society is covered by social work.

Sociality (So)(10)

Sociality is directed towards interest in social intercourse. It includes the organisation as well as participation in social functions.

Public Speaking (PS)(8)

Public speaking refers mainly to the delivering of speeches and appearance in public.

Law (Lw)(14)

Law refers to the study as well as the application of law and legal principles.

Creative Thought (CT)(11)

Creative thought gives an indication of a person's interest in the use of logical thinking for the solution of problems and in execution of creative work.

Science (Sc)(6)

Science covers interest in the physical and biological sciences.

Practical Male (PM) (18)

Practical male covers the mechanical and the technical field and includes

interest in the handling of tools for practical execution of manual tasks.

Practical Female (PF) (13)

Practical female refers to interest in house keeping the making of clothes and other domestic activities which are pursued in the home especially by women.

Numerical (Nu)(a)

Numerical measures the person's interest in the use of numbers and mathematical systems for the execution of calculations.

Business (B) (19)

Business includes interest in all forms of trading with a view to the making of profit.

Clerical (Cl) (2)

Clerical includes interest in routine work usually performed by clerks.

Travel (Tr)(12)

Travel measures the extent to which persons like to travel often.

Nature (Na) (4)

Nature mainly refers to interest in activities which are pursued out of doors and covers stock farming cultivation of crops and forestry.

Sport (Sp) (15)

Sport gives an indication of the extent to which a person displays interest in outdoor types of sport.

Work/Hobby(W/H)

From this aspect of interest an indication can be obtained whether a person is work or hobby oriented.

Active/Passive

From this aspect it can be determined whether a person is actively interested in the pursuit of activities or whether he merely wishes to participate passively in these activities as a spectator.

3.3.1.4 Scoring of the 19FII

It is essential that this standardized interest inventory be scored with greatest accuracy. Before the test is scored the answer sheet should be checked for items in which one or more answers position or no answer position have been marked. If possible the testee should be questioned about these items.

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- (iii) The β values are computed on the average of 10 in each group.

Abstract 6
Introduction 6
Literature Review 6
Methodology 6
Results 6
Discussion 6
Conclusion 6

The values of the answer positions marked by the tester are added

together and the total income emitted on the green line in the average

- (iv) There is a space for the scores of each field in raw scores and stanine scores on the reverse side of the second answer sheet. The numbers of the fields as they appear in this table are the same as the order of items. Item 1 and therefore the total score which was written opposite item 1 belongs to field 1, fine arts. The total score opposite item 2 belongs to field 2 clerical etc. After the testee's norm scores have been determined, his interest profile can be drawn directly next to the score.

3.3.1.5 Interpretation of the results of the 19FII

The 19FII manual provides guidelines as to how interpretations of the test results should be carried out. When interpretations are done for individuals a single score should never be accepted as an absolute measurement. The scores should always be related to other data of the individual e.g. school achievement; IQ; personality etc. In the interpretation of test results it is essential to take the standard errors of measurement into account as well since they give an indication of the fluctuation of test scores which may occur quite by chance.

In addition to the sporadic variation which may occur in a person's interest, his interest pattern is also dependant on his personality development. Although there is a high degree of constancy in interest, it is nevertheless subject to change and this should always be borne in mind.

Together with the personality development of the individual his age should be taken into account when his interest profile is interpreted. The interest of a younger child is not differentiated to the same extent as that of an older child. It should also be borne in mind that there is a considerable degree of interdependence among the fields when the scores of the 19FII are interpreted. It is also important to take note of the fact that some fields also form coherent groups.

3.3.2 Exploratory media for expression and projection purposes

Brown (1976) explains the concept projective techniques as a concept used in a general sense to denote the process by which the characteristics of the individual i.e. his personality structure influences ways in which one perceives, organises and interprets its environment and experiences. It is interesting to realize that Nel B.F. (1974) quotes Carp, the Netherlands psychiatrist who defines projection as the shifting or transference of the causes of experiences from the internal psychical world to the external world which takes place in perception. Hence in the case of projection one structuralises and organises his perceptual world also on the basis of affective principles. Another meaning of projection also occurs when one transfers or projects his own mental qualities, drives, behaviour patterns on to other individuals or objects in his environment. Hence projection can be regarded as a duplication of the self inclusive of its affects.

Van Niekerk (1982) confirms this view when he explains that projection occurs when someone attributes his own feelings or thoughts to someone else, particularly the thoughts and feelings that one cannot accept

in himself. In order to penetrate more deeply into the contents of the child's experimental world, the investigator will need to translate expressions and projections which will be constituted during the vocational orientation investigations. Phenomenologically every projection is an expression of the human being but not all expressions are projections. The projection media that will be used in this study will be the Rotter Incomplete Sentence Medium as well as the Zulliger tafeln-z-test which also serves as a medium to determine the adolescent's actualized potentialities. Because the zulliger tafeln-z-test has already been discussed, the Rotter sentence completion list will be explained in the next section of this work.

3.3.2.1 The Rotter sentence completion list

Brown (1976) maintains that this sentence completion medium typically consists of sentence stems with the testee task being to complete the sentences in his own words. The incomplete parts are compiled in such a way that in the completion thereof the respondents can reflect himself i.e. project himself in the completion of each sentence. The sentence completion tests are easily administered and scored but unlike most projective techniques they do not disguise their purpose from the testee.

3.3.3 Self evaluation questionnaire

In this work the self evaluation questionnaires as originally constructed by the HSRC will be used. These self evaluation questionnaires consist of a list of descriptive words or phrases to which the pupil should

respond. The questions will serve to illustrate how the Black female adolescent is presently orientated and how she feels about herself.

3.3.3.1 Bodiliness and vocational choice questionnaire

This questionnaire attempts to disclose how the respondent perceives her body. The respondent is expected to indicate the physical defects or illnesses that bother her and to explain the implications these physical defects have for her future vocational choice.

3.3.3.2 Mental ability and vocational choice questionnaire

This questionnaire is designed to give the investigator a clear picture of the respondents subject achievement. The second section of this questionnaire takes the form of a numerical rating scale in which numbers are used to denote gradations and the meaning of each of the numbers is clearly defined. The respondent writes in the blank space provided the number that represents the degree that best describes himself. The last portion of this questionnaire gives a list of vocations that tally with the different mental capacities. The respondent is also required to give the effect his subject achievement and mental capacities will have on her future vocational choice.

3.3.3.3 Sociality and vocational choice questionnaire

This questionnaire assumes the form of a rating scale and the respondent is expected to rate herself in respect of the listed items. The information derived from this questionnaire will clearly illustrate

the respondent's sociability. The testee is therefore expected to give the implication her sociability will have on her future vocational choice. Furthermore the respondent is required to use the given numbers to indicate how she rates herself with regard to the aspects of careers given, having her responses ranging between most important and least important.

3.3.3.4 Spirituality and vocational choice questionnaire

This questionnaire takes the form of an incomplete sentence medium. The respondent should complete the given sentences by writing down the very first thought that enters her mind. This medium consist of fourty-five incomplete sentences. As the respondent attempts to complete each sentence, she indicates how she feels about that particular aspect of reality pointed out by the introductory words of each sentence. As the investigator analyses each completed sentence, he will be able to determine the respondent's lived experiences as well as her intentional directedness. The completed sentences can also give an indication of the adolescent's normative upbringing. Because the Black female adolescent will be verbalising her experiences through the medium of a foreign language, this medium will not be so valuable in determining whether the adolescent's language is functioning at a gnostic or pathic niveau.

3.3.3.5 The vocational guidance questionnaire

This questionnaire is designed to elicit information about the pupil's achievement in various school subjects. It also assists the investigator

to determine whether the respondent's interest corresponds with her achievement in school subjects. The respondent is expected to give her three favourite subjects in order of preference and also subjects which she dislikes. Information about occupations followed by the respondent's parents, brothers and sisters is elicited by this questionnaire. The questionnaire also elicits information about whether there is any traditional family occupation which is likely to influence the pupil's choice of a vocation.

The pupil therefore is required to indicate her preferences by using a rating scale to respond to each statement referring to each particular vocational field. This questionnaire also attempts to determine the respondent's knowledge about the proposed careers. Furthermore the respondent is expected to give two other careers she can consider should the first choice not be practically implemented. Information about positions that the respondent has ever held as well as her hobbies is also elicited by this questionnaire.

It remains imperative that information derived from self evaluation questionnaires be interpreted in the light of information derived from other media. This is necessary if we consider the fact that information that will be supplied by the pupil himself will sometimes be subjective. Hence the need to ascertain its validity by comparing it with the results of other media.

3.4 Pedagogic Discourse

The investigator will conduct a guidance discussion with the adolescent in order to determine what the Black female adolescent knows about the vocational world. According to Haasbroek (ed 1981) this discussion should be conducted within pedagogical limits and it therefore qualifies as an exploratory discussion.

This exploratory discussion will be conducted as a result of the realization of the fact that in many cases all the information which is available to the investigator is still not sufficient to form an accountable person image of the pupil (Joubert; 1964). Under such circumstances it becomes necessary that this exploratory discussion be conducted with the pupil during which the existing data is confirmed and further information gleamed. Haasbroek (1981, ed) states that the first encounter with a pupil is normally one of consultation, since there are shortcomings caused by unfamiliarity in the initial relationship. During this discussion the investigator should remain alert and needs to interpret anything that may clarify the ^{image} image of the pupil.

3.5 Comprehensive Person Image Which Will Include Intuitive Quantitative, Qualitative and Normative Profile

3.5.1 General orientation

The formation of the adolescent's profile follows a thorough study

of the pupil's entire life world as revealed by media that were employed to determine the adolescent's present pedagogic situation, actualized abilities, present orientation and vocational exploration discussion. Haasbroek (1981; ed) asserts that the formation of person image takes shape during the very first encounter and is gradually supplemented, verified and rectified as progress is made with exploration programmes but it never reaches a point of perfection simply because a human being never lets himself to be known fully. In order to be able to construct a profile systematically and purposefully, the investigator needs to construct an intuitive profile; quantitative profile as well as a qualitative profile.

3.5.2 Intuitive profile

Even during the first encounter the investigator will be able to form an intuitive profile of the Black female adolescent. This intuitive profile is usually described as "first impression". The meeting is according to Haasbroek (1981, ed) introduced by the first glance with which the pupil and the investigator look at each other which also marks the possibility of first exploration. The first impression is usually highly subjective and it is therefore important that the investigator should not be influenced by it in his investigation. Because these first impressions are introspective-accessible and subjective the investigator needs to support or reject these findings by conducting a historicity interview. Since the intuitive profile is not scientifically founded its validity will first have to be ascertained by pedagogically accountable exploration.

3.5.3 Quantitative profile

The practice of exploration and testing is largely based on the interpretation of standardized media of which the findings are expressed in symbols or figure value. The media that will be employed to determine the adolescent's actualized abilities will result in a series of figures or symbols that have to be interpreted so that they can contribute to the formation of the total profile. Because we cannot rely solely on quantitative scores it remains essential that quantitative scores be qualitatively elucidated.

3.5.4 Qualitative profile

A qualitative profile according to Haasbroek (1981) embraces an evaluation employing pedagogic and vocational guidance criteria which include the following:-

- (i) an evaluation of the pupils educational situation especially as is manifested in his educational relationships, the course of educational activities and the extent to which the educational objective has been attained
- (ii) an evaluation of the pupil's state of development as shown by the level of his affective cognitive and normative life
- (iii) an evaluation of the didactic situation confronting the pupil for a very large part of his school life as indicated by his scholastic achievement, his willingness to learn, his attitude towards the teachers and his approach to his school subjects.

- (iv) an evaluation of the pupil's world of experiencing which means that the investigator should be able to give an account as to how a particular pupil experiences education, his body, the school, his friends, his parents, community etc.
- (v) an evaluation of the positive human potentialities of the pupil according to the degree to which these potentialities are being realized. This entails an evaluation of the intellectual potential both qualitatively and quantitatively as well as the extent to which it is realised in the learning task because this has a direct bearing on vocational orientation.

3.5.5 Normative profile

Haasbroek (ed 1981) maintains that the concept normative refers to ethics, religion and morals. In this respect the investigator will have to discover the extent to which the pupil is capable of acknowledging authority and following it, the degree of responsibility he can accept and the degree to which he accepts responsibility towards norms. This is essential particularly if we consider the fact that the society provides a network of principles, norms standards values etc. which should provide beacons on the basis of which orientation should take place. This holds true even for the question of vocational orientation.

3.6 Synthesis

Once the investigator has succeeded in constructing a pedagogic justifiable profile using the exploratory media that have already been discussed,

the investigator will determine whether the Black female adolescent in a transitional society is adequately orientated with respect to the vocational world. Should it be revealed that the black female adolescent is not adequately oriented, the investigator will work out an auxilliary plan for guiding the adolescent by means of additional information, counselling and vocational reorientation discussion towards a responsible, reliable, accountable and optimal choice of vocation. It is however necessary to point out that therapeutic and vocational reorientation discussion is beyond the scope of this work and this study only goes as far as determining how the Black female adolescent is orientated towards the vocational world.

CHAPTER 4

THE REPORTS OF THE VOCATIONAL ORIENTATION INVESTIGATIONS

4.0 General Orientation

This chapter aims at discussing some of the reports of the vocational orientation investigations conducted. The exploratory media discussed in chapter three were used on individual basis to determine the vocational orientation of Black female adolescents.

In this study the investigator involved standard ten female adolescents randomly selected from eight schools in KwaZulu. A total of twenty case studies were carried out. Three of the schools visited were predominantly rural, while other three schools were semi urban. The remaining two schools were boarding schools with both urban and rural population.

It is not possible to give all the reports of the vocational orientation investigations conducted in this document. Hence only one case study will be given in detailed form. Three other case studies will be given in a summarized form. The remaining sixteen case study will be included in two tables that summarize all the case studies conducted at the end of this chapter.

4.1. A Detailed Report Of The Vocational Orientation Investigation

4.1.1 Identification Data

NAME : N
 DATE OF BIRTH : 07-01-68
 AGE : 17 years 8 months
 STANDARD : 10

4.1.2 Media Inserted To Determine N's Present Pedagogic Situation

4.1.2.1 A heterohistoricity interview with parents

According to her mother N was born on the seventh of January in 1968 at her home at KwaDlangezwa. She started going to school when she was five years and she repeated form three i.e. standard eight. According to her mother she was ready for school when she started attending although she was much younger. Nevertheless we need to consider the fact that the mother may not be knowing much about school readiness.

The father is a businessman and her mother is a housewife. She belongs to an extended family of nine children and they also stay with their grandparents. Her eldest sister is training as a teacher while her eldest brother is a university student. The second eldest brother is a clerk. The rest of the brothers and sisters are at secondary schools with the exception of the last born who is still at a primary

school level.

During pregnancy the parents were quite happy and the pregnancy as well as delivery were quite normal. The child was breast fed for a period of one year six months. Her mother could not remember the ages at which she began to sit, crawl and walk. She is right handed and is physically strong. There are no hereditary illnesses or ailments in the family history and she has never been involved in an accident. Her physical posture, movement and proportion are quite normal.

She started to talk when she was twenty months old and her speech is quite normal. According to her mother when she started to go to school she did not experience any learning problems and she very much likes reading. The pedagogic relationships prevailing within this family are positive although her mother is somewhat authoritative and very firm. The girl therefore submits herself completely to the authority of her parents. Her relationship with her brothers and sisters are said to be positive. She is also said to have positive relationships with her teachers.

She stays in a modern house with most of the necessary gadgets available. It is important to point out that her father shifts the responsibility of educating his children to their mother. He does not take active interest in his children's school work.

4.1.2.2 Historicity interview with her teachers

Her teachers believe that she has an above average mental potential

which has not been adequately actualized on account of the fact that she is lazy. They believe that she failed form three because of her laziness. Her teachers believe that she displays more interest in extramural activities particularly netball and stage play than in her school work.

Hence there is a general feeling amongst her teachers that she does not take her school work seriously. Some teachers admit that she is occasionally caught reading novels instead of doing her school work. Otherwise she is regarded as a submissive child but she does not easily accept criticism.

She is said to relate well with other children and she has an outgoing personality.

4.1.2.3 Historicity interview with her

She has divulged the fact that although her parents are not knowledgeable about matters concerning the school, they take active interest in their children's progress at school. She thinks her mother is extremely firm and she resents the fact that her mother does not allow her even slightest freedom. She reveal the fact that she does not like adults because they are over critical of youngsters. She is also worried about the fact that her parents are uneducated, because she feels that educated parents are much more understanding and sympathetic. She feels that her experiences about life in general are very much limited because she grew up in a rural environment. She expressed disappointment about the fact that her mother is

overprotective. She revealed that her father is sympathetic and understanding.

She admits that she has failed form three because of the fact that she was rebellious. She decided to express her rebelliousness by neglecting school work. She likes reading novels because she feels reading novels enriches her experiences which she feels are very shallow because of her rural background. She easily conveys her feelings to other people which may be an indication of the fact that she is a trusting person.

On basis of the historicity interview conducted with her parents, her teachers as well as with the girl herself she appears to be a secure, outgoing, active person who likes reading and is favourably disposed towards other people.

4.1.3 Media Inserted To Determine Her Actualised Abilities

4.1.3.1 The Senior South African Intelligence Scale (SSAIS)

It is important to reiterate the fact that the results of the SSAIS are not reliable therefore no definite conclusions can be drawn from the results of the SSAIS alone. Although the SSAIS is unreliable as a yard stick for measuring the intelligence of a Black child, it nevertheless helps in giving an indication as to the level to which certain potentialities have been actualized. Her results of the SSAIS were as follows:

VERBAL TESTS	RAW SCORE	MENTAL AGE
(a) Vocabulary	15	11-10
(b) Comprehension	12	12- 2
(c) Verbal reasoning	20	16- 6
(d) Problems	10	15- 2
(e) Memory	35	17-10
Total verbal tests	92	14- 5
Verbal M.A.	14-5	
NON VERBAL TESTS		
(a) Pattern completion	14	17-10
(b) Blocks	12	12- 6
(c) Absurdities	8	11-12
(d) Form Board	16	5- 6
Total non verbal tests	50	12- 0
Non verbal M.A.	12-0	
Total M.A.	142	13- 3

Her latest school report revealed that her achievements in various school subjects were as follows:

Zulu 1st language	H.G.	64%
English 2nd language	H.G.	83%
Afrikaans 2nd language	H.G.	73%
Accountancy	H.G.	57%
Economics	S.G.	53%
Business Economics	S.G.	50%

4.1.3.1.1 A qualitative analysis of the results of the SSAIS

4.1.3.1.2 Verbal tests

(a) Vocabulary

She succeeded with the easy items while failing with the more difficult ones which can be an indication of shallow general knowledge resulting from her rural background. In this test her learning niveau enabled her to function at a concrete level. This may also be linked to the differences between the language used at home and that used at school.

(b) Comprehension

In the comprehension subtest she reveals shallow common sense and lack of adequate social ripeness or experience. Because of her shallow vocabulary she displays poor verbal comprehension and a poor ability to organise knowledge. Her score is reduced by the fact that she frequently ignores to give generalizations. The language used in administering the test also constitutes a problem.

(c) Verbal reasoning

Her performance in this subtest is above average which can be an indication of orderly thinking. From the responses she has given it becomes apparent that her thinking is abstract and logical inspite of the language problem which is a limiting factor. She displays

an ability to understand relationships, to form associations, to classify and to comprehend. The fact that she is free to express herself may be an indication of the fact that she is trusting.

(d) Problems

In this subtest her performance was quite good which indicates that there is no great discrepancy between her chronological age and her mental age. This may be an indication of the fact that she has above average abilities in this direction particularly if we consider her circumstances. This may be as a result of concentrated attention, affective cognitive unity and understanding relationships. Her achievement may also be an indication of task orientatedness, calmness and relaxedness, authority acceptance, understanding relationships as well as the ability to reason arithmetically. The results of this subtest also indicate an above average ability in symbolic numeric and counting skills.

(e) Memory

She reveals herself as somebody who is having remarkable memory which is important if we consider the fact that the ability to recall previous experience is a prerequisite for intelligent activities. She has an excellent verbal memory. Her ability to reproduce past experiences may be as a result of her calmness as well as her tendency to pay concentrated attention. It is likely that she heavily relies on memory in learning as a result of the medium of a second language through which she learns and the inadequacy of her vocabulary in English.

4.1.3.1.3 Non verbal tests

(f) Pattern completion

In this subtest her performance is surely above average which may be an indication of spatial orientation. It becomes apparent that she is more directed to perceiving wholes and she displays flexibility in thinking and the ability to visualize accurately. She has an above average ability to understand form, size and the relationships of objects in space which may be the result of perseverance of attention. She was adopting a completely relaxed attitude and she succeeded without strain.

(g) Blocks

In this subtest her performance was below average and she did not derive much benefit from the time bonus points. Her power plus time scores were even lower than the power scores which may be an indication of an inability to use time economically. Her poor performance in this subtest may be an indication of poor visual motoric coordination. Even in those items which were successfully attempted she took much time as a result of the trial and error method she used.

(h) Absurdities

Her performance in the absurdities subtest was again below average and her power plus time scores were even lower than the power scores which may be an indication of uneconomical usage of time. Her performance

indicates shallow general knowledge, inadequate social intelligence, poor conceptual abilities, as well as a poor ability to differentiate which may be linked to unfamiliarity with some of the items contained in this subtest as well as her shallow vocabulary.

(i) Form Board

In this subtest her performance was below average which may be an indication of poor perceptual motoric coordination; inability to visualize; lack of practical interest and poor imagination. It is only in this subtest that signs of tension became apparent whenever she could not finish the item successfully. She easily gave up even before the time limit elapsed.

4.1.3.1.4 General observation

It became evident that she is intentionally directed to the task in which she is involved. Although she is intentionally directed to the task the tempo at which she worked is slow which maybe as a result of her calm and relaxed attitude.

She displays friendliness, remaining self assured even if she did not succeed except in the form board subtest. She gladly takes instructions although she sometimes gives up easily.

4.1.3.1.5 The differences between verbal and non verbal scores

Although language is a curtailing factor she has done better in the

verbal than in the non verbal tests. These differences can probably be related to her family background which has deprived her of some experiences necessary for good performance in some non verbal tests. Because the results of the SSAIS have proved not to be a reliable yardstick for assessing the intelligence of N, it is imperative that they be interpreted in the light of all information derived from other media.

4.1.3.2 The Zulliger Tafeln-z-test

Her responses were as follows.

Plate 1 spider

This response is a total (G) answer which may show possible ability for understanding and insight. This answer is a form (F) answer being entirely determined by form. This form answer may be an indication of an ability to perceive accurately, attention concentration memory and exactness of insight application.

This is also a vulgar (V) answer which is frequently given which may be an indication of the ability to integrate in collective thinking.

Plate II is interpreted as blood and scattered objects

In plate two no whole indication is given. In the answers given the form is totally absent and only the diffuse effect determines the answer (Hd) blood spots are identified (Fb answer) which can

be an indication of possible anxiety and possible phobic neurosis. The fact that that unrelated objects (obj) were identified can also be a possible indication of analytic interest. All these answers are quite original (0).

Plate III

In this plate earthworms and blood were indicated.

Brown - earthworms (T) (FFb) (B) this is a form answer in which colour is taken into consideration and can be an indication of good affective integration ability. This answer is also an animal (T) answer which is original (0). The red spots were again identified as blood (Fb) which can be an indication of phobic neurosis and possible anxiety.

The green dots were not indicated. Her interpretation of brown blotches as earthworms can also be regarded as an experience type of answer (B) which can be an indication of her basic adjustment towards life. The total number of answers given is five. This can be directly linked to her limited vocabulary in the second language through which the test was conducted.

(a) Form answers

Total number for form answers is three:

$$F+\% = \frac{F+ \text{ answers}}{\text{Total Form answer}} \times 100$$

$$= \frac{1}{3} \times \frac{100}{1}$$

$$= 33 \frac{1}{3}\% \text{ which can be an indication of possible mental deficiency.}$$

This also points to lack of giftedness with regard to attentiveness

lack of acuteness of memory and inexact conceptualisation. It is interesting to notice that this is contrary to her latest school report as well as her performance in the verbal tests of the SSAIS.

(b) The T% (animal)

$$\frac{T + Td}{\text{Total no of answers}} \times 100$$

$$\frac{2}{5} \times 100$$

40%

Animal answers indicate stereotype thinking. The lower the T% the more flexible the thinking, the higher the T%, the more clumsy the thinking. Her score indicates possible flexibility in thinking.

(c) V% (Vulgar) i.e. usual answers

It represents the percentage of vulgar answers in the total number of answers and indicates the ability to integrate in collective thinking i.e. the extent to which thinking becomes apparent in the pupil's UMWELT.

$$\frac{V \text{ answers}}{\text{Total answers}} \times 100$$

$$\frac{1}{5} \times 100$$

20%

This indicates a normal ability to integrate in collective thinking.

(d) The 0% represents the percentage of 0 (original) answers in the total number of answers and indicates independent thinking ability, originality and richness in thinking. 0+ indicates giftedness while 0- indicates eccentricity.

$$\frac{0 \text{ answers}}{\text{Total answers}} \times \frac{100}{1}$$

$$\frac{2}{5} \times 100$$

$$40\%$$

This may be an indication of art or scientific giftedness.

(e) The M answers refer to whole human figures, indicating possible assimilating and empathetic ability. Lack of M answers indicates possible unsociability and inability to communicate.

M% : All M, Md Blood, Anat, eating activities, clothing answers added together and represented as a percentage of the total.

$$= \frac{0 + 0 + 2 + 0}{5} \times \frac{100}{1}$$

$$= \frac{2 \times 100}{5 \quad 1}$$

= 40% indicating a high degree of dependency on interpersonal relationships and this corresponds with her outgoing personality.

(f) Symptom values of shock

Blood answers she gave for several times are generally indicative of phobia.

(g) Overall results

F 33% - lack of giftedness

T 40% - low technical giftedness

V 40% - technical giftedness

M 40% - interest in human Umwelt

This means that she can not consider a vocation which requires technical giftedness and she is inclined to do well in a vocation where she will have to interact with other people.

4.1.3.3 The Wiggly block

1st attempt : 220"

2nd attempt : 480"

3rd attempt : 120"

During the first attempt she relied heavily on the trial and error method and her achievement was coincidental or just luck. Although the block was structured she did not differentiate between the blocks and she worked with limited aims in her actions. Her work niveau was stereotype i.e. she stagnated on the trial and error niveau. Her work attitude was optimistic.

During the second attempt the trial and error method was openly used and it was quite time consuming. Her work attitude become tense and it became apparent that the need to achieve played a dominant role. Her work niveau remained stereotype.

During her third attempt her performance was improved. The trial and error method was more effectively used. Her work attitude became concrete - practical i.e. the building plan grew with the assembling of the material. The course of the integration process went hand in hand with continuous shocks. Periods of looking, contemplating, trial and error, were alternated by purposeful activity.

Her level of achievement (LOA) as derived from the Wiggly norms is A which means that she has a low degree of mechanical and spatial perceptual ability which to a certain extent correlates positively with the result of the Zulliger Tafeln 2 test.

4.1.3.4 The Passalong Medium

In this medium she successfully finished the first seven subsections out of nine subsections. She clearly understood the nature of the task. Her capacity for practical (CPA) is 80,6 which is slightly below average. If we consider her circumstances as well as her experiences it becomes apparent that she has a certain degree of technical potential, which has not been fully developed.

While she was doing the first seven subsections she displayed an ability to visualize accurately and of spatial orientaion. Nevertheless

her work habits were basically trial and error.

When she attempted the more difficult subsections she revealed herself as someone who easily accepts defeat. When she realised that she could not succeed, she became discouraged and reluctant to try. She gave up long before the time limit elapsed after which she displayed tension. She failed in the eighth and the ninth subsection.

Her results of the Passalong indicate that she has a poor practical ability which is in turn an indication that technical studies cannot be successfully attempted and this coincides with the results of the Wiggly and the Zulliger tafeln-z-test.

4.1.4 Media Inserted To Determine Her Present Orientation

4.1.4.1. The 19 Field Interest Inventory

According to the results of the 19 FII she is strongly interested in practical male having achieved the stanine score of 8. Her second strong interest is in law and in sports having achieved a stanine score of 7. Her interests in performing arts, public speaking, creative thought and science is above average. She has achieved stanine score of 6 in each of these fields.

She is least interested in service, social work and in sociability. From her scores in the work hobby aspect, it appears that she is hobby orientated and as far as active-passive aspect is concerned, it appears she would prefer to be passively involved in activities

rather than be an active participant. This coincides with her admitted laziness as well as with the opinions of her teachers. Her 19 FII profile follows here under.

4.1.4.2 The Rotter incomplete sentence medium

According to this medium she is very much entertainment orientated. She is happiest when she is with people she loves. She admits that she feels very bored when she is at home. At bed time she needs to read something before falling asleep. She hates being given harsh instructions and she seems to resent the fact that her mother is authoritative. She believes that she is not liked by people in her neighbourhood because she does not care about them. Her greatest fear is that if she should fail matric, she will not be motivated to repeat it. She believes that sports are good to watch which supports her passive involvement in activities. When she was younger she used to think that marrying a wealthy handsome guy was the most important thing in life. She admits that she failed standard eight because she was crazy over something she does not want to mention.

She doesn't like too much noise because it disturbs her mind. She is having a problem of poor eyesight which she believes is caused by excessive reading. She feels when she gets married she will need to find a faithful husband because she is also faithful.

She seems to resent the fact that her mother does not understand her. She also believes that parents should accept dating. She seems to dislike other people who are at her home i.e. she admits that she can no longer tolerate people at her home. She admits that she is frequently exhausted at school.

She desperately needs to pass matric at the end of the year so that

she can gain independence which she so much longs for. However she realizes that she needs to study hard if she is to pass. She admits that while she was in lower classes she used to think that school boycotts are good and now that she has experienced the boycotts she has changed her mind.

She seems to be consoled by the fact that her father is a bit understanding. Her greatest worry is that should she fail matric she will be deprived of the independence she so much longs for. She states that sports are good to watch while she indicates that dancing is something she very much appreciates although she cannot dance. This correlates with her inclination to be passively interested in activities as revealed by the 19 FII.

The copy of her responses in the Rotter is attached.

4.1.4.3 The Self-Evaluation Questionnaires

4.1.4.3.1 The bodiliness and vocational choice questionnaire

According to this questionnaire she does not have any physical handicap. She does not suffer from any illness except that she occasionally has menstrual pains. It is surprising that she does not refer to her problem of eyesight.

She has never been involved in an accident and her fear for car accidents is therefore unfounded and may be linked to her phobia as revealed by the 19 FII. Her menstrual pains usually make her feel very exhausted.

THE ROTTER

INCOMPLETE SENTENCES BLANK

NAME : N..... SEX : F..... AGE : 17 YEARS

SCHOOL: STANDARD: 10..... DATE: 10-09-85

Complete these sentences to express your real feelings. Try to do every one. Be sure to make a complete sentence.

1. I like being with good friends and pay visits to good places
for entertainments
2. The happiest time in my days is when I am with someone very
dear and close to me
3. I want to know if the life I am leading now is going to end
as it is
4. At home I feel very bored when there are no young people or
any music played
5. Boys usually think they are special sometimes they cannot even
great you even if they know you
6. At bed-time I always need something to read until I fall asleep
.....
7. I regret staying with friends until it becomes very late
.....
8. The best way to pass is to study while there is still a time
.....
9. What annoys me at home is to be told to do something harshly
as if I have been told to do it before
10. People in my neighbourhood do not like me because I never pay
attention to them even to their rude words

11. A mother who does not understand the needs of her children
is the one that does not care
.....
12. I feel very sorry for children who go to school only to make
chaos
.....
13. My greatest fear is that if I fail I won't have courage to
repeat this class
.....
14. In the lower standards I thought boycotts are good things but
it was not until I was involved in them
.....
15. I can't bear a person hurting another person
.....
16. Sports are good to watch as long as one loves them
.....
17. When I was younger I dreamt of marrying a very rich and handsome
guy but now I feel I must further my studies
.....
18. My nerves are alright as long as I am feeling good at heart
.....
19. Other children at home are very selfish in whatever they get
.....
20. I suffer from headache when I am having flu
.....
21. I failed my standard 8 because I was crazy over something very
foolish
.....
22. Reading novels and books sometimes gives my eyes trouble
.....
23. My mind usually gets a bit disturbed when there is a lot of
noise where I am
.....
24. The future is something that comes first to mind if I think
about life
.....

25. I need a very faithful and handsome guy to be my future husband
because I am also faithful
26. Dating a boy is something I would like to be made acceptable
to our parents
27. I am happiest when I am with the one I really care for in my
life
28. Sometimes I feel it is good staying alone as long as you have
something to do away with loneliness
29. What pains me is seeing a human being stabbing another human
being
30. I hate sleeping at night because I fail to be up early
31. At school I sometimes feel very exhausted and drowsy especially
when it is hot
32. I am very good at disciplining people who disturb my work
33. The only trouble I am having at home is that I cannot stand
anybody at home
34. I wish to pass this year so that I may be independent
35. My father is the one who understand me better than my mother
36. I can only study when I am discussing the subject with other
students
37. Dancing is something I like very much but unfortunately I cannot
dance
38. My greatest worry is if I can fail this year I won't have courage
to go to high school next year
39. Most girls at school do not look after themselves and they
do not know how to behave themselves

4.1.4.3.2 Mental ability and vocational choice

Her latest examination results have already been compared with the results of the SSAIS.

Inspite of her above average performance she feels she requires to obtain admission to a technicon i.e. a Senior Certificate. She rates herself as excellent only in the first language. This coincides with her latest examination results although it is contrary to her interest as revealed by the 19 FII.

She rates herself as good in fluency in reading, 2nd and third languages. This again correlates positively with her latest examination results in languages, but the results of 19 FII do not indicate any specific interest in this direction.

She also thinks she is good in patience with people and in convincing others that she is right. However the information derived from the Rotter indicates that she does not tolerate other people and she prefers to be all by herself most of the time. She also rated herself as good in conveying her real feelings which is confirmed by how the investigator perceived her during their encounter. She also thinks she is good in gainfully buying and selling, economics and accountancy, investments although her performance in commercial subjects is average. She thinks she is also good in remembering important things and this is confirmed by her remarkable memory.

She regards herself as average in vocabulary logical reasoning and

in solving technical problems which correlates with the results of the SSAIS.

She believes she is poor in all aspects related to the industrial and fine arts, and in all fields related to Biology, Science and Geography. This correlates positively with the results of the 19FII.

She does not realize the effects her ratings will have on her vocational choice.

4.1.4.3.3 Sociality and vocational choice

She rates herself as excellent in acting without hurting the feelings of others and this correlates with her interest in human Umwelt as revealed by the Zulliger.

She rates herself as average in making intimate friendship, making friends with strangers, conveying her feelings to friends, helping others settle their differences, being objective where she is concerned, motivating others without forcing them and in becoming emotionally involved in problems of others. It is however interesting to notice that the 19 FII has revealed that she has a very poor interest in sociality and in social work achieving a stanine score of one out of nine. However the Zulliger has revealed that she has a high degree of dependency on interpersonal relationships.

She maintains that she is poor in being patient with a cripple person, ill person, old people, mentally disordered people, and this positively

correlates with her poor interest in social work as revealed by 19 FII as well as her inability to accept and tolerate other people as revealed by the Rotter.

To her the most important aspect of a career is variety, mobility and action: Her second most important aspect of a career is security routine and stability. It is important to realize that her first two most important aspects of a career do not reconcile. Her third most important aspect of a career is acknowledgement, status and opportunities to achieve, and it is important to realize that this aspect is not of great significance in secretarianship which is her proposed career.

She regards orderliness, neatness and tidiness as the fourth most important aspect of a career. It is interesting to notice that in her proposed career i.e. secretarianship these aspects are extremely important.

She believes that she has outstanding practical abilities and is very systematic and evaluates herself as good in accuracy and precision, neatness, punctuality, willpower and self discipline. However she revealed herself as a lazy person whose willpower is not very strong in the Rotter. It is also important to notice that neatness and precision and punctuality do not tally with laziness. It is important to realize that accuracy, reliability, care in execution of task, a neat appearance, politeness and honesty are prerequisites for a career in secretarianship. She further asserts that a practical approach and common sense are better suited to a secretary than academic brilliance. Hence her

personal qualities, do not tally with some of the requirements of secretariats, which is her proposed career.

4.1.4.3.4 Spirituality and vocational choice

According to information derived from this questionnaire there is a clash between her parental aspirations and her own aspirations e.g. sentence one reads thus:

"My parents think I ought to become a teacher although I want to be a secretary".

She seems to resent this and her resentment is revealed by sentence two which reads thus:

"Adults want to tell us about everything what we must do"

She believes that work is a means of making a living and it seems that this is important if she is to gain independence e.g. sentence seven stands:

"I can not stand to be dependent any longer".

This tallies with her strong urge to be independent as a revealed by the Rotter. This strong urge to be independent is aggravated by the fact that she desperately wants to dissociate herself from her rural background hence sentence thirteen which reads thus:

"My greatest ambition is to work in an urban area"

Maybe her strong desire to leave her home is also caused by her mother whom she feels is not understanding.

She is still very uncertain about what she will be doing next year because at this stage she feels that she needs to give all her attention to her school work.

She admits that some people regard her as a proud person because she does not bother about what they say. Her pride and aloofness can be associated to lack of interest in sociability as disclosed by the 19 FII. Her greatest failing was when she failed standard eight because of neglecting her school work.

She frequently refers to the fact that she does not bother about what other people say about her. She would rather be a typist than be a teacher which serves to confirm the clash between her parental wishes and her own wishes. She is surprised that her parents want to force her to do teaching because her elder brothers and sisters made their own choices. She realizes that she has all the opportunities for learning because her parents can afford to pay for any form of tertiary education.

Her greatest fear is that should she fail matric, she will not be motivated to repeat it. She regards school work as something which is occasionally boring. To her choosing a marriage partner is also very important. She thinks routine work is interesting to her, most

probably because when she encounters challenges she feels threatened. She resents the fact that adults are overcritical of youth e.g. "I know from experience that adults are overcritical of youth".

A vocation she believes must provide satisfaction. She laments the fact that their guidance teachers cannot provide career information which should assist them in making career choices. She regards money as something that even uneducated people can have and it is likely that she is referring to her parents.

4.1.4.3.5 The vocational guidance questionnaire

The subjects she is taking as well as her latest examination results have already been discussed under the mental ability and vocational choice questionnaire. Her three most favourite subjects are English, Business Economics and Accountancy. her performance in English (83%) indicates specific abilities and interest and her achievement in the verbal tests of the SSAIS is slightly better than in the non verbal tests. Although she believes that she is interested in the abovementioned commercial subjects, the 19 FII has revealed that she has poor interest in business.

She rates herself as well in understanding what is explained to her in class while she believes that she is reasonable in grasping anything complicated when it is explained to her in class. This correlates with her achievement in her school subjects. She maintains she is poor in persevering with the same type of work without getting tired and this is easily observable whenever the task requires perseverance.

Her father is a businessman while her mother is a housewife. The course of study followed by her brothers and sisters were given under the discussion of the historicity interview with parents.

She rates herself as having a decided preference for travelling widely and for buying and selling. This happens to be contradictory to the information derived from the 19 FII i.e. poor interest in travelling and business. She also believes that she has a decided preference for public appearance and this is confirmed by the 19 FII, while making social contacts with people is again contradictory to her poor interest in sociability.

She has a decided dislike for working with individuals which is confirmed by her poor interest in sociability. She also has a decided dislike for growing and cultivating plants and care for animals which is supported by her poor interest in nature. She also rates herself as having a decided dislike for painting and industrial arts which coincides with her poor interest in fine arts as divulged by the 19 FII. She also has a decided dislike for historical, nature and work of domestic nature which is confirmed by her poor interest in the historical and practical female fields respectively.

She intends leaving school after standard ten. Her mother would like her to become a teacher while she desires to be a secretary. Her choice of this vocation is not based on adequate and authentic knowledge. Her knowledge about secretarianship is by hearsay and she is fascinated by the fact that secretaries are given airconditioned offices. She does not know of any less attractive aspect of this

career. She is aware that the minimum admission qualification is a certificate in secretariats which can be acquired from a technikon after standard ten, over a period of one year.

She is aware that the work is carried out indoors but does not know anything about the working hours, opportunities for promotion, salary and fringe benefits. She would least like to be a social worker because she hates rendering service to needy people. If she cannot have her first choice she would like to become a dressmaker, or an accountant. Her hobbies are listening to music and reading novels.

4.1.5 Pedagogic Observation

It became apparent that she is intentionally directed towards the future. However she displayed lack of perseverance and has a tendency of giving up too easily. If we consider her circumstances we can conclude that she has average intellectual capacities. Her attitudes can be regarded as serious and positive. Although her behaviour is not communicative, it cannot be regarded as taciturn. She reveals a certain degree of passivity and once she encounters failure she becomes anxious and nervous; revealing that she feels threatened. She is not very friendly although she is quite obedient and gladly accepts instructions. She has adopted a habit of working at a slow tempo. She does not bother about what other people think about her. It seems that her mother's firmness as well as her hypercritical tendencies have made her to rebel against adult authority. She is very sensitive to criticism.

4.1.6 Pedagogic Discourse

During the course of pedagogic discussion with her she revealed that she resents the fact that her mother is too strict. She feels that her mother is viewing everything she does through the lens of a traditional way of life. Hence she does not understand her needs and aspirations.

Although her mother is illiterate, she wants her to take teaching as a career which she does not like. This choice is forced down her throat because her mother wants her to pursue her further studies at the University of Zululand or the local teacher training college.

She feels that because of her rural background she is inexperienced with what generally occurs in life. She therefore feels that if she takes a secretarial course which is not offered anywhere in Zululand, she can get an opportunity of familiarizing herself with new urban surroundings thereby becoming physically emancipated from her home. Thus the primary reason why she has made this career choice is that it will give her a considerable degree of independence from parental control. This choice was therefore made without considering her own interest, abilities and career opportunities.

It also became apparent that she was also influenced by her peers to consider secretarianship, because she stated that all her friends will also be going to a Technikon. Because of her abilities and interest, she can consider a vocation which is at a higher niveau than secretarianship. It is likely that if she can be given a certain

degree of freedom, she may stop expressing her rebelliousness by neglecting academic work. Because she is of above average intelligence, university studies can be successfully attempted, if her attitudes can be changed.

4.1.7 Summarized Person Image As Evaluated Quantitatively, Qualitatively and Phenomenologically with Respect to:-

4.1.7.1 Interest potential

She is highly interested in practical male which coincide with her technical giftedness as revealed by the Zulliger, the Passalong and the Wiggly. She is also interested in creative thought and public speaking. Her interests in other fields cannot be explained. Although she is interested in practical male she is of above average intelligence, which means that she can consider a vocation which requires intellectual orientation.

4.1.7.2 Social potential

She does not seem to be interested in working with people and she is even least interested in helping people with problems although she occasionally likes to be in the company of her friends. She can therefore do well in a career where she can work independently. This is confirmed by her lack of interest in the rendering of services, sociability.

4.1.7.3 Commercial potential

She is taking commercial subjects which she has been studying since standard six. Nevertheless her achievement in the commercial subjects is mediocre probably because she expresses her rebelliousness by neglecting school work. Although her performance can be improved if she can change her attitude towards her school work, the 19 FII revealed that she is least interested in business.

4.1.8 Recommendations

4.1.8.1 Discussion with parents

It became imperative that a discussion with parents be conducted to try to influence them to change their attitude. The parents had to be made aware of the fact that in order to assist children realize their latent potentials children sometimes need to dissociate themselves physically from their parental homes. Her parents were urged to allow her to apply to institution of tertiary education which are even far from their home. They were informed that each person should be made responsible for making her own vocational choice.

4.1.8.2 Possible vocations

It is somewhat difficult to advise N because some of her responses as derived from different exploratory media do not reconcile for instance in the Mental Ability and Vocational Choice Questionnaire she stated that she is good at gainfully buying and selling, economics and

accountancy, while her performance in commercial subjects is average. Furthermore the 19 FII has revealed that she is least interested in business.

She has a potential to cope with university studies provided she is given freedom of choosing the field of study as well as the institution in which she will pursue further studies. This will make her to exercise freedom with responsibility thereby counteracting her rebelliousness. Furthermore her parents have adequate financial resources to cater for her university education. Taking into consideration her abilities, her interest, her personality and her home circumstances she was advised to consider one of the following vocations about which she will have to do independent career studies.

Degree in music

Speech and Drama

Broadcasting and television services

4.2 SUMMARIZED REPORTS OF THE VOCATIONAL ORIENTATION INVESTIGATIONS

4.2.0 Introduction

In the first part of chapter four one detailed report of the vocational orientation investigation was given. For the purpose of this work twenty case studies were carried out. Because one case study has already been given in full, three more case studies will be given in a summarized form. It is important to point out that although each and every individual is a unique being, there are certain similarities in the extent to which they are orientated with regard to the vocational world. One of the reasons can be that they have received the same quality of formal education. Another reason can be that they are all products of the same socio-political system. The case studies discussed in this work can be viewed to a large extent as representative of the Black female adolescent's vocational orientation.

Case No.2

4.2.1 Identification Data

NAME : H
DATE OF BIRTH : 02-04-65
AGE : 20 YEARS
STANDARD : 10

4.2.2 Media Inserted To Determine Her Present Pedagogic Situation

4.2.2.1 The historicity interview with parents

According to her mother H is the fifth child in a family with nine children. Her parents belong to the low socio-economic stratum and her mother is illiterate. Her father, who is the breadwinner in this family is an artisan and he is assisted by two of his elder daughters who are doing clerical work. H's elder brother is also working as a clerk while her other sister is a university student. Her two younger sisters and brothers are still secondary school pupils.

Because the mother is illiterate, she cannot provide assistance to her children concerning school work. She is nevertheless interested in her children's school achievement. The father does not get sufficient time to communicate with his children.

When H was born her parents did not have any definite preferences concerning the sex of the baby. According to her mother the girl was born in a normal way and the baby was quite normal. She was breastfed for two years. Her mother could not remember the ages which H started to sit, crawl and walk. She is right handed and does not suffer from any observable physical defect. The mother could also not remember the age at which H started to talk. She nevertheless pointed out that her speech is free of defects. Because the mother is illiterate, she could not supply the necessary information about the problems encountered by her daughter at school entry.

According to her mother H completely submits herself to the authority of her parents. She respects her parents as well as her elder brothers and sisters. She is quiet and reserved. She is said to relate well to other children. It is not easy to determine whether she was ready for school when she began schooling. It is equally difficult to determine whether she has experienced any learning problems because her mother does not know much about issues concerning the school.

It is important to point out that her parents encourage her to pursue a vocation which offers inservice training because of the financial position of the family.

4.2.2.2 Historicity interview with her teachers

Her teachers perceive her as a diligent and obedient student who completely submits herself to the authority of her teachers. Nevertheless her Afrikaans teacher feels that her poor performance in this subject is as a result of the negative attitude she harbours towards this subject. Because of her quiet and reserved personality her teachers believe that she does not easily communicate with other people.

4.2.2.3 Autohistoricity interview with the adolescent herself

She revealed concerns about her home circumstances. She laments the fact that she is from a deprived background. She experiences herself as intellectually superior to some of her brothers and sisters. She expressed disappointment because she realizes that the dreams she had about her future will not become reality. She regards herself

as a quiet person who considered by some people as aloof.

4.2.3 Media Inserted To Determine Her Actualised Abilities

4.2.3.1 The Senior South African Intelligence Scale

The fact that the results of the SSAIS are not reliable as a yardstick to assess the Black adolescent's intelligence as well as justification for using this medium have already been argued in the previous case study. Her scores in the SSAIS revealed that she is stronger in the non verbal tests. Her scores in the SSAIS were as follows:

VERBAL TESTS	RAW SCORES	MENTAL AGE
1. Vocabulary	14	11-10
2. Comprehension	17	15- 6
3. Verbal reasoning	20	16- 6
4. Problems	8	11-10
5. Memory	20	10- 2
Verbal mental age		14- 4
NON VERBAL TESTS		
6. Pattern completion	15	17-10
7. Blocks	12	12- 6
8. Absurdities	11	17- 2
9. Form Board	25	14- 2
Non-Verbal Mental Age		15- 3
Overall Mental Age		14- 9

It is important to take note of the fact that her latest examination

results as revealed by her latest school report are as follows:-

Zulu	1st language	H.G.	74%
English	2nd language	H.G.	65%
Afrikaans	2nd language	H.G.	45%
Biology		H.G.	58%
History		H.G.	68%
Agricultural Science		H.G.	54%

Her achievements in various school subjects clearly indicate that she is of above average intelligence. This means that she can be advised at a niveau higher than that revealed by the results of the SSAIS.

4.2.3.1.1 A qualitative analysis of the results of the SSAIS

4.2.3.1.1.1 Verbal tests

In the vocabulary subtest she succeeded with easier items and failed to cope as the degree of difficulty increased which may be attributed to the unfamiliarity with some of the items contained in this subtest and the difference in languages used at home and at school.

In the comprehension subtest her performance improved which may be an indication of adequate common sense and verbal comprehension. The fact that she was relaxed may be an indication of affective stability. Although the language used was occasionally a problem she displayed a considerable degree of social maturity.

In the verbal reasoning subtest she displayed a certain degree of abstract thinking and an ability to understand relationships and to form associations. From the answers given it can safely be concluded that she operates at an abstract niveau of thinking.

When tackling the problems subtest she again succeeded with easier items while failing to cope with the more difficult ones. This can be an indication of an inability in the basic arithmetic skills i.e. addition, subtraction, multiplication, and division and a poor ability to reason arithmetically.

In the memory subtest her mental age is below her chronological age which can be an indication of the fact that her intellectual potential is handicapped by her below average memory.

4.2.3.1.1.2 Non-verbal tests

In the pattern completion subtest her performance was quite good which can be an indication of spacial orientation, flexibility in thinking and the ability to judge form, size and the relationship of objects to space.

In the blocks subtest she performed poorly and even in those items that were scored correctly she displayed an inability to use time economically. Her work habits were basically trial and error displaying poor visual-motoric co-ordination, poor perceptual organisation and an inability to analyse and synthesise.

In the absurdities subtest language as well as her alien rural experiences were curtailing factors. If we consider her background we can safely conclude that she has acquired above average general knowledge and social intelligence which is however impeded by her conceptual abilities.

In the form board subtest she got all the items correct but her uneconomical usage of time has greatly reduced her scores. She heavily relied on trial and error method. However she displayed a certain degree of practical interest.

4.2.3.2 The Zulliger Tafeln-z-test

Her overall results of the Zulliger were as follows. Her total number of answers was six.

Form answers

- (a) F% = 25% which can be a possible indication of lack of giftedness with respect to attentiveness, acuteness of memory and exact conceptualisation. This correlates with the results of the memory subtest of the SSAIS.
- (b) Whole animal (T%) figures = 66,6% which can be an indication of impaired reversability and clumsiness. It is important to realise that her rural experiences as well as her interest in Biology predispose her to perceive animals.
- (c) Original (O%) = 50% which can be an indication of possible scientific and art giftedness.
- (d) Vulgar V% = 16.6%. This can be an indication of the ability

to intergrate in collective thinking.

- (e) $M\% = 16,6\%$. This can be a possible indication of the fact that she does not easily establish interpersonal relationships and is eccentric which correlates with her reserved personality.

4.2.3.3 The Wiggly Block

Her level of achievement is B. She clearly understood the nature of the task and the tackling of the task was preceeded by planning.

Although she initially used trial and error method, she moved from one method or solution to another. She remained relaxed right through the exercise. She succeeded in structuring the block.

Her work attitude was initially playful and she later on adopted a balanced work attitude. Her work niveau was concrete practical i.e. the building plan grew with the assembling of the material. Trial and error method was alternated by purposeful activity. Her level of achievement indicates that she can consider a vocation which requires mechanical and spatial-perceptual ability at a high level.

4.2.3.4 The Passalong Medium

Her capacity for Practical Ability (CPA) is 81,3. Although it is below average i.e. 100, it still indicates that she can consider a vocation in which spatial perceptual ability is required. This correlates positively with the results of the Wiggly as well as her performance in the non verbal tests of the SSAIS. She succeeded in the first seven subsections and she had insight into the nature

of the task. Her work niveau was coordinated although her work attitude was somewhat playful. Even in those subsections in which she failed, she maintained a clockwise rotation of the blocks. Her achievement in the Passalong can be an indication of coordinated motor abilities, visual motoric co-ordination and the ability to visualize accurately.

4.2.4 Media Inserted To Determine Her Present Orientation

4.2.4.1 The 19 FII

This interest inventory revealed that she is strongly interested in public speaking and in sociability which seem to be contrary to her reserved aloof nature. She is also strongly interested in practical female which is supported by her diligence in household duties as revealed by her mother in the historicity interview. Her interest in historical and in science can be supported by her above average achievement in History and Biology.

It appears that she is hobby orientated and she is more likely to participate passively in activities rather than being an active participant.

4.2.4.2 The Rotter Incomplete Sentence Medium

She would like to become a lawyer and she reveals a strong desire to know more about the legal profession. She also reveals herself as someone who is in desperate need of career information. She discloses the fact that people often think of her as a proud person which can

be linked to her aloof and reserved personality. She also reveals that nothing pleases her more than satisfying the wishes of her parents which may be an indication of the fact that in making her final career choice, she might take their wishes into consideration. She occasionally thinks of following social work as a career but she also realises that lack of financial resources will be a problem.

4.2.4.3 Self Evaluation Questionnaires

4.2.4.3.1 The bodiliness and vocational choice

She maintains that she is free of physical defects. The illnesses she suffers from are headache and stomachache. She has never been involved in an accident and the illness she suffers from do not affect her very much and this coincides with information derived from the historicity interview with her mother.

She rates herself as excellent in withstanding tiredness, tension, illness, as well as in balance strength, bodily built, looks, dexterity and fitness. She thinks her ratings will not have any effect on her vocational choice.

4.2.4.3.2 Mental ability and vocational choice

The subjects she is taking as well as her latest examination results have already been given. She aspires to attain a university exemption. She rates herself as excellent in the 1st language, which can be supported by her achievement in Zulu. Her alleged excellence in

convincing others that she is right in conveying her real feelings and in acting without hurting other is contrary to her aloof and reserved personality..

She thinks she is good in reading, vocabulary, remembering important things and these coincide with her achievement in various school subjects, although it is contrary to the results of the SSAIS. In aspects relating to sociability her ratings range between average and poor which may be an indication of the fact that a career in which interpersonal relationships are important cannot be successfully attempted. She is also poor in aspects pertaining to performing arts, fine arts, practical male, science and in business.

4.2.4.3.3 Sociality and vocational choice

It is suprising that in this questionnaire she has revealed herself as excellent in interacting with other people which is contrary to the information derived from all other questionnaires. She rates herself as reasonable in being patient with ill people, with mentally disordered people and with someone who has difficulties in understanding something. This renders her unsuitable for considering social work as a career.

Her most important aspect of a career is security, routine and stability. Her second most important aspect of a career is acknowledgement, status, opportunity to achieve, followed by orderliness, neatness and tidiness. Determination, accuracy, patience and precision are rated as the least important aspect of her proposed career.

4.2.4.3.4 Spirituality and vocational choice questionnaire

She reveals that she is dependant on adults for her future. She is strongly future orientated and is very submissive. She is harbouring some doubts about marriage. She reveals the fact that she likes to follow law as a profession and she desperately needs career information about the legal profession. Her mother whom she regards as the most important person in her life wants her to join the police force. She seems to be concerned about her family's economic circumstances.

4.2.4.3.5 The vocational guidance questionnaire

Her most favourite school subjects are Biology, History and English which correspond with her above average achievement in these subjects. She rates herself as well in grasping anything complicated that is explained to her in class, in paying attention in class and in persevering with the same type of school work without getting tired.

In this questionnaire she revealed that she has a decided dislike for social contacts with people, studying law, court cases and legal practices. She also maintains that she has a decided dislike for logical thinking and for organizing and arranging. It is important to notice that this is contrary to her proposed careers i.e. law and social work.

She reveals that she has a decided preference for figures, music, ballet, opera and it is important to notice that this is contrary to the results of the 19 FII.

She intends leaving school after standard ten. She would like to become a social worker or a lawyer while her parents want her to join the police force because of the family's financial circumstances. Clerical work is the career which is followed by most of the members of her family. She knows very little about social work and the legal profession. She is aware of the admission requirements of these careers but she is not aware of salary, conditions of service, prospects for promotion and fringe benefits. All the information she has about these vocations is derived from hearsay. She admits that she does not very much like joining the police force because of the social stigma attached to this vocation by Blacks.

4.2.5 Pedagogic Observation

Although the investigator had limited opportunities for observation in this study it nevertheless became apparent that she is strongly future orientated. Her future orientation is however obscured. She is harbouring doubts and fears about her future vocation because of the realization of the fact that she does not have adequate knowledge.

She is a trusting person and she is very much reserved and is very socially withdrawn. Hence she needs to consider a vocation where she will not be expected to interact with other people. She is confused about the vocation she wants to pursue. Her confusion is further complicated by the fact that her parents want to impose a career on her. She therefore does not really know which career to follow.

4.2.6 Pedagogic Discourse

During pedagogic discourse she disclosed the fact that she is also strongly interested in radiography. She was advised that she cannot follow radiography as a profession because of her subject grouping. She was further advised that her personality traits coupled with the fact that she does not like being a policewoman, will make it difficult for her to attain job satisfaction in the police force.

The information derived from the self-evaluation questionnaires also proved to be contrary to her alleged liking for a legal profession. She eventually admitted that she likes the legal profession because of the status attached to this profession. Her chances of pursuing the legal profession successfully are also slim. The fact that she does not easily communicate with other people and her lack of patience in helping other people solve their problem render social work unsuitable for her. The pedagogic discourse with her therefore became a vocational orientation discussion.

4.2.7 Summarized Person Image As Evaluated Quantitatively, Qualitatively and Phenomenologically

She is strongly interested in service and in practical female according to the information derived from all the media used. According to the results of the SSAIS she has higher non-verbal intelligence than the verbal intelligence. This coincides with the results of the Wiggly and the Passalong. She can therefore successfully pursue a vocation which requires technical and practical giftedness. Her

subject performance profile indicates that she is of above average intelligence.

She does not like to make social contacts with other people and this is also confirmed by the results of the Zulliger. Her concern about her future vocation indicates that she is anticipating the future with responsibility. Her teachers also believe that she is a diligent and a responsible pupil.

4.2.7.1 Possible careers

Taking into consideration her personality traits her mental potential, interest and subject grouping she can consider the following vocations about which she will have to do independent career studies:

Dietetics

Food technologist

Nutritionist or home economist

CASE NO 4.34.3.1 Identification Data

NAME : B
DATE OF BRITH : 12-09-67
AGE : 18 Years
STANDARD : 10

4.3.2 Media Inserted To Determine The Adolescent's Present Pedagogic Situation4.3.2.1 The historicity interview with her parents

According to her mother B is the ninth child in a family with ten children. Her mother is a housewife and her father is a pensioner. Her family belongs to the low socio-economic stratum and because the parents are not educated, they cannot provide any assistance in matters concerning school work. The father shifts his pedagogic responsibility to his wife and consequently he does not communicate easily with his children.

The family largely depends on the contributions of four elder brothers who are working and are having their own families. The eldest brother is a labourer while two other brothers are civil servants and the fourth one being a high school teacher. One of her sisters is a student

nurse while the other one has matriculated and is without money to cater for tertiary education. The younger brother has recently joined the police force very much against his will. The parents do encourage their children to learn inspite of inadequate financial resources. The family stays under predominantly rural conditions i.e. occupying traditional huts with most of the basic necessities e.g. water sanitation and proper lighting lacking.

According to her mother B is obidient and she completely submits herself to the authority of her elder brothers who are authority figures within the family. B is a member of the extended family because the family stays with wives of three elder brothers who are all housewives. Her parents believe that B is talkative and she relates well to her brothers, sisters, sisters-in-law and other children in general.

It is difficult to determine whether she was ready for school when she first went to school or whether she experienced any learning problems because her mother is not educated. She has never been involved in an accident and she is quite normal.

Her elder brothers encourage her to become a clerk while her parents would like her to train as a teacher if she can receive financial assistance. Her mother admitted that B does not have a definite career in mind which she would like to follow.

4.3.2.2 Historicity interview with her teachers

Her teachers feel that her performance in various school subjects

can be improved if she can adopt a serious attitude towards her work. Her class teacher feels that she is talkative and is very much liked by other children. He felt that she is much more interested in the extramural activities of the school than in her academic work. Nevertheless she managed to pass which may be an indication of the fact that she has the necessary potential to enable her to cope with school work. Her class teacher feels she has a remarkable ability to communicate with other children as well. She is a chief prefect.

4.3.2.3 Autohistoricity interview with the child

She revealed that she is grateful for everything that her parents have done for her. She expressed concern about being born of elderly, uneducated parents who will not be able to pay for her tertiary education. She appreciates the fact that her parents have encouraged her to learn against all odds. She appreciates the contribution her brothers have made in helping her to attain this level of formal education. She feels that as a result of their responsibilities with their families they might not be able to pay for her further education. She has a very strong urge to improve her home situation. She regards herself as a very lucky person because she has persuaded her uncle to pay for her tertiary education. However she feels that the greatest problem she need to overcome is passing matric. She revealed that she lacks self confidence.

4.3.3 Media Inserted to Determine her Actualized Abilities

4.3.3.1 The Senior South African Intelligence Scale

Her scores in the SSAIS were as follows:

<u>VERBAL TESTS</u>	<u>RAW SCORES</u>	<u>EQUIVALENT MENTAL AGE</u>
1. Vocabulary	14	11 years 6 months
2. Comprehension	15	14 years 6 months
3. Verbal reasoning	21	17 years 10 months
4. Problems	21	10 years 6 months
5. Memory	34	17 years 10 months
Verbal Mental Age		14 years 5 months
<u>NON VERBAL TESTS</u>		
6. Pattern completion	15	17 years 10 months
7. Blocks	12	12 years 6 months
8. Absurdities	13	17 years 10 months
9. Form board	28	17 years 10 months
Verbal Mental Age		14 years 4 months
Non Verbal Mental Age		16 years 5 months
Overall Mental Age		15 years 10 months

Her latest examination results in various school subjects were as follows:

<u>SUBJECTS</u>	<u>PERCENTAGE</u>
Zulu 1st language H.G.	48
English 2nd language H.G.	57

<u>SUBJECTS</u>		<u>PERCENTAGE</u>
Afrikaans	2nd language H.G.	57
Business Economics	S.G	50
Economics	H.G.	70
Accountancy	H.G.	82

4.3.3.1.1 A qualitative analysis of the results of the SSAIS

4.3.3.1.1.1 Verbal tests

In the vocabulary subtest she succeeded with easier items and failed to cope with the more difficult items. This poor performance can be related to the unfamiliarity with some of the items and the difference in languages used at home and at school. She therefore exhibits shallow general knowledge and a poor ability to form associations.

In the comprehension subtest her performance can be regarded as above average if we understand and appreciate her circumstances. She displays inadequate social ripeness which can be caused by the fact that her experiences are predominantly rural. As a result of the fact that the test was conducted through the medium of a second language she encountered difficulties in trying to organise knowledge.

In the verbal reasoning subtest her performance was quite good which can be an indication of the ability to comprehend, to understand relationships, to form associations and to classify. She is definitely operating at an abstract level of thinking.

She performed badly in the problems subtest. She only managed to cope with easier items. She remained calm and relaxed inspite of the fact that she was not achieving the necessary success. She revealed an inability in the basic symbolic numeric and counting skills, and an inability to reason arithmetically.

In the memory subtest her performance was quite good. She displayed an excellent ability to recall past experiences. It is likely that it is her good memory that enables her to cope with her school subjects taught through the medium of a second language.

4.3.3.1.1.2 Non verbal tests

In the pattern completion subtest her performance was quite good which can be a possible indication of spatial orientation, flexibility in thinking and an ability to visualize accurately. She is over concerned about neatness and wastes time trying to draw neatly.

In the blocks subtest her mental age is below her chronological age. This can be an indication of poor visual motoric co-ordination and poor perceptual organisation. Her work habits were basically trial and error and she also displayed a poor ability to analyse and synthesize.

In the absurdities subtest she got almost all the items correct . This can be a possible indication of visual concentration and comprehension and visual-motoric coordination and a good ability to differentiate.

In the form board subtest her performance was quite good. This can be an indication of perceptual motoric coordination, practical interest and act orientatedness. She also displays an ability to visualize and to plan.

4.3.3.2 The Zulliger Tafeln-z-test

The total number of answers given was seven. Her overall results of the Zulliger were as follows:

- (a) Form (F)% = 33 which can be a possible indication of mental deficiency. This is however contrary to the results of the SSAIS and her latest school report.
- (b) Animal (T)% = 100% which can be a possible indication of mental rigidity and depressive moodiness. However we need to consider the fact that her animal answers happen to be experience answers derived from her rural background.
- (c) Vulgar (V) answers = 0% which can be an indication of the fact that she is world estranged.
- (d) Original (O)% = 100% which can be a possible indication of the fact that she is world estranged
- (e) While human figures (M) = 43% which may be an indication of a high degree of dependency in interpersonal relations. This concurs with information revealed by her parents as well as her teachers during the historicity interview.

4.3.3.3 The Wiggly block

She completely failed to structure the block. She used trial and error method and when she realized that her efforts were in vain she become tense and anxious. She had no insight into the structure of the block. The different blocks were not identified and the whole exercise degenerated into the blind moving of blocks with no particular aim to be achieved. Her work attitude was initially playful and later it became tense when the need to achieve dominated. Her work niveau was chaotic and she was completely unable to structure the block.

4.3.3.4 The Passalong medium

Her Capacity for Practical Ability (CPA) is 81. This correlates positively with the results of non verbal tests of the SSAIS. Nevertheless there is a negative correlation between the results of the Wiggly and those of the Passalong. She succeeded with the first six subsections and as the degree of complexity of the task increased, she failed to cope. She adopted a playful work attitude but she became tense when she failed the two consecutive subsections. Her results of the Passalong may be an indication of the certain degree of coordinated motor-abilities and the ability to visualize accurately.

4.3.4 Media Inserted To Determine Her Present Orientation

4.3.4.1 The 19 Field Interest Inventory

She is strongly interested in performing arts which coincides with

her liking for stage play and music. Her strong interest in practical female is supported by her diligence in fulfilling household chores as expressed by her mother. She is also strongly interested in clerical work which may be as a result of the influence exerted by her brothers who are clerks. Her strong interest in language does not concur with her achievement in languages. Her strong interest in service and public speaking can be related to her outgoing personality. Her interest in law cannot be explained.

She is more work orientated and she is likely to participate actively in activities rather than being a passive participant.

4.3.4.2 The Rotter incomplete sentence medium

She reveals her confusion by stating that she would like to become a teacher, a singer, actress, a dancer and a photographic model. At home she is a hardworking person. At bedtime she often thinks about her future. Her greatest fear is becoming a nurse. She feels she cannot be a nurse because she lacks patience. Sports are her favourite and she would like to become a professional tennis player. Her aspirations about her future might be affected by her eye defect and the constant headache which bugs her. She reveals that she needs advice about her future career because she cannot make her own decision. She would also very much appreciate being a professional ballroom dancer. She is worried about her future vocation, because she seems to be having so many careers in mind.

4.3.4.3 The Self Evaluation Questionnaires

4.3.4.3.1 Bodiliness and vocational choice

She is having an eye defect and she suffers from constant headache. Her eye defect makes her very unhappy and the headache causes her despair and depression. She rates herself as excellent in suppleness, strength and fitness but she does not realize the effect these ratings will have on her future vocational choice.

4.3.4.3.2 Mental ability and vocational choice

Her latest examination results have already been compared with the results of the SSAIS. She would like to obtain entrance into a Teachers' Training College or a Technicon.

She believes she is excellent in making and keeping friends. She rates herself as average in all aspects pertaining to language and this is supported by her average achievement in languages. In all aspects relating to natural sciences she has rated herself as poor. In aspects relating to the commercial field her ratings vary between good and reasonable. This is also true of her ratings relating to sociability. She thinks that her ratings will have no effect on her proposed vocation.

4.3.4.3.3 Sociality and vocational choice

She rates herself as excellent in making friends easily with strangers

and in participating freely in a discussion. In all other aspects of sociability her ratings range between good and reasonable. It is surprising that in all aspects of social work she has rated herself as good which is contrary to the information revealed by the 19 FII and the Rotter. In this questionnaire she reveals that she is also interested in clerical work and this coincides with information derived from the 19 FII. She does not understand the effect her ratings will have on her future vocation.

Her most important aspect of a career is variety, action and mobility followed by companionship, cooperation, rendering of service while neatness, orderliness and tidiness are regarded as the third most important aspects of a career.

She believes she is excellent in physical exertion, leadership, neatness and self confidence. She thinks she is good in constituting human relationships, well spokeness, punctuality, enthusiasm, imagination and self discipline.

4.3.4.3.4 Spiritually and vocational choice

Her parents think that she ought to study hard in order to pass. Her greatest motivation in life is to secure a steady job. She cannot become a social worker for she realizes that she is not patient. She wonders if all her wishes will ever be fulfilled. Her greatest ambition is to matriculate and secure a job. She also considers following a career in music. She is glad that her parents are taking active interest in her well being. In making a career choice she

would prefer to work with groups of people.

4.3.4.3.5 The vocational guidance questionnaire

Her most favourite subjects are accountancy, economics and English. Her achievements in accountancy and economics indicate specific abilities. She rates herself as well in paying attention in class, in persevering with the same type of work without getting tired and in taking part in class discussions.

She believes that she has a decided preference for working with groups of people, for music, ballet, opera etc., for appearing in public, for organizing and arranging, for travelling widely and for physical activities and sport.

She will have to leave school after standard ten and this correspond with her parental wishes. Her parents would like her to become a teacher. For the first time she expressed the feeling that she would most like to follow teaching as a career and this does not correspond with information derived from other media. She declares that she likes teaching because she will have to render service to other people. She feels the unpleasant aspect of this career is having to teach pupils who are not cooperative. The knowledge she has is by personal observation. She is aware that training is done at teacher training colleges. The working conditions are indoors but she is not aware of salary and fringe benefits and opportunities for promotion.

She would least like to become a lawyer which is contrary to her

strong interest in law as revealed by the 19 FII. If she cannot have her first choice she would consider being an accountant or clerk. She has participated in music, dance and tennis. She is the secretary of the Dutch Reformed Church youth club. Her hobbies are music, dancing and playing tennis.

4.3.5 Pedagogic Observation

B is strongly future orientated. She is however anticipating the future with uncertainties. These uncertainties are caused by the fact that she is confused about her future vocation because she is having several vocations in mind. Her confusion is complicated by the fact that she cannot distinguish between vocations and hobbies. She reveals that she easily takes initiative and is self-assured. She is a trusting person who is very friendly and lively. She can therefore do well in a career where she will have to interact with other people. She remains relaxed when doing a task and she does whatever task she is given very neatly. She is however easily threatened by failure.

4.3.6 Pedagogic Discourse

During the pedagogic discourse she was made aware of the fact that most careers in the performing arts are unstable hence performing arts can be done for recreational purposes. Her attention was therefore drawn to the fact that on account of limited job opportunities in the performing arts it would be advisable that she chooses a steady job, on which she can rely for the rest of her life.

Her attention was also drawn to the fact that because of her personality she is likely to be bored in doing clerical work. It was soon discovered that she knew very little about her proposed careers.

4.3.7 Summarized Person Image As Evaluated Quantitatively, Qualitatively and Phenomenologically

She displays strong interest in rendering service, public speaking, performing arts, practical female and clerical as derived from all the media inserted. According to the results of the SSAIS, Passalong and the Zulliger she is of average intelligence but her subject performance profile indicates that she is of above average intelligence.

She likes working with people in groups and her teachers believe that she is diligent. She can do well in a career where social interaction is of primary importance because the Zulliger revealed her strong dependency on interpersonal relationships.

4.3.7.1 Possible careers

Taking into account her personality traits, her mental potential, interests and subject grouping she can consider the following vocations about which she will have to do independent career studies.

Commercial subject teacher

Librarianship

Home Economic teacher

CASE NO 4.44.4.1 Identification Data

NAME : NR
DATE OF BIRTH : 17-02-67
AGE : 18
STANDARD : 10

4.4.2 Media Inserted To Determine The Adolescent's Present Pedagogic Situation4.4.2.1 Historicity interview with her parents

NR is the eldest of six children. Her parents enjoy a high socio-economic status. Her parents are highly educated, both of them having acquired university education. NR's parents therefore take active interest in her school work.

According to her mother when NR was born she fulfilled their wishes because they preferred a baby girl and she was physically fit and healthy. Both pregnancy and birth were normal and the baby's weight at birth was eight pounds. She was breast fed for nine months after which she was bottle fed.

Her mother divulged the fact that when N was born it was believed

that she was free of physical defects. However it was later discovered, i.e. when she was in standard eight, that she has a constant ear-problem which has impeded her hearing. Her mother feels that she started to talk much later than normal and now ascribes it to her hearing defects which caused delayed language acquisition. When she went to school she experienced problems with written language. As a result of the fact that language and arithmetic are closely related, she also encountered problems with arithmetic.

The marital relationship between her parents is harmonious although the mother is the actual authority figure. The girl's mother feels that there is complete harmony between her and her husband regarding the education of their children.

It is however worthy to point out that like in most Black families the pedagogic relationships between the father and his daughter are underactualized. As a first child the relationship between NR and her mother is positive. NR was however brought up by her grandparents and she only started to stay with her parents when she was twelve years of age. After passing standard six she received her secondary school at a boarding school thereby affording her very little time to spend with her parents. According to her mother NR's grandparents tended to overprotect her. She is suffering from a skin defect and a hearing defect which worry her a great deal.

Her mother revealed that NR is of inferior intellect as compared to her younger brothers and sisters. She however tries hard to prevent the development of self doubt in NR and lack of self confidence.

The mother takes active interest in the child's school work, assisting her whenever it is possible.

It is interesting to notice that while the father regards his daughter as shy, reserved and somewhat insecure, her mother believes that her daughter is outgoing friendly and a trusting person. The parents would like their daughter to pursue any vocation she likes.

4.4.2.2 Historicity interview with her teachers

Most of her teachers regard her as a student with a very limited span of attention. This affects her ability to understand instructions imparted by her teachers. All her language teachers expressed concern about her poor performance in the languages. Her class teacher believes that she avoids contact with other pupils particularly girls. Other teachers perceive her as a shy reserved obedient and a quiet girl.

4.4.2.3 Historicity interview with the pupil herself

NR experiences herself as intellectually inferior to her younger sisters. She also experiences her hearing defect as a handicap. She strongly believes that boys are better as friends than girls because they do no gossip as much as girls do. She disclosed that she hates to be among many people. She prefers indoor games to games that require vigorous physical exercise. She revealed that she is very much interested in cooking, baking, making delicacies and in household duties particularly sewing. She revealed that she misses the protective shelter of her grandparent's home.

4.4.3 Media Inserted To Determine Her Actualized Abilities

4.4.3.1 The Senior South African Intelligence Scale

Her scores in the SSAIS were as follows:

<u>VERBAL TESTS</u>	<u>RAW SCORES</u>	<u>MENTAL AGE</u>
1. Vocabulary	16	12 - 10
2. Comprehension	14	11 - 6
3. Verbal reasoning	15	13 - 10
4. Problems	18	9 - 10
5. Memory	20	10 - 2
Verbal Mental Age		11 - 8
<u>NON VERBAL TESTS</u>		
6. Pattern completion	13	17 - 10
7. Blocks	15	13 - 10
8. Absurdities	11	16 - 6
9. Form board	25	13 - 6
Non-Verbal Mental Age		15 - 5
Overall Mental Age		13 - 7

Her latest examination results were as follows:

Zulu	1st language	H.G.	53%
English	2nd language	H.G.	56%
Afrikaans	2nd language	H.G.	40%
Economics		H.G.	41%
Business Economics		S.G.	50%
Accountancy		H.G.	62%

Although the results of the SSAIS have revealed that she has a mental age of thirteen years and seven months her latest examination results give an indication that she is of average intelligence.

4.4.3.1.1 A qualitative analysis of the results of the SSAIS

4.4.3.1.1.1 Verbal tests

Her performance in the non verbal tests is much better than in the verbal tests. In the vocabulary subtest she displayed the fact that she is having a very shallow vocabulary and lack of general knowledge.

In the comprehension subtest she displayed adequate common sense and social experience particularly if we take into account the hearing defect she is having. In the verbal reasoning subtest she gave answers which were good generalisations which indicated that she has an ability to form associations and to understand relationships. It is important to take note of the fact that her performance greatly fluctuated, which may be linked to her fluctuating span of attention and the hearing problem she is having.

In the problems subtest she revealed the fact that her basic numeric and counting skills are lacking which can be attributed to her poor concentration. She displayed an inability to form abstractions and to reason arithmetically.

Her memory capacity is average especially if one understands and appreciates her circumstances. The difficulty she experiences in

remembering some items may be the result of poor auditory discrimination with the resulting faulty imprinting rather than faulty retrieval.

4.4.3.1.1.2 Non-verbal tests

In the pattern completion subtest her performance revealed a certain degree of spatial orientation and flexibility in thinking. It also indicated an ability to reason and an ability to visualise accurately.

In the blocks subtest she displayed lack of patience and poor visual motoric coordination. Her work habits were basically trial and error and she displayed a poor ability to analyze and synthesize.

Her poor performance in the absurdities subtest can be linked to her shallow general knowledge and poor visual attention-concentration. Her poor conceptual abilities also had a negative effect on her performance.

Her performance in the form board subtest revealed poor perceptual motoric co-ordination. Her performance greatly fluctuated and this can be caused by her fluctuating attention. Her work habits were again trial and error.

4.4.3.2 The Zulliger Tafeln-z-test

Her overall results of the zulliger were as follows: The total number of answers given was seven.

- (a) Form (F)% = 57% and this according to the Zulliger manual may be an indication of mental deficiency which however does not correspond with her performance in her school subjects.
- (b) Animal (T)% = 57% which can be an indication of impaired reversability.
- (c) Vulgar (V)% = 29% which can be an indication of normality in the extent to which thinking becomes apparent in the pupils umwelt.
- (d) Original (O)% = 43% which can be an indication of scientific or art giftedness. This correlates positively with her non-verbal intelligence.
- (e) Whole human figures (M)% = 14% which can be an indication of the fact that she is least dependent on interpersonal relationships. This also correlates positively with her reserved personality.

The presence of whole or total (G) answers may be an indication of technical giftedness. The fact that she gave relatively high original (O) answers indicates average technical giftedness and this can be linked to her higher scores in the non-verbal tests of the SSAIS.

4.4.3.3 The Wiggly block

Her Level of Achievement in the Wiggly is B: When she attempted to assemble the block she heavily relied on the trial and error method according to which achievement was coincidental. She worked with limited aims in her actions. The mistakes she made greatly influenced the speed and accuracy of action. When she could not fit the parts of the block together, she became tense and anxious and that tended

to reduce her working speed. She easily became discouraged.

She was operating at a stereotype work niveau and she ascended to the concrete practical niveau. During the first attempt she managed to assemble the block after seventy five seconds and it is surprising that during the second and the third attempts she took even longer time i.e. 80 seconds to assemble the block.

Her LOA B indicates that she can consider a vocation which requires mechanical and spatial perceptual ability.

4.4.3.4 Passalong Medium

Her CPA is seventy-nine and is below average(i.e.100). She used active trial and error method which succeeded by chance even up to the seventh subsection. Although she understood the nature of the task her achievement mark was greatly reduced by her uneconomical use of time.

She revealed frustration and tension when she could not succeed in subsections eight and nine.

Although her CPA is below average it can be regarded as high if we consider her circumstances. Her achievement in the Passalong can be related to her performance in the Wiggly as well as her performance in the non-verbal tests of the SSAIS. This can be an indication of the fact that she can consider following a practical vocational field.

4.4.4 Media Inserted To Determine Her present Orientation

4.4.4.1 The 19 Field Interest Inventory

The results of the 19 FII reveal that she is strongly interested in creative thought, practical male, practical female and sport having scored the stanine score of eight in each of them. She also displays interest in law, public speaking and fine arts having achieved the stanine score of seven in each field. Her interest in other fields varies between average and low. She is neither strongly work orientated nor hobby orientated. Nevertheless she prefers to be actively involved in activities rather than being a passive spectator.

It is important to point out that her interests correlate with the results of the Passalong, the Wiggly, the Zulliger as well as her performance in the non verbal test of the SSAIS.

4.4.4.2 The Rotter incomplete sentence medium

According to this medium NR is strongly future orientated. She is nevertheless harbouring feelings of insecurity and does not have confidence in herself. She realizes that her future prosperity will depend on her own effort. Her greatest wish is to pass matric and pursue a course in fashion designing.

4.4.4.3 The self evaluation questionnaires

4.4.4.3.1 Bodiliness and vocational choice

NR suffers from a constant headache and menstrual pains. She is having a hearing defect which was discovered late. She also has a skin problem. Her physical defects make her to be very unhappy. Because of her illnesses she suffers great deal of pain which she believes she can no longer tolerate. She believes that she is good in dexterity, agility and looks while she also believes that she is having an ideal weight and figure.

4.4.4.3.2 Mental ability and vocational choice

NR's latest examination results have already been given. She rates herself as good in manufacturing things with and without machinery, in drawing and understanding plans and in solving technical and practical problems, painting, industrial arts, woodwork, mechanics, building models and in understanding the composition of materials, designing clothes, furniture and in music. It is interesting to notice that this correlates positively with the results of the Wiggly, Passalong, Zulliger and the SSAIS.

It is important to point out that she does not understand the effect her ratings will have on her vocational choice.

4.4.4.3.3 Sociality and vocational choice

There is not a single social aspect in which she has rated herself

as excellent. From the ratings that she has given it becomes apparent that she is not interested in working with people. To her the most important aspects of a career are opportunities for creativeness, designing, and planning; while she regards acknowledgement status and opportunities to achieve as the second most important aspect of a career. She also believes that a career should be characterized by orderliness, neatness and tidiness.

NR believes that the most important requirements in her proposed vocation are practical ability, neatness, self confidence and being systematic.

4.4.4.3.4. Spirituality and vocational choice questionnaire

She revealed that her parents are people who encourage her. However she displayed lack of self confidence and feelings of inferiority. Her greatest ambition is to own a botique. She thinks she cannot cope with a vocation which required intellectual orientation. She would rather stay at home than be a nurse. Right through this questionnaire she revealed that she does not like to be in the company of many people. She also revealed unwillingness to pursue further academic studies, because she feels she is of inferior intellect. She also expressed satisfaction about the support she gets from her mother.

4.4.4.3.5 The vocational guidance questionnaire

The list of subjects NR is taking as well as her latest achievement

have already been given. Her most favourite subjects are Economics, Business Economics and Accountancy. However her achievement marks in Economics and Business Economics do not reveal any particular abilities.

She is least interested in the languages and this is confirmed by her achievement in the languages. She regards herself as poor in paying attention in class which is confirmed by all the media inserted. She rates herself as reasonable in persevering with the same type of work which is contrary to the investigator's observation.

She believes she has a decided liking for rendering service, for working with people as individuals, for work of a domestic nature, interior decoration and confectionary.

She intends leaving school after matric and her parents would like to allow her to do whatever suits her. She would very much like to be a fashion designer about which she knows very little. The elementary information she has about her proposed career is derived from hearsay. The career she would least like to follow is nursing. If her first choice cannot be practically implemented she can consider following a career in secretariats or in teaching which is her family's traditional vocation.

4.4.5 Pedagogic Observation

She revealed herself as someone who is strongly intentionally directed upon the future. Right through the testing session she displayed

a certain degree of reservedness, anxiety and nervousness. She also revealed insecurity and exaggerated fear for failure which can be related to her feelings of inferiority she harbours. The tempo at which she was working greatly reduced her scores. She displayed an inability to use time economically. She nevertheless completely submits herself to the authority of the adult-educator.

4.4.6 Pedagogic Discourse

She disclosed that she experiences some problems as a result of the hearing defect and skin defect. She believes that her school performance is greatly affected by her hearing problem. She therefore harbours an inferiority complex as a result of these defects and does not like to interact with many people particularly females whom she regards as overcritical. She appreciates the support she gets from her mother.

She maintains that she is very interested in work of a domestic nature. She would like to become a fashion designer because she feels that this is her field of interest. She disclosed the fact that should circumstances not favour becoming a fashion designer, she would prefer to become a teacher, which happens to be her family's traditional occupation.

4.4.7 Summarized Person Image As Evaluated Quantitatively, Qualitatively And Phenomenologically

NR is strongly future orientated. According to the 19 FII she is strongly interested in creative thought, practical male, practical

female and sports. The SSAIS also revealed that she has a higher non-verbal intelligence than the verbal intelligence. This is also supported by the results of the Passalong and the Wiggly. Her subject performance profile indicates that she is of average intelligence particularly if we consider the hearing defect she is having.

She avoids making contact with other people particularly other females. This is revealed by the self evaluation media, the Zulliger and the historicity interview with teachers, parents and herself. Her concern about the future vocation indicates that she is anticipating the future with responsibility.

4.4.7.1 Possible careers

Taking into account her personality traits, her mental potential interests, subject grouping and her home circumstances she can consider the following careers about which she will have to do independent career studies.

Fashion designing

Home economics

Window dressing

TABLE 4 A SUMMARY OF ALL THE CASE STUDIES CONDUCTED

CASE NO.	CHRONOLOGICAL AGE	MENTAL AGE ACCORDING TO SSAIS	WIGGLY BLOCK	PASSALONG MEDIUM	HIGHEST ED. QUAL. OF PARENTS	POSITION OF CHILD IN THE FAMILY	HOME ENVIR.	GUIDANCE SERVICE AT SCHOOL
1S	19yrs	11yrs 1 mnth	LOA A	CPA 67	Std 4 (mother)	First of the two children	2 traditional huts	Offered unequal. teacher.
2ND	16yrs 8mnths	13yrs 7mnths	LOA A	CPA 81	Std 5 (father)	Fifth of the nine children	9 roomed Western	Offered by underqual. teacher
3H	20yrs	14yrs 9mnths	LOA B	CPA 81	Std 8 (father)	Fifth of the nine children	6 traditional huts	Offered by underqual.
4NH	18yrs	13yrs 3mnths	LOA B	CPA 79	Univ. degree (father)	First of the six children	7 roomed Western	Not offered at all
5B	18yrs	15yrs 10mnths	LOA A	CPA 81	Std 2 (father)	Fifth of seven children	7 traditional huts	Not offered at all
6I	24yrs	12yrs 10mnths	LOA A	CPA 37	No formal education	Seventh of the ten children	5 traditional huts	Offered by underqual.
7Z	18yrs 8mnths	14yrs 10mnths	LOA D	CPA 85	Std 8 (father)	First of the five children	5 roomed western	Offered by underqual.
8G	23yrs	11yrs 9mnths	LOA A	CPA 22	Std 2 (father)	First of the seven children	5 roomed western	Offered by underqual.
9Nt	17yrs 1 mnth	12yrs 8mnths	LOA A	CPA 85	University degree (father)	Second of six children	9 roomed Western	Appears on time table but not offered.
10M	20yrs	13yrs 2mnths	LOA A	CPA 71	Std 7 (mother)	Second of five children	4 roomed Western	Offered by underqual.

CASE NO.	CHRONOLOGICAL AGE	MENTAL AGE ACCORDING TO SSAIS	WIGGLY BLOCK	PASSALONG MEDIUM	HIGHEST ED.QUAL. OF PARNETS	POSITION OF CHILD IN THE FAMILY	HOME ENVIR.	GUIDANCE SERVICE AT SCHOOL
1SM	19yrs 5mnths	13yrs 9mnths	LOA D	CPA 74	Professional nurse(mother)	First of five children	8 roomed Western	Not offered at all
2P	18yrs 5mnths	15yrs 2mnths	LOA A	CPA 73	Std 8 (father)	First of four children	5 roomed Western	Not offered at all
3J	19yrs 8mnths	13yrs 9mnths	LOA A	CPA 58	Std 4 (mother)	Second of six children	Traditional huts	Offered by underqual.teacher
4NN	20yrs	13yrs 7mnths	LOA B	CPA 94	Std 10 (father & mother)	Second of three children	7 roomed Western home	Offered by underqual.
5PB	17yrs10mnths	11yrs 9mnths	LOA A	CPA 53	Std 4 (father)	First of four children	6 traditional huts	Offered by unqual. teacher
6PH	20yrs 9mnths	12yrs 9mnths	LOA A	CPA 58	No formal education	Third of four children	4 traditional huts	Offered by unqual.
7NMP	16yrs	13yrs 7mnths	LOA B	CPA 80	Std 8 (both)	First of four children	8 roomed Western home	Not offered at all
8D	17yrs 3mnths	14yrs 8mnths	LOA D	CPA 90	Std 6 (father)	Youngest of four children	4 roomed westerh house	Offered by unqualified
9SN	21yrs	15yrs 2mnths	LOA A	CPA 78	Std 8	Only child	6 roomed western	Offered by underqual.
10K	19yrs 1mnth	14yrs19mnths	LOA D	CPA 85	No formal education	Youngest of three children	4 traditional huts	Appears on the time table but not offered

TABLE: 5

VOCATIONAL ORIENTATION OF EACH OF THE INDIVIDUAL ADOLESCENTS

CASE NO	ZULLIGER	1911 (strongly interested)	BODILINESS	SOCIALITY
1S	Lack of intellectual orientation, mental rigidity and interest in human Umwelt	law, business, practical male, public speaking and sport	chronic ear problem and constant headache	good in establishing interpersonal relationships. Her career showed stability and routine.
2ND	Flexibility in thinking Dependent on interpersonal contacts	practical male, law, sport and performing arts.	does not refer to her eye problem.	Alloof and does not bother about other people. Variety action and mobility important.
3H	Scientific and art gift- edness. Avoids inter- personal contact, flexible thinking.	practical female service, social work.	constant headache and stomachache.	Information gained contrary to that derived from all other media.
4ND	Lack of intellectual orientation. Technical	practical female, sport, creative thought.	skin defect, chronic hearing problem and headache.	Not interested in working with people. Her most important aspect of a career is opp. for creativeness.
5B	Normal ability to think. Highly dependent on inter- personal contacts.	practical female, public speaking performing arts.	eye defect. Once suffered from tuberculosis.	Likes to deal with people. Her most important aspect co-operation and companionship.
61	World estranged. Rigidity in thinking. Dependent on other people.	Mature, practical male, science and service.	short, unattractive and has an eye defect.	Avoids many people. Prefers helping the ill, mentally disordered.
7Z	Self assured flexibility in thinking. High degree of dependency on personal relations.	law, practical male, service sport and public speaking.	Suffers from stomachache	Does not like solving other peoples problems. Orderlyness, neatness are important.
8G	World estranged. Stereo- type thinking. Least dependent on interpersonal relations.	performing arts, public speaking and service.	has a hip defect, constant head- ache and kidney problem.	Strongly interested in rendering service to the ill.
9NE	Flexibility of thinking. World estranged. Normally independent.	Service, science, sport, business and clerical.	Wears glasses and has constant headache.	Finds it difficult to establish relation- ships with other people.
10M	Normal ability to think. She is a loner and is not interested in human Umwelt	law, performing arts, social work practical female an nature.	tonsils	Avoids interpersonal relationships.
11SM	Lack of intellectual orien- tation. She is normally independent.	clerical, law service, creative thought and public speaking.	complexion defect, suffers from tonsils and dizziness.	Patient with ill and mentally dis- ordered people.

CASE NO	MENTAL ABILITY	SPIRITUALITY	ROTH R	VOCATIONAL GUIDANCE QUESTIONS.
15	Below average as derived from her latest school report.	Frequently refers to her illegitimacy. Strong urge to dissociate herself with her home.	Strongly future orientated. Her future orientation is unreal.	Would like to become a banker which cannot be possible. Also likes a career in the police force and secretarianship.
2ND	Above average as revealed by her latest school report.	Clash between parental aspirations and her own wishes.	Reveals an amazing inability to cope with other people. Likes easy life.	Wants to do a secretarial course because this happens to be her friend's choice.
3H	Above average as revealed by her latest school report.	Her wishes clash with her parental aspirations. Parents want her to become a police.	She is ever prepared to satisfy her mother. She indicated that likes pleasing her.	She wants to become a layer or a social worker. She does not know much about these careers.
4NO	Ranging between average and below average.	Harbouring feelings of inferiority. Anticipates the future with doubts.	Constantly refers to her uncertainty about her future.	Would like to become a fashion designer Although this corresponds with her interests, she does not know much about career.
5B	Performance is above average.	Resents poverty in her family. Appreciates that her parents try to support her.	She reveals confusion right through by wanting to become dancer, singer or a teacher.	She chooses teaching as her proposed career. She has inadequate information about this career.
6I	Below average according to her latest school reports.	Wants to take any vocation for which further training is not being paid for.	Has a strong urge to do professional work. Strongly future orientated.	Considers to become a nurse. Information she has about nursing is insufficient.
7Z	Above average as revealed by her latest school report.	Appreciates support she receives from her parents. She expresses confusion about her future.	She doesn't seem to be able to make a definite decision.	She refers to clerical work, police and teaching as her proposed careers.
8G	Below average as derived by her latest school report.	Constantly troubled by her work and her doubts about her future.	Strongly future orientated although she does not exactly know what to do.	She considers taking nursing as a career. She knows very little about nursing.
9NE	Above average according to her latest school report.	Her greatest ambition is to become a photographic model.	Right through she reveals herself as an over suspicious person who cannot work with other people.	Thinks of becoming a TV presenter, photographic model, and an actress. Does not know much about these.
10M	Slightly below average.	Lack of self confidence. Harbours doubts about her future.	She does not have a definite career in mind. Reveals confusion.	She would like to become a university graduate in any field e.g. to be a nurse or TV presenter.
11SM	Below average according to her latest school report.	Finding it difficult to make a definite career choice.	Strongly wants to attain university exemption although she does not yet know the direction of career.	Considers taking a degree in dietetics physiotherapy or teaching. Has shown knowledge about these.

CASE NO	ZULLIGER	1911 (strongly interested)	BODILINESS	SOCIALITY
12P	Scientific and art giftedness. Highly dependent on interpersonal contacts.	low social work, sociability, and language.	Has a leg defect which makes her to be very unhappy.	Likes making interpersonal contacts but hates caring for sick people
13J	Lack of intellectual orientation. Mental rigidity and a high degree of dependence on interpersonal relations.	Social work, low and performing arts.	She is asthmatic and is constantly troubled by tonsils.	Likes to establish interpersonal contacts but poor in helping the ill.
14N.Mz	Flexibility in thinking self-assured and is normally independent.	service, law clerical, practical female, science and public speaking.	Bronchitis and headache.	Likes helping the ill, mentally disordered and the aged.
15PB	Reveals some technical and art giftedness. Unsociable and an inability to communicate.	Her interests be highly undifferentiated.	Has a back defect and suffers from constant headache.	There is not even a single social aspect in which she has rated herself or above average.
16PH	Lack of intellectual orientation. World estranged and is least dependent on interpersonal contacts.	law, performing arts, historical nature.	She claims to be free of physical defects and illnesses.	Does not like working with people. She believes her career should require orderliness, neatness and tidiness.
17NMP	Scientific and art giftedness. She reveals a lack of interest in human Umwelt.	numerical, science business nature.	She claims not to be suffering from any illness or physical defect.	She is not good at any of the social aspects listed. Does not like to work with people.
18D	Inability to constitute interpersonal contact. Reveals some art & creative giftedness.	performing arts, science fine arts, creative thought and sport	eye problem.	Does not rate herself as good in any social aspect. She thinks her career should be characterized by variety, action and mobility.
19	Flexibility in thinking Self assured. Normally independent.	sociability, language, public speaking and sport.	Kidney problem, very attractive.	Easily establishes relationships with other people.
20K	Least dependent on interpersonal contacts. Normal ability to think & has a sense for reality.	Science, sport more low and numerical.	Once suffered from tuberculosis.	Avoids interpersonal contacts.

CASE NO	ZUNI TIGER	1211 (strongly interested)	BODILINESS	SOCIALITY
12P	Scientific and art giftedness. Highly dependent on interpersonal contacts.	low social work, sociability, and language.	Has a leg defect which makes her to be very unhappy.	Likes making interpersonal contacts but hates caring for sick people
13J	Lack of intellectual orientation. Mental rigidity and a high degree of dependence on interpersonal relations.	Social work, low and performing arts.	She is asthmatic and is constantly troubled by tonsils.	Likes to establish interpersonal contacts but poor in helping the ill.
14N.Mz	Flexibility in thinking self-assured and is normally independent.	service, law clerical, practical female, science and public speaking.	Bronchitis and headache.	Likes helping the ill, mentally disordered and the aged.
15PB	Reveals some technical and art giftedness. Unsociable and an inability to communicate.	Her interests be highly undifferentiated.	Has a back defect and suffers from constant headache.	There is not even a single social aspect in which she has rated herself or above average.
16PH	Lack of intellectual orientation. World estranged and is least dependent on interpersonal contacts.	law, performing arts, historical nature.	She claims to be free of physical defects and illnesses.	Does not like working with people. She believes her career should require orderliness, neatness and tidiness.
17NMP	Scientific and art giftedness. She reveals a lack of interest in human Umwelt.	numerical, science business nature.	She claims not to be suffering from any illness or physical defect.	She is not good at any of the social aspects listed. Does not like to work with people.
18D	Inability to constitute interpersonal contact. Reveals some art & creative giftedness.	performing arts, science fine arts, creative thought and sport	eye problem.	Does not rate herself as good in any social aspect. She thinks her career should be characterized by variety, action and mobility.
19	Flexibility in thinking Self assured. Normally independent.	sociability, language, public speaking and sport.	Kidney problem, very attractive.	Easily establishes relationships with other people.
20K	Least dependent on interpersonal contacts. Normal ability to think & has a sense for reality.	Science, sport more low and numerical.	Once suffered from tuberculosis.	Avoids interpersonal contacts.

CHAPTER 5SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS5. Restatement Of The Problem

This dissertation has addressed the problem of vocational orientation of the Black female adolescent in KwaZulu and Natal. In chapter one it was revealed that the Black female adolescent is faced with unique problems when the question of vocational orientation is raised because of several reasons which will be summarized in this chapter.

In chapter one it was revealed that one of the problems confronting the Black female adolescents is that the vocational world is expanding and because of its complexity neither the parents nor the teachers are in a position to support the adolescent in making correct career choices.

It was also pointed out in chapter one that the high rate of drop outs in African schools deprive the majority of Black adolescents of the opportunity of being trained and prepared for professional jobs.

Another problem facing the present day Black female adolescent is that the Black society is in a state of transition from agraic to the western technological culture. Hence the present day Black adolescent particularly the female does not share the vocational advantages of youth in some earlier and simpler cultures.

It has also been pointed out that the family which is supposed to support the adolescent to reach a satisfactory state of vocational orientation is powerless in the midst of conflicting values. Thus the Black family often fails to provide a primary educational milieu that should assist in the vocational orientation of the Black female adolescent. This is as a result of cultural, socio-economic and political factors.

Another reason which also creates problems in the Black female adolescent's efforts to orientate herself within the vocational reality is that the black school system continues to produce people who are not trained in important skills required by the labour market. The Black female adolescent with inadequate educational qualifications and no experience as a worker finds herself in a problematic situation.

Although job reservation acts have been repealed Black workers are still faced with attitudinal barriers. This covert discrimination is very difficult to remove because in essence it is emotionally rooted.

The Black female adolescent is also suffering disadvantages on account of the absence of properly organised guidance services in Black schools. Even in those schools where the services are being offered, the problem of inadequately qualified personnel in vocational guidance still exists.

5.1 Purpose of the study

The Black female adolescent in Kwazulu and Natal finds herself caught up between the First World and the Third World. The Black female adolescent therefore finds it increasingly difficult to make a smooth transition from childhood to adulthood, a problem that was non-existent in a traditional society. The purpose of this study was therefore to investigate the pedagogic situation in which the Black female adolescent finds herself and to determine the impact her pedagogic situation has on her vocational orientation.

5.2 Methods Employed In the Study

5.2.1 Study of background literature

The first part of this work was the literature study on the situation in which the female adolescent finds herself with particular reference to the Black female adolescent. From the study of existing literature it was soon realised that the problem is rooted in the pedagogic situation and a psychopedagogic perspective seemed to be the appropriate approach to reveal some of the most important aspects of the problem.

5.2.2 A psychopedagogic perspective on vocational orientation

By employing the phenomenological method educationists have revealed the structure of pedagogics which has served as a frame of reference

for an investigation into the pedagogic situation of each individual adolescent. The ideal pedagogic situation as propounded by educationists served as a yardstick against which the present pedagogic situation of each Black female adolescent was assessed.

A psychopedagogic perspective was discussed indepth in chapter two. A psychopedagogic perspective must take into account how the child was taught i.e. it must consider whether the child's experiences were accountably directed by his educators. A psychopedagogic perspective should also take into account what the child was taught i.e. whether the content that was imparted by parents and teachers is relevant to the child's orientation.

A psychopedagogic perspective on vocational orientation therefore means determining the contribution that has been made by the child's education towards his present psychic readiness to orientate himself with regard to the vocational world. This implies that the child's pedagogic history, i.e. how and what he was taught had to be investigated to determine how it had affected his vocational orientation.

It therefore become imperative that a pedadiagnostication investigation be conducted within the family and school. This information constituted the foundation on basis of which authentic advice was given.

5.3 Empirical Study

The empirical investigation consisted of individual case studies conducted to reveal the pedagogic situation of each Black female

adolescent. In order to determine the adolescent's pedagogic situation. .
Exploratory media were employed which helped in determining:

- . the adolescent's present pedagogic situation which entailed conducting the autohistoricity interview with the child and the heterohistoricity interview with the adolescent's parents and teachers
- .. the level to which the Black female adolescent's potentialities have been actualized. This was investigated by employing the Senior South African Intelligence Scale (SSAIS); the Zulliger-tafeln-z-test, the Wiggly Blocks and the Passalong Medium
- ... the adolescent's present orientation was revealed by using the 19 Field Interest Inventory (19 FII), projection media as well as self evaluation questionnaires.

The information gained by employing the above-mentioned exploratory media revealed aspects which could influence the Black female adolescent's vocational orientation. A qualitative analysis of the results of these media revealed the adolescent's attitudes, aptitudes, achievements, interests and other personal characteristics which were correlated with the requirements of proposed vocations.

5.4 Conclusions Emanating From The Study

The study having been completed, the researcher is now in a position

to draw certain conclusions and also propose recommendations based on the findings of this work.

5.4.1 Complexity of factors

This study has revealed that quite a number of factors influence the vocational orientation of a Black female adolescent. These can be broadly classified as factors related to the nature of the education system, socio-economic factors, cultural factors as well as political factors.

5.4.2 Factors related to the nature of the education system

5.4.2.1 Lack of proper vocational guidance

This investigation has revealed that the Black education system still suffers from a serious lack of vocational guidance services. Seventy five percent of the teachers interviewed revealed that they did not have any qualification in guidance. They admitted that they were in charge of this subject because it has been given to them by the school principal. Thirteen percent of the teachers interviewed admitted that they are qualified only in general guidance, while another twelve percent of the teachers interviewed are qualified in vocational guidance. Teachers in charge of guidance often complained that they do not have adequate time for offering guidance services because they also offer other subjects. Hence guidance was often viewed by such teachers as an extra burden on their shoulders.

5.4.2.2 Inadequate materials for guidance services

Teachers who have genuine concern for offering guidance services expressed dissatisfaction due to the dire shortage of materials necessary for successful offering of the guidance services. Because of shortage of the materials necessary for rendering this service, the service degenerated into a theoretical subject.

5.4.2.3 Guidance is still not regarded as important by some principals, teachers and pupils

The Black education system is still very much examination orientated. Hence some school principals and teachers have still not yet realized the significance of this service because it is not an examination subject. Hence the teachers interviewed revealed that frequently the teachers would use the guidance periods for making up for whatever backlog has been created in their subjects. Teachers also expressed that even pupils are not taking this service very seriously.

5.4.2.4 Technical education is still viewed with suspicion by most Black adolescents

Another important finding of this study is that most Black female adolescents still believe that technical education is for people with inferior intellectual potentials. That was found to be the direct result of lack of adequate knowledge about the vocational world. Hence

in making their vocational choices some completely disregarded their own abilities and interests and chose those careers to which high status is attached.

5.4.2.5 Adolescents intending to enter paramedical fields were often hampered by predominance of academic values in education

This study revealed that the entrance requirements set for some vocations in the paramedical fields like physiotherapy, radiography, dentistry etc, made these vocations to be inaccessible to most Black female adolescents. This is due to the fact that standard ten with academic science and mathematics is used as an entrance requirement in the paramedical field. The problem seems to be lack of properly qualified teachers in these subjects in Black schools.

5.4.2.6 Media used were not standardized for Blacks

This study revealed that the media that are presently being used to assess the Black adolescent's vocational orientation were not standardized for Blacks. Because presently there are no exploratory media standardized for Blacks, the Black adolescent's vocational orientation is merely an approximation. Thus the results of the exploratory media need to be interpreted with caution taking into consideration the total circumstances in which the adolescent finds herself.

5.4.3 Factors Related to the Socio-economic and Cultural Background

5.4.3.1 The cultural background of most uneducated Black parents makes it difficult for parents to provide the adolescent with beacons for vocational orientation

This investigation has revealed that the cultural backgrounds; attitudes towards life and home environment of most uneducated Black parents are alien to what obtains in the modern technological world. Such parents therefore fail to accompany their children in the form of offering them advice in matters pertaining to vocational choices. Forty-five percent of the parents interviewed admitted that they do not know anything about the vocational world. Hence their daughters were said to be free to pursue any vocation provided that tertiary training is not paid for.

5.4.3.2 Parental choices as a dominant factor

This study also revealed that all the educated parents included in this study revealed that they would like to impose career choices upon their adolescent daughters. This is the result of the fact that most black parents would like their daughters to be academically educated rather than trained for some technical skills. Children of such parents are likely to encounter difficulties as they attempt to satisfy parental wishes with the total disregard of their own interests and abilities.

5.4.3.3 The influence of the socio-economic conditions

This investigation has also revealed that the vast majority of Black adolescents live under appalling conditions because their parents earn below the current Poverty Datum Line. Sixty percent of the homes visited were traditional huts while twenty percent of the homes visited were semi-western houses with the basic necessities lacking. It was discovered that the majority of adolescents from such homes are often compelled by socio-economic pressures to pursue any vocation which either does not require any post school training or for which further training is not being paid for. It was therefore common for parents to encourage their adolescents to join the police force, post office services or nursing profession irrespective of their interests in these vocations.

5.4.3.4 Frequent absence of one or both parents deprive the adolescents of support they need

Sixty percent of the adolescents included in this study were found to be living without their fathers because their fathers are migrant labourers. In ten percent of the cases studied the adolescents were living without both parents. Some of these adolescents were left with elderly grandparents who could not assist them in reaching the state of vocational orientatedness. Because ninety percent of the cases investigated were still predominantly extended, it was found that the members of the extended family were also ill-informed about the vocational reality. The suggestions they made were therefore often derived from hearsay and family prejudices. Hence the presence of the extended

family does not help the adolescent in solving her vocational choice problems.

5.4.3.5 Physical handicaps and illnesses greatly affect the actualization of the adolescent's potential

Another finding emanating from this study is that quite a number of adolescents and therefore school going children in general have physical handicaps and suffer from illnesses for which they have never received proper medical attention. Diseases like constant headache and stomachache as well as handicaps like short sightedness and hard of hearing were found to be common. In fifty percent of the cases the parents were not aware of the illness or handicap. In fifteen percent of the cases the parents realized quite late that their children were affected. It is important to point out that those who received medical attention attended local illequipped clinics with inadequate facilities. These physical handicaps and illnesses negatively affected the actualization of the adolescent's latent potentials which is likely to have negative implications for future vocational pursuit.

5.4.3.6 Lack of clearly defined abilities and career objectives

Ninety percent of the adolescents included in this study revealed that the Black adolescents know very little about the world of work. They therefore leave school at the end of standard ten with neither authentic knowledge about their own abilities nor appropriate information about the career world. This makes the adolescents to develop diffuse

career objectives. The adolescents therefore resort to defining the career objectives in terms of the profession or vocation she would like to join not in terms of skills she is able to offer. Responses like "I would like to work in the bank or hospital or become a civil servant" were quite common. When these adolescents were questioned about what they would be expected to do it was soon discovered that they did not know the skills which were actually needed in these occupations.

5.4.3.7 Lack of knowledge about the available career opportunities

Most of the subjects included in this study revealed that their knowledge of employment opportunities available to Blacks leaves much to be desired. They therefore tended to stick to the stereotypically feminine occupations in making their choices e.g. nursing, typist etc. The researcher also discovered that in many instances the adolescents only knew the names of different vocations without having thorough knowledge about issues like entrance requirements, conditions of service, remuneration, fringe benefits, prospects for promotion and unfavourable aspects of a career. The information that the majority of adolescents had was derived from hearsay and was therefore often prejudiced. Hence their proposed vocational choices were often not based on authentic knowledge of available career opportunities.

5.4.3.8 Influence of the peer group

The study also revealed that some adolescents would propose those vocations which are in line with the standards set by friends. In

some schools visited it was discovered that some cliques would choose a particular vocation because they would all like to work together or to attend the same institution for tertiary education. Hence such choices were based neither on the adolescent's own interests nor abilities, which is likely to lead to dissatisfaction and frustrations when the adolescent confronts the real job situation.

5.5 Recommendations

In the light of the study conducted the following recommendations can be made.

5.5.1 Need for standardization of media to be employed in assessing the vocational orientation of Blacks

Because the media that were used to determine the vocational orientation of Black adolescents were not standardized for Blacks, their results are not valid and reliable. There is therefore an urgent need that culture fair media be standardized to assess the Black child's intelligence, interests and other personality traits. This is due to the fact that in most cases the results of the exploratory media proved to be contrary to the researcher's personal observation and the subjects achievement in their various school subjects. Exploratory media relevant to a Black child therefore need to be devised.

5.5.2 Introduction of vocational oriented education

Vocational oriented education should be introduced which should aim

at making the adolescent to acquire marketable skills complying with requirements of the labour market. The skills acquired by the adolescent would enable her on completion of her school career to choose with confidence from job opportunities provided by the labour market. The researcher therefore recommends that use of tools, operation of simple machines and technology becomes an integral part of education. This can greatly help the adolescent to develop insight into the role of technology in a modern man made environment.

5.5.3 Establishment of properly organised guidance services in Black schools

This study has proved beyond doubt that much confusion in making career choices is generated by absence of properly organised Guidance Services in Black schools. The establishment of vocational guidance services in Black schools will necessitate that

- . enough personnel be trained in career guidance
- . developing exploratory media that are relevant to a Black child
- . diversifying the curriculum to enable students to follow the general, academic, as well as the vocational, commercial and science subjects in order that their skills, natural abilities and interests be highlighted.

5.5.4 Informing parents and the general public about career education

It has been proved that the vast majority of Black parents are generally uninformed about matters pertaining to the vocational world. Even the enlightened parents tend to encourage their children to pursue academic studies even if children themselves are not interested. The researcher therefore deems it necessary that parents and the general public be informed of advantages of career education. This will help to eradicate the traditional low status attached to technical and vocational education.

5.5.5 Referring pupils who need medical attention to hospitals

This study has revealed that many school going pupils suffer from illnesses and physical handicaps for which they are not being treated. In order to minimize the effects of the physical handicaps and illnesses from which pupils may be suffering, the class teacher and other subject teachers need to keep a watchful eye on their pupils. If the teacher identifies a child with a medical problem, he will have to refer that child to hospital through the school principals.

5.5.6 Guidance teachers need to liaise with careers information centres

If Black adolescents are to be kept up to date with new developments in the labour market there is an urgent need that guidance teachers cooperate with their local careers information centres where occupational

information about the world of work can be obtainable. The guidance teachers will also need to cooperate with institutions for higher education in order to make pupils aware of higher educational opportunities available.

5.6 Synthesis

From a psychopedagogic perspective the realization of one's latent potentials is the outcome of education. The actualization of one's latent potentials is expressed in vocational pursuit. Hence a vocation is also a way of life and not only a means of making a living. A vocation has therefore so much influence in any individual's life that it becomes imperative that the individual thoroughly prepares himself for it.

Thorough preparation entails acquisition of skills relevant to that particular vocation. This the Black school system fails to do. Thus the Black education system urgently needs to be improved.

The Black female adolescents also encounter some problems when vocational choices are to be made because of the socio-economic and political factors. Hence there is also an urgent need for the improvement of the socio-political and economic system.

There is also a necessity for further research to be carried out in the direction of career education.

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NAME OF PUPIL:

AGE OF PUPIL:

EXERCISE	TIME	MULTIPLY WITH	TIME IN SECONDS
1	(sec.)	x 1.0 =	
2	(sec.)	x 1.4 =	
3	(sec.)	x 1.7 =	
TOTAL			
÷ 3 =			
÷ 60=			

Average
Time

Average Time x Age Factor = = Achievement mark

Find the Level of Achievement (LOA) from the Norm Table

LOA: _____

A₂
THE WIGGLY BLOCK

AGE FACTORS FOR BOTH SEXES

AGE LAST BIRTHDAY	AGE FACTOR
16 years	.62
17 years	.77
18 years	.83
19 years	.87
20 years and older	1.00

NORMS FOR DETERMINING LOA

ACHIEVEMENT MARK		LOA
MALE	FEMALE	
0 - 2.74	0 - 4.00	A
2.65 - 3.87	4.01 - 6.50	B
3.99 - 6.13	6.51 - 9.50	C
6.14 and higher	9.51 and higher	D

TIME TAKEN IN SECONDS																				
SUB-TEST																				
	0	16	31	46	61	76	91	106	121	136	151	166	181	196	211	226	241	256	271	286
	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
1	2	2	2	2	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
2	8	7	6	5	4	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-
3	8	7	6	5	4	4	3	3	2	2	1	1	-	-	-	-	-	-	-	-
4	12	11	10	9	8	7	6	5	4	3	2	1	-	-	-	-	-	-	-	-
5	12	11	10	9	8	7	6	5	4	3	2	1	-	-	-	-	-	-	-	-
6	12	11	10	9	8	7	6	5	4	3	2	1	-	-	-	-	-	-	-	-
7	12	11	10	9	8	7	6	5	4	3	2	1	-	-	-	-	-	-	-	-
8	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	-	-	-	-
9	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

POSSIBLE SCORE 102

WHERE FAILURE IS RECORDED THE SCORE IS NIL

SCORING AND NORMS

PASSALONG TEST NORMS

BOYS MENTAL AGES IN MONTHS					
SCORE	MENTAL AGE	SCORE	MENTAL AGE	SCORE	MENTAL AGE
13	84	39	138	65	192
14	86	40	140	66	195
15	88	41	142	67	198
16	90	42	144	68	200
17	93	43	147	69	202
18	95	44	150	70	204
19	97	45	152	71	206
20	99	46	154	72	208
21	102	47	156	73	210
22	104	48	158	74	212
23	106	49	160	75	214
24	108	50	162	76	216
25	110	51	164	77	218
26	112	52	166	78	220
27	114	53	168	79	222
28	116	54	170	80	224
29	118	55	172	81	226
30	120	56	174	82	229
31	122	57	176	83	232
32	124	58	178	84	235
33	126	59	180	85	238
34	128	60	182	86	240
35	130	61	184	87	242
36	132	65	196	99	244
37	134	63	188	89	246
38	136	64	190	-	-