

BRIDGING THE ROLE DIVIDE: THE HOME-SCHOOL LINK IN CAREER GUIDANCE

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ABSTRACT: *This paper interrogates the role-gap between two social institutions, the home and the school; by exploring the extent of these institutions' cooperate relationship, if any, in career guidance of children. Career guidance helps people reflect on their ambitions, interests as well as help them understand the labour market. This paper's point of departure is the Functionalist perspective's admission that the home and the school, though linked by their interest in the same child are differentiated by the varied roles they perform in the socialization of molding and preparing the child into a perfect social being. It is this assumed divide between the roles of these two institutions which this study wishes to investigate so as to ascertain if there are any possibilities of bridging the gap. The study concedes that children are the pool from which a nation's future human resource needs are tapped and hence due consideration has to be taken especially on issues pertaining to their upbringing and welfare. Premised against this backdrop, this current study intends to investigate the role of parents and school as actors in shaping and molding children's future careers in order to determine the extent of parent-teacher involvement in awakening job readiness in children. Thus, the paper will attempt to unveil the diverse parenting styles and school conditions and their impact in realizing the human potential in children. In order to unearth this impact of the familial and school environments in influencing children's academic achievement and future careers, the paper adopts a quantitative-cum-qualitative research paradigm where pupils, parents and teachers responded to questionnaires or were interviewed. The study has, foremost, shown that children's career potentialities are considerably cultivated & nurtured more at school than home and are differentiated by social class and school conditions where there is a huge early opportunity gap between those from affluent families and their poorer compatriots. The paper has also discovered a 'victim-image' of some children who experience clipped and curtailed human rights and privileges. The research, thus, recommends that proper child nurturing and training strategies be adopted via well coordinated and institutionalized strategies permeating all agencies that have to do with children's upbringing.*

KEY WORDS: *Career guidance; Career's Day; Career path; Parent-teacher involvement; Management; Unemployment*

BACKGROUND

This investigation was motivated by the discovery made by one of the researchers when he asked some of his university students what career choices were open to them after leaving college. To the researcher's surprise, some students did not even know the career paths their degrees led to, a pointer to a possibility of students blindly marching into the future.

It was also inspired by the cursory analysis by the researchers that showed how the streets are littered with unemployed youths and the question that begged to be answered was: whose problem is it? The school or the home? Unemployment in the African context has seen hordes of legal and illegal immigrations from parts of Africa into Europe and America in search of jobs and a livelihood. For example, Zirima and Nyanga (2012) report how in Zimbabwe, the protracted economic and political morass which began in 2000 precipitated an unprecedented unemployment rate of 94% in early 2009 that compelled "a myriad of people to 'vote with their feet' to other countries such as South Africa, Botswana, U.S.A, Australia and Britain, in search of better economic fortunes." Such a scenario has the potential of precipitating a lot of social challenges for the youth who end up as robbers, prostitutes or engage in any other anti-social behavior in order to eke out a living and only research can help stem out the problem in its bud.

Although some of these unemployed youths are college and university graduates, they have not found it easy on the local job market, prompting some to question the relevance of education in a context where graduates are transformed into the worst paupers who loiter and scavenge streets for want of employment. For instance, Nyota and Sibanda (2012) have expanded on the harsh realities of Zimbabwe's 2009 unemployment crisis for the educated by showing how *magweja* (illegal diamond panners) denounced education as no more than a route to poverty. The influence of such an anti-school philosophy, if left unchecked and researched on, is to gradually erode the gains of education by making the youth see no benefit of education at all if education drives one into pauperism. This makes one wonder where the fault lines lie in the Zimbabwean education system if the system continuously churn out unemployable graduates who are mocked by touts and *magweja*. In the same vein, one can ask whether our education system and the home are performing their functionalist roles of shaping a new citizenry from which a country draws its future human capital to man the various industries or not. The question that guides this current research is to what extent the familial/ home environment has contributed towards helping children develop critical thinking skills as well as initiate them for the world of work. The million dollar question, then, is what benefits are accrued from years of formal education if the result is joblessness? This has motivated the researchers into exploring the interface between the world of school and that of the home in preparing children for the world of employment.

Apart from that, transnational immigrations have fractured nations' geographical and political boundaries and transformed the world into a small global village made up of different races and tongues. In the words of Young (2002:16), "As the world becomes more complex and the

marketplace becomes even more global, nations need to ensure their survivability by looking after their children so that both can participate and compete effectively in the world economy." Given this development, it can only be prudent to interrogate and appraise our education system for its effectiveness in churning out competitive school graduates who can smoothly be absorbed by this global job market. This paper, thus, investigates the role of parents and schools as actors in shaping and molding children's future careers in order to determine the extent of parent-teacher involvement in awakening job readiness in children.

The point of departure for this study is the argument that the school should not perform the function exclusively but that the home should also be roped in, in apprenticing children for the world of work. Premised against this brief background, the thrust of this study is to investigate how much the home environment prepares the same children for the world of work. The assumption made by this study is that parents are the bridge between familial/home environment, the school setting and the future career, Haralambos and Holborn (2008). Thus, the paper seeks to unearth whether the home and school environments are proactive by offering strategies that engender structured career planning programmes for the children or not.

THEORETICAL FRAMEWORK

A brief discussion of the meaning of the term career guidance will put this study's theoretical framework into perspective. There is much controversy and confusion over the use of the term 'career guidance'. A word of caution is, not to be bogged down by the sterile war of words, but pick up the basic elements. Career guidance should be seen as a change agent. Its accent on change is seen in how it helps pupils reflect on their ambitions, interests, qualifications and abilities, breeding better focus and an appreciation of the value of education in pupils. The definitions used here may carry meanings which are inconsistent with common parlance/common dictionary meanings.

Osipow and Fitzgerald (1996:50) in an effort to enlarge our understanding of career guidance distinguish the concept of career choice from a "point-in-time event" to a "developmental process" that takes place over a long period. What this tells us is that career choice is a process that evolves over a long period of time not an event, and therefore there is need for conscious guidance towards this career path. According to the Organization for Economic Co-operation and Development (OECD, 2004) career guidance is a construct used in academic, professional and lay discourse to help people understand the labour market and education systems.

In order to concisely explore and unravel the issues belying this investigation, as well as fully explore the potential of the home and the school in influencing children's career choices, this study adopts a three-pronged approach where it draws from Talcott Parsons' Functionalist Perspective, Super's (1953) career development theory as well as the Ecosystemic/Ecological

theory fathered by Bronfenbrenner(1979). Although the three theories differ in certain respects, both concur that a person's social surroundings impact on the way s/he develops.

The Functionalist Perspective views society as made up of different interlocked institutions such as the home, religion, education, prison, etc, each playing an integral role in the welfare of the whole society but with a specific function to perform for the good of society. The perspective's position is that each of society's institutions has an inherent interest in the socialization of the child who remains the common denominator and a centre of focus of these institutions. In Parsons' view, the family performs two irreducible functions, namely, primary socialization and stabilization of adult personalities (Haralambos and Holborn, 2008). Primary socialization in this regard is the first orientation into the cultural capital of a society that the child acquires, a foundation laid upon by the family unit into an appreciation of the culture of a society (Bourdieu,1997). By so doing, the family structures and stabilizes in the child the adult personalities such as politeness or rudeness, laziness or industry, making the family institution an integral contributor towards shaping the manner in which one behaves in later life. The million dollar question that this study wants to pry open is how far career guidance begins with the family as well as what role this institution is playing towards shaping children's career paths.

Parsons avers that the school, on the other hand, extends the socialization process as it bridges the gap between the family and the society by helping the child move from particularistic standards in the family to universalistic standards typical of the society. This means that the school takes up the child socialization initiated by the family to another level so that the child fits into the wider culture. Education's role, in this sense, is viewed by the Functionalist school as fostering two important values in the child, the value of achievement, as well as the value of equality of opportunity, making it a meritocratic system that confers upon all, equal opportunities in life.

The other theory at the centre of this study, the Ecosystemic theory, is an integration of both ecological and systemic theories and it equates society to an ecosystem which is made up of interactive subsystems which influence one another continuously so that the whole is more than the sum of its parts (Donald, 2010). This ecosystemic understanding of child development by Bronfenbrenner views child development as occurring within four nested systems, namely, the microsystem, the mesosystem, the exosystem and the macrosystem which all share proximal interactions. While the microsystem involves roles, relationships and patterns of daily proximal interactive activities such as within the family, the mesosystem is a set of microsystems such as the school, home, peer group, etc, that continuously interact with one another thereby influencing how the child develops. The exosystem on the other hand includes the external system with no direct bearing on the child but influences the people the child has proximal relationships with in her/his microsystem, eg, the parent's work place. The last of these systems, the macrosystem is the wider community and the whole social system involving the dominant social and economic

structures as well as values and practices that influence all other social systems, implying that no system is operating in a box.

The main concern of the ecosystemic perspective is to show how individual people and groups at different levels of society are interwoven and linked in dynamic, interdependent, interacting relationships (Donald, Lazarus and Lolwana, 2010; Broderick, 1993). The implication drawn from this is that what happens in one part of the system can affect other parts and thus, balance becomes a central concern of this perspective. This means that if there is disturbance in any one part of the system, the balance of the whole system is torpedoed and shattered. In light of these views, it is clear that both the home and school are powerful interdependent catalysts in shaping and molding children's future possibilities. What this means is that inadequate and inappropriate social experiences in the early environment can greatly compromise preparedness for the future.

Among the many theories of career choice and development, the theory by Super has received much attention in the USA as well as in other parts of the world. Super (1969, 1980, 1990) suggested that career choice and development is essentially a process of developing and implementing a person's self-concept. Super(1990) posits that, self-concept is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, and environmental characteristics and stimulation .<http://www.realtutoring.com/career/bigFiveTheory.pdf>. According to Super's career development theory, career awareness is the first stage in the development of career choice. Super states that this stage marks the cognitive process in formulating a general career goal based on the awareness of the existing resources, the various probabilities, interest and values,(Nasir and Shiang Lin,2012) .Each individual will go through each career development stage and will need to utilize their mastery of each level in order to move on to the next. The career awareness stages will then shape the self-concept.

Super (1990) proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintenance (or management), and disengagement. In each stage, one has to successfully manage the vocational developmental tasks that are socially expected of persons in the given chronological age range. Super's first stage of career awareness, which is the child development stage is growth stage for self-concept, behaviour, needs and the employment world. Children associate their self-concept with career as a way of self-expression. This shows that the self concept development has a direct impact on the career growth in children, (Nasir and Shiang Lin, 2012).They proceed to insist that a person's self concept is built through his or her physical and mental growth, career observation, adult career identification and general experience. The elevation of the self-concept stages indicate the breadth of an individual's experience and subject knowledge expansion; as the person's working world relationships improves, the better his or her self-concept will grow.

It is on the backdrop of this theoretical foundation that this paper now explores whether there is disjunction or unity in the way the school and the home socialize the child towards the world of work. The paper will explore the potential of a gulf existing between what parents in the home and what teachers in the school are doing. (Haralambos and Holborn, 2008).

METHODOLOGY

To carry out this study, a quantitative-cum-qualitative research methodology was adopted where parents, teachers and pupils formed the sample of the study. The teachers as well as pupils were drawn from eight schools in Masvingo district, where four were urban and four rural schools. Questionnaires, interviews and observations made by the researchers on Career Guidance Day were the tools used to gather data for this study. The researchers attended a Careers Day organized by schools in Masvingo district, comprising of both urban and rural secondary schools, which enabled them to observe as well as interview some of the participants. Through purposive sampling, the researchers were able to select parents and children that fit the variegated familial contexts used for this study which are given below:

- a) single-parent homes/ non resident fathers
- b) two parent homes
- c) low-income homes
- d) high income homes
- e) urban homes
- f) rural homes.

Four parents and four children from each of these family backgrounds making a total of forty eight respondents were either interviewed or responded to questionnaires distributed by the researchers .A sample of thirty teachers from a population of a hundred and seventy that attended the Career Guidance Day were interviewed purposively in order to maintain the rural-urban balance .Purposive sample was also done on employed young adults(25 years and below) who had attended the function either as facilitators or standing in for an absent parent. Structured interviews were carried out with this particular sample.

RESEARCH FINDINGS

This study has discovered that indeed a gap exists between the practices in the school and the home in the way they socialize the child towards the world of work. The major themes and research findings relevant to the study are discussed below:

a) The Family Context

Variegated family structures were purposively sampled and interrogated for this study. It was observed that family structures vary considerably to create nuclear, extended, child headed, single-parent, two parent homes among other configurations. The impact of the family contexts in career guidance was observed to differ considerably as is given below:

Table 1, showing the impact of family contexts in career guidance

<i>Family type</i>	<i>Respondents</i>	<i>Understand concept of career guidance</i>	<i>Have time for career guidance</i>	<i>Who does career guidance in the family</i>
Single-parent	4	4	0	Father 0% Mother 0% Relatives 0%
Child-headed	4	0	0	Father 0% Mother 0% Relatives 0%
Two – parent	4	4	3	Father 0% Mother 75% Relatives 0%
High income	4	4	4	Father 25% Mother 75% Relatives 0%
Low income	4	2	1	Father 25% Mother 0% Relatives 0%
Extended	4	2	0	Father 0% Mother 0% Relatives 0%

From the above table, it is clear that high income and two parent homes are the most ideal family types for the purposes of career guidance as parents from the other family configurations generally found no time for career guidance or lacked career information. However, this study has shown that between the two parents, mothers were more involved as fathers rarely assisted in children's academic work and career guidance, confirming Popenoe(1996)'s argument that fathers should not be just second adults in the home.

Although this study confirms evidence from experts in child development that “regardless of family type, parents who stay involved with their children's education from elementary school through high school and beyond help them maximize their academic achievement” and career opportunities, (<http://npin.org/library/pre1998/n00318.html>), the study has discovered a

diminished role by child-headed, single parent, low income and extended families in career guidance when compared to 'ideal' family set ups with both parents alive. The study has discovered how poor children from low income and child-headed families lack family support in career information. 85% of the parents stated they had too little time with their children.

b) Gender Socialisation

This study has also discovered a misconception of career guidance by the majority of parents (70%) who participated in the study. The study observed a mythical construction of career guidance in the home to mean work done in the home such as tilling the land, washing pots, cooking and herding cattle. One male participant from a rural family set up who was asked how his family was shaping the children's career opportunities, summarized the general perception of family involvement in career guidance when he said, "*Vana vangu vakomana ndinomaker shuwa kuti ndavadzidzisa kurima, kutema huni avawo vasikana vachisuka nokubika, kuwacha hembe nezvimwevo zvevanhukadzi*" [I make sure that I train my male children in trades such as ploughing ,and cutting firewood while girl children clean plates, cook, wash clothes and do other female duties.] When probed further whether he wanted his boy children to become farmers while girl children became maids as indicated by the kind of chores they were doing in the home, the respondent was quite clear he would not want his children to assume these roles but would be happy if they took up professional jobs such as piloting, engineering, among others. It was clear from this that the activities children engaged in the home had nothing to do with career guidance but were based on a misconception of what career guidance entails.

Apart from that, the labour relations in all home types under study indicated how the work activities around the home were sex determined. It was clear from all this that the manner in which parents assign and delegate tasks to their children in the home reflect some kind of gender socialization. A summary of this gender determination of activities in the home is given in the table below:

Table 2, showing gender determination of activities in the home

FAMILY TYPE	<u>ACTIVITIES</u>	
	Girls	Boys
Rural	Washing plates & clothes; cooking; gardening; baby sitting	Herding cattle; ploughing;
Urban	Cleaning plates; washing clothes; cooking; sweeping the yard	Gardening; trimming the hedge; cleaning the car

Table 2 above shows gender socialization in activities around the home. However, this study has also found out that basing activities in the home on anatomical grounds is consistent with what obtains in most schools under study .In 90% of the schools under study, practical subjects as well

as sporting activities were discovered to be sex specific. This information is reflected in the table 3 below:

Table 3, showing the role played by the school in 'sex-specifying' activities

SEX	PRACTICAL SUBJECTS	SPORTS
BOYS	Agriculture; woodwork; metal work;	Soccer; rugby; cricket
GIRLS	Fashion & fabrics; fashion & fabrics	Netball; handball

The above table reflects how schools have adopted two career pathways for boys and girls by differentiating the sporting activities as well as practical subjects that the two groups can pursue. In 60% of the schools under study, it was the girl child who swept the classroom and engaged in general cleaning. Such differentiation of activities in the home as well as in the school on grounds of a child's biological build is a reflection of a cooperate relationship in the way these two institutions stabilize gender-biased adult personalities in children.

c) The dynamics of family wealth

This study discovered that children's career potentialities were considerably differentiated by social class. For the convenience of this study, the researchers categorized all families into two groups, rich and poor families, where richness was marked by a net salary of at least five hundred dollars per family of three, separate bedrooms for boys and girls, a car, occupation of a full house and an uninterrupted viewing of at least a Compact plus television (dstv). In poor families, children engaged in activities such as vending, performing all the domestic chores in the home, to raising their own school fees and even working together with their parents in well-to-do families' fields. In rich families, there was a domestic help, children were exposed to uninterrupted viewing of television, either attended boarding schools or elite schools.

As the study found out, the dynamics of family wealth influenced the communication patterns and the delegation of roles and responsibilities in the home. For instance, some pupils were discovered to enjoy the advantage of having resources such as laptops, sewing machines, cell phones amongst other gadgets. The study also discovered that despite family background, all parents wanted high paying jobs for their children. The study, however, puts to question parents' knowledge about their role in career guidance as (75%) of poor parents lacked information about career opportunities available to their children. Asked to list examples of high paying jobs, the majority of parents from the poor family category were handicapped as their conception of a good job centered on civil service or low paying jobs. The most common careers identified were teaching, joining the army or police force. To compound this discovery, when children from poor backgrounds were asked what they wanted to be after school, 90% were happy to be 'anything' as long as it was highly paying, a clear indication that there was lack of career guidance both at school and home. The study also discovered that poor children often have to forego education to

work and bring income into the family, an experience which clips their ambition in life. On the other hand, parents and children from affluent backgrounds could freely give a list of 'novel' job careers such as actuarial sciences, engineering occupations, pharmacy, and piloting among others. However, when asked what subject combinations were necessary to secure these jobs, 70% did not know also confirming lack of career information amongst this group.

d) The School and Career Guidance

This investigation has also revealed that Zimbabwean schools lack a clear coordinated career guidance program. It was discovered that school clusters have an annual Career Guidance Day on their academic calendars where experts from various professional groups provided information to pupils regarding these professions. The study discovered that although these Career Guidance Day events were important, they were not attended by all schools and in some cases, schools sent pupils drawn from Forms 3 & 4 classes to represent them on these events at the expense of the rest of students. Apart from career guidance being done over a single day, all schools under study did not have Career Guidance on their school timetables or programmes. This reduces career guidance to "a point-in-time event" as opposed to being a "developmental process" over a long period of time (Osipow and Fitzgerald, 1996). Information gathered from 88% of the respondents who participated in this study, (25 years and below), already in employment, indicated that they lacked information and guidance about options that were open to them and the progression routes to which those options led while they were still at school. The table below shows the mismatch between jobs some of the respondents are in and the jobs they would have preferred, in retrospect:

Table 4, showing a mismatch between preferred and present jobs.

Participant	Current employment	Reasons/motivation for joining	Preferred career (p.c)	Reason for not joining p.c
1	Teacher	poverty	Lawyer	lack of finance to continue school
2	Maid	poverty	Teacher	orphaned early & could not proceed with school
3	Teacher	misdirected	Doctor	hated mathematics and science; subjects required
4	Policeman	ignorance	electrician	did not know procedure till i was too old to go for apprenticeship
5	Driver	poverty	Teacher	Poverty
6	Teacher	misdirected	engineer	Misdirected

7	Lawyer	parental influence	lawyer	None
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The above information reflects the importance of career guidance in school pupils' lives. Ninety percent of the parents who participated in the study showed that they viewed it as the school's statutory duty and not the home's, to prepare children for the world of work. They looked up to the education system as the panacea to the problem of joblessness among the youths. They pointed out that they were prepared to give their children all the financial backing because they believed that the several years spent at school should automatically culminate in shaping their children's future careers. As a result, most parents in this study folded their hands and became spectators convinced that their role terminates after paying school fees and expect the education system to perform all wonders in carving their children's future possibilities.

The study established that if at all rural parents made efforts to train and develop children's aptitude for future employment, it was in menial jobs such as herding cattle, fetching water, gardening, tilling the land which they felt were far removed from their ambitions for professional jobs which were more appealing. Table 5 below shows parents' responses when asked what they wanted their children to be when they grow up and how they could assist their children achieve those dreams:

Table 5, showing parents' involvement in shaping their children's career

Parent	What they want their child to be	What they think their child would want to be	How they are helping their child realize that dream
1	Whatever	don't know	paying school fees
2	Whatever	don't know	paying school fees
3	Whatever	don't know	paying school fees
4	Doctor	Doctor	assisting in homework & discussing with them
5	Lawyer	Lawyer	taking child to court during holidays, watching films on legal issues
6	Engineer	don't know	paying school fees

The common sentiment among pupils was that they were not allowed to explore their surroundings as their upbringing was mostly characterized by more don'ts than dos. Children saw this rigid regulatory framework around the home as too inhibiting for them to discover their talents.

Eighty percent of the parents wanted their children to pursue careers that they too had dreamt of while they were still growing up. However, most parents defended the idea of engaging their children in domestic chores no matter how menial as some form of general career guidance that prepared them for the uncertain future. One parent actually said, “*Mwana ngaagadzirirwe chero basa rese rese. Usakanganwa 2008 ka. Mamwe maBorn nemaSalad akakoniwa kudhiga ku South uko. Kuzara mhoni in 5 minutes. Kukonewa chero kusuka imbwa zvayo. Saka it’s bho-o kuti mwana akure achiziva mabasa ese kwete kungoti I want to be a pilot.*” [Children should be prepared to take up any job .Don’t forget that during the 2008 hardships some spoiled kids failed to do manual labour in South Africa .They failed even to clean a dog .It is healthy for these kids to acquaint themselves with all types of vocations ,rather than mere fantasizing of being a pilot some day]

e) Streaming

There were concerns from pupils who singled out the practice of streaming by schools as working against their career potentialities. The majority of schools were seen to stream pupils into low ability and high ability classes without consulting parents or pupils alike. One pupil said, “*Isu pachikoro pedu unongopiwa masubjects okuita nimateacher kubva paForm 3. Vamwe vanoita maSciences vamwe vachinzi ndevemaArts. Chero combination yaunoita ku‘A’ Level haizonyanyi kusiyana zvinoreva kuti nebasa rako rakatotagwa nimateacher.*” [At our school, the teachers prescribe the subject combinations for pupils from Form 3 onwards. While others do Science subjects, others will be enrolled for Arts subjects. This affects your subject combinations at advanced level and in a way your future career is predetermined by the teachers.] A majority of pupils castigated streaming as an unfair educational practice as teachers did not show much enthusiasm when teaching low ability classes and indirectly this had an impact on these students’ career choices. In a big way, streaming was seen not to be a great leveler of the ground between the two ability groups, thereby creating educational disadvantage to the low ability group. It could also be pointed out that ,despite giving labels, streaming contributes significantly in the development of one’s self concept .There was also lack of subject harmony in some funny combinations given to pupils doing ‘A’ level such as Shona, Dress and Textiles and Divinity. The question that besets this investigation is how proper and open this practice of streaming is.

DISCUSSION

This study has revealed that in Zimbabwe, the education system is churning out children who are under-prepared for the world of work, whose expectation is to find a job and not to create one. Schools tend to view career guidance as an event and not a process (Osipow and Fitzgerald, 1996). Perhaps this explains why schools organize Career’s Day meetings once or twice a year as opposed to being a permanent fixture in the curriculum.

The study has also discovered that few children were happy with the amount of contact with their parents in career development or even their involvement in their academic work. This seems to conflict with one recent study by the Ferris State University where 78% of high school students said their parents were the single most influential source of career guidance. However, between the two parents, 79% clamoured for more involvement of their fathers as they felt that fathers rarely assisted them. These finding gave weight to the noted sociologist David Popenoe's argument that fathers should be more than just second adults in the home.

On the other hand, schools under study bemoaned the lack of cooperate relationship between the schools and families in career guidance as they felt that parents did little but expected too much from the school. As an example, schools complained about the erratic attendance by parents on Consultation Days mounted by schools yet schools viewed these as sites where parents could get information about the progress of their children as well as possible career paths their children could follow. Schools reported that few parents attended Consultation Days while others sent other older children to represent them as guardians. There were instances where a number of families could send one stand-in parent representative on these consultative meetings and schools viewed this as demonstrative of parental disinterest in matters close to their children's futures. Teachers pointed out that this resulted in parents' lack of knowledge of their children's subjects of interest at school which in turn meant they could not provide career guidance. This destabilizes the interrelatedness and interdependence of two critical systems (the home and the school), which are pertinent catalysts in molding and shaping children's future possibilities according to the Ecosystemic theory.

Children's career potentialities were discovered to be considerably differentiated by social class. The socio-economic conditions of the family have been discovered to have a profound influence on the career path followed by students. The study discovered that the dynamics of family wealth have an impact in preparing children for the world of work. Illich (1971), shares the same sentiments by maintaining that, it should be obvious that even with schools of equal opportunity, a poor child can seldom catch up with a rich one. He insists that, even if they attend equal schools and begin at the same age; poor children lack most of the educational opportunities which are usually available to working class children. These advantages range from conversation to books in the home. This indicates the impact of the two home environments on pupils' academic achievements. The home therefore has a crucial role in influencing and even determining the educability of pupils with whom the school has to deal with. What this tells us is that the home environment should be an extension of the learning atmosphere of the school by motivating pupils and making them want to learn. All this entrenches the argument that the home is a powerful catalyst in ensuring the smooth and well-prepared adaptation of the learner to the world of work inside the school as well as after school. This means that the specific chores, delegation and responsibilities given to children at home are important as they are the site of children's interface with real world issues .This confirms Parson's functionalistic position that

the family contributes in the stabilization of adult personalities, and in great ways even in determining its members' career preferences.

The study also discovered that most urban families had maids in their employment who did most of the domestic chores leaving the children free. A common, fundamental thread running through this study was that poverty, when combined with insufficient career guidance was discovered to clip pupils' ambition. Anderson (1998:44) supports this when he says, "since children grow up in different homes they develop differently and because of these different experiences, children enter schools with different aptitudes for learning". In the same vein, the study showed that in both the school and home fronts, children are 'schooled' to assimilate the capital of the patriarchal curriculum where domestic chores and extra-mural activities are preparatory grounds for two career pathways for girls and boys.

The idea of streaming which was a concern to 90% of secondary school respondents has a bearing on pupils' self concept. Streaming has a tendency to ascribe labels to students and these labels in turn have a bearing on pupils' self concept. Nasir and Shiang Lin(2012),cite Super et al(1953)'s research on self concept as suggesting that self concept plays an important role in affecting a person's choice of career and level of satisfaction. They maintain that an individual's career selection which harmoniously conforms to the person's self concept will thus provide maximum career satisfaction. Super et al (1963), has suggested that self-concept plays an important role in the formation of career development .They insist that as people grow ,they develop a view of their own roles ,personality traits and abilities .With a myriad of different career opportunities available to cater for the different individual personality traits ,people tend to compare their self-view with various occupational concepts .The identification process experienced by each individual and their attempt to play an influential role will in turn affect their career development

This study corroborates findings by Nasir and Shiang Lin(2012) from a survey carried out in Kuala Lumpur ,Malaysia, at an international school, where they established a positive and significant correlation between career awareness and self concept .They concluded that the first stage of career development, according to Super ,begins early in a child's life; and the development of career awareness influences the development of self concept, attitude ,needs and beliefs of the child .By imposing self-concept into their careers as a means of self expression ,they inevitably impact directly on their career development

Though the findings of this study are discouraging, they indicate many opportunities for taking action, so as to reverse the trends. The study has shown that many children leave school, not ready to learn, ill-prepared.

CONCLUSIONS

This paper has discovered that there is a dislocated and fractured relationship between the home and the school, although the two institutions have interest in the same child. While the school has been viewed as the center of education, the home has not been accorded the same potential. Research findings also confirm that self concept has a significant bearing on children career awareness and even on career development .It was also established that the ‘sex typing’ of domestic roles within family contexts together with the dynamics of family wealth confirm the argument that the home is a powerful catalyst in ensuring the smooth adaptation of learners to the world of work both during and after school.

RECOMMENDATIONS

This research recommends;

- greater involvement of parents from the outset and adopting a partnership approach between the home and school where parental involvement is emphasized.
- School authorities to aggressively conscientise their communities on the importance of consultation days.
- Career guidance to be part of every school’s weekly curricular
- Other researchers to consider carrying out a similar research at a national or even international level.

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