

**UNIVERSITY OF ZULULAND**

**THE EFFECTS OF CAREER GUIDANCE ON LEARNER MOTIVATION IN  
RURAL HIGH SCHOOLS AT UMZINYATHI DISTRICT**

Submitted in partial fulfilment of the requirements for the degree of

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In the field of

**EDUCATIONAL PSYCHOLOGY and SPECIAL EDUCATION**

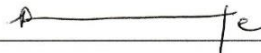
**CANDIDATE:** Ms. P.E Molefe **STUDENT NUMBER:** 200710516

**SUPERVISOR:** PROF.M.HLONGWANE

**2016**

### **DECLARATION OF ORIGINALITY**

I hereby declare that this is my own work, and that all the sources I have used or quoted have been indicated and acknowledged by means of complete reference.

A handwritten signature in black ink, appearing to read 'P.E. Molefe', is written over a horizontal line.

**P.E MOLEFE**

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## **ABSTRACT**

The Department of Education can play a critical role in providing appropriate career guidance for all learners. Beginning early in a learner's academic life, the connection between what is being learned in school, future careers and life roles should become an explicit part of everyday learning in the schools. School work can be meaningless and results in poor learner motivation and underachievement when there is no effective career counselling in the schools. Through career guidance the individual is being helped to develop in ways that will enable him to strengthen the use of his own abilities, make wise choices and face the problems that he will encounter in and out of school.

The aim of the study was to determine the effects of career guidance on learner motivation and to establish how a focused systematic intervention in career guidance can improve learner motivation. Of the 100 learners in each school, 50 were used as an experimental group and other 50 as the control group. Both the groups underwent the Pre-test consisting of a questionnaire of 19 questions checking the motivation baseline of each participant. Thereafter the focused intervention phase from career resource pack was used with the experimental groups. Thereafter the afore-mentioned questionnaire was re-administered with the both groups as Post-test. Both results of the groups were analysed and the hypotheses were tested.

The results indicated that career guidance has a positive effect on learners' motivation and that career guidance programs can be used as a powerful tool to motivate school learners to aspire their future.

## **CHAPTER 1**

### **1. Introduction**

Many learners go to school without knowing why they need to learn. Often there are no clear goals that the school and home have set out for learning to take place. They do not understand how their daily schoolwork will help them in the real world. The school as a result has very little value in their lives. They attend school mainly because it is expected of them. Learners may be negatively affected on their school performance if they are not intrinsically motivated to work diligently to achieve certain goals. There is no driving force behind what the learner is doing (Fine, Burns, Payne and Torre, 2009).

### **2. Motivation for the study**

The officials at Umzinyathi District office of Education in Dundee are responsible for the provision of service delivery to almost two hundred High schools. The previous statistical reports of 2013 and 2014 indicate that about forty percent of the schools that are underperforming at Umzinyathi District are rural and under-resourced. Therefore there are supporting programmes in place as per the needs of each school. Most of the underperforming schools and the common concern that is raised by educators is that learners do not do their school work and often absent themselves from school without valid reasons. The researcher on visiting schools and interviewing learners has learnt that many learners

believe that there is no relevance between school and the real life world. Most of the learners are poverty stricken and they do not see Education as ammunition that they can use to break the cycle of poverty. They do not see the necessity in working hard because they believe that their situation will remain the same.

Fine et al (2009), found that learners who attend under - resourced schools and who experience inequality of education may not believe that their academic efforts will pay off or that their school achievement matters to their teachers or to their future. They further state that the focus should be on how teachers' attempt to help learners find the fun in learning and find the relevance of school when addressing their needs.

Francis (2010) states that it is difficult for a poor person to wait ten years to get something from education because it is a long time and further states that it worries that children are being educated to pass examinations but are not receiving the kind of skills that will allow them to flourish. He is of the view that education needs to work by pull not push and encourages thinking around reinventing schools that attract children with the promise of providing an education that can earn a living.

Brophy (2010) states that teachers are faced with a huge task to develop a particular kind of motivation in their learners. He describes learner motivation to learn as learner tendency to find academic activities meaningful and worthwhile and try to derive the intended academic benefits from them. He further



states that motivation to learn is construed as both a general trait and a situation specific state.

Motivation to learn involves more than wanting or intending to learn.

Career guidance has been identified as one potential means for promoting motivation and the learners' attachment to school (Lapan, 2002). However, a learner cannot be motivated if he or she has no set goals for his or her life.

Singapore Ministry of Education (2009) states that Career Guidance can be used as a powerful tool to motivate students at risk to aspire for their future. Further they stated that successfully achieving one's life goals begins with a teacher believing in students' ability to reach beyond.

They further state that Career Guidance is a tremendous resource for capturing the hearts and minds of students. Students identify occupational goals and learn not only the educational pathways needed to reach those goals, but the importance of their school courses as providing the foundation for their future success. Career Guidance makes school meaningful.

The adolescent is not able to set career goals if there is no effective career counseling in the school.

School work can be meaningless and results in poor learner motivation and underachievement.

Schmuller (2009) states that career guidance serves as a primary means for providing the contact and help needed in the school on a personal level for the enhancement of the individual and the facilitation of the learning process. Through career guidance the individual is helped to develop in ways that will enable him to strengthen the use of his or her own abilities, make wise choices and face the problems that he or she will encounter in and out of school.

School counselors can play a critical role in providing appropriate career education and guidance for all learners. Beginning early in a learner's academic life, the connection between what is being learned in school, future careers and life roles should become an explicit part of everyday learning in the schools.

Foxcroft and Roodt (2013) state that career guidance is seen as the process in which a professional counsellor helps a learner or group of learners to make satisfying career related decisions. In support of this notion, career choice is not viewed as a static event but, rather, as a developmental process that starts in childhood and continues through adulthood, and this needs more focus on the high school learners who are making subject choices in relation to the degrees that they would like to pursue when entering tertiary level of study. They further state that there is no part of life where the need for career guidance is more supportive than in the transition from school to work.

### **3. Statement of the problem**

According to Miles (2010) training and education is a fundamental requirement necessary for good career decision-making. The South African Education Department has attempted to address the lack of career guidance and counseling in schools by introducing career development modules into the Learning Area of Life Orientation. This Learning Area however, is not examinable at an external level and therefore, is not given much value or significance in the school system. Due to the rationalization of teachers, schools often tend to utilize teachers who are not qualified in career guidance for Life Orientation lessons. This Learning Area therefore, is frequently handled by teachers with negative attitudes who view this non-examinable subject as unnecessary and unimportant. Consequently, learners are still not being trained to determine their career paths in a systematic process. Lapan (2001) states that career guidance has been identified as one potential means for promoting motivation and the learners' attachment to the school. Therefore, the purpose of this study was to investigate the effects of career guidance on learner motivation based at two rural High Schools in the Umzinyathi District.

**The research questions that the study attempted to address were the following:**

**3.1)** What effect does career guidance have on learner motivation?

**3.2)** How can focused systematic intervention in career guidance be used to improve learner motivation?

#### **4. Objectives of the study:**

- 4.1) To determine the effect of career guidance on learner motivation.
- 4.2) To establish how can a focused systematic intervention in career guidance improve learner motivation.

#### **5. The Study's assumptions**

**The following assumptions have been developed in relation to the aims above:**

- 5.1) There will be a positive relationship between career guidance programs and learner motivation.
- 5.2) A focused systematic intervention in career guidance will improve learner motivation.

#### **6. Definitions of key terms**

##### **6.1) Career Guidance**

Career Guidance includes all counseling activities associated with career choices over a life span. In the career counseling process, all aspects of individual needs (including family, work and leisure) are recognized as integral parts of career decision making and planning.

### **6.1.1) Career Readiness**

Career readiness refers: to the level of maturity needed to acquire specific information on career options; to identify interests, values, and aptitudes; to use this information in career planning and course selection to change plans when pertinent information is presented. Career readiness is thought to be the interaction between an individual's resources and reality demands is of the view that reasonable career maturity for secondary school adolescents involves the understanding of basic work values and attitudes including some initial experiences with several job clusters; an awareness of personal interest and abilities; higher levels of achievement in basic academic skills; a tentative selection of preferred job clusters; and a sense of civic responsibility.

### **6.1.2) Career Choice**

A career is defined as the totality of work one does in a life-time. Choice refers to the action of choosing, preferring or preference. From a career guidance perspective, a career choice is implied when a young, non-adult and inexperienced person takes a stand and orientates oneself with regard to possible work in the future.

### **6.2) Learner Motivation**

Learner motivation entails to learn as a learner tendency to find academic activities meaningful and worthwhile and try to derive the intended academic benefits from them.

### **6.3) Learners in rural schools**

A rural learner refers to a learner who lives in the outskirts of Nqutu and attends schools that are under resourced in terms of the learner support material and lack of qualified personnel.

## **7. Value of the study**

It is hoped that this study will help to highlight the growing need for professional career guidance in schools. It is envisaged that the results of this study will help the Department of Education to utilize the services of trained career counselors in helping learners set future goals for their lives. The research intends to equip educators integrate what is being learned in schools and future careers of the learners. It is also hoped that the results will improve the learners' motivation to learn.

## **8. Research Design**

This study used an experimental design to determine whether the subjects who were exposed to career guidance programs became highly motivated after the program than those who were not exposed to the program. The researcher used a structured questionnaire to gather quantitative data and to investigate the problem stated in the most precise and economical manner.

## **9. Sample**

A sample of 200 learners was randomly drawn from the two participating schools. Sample is a group of subjects from which data are collected. It often represents a population (Schumacher, 2009). A sample of two hundred Grade 10 and 11 learners; ages 14 - 19 years of age, from the two High schools at Umzinyathi District. The learners were drawn from a poor socio-economic community. The two schools were the forty per cent of the High schools that were under-performing in 2013 and 2014.

Of the 100 learners in each school, 50 learners were used as an experimental group and the other 50 as the control group. Each questionnaire consists of 19 questions and the questions were initially administered as pretest to all four groups to determine their baseline academic motivation. Thereafter the intervention phase consisting of a career guidance programs, group and individual counseling was undertaken exclusively with the experimental groups. There was no intervention process with the control groups. Thereafter, the aforementioned questionnaire was re-administered as post-test to both the experimental and the control groups. Both results of the two groups will be analyzed and be compared to examine the assumptions.

## **10. Data collection Instrument**

Some of the questions on motivation were taken from a structured questionnaire: School Motivation and Learning Strategies Inventory (SMALSI). School Motivation and Learning Strategies Inventory (SMALSI) is a diagnostic tool that helps educators to identify learners' strengths and weaknesses so that additional support is sought.

## **11. Data Analysis**

The methods of analysis that were used, were the Frequency tables, interval summaries and the bar graphs.

## **12. Ethical Considerations**

The study was submitted to the Department of Education and permission was sought from the participating schools, District Director as well as from the Head of Education, Dr. Sishi. All the participants were informed prior about the intention of the study. The two groups, the experimental one and control group were prior discussed. All the subjects willingly participated. The issue of confidentiality was also guaranteed.



### **13. Plan of the report**

#### **CHAPTER ORGANIZATION**

Definitions of terms were included to facilitate understanding of the topic. A detailed plan of the study was outlined.

#### **Chapter 1**

In Chapter one the motivation for the research study was discussed, the problem was stated and the objectives of the study were outlined.

#### **Chapter 2**

In Chapter two the relevant literature surrounding effects of career guidance in rural High schools on learner motivation was discussed.

#### **Chapter 3**

In Chapter three the outline of the research design and methodology of the study were discussed. It included a description of the instrument used.

#### **Chapter 4**

Chapter four presented the findings of the study and reports on the analysis and interpretation of the data. The hypotheses that were formulated were tested.

## **Chapter 5**

In Chapter 5 the results were discussed, conclusions drawn and the limitations of the study presented.

Suggestions for further opportunities for research were made.

## **CHAPTER 2**

### **2.1 INTRODUCTION**

Career guidance in South Africa prior to 1994 was compulsory for white learners. Historically most of the privileged white schools offered career guidance opportunities to their learners. In the Black education operated under the Department of Education and Training there were very few schools which offered guidance services through their auxiliary services. These opportunities included guidance regarding the selection of school subjects and study field choices. Many of these schools used the services of Psychologists who conducted psychometric testing in order to determine learners' potential and vocational interests.

Currently the Revised National Curriculum Statement Policy of 2002 of the Department of Education makes provision for career guidance from grade 1 to 12 under the learning area Life Orientation. Since 2006 career guidance has been given the status of a school subject from grade 10 to 12. The Department of Education categorizes subjects as core, fundamental, or electives. Career guidance is now classified as a fundamental subject and all learners will have access to it and any services that are offered in this regard (du Toit, 2005).

## **2.2) THEORETICAL FRAMEWORK**

### **2.2.1) CAREER GUIDANCE AS SUBJECT**

Leung (2007) states the five theories of career development that have guided career guidance and counselling practice and research in the past decades and in the USA as well as internationally. Five theories are Theory of Work- Adjustment, Holland's of Vocational Personalities in Work Environment, the Self- concept Theory of Career Development by Super and Savickas, Theory of Circumscription and Compromise and Social Cognitive Career Theory.

### **2.2.2) Theory of Work Adjustment (TWA)**

According to Dawis (2005), TWA is a class of theory in career development that is anchored on the different tradition of vocational behaviour called person- environment correspondence theory, viewing career choice and development as continual processes of person adjustment and accommodation in which the person looks for work organizations and environments that would match their requirements in terms of needs and looks for individuals who have the capabilities to meeting the requirements of the organization. A major strength of TWA is a battery of measures that has been developed to measure the various variables associated with the theory, including measures on satisfaction, needs, values, skills and abilities. TWA seeks to explain career development and satisfaction in terms of person- environment correspondence and it offers career guidance professionals a template to locate entry points to assist individuals with career choice and adjustment concerns.

### **2.2.3) Holland's Theory of Vocational Personalities in Work Environment**

The theory of Holland (1997) has guided career interest assessment both in the USA and internationally. It offers a simple and easy typology framework on career interest and environments that could be used in career counselling and guidance. Holland postulates that vocational interest is an expression of one's personality, and that it can be conceptualized into six typologies which are Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Holland further postulated that vocational environments could be arranged into similar typologies. People search for environments that would allow them to exercise their skills and abilities and to express their attitudes and values. A high degree of match between a person's personality and interest types and the high degree of congruence is likely to result in vocational satisfaction and stability and the low degree match is likely to result in vocational dissatisfaction and instability.

### **2.2.4) Self- concept Theory of Career Development**

Super (1990) suggested that career choice and development is a process of developing and implementing a person's self- concept. He defines self-concept as a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, environmental characteristics and stimulation. Building on Super's notion that self - concept essentially a personal construct theory, Savickas (2002) took a constructivist perspective and postulated that the process of career construction is essentially that of developing and implementing

vocational self-concept in work roles . However self-concept is not a static entity and would continue to evolve as the person encounters new experience and progresses through the developmental stages. Super (1990) proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintenance 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. For example, in the stage of exploration (15-24 years) an adolescent has to cope with the vocational developmental tasks of crystallization which is (a cognitive process involving an understanding of one's interests, skills and values and to pursue career goals consistent with that understanding). The salience of different roles changes as one progress's through life stages.

#### **2.2.5) Gottfredson's Theory of Circumscription and Compromise**

Gottfredson's theory of career development is a more recent contribution. Gottfredson (2005) elaborated on the dynamic interplay between genetic make-up and the environment. Genetic characteristics play a crucial role in shaping the basic characteristics of a person, such as interests, skills, and values, yet their expression is moderated by the environment that one is exposed to. Gottfredson maintained that the person is still an active agent who could influence or mould their own environment. Hence career development is viewed as a self-creation process in which individuals looked for avenues to express their genetic proclivities within the boundaries of their own cultural environment.

### **2.2.6) Social Cognitive Career Theory (SCCT)**

SCCT offers three segmental, yet interlocking process models of career development seeking to explain the development of academic and vocational interest; how individuals make educational and career choices, educational and career performance and stability. The three segmental models have different emphasis centring around three core variables, which are self-efficacy, outcome expectations and personal goals. Lent (2005) defined self-efficacy as a dynamic set of beliefs that are linked to particular performance domains and activities. Self-efficacy expectations influence the initiation of specific behaviour and the maintenance of behaviour in response to barriers and difficulties. The SCCT theorized that self-efficacy are shaped by four primary information sources or learning experiences, which are personal performance accomplishments, vicarious learning, social persuasion and physiological and affective states. Lent (2005) suggested that of the four sources of information or learning experience, personal performance accomplishments have the most powerful influence on the status of self-efficacy. The SCCT choice model views the development of career goals and choices as functions of the interaction among self-efficacy, outcome expectations and interest over time.

The big five career theories are all developed in the USA. They have served to guide career guidance practice and research internationally.

### **2.2.7) Systems Theory Framework (STF) Of Career Development And Counseling: Connecting Theory And Practice**

Systems Theory has been proposed as a potential overarching framework for dealing with many issues in human behaviour. Contributors to systems theory have come from many diverse fields, including physics (Capra, 1982), biology, anthropology and psychology. STF provides a map for understanding the origins of career counselling and the dilemma it is now facing. Career counselling is a unique discipline built on a foundation of career theory and counselling theory. Traditional career theory has tended to focus on specific discrete concepts relevant to individual career behaviour in focusing on only one aspect relevant to career decision making e.g. intrapersonal aspects such as self-concept. Others are inevitably undervalued or ignored and the nature of their interaction almost certainly is.

The STF presents career development as a dynamic process, depicted through its process influences reclusiveness, change over time and chance.

The interaction between the client and the counsellor, that is, the counselling relationship itself can be conceptualized as a system in its own right. Counsellors become an element of the system of influences on the career development of the individual.

STF encourages interventions at levels of the system other than that the individual and raises the potential for career counsellors to be more proactive at this broader systems level. For example, career counsellors may work with a family or an organization in the belief that interventions anywhere in the



system will interact with other elements of the system to bring about change. In addition they may become advocates for clients with particular needs.

### **2.2.8 The Relevancy of Theories to the Study**

All of the above mentioned theories namely; Theory of Work Adjustment, Holland's Theory, Super's Theory of Self- concept, Gottfredson's Theory, Social Cognitive Career Theory, Systems Theory Framework were relevant to the current study. The most relevant theory to the study is the Super's theory of self- concept. Self - concept refers to the image one has of himself. The idea or mental image that one has of oneself and one's strengths, weaknesses, abilities, interests etc. During the intervention with the Experimental groups, the researcher started off with the self – awareness. When students know about themselves. As Maluwa-Banda states that Malawian secondary SGC services help students understand their own interests, abilities and potentialities and develop them to the full. Students are also helped to identify educational and vocational opportunities.

### **2.3. LEARNER MOTIVATION**

Brophy (2004) describes learner motivation to learn as a learner tendency to find academic activities meaningful and worthwhile and try to derive the intended academic benefits from them. He further states that learning is fun and exciting when the curriculum is well matched to students' interests and abilities and the teacher emphasizes hands on activities. When one teaches the right thing the right way, motivation takes care of itself.

Motivational theorists and researchers (Ryan and Deci, 2000, Snyder, 2000, Wigfield & Eccles, 2000) have identified a number of processes that can foster or undermine motivation in educational and work-based contexts. According to expectancy value theory (Wigfield & Eccles, 2000), achievement beliefs for example; self-perceptions of competence and behaviours (persistence) are determined jointly by the expectancy students have for success and the subjective value they place on succeeding. Students differentiate between three components of subjective task value—their interest in the task, its perceived importance, and its perceived utility. The challenge for educators lies in helping students understand that a given set of activities will yield valued outcomes that are attainable (Blustein, Juntunen & Worthington, 2000). As applied to career education, work-based learning provides a unique context for helping young people to understand the value of school-based learning for their future vocational choices and opportunities to experience themselves as competent. This understanding may further serve to enhance motivation for studying what might otherwise be considered irrelevant academic subjects (Lapan, Kardash & Turner, 2002).

Lapan (2004) started that this formulation help students to gain success experiences and understand the connection between doing well in school and having opportunities later in life, work-based learning and career planning might enhance achievement motivation. The relationships between vocational painfulness, positive career expectations, and school engagement observed in the study are consistent with this understanding (Kenny et al., 2006). Given the large body of research suggesting that interest and motivation in learning is critical to school engagement and learning (Covington, 2000; Wigfield

& Eccles, 2000), the promise of work-based learning lies in its potential to promote student interest and readiness to learn (Blustein et al., 2000). Recent work derived from the perspective of positive psychology also offers a theoretical explanation of the academic benefits of work-based learning and career experience for youth. From the positive psychology perspective, hope has a central role in fostering motivation and influencing human behaviour (Juntunen & Wettersten, 2006; Snyder, 2000).

Snyder (2000) conceptualized hope as composed of three primary dimensions, including the presence of goals, thoughts about pathways or ways to achieve those goals, and the desire, confidence or agency in one's capacity to achieve these goals. Existing research has documented positive relationships between student hope and achievement (Covington, 2000). High-hope students, for example, have been found to set challenging school-related goals and are likely to attain those goals even when they do not experience immediate success (Snyder, Shorey, Cheavens, Pulvers, Adams & Wiklund, 2002). At the college level, students who express higher levels of hope obtain higher grades and are more likely to graduate, even after controlling for entrance examination scores, than low hope students (Covington, 2000; Snyder et al., 2002).

Juntunen and Wettersten (2006) recognized the relevance of the construct of hope to vocational issues and developed a measure to assess work hope. These researchers suggested that work hope may be particularly relevant in understanding the motivational state of economically disenfranchised groups, who may be challenged in sustaining hope in a context offering limited economic resources and an

array of obstacles to school and work success. They propose that the construct of work hope may have heuristic value in explaining the relationship between career experience and achievement motivation. Work-based learning and career experiences may foster a sense of hope by helping youth to identify work goals, expand their understanding of how to reach those goals, and foster confidence in the likelihood of achieving those goals. Because an understanding of pathways to reach one's goals is a component of hope, the previously observed relationship between career planning and school engagement is also consistent with hope theory (Kenny et al., 2006).

## **2.4 THE ROLES THAT SCHOOL CAREER GUIDANCE AND COUNSELLING (SGC) PLAY IN LEARNER MOTIVATION**

Molefe (2001) argues that findings have suggested that guidance programmes can improve the quality of life of people who would otherwise have been lost to an aversive lifestyle. Kellett (1994) highlights that little evaluation is being done in schools, colleges, universities, and within the communities to demonstrate the contribution of career counselling programmes in helping people make the transition from school to work, or unemployment to employment. He emphasizes the importance of feedback regarding the impact of career interventions so that researchers can adjust their approach to best help their clients achieve their career objectives, and to aid in convincing sponsors that career development programmes are worth investing in.

Cosser (2002:93) found that career guidance, in whatever form, has a positive effect on intention to enter Higher Education. This remark indeed highlights the need not only to improve the quality of career counselling in schools where this facility is available, but even more importantly, to initiate this service in schools where such a service is not offered. Lonborg and Bowen (2004:318) and Lapan (2001: 295) argue that in America, effective School Guidance and Counselling (SGC) services create a safe school environment, whilst Lapan, Gybers and Petroski (2003: 195) state these engender greater student feelings of safety in schools. In this kind of environment, students have a sense of belonging.

Lonborg et al (2004:318) and Lapan (2001: 295) state that in America, students were able to make friends and hold their temper down as a result of the SGC services they would have received. The majority of American students revealed that the school counsellors had been helpful with student's problems. Lee (1993: 164) argues that students who participated in SGC services in American schools viewed themselves more positively and begin to predict their own success in school. Armcost (1990: 110) reported that many students in America indicated that they preferred to talk to the school counsellor about personal problems other than any staff.

Euvrand (1996:113) points out that effective South African high school guidance services operate in a preventative way and equip students with information, skills and attitudes which enable them to successfully negotiate the challenges of adolescence. Learners are helped to develop social skills

getting along with the opposite sex. Thus, effective school counselling services result in fewer personality or social maladjustments. The above argument is supported by Rowley, Stroh and Sink (2005: 302) who state that effective SGC services in America help students acquire developmental competencies such as establishing and maintaining peer relationships.

Lonborg et al (2004:318) and Lapan (2001: 295) reports that school counselling services in America positively influence the affective, behavioural and interpersonal domains of children's lives and as a result affect student's achievement positively. It was also established in America that effective school counselling results in an increase of behaviours related to achievement such as improved study habits, adds that effective SGC services in America can improve classroom behaviour, reduce students' anxiety and improve self-concept. Schmidt (1993: 37) states that effective school counselling services in America assisted students in becoming able learners. This assistance is achieved through helping teachers to adopt effective teaching methods and creating safe classroom environments.

Besley (2002: 72-73) states that effective SGC services in Scotland remove some barriers to learning that students may face and consequently, teachers concentrate on their major task of teaching. This results in better academic results. Related to the above is Carnevale and Derochers' (2003:228) view that American school counselling, help students develop education strategies that will allow them to meet academic requirements and at the same time develop soft skills and attitudes that are typically learned in applied contexts. Lapan and Kosciulek (2003: 319) add that academic achievement in

American schools is to be best understood within a comprehensive framework that includes activities such as problem solving, classroom performance, work- based performance, standardized test and vocational skills development.

Borders and Drury(1992: 491) cite studies in America that show increased academic achievement, academic persistence, school attendance and positive attitude towards school and others as a result of SGC services. Lee (1993: 169) found that American classroom guidance lessons led by counsellors can positively influence students' academic achievement in mathematics. In the same country, improved academic achievement resulting from receiving effective SGC services is also reported by Sink and Stroh (2003: 360); Gibson (1989: 35); Blum and Jones (1993:208) and Otwell and Mullis (1997 : 343). Hui (1998: 437) reports similar experiences in Hong Kong. American students, parents and teachers viewed the SGC services as having a positive impact on students (Hughey et al).

Some studies have indicated that SGC services being offered in schools are not effective. Maluwa-Banda (1998: 292) reveals that Malawian school counsellors perceived the SGC services being offered in Malawi as weak and having little impact, if any, on the student population. In Canada, students were generally dissatisfied with the type of services they received from school counsellors (Alexitch & Page 1997: 205). The explanation for this dissatisfaction may be that students are often not provided with information that is tailored to their individual needs and characteristics and that all students are given similar types of services (Andrews et al., Hutchinson & Bottorff in Alexitch & Page 1997: 206).

Chapman, De Masi and O'Brien (1991:275) reported that in America, parents generally held a low opinion of the effectiveness of school counselling services offered to their children.

A number of scholars have highlighted the value of evaluating SGC services. In America, evaluations of SGC services enable counsellors to know whether they are accomplishing their goals so that if not they make necessary adjustments (Myrick 1984: 218; Jones 1993: 199). It helps them identify what remains to be done. Evaluation of guidance and counselling services can reinforce effective approaches or suggest new directions that might be taken. Thus, the evaluation helps counsellors to select appropriate and effective services to meet the needs of students, parents and teachers. This is related to Ernst and Hiebert's (2002: 81) view that evaluation in Canada is basically a decision- facilitating and not decision- making activity. For example, decisions about what services need to be expanded or strengthened and which ones need to be de-emphasized are made from the evaluation results (Trevisan & Hubert's, 2001: 225). Evaluation may therefore lead to the improvement of the quality of the impact of SGC services on the educational setting. Thus, it helps counsellors define more clearly their role in the schools.

According to Maree & Beck (2004) career counselling should not to be neglected in schools, especially not in the traditionally disadvantaged schools. The current perturbing trend in South African schools is to replace the qualified career-counselling teacher with one who teaches an academic subject. This, and the reduction in the number of career-counselling periods, has had a negative effect in that many learners do not even know how to calculate their merit scores or what the selection criteria are for



courses at tertiary institutions. The fact that they know even less about the spectrum of careers from which they may choose, indicates that this alarming tendency should be dealt with expediently. Learners should be informed about higher-order needs, which are essential for self-development. Factors like work ethics, career satisfaction and remuneration should not be the only measure of career satisfaction.

Goals of Career Guidance (CG) must be clearly defined and agreed upon by all who will participate in the evaluation process. Many scholars in America agree that the process of evaluating GC services should be shared by the people involved, for example, counsellors and those benefitting from the services (Schmidt 1993: 281). Counsellors must therefore seek input from students, parents and teachers. There should be agreement on what should be evaluated and what constitutes evidence of accomplishment of services goals. Clear descriptions of services goals and objectives help the beneficiaries understand the counsellor's unique role in the school.

Concurring with the above statement Paisley 2001 states that parents and teachers need assistance in understanding students. It is the role of the school counsellor to assist parents and teachers in this endeavour. American school counsellors present guidance and counselling lessons to parents and teachers (Rice&Smith1993:201; Borders & Drury 1992:492; Schmidt 1993: 34). School counsellors make presentations to parents on various aspects of child development, adolescent behaviour and communication skills. Ibrahim et al. (1983:599) posit that effective American school counsellors

provide counselling services to parents to help them understand their children. The ASCA role statement (1981:8), the American official position on the school counsellor and Borders and Drury's (1992:492) views are that effective school counsellors provide parents with additional understanding of children and adolescent development in order to strengthen the role of parents in the promotion of social and emotional growth in children. However, the shortage of guidance educators and career counsellors seems to be the most important factor that contributes negatively on learner motivation towards school work especially in rural places.

In African countries, Mwamwenda (1995: 470) posits that when students are enrolled into secondary schools they should participate in orientation services. During orientation, teachers should give their teaching and personal history to students. This enables students to understand their teachers better and results in more effective teacher- student interaction. The services include primary school students visiting the secondary school they intend to attend. Mwamwenda (1998: 295) states that in Malawi, secondary school years are important in the adjustment of students because they represent the transition from the comparatively sheltered life in the primary school to the freedom and responsibility of either tertiary education or employment. Rutondoki (2000: 3) supports the above idea when he states that in Uganda, students as newly admitted into secondary school feel socially and psychologically at a loss in the new environment. The students no longer enjoy the psychological support from their parents and former teachers. Such students need adaptive services to help them adjust and familiarize themselves with the new situation in the school they have joined (Rutondoki 2000:3).

This transition presents students with problems of an educational, vocational, social and personal nature. Effective school counselling services play a crucial role in helping students negotiate these challenges. For instance, secondary school students are assisted with study methods, note-taking, writing skills and research skills for academic success (Mwamwenda 1995: 470). Students may also be assisted in choosing subjects, careers and friends. Students receiving guidance and counselling are better adjusted because the services give them an opportunity to acquire pertinent information about that which lies ahead. Better adjusted students are those who are able to live productively, to overcome their problems as they arise or to face objectively their strengths and limitations.

Okey, Snyder and Hackett (1993: 218) and Jones (1993: 195) say that in America, students who received SGC services reported that they learnt about careers, developed a clearer idea about possible careers for themselves, learned things about themselves and had been encouraged to learn more about careers. Maluwa- Banda (1998: 289) supports the above when he states that Malawian secondary SGC services help students understand their own interests, abilities and potentialities and develop them to the full. Students are also helped to identify educational and vocational opportunities.

Career counselling also aims to help students develop and maintain healthy and effective interpersonal relationships and this leads to a student improving his or her self- understanding and self- esteem (UNESCO 1998: 8). It further states that as a result of career counselling, the students acquire the ability to acknowledge areas of expertise and develop the freedom to make positive choices in life. Career information can be obtained through occupational studies, vocational counselling leaflets and

career workshops (Hartman 1999: 19). Career counselling involves school counsellors having individual contacts with students whom they counsel in order to facilitate career development. The students are helped to become aware of many career opportunities to consider and decide what to do after school (UNESCO 1998:9).

Hartman (1999:134) states that in vocational guidance, effective Canadian SGC services enable students to develop decision – making skills to the point of being capable of making realistic choices from short term to longer term. That is, students are assisted in assessing their aspirations, values, interests and aptitudes when making career decisions and plans.

A post-modern approach to career counselling addresses a number of flaws in the traditional approach, especially in respect of disadvantaged learners. However, the practical implementation of a post-modern approach shows that the following challenges have yet to be met:

- Logistics: Career-counseling services are often not available in traditionally disadvantaged neighborhoods and clients have to travel long distances to avail themselves of the service.
- Cost: A post-modern approach to career counseling is still fairly expensive. This is especially the case since the number of career- counseling sessions tends to increase, placing an even heavier financial burden on already poor communities.

The current research clearly demonstrated the need for multiple approaches to collection of comprehensive data for assisting learners to make appropriate career choices. The actual focus of the research was on the employment of multiple approaches to the collection of comprehensive data for effective career counselling. It should be noted that the traditional approaches to career counselling also recognized the value of subjective data. Each of the so-called traditional approaches, if considered in isolation from the others, would suffer the limitations of not being capable to provide sufficient information to assist a client in making appropriate career choices.

The fact that a number of traditional career choice or development theories recognize that choosing a career is not an impromptu affair, but rather process that is developmental in nature, attests to comprehensive information (both objective and subjective in nature) being necessary for making an appropriate career choice. Both Super's view of a career choice as an implementation of the individual's self-concept and Roe's needs theory have implications for procedures for collecting subjective data such as creation of collage, storytelling and family relationships. This work confirmed that there is a clear need to combine a number of approaches, both objective and subjective, since both objective and subjective data are necessary for making a well-informed or appropriate career decision. Lastly, the authors would like to stress the fact that they are of the opinion that all learners, whether traditionally advantaged or disadvantaged, need comprehensive information, both objective and subjective, for appropriate career decision making. The focus in career counselling in South Africa should therefore be on the collection and utilization of comprehensive information to assist all learners in making successful career choices.

South Africa Non-government organizations (NGO's) have played an important role in the development of career guidance and placements for unemployed work seekers. Examples are Youth Development Trust, Khulisa, Business Skills Development Centre, and the Career Research Information Centre. Most of these agencies operate in the informal sector and do training for work placement, employment through job creation in collaboration with business partnerships (du Toit, 2005). These centres help schools by giving information about their services and what skills they may offer to those learners who are unable to go to institutions of higher learning.

Mahlangu, V. (2011) proposed that local and international non- profit organizations are invited to provide schools with information for career choices. South African schools should blend the Western and the African models of guidance where local and international non-profit organizations are invited to provide schools with new information available. These non- governmental organizations should operate in the formal sector of our education system and this need to be legislated by Government. In dealing with schools, these local and international organizations should keep multicultural and universal culture in mind.

Singapore Ministry of Education (2009) states that successfully achieving one's life goals begins with a teacher believing in a student's ability to reach beyond. They further state that SCG is a tremendous source for capturing the hearts and minds of students. Students identify occupational goals and learn not only the educational pathways needed to reach those goals, but the importance of their school courses as providing the foundation for their future success. The SCG makes school meaningful.

Venter (2006) states the importance of knowledge about career possibilities, personal values, personality traits and individual interest and abilities but she feels that Life Orientation teachers are not adequately informed about the purpose and aim of the career counselling process. Most teachers do not have necessary knowledge and skills to support learners to make informed subject and career choices.

## **2.5. CONCLUSION**

The Government's proposals in providing support and counselling to schools give a beacon of hope to all South Africans although not yet implemented. Parents and teachers need assistance in understanding students (Paisley 2001:274). It is the role of the school counsellor to assist parents and teachers in this endeavour. Career counselling in a post-modern South Africa needs to shift from an objective approach to a more interpretative process. New and creative ways of assessment need to be developed. Counsellors need to be facilitators rather than experts who do all the thinking and decision making. They should allow their clients to speak, act, think and choose for themselves: in other words, clients must be led to accept responsibility for their own choices and development. In a post-modern, multicultural country this is not always as easy as it may appear to be. However, the shortage of guidance educators and career counsellors seems to be the most important factor that contributes negatively on learner motivation towards school work especially in rural places.

Stead (1996) stated that inadequate career guidance for grade 10, 11 and 12 high school learners has led to a myriad of problems in South Africa:

- Learners leave school with only a vague knowledge of employment opportunities.
- Learners have little insight into the most appropriate career direction for their abilities, values and interests.
- Many learners undertake tertiary education irrespective of suitability, leading to high dropout rates in first year (currently running at 35%).
- Many students are virtually unemployable with no post school qualification.
- Many employees are “stuck” in careers to which they are not suited, leading to low morale, de-motivation, poor performance and bad service levels.
- Unhappy employees either leave or are dismissed, costing the business in time and money to recruit and train.

When the Department of Education implements a professional career guidance programme in our schools we can help contribute to a better South Africa.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter presents the design and methodology that was used in this study. It explains the rationale behind the methodology and how the research was conducted. The aim of the study was to investigate the effects of career guidance on learner motivation; and to establish whether a learner focused systematic intervention in career guidance can improve learner motivation.

#### **3.2 METHODOLOGY**

##### **3.2.1 Research Design**

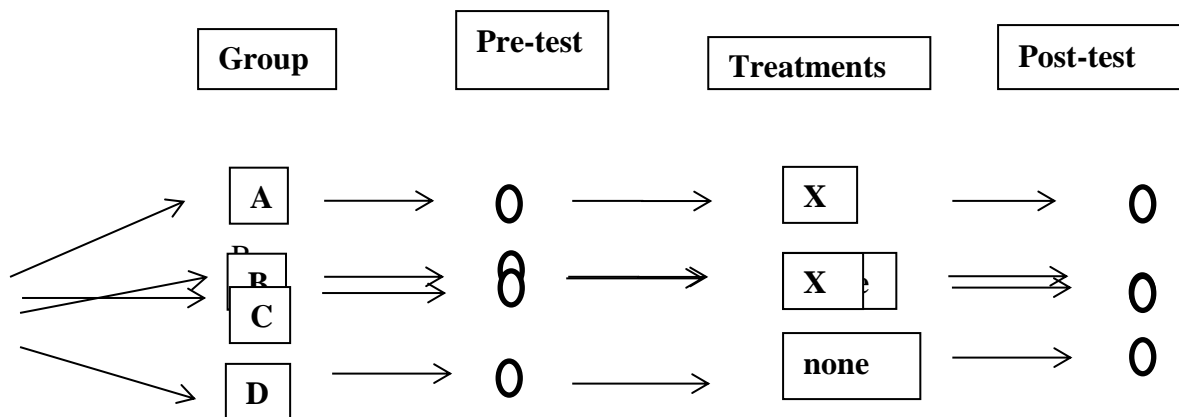
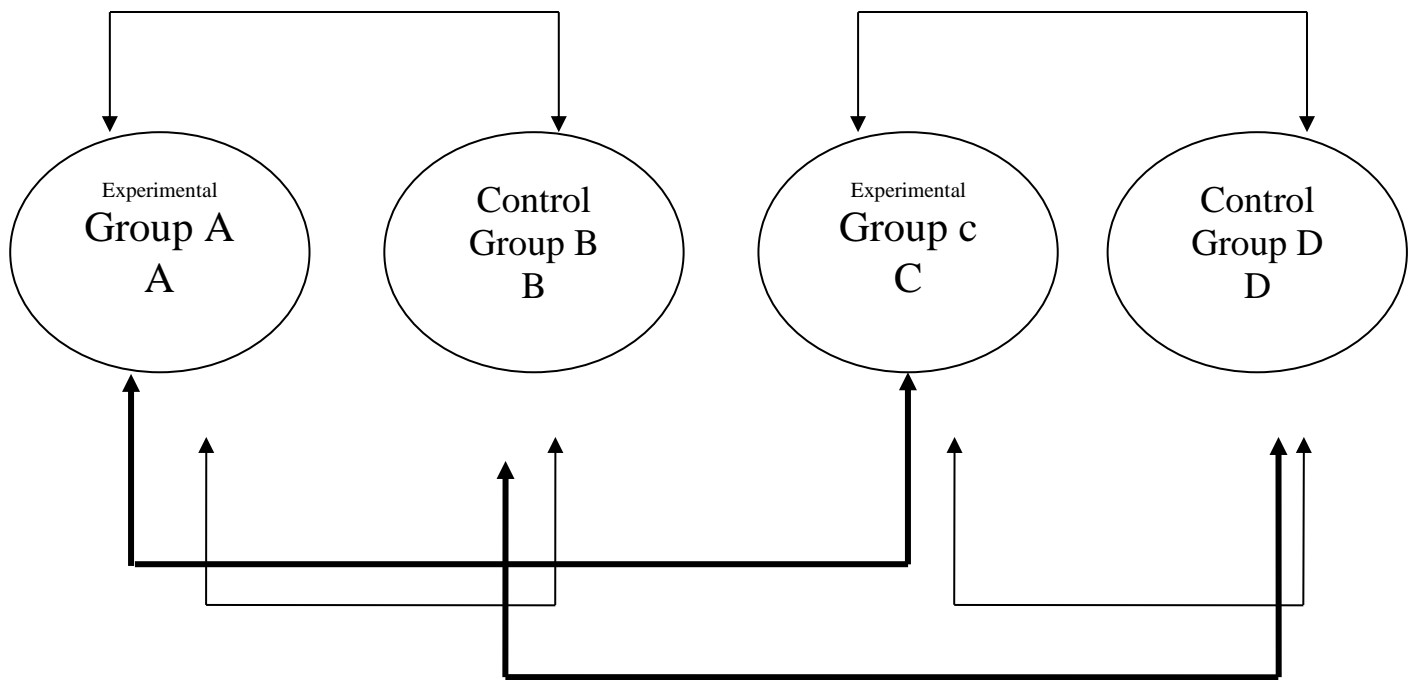
To determine the effects of career guidance on learner motivation, the researcher embarked on using quantitative research as it presents statistical results represented with numbers. This study used an experimental design to collect data. In the experimental design, the researcher manipulates what the subjects will experience. The researcher has some control over what will happen to the subjects by systematically imposing or withholding specified conditions. The researcher then makes comparisons

between subjects who have had and others who have not had the imposed conditions or between subjects who have experienced different conditions. (Schumacher, 2009).

The study used two groups of experimental and the two groups of control. The two experimental groups differed in location only but both were similar in their rural nature. All four groups went through the Pre Test to establish the baseline condition. Treatment groups both received the same treatment that is learner focused intervention in career guidance. The learner focused intervention in career guidance consisted of career planning process through which individuals identified and implemented steps to attain career goals. Beach (1995) suggests that career planning is a personal process of planning one's work life. The intervention included evaluating one's own abilities, interests, examining career opportunities, setting of career goals and planning appropriate developmental activities. The research focused on the Holland's theory which agreed with the trait and factor theory regarding the importance of matching job requirements and personality traits.

## SCHOOL1

## SCHOOL 2



All groups took pre-test as baseline. Thereafter there was intervention with the experimental groups. No intervention with the control groups. The post-test was done with all four groups in the same manner as the pretest and the comparisons were made.

### **3.2.2 Sample size**

A sample of 200 learners was drawn from the two participating schools. Sample is a group of subjects from which data are collected. It often represents a population (Schumacher, 2009).

A sample of 100 Grade 10 and 11 learners; ages 14-19 years of age, from each of the two participating High schools at UMzinyathi District. The learners were drawn from a poor socio-economic community. Of the 100 learners in each school, 50 learners were used as an experimental group and the other 50 as the control group.

### **3.2.3 Data Collection**

Data was collected using a structured questionnaire: School Motivation and Learning Strategies Inventory (SMALSI).

Each questionnaire consisted of 19 questions and these questions were initially administered as pretest to all four groups to determine their baseline level. Thereafter the intervention phase consisting of a learner focused career guidance intervention was undertaken exclusively with the experimental groups. There was no intervention process with the control groups. Thereafter, the aforementioned questionnaire was re-administered as post-test to all four groups. Both results of the four groups were analyzed to examine the assumptions.

Life Orientation educators gave assistance of maintaining discipline in classes while the questionnaires were administered. Each question was read aloud by the researcher to avoid

extraneous variables that might occur as a result of reading slowly or inability to read accurately on the part of the learners. The Life Orientation educators ensured that the participants made a cross to the relevant response. An informal discussion followed to answer questions that learners had.

### **3.2.4 Research Instrument**

School Motivation and Learning Strategies Inventory (SMALSI) is a diagnostic tool that helps educators to identify learner's strengths and weaknesses so that additional support is sought.

This instrument is appropriate for this type of study as it is primarily quantitative in nature. The SMALSI assesses a variety of constructs associated with academic motivation as well as various learning strategies, including study strategies, time management, organizational techniques, attention and concentration, writing and research skills, and test –taking strategies.

NB: The researcher when conducting this study did not use the whole battery of the test but only the sub-test on Academic Motivation as it is designed to assess a lack of intrinsic motivation to engage and succeed in various academic pursuits experienced by the learner. It is believed that SMALSI can be a valuable tool for educators in maximizing the individual achievement of their learners.

The respondents were issued with a questionnaire of 19 questions and the Template (Template 9 on Low Academic Motivation Scale LOMOT and SMALSI Teen form for responses. For each item on the template, the response value (from 0-3) has to be added that corresponds to

the letter marked through with an x (the learner's response). 0 is for *Never*, 1 is for *sometimes*, 2 is for *often* and 3 for *always*. The raw scores are added in the profile sheet to find the *T-score* and *percentile* rank that corresponds to that raw score value.

Students with elevated LOMOT scores have expressed low levels of motivation to succeed and engage in academic tasks across the broad spectrum of schooling. For scores 71 and higher (extremely problematic) and for scores 29 and lower (minimally problematic). The information was distributed in the table.

### **3.3.RELIABILITY AND VALIDITY OF THE INSTRUMENTS**

The instrument is appropriate for this type of study as it is primarily quantitative in nature and also it is designed to assess a lack of intrinsic motivation to engage and succeed in various academic pursuits experienced by the learners. The results of the test were valid because the instrument was able to measure what it purported to measure, to establish whether a learner focused systematic intervention in career guidance can improve learner motivation.

The instrument is also reliable because the scoring is purely objective and there is no examiner judgment whatsoever required to score the items and the scale score is a simple sum of item scores.

The candidates are also allowed to complete the questionnaire at their own pace since the primary

interest is in the accuracy of completing the questionnaire but not on time allocation and therefore errors due to student differences over time are of less concern.

### **3.4 CONCLUSION**

To get the views of people about particular phenomena, one may design a plan she will follow. The chapter managed to look at the methods used to conduct this study. The researcher has indicated the techniques which were employed in the sample selection, data collection and the research instrument. The next chapter will be used to interpret and to analyze the data as represented by the frequency tables and the bar graphs.

## **CHAPTER 4**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **4.1 INTRODUCTION**

This chapter will focus on the presentation and analysis of data. As it will be evident this study will attempt to provide insight into the effects of career guidance on learner motivation in rural high school learners. Raw data was collected from 2 schools and organized into frequency tables, means and the bar graphs. The procedure that was followed was to measure learners' motivation before and after the intervention of career guidance in rural high school learners. Data was collected from 200 participants between May and September 2015 using both descriptive and other statistical methods.

#### **4.2 PARTICIPANTS' BIOGRAPHICAL DETAILS**

All of the participants were Africans as shown in table 1 below. Table 1 also showed the gender and the disability status distribution of the 200 participants. The majority of the participants were females (50.5%) and the males were 49.5%. None of the participants was disabled. Two age categories were displayed in table 1. The majority of the participants were between the ages of 14-19 and the few were between the ages of 20-24.



The table 1 below also shows information of caregivers and the level of education of the caregivers. The majority (35.5%) of the participants were cared for by their grandparents. (27%) of the participants were cared for by their single parents and 13% of the participants were cared for by relatives. The majority (73.5) of caregivers do not have Grade 12. Only (18%) have Grade 12, and only 8.5% have tertiary education.

**TABLE 1: PARTICIPANTS' BIOGRAPHICAL DETAILS (N= 200)**

GENDER	N	TOTAL % POINT
FEMALE	101	50.5
MALE	99	49.5
TOTAL	200	100

AGE CATEGORY	N	TOTAL % POINT
14-19	189	94.5
20-24	11	5.5
TOTAL	200	100

DISABILITY	N	TOTAL % POINT
YES	0	0

NO	200	100
TOTAL	200	100

GRADES	N	POINT	TOTAL %
10	100	50	
11	100	50	
TOTAL	200	100	

CARE GIVER	N	POINT	TOTAL %
BOTH PARENTS	54	27	
SINGLE PARENTS	63	31.5	
GRAND PARENTS	71	35.5	
OTHER	12	6	
TOTAL	200	100	

LEVEL OF EDUCATION OF CAREGIVERS	N	TOTAL % POINT
BELOW GR.12	147	73.5
GR.12	36	18
TERTIARY EDUCATION	17	8.5
TOTAL	200	100

**TABLE: 2 SCALE RANKING OF MOTIVATION**

**Low Academic Motivation (LOMOT) SCALE Interpretive Guide**

T-score higher	Qualitative descriptor	Potential interpretation
71 and higher	<b>Extremely problematic</b>	Little if any intrinsic motivation to succeed in school, strong need for external reinforcement,/external locus of control ( in most cases), frequent feelings that school and teachers are unfair and likely unimportant to his or her future

61-70	<b>Moderately problematic</b>	Below-average motivation to succeed academically/ low need for achievement/ feels school may be unimportant and teachers maybe unfair /tendency toward external locus of control.
40-60	<b>No more problematic than for most students</b>	Average motivation to succeed academically
30-39	<b>Less problematic than for most students</b>	Above-average motivation to succeed academically.
29 and lower	<b>Minimally problematic</b>	Strongly motivated with keen desire to succeed academically/internal locus of control evident,

#### **4.3 LOW ACADEMIC MOTIVATION (LOMOT)**

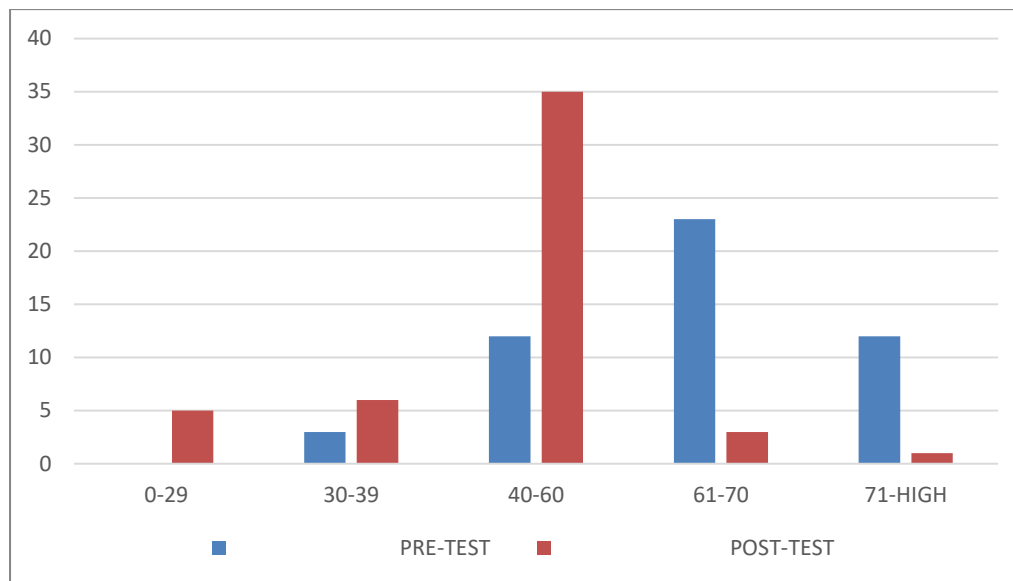
The LOMOT scale is designed to assess a lack of intrinsic motivation to engage and succeed in various academic pursuits experienced by the student. Motivation is a key element in successful, learning to be sure but interacts strongly with the structure of classrooms, schools and assignments and with the tendency of the student to be a strategic learner. (Alexander & Murphy, 1999).

Students with elevated LOMOT scores have expressed low levels of motivation to succeed and engage in academic tasks across the broad spectrum of schooling. They tend toward an external locus of control and require external contingencies to push them to perform academically. However, as noted, academic motivation can be altered through a variety school- based interventions. (Brophy, 2004).

**TABLE 3: SUMMARISING DATA USING INTERVALS (FOR SCHOOL 1: EXPERIMENTAL)**

INTERVAL		
PRE-	TEST	POST-TEST
0-29	0	5
30-39	3	6
40-60	12	35
61-70	23	3
71-HIGH	12	1
TOTAL	50	50

**BAR GRAPH : 1: SUMMARISING DATA USING BAR GRAPH (SCHOOL 1: EXPERIMENTAL)**



**SCHOOL 1: EXPERIMENTAL GROUP**

The Pre-test indicated that the majority of the participants, 46% was below average motivation to succeed which was a low need for achievement where learners feel that school may be unimportant and teachers may be unfair. The table also depicted that there were no participants who were strongly motivated with keen desire to succeed academically.

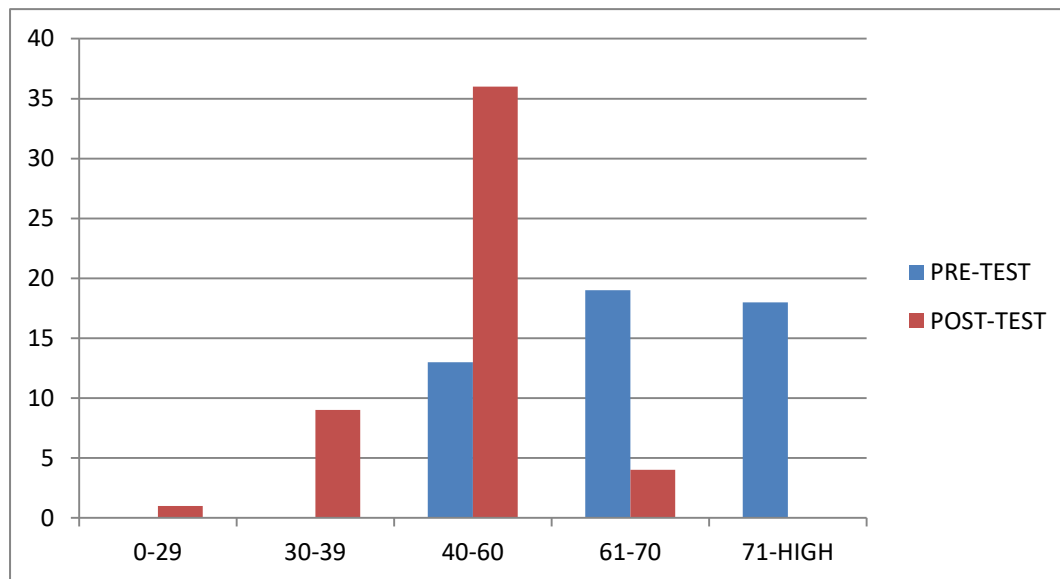
After the intervention of career guidance with the Experimental group, there was a significant change during the Post- test in the majority of participants who were previously under-motivated during the Pre-test has then tremendously decreased. The majority of the participants 70%, have become

moderately academically motivated to succeed . ( See bar graph 1 in the interval of 40-60, Pre-test was 12 which was 24% and the Post-test has increased to 35 which was 70%).This signifies a positive effect of career guidance intervention.

**TABLE 4: SUMMARISING DATA USING INTERVALS (FOR SCHOOL 2: EXPERIMENTAL)**

INTERVAL	PRE-TEST	POST-TEST
0-29	0	1
30-39	0	9
40-60	13	36
61-70	19	4
71-HIGH	18	0

## **BARGRAPH:2 SUMMARISING DATA USING BAR GRAPH (SCHOOL 2: EXPERIMENTAL)**



### **SCHOOL 2: EXPERIMENTAL GROUP**

In school 2 also, the experimental group bar graph 2 shows that before the intervention of career guidance, the level of motivation was 38% between 61-70 interval which according to Table 2 is moderately problematic, a below average motivation to succeed academically. Also 36% of the participants were extremely problematic during the Pre-test indicating little motivation to succeed in school. The results after the intervention of career guidance showed a significant increase that is, 72% of the participants fell between 40-60 intervals which is no more problematic, average motivation to succeed academically. It also shows that 18% of the participants (30-39) have become above average



motivation to succeed academically. At least 2% of the participants after the intervention become strongly motivated with keen desire to succeed academically; internal locus of control is evident.

Both tables for School 1 and School 2 indicated that (0-29) interval there were no participants who were featuring in that category but after the intervention, School 1 managed to score 10% of the participants in that category whereas School 2 scored 2% after the intervention. Also in school 2 there were no participants who were featuring in the second category (30-39) but after the intervention they were able to score 18% of the participants even higher than School 1 who scored 12% after the intervention.

#### **4.4 COMPARISONS BETWEEN EXPERIMENTAL GROUPS**

##### **EXPERIMENTAL GROUPS FOR SCHOOL 1 AND SCHOOL 2**

The Pre-test in both schools indicated that the majority of candidates fell in the categories (61-70) moderately problematic, depicting that learners from both schools were below- average in their levels to succeed in their academic study. The majority of candidates felt that school may be unimportant and teachers may be unfair, tendency toward external locus of control.

No candidates from both schools (School 1 and School 2), featured in the category of 0-29 (minimally problematic), strongly motivated with keen desire to succeed academically, interval locus of control evident. In the second category of 30-39 (less problematic than for most students); above average motivation to succeed academically, only 6% of candidates in school 1 featured in the category of 30-39 (Pre-test). In school 2 no candidates featured in this category in the Pre-test. Most of candidates who live with both parents and also whose level of Education was Grade 12, came from school 1. Carpenter et al (1982) stated that parent educational level is considered to have a strong influence on educational aspirations. They further stated that the level of child's educational aspirations for college is related to their parents' educational aspirations and family stability. On the contrary, most of the candidates in school 2 were raised by their grand - parents that was why their baseline motivation was below of School 1.

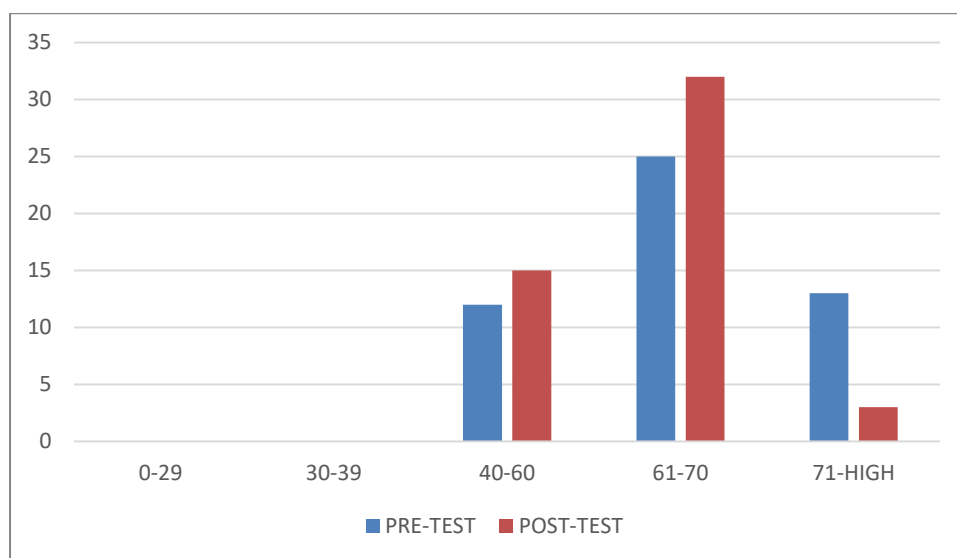
#### **4.5 TABLE 5: SUMMARISING DATA USING INTERVALS ( SCHOOL 1: CONTROL)**

SCHOOL 1: Control Group

INTERVAL	PRE-TEST	POST-TEST
0-29	0	0
30-39	0	0
40-60	12	15
61-70	25	32
71-HIGH	13	3
TOTAL	50	50

### BAR GRAPH 3

#### SUMMARISING DATA USING BAR GRAPH (SCHOOL 1: CONTROL)



In school 1 (the control group) the above graph shows that during the pre-test, the majority's level of motivation level was between 61-70 interval which according to Table 2, is moderately problematic, a below average motivation to succeed academically. During the post –test, the graph indicates that most of the participants than before pre-test still fell between 61-70, below average motivation to succeed academically.

There were no participants in the last two categories, during the Pre- and Post- test (0-29 and 30-39) which means that there were no participants who were highly motivated to succeed academically and

also no participants who were strongly motivated with keen desire to succeed academically. It appeared that since there was no intervention with the Control Group, their level of motivation was not raised at the levels of the last two categories.

During the Pre-test the majority of the participants, 50% fell in the category of 61-70, below average motivated to succeed , low need for achievement, feels school may be unimportant and teachers may be unfair, tendency toward external locus of control. During the Post-test the number of participants increased from 25 (50%) to 32 (64%). This is positive because the number from extremely problematic decreased from 26% to 6%. The number of participants in the third category (40-60) no more problematic than for most participants increased from 24% to 30% which was also a positive sign.

Though the Control Group was not exposed to the intervention program as in the case with the Experimental Groups, it appeared that the questionnaire seemed to have made a slight paradigm shift in the participants' way of thinking. It has made them think differently about themselves and their decisions regarding their future.

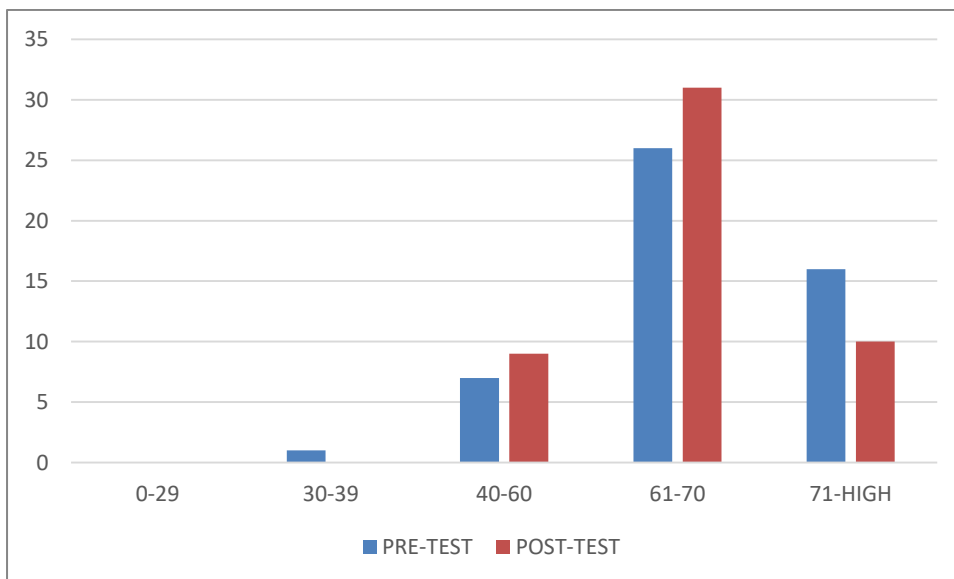
**TABLE 6: SUMMARISING DATA USING INTERVALS (SCHOOL 2: CONTROL GROUP)**

INTERVAL	PRE-TEST	POST-TEST
0-29	0	0
30-39	1	0

40-60	7	9
61-70	26	31
71-HIGH	16	10
TOTAL	50	50

## **BARGRAPH 4 FOR SCHOOL 2: CONTROL GROUP**

### **SUMMARISING DATA USING BAR GRAPH**



Pre- test indicated that 53% they have never thought of leaving school which was a plus but in the Post only 2% were on never. It appeared that candidates were uncertain of their responses as there were contradictions.

The importance of school in life was viewed as sometimes by the majority of participants during the Pre-test (41%) but in the Post-test there was contradiction that 71% thought that often school was not

really important in life. It appeared that the candidates might have read the statement positively disregarding not in the statement.

Regarding doing homework, the Pre-test suggested that 81% of the participants like in School 1 there were no participants in the first category (0-29), participants who were strongly motivated with keen desire to succeed academically, however unlike in School 1 there were 2% of the participants who fell into the second category, (30-39) above average motivation to succeed academically. Like in School 1, the majority of the participants fell in the fourth category (61-70) 52% participants were moderately problematic- below average motivation to succeed academically. The percentage increased to 62% during the Post-test which was a positive sign because as the percentage increased in the fourth category, it decreased in the last category (71-High) extremely problematic from 32% to 20%.

Also in school 2 (the control group) bar graph 4 shows that during the pre-test, the majority's level of motivation level was between 61-70 interval which according to Table 2 is moderately problematic, a below average motivation to succeed academically. During the post –test, the graph indicated that most of the participants than before the pre-test still fell in the category of 61-70 which means a below average motivation to succeed academically. The plus in the graph was that in the category of 71 and high extremely problematic (as explained in the scale ranking table) the number decreased from 32% to 20%.

#### **4.7 ANALYSIS OF RESPONSES PER QUESTION IN THE QUESTIONNAIRE**

##### **(SCHOOL 1 and SCHOOL 2: EXPERIMENTAL GROUPS: PRE-TEST AND POST- TESTS)**

On the statements that suggested that teachers liked them, during the Pre-test, 15% of the participants concurred with the statement. 70% suggested that often they feel liked by their teachers but surprisingly during the Post-test, the number of the participants who felt unloved and have doubled to become 30%. There was plus for candidates who always feel liked by their teachers from 0% to 43%. The assumption could be that the intervention was interpreted differently by the participants. For the minus ones, the candidates might have felt negative during the intervention because their teachers were not part of the intervention as they feel more positive when teachers work with them.

The distinction for the relevance of studying hard and doing well in class was clearly visible in the two tests. Pre-test suggested that 33% did not recognize the relevancy but the Post-test suggested 0% which was a plus. 71% during % sometimes do not do their homework which concurred with the concerns that were initially raised by their teachers that the majority do not honour their homework which affect their academic performance. During the Post-test it appeared that the majority (57%) still felt that they often did not do their homework as they were expected which was a plus.

The relevancy of doing well in school to get the job that they want, was viewed as sometimes by 79% of the candidates during the Pre-Test but the number has decreased to 16% during the Post-test which was a plus.

Regarding the thought that schoolwork will help them in the real world, 49% suggested sometimes during the Pre-test whereas the number decreased to 12% during the Post-test.

Studying hard to get good grades, 60% suggested sometimes during the Pre- test and 15% during the Post test. Only 12% suggested always during Pre-test and the number increased to 33% during the Post- test which was a plus.

It appeared that some statements were responded to with ambiguity because the responses indicated that from Pre-test to Post-test, the participants were from above averagely motivated to become extremely problematic which was different when we thereafter discussed the responses orally. The oral feedback that the researcher got from the participants was some questions with negative connotations were interpreted with positive connotations which consequently caused inconsistencies between Pre-test and Post-test results. The researcher had discussions with the participants after the post- test and these ambiguities were reflected.



#### **4.8 SUMMARY ON SCHOOL 1 and SCHOOL 2: CONTROL GROUPS: PRE-TESTS AND POST- TESTS**

The responses for Pre-test for the Control Groups were similar to the Experimental Groups. As the two schools were selected from the same environment, baseline level of motivation was almost on the same level. Though there was no intervention with the Control Groups but the questionnaire alone made them to reflect on themselves and about their future.

It was reported by teachers that students' attitude towards school and academic performance improved after the Pre-test.

#### **4.9 FINDINGS WITH REGARD TO AIMS OF THE STUDY**

The researcher held discussions with the Life Orientation Educators after the administration of the two tests reflecting on the effects of career guidance programs on the 200 participants. The positive changes that the educators had observed with the participants between May and September and the following were reported:

- The rate of absenteeism had dropped.
- The number of learners who do their homework had doubled.

- The passing rate on the continuous assessment work had slightly increased as compared to the previous years.
- The working relationship between teachers and their students had improved.

Though the participants were from the same environments, it was also true that 30% of the participants come from supportive families especially those whose parents were married and staying together and whose level of Education was Grade 12 and higher (as shown in Table 1).

Most of the participants who showed positive responses in both tests were discovered to be from solid and supportive family backgrounds and the majority of such learners were reported by their teachers as performing much better than those who come from broken families and whose parents' level of Education was lower than Grade 12.

The family factors also play an important role in the career development of children (Ackermann & Botha, 1998). Parents are an important resource in a good career guidance system; however, Mathabe and Temane (1993) contend that the teacher-parent link in South African schools is very weak. There is often negligible involvement of parents in the career development of their children. On the other hand, there is a high correlation between career status of parents and career identity development of adolescents. The Human Science Research Council (1988) stated that the influence of unrealistic career expectations by parents can make realistic career choice by children difficult. Super (1957)

noted that career planning was a continuous process and not a single choice. His work encourages the monitoring of an individual's career progression during his life rather than just predicting initial occupational entry.

Parent educational level is considered to have a strong influence on educational aspirations (Carpenter & Western, 1982; Stage & Hossler, 1988; Hossler, et al. 1989; Trent, 1970). The level of a child's educational aspiration for college is related to his or her parent's educational aspirations; family stability (McCartin and Meyer, 1988); parent educational level, especially the father's educational level (Stage & Hossler, 1988); and time spent discussing college with parents (Stage & Hossler, 1988).

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS**

#### **5.1 INTRODUCTION**

This chapter presents a brief summary of the study. Recommendations in the nature of high school learners' career guidance. Also limitations of the study are provided.

#### **5.2 SUMMARY**

In this study a concern is expressed on the nature of career guidance on motivation towards rural high school learners. The main concern of the research was career guidance as learner's motivation to grade 10, 11 and 12 in rural high schools. The main focus of attention is on the effects of career guidance on learner's motivation. The following hypotheses were formulated:

- There will be a positive relationship between career programs and learner motivation.
- A focused systematic intervention in career guidance will improve learner motivation.

Chapter one detailed the motivation for undertaking the present study. Chapter two outlined the nature and scope of career guidance as learner's motivation to rural high schools. From the literature review

factors that influence career guidance as learner's motivation in rural high schools were clearly stated. Furthermore this chapter gives an overview of research on rural high schools learner's career guidance. Career guidance on high school learners received attention in South Africa and in other developed, and developing countries. Chapter three consists of a detailed method of study in this research. Chapter four is about the analysis of data. From empirical investigation it came out clearly that the majority of both rural learners hold positive attitudes towards career guidance as learner's motivation in rural high schools. The detailed analysis of responses and frequencies with which various aspects were rated are also provided in this chapter. Chapter five provides summary, conclusions, recommendations. Limitations of the study are also provided..

### **5.3 RECOMMENDATIONS**

The researcher recognizes that this study focuses on two aspects of a larger research problem. The study sample consists of two rural high schools with grade 10 to grade 12 in uMzinyathi district. This study opens the following avenues for future research:

- This study investigated two rural high schools. Its focus was only on black learners excluding white, Indian and colored learners.
- A comparative study of black and white learner's career guidance will be of prime importance to throw the light on the significance of different cultural backgrounds.

- There is a need for study of this nature in both public and independent schools for the sake of comparison.
- The department of education should employ career guidance counselors in rural high schools.
- Educational psychologists must be employed in rural high schools as the rural schools are neglected from the programs.
- Career counseling in schools should be taken seriously although it is not for examination purposes.
- In-service training and workshop for educators should be held to master both content and methods of facilitating.
- Rural high school learners should understand the relationship between career choices and educational requirements. Educational awareness implies a working knowledge of educational opportunities available at specific institutions.
- The department of education must provide programs designed to meet the need of learners at various stages of career development. Establishing career development must be implemented at entry-level in all high school learners as a means of monitoring their progress relevant to their goals.
- Within a school setting, other factors must be assessed. If a new school is being opened, the problem can be considered along with several others that relate to the development of career guidance services in the school. If a guidance committee has been established in the school it obviously should be involved in this decision.

## 5.4 LIMITATIONS OF THE STUDY

- The researcher recognizes that the proposed study focus only on two aspect of a larger research problem. The scope of the study covers only mainstream learners.
- Time and financial resources available to the researcher also posed a serious problem. It was difficult to visit many schools.
- The study itself is targeted at two Nqutu schools only and not the whole of Umzinyathi District.
- The scope is further restricted to black rural high School learners and not include other racial groups.
- It is better for the researcher to recognize the limitations rather than claim that s/he has the perfect design.
- In the light of the preceding statement, the researcher acknowledges that she does not have the perfect design, but with the time and resources constraints faced with, the present design is the most convenient and appropriate for the research under study.
- The gender in the study was not taken into cognizance as it might have reflected whether career guidance programs have more effect on female students than on male students or vice versa.
- As the research was based on two grades, the researcher did not compare the responses of the two grades to distinguish whether career guidance programs have more effect on grades or not.

- The standardized tool that the researcher used to collect data may not be a perfect one for the study as the participants experienced ambiguity with some statements. Some statements were similar to others which also contributed to some inconsistencies with the responses.

## **5.5 CONCLUSIONS ON RESEARCH FINDINGS**

In this study the researcher discovered that Life Orientation teachers were not adequately informed about the purpose and aim of the career counselling process. Most teachers did not have necessary knowledge and skills to support learners to make informed subject and career choices and this make it difficult for the learners to cope with academic demands as they did not see how their hardworking will lead them to find the job they want after leaving school.

This study also has reflected that Career Guidance has a positive effect on learner's motivation in rural high schools. The findings of this study have shown that career guidance programs are a tremendous resource for capturing the hearts and minds of students. Students identify occupational goals and learn not only the educational pathways needed to reach those goals but the importance of their school courses as providing the foundation for their future success. The career guidance makes school meaningful. Career Guidance programs can be used as a powerful tool to motivate rural high school learners to aspire their future however successfully achieving one's life goals begins with a teacher believing in a student's ability to reach beyond.



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## APPENDIX

### Questionnaire

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_ School: \_\_\_\_\_

Age: \_\_\_\_\_

Circle around the type of caregiver(s) that you have

- A Both parents
- B Single parent
- C Grandparents
- D Any other relative

The highest level of Education of your caregiver(s) \_\_\_\_\_

*(Read the statement carefully and tick the box of your choice.)*

☐ Never      ☐ Sometimes      ☐ Often      ☐ Almost Always

1. Teachers like me.      ☐ N   ☐ S   ☐ O   ☐ A
2. If I study hard enough, I can do well in my classes.      ☐ N   ☐ S   ☐ O   ☐ A
3. I think I would just like to quit school.      ☐ N   ☐ S   ☐ O   ☐ A
4. I think school is not really important in life.      ☐ N   ☐ S   ☐ O   ☐ A
5. I just don't do my homework.      ☐ N   ☐ S   ☐ O   ☐ A
6. I don't think I need to do well in school to get the job I want.      ☐ N   ☐ S   ☐ O   ☐ A
7. I don't think school work will help me in the "real world".      ☐ N   ☐ S   ☐ O   ☐ A
8. I study so that I will get good grades.      ☐ N   ☐ S   ☐ O   ☐ A
9. If I don't do well in class; I think it was a waste of time.      ☐ N   ☐ S   ☐ O   ☐ A
10. If I'm not sure what to do on an assignment, I don't do it at all.      ☐ N   ☐ S   ☐ O   ☐ A
11. I think that school is too hard for me.      ☐ N   ☐ S   ☐ O   ☐ A
12. School work bores me.      ☐ N   ☐ S   ☐ O   ☐ A
13. I don't like to come to school.      ☐ N   ☐ S   ☐ O   ☐ A
14. I feel stupid when I am at school.      ☐ N   ☐ S   ☐ O   ☐ A
15. I put off turning in homework for as long as I can.      ☐ N   ☐ S   ☐ O   ☐ A
16. I feel good when I'm doing well in school.      ☐ N   ☐ S   ☐ O   ☐ A
17. Teachers are not fair to most kids.      ☐ N   ☐ S   ☐ O   ☐ A
18. Tests are not good measures of what I have learned.      ☐ N   ☐ S   ☐ O   ☐ A
19. Most tests are unfair.      ☐ N   ☐ S   ☐ O   ☐ A

**TABLE 3: Tabulated analysis of participants’ responses per question in the questionnaire  
Pre-test (Experimental Groups)**

QUESTIONS ON MOTIVATION LEVEL		NEVER (N)	SOMETIM ES (S)	OFTEN (O)	ALWAY S (A)	TOT AL
1	Teachers like me	15	70	15	0	100
2	If I study hard enough, I can do well in my classes	33	51	16	0	100
3	I think I would just like to quit school	53	13	32	2	100
4	I think school is not really important in life	23	41	17	19	100
5	I just don’t do my homework	52	35	9	4	100
6	I don’t think I need to do well in school to get the job I want	3	79	8	10	100
7	I don’t think school work will help me in the “real world”	20	49	13	18	100
8	I study so that I will get good grades	15	60	13	12	100
9	If I don’t do well in class; I think it was a waste of time	12	43	17	28	100
10	If I’m not sure what to do on an assignment, I don’t do it at all	39	21	12	28	100
11	I think that school is too hard for me	71	25	4	0	100
12	School work bores me	53	21	26	0	100
13	I don’t like to come to school	24	43	19	13	100
14	I feel stupid when I am at school	40	35	23	2	100
15	I put off turning in homework for as long as I can	29	38	16	17	100
16	I feel good when I’m doing well in school	30	41	20	9	100
17	Teaches are not fair to most kids	61	23	9	7	100
18	Tests are not good measures of what I have learned	79	21	0	0	100
19	Most tests are unfair	24	23	45	8	100
<b>TOTAL</b>		673	778	278	170	

**TABLE 4: Post-test (Experimental Groups)**

Column 1	QUESTIONS ON MOTIVATION LEVEL	NEVER (N)	SOMETIMES (S)	OFTEN (O)	ALWAYS (A)	TOTAL
1	Teachers like me	30	5	22	43	100
2	If I study hard enough, I can do well in my classes	0	10	19	71	100
3	I think I would just like to quit school	65	25	10	0	100
4	I think school is not really important in life	60	35	15	0	100
5	I just don't do my homework	70	21	8	1	100
6	I don't think I need to do well in school to get the job I want	0	49	36	15	100
7	I don't think school work will help me in the "real world"	9	35	37	11	100
8	I study so that I will get good grades	5	25	30	40	100
9	If I don't do well in class; I think it was a waste of time	0	43	37	20	100
10	. If I'm not sure what to do on an assignment, I don't do it at all	9	17	34	40	100
11	I think that school is too hard for me	9	15	39	37	100
12	School work bores me	15	23	35	27	100
13	I don't like to come to school	60	30	10	0	100
14	I feel stupid when I am at school	80	10	8	2	100
15	I put off turning in homework for as long as I can	11	45	32	12	100
16	I feel good when I'm doing well in school	0	14	52	34	100
17	Teachers are not fair to most kids	10	53	26	11	100
18	Tests are not good measures of what I have learned	22	40	13	25	100
19	Most tests are unfair	71	23	4	2	100
<b>TOTAL</b>		177	262	824	637	

**TABLE 5: Pre-test (Control Groups)**

	QUESTIONS ON MOTIVATION LEVEL	NEVER (N)	SOMETIMES (S)	OFTEN (O)	ALWAYS (A)	TOTAL
1	Teachers like me	18	62	12	8	100
2	If I study hard enough, I can do well in my classes	14	71	10	5	100
3	I think I would just like to quit school	57	36	7	0	100
4	I think school is not really important in life	70	23	6	1	100
5	I just don't do my homework	62	20	5	13	100
6	I don't think I need to do well in school to get the job I want	15	53	6	26	100
7	I don't think school work will help me in the "real world"	36	39	13	12	100
8	I study so that I will get good grades	31	43	17	9	100
9	If I don't do well in class; I think it was a waste of time	18	37	21	24	100
10	. If I'm not sure what to do on an assignment, I don't do it at all	51	30	14	5	100
11	I think that school is too hard for me	11	71	9	9	100
12	School work bores me	41	38	18	3	100
13	I don't like to come to school	45	39	14	2	100
14	I feel stupid when I am at school	21	53	12	14	100
15	I put off turning in homework for as long as I can	18	61	7	14	100
16	I feel good when I'm doing well in school	9	33	42	16	100
17	Teachers are not fair to most kids	27	55	16	2	100
18	Tests are not good measures of what I have learned	48	39	12	1	100
19	Most tests are unfair	21	71	8	0	100
	<b>TOTAL</b>	613	874	249	164	

**TABLE 6: Post-test (Control Groups)**

Column 1	QUESTIONS ON MOTIVATION LEVEL	NEVER (N)	SOMETIMES (S)	OFTEN (O)	ALWAYS (A)	TOTAL
1	Teachers like me	14	74	5	7	100
2	If I study hard enough, I can do well in my classes	35	62	3	0	100
3	I think I would just like to quit school	26	65	9	0	100
4	I think school is not really important in life	23	77	0	0	100
5	I just don't do my homework	17	51	11	21	100
6	I don't think I need to do well in school to get the job I want	32	47	21	0	100
7	I don't think school work will help me in the "real world"	31	55	12	2	100
8	I study so that I will get good grades	27	42	10	21	100
9	If I don't do well in class; I think it was a waste of time	42	35	18	5	100
10	. If I'm not sure what to do on an assignment, I don't do it at all	22	43	29	6	100
11	I think that school is too hard for me	37	46	12	5	100
12	School work bores me	63	31	6	0	100
13	I don't like to come to school	28	49	17	6	100
14	I feel stupid when I am at school	37	41	3	19	100
15	I put off turning in homework for as long as I can	26	58	16	0	100
16	I feel good when I'm doing well in school	19	75	6	0	100
17	Teachers are not fair to most kids	20	40	10	30	100
18	Tests are not good measures of what I have learned	23	66	8	3	100
19	Most tests are unfair	17	60	9	14	100
<b>TOTAL</b>		539	1017	205	139	

**TABLE 7**

	<u>ORGANISING DATA COLLECTED</u>		
	<u>SCHOOL 1</u>		
	<u>EXPERIMENTAL GROUP PRE-TEST and POST TEST</u>	<u>PRE-TEST</u>	<u>POST-TEST</u>
	N=50		
<u>PARTICIPANTS</u>	1	61	70
	2	70	42
	3	75	53
	4	63	47
	5	60	39
	6	33	28
	7	60	43
	8	69	57
	9	73	60
	10	55	39
	11	65	47
	12	58	44
	13	73	59
	14	61	54
	15	70	70
	16	63	44
	17	45	28
	18	35	15
	19	53	41
	20	73	49
	21	81	58
	22	51	33
	23	66	42
	24	80	66
	25	66	39
	26	71	45
	27	69	51
	28	34	18
	29	70	56
	30	90	71
	31	53	35
	32	61	48

	33	58	50
	34	69	28
	35	68	46
	36	70	45
	37	95	43
	38	75	40
	39	55	40
	40	63	50
	41	49	21
	42	70	57
	43	80	42
	44	63	59
	45	61	44
	46	63	40
	47	75	58
	48	60	35
	49	69	43
	50	68	46

TABLE 10

	<u>ORGANISING DATA COLLECTED</u>		
	<u>SCHOOL 2</u>		
	<u>EXPERIMENTAL GROUP PRE-TEST and POST TEST</u>	<u>PRE - TEST</u>	<u>POST- TEST</u>
	N=50		
<u>PARTICIPANT</u>	1	71	60
	2	70	58
	3	80	61
	4	78	49
	5	72	47
	6	62	55
	7	82	63
	8	71	44
	9	51	33
	10	66	41
	11	70	51
	12	63	47
	13	47	30
	14	63	40
	15	47	30
	16	55	49



	17	50	43
	18	73	32
	19	61	29
	20	51	46
	21	59	48
	22	81	63
	23	61	42
	24	69	53
	25	72	51
	26	63	41
	27	59	32
	28	71	53
	29	68	47
	30	76	60
	31	73	65
	32	80	60
	33	80	58
	34	69	48
	35	70	59
	36	49	33
	37	65	42
	38	60	42
	39	70	45
	40	74	35
	41	61	57
	42	84	49
	43	53	42
	44	69	47
	45	68	53
	46	78	41
	47	41	33
	48	71	42
	49	79	53
	50	60	37

TABLE 13

	<u>ORGANISING DATA COLLECTED</u>		
	<u>SCHOOL 1</u>		
	<u>CONTROL GROUP PRE-TEST and POST TEST</u>	<u>PRE-TEST</u>	<u>POST-TEST</u>

	<b>N=50</b>		
<b><u>PARTICIPANT</u></b>	<b>1</b>	<b>78</b>	<b>63</b>
	<b>2</b>	<b>64</b>	<b>59</b>
	<b>3</b>	<b>90</b>	<b>73</b>
	<b>4</b>	<b>71</b>	<b>69</b>
	<b>5</b>	<b>55</b>	<b>53</b>
	<b>6</b>	<b>60</b>	<b>60</b>
	<b>7</b>	<b>80</b>	<b>70</b>
	<b>8</b>	<b>70</b>	<b>65</b>
	<b>9</b>	<b>70</b>	<b>67</b>
	<b>10</b>	<b>66</b>	<b>65</b>
	<b>11</b>	<b>85</b>	<b>69</b>
	<b>12</b>	<b>71</b>	<b>60</b>
	<b>13</b>	<b>90</b>	<b>71</b>
	<b>14</b>	<b>67</b>	<b>56</b>
	<b>15</b>	<b>70</b>	<b>62</b>
	<b>16</b>	<b>91</b>	<b>60</b>
	<b>17</b>	<b>62</b>	<b>60</b>
	<b>18</b>	<b>69</b>	<b>69</b>
	<b>19</b>	<b>51</b>	<b>48</b>
	<b>20</b>	<b>64</b>	<b>63</b>
	<b>21</b>	<b>74</b>	<b>63</b>
	<b>22</b>	<b>62</b>	<b>62</b>
	<b>23</b>	<b>65</b>	<b>64</b>
	<b>24</b>	<b>59</b>	<b>59</b>
	<b>25</b>	<b>67</b>	<b>65</b>
	<b>26</b>	<b>66</b>	<b>66</b>
	<b>27</b>	<b>71</b>	<b>63</b>
	<b>28</b>	<b>68</b>	<b>65</b>
	<b>29</b>	<b>63</b>	<b>61</b>
	<b>30</b>	<b>66</b>	<b>64</b>
	<b>31</b>	<b>58</b>	<b>55</b>
	<b>32</b>	<b>67</b>	<b>63</b>
	<b>33</b>	<b>68</b>	<b>62</b>
	<b>34</b>	<b>51</b>	<b>54</b>
	<b>35</b>	<b>89</b>	<b>70</b>
	<b>36</b>	<b>50</b>	<b>71</b>
	<b>37</b>	<b>72</b>	<b>61</b>
	<b>38</b>	<b>65</b>	<b>60</b>
	<b>39</b>	<b>70</b>	<b>59</b>
	<b>40</b>	<b>69</b>	<b>70</b>
	<b>41</b>	<b>71</b>	<b>65</b>
	<b>42</b>	<b>63</b>	<b>64</b>

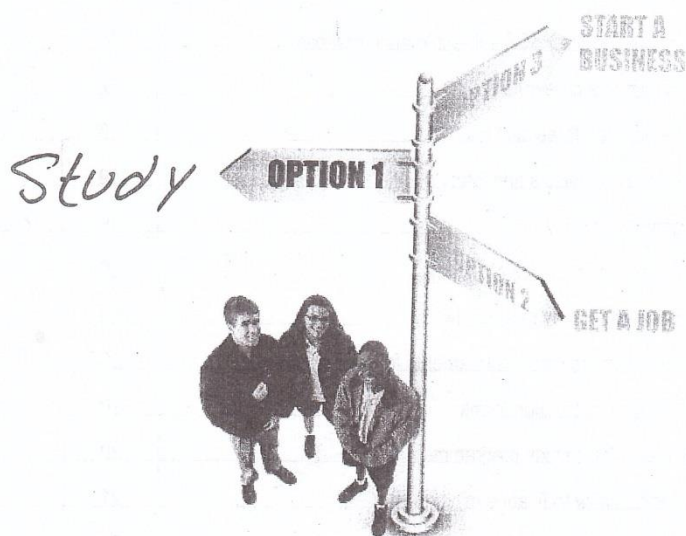
	43	46	61
	44	58	40
	45	57	62
	46	47	70
	47	61	50
	48	60	63
	49	64	69
	50	63	63

	<u>ORGANISING DATA COLLECTED</u>			
	<u>SCHOOL 2</u>			
	<u>CONTROL GROUP PRE-TEST and POST TEST</u>		-	-
	N=50	PRE-TEST	POST-TEST	
<u>PARTICIPANT</u>	1	63	70	
	2	59	66	
	3	71	73	
	4	65	63	
	5	72	69	
	6	74	63	
	7	65	51	
	8	54	65	
	9	64	61	
	10	60	60	
	11	63	62	
	12	73	72	
	13	70	70	
	14	65	67	
	15	67	61	
	16	69	67	
	17	70	53	
	18	68	67	
	19	62	64	
	20	38	42	
	21	64	62	
	22	84	85	
	23	67	62	
	24	58	65	
	25	54	67	

	26	66	65
	27	73	74
	28	70	71
	29	63	65
	30	61	73
	31	80	81
	32	75	68
	33	50	49
	34	72	69
	35	81	79
	36	77	66
	37	69	69
	38	64	65
	39	70	71
	40	77	62
	41	73	60
	42	65	56
	43	66	51
	44	60	61
	45	78	70
	46	66	58
	47	70	70
	48	63	64
	49	75	70
	50	81	76

# SCHOOL TO WORK

## Workbook 1



School Name: .....

First Name: .....

Surname: .....

Grade: .....

## CHECKLIST

Read through the following checklist of activities that need to be completed as a part of this programme. Check the box next to each statement (NB: Leave blank what you have not completed). \* Fill in where shaded only if applicable.

ACTIVITY	DESCRIPTION	PAGE	CHECK ✓
1.1	I have completed the PACE self-exploration portfolio	2	
1.2	I have identified a career field	6	
2	I have researched three careers	16	
3	I have listed my subjects and latest marks	19	
4	I have completed a CV	19	
5	I have decided where I want to study	20	
5	I have selected a study programme	20	
5	I meet the minimum entry requirements for this programme	20	
5	I have received application forms	20	
5	I have applied for a study programme	20	
6.1	I have decided how to finance my studies	21	
6.2	I have found out the cost of study	21	
6.3	*I have identified a bursary provider	21	
6.3	*I have identified a study loan provider	22	
6.3	*I have received bursary or study loan application forms	22	
6.3	*I have applied for a bursary or study loan	22	

## School to Work - Workbook 1 *Study*

### 05: MP

Planning and organizing the day-to-day activities of other people's work.....  
 Managing a big project or task.....  
 Acting as the leader of a group of people.....  
 Ensuring that a business meets their budgets and achieves their targets.....  
 Influencing others to accept your point of view.....

Tick	✓
Total:	

### 06: FM

Budgeting, costing and estimating for a business.....  
 Working with figures most of the time.....  
 Keeping careful record of financial transactions.....  
 Working out problems to do with numbers.....  
 Carefully checking the financial statements of a company.....

Tick	✓
Total:	

### 07: CL

Receiving and sending off documents and parcels.....  
 Typing business letters and reports.....  
 Doing routine tasks i.e. where you do the same things every day.....  
 Arranging appointments and day-to-day activities of your superior.....  
 Doing clerical work i.e. filing, counting stock and issuing receipts.....

Tick	✓
Total:	

### 08: PA

Looking after animals.....  
 Landscaping gardens and running a nursery.....  
 Conserving the environment.....  
 Working on a farm.....  
 Studying at an agricultural college.....

Tick	✓
Total:	

### 09: SP

Taking part in competitive sports events to become a professional.....  
 Organizing and coordinating sports events.....  
 Refereeing at a sports game.....  
 Demonstrating exercises to help people keep fit.....  
 Coaching sport for very little money .....

Tick	✓
Total:	

### 10: TR

Fixing the engine of a motor car.....  
 Working with tools, equipment and machinery.....  
 Mending things that are broken.....  
 Working as an electrician.....  
 Doing woodwork or other handwork .....

Tick	✓
Total:	



## School to Work - Workbook 1 *Study*

### 05: MP

Planning and organizing the day-to-day activities of other people's work.....  
 Managing a big project or task.....  
 Acting as the leader of a group of people.....  
 Ensuring that a business meets their budgets and achieves their targets.....  
 Influencing others to accept your point of view.....

Tick	✓
Total:	

### 06: FM

Budgeting, costing and estimating for a business.....  
 Working with figures most of the time.....  
 Keeping careful record of financial transactions.....  
 Working out problems to do with numbers.....  
 Carefully checking the financial statements of a company.....

Tick	✓
Total:	

### 07: CL

Receiving and sending off documents and parcels.....  
 Typing business letters and reports.....  
 Doing routine tasks i.e. where you do the same things every day.....  
 Arranging appointments and day-to-day activities of your superior.....  
 Doing clerical work i.e. filing, counting stock and issuing receipts.....

Tick	✓
Total:	

### 08: PA

Looking after animals.....  
 Landscaping gardens and running a nursery.....  
 Conserving the environment.....  
 Working on a farm.....  
 Studying at an agricultural college.....

Tick	✓
Total:	

### 09: SP

Taking part in competitive sports events to become a professional.....  
 Organizing and coordinating sports events.....  
 Refereeing at a sports game.....  
 Demonstrating exercises to help people keep fit.....  
 Coaching sport for very little money .....

Tick	✓
Total:	

### 10: TR

Fixing the engine of a motor car.....  
 Working with tools, equipment and machinery.....  
 Mending things that are broken.....  
 Working as an electrician.....  
 Doing woodwork or other handwork .....

Tick	✓
Total:	



## ACTIVITY 1: SELF EXPLORATION EXERCISE

### 1.1 Career Choice Field

The objective of this exercise is to encourage learners to explore their interests and goals in relation to their future career path. Provide each learner with a PACE self-exploration workbook before starting.

In this exercise there are 105 statements about different work environments. Each work environment contains 5 statements. Read through each statement and tick the statements that you like. Leave blank the statements that you do not like.

#### 01: LC

Writing for a newspaper or magazine.....  
 Doing translations, reading and correcting language.....  
 Reading news reports on the radio or TV.....  
 Writing stories or poetry.....  
 Writing advertisements and scripts for TV, film and radio commercials.....

Tick	✓
Total:	

#### 02: VA

Taking photos for a magazine or newspaper.....  
 Drawing and designing buildings.....  
 Making sketches of people or landscapes.....  
 Creating works of art.....  
 Designing clothes .....

Tick	✓
Total:	

#### 03: PAR

Learning to play a musical instrument.....  
 Dancing and singing in a musical.....  
 Acting in a play or film.....  
 Directing a TV series or film.....  
 Selecting and playing popular CD's at a radio station.....

Tick	✓
Total:	

#### 04: MS

Buying and selling things for a business.....  
 Selling goods from door to door.....  
 Studying the reasons why people choose to buy certain products.....  
 Introducing consumers to new products.....  
 Making purchases on behalf of a shop or business.....

Tick	✓
Total:	

## School to Work - Workbook 1 *Study*

### 17: LA

Drawing up reports and contracts.....  
 Debating and negotiating issues in public.....  
 Ensuring that people who have broken the law are punished.....  
 Researching past legal cases and their results.....  
 Giving advice to people regarding their rights and obligations.....

Tick	✓
Total:	

### 18: ESS

Helping people with their problems.....  
 Doing voluntary work in poverty stricken communities.....  
 Guiding and counselling individuals and groups.....  
 Attending to the spiritual needs of people.....  
 Teaching children and young people.....

Tick	✓
Total:	

### 19: CS

Giving facial treatments and doing nail manicures and pedicures.....  
 Using your hands to make things for a living.....  
 Decorating the interior of houses or offices.....  
 Baking or cooking.....  
 Designing and making clothes.....

Tick	✓
Total:	

### 20: GS

Providing cleaning services for big companies.....  
 Working in a job that requires very little, or even no study after school.....  
 Working as a porter, waiter, taxi driver, shop assistant etc.....  
 Any job will do for me, as long as it pays.....  
 Providing a catering service.....

Tick	✓
Total:	

### 21: LEPS

Protecting buildings against fire.....  
 Maintaining law and order.....  
 Investigating a crime scene.....  
 Risking your life to protect the lives and property of others.....  
 Working in the army or police force.....

Tick	✓
Total:	

Go to the next page and follow instructions to use the bar chart there.

HAPPY HUNTING!

## School to Work - Workbook 1 *study*

### 11: ENG

Using geometry in the design of various products.....  
 Designing mechanical equipment.....  
 Using your scientific knowledge to develop new products.....  
 Managing large projects to do with the construction of buildings, dams and machinery.....  
 Manufacturing and maintaining electrical / electronic equipment.....

Total:

Tick	✓

### 12: SC

Studying aspects such as plants, animals, gravity, chemical bonds, space, motion, light, etc.....  
 Studying physics and chemistry.....  
 Conducting experiments in a science laboratory.....  
 Solving complex mathematical problems.....  
 Researching scientific topics for your own interest.....

Total:

Tick	✓

### 13: CO

Developing systems to solve problems with the help of computers.....  
 Writing computer programs.....  
 Designing and installing computer equipment.....  
 Researching the latest computer technology and programmes.....  
 Using mathematical models to design computer systems.....

Total:

Tick	✓

### 14: HS

Studying the anatomy of the human body.....  
 Studying the chemical composition of living tissue.....  
 Studying physics and chemistry as part of a medical degree.....  
 Treating people or animals with ailments or injuries.....  
 Studying the causes of diseases.....

Total:

Tick	✓

### 15: HSS

Caring for the sick.....  
 Giving first aid to people.....  
 Assisting physically disabled people to function independently.....  
 Attending to the needs of babies or small children.....  
 Working as a nurse in a hospital.....

Total:

Tick	✓

### 16: SSC

Studying the behaviour of individuals and groups.....  
 Analysing and describing how political issues influence the economy of a country.....  
 Studying the culture and life style of human societies.....  
 Conducting public opinion surveys and interpreting the results.....  
 Reading books on people and events of the past.....

Total:

Tick	✓



## CAREER FIELDS

### 01 Language and Communication (LC)

People in these careers need to be especially talented in speech or writing. They use this ability to report events, influence ideas or entertain people. Careers requiring language skills are found in various media forms, including careers in newspapers, magazines, journals, publishing houses, radio, film and TV, and the internet. Other careers are found in translation and government diplomatic services.

Advertising	Journalist	Press Photographer	Scriptwriter
Auctioneer	Language Practitioner	Printer's Cutter	Technical Writer
Compositor / Phototypesetter	Learning Materials Developer	Proof Reader	Terminologist
Copy-writer	Lexicographer	Publisher	Translator
Editor	News Reporter	Radio Announcer	TV Presenter
Interpreter	Photojournalist	Radio Programme Writer	Writer / Author

### 02 Visual Arts (VA)

Artists are especially talented people with the skill to visually express what they see and feel with accuracy, character and feeling. There are two types of people working in the visual arts:

1. Commercial artists who create or enhance a product on behalf of an organisation or client - this form of art is directed at a specific consumer market, for instance, advertising on billboards, television and newspapers.
2. Independent artists who express their thoughts freely in the art form of their choice, irrespective of the consumer. Both commercial and independent artists need to make a living and therefore they channel their artistic ability into a commercially salable skill.

Advertising	Clothing Designer	Graphic Designer	Press Photographer
Aerial Photographer	Clothing Manager	Health & Beauty Therapist	Publisher
Animator	Colour Consultant	Home Economist	Quick Sketch Artist
Architect	Cosmetologist	Interior Decorator	Sculptor
Architectural Metalworker	Costume Designer	Interior Designer	Signwriter
Architectural Model Maker	Craftsperson	Jewellery Designer	Special Effects Artist
Art Editor & Critic	Decor Designer	Knitting Machine Operator	Stained Glass Artist
Art Historian	Desktop Publisher	Landscape Architect	Tattoo Artist
Art Teacher	Diamond Cutter	Laser Display Artist	Taxidermist
Artist	Display Artist	Lithographer	Technical Illustrator
Body Make-up Artist	Fashion Artist	Milliner (Hat Maker)	Textile Designer
Cartoonist	Fashion Buyer	Musical Instrument Builder	Town & Regional Planner
Caterer	Fireworks Display Artist	Photograph Processing Techn.	Weaver
Ceramic Artist	Glassblower	Photographer	Wedding Consultant
Chef	Goldsmith and Jeweller	Photojournalist	Woodcarver

### 03 Performing Arts (PAR)

Performing artists use their abilities to entertain, inspire and enlighten audiences through singing, dancing and drama. Other careers in this field include décor design, model building, lighting, sound, choreography, producing and directing. Entry into the world of entertainment depends a lot on opportunity and the skill of the individual. Formal training is advisable in order to refine skills and increase confidence. Careers in this category are linked to the entertainment industry.

Acrobat / Circus Artist	Double	Music Teacher	Stage Manager
Actor	Drama Teacher	Musician	Stunt Performer
Choreographer	Entertainer	Piano Tuner	Television Presenter
Comedian	Film, TV & Video Camera	Radio / TV Announcer	Television Producer
Costume Designer	Operator / Producer	Scriptwriter	Theatre Technician
Dancer	Industrial Theatre Director	Singer	Ventriloquist
Décor Designer	Make-up Artist	Sound Operator	Video Editor
Disc Jockey	Model	Special Effects Artist	

## ACTIVITY 1: SELF EXPLORATION EXERCISE

### 1.1 Select Careers for further Research

### BAR CHART

**Instructions:** Write down the names of the career fields in the space provided on the graph below. The career fields with the highest scores should be at the top and the fields with the lowest scores should be at the bottom. Shade in your score for each field in the blocks marked 1-5.

[illegible]

Which were your highest fields?

Now go to the Career Fields Section beginning on the next page and read the careers listed under your highest fields.

Select any three careers that appeal to you and complete the research for activity 2



#### 04 Marketing and Sales (MS)

Careers in Marketing and Sales depend on where one fits into the marketing process: marketing research, packaging of the product, creation of marketing material for various media, promotions via displays / functions, and finally the selling the product. This whole process is managed by a marketing manager who ensures that targets and budgets are met and that staff is motivated. Marketing functions are found in all industries, and are one of the most important of any business. Success is dependent on performance, measurable in terms of sales figures. Effective marketers are dynamic, energetic and confident. They have an ability to read markets, identify consumer needs and react with the right ideas to influence and persuade potential buyers. Marketing and Sales has become one of the most challenging aspects of business, and the advent of electronic media has made the task much more versatile.

Advertising	Fashion Buyer	Medical Representative	Sales Representative
Advertising Accounts Executive	Franchisee	Merchandise Planner	Salesperson
Auctioneer	Fundraiser	Pet Shop Owner	Shop Assistant
Bookmaker	Gunsmith	Public Relations Practitioner	Shop Fitter
Buyer: Retail	Insurance Agent	Purchasing Manager	Stockbroker
Customer Services Agent	Market Researcher	Real Estate Agent	Tele-marketer
Entrepreneur	Marketing Manager	Restaurateur	Tourism & Travel

#### 05 Management and Planning (MP)

Careers in management and planning require leadership and the ability to organise and plan events so that goals are achieved in an organisation. An effective manager needs to have confidence, lots of energy, an optimistic outlook and an ability to influence others positively so that goals are achieved and targets met. A person cannot become a manager without the necessary qualifications and experience. Managers on the highest level in the corporate world need to have a sound knowledge of accountancy, economics, commercial law and information systems. In addition to these qualifications, they need a sound knowledge of the business.

Administrative Manager	Financial & Investment Mgr.	Labour Relations Manager	Public Relations Practitioner
Administrative Officer	Food Service Manager	Logistics / Distribution Manager	Quality Control Inspector
Airport Manager	Garage Manager	Management Consultant	Recreation Manager / Officer
Branch Manager	Guesthouse Manager / Owner	Marketing Manager	Sales Manager
Building Contractor	Hospital Administrator	Office Manager / Administrator	Supply Chain Manager
Building/Construction Manager	Hotel Manager	Organisation & Work Study	Stage Manager
Clothing Manager	Human Resources Manager	Personnel Consultant	Tourism Manager
Conference Organiser	Industry Analyst	Production Manager	Wedding Consultant
Event Manager	Inventory & Stores Manager	Project Manager	Yard Official
Food Service Manager	Job Analyst	Public Administration Officer	

#### 06 Financial Management (FM)

For careers in finance, people need to be systematic, accurate and methodical thinkers. The work requires careful attention to detail and an ability to work with numbers. The financial management role is strategic to business operations because numbers play the most central role of any business activity. High marks in Mathematics make it possible to consider a career as an Actuary or Chartered Accountant. Various other opportunities exist for people who prefer to do a diploma or general degree. The role of computers in the financial world is more central than in the past, therefore it is important to become comfortable with financial software packages.

Accountant	Business Systems Analyst	Finance & Investment Manager	Investment Manager
Actuary	Chartered Accountant	Financial Dealer & Broker	Management Accountant
Auditor	Chartered Secretary	Fundraiser	Purchasing Manager
Assessor	City Treasurer	Industrial Economist	Quantity Surveyor
Auditor	Credit Controller	Industry Analyst	Statistician
Banking Careers	Credit Manager	Insurance Agent	Stockbroker
Bookkeeper	Debtor's Clerk	Internal Auditor	Tax Official
Business Economist	Economist	Investment Banking Analyst	Valuer & Appraiser



## 07 Clerical and Secretarial (CL)

Clerical or secretarial staff work primarily in an office environment, using office equipment and office management tools, including computers, telephones, data-bases and filing systems. People in these careers need to be well organised, systematic and methodical. They need good interpersonal skills and to be able to work well in a routine environment. Clerical jobs provide a supporting role in business and have become very important due to the fast pace of business and the need for companies to run smoothly. A good command of certain software programs is necessary for working with computers and administrative systems.

Administration Manager	Cashier	Data Capturer	Personal Assistant
Aeronautical Information - Service Clerk	Clerk	Dispatcher	Photocopy Machine Operator
Archivist	Committee Clerk	Immigration Officer	Post Office Clerk
Bookkeeping Machine Operator	Company Secretary	Mail Handler	Proof Reader
Call Centre Operator	Courier	Messenger	Receptionist
Cargo Controller	Credit Manager	Meter Reader	Switchboard Operator
	Customer Services Agent	Office Manager	Typist

## 08 Plants and Animals (PA)

Careers in this field require people with a love for nature and a curiosity about how the natural world works. Although these careers are not well paid, the worldwide interest in conservation and tourism has created increasing career opportunities. A degree in the natural sciences (BSc) and postgraduate studies are required for research positions, whilst diploma courses are needed for the more practical jobs. Business skills are becoming an important part of conservation and wildlife management, so it may be an idea to study a business management degree or diploma as part of your course so that you would be prepared if career opportunities become limited.

Adventure Tour Leader	Biologist	Gardener	Mycologist
Agricultural Economist	Bonsai Culturist	Grain Grader	Oceanographer
Agricultural Ext. Officer	Botanist	Grassland Scientist	Ornithologist
Agricultural Inspector	Conservation/ Wildlife Manager	Grounds keeper	Palaentologist
Agriculturist	Diver	Guide Dog Trainer	Plant Nursery Worker
Agonomist	Ecologist	Herbalist	Professional Hunter
Animal Attendant	Entomologist	Herpetologist	Sea Transport Worker
Animal Behaviourist	Environmental Engineer	Horse Stud Manager	Stable Hand
Animal Breeder	Farm Manager / Foreman	Horse Trainer	Veterinary Nurse
Animal Nutritionist	Farm Worker	Horticulturist	Veterinary Surgeon
Animal Scientist	Farmer	Ichthyologist	Veterinary Technologist
Animal Trainer	Fisherman	Jockey	Viticulturalist
Apiarist / Beekeeper	Food Scientist & Technologist	Landscape Architect / Tech.	Zookeeper / Nature Conservator
Aquatic Scientist	Forestry Scientist / Silviculturist	Marine Biologist	Zoologist
Bird Farm / Avian Manager	Game Ranger (see Park Rang)	Microbiologist	

## 09 Sport (SP)

Most people who pursue sport as a career have played a sport at provincial or national level. As a professional sportsperson, careful planning is needed because of age limitations associated with performance. Furthermore, sports don't have the same income potential. There is also the danger that high-risk sports may shorten your competitive years due to injury. Questions to ask yourself: What am I going to do in sport?

1. Play sport as a career (sportsman/sportswoman)
  2. Work with sports people on the field (coach, trainer, physiotherapist or doctor)
  3. Manage sports events (sports manager, sports promoter or gym owner).
- Although sport as an industry is growing, opportunities are often limited, depending on the type of sport and level of participation.

Aerobics Instructor	Golf Caddie	Ski & Snowboard Instructor	Sports Scientist
Biokineticist	Jockey	Sport Administrator	Sportsperson - Professional
Ergonomist	Personal Trainer	Sport Agent	
Fitness & Health Consultant	Recreation Manager / Officer	Sport Coach	
Fitness Instructor	Referee	Sport Manager	



## 10 Trades (TR)

Careers in this field are practical by nature and involve the use of tools, machinery and equipment. People in these careers are more interested in getting on with the job, not spending time with the theoretical explanations behind the work. For this reason most of these careers have some aspect of manual labour and include tasks such as designing, building, fixing or constructing. There are many careers in the practical field and the choice of career will depend on one's interests. Some trades require working with wood (carpentry), some with metal (panel beater), others with machinery (mechanic). Trades are excellent fields to enter if one wants to start a small business.

Agricultural Technician	Domestic Appliance Mech.	Locksmith	Saw Operator
Aircraft Careers	Earth-moving Mechanic	Machine Worker	Scale Fitter
Armament Fitter	Electrician / Construction Elec	Millwright / Electromechanician	Scientific Glass Blower
Armature Winder	Engineering Pattern Maker	Miner	Seamstress
Assembly Line Worker	Fibreglass Worker or Laminator	Motor Mechanic	Sheet Metal Worker
Automotive Body Repairer	Fitter & Turner	Motorcycle & Scooter Mech.	Technical Illustrator
Automotive Electrician	Fence & Concrete Wall Erector	Moulder	Telecoms Linesworker.
Auto-Machinist	Footwear Manufacturing Tech	Painter & Decorator	Telecoms Technician
Auto Sheet Metal Worker	Frame Maker	Photogravure Engraver	Tool Designer
Automotive Trimmer	Fruit & Veg Canning Industry	Photo-Lithographer	Tool, Jig and Die Maker
Bicycle Mechanic	Furniture Finisher	Plastics Worker / Operator	Tractor Mechanic
Billet Provider	Glass Blower	Platelayer	Train Driver
Blacksmith / Farrier	Glass Instrument Maker	Plumber	Upholsterer
Boatbuilder & Shipwright	Gravure Machine Minder	Printer's Cutter / Mechanic	Vehicle Body Builder
Boilermaker	Gunsmith	Process Engraver	Vehicle Spray Painter
Bookbinder	Handyman	Pulp & Paper Industry	Watchmaker
Bricklayer & Plasterer	Heating & Ventilation Fitter	Rigger	Welder
Cabinetmaker	Instrument Maker	Road Constr Plant Operator	Wood Machinist
Carpenter	Instrument Mechanician	Road Construction Worker	Wool Classer
Cobbler	Joiner & Wood Machinist	Roll Turner	Wrapper & Labeller
Coppersmith	Leather Worker	Roofer / Thatcher	Wrecker and Dismantler
Diesel Fitter / Mechanic	Lift Mechanic	Rotary Machine Minder	
Diesinker & Engraver	Loadmaster & Winch Operator	Sailmaker & Upholsterer	

## 11 Engineering (ENG)

Careers in this field are practical by nature and involve the use of tools, machinery and equipment. Engineers design and produce articles using scientific methods and principles. Individuals in this category enjoy finding creative solutions to practical problems. They are logical and methodical in their approach and their abilities are complemented by a creative approach to problem-solving. This creative side is manifest in an ability to design or conceptualise the end result. Careers in this category are intellectually challenging and those who succeed in engineering are unlikely to be satisfied with merely knowing 'how' something works. They need to know 'why' something works.

Aeronautical / Aerospace Engineer	Engineering Geologist	Mechanical Engineer	Radiation Protection Specialist
Agricultural Engineer	Engineering Technologists & Technicians	Mechatronic Engineer	Rubber Technologist
Air Traffic Controller	Environmental Engineer	Metallurgical Engineer	Telecommunications Eng
Biomedical Engineer	Explosives Technologist	Mine Surveyor	Topographical & Eng. Surveyor
Building Surveyor	Extraction Metallurgist	Mineralogist	Wood Technologist
Chemical Engineer	Flight Engineer	Mining Engineer	
Civil Engineer	Geohydrologist	Navigating Officer	
Coal Technologist	Geophysicist	Navigator - Aircraft	
Concrete Technologist	Geotechnologist	Nuclear Engineer	
Design Engineer	Industrial Designer	Paper Technologist	
Draughtsman	Industrial Engineer	Petroleum Technologist	
Economic Geologist	Industrial Tech: Hydrometry	Pilot: Civilian	
Electrical Engineer	Land Surveyor	Plastics Technologist	
Electronics Engineer	Materials Scientist / Engineer	Quantity Surveyor	
		Solar power engineer	



## 12 Sciences (SC)

Scientists are independent, abstract thinkers who view the world as complex. They have efficient minds which rely on logical, deductive approaches to understanding the natural world. They often have a natural aptitude and interest in science and mathematics. However, whilst some individuals prefer the more practical aspects of working with animals and plants in the field, (see section on Plants and Animals) others prefer doing research in laboratories or working with formulae and complex mathematical problems.

Success in Natural Sciences requires a commitment to study and the acquisition of specialised knowledge in certain fields. Knowledge and the ability to apply that knowledge distinguish one scientist from another. Good scientists become experts in their respective fields of interest.

Anatomist	Economic Geologist	Plastics Technologist / Polymer Scientist
Analytical Chemist	Economist	Rubber Technologist
Archaeologist	Energy Conservator	Soil Scientist
Assayer & Sampler	Extraction Metallurgist	Speleologist
Astronomer	Forensic Analyst	Textile Technologist
Biochemist	Geographer	Toxicologist
Biophysicist	Hydrologist	Vulcanologist
Biostatistician	Leather Chemist	Water-Care Technologist
Biotechnologist	Mathematician	Weather Observer
Brewmaster / Brewery Technician	Meteorologist	Wood Scientist
Cartographer	Nuclear Scientist	Wood Technologist
Chemical Laboratory Technician	Paint Technician / Technologist	
Chemist	Physicist	

## 13 Computers - Information Technology (CO)

Careers in IT require people who have a fascination with computers and what they can do. They express this interest by spending much of their time and spare time exploring the computer's many functions and applications. Careers in IT vary according to the level of technical skill required. Maths and computer science (not compulsory) are good indicators of a person's ability to do computer programming.

University courses provide a strong theoretical base of study. University of technology courses provide a more practical hands-on approach to computers. Short courses in various aspects of computers are available at private institutions.

Business Systems Analyst	Computer Scientist	Game Designer
Computer Aided Draughting Operator	Computer Security Specialist	Graphic Designer
CIS Manager	Computer Software Engineer	Multimedia Developer
Computer Data Administrator	Computer Support Specialist	Network Administrator / Engineer
Computer Hardware Engineer	Computer Systems Analyst	Network Controller
Computer Operations & Project Manager	Computer Technician	Webmaster
Computer Operator	Computer Terminal Operator	Web Designer
Computer Programmer	Data Capturer	

## 17 Law (LA)

Careers in the legal profession require good language skills, a good memory and an analytical mind with an ability to interpret, reason and make decisions based on the facts at hand.

The fact that the decision needs to be communicated efficiently, either in writing or verbally, explains the need for a good command of language.

Various opportunities exist in the legal profession and specialisation is possible. Certain lawyers prefer the court and associated activities such as debate, whilst others prefer working with contracts and paper work and never see the inside of a courtroom. Some lawyers enter the world of business as advisors (Commercial Law), others prefer work that is more service-related (Lawyers for Human Rights).

Advocate	Foreign Affairs Officer	Magistrate
Arbitrator	Lawyer	Patent Attorney
Attorney	Legal Adviser	Political Scientist
Civil Investigator	Legal Assistant / Paralegal	Public Prosecutor
Court / Verbatim Reporter	Legal Secretary	

## 18 Education and Support Services (ESS)

Social people place a high emphasis on interpersonal relationships. They seek to maintain these relationships through interaction with others and through acts of good service.

Careers in this category require high levels of empathy and patience. They should enjoy activities that uplift, teach, train, enlighten, develop and help others. Careers in Education and Caring vary from the more academic and theoretical to those that are more practical. For example, the activities of an Adult Educator teaching theoretical concepts are more academic and the activities of a Health and Fitness instructor demonstrating to an aerobics class are more practical. Furthermore special interest fields exist for people interested in specialising in a specific aspect of caring for or assisting people, i.e. Remedial Teacher. Although rewarding, this is not a well paid field of work, but most people interested in this kind of activity are not motivated by money.

Addictions Counsellor	Educator - Pre-primary	Life Coach
Adult Educator	Educator - Primary	Minister of Religion
Archivist	Educator - Remedial / Special Needs	Music Teacher
Art Teacher	Family Planning Community Worker	Personnel Consultant
Art Therapist	Fitness and Health Consultant	Play Therapist
Au Pair	Fitness Instructor	Rehabilitation Counsellor
Career Counsellor	Home-Care Worker	Remedial Therapist
Childcare Worker	Home Economist	School Counsellor
Drama Educator	Hospice worker	Social Worker
Driving Instructor	Lecturer	Training Consultant / Officer
Educator / Early Childhood Dev Prac	Librarian & Information Worker	Youth Worker
Educator - High School	Library Assistant	



## 14 Health Sciences (HS)

Due to research and new developments, the field of medicine has become more complex and challenging. A basic course can prepare you for a vast array of specialisations. The expansion of the medical field has resulted in careers for people with different interests, personality profiles and needs. Career opportunities vary from those which require close involvement with people (paediatrics, internists) to those which require research in laboratories (virology, genetics), or those which require the use of high-tech equipment (radiology, pathology). A strict selection process is required for entry into a first degree. Formal studies are followed by practical work (internship) at specific hospitals.

Anaesthetist	Epidemiologist	Neurologist	Rheumatologist
Brain Specialist	Gastroenterologist	Oncologist	Surgeon
Cardiologist	Gynaecologist / Obstetrician	Orthopaedic Surgeon	Toxicologist
Dentist	Immunologist	Ophthalmologist	Urologist
Dermatologist	Internist	Paediatrician	Veterinary Surgeon
Ear, Nose & Throat Specialist	Maxillo-Facial & Oral Surgeon	Pathologist	Virologist
Embryologist	Medical Doctor (General Practitioner)	Plastic Surgeon	
Endocrinologist		Psychiatrist	

## 15 Health Support Services (HSS)

Careers in this field have to do with taking care of people's health. People in these careers have the ability to care for people in a practical way. This field requires a keen interest in medical and health related issues. The entry point is through a degree or diploma at a college or university. These qualifications will also have a practical component.

Acupuncturist	EEG Technician	Medical & Scientific Illustrator	Pharmacist
Addictions Counsellor	Emergency Care Technologist	Medical Orthotist & Prosthetist	Pharmacist Assistant
Alternative Health Practitioner	Ergonomist	Medical Physicist	Pharmacologist
Angiographer	Family Planning Worker	Medical Receptionist	Physiologist
Ambulance Officer	Food Consultant	Medical Sales Representative	Physiotherapist
Aromatherapist	Genetic Counsellor	Midwife	Podiatrist
Audiologist	Geneticist	Naturopath	Psychologist
Biokineticist	Health Worker	Nurse	Psychometrist
Biomedical Engineer	Herbalist	Occupational Therapist	Radiation Therapist
Chiropractor	HIV/AIDS Counsellor	Optical Dispenser	Radiographer
Clinical Technologist	Home Care Worker	Optical Technician	Reflexologist
Dental Assistant	Homoeopath	Optometrist	Speech-Language Therapist
Dental Technician	Industrial Nurse	Oral Hygienist	Trichologist
Dental Therapist	Industrial Psychologist	Osteopath	Veterinary Nurse
Dialysis Technician	Kinesiotherapist	Paramedic	Veterinary Technologist
Dietician	Masseur / Massage Therapist	Parasitologist	
Echocardiographer	Matron	Perfusionist	

## 16 Social Sciences (SSC)

Careers in the Social Sciences may be divided into two types of activities: firstly careers in psychology or social work which require a direct, and often emotional involvement with people, and secondly, the study of history (historian) or economic life (economist) which need a more distant and less emotional involvement with people.

Those who want practical involvement with people are more empathetic, and interested in why people behave the way they do. They would typically want to use this ability to assist people to overcome their problems. Those who are more philosophical and theoretical in nature, need to understand people and society, but would not want close involvement with their day-to-day lives.

Ambassador	Editor	Psychologist	Sociologist
Anthropologist	Genealogist	Political Scientist	
Archaeologist	Historian	Polygraph Examiner	
Conservator / Curator	Industrial Psychologist	Psychometrist	
Economist	Market Researcher	Social Worker	

## 19 Creative Services (CS)

Careers in this field are practical by nature and require people who are creative and good with their hands. People in these careers are more interested in getting the job done than with the background theory. They have a common-sense approach to life and they make the best use of the materials and resources available. People in craft-related careers provide services or produce articles that are useful and/or pleasing to look at. Crafts often begin as hobbies and grow into careers over time. Careers in this field are well suited to the creation of small businesses.

Au Pair / Nanny	Costume Designer	Hand Therapist
Alternative Health Practitioners	Decor Designer	Home Economist
Baker	Desktop Publisher	Home Care Worker
Bakery Technologist	Display Artist	Hotel Manager
Beauty Technologist	Engraver	Interior Designer
Caterer	Florist	Jewellery Designer
Cheesemaker	Food Service Manager	Seamstress
Chef	Glass Blower	Sign-writer
Child Care Worker	Goldsmith & Jeweller	Stained Glass Artist
Clothing Designer	Guesthouse Manager	Wedding Consultant
Colour Consultant	Hairdresser	Woodcarver

## 20 General Services (GS)

People in service careers enjoy making life easier for others by the things that they do. They are hospitable and helpful, and often communicate more by doing than speaking. Social Service careers are suitable for the creation of a small business. Although no formal qualifications are required to enter these careers, it is advisable to concentrate on acquiring language, presentation, etiquette and small business management skills.

Air Steward / Ground Hostess	Dry Cleaner & Laundry Worker	Sewing Machine Mechanic
Airways Clerk/Ground Hostess	Floor Covering Installer	Shop Assistant
Baggage Handler	Food Consultant	Swimming Pool Superintendent
Barber	Funeral Director	Tailor
Bar Steward	Hairdresser	Taxi Driver
Bodyguard	Health & Beauty Technician	Tour Guide
Bus Driver	Light Delivery Van Driver	Tractor & Agric Machinery Mechanic
Butcher	Matron	Train Driver
Cargo Handler	Meter Reader	Truck Driver
Cashier	Pest Control Operator	Truck Driver's Assistant
Chauffeur	Petrol Pump Attendant	Usher
Cleaner	Phone Shop Operator	Vehicle Washer
Coach Operator	Power Plant Operator	Waiter / Waitress
Courier	Projectionist	Water Treatment Plant Operator
Croupier	Radio & TV Mechanic	Weaver
Domestic Worker	Refrigeration Mechanic	Wedding Consultant
Driver & Stacker	Refuse Remover	Wine Steward



21 Law Enforcement and Protection Services (LEPS)

Careers in this field require people who are self-disciplined and willing to work under authority. They should be active people who enjoy dangerous and challenging situations. They need to be physically fit and motivated to work hard. Patriotic people will experience fulfillment in the careers relating to the police force, air force, army, navy, fire brigades and traffic control. Careers in this category may require that a person puts their life on the line while protecting other people. Various options exist within these services and the choice depends on one's special interests. Study is needed for promotion within your service division.

Airforce  
Armoured-car Escort  
Bodyguard  
Caretaker  
Correctional Officer  
Customs & Excise Officer  
Detective  
Environ. Health Officer  
Fire Fighter

Forensic Analyst  
Health Inspector  
Inspector of Works  
Lifeguard / Lifesaver  
Meat Examiner  
Military Pilot  
Naval Officer  
Parole Officer  
Police Officer

Quality Control Officer  
Security Officer  
Soldier  
Tax Official  
Traffic Officer  
Train Control Officer  
Watchman  
Yard Official

Now you can complete the Career Research section on the next page.

HAPPY HUNTING

## ACTIVITY 2: RESEARCH CAREERS

Choose three careers that appeal most to you. Do some research on each career. Use the PACE Career Directory to assist you in your research.

### CAREER 1

1. Career Name: \_\_\_\_\_

1.1. What will I do in this career? \_\_\_\_\_

1.2. What tools or equipment will I use? \_\_\_\_\_

1.3. Work Environment – tick ( ✓ ) in the relevant blocks.

☐ Work outdoors

☐ Work indoors

☐ Work in an office

☐ Work in a laboratory

☐ Work in a classroom

☐ Work in consulting rooms

1.4. What are the personality requirements? \_\_\_\_\_

1.5. What are the subjects I need to take at school?

Compulsory Subjects	Recommended Subjects

1.6. Where can I study this career? Tick ( ✓ ) in the relevant block(s).

☐ University

☐ University of Technology

☐ Technical College

☐ Private College

☐ Other

1.7. Who are the possible employers for this career?

1.8. Name careers that are related or similar to this career.

1.9. What can I do to get started? (Make a list of things to do and people to contact)

## CAREER 2

2. Career Name: \_\_\_\_\_

2.1. What will I do in this career? \_\_\_\_\_

2.2. What tools or equipment will I use? \_\_\_\_\_

2.3. Work Environment – tick ( ✓ ) in the relevant blocks.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Work outdoors        | <input type="checkbox"/> Work indoors        | <input type="checkbox"/> Work in an office        |
| <input type="checkbox"/> Work in a laboratory | <input type="checkbox"/> Work in a classroom | <input type="checkbox"/> Work in consulting rooms |

2.4 What are the personality requirements? \_\_\_\_\_

2.5. What are the subjects I need to take at school?

Compulsory Subjects	Recommended Subjects

2.6. Where can I study this career? Tick ( ✓ ) in the relevant block(s).

- |  |   |
|--|---|
| <input type="checkbox"/> University        | <input type="checkbox"/> University of Technology                       |
| <input type="checkbox"/> Technical College | <input type="checkbox"/> Private College <input type="checkbox"/> Other |

2.7. Who are possible employers for this career?

2.8. Name careers that are related or similar to this career:

2.9. What can I do to get started? (Make a list of things to do and people to contact)

**CAREER 3**

3 Career Name: \_\_\_\_\_

3.1. What will I do in this career? \_\_\_\_\_

3.2. What tools or equipment will I use? \_\_\_\_\_

1.3. Work Environment – tick ( ✓ ) in the relevant blocks.

☐ Work outdoors

☐ Work indoors

☐ Work in an office

☐ Work in a laboratory

☐ Work in a classroom

☐ Work in consulting rooms

3.4. What are the personality requirements? \_\_\_\_\_

3.5. What are the subjects I need to take at school?

Compulsory Subjects	Recommended Subjects

3.6. Where can I study this career? Tick ( ✓ ) in the relevant block(s).

☐ University

☐ University of Technology

☐ Technical College

☐ Private College

☐ Other

3.7. Who are the possible employers for this career?

3.8. Name careers that are related or similar to this career

3.9. What can I do to get started? (Make a list of things to do and people to contact)



### ACTIVITY 3: YOUR CURRENT SUBJECTS & MARKS

Write down the subjects as well as the symbol or mark that you get for each subject.

Subject	Mark

### ACTIVITY 4: DRAW UP A CV

Draw up your own personal CV (refer to CV examples in the Job Hunting Guide).  
Have you done it correctly? (check below)

Checklist	Tick ✓
My CV covers the main headings:	
• biographical data	
• education	
• work-related experience	
• skills	
• hobbies / interests	
• references	
My CV is neat	
My CV is on clean white paper	
My CV does not have dog-eared pages	
I have checked for grammar and spelling mistakes	
My CV is typed out	
I have had my CV checked by my teacher	

## ACTIVITY 6: FINANCES

It is VERY IMPORTANT to REMEMBER that paying for your studies should NEVER be an obstacle. Learners must investigate bursaries according to career choices. Are there bursaries available for your chosen career? Refer to the PACE Financial Aid Directory.

### 6.1 Financing your studies

How do you plan to finance your studies? Make a cross on the relevant block. **X**

Parents	Study Loan	Bursary	Other
---------	------------	---------	-------

### 6.2 Cost of study programme and accommodation

INSTITUTION	STUDY PROGRAMME	COST OF STUDY	COST OF ACCOMMODATION (IF REQUIRED)	TOTAL

### 6.3 Financial Aid

Investigate bursary and study loan opportunities by referring to the Financial Aid Guide (only to be completed if you meet the entry requirements). Note: Most bursaries require high marks, especially in Maths and Science.

#### 6.3.1 Bursaries

Study Field			
Bursary Name			
Value		Duration	
Tenable (Institution)		Who Can Apply	
Service Contract		Closing date	
Address			

#### 6.3.2 Investigate study loans

List three institutions (banks or other) where you can obtain student loans. List their contact number and the documents you require when you apply for a loan.

INSTITUTION NAME	CONTACT NUMBER	I Have The Required Documentation To Apply	
1		YES	NO
2		YES	NO
3		YES	NO

#### 6.3.3 Applications

Have you applied for a study loan or bursary	YES	NO
--	-----	----

### ACTIVITY 5: DO I MEET THE REQUIREMENTS?

If you are planning to study after school then complete the following exercise. Write down at least one institution that you plan to study at in the space below. Then choose a study programme or course that you wish to study at this institution. To complete this activity you may need to contact the institution directly or visit [www.gostudy.co.za](http://www.gostudy.co.za).

INSTITUTION	STUDY PROGRAMME YOU CHOOSE	WHAT ARE THE ENTRY REQUIREMENTS?	DO YOU MEET THE REQUIREMENTS?	WHAT IS THE CLOSING DATE?	HAVE YOU RECEIVED APPLICATION FORMS?	HAVE YOU APPLIED?
1.			YES NO		YES NO	YES NO
2.			YES NO		YES NO	YES NO
3.			YES NO		YES NO	YES NO

• Have you had your school report stamped by the school? (for application purposes)



## education

Department:  
Education  
**PROVINCE OF KWAZULU-NATAL**

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/421

Mrs P Molefe  
PO Box 5504  
NQUTHU  
3135

Dear Mrs Molefe

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE IMPACT OF CAREER COUNSELING ON LEARNER MOTIVATION AT UMZINYATHI DISTRICT, NQUTU SCHOOLS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 May 2015 to 31 June 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMzinyathi District

**Nkhesinathi S.P. Sishi, PhD**  
Head of Department: Education  
Date: 13 May 2015

#### KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa  
PHYSICAL: 247 Burger Street, Anlon Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004  
EMAIL ADDRESS: [kehologile.connie@kzndoe.gov.za](mailto:kehologile.connie@kzndoe.gov.za) / [Nomangisi.Ngubane@kzndoe.gov.za](mailto:Nomangisi.Ngubane@kzndoe.gov.za)  
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: [www.kzndoe.gov.za](http://www.kzndoe.gov.za)