IMPACT OF FORMAL CAREER GUIDANCE AND COUNSELLING DURING HIGH SCHOOL AT UNIZULU

By

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DECLARATIONS

1. I the undersigned declare that this dissertation is my original work and has not been submitted partially or in full by me or anybody else for the award of a degree in any other university.

2. It is endeavoured to uphold the reputation of any author referenced in this dissertation, as well as that of the University of Zululand, and any accidental mistake or oversight therein should not be construed as wilful intent by the author or any other.

__________________________________________________________________________

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This dissertation has been submitted for examination with our approval as university supervisors.

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DEDICATION

This research is dedicated to my late mother and father, Simangele Victoria Myaka, and Zamokuhle Derrick Dube, who have always encouraged me to do the best in all that I do. They both knew no greys and I will forever cherish the years I spent with them. May your souls rest in peace.
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I am indebted to a lot of people who have contributed a great deal towards the success of this study. First and foremost I would like to thank my Lord and saviour, Jesus Christ, for giving me the strength and wisdom to reach this level of my academic career.

I have mixed emotions about not sharing this moment with my parents, Simangele Victoria (Nganeh) Myaka and Zamokuhle Derrick Dube, who have both passed away. I would like to thank you very much for being the great parents that you were to me, and I know that you are proud of me wherever you are. When you departed you did not leave me alone. Mam’khulu – Makhosi Myaka has been a wonderful mother, friend and anchor to me, and I will forever be grateful for that. Gogo – Dina Myaka, all of this is because of you, I will never forget how you surrendered all your savings for me to go to university.

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ABSTRACT

Career guidance and counselling services are an important and essential starting point in career development. In the South African context, career guidance services are often under-utilised by high school learners, as a result, a large proportion of matriculants leave school with uncertainty about what careers they want to pursue. Much focus has been placed on improving matriculation results but it is almost counterproductive when career guidance is given minimal attention. The college and career-readiness agenda seems to be given very little attention and this weakness results in a number of challenges which negatively affect society, as the normative expectation in today's society is for a person to complete high school and acquire skills which will contribute to the improvement and rebound of the economy and for people to give back to the communities in which they live and thrive. There are presently limited trained personnel in South Africa to provide career guidance services and the Department of Higher Education and Learning has observed this problem and is currently reviewing the competency framework of career guidance services.

The general aim of this study was to investigate the role and impact of formal career guidance and counselling, and the absence thereof, during high school. The study sought to unveil whether recipients of formal career guidance and counselling during high school had more career insight than non-recipients. Further, the study looked into the roles played by career guidance material and informal sources utilised by learners during high school before making career choices and also assessed the level of satisfaction which the participants experience in their current careers.

The study was conducted at the University of Zululand main campus in KwaDlangezwa in northern KwaZulu-Natal. The target population was 50 academic staff from all four faculties at the University of Zululand. However, due to circumstances beyond the researcher’s control, only 34 questionnaires could be used at the time of the data collection. Stratified random sampling was employed in the study. The data was collected using a self-developed questionnaire by the researcher and data was analysed using the Statistical Package for Social Sciences (SPSS) Version 10.0 computer programme. Descriptive statistics (frequency tables, percentages, cross tabulations, graphs and charts) were used in data analysis. The study
revealed that the majority of the participants left school without career guidance. As a result, they stumbled in finding suitable careers post matric. It was also observed that learners from all school types faced a similar problem regarding the lack of career guidance services, career material and other sources of information regarding careers. The limitation of this study was that the sample was not a large sample due to time and budget constraints and the results were only from the study area.
TABLE OF CONTENTS

TITLE .............................................................................................................................. 1

DECLARATIONS .......................................................................................................... i

DEDICATION ................................................................................................................ ii

ACKNOWLEDGEMENTS ............................................................................................... iii

ABSTRACT .................................................................................................................... iv

LIST OF TABLES AND FIGURES ................................................................................ xi

CHAPTER 1 .................................................................................................................... 13

THE PROBLEM AND LOCATION ................................................................................ 13

1.1 INTRODUCTION ..................................................................................................... 13

1.2 BACKGROUND ....................................................................................................... 13

1.3 BREAKDOWN OF THE PROBLEM ......................................................................... 14

1.3.1 Awareness of the problem .................................................................................. 14

1.3.2 Exploration of the problem ................................................................................ 15

1.3.3 Statement of the problem ................................................................................... 15

1.4 AIM OF THE RESEARCH ....................................................................................... 15

1.4.1 General and overall aim ..................................................................................... 15

1.4.2 Research questions ............................................................................................ 16

1.4.3 Significance of the research .............................................................................. 16

1.4.4 Assumption of the study .................................................................................... 16

1.5 DEMARCATION OF THE RESEARCH ................................................................... 17

1.6 RESEARCH DESIGN .............................................................................................. 17

1.7 RESEARCH PROGRAMME ...................................................................................... 17

1.8 CLARIFICATION OF CONCEPTS ......................................................................... 18
2.11 KRUMBOLTZ’S CAREER DECISION-MAKING THEORY ........................................42
2.12 SUMMARY ........................................................................................................43
CHAPTER 3 ...............................................................................................................44
RESEARCH METHODOLOGY ..................................................................................44
3.1 INTRODUCTION ..................................................................................................44
3.2 THE STUDY AREA ..............................................................................................44
  3.2.1 Academia .......................................................................................................44
  3.2.2 Campuses .....................................................................................................45
3.3 RESEARCH PROBLEM .......................................................................................45
3.4 STUDY DESIGN ...................................................................................................45
3.5 DESCRIPTION OF PROCEDURES .......................................................................46
  3.5.1 Informed consent ..........................................................................................46
  3.5.2 Population .....................................................................................................46
  3.5.3 Sampling and sample recruitment .................................................................46
  3.5.4 Data collection ..............................................................................................48
  3.5.5 Data collection procedures .........................................................................48
  3.5.6 Data analysis ................................................................................................48
  3.5.7 Questionnaire ...............................................................................................48
3.6 ETHICAL CONSIDERATION .................................................................................49
  3.6.1 Plagiarism .....................................................................................................49
  3.6.2 Permission to conduct research .................................................................49
  3.6.3 Informed consent .........................................................................................49
  3.6.4 Confidentiality and privacy .........................................................................49
3.7 SUMMARY ..........................................................................................................50
CHAPTER 4 ........................................................................................................................................51
DATA PRESENTATION, ANALYSIS AND DISCUSSION ..................................................................51
4.1 INTRODUCTION .........................................................................................................................51
4.2 BIOGRAPHICAL VARIABLES .....................................................................................................51
4.3 FORMAL CAREER GUIDANCE COUNSELLING AND CAREER DECISION-MAKING ...............63
  4.3.1 Formal career guidance and counselling and career indecision .......................................63
  4.3.2 Formal career guidance and decision-making .................................................................65
4.4 CAREER GUIDANCE MATERIAL ...............................................................................................67
4.5 CAREER CHOICE, ADVICE AND INFLUENCE ........................................................................70
4.6 CAREER CHANGE/TRANSITION ...............................................................................................71
4.8 CAREER INTEREST AND SATISFACTION ................................................................................72
4.9 DISCUSSION .............................................................................................................................75
4.10 LIMITATIONS ..........................................................................................................................80
4.11 SUMMARY ...............................................................................................................................80
CHAPTER 5 ........................................................................................................................................81
SUMMARY, CONCLUSION AND RECOMMENDATIONS ..............................................................81
5.1 INTRODUCTION .........................................................................................................................81
5.2 SUMMARY ................................................................................................................................81
5.3 CONCLUSIONS ..........................................................................................................................82
5.4 RECOMMENDATIONS ...............................................................................................................83
5.5 RECOMMENDATIONS FOR FUTURE RESEARCH .................................................................83
REFERENCES ..................................................................................................................................85
APPENDICES ....................................................................................................................................92
APPENDIX A: ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH .......................................................... 92

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE .......................................................... 94

APPENDIX C: PARTICIPANT INFORMED CONSENT .......................................................... 96

APPENDIX D: QUESTIONNAIRE .................................................................................... 98
LIST OF TABLES AND FIGURES

Figure 2.1: College and career readiness framework .................................................. 33
Table 2.1: College and career readiness framework ................................................... 34
Table 4.1 Biographical variables of participants (N=34) .............................................. 51
Table 4.2 Gender ........................................................................................................... 52
Table 4.2.1 Age ........................................................................................................... 52
Figure 4.1 Ages of participants .................................................................................... 53
Figure 4.2 Gender ........................................................................................................ 53
Figure 4.3 Race of participants ................................................................................... 54
Table 4.3 Academic qualifications of participants ....................................................... 54
Figure 4.4 Academic qualifications of participants ..................................................... 55
Figure 4.5 Discipline of participants .......................................................................... 56
Table 4.4 Job title of participant ................................................................................ 56
Figure 4.6 Job title of participant ................................................................................ 57
Figure 4.7 Years of service at UZ .............................................................................. 57
Figure 4.8 Previous jobs of participants .................................................................... 58
Table 4.5 Type of high school attended by participant ................................................. 59
Figure 4.9 Type of high school attended by participant .............................................. 59
Table 4.6 Class size attended by participant in high school ....................................... 60
Figure 4.10 Class size attended by participant in high school .................................... 60
Table 4.6.1 School type and class size .................................................................... 61
Table 4.7 How resourced was the high school attended by the participant? ............... 62
Figure 4.11 How resourced was the high school attended by participant .................. 62
Table 4.8 Bivariate table of school type and resources .............................................. 63
Table 4.9 Career guidance in participant’s school .................................................................63
Table 4.10 Absence of career guidance and career indecision .............................................64
Table 4.10.1 Absence of career guidance and career indecision ........................................64
Table 4.11 Presence of career guidance and career decision-making .................................65
Figure 4.12 Presence of career guidance and career decision-making ..............................65
Table 4.11.1 Presence of career guidance and decision-making ........................................66
Table 4.11.2 Career guidance, class size and school type ...............................................67
Table 4.12 Life Orientation/Guidance subject and personality style ...................................68
Table 4.13 Publications about careers at high school attended by participant .....................68
Table 4.14 Questionnaires about career fields and subject suitability ...............................69
Table 4.14.1 Career guidance material ..............................................................................69
Table 4.15 Career choices ................................................................................................70
Table 4.16 Career advice ..................................................................................................70
Table 4.17 Career change ...............................................................................................71
Figure 4.13 Reason for career transition .........................................................................71
Table 4.18 Interest in current career ................................................................................72
Table 4.19 Enjoyment of tasks at work ............................................................................72
Table 4.20 Does participant look forward to going to work? .............................................73
Table 4.21 Adequate opportunities to use skills and abilities in current job .....................73
Table 4.22 Career passion ...............................................................................................73
Table 4.23 Participant’s wish to make career choice over ..................................................74
Table 4.23.1 Career satisfaction .....................................................................................74
Table 4.23.2 Career dissatisfaction ..................................................................................75
CHAPTER 1
THE PROBLEM AND LOCATION

1.1 INTRODUCTION
This chapter introduces the problem and its setting. It offers background information and the motivation for the study. The breakdown of the problem shelters the awareness, investigation and statement of the problem. General aims, hypotheses, significance and assumptions of the research are described. The research method, demarcation of the research, clarification of concepts and the research programme are described in this chapter.

1.2 BACKGROUND
South Africa is in the process of revisiting the school curriculum and Life Orientation as a subject. Choosing a career is one of the most difficult decisions a person will ever make. Many people make career choices without much career guidance.

Kartus (2012) says that, “within the South African public educational system there is presently inadequate provision for vocational guidance or assessment of individual learners”. This weakness results in having matriculants entering universities seeking admission to any faculty and/or department where there is space.

In 1967 the education department of the House of Representatives made Life Orientation a compulsory school subject, and it was introduced in grade 8 and 9. By 1974 this was a comprehensive subject in secondary schools and to grade 7 in the primary school (Naicker, 1993).

Life Orientation plays a vital role in preparing scholars for careers. The fact that it is now going to be abolished may set learners back as they may not receive adequate career guidance, causing them to make uninformed decisions about their career choices.

South African pupils make their career decisions in their grade 9 year, by virtue of choosing their grade 10 subjects that they carry through to matric. Once these subjects have been chosen there is no way to modify them without repeating the year. Automatically, the learner has opened up certain career paths and abandoned others.
Too many young people fail to see their potential for future work and life roles (Hughes & Gration, 2009). Learners are unable to identify employment that directly links to their talents. Choosing an institution and a programme for study is another challenge experienced by South African learners. Assistance with this can help guide them towards optimal learning and development. This implies that young people run the risk of fitting the profile of the unemployed or underemployed population (Mhlanga, 2011). Another problem is that, in South Africa, employers presently do not have viable systems in place to identify and nurture talents for preparing career ready learners; instead there is a call of distress that learners are not sufficiently equipped with the skills, character and drive required in the employment sector. In essence, the process of striking a balance between talents and opportunities is a hit-and-miss affair.

Modern technology has resulted in certain jobs reaching their sell-by date and becoming struck off the registers of employers. More contemporary occupations are rapidly being invented, which means that job titles are changing significantly from what they were a few years ago. Hughes and Gration (2009) contended that, “where ‘career’ was once thought of as a single commitment to a lifelong occupational pursuit, it is now thought of as a lifelong journey whereby individuals participate in differing learning and work roles”.

1.3 BREAKDOWN OF THE PROBLEM

1.3.1 Awareness of the problem

The researcher has a vested interest in this field of study because of the exposure in career development guidance and counselling during professional training in the Bachelor of Psychology (BPsych) programme and Master’s training in Counselling Psychology. Having been exposed to career guidance and counselling, the researcher observed that there are some loose ends in this area that require enormous attention. The competency framework of career guidance and counselling is also currently under review by the Department of Higher Education and Training in South Africa, which necessitates the need for this study. While career guidance and counselling are provided in various institutions, it is done so with varying degrees of sophistication because of the different academic qualifications (or lack thereof) possessed by people who provide career guidance and counselling.
1.3.2 Exploration of the problem

The topic of career development is not new; it has been alive since the early 1900’s, and Frank Parsons is acknowledged as the founder of vocational/career guidance and counselling. The delivery and development succeeding career counselling has occurred during times of major societal changes (Pope, 2000). These changes have transformed the landscape of career development into a global village (Zhang, Hu, & Pope, 2002). This current study will look at some of these changes in the literature reviewed but, most importantly, the impact of formal career guidance and counselling during high school. The evolution of career guidance and counselling is well documented in many countries and it hinges upon the notion that it is an asset that aims at helping individuals to become productive and proactive members of the community, nation and, ultimately, the economy.

1.3.3 Statement of the problem

Career guidance and counselling are essential during high school and help individuals become ready to make informed decisions about their future. Career guidance can help underprepared students make wise and educated decisions based on their situation. The quality of career guidance and counselling in schools is presently insufficient to assist learners in making well-informed career decisions, and there is a lack of qualified personnel to assist learners in making career decisions that are congruent to their personalities, skills, aptitudes and values. Formal career guidance is often limited to matriculants, which excludes grade 10 school leavers from this much-needed service.

1.4 AIM OF THE RESEARCH

1.4.1 General and overall aim

The general aim of this study was to investigate the role and impact formal career guidance and counselling, and the absence thereof, had during high school. The study sought to unveil whether recipients of formal career guidance and counselling during high school had more career insight than non-recipients.
1.4.2 Research questions

i. Does the exposure of career guidance and counselling during high school better prepare individuals in identifying and becoming established in a suitable career?

ii. Is school-based career guidance and counselling related to the type of school attended by the participants?

1.4.3 Significance of the research

The researcher envisaged that the research study will benefit career development practitioners in various environments, scholars in the field of career development (especially psychology and education), educators, learners and students in South Africa. It will also provide the necessary information to help reframe the much-needed revamp in career guidance and counselling by responding to the needs and experiences of learners in the career development agenda. The information will maximise the delivery of career development services in a variety of contexts and provide awareness of how the experience and lack of career development affects learners, students and, ultimately, the provider or recipient of this career guidance and counselling.

Although the study took place in a university context with individuals who are past the high school phase, their experiences and lack of career guidance and counselling during high school defines the impact of formal career guidance and counselling in making their career choices.

1.4.4 Assumption of the study

The following assumptions were made:

I. The need for formal career guidance and counselling is imperative in the South African education system.

II. Learners in South African high schools are exposed to varying degrees of career guidance and counselling services according to the type of school they attend.

III. Not all learners in the South African education system receive formal career guidance and counselling.

IV. The study will reveal the impact of formal career guidance and counselling during high school.
1.5 DEMARCATION OF THE RESEARCH

The study was carried out at the University of Zululand (UNIZULU) main campus in KwaDlangezwa, in northern KwaZulu-Natal. UNIZULU has two campuses. The main campus was selected because it was more feasible for the researcher to reach participants and to employ research assistants. The study focused mainly on the impact of formal career guidance and counselling during high school in relation to values and goals of career guidance, career counselling process, career readiness, work values and job satisfaction. The study did not include high school learners or post-matric students as the goal was to quantify the influence that career guidance and counselling has on people who have already chosen careers.

1.6 RESEARCH DESIGN

The research design is comprised of a literature study and empirical study. The literature study gave the researcher more insight about the history of career guidance and counselling, its values, goals, and the process of career guidance and counselling. The researcher further explored the practice of career guidance and counselling in the South African context and that of other countries, career readiness, career indecisiveness, under-preparedness and work values. Two career development theories were reviewed in this study, the work adjustment theory and John Krumboltz’s career decision-making theory. The work adjustment theory affords an organised structure for evaluating the relationship between people and their work environment and was especially reviewed for this study to evaluate the relationship the research participants have with their work environment. It was necessary to include the career decision-making theory in this study, as it an application of social learning, which also has an impact on the process of career development. The literature used in the present study also gave the researcher direction on the research methodology employed in the study. A large proportion of the questions for the questionnaire were conceived from the literature reviewed.

1.7 RESEARCH PROGRAMME

Chapter 1 outlines the background of the study and provides a brief analysis of the problems. Chapter 2 provides a review of the literature that hinges upon the research topic, problem and
hypothesis, as presented in Chapter 1. The literature reviewed is inclusive of the historical background of career guidance and counselling, career readiness, decision-making processes, national and international overviews. Chapter 3 contains the research methodology where the research design and instrument are described. Data collection, analysis and ethical considerations are discussed in chapter 3. Chapter 4 covers presentation, discussion and analysis of the data. The presentation, discussion and analysis relates to the hypotheses presented in Chapter 1. Chapter 5 presents the conclusion and recommendations about the impact of formal career guidance and counselling during high school.

1.8 CLARIFICATION OF CONCEPTS

Career guidance:

Career Guidance can be referred to as the services intended to assist individuals of any age and at any point in their lives, to make educational, training and occupational choices and to manage their careers. It includes three main elements; career counselling, career information and career education (OECD, 2004).

Career readiness:

The development of plans for the future which include vocation and career planning, and acquiring the knowledge, skills and behaviours necessary to achieve these plans (Johnson, Jones, & Cheng, 2014).

Career under-preparedness:

Career under-preparedness refers to students who are confronted by a range of career-related concerns. The concerns include increased time in college or university, financial problems, external locus control affecting decision making, and a general lack of help-seeking behaviours (Hughes, Gibbons, & Mynatt, 2013).

Career indecision:

Career indecision can be defined as the lack of knowledge about the steps involved in the process of career decision making, the self, various occupations and the lack of information about ways of obtaining additional information about careers (Lehmann & Konstam, 2011).
**Work values:**

Bayrakova (2015) referred to values as the underlying directives to behaviours, assumptions on which constitututions, laws, and social norms are based and the “goods” for which humans strive or which they owe allegiance. Work values, however are each worker’s desired outcomes from his or her work.

**1.9 SUMMARY**

This chapter has introduced the background and significance for the study. It has also analysed the problem, research aims, assumptions method, demarcation of the research and the research programme has been drawn. The succeeding chapter will review literature related to the impact of formal career guidance and counselling during high school.
CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

Career development literature is well documented and has been of interest to many scholars in the field of psychology and education. This chapter provides a review of present literature to support this study, synthesising international and South African perspectives in the practice of career guidance and counselling, career readiness, career indecision, under-preparedness and work values. Two career development theories are reviewed in this chapter, the work adjustment theory and the career decision-making theory.

2.2 CAREER GUIDANCE AND COUNSELLING

The conception of career guidance was composed, and has been broadly used since the early seventies. It was affirmed as a comprehensive method of managing a career during an entire lifetime (Bhatnagar & Gupta, 1999). According to Yesilyaprak (2010), the term ‘guidance’ tends to receive more recognition than that of ‘counselling’, and is likely to embrace a larger range or series of activities. Indeed, counselling is often viewed as only a part of the functions by which guidance endeavours are met. Privolsky affirmed that, although the terms ‘guidance’ and ‘counselling’ have been used simultaneously or interchangeably, ‘guidance’ is a term that weighs heavier than ‘counselling’, and includes counselling as one of its services. Kannammal (2014) created a clear layout of the counselling process, and broke it down into two sequential phases: the adjustive and the distributive phase, where the adjustive phase emphasises the social, emotional and personal problems of a person and the distributive phase is slanted more upon educational, vocational, and occupational problems. The distributive phase can be most aptly described as guidance while the adjustive phase can be considered as a description of counselling (Kannammal, 2014).

The normative expectation in society is that each human being needs to be employed, do some work and be active. Frank Parsons was considered the dominant visionary and architect of vocational guidance and vocational education (Herr, 2013). When the first counselling centres
were established in the twenties, the model of professional orientation came into being (Gysbers, 2001) and it was intimately understood as the process of helping individuals select an occupation, prepare for it, enter it and advance it (Yesillyprak, 2010). Professional orientation and career guidance represent an organised system of social and professional work on providing continuing help to the individual for the entire duration of his career development, in free choice of direction and orientation, in education and professional activity, with the goal of achieving a professional identity in accordance with personal traits and labour market demands for specific occupations. According to Herr (2013) Parsons proposed a three-step process to approach career guidance: (1) “a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts.” This approach is consistent with the EU Council of Ministers’ Resolution on Lifelong learning of career guidance (2004) where it is defined as, “a series of activities that train individuals of any age, at any moment of their lives, to identify other areas where they might gain and apply abilities and competencies”.

The definition of career guidance by the Organisation for Economic Co-operation and Development (OECD, 2004) and the World Bank:

_Career guidance refers to services and activities intended to assist individuals, of any age and any point throughout their lives, to make educational, training and occupational choices and to manage their career. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services. (OECD, 2004)_

While the concept of professional orientation was narrowly understood as helping the individual
to make decisions about the choice of occupation and education paths, in its original design it
covers the individual's lifetime cycle and various structures of professional support and
activities. These activities ultimately contribute to a person’s professional development and
society of origin in which a person lives and thrives. The International Association for Education
and Vocational Guidance (2001) says that, in countries with a tradition of professional
orientation, the term “educational and professional guidance and counselling” is used for an
organised activity that helps the individual realise his competencies and trains him to plan the
appropriate steps to develop essential skills that will lead to personal, educational, economic
and social advancement for the individual, family, society and nation.

It is further said that, in countries where it is institutionally well established, professional
orientation is regarded as a systematic social and professional support for the development of
human resources, in accordance with the developmental policy and plans of the country. The
concept of career guidance and counselling directly leads towards the goals of this systematic
activity, and emphasises not only the benefit for the individual, but also its strong social element.

From these definitions, it can be concluded that the impact of formal career guidance and
counselling is acknowledged and accepted as the process of training individuals to plan their
education, training and work. Furthermore, it provides help to educational institutions in
motivating their employees for further education, flexible professional development, career
management, training, professional orientation and finding adequate job positions. With the
successful achievement of this, recipients of this service will contribute to the development of
the local, regional and national economy and labour force.

2.3 VALUES OF CAREER GUIDANCE

The Handbook on career counselling, published by UNESCO in 2002, put forward various
assumptions underlying the practice of career counselling. These include the following
perspectives:

1. People have the ability and opportunity to make career choices for their lives. The
   amount of freedom in choices is partially dependent upon the social, economic,
   and cultural context of individuals.
2. Opportunities and choices should be available for all people, regardless of sex, socio-economic class, religion, disability, sexual orientation, age, or cultural background.

3. Individuals are naturally presented with career choices throughout their lives.

4. People are generally involved in a wide range of work roles across their lifespan. These roles include both paid and unpaid work.

5. Career counselors assist people to explore, pursue and attain their career goals.

6. Career counselling basically consists of four elements: (a) helping individuals to gain greater self-awareness in areas such as interests, values, abilities, and personality style, (b) connecting students to resources so that they can become more knowledgeable about jobs and occupations, (c) engaging students in the decision-making process in order that they can choose a career path that is well suited to their own interests, values, abilities and personality style, and (d) assisting individuals to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over their lifespan.

7. The reasons why individuals enter particular occupations vary according to the amount of importance placed on personal preferences, such as interests, or external influences, such as labour market trends or parental expectations.

8. Career decision-making is not something that happens only once in a person’s life but, rather, it is an ongoing process that might take place at any age.

9. All forms of work are valuable, and contribute to the success and wellbeing of a society. (UNESCO, 2002).

2.3.1 Goals of career guidance and counselling

Moly (2007) suggested that the main goals of career/vocational guidance and counselling are to aid learners sort scholastic choices, make career choices, and make adequate adjustments in the educational institutions, home and society. Additionally, it helps learners nurture all aspects of their personality and solve their emotional problems so that anxiety and stress, so common in life, may not hinder their success and progress. Lastly, it helps employees when it is required by the work process and organisation.
2.3.2 Career counselling process

The Handbook on career counselling by (UNESCO, 2002) clearly explains different aspects of career counselling. These include:

i. Self-awareness: When individuals are considering career options, it is useful to assist them in attaining greater self-awareness by asking about their interests, values and skills in order that they might better understand which jobs are suited to them and which ones are not a good match. Someone who is well matched to the job is likely to be more motivated and successful in his/her work and to enjoy the job more than the person who is poorly suited.

ii. Labour market information: Individuals need to gather information about the kinds of jobs that are available to them. This kind of information may be found through books or websites, as well as through a labour market information service that tracks current labour market trends and opportunities in the region or country. Besides books and websites, potential employers and members of the community can be questioned about work options available.

iii. Decision-making/setting goals: In making a decision about the kind of work to pursue, it is important to integrate self-awareness with labour market information to arrive at the best fit for the person. It is often useful to engage in a discussion and weigh the costs and benefits of the various choices. Setting both short-term and long-term goals is also a useful activity for students to engage in.

iv. Job search: Individuals may need assistance with job search strategies such as writing a resume and cover letter, learning interview skills, and knowing where to look for advertised and unadvertised jobs. (UNESCO, 2002)

2.4 PRACTICE OF CAREER GUIDANCE AND COUNSELLING

The Education Journal (2015) released a report by Teach First that argues that “teachers need to be at the heart of careers education for young people to ensure that they receive the guidance and motivation that they need to lead them towards a successful career”. The report also stressed that “…the needs of young people, particularly those from poorer backgrounds, are
not being served by current career learning in schools”. Although the report speaks about, and is titled: “The important role of teachers in providing quality careers learning”, it very sharply points out the impact of formal career guidance during school. The report says that the role of teachers in making young people work ready calls for a coordinated effort across society to create effective career education in schools. It further points out that, “careers training has been bypassed, despite the importance of the teacher’s role in providing quality careers learning”. The report called for trained individuals to, “oversee the delivery of employability plans, manage links with employers, universities and independent career advisers and ensure that employability is built into school life”.

According to Adams (2012), people in contemporary society are in pursuit of finding a purpose and meaning in their work and that, conventionally, career counselling had not focused on those elements and how they interplay with career development and satisfaction. Adams (2012) supported this notion by referring to “a considerable oversight given the recent attention on positive psychology and the growing research suggesting that a sense of purpose and meaning in life contribute to psychological health and well-being”. In a study by Shoffner-Creager (2011), however, it is said that one study revealed that a career practitioner’s “life and work values included benevolence, self-direction, and achievement (life values) and lifestyle, supervision, and achievement (work values)”. The fluid and rapid economic and social changes have seemingly constructed a career phenomenon that is contrary to the quest for meaningfulness. This has perpetuated an awareness to seek ways to synthesise meaning into people’s work, and an increasing body of knowledge in the field of career counselling and guidance has shifted its focus more to the role of calling in career development (Adams, 2012).

Many scholars and practitioners in the field of career guidance and counselling have noted the various changes that affect the practice of career guidance and counselling; these include technological, economic and global changes (Bikos, Dykhouse, Boutin, Gowen, & Rodney, 2013; Yesilyaprak, 2012; Lent, 2013). The advancement of technology and increasing use of social networking sites (SNSs) such as Facebook, LinkedIn and Twitter allows personnel in career centres to provide learners and students with career-related information, interact with them and promote career centre services (Bikos et al., 2013). Creager and Shoffner (2011) noted the diverse and specific needs of populations that are underrepresented in certain
careers, historically oppressed, or understudied. These include lower income groups, many in urban settings; racial/ethnic minority groups, women, lesbian, gay, bisexual, and transgender (LGBT) persons and people living with disabilities. Watkinson and Hersi (2014) further affirmed these views on the subject of minorities with special reference to immigrant students and students of colour. They firmly assert that the transition from post-secondary schooling, the development of career aspirations and the role of decision-making are strongly important when working with such students. Career development strategies designed for immigrant students must address the needs of immigrant populations, use career counselling techniques that attend to the unique experiences of immigrant students, and provide immigrant students with a social network to guide and support their career planning process.

Career practitioners should not only tender their multicultural awareness, knowledge and skills but also the language used in the professional environment. According to Creager and Shoffner (2011), career practitioners make use of language when working with clients. Mostly, clients convey a narrative of their career choices and interests in certain careers and exclude others such as job dissatisfaction, conflicts between demanding work duties and family, plans to quit or change jobs and a series of other career-and work-related subjects. Furthermore, a narrative identity approach was proposed by LA Pointe, as quoted by Creager and Shoffner (2011), “to explore career narratives as sources of identity construction.” It is said that the premise of this approach is that career identity should not be viewed through the lens of a true, internal self because it is constructed, articulated and delineated in discourse or narrative. It further emphasises that clients should explore and grow their identities and themselves in relation to work in the conveying of their narrative and in the social use of language.

2.5 CAREER GUIDANCE AND COUNSELLING IN SOUTH AFRICA

The Department of Higher Education and Training (DHET) published the competency framework for career development practitioners in South Africa in the year 2014 and it was open for public comment until early 2015. The Framework for Career Development in South Africa is synonymous with that of the (OECD, 2004) and World Bank. It recommends that the term “Career Development Services” be adopted to describe all the services intended to assist all individuals, of any age and at any point throughout their lives, to make educational, training and

According to DHET (2014), the role of career development in South Africa is complex and the complexity emanates from the fact that there are highly qualified people who perform similar roles to those carrying out menial tasks or having no qualifications at all. The complication is further exacerbated by the many diverse environments in which career guidance and counselling/development services take place and the conflict in the skills and qualifications held by the people in these environments.

In all countries, career guidance is seen through the lens of a public product, with a link to policy and goals related to learning, the labour market and social equity. The goals are being re-framed in light of lifelong learning policies attached to labour market policies and the concept of sustained employability (Watts & Sultana, 2004).

The National Curriculum and Assessment Policy Statement (CAPS) viewed career guidance as an essential subject in the Life Orientation curriculum in schools. Career guidance services in schools are pedagogic in their layout. “Educators are expected to guide learners through a structured process of choosing a suitable career and study path” (DHET, 2014). The process is designed over a six year period from grade 7 and ends in matric, thus affording its pedagogic status. Counselling services in schools help students learn of possible future educational and occupational opportunities, and educators hold that counselling services improve social, interpersonal and problem solving skills (Musingafii & Mafumbate, 2014). Nevertheless, these services are provided with varying degrees of sophistication and are dependent upon the educator’s capabilities and the resources available (Naicker, 1993; DHET, 2014). South African educators are required to be in possession of at least three years (NQF level 6) of post-matric education. With that said, a large proportion of them are not competent to offer career development services. The DHET (2014) further noted that certain schools (mostly private) in South Africa may have a psychologist in their personnel who will provide career guidance services to learners, offered in grade 9 for subject choices and also in grade 12 for career choice. This service would most likely include psychometric assessments and counselling.

The Health Professions Council of South Africa (HPCSA) is a statutory body guided by the Health Professions Act 56 of 1974 and is comprised of several professional boards that govern and regulate the profession. There are currently four categories of assessment practitioners
within the profession of psychology in South Africa. These are psychologists, registered counsellors, psychometrists and psychotechnicians. Two of these categories, psychotechnicians and psychometrists, have been phased out by the HPCSA since 2003. Psychologists can administer, score, interpret and report on all types of measures, especially those where the administration, scoring procedures, interpretation and reporting of results are highly dependent on the specialist knowledge and expertise of the psychologist. For example, intelligence quotient (IQ) scores, personality measures and scholastic measurements (Foxcroft & Roodt, 2001). Registered counsellors may also conduct some assessments. The interpretation and feedback, however, should be conducted under supervision of a psychologist. The HPCSA only allows qualified professional psychologists registered with the professional board to purchase psychological assessment measures. A coursework master's degree plus a twelve-month internship are required for registration as a psychologist. To be able to register as a registered counsellor (psychometry), a person will have to be in possession of a four-year BPsych degree, successfully complete a minimum of 200 hours of practical training and experience in assessment, which is normally achieved in a six-month internship supervised by a senior psychologist, and will have to obtain a least 70 percent in an examination set by the Professional Board for Psychology (HPCSA) (Foxcroft & Roodt, 2001). Psychologists, psychometrists and registered counsellors in private practice charge clients for services they offer. This obviously conveys the narrative that individuals who cannot afford to pay for these services are not represented.

Technical Vocational Education and Training (TVET) Colleges, previously known as Further Education and Training (FET) Colleges, are endorsed to offer career guidance to all prospective students, as promulgated in the Further Education and Training Act 16 of 2006. The wage landscape of TVET Colleges does not allow the employment of support services staff and, to that end, lecturers who offer student support services are sent on courses and skills programmes in counselling to enhance their career counselling skills.

The Higher Education Act 101 of 1997 makes provision for institutions of higher learning to provide student support services, and most higher education institutions in South Africa do indeed offer this service. The Southern African Association for Counselling and Development in Higher Education (SAACDHE) is working at length to regulate benchmarks and improve
these services. While higher education institutions provide these services using different modalities of practice, what is important is that career guidance does indeed take place and it is available to both students and the broader community, as part of community engagement. The education level of the individuals performing these services requires at least a four year university degree, usually an honours degree if they are interns or a master's degree or higher if they are full-time in the unit.

The Department of Labour (DoL) is a government department and it is instrumentally responsible for preparing and assisting South Africans in acquiring gainful employment. There are two primary organisational positions within the DoL that deal with employability issues: the Employment Services Practitioner (ESP) and the Career Counsellor. ESPs identify job opportunities around the country and capture these opportunities in the Employment Services for South Africa (ESSA) system and also help job seekers to register themselves on the ESSA system for potential employment opportunities. Career counsellors provide psychometric assessment and selection services for employers and train providers who are recruiting for ESSA. They conduct employment counselling for the unemployed on ESSA and assist them with moving from unemployed to employed, self-employed or in training. Employment Service Practitioners are required to have a three year tertiary qualification in the Social Sciences/Humanities and two years’ experience. Career counsellors are required to have an honours degree in psychology and two years’ experience, and should be registered with the HPCSA as a registered counsellor or psychometrist.

The National Skills Development Strategy III (NSDSIII) outlines the role of the Sector Education and Training Authorities (SETA) with regards to career development in section 10 (1) (a). It is stipulated in the Act that each SETA branch should develop a Sector Skills plan (SSP) that provides information on the supply and demand for labour market within a particular economic sector. The SSP should also provide an analysis of where the demands are in terms of skills so that the information can be collected from all SETAs and fed into the labour market analysis. Each SETA is responsible for making their SSP information available to the public and it is usually published on their websites. The primary role played by SETA in career guidance is one of information dissemination with regards to employment trends in their particular economic sector.
2.6 CAREER GUIDANCE AND COUNSELLING IN OTHER COUNTRIES

There are difficulties in carrying out and synthesising a comparative analysis of career guidance in different countries. “The main danger is downplaying the extent to which each country has its own traditions and history of provision and the same terms and concepts sometimes concealing quite different shades of meaning” (Watts & Sultana, 2004, p. 107). Watts and Sultana (2004) note two major contrasts that may result in the synthesis and comparative analysis of career guidance and counselling services in different countries. Firstly, the level of economic development and, secondly, the relationship of career guidance services to the development of market economies and democratic political institutions. Therefore, for this study, career guidance and counselling will be reviewed very briefly in other countries.

Australia

According to McIlveen (2004), the infrastructure of training career counselling practitioners in Australia needs revamping and recommendations were made by the Organisation for Economic Co-operation and Development (OECD) for a review of career services and improvements in training systems.

China

China has made significant improvement in career guidance and counselling through international exchange and learning from their overseas colleagues, and has invested great energy into promoting experimental research and modelling to achieve the best practice (Zhang, Hu, & Pope, 2002).

Zimbabwe

Career Counsellors and learners in Zimbabwe believe that career development services are imperative and that they result in personal, social and career benefits, and they rate the service fairly but do not value academic achievement highly (Chirese, 2011).

United States of America (USA)

The provision of career counselling in the United States is primarily a function of public policy and legislation that is directed to the career concerns found in settings and populations for which career counselling is assessed to be an important response.
This includes students in schools and institutions of higher education, persons needing help to break the cycle of welfare, those seeking employment, those unemployed, those leaving military service, those in transition from incarceration to civil society, those dislocated by the adaptation of advanced technology in the workplace, those affected by the transfer of jobs to other nations as a function of the implementation of economic alliances with other countries, and those experiencing chronic or acute physical and mental conditions that have made their access to work problematic. (Herr, 2003)

2.7 COLLEGE AND CAREER READINESS

A college-ready student is an academically prepared student, ready for post-secondary education or training without the need for remedial coursework. Whether you are pursuing a four year degree or studying for a skilled trade certificate, being ready means attaining the reading, writing, mathematics, social, and cognitive skills to qualify for and succeed in the academic programme of your choice (Darche & Stam, 2012).

Radcliff and Bos (2013) argued that the current dropout statistic of high school learners necessitates the question, “How many of them will be ready for college upon high school completion?” They further raised the concern of how the employment market has evolved over the years and how it is almost impossible to get a stable job with a living wage as a dropout. The likelihood today is that a dropout will experience unemployment, poverty, ill health, incarceration and dependence on social services. However, DeWitt (2012) asserted that, irrespective of how a learner receives his or her education or what certifications he or she has, career readiness requires learners to have the academic, employability and technical skills needed for employment in today’s careers.

Gysbers (2013) defined a career as the social roles, professional settings and work events of an individual’s life, which may be constantly influenced by such factors as gender, ethnic origin, race, spirituality, socio-economic class and sexual orientation. The word “ready” in career-ready means completely prepared for immediate action towards employment opportunities. Therefore, when the word ‘career’ and ‘ready’ are put together to describe a student they imply a well-rounded, robust and motivated individual who is active and involved in modelling and
Will Rogers College High School (WRCHS) is a cutting-edge school in the college and career-readiness agenda located in Tulsa, Oklahoma in the United States of America. It has combined post-secondary readiness, parental involvement, and academic and career advisement to provide a smooth transition from high school to college on a high school campus (Newell, 2013). The school works in partnership with Tulsa Community College (TCC) and WRCHS learners can take TCC courses while they are still in high school. “This allows students to begin their college careers during their junior year of high school and obtain six college credit hours, tuition-free, each semester. All students have a plan of study that enables them to be on track to be college or career-ready” (Newell, 2013). What also makes WRCHS unique is that students selected to attend the school don’t go through any type of academic screening, nor make any test-score target. They also provide academic and career guidance to students, and partner with parents as well, as many of the students in the school will be the first generation in their families to graduate or even enter post-secondary education.

Radcliff and Bos (2013) supported the approach of WRCH in their goals to help students become college-ready and develop a college-going culture. They suggested that, by this approach, the student will: “(1) understand the nature of college, (2) recognise that a college education may be important to his or her future success, (3) gain positive perceptions and aspirations about college, (4) prepare academically for college admission, and (5) set short- and long-term goals that support becoming college ready” (Radcliff & Bos, p. 137).

A practical example of a college and career-ready student is also shared by Darche and Stam (2012) where they conveyed the narrative about Maria, who attended an academy that prepared students for the full range of post-secondary education opportunities and the world of work. The academy that Maria attended assessed not only specific knowledge recall but also communication, collaboration, critical thinking and problem solving skill proficiency. The study revealed that Maria recalls what she learnt by doing.
While a great deal of work still needs to be done to make the concept of college and career-readiness understood, there are promising signs that the career-readiness agenda is gaining momentum (DeWitt, 2012).

**Figure 2.1: College and career readiness framework**

(Darche & Stam, 2012)
### Table 2.1: College and career readiness framework

(Darche & Stam, 2012)

<table>
<thead>
<tr>
<th>I. Knowledge</th>
<th>II. Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Core subject-area content.</td>
<td>A. Academic skills in core disciplines.</td>
</tr>
<tr>
<td>B. 21&lt;sup&gt;st&lt;/sup&gt; Century knowledge: global, civic, environmental, financial, health and media literacy.</td>
<td>B. 21&lt;sup&gt;st&lt;/sup&gt; Century skills.</td>
</tr>
<tr>
<td>C. Career-related and technical knowledge: knowledge about a broad industry sector and associated technical content and college majors.</td>
<td>1. Metacognition and knowing how to learn.</td>
</tr>
<tr>
<td></td>
<td>2. Creativity and innovation.</td>
</tr>
<tr>
<td></td>
<td>3. Critical thinking and problem solving.</td>
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<tr>
<td></td>
<td>5. Communication: listening, speaking, writing, and non-verbal communication.</td>
</tr>
<tr>
<td></td>
<td>6. Collaboration and working with diversity.</td>
</tr>
<tr>
<td></td>
<td>7. Information management and digital media applications.</td>
</tr>
<tr>
<td></td>
<td>C. Technical skills: technical skill in at least one career area of interest.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Productive Dispositions and Behaviours.</th>
<th>IV. Educational, Career, and Civic Engagement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Self-management: goal setting, time management, study skills, precision and accuracy, persistence, initiative/self-direction, resourcefulness and task completion.</td>
<td>B. Engaging in and navigating the world of work.</td>
</tr>
<tr>
<td>C. Effective organisational and social behaviour: leadership, flexibility/adaptability, responsibility and ethics.</td>
<td>C. Engaging in and navigating civic life.</td>
</tr>
</tbody>
</table>
2.7.1 Skills and attributes for career readiness

As mentioned earlier, it takes more than an academic qualification to be career-ready and to meet the requirements of the world of work. Being mindful of acquiring key skills and attributes in several categories will help an individual to be career-ready. This section will briefly discuss those skills and attributes. The skills and attributes have been extracted from the website www.betterhighschools.org/CCR/overview.asp (2013) under the topic "What is College and Career Readiness?" and have been briefly explained to enrich their meaning.

2.7.2 Social and emotional skills

Self-management and responsible decision-making

According to Kossek, Roberts, Fisher and Demarr (1998) in order for employees to be career self-managers they must assume new responsibilities and roles, be proactive in self-monitoring in the workplace and change how they view their careers and accountabilities. Linman (2011) added that well-nurtured self-management skills help employees to competently link with colleagues, management and clients. Furthermore, it enables employees to make precise decisions, plan their work time and keep a healthy body. Decision-making can be defined as the process of making a choice between two or more mutually-exclusive options in order to choose one that will produce the most desirable consequences (benefits) relative to unwanted consequences (costs). In the absence of an alternative, there is, therefore, nothing to decide.

Social awareness and relationship skills

This element involves the ability to recognise others' feelings, knowing when to help others and how to show respect for and understand others' perspectives, emotional states and needs (Australian Curriculum, 2013). According to Flaxington (2014), 99 percent of career success hinges upon the ability to communicate well, and foster mutually beneficial relationships at work with management, colleagues, clients and customers. In other words, it's all about one's interpersonal skills and character.

2.7.3 Higher order thinking skills

Problem solving, critical thinking, synthesis and precision

The ability to solve problems in a variety of contexts is essential for the construction of
information, understanding and performance. Thus, good problem solving skills empower educational, professional and personal avenues of a person (Crebert, Patrick, Cragnolini, Smith, Worsfoold, & Webb, 2011). Ultimately, having problem-solving skills implies that a person is able to synthesise information to form a connected whole that is precise and accurate.

2.7.4 Academic success and employability skills

Inquisitiveness and intellectual openness

In an article by Chamorro-Prezumic (2014) titled, “Curiosity is as important as intelligence”, it is affirmed that there is growing support for the idea that we are living in an era of complexity. What this implies is that the world has never been more intricate. This opinion is supported by the rapid pace of technological advancement and the vast amount of information that is being generated on a daily basis. Complex environments are richer in information, which creates more cognitive load and demands more brainpower or deliberate thinking.

Organisation, study, and research skills

Research leads to a unique way of contributing knowledge in a certain field of study by defining an important question or problem and answering it or solving it in a systematic way. To be able to carry out this kind of project, students and employees must possess sufficient organisation and study skills.

Attendance and engagement

For an employee to be truly engaged, they must participate socially, academically and intellectually in their work. Attendance is one of the most important indicators for a career-ready individual. If an employee is not attending work, he or she is at a risk of not being successful or engaged in their career.

Teamwork and collaboration

Teamwork and collaboration is a structured and recursive process where two or more individuals work together toward a common goal. Collaboration does not need leadership and can sometimes produce a better outcome through decentralisation and egalitarianism (Galileo Educational Network, 2008).
Effective communication

Effective verbal and nonverbal communication skills are valuable in the workplace. Good communication skills go beyond conversations, but employees must know how to communicate well in written reports and emails. Understanding the benefits of effective communication helps companies place a focus on developing a workforce that is able to communicate within the firm and with customers, vendors and international business partners (Johnsson, 2008).

2.7.5 Civic/consumer/life skills

Civic engagement

Civic engagement takes many different forms, such as voluntary and organisational involvement and/or electoral participation. It may also include efforts to address an issue directly, work with other people in the community to solve a problem or interact with the institutions of representative democracy. Civic engagement encompasses a range of specific activities. The fundamental theme is that an engaged citizen should possess the ability, agency and opportunity to navigate comfortably among these various types of civic acts (American Psychological Association, 2015).

Financial literacy and management

Financial literacy is the ability to know and understand how to use money. It’s the ability to make, earn, accumulate and sustain it, and the understanding of how it can benefit others. More frankly, it is the set of skills and know-how that allows a person to make well-informed and effective decisions with all of their financial resources. Transunion (2015) suggested that financial management skills must be included in the education’s curriculum and that education should not only equip children with employable skills but should also empower them with the knowledge required to break out of the cycle of poverty into which many are born.

Information skills and social media skills

The radical change in information technology and social media skills is deeply embedded in the restructuring of developed economies and has touched many domains in society, including the way in which organisations operate (Killen, 1996). The wave of technological transformation includes micro-electronics and the information technology revolution, which are powerfully shaping the world of work. Many organisations have been responding to that new reality,
realising the power and the potential of this technology for corporate life (Deiser & Newton, 2013).

2.8 CAREER UNDER-PREPAREDNESS

A large proportion of matriculants enter institutions of higher learning, but many of these students are unprepared for tertiary education material. In extreme cases, the students face such extreme academic challenges that tertiary education institutions choose to expel them (Bettinger & Long, 2009). Underprepared students are confronted by a range of career-related concerns. The concerns include increased time in college or university, financial problems, external locus control affecting decision making, and a general lack of help-seeking behaviours (Hughes, Gibbons, & Mynatt, 2013).

These career-related issues cause an individual to be uncertain and unclear, and a great amount of time is lost from being unable to make decisions that directly link to their situation. “Career counselling can help underprepared college students make educated career decisions based on their current situations” (Hughes et al.).

Although there are a variety of careers to choose from, students without formal career guidance and counselling will be limited in their career options and will be faced with a variety of career-related problems.

2.8.1 Career indecision

Taylor (2007) suggested that career indecision refers to career development problems, specifically involving making career-related decisions. Furthermore, studies in career indecision posit that career decisions have the following features: “there is an individual who has to make a decision, there a number of alternatives to select from and there are many attributes that are considered in the comparison and evaluation of the various alternatives.”

2.8.2 Career programming

According to Greene and Staff (2012), career programming prepares young people for the workplace, and young people can benefit greatly from taking on jobs in their teen years. Getting a job at a young age allows people to develop soft skills such as punctuality, dependability and
teamwork, which are valued by employers. There is a very close link between the narrative of Maria earlier by Darche and Stam (2012) and career programming.

2.9 VALUES INFLUENCING CAREER CHOICE

Schreuder and Coetzee (2013) defined the term ‘values’ very astutely. They referred to it as denoting norms, beliefs, principles, preferences, needs, interests, intentions, codes, criteria, world views or ideologies. An arsenal of factors influence work values. They include, but are not limited to ethnicity, subcultures, historical cohorts, socio-economic status, significant others, society, and economic conditions (Zunker, 1994). This view ties in very well with the earlier definition of a career by Gysbers (2013).

Schreuder and Coetzee (2013) observed and provided a synopsis which extols the virtue of eras of changing conditions in society associated with work. Employees in each of the eras have had to acquire new skills, moving from jobs that required physical strength, to those of manual dexterity, then linear, logical analytical reasoning in the information age. Each shift in era required adaptability (Ryan & Tomlin, 2010). The eras are categorically seen in this timeline, namely: (a) pre-industrial era, when work was seen as nothing other than drudgery and subservience to a spiritual or religious end, (b) Industrial era, when work became more mechanistic and resulted in mass production leading to a diminution in the will to work, (c) Post-industrial era, showed a rise in information technology and globalisation, and, finally (d) the 21st Century, where the meaning of work became boundless, service driven, technology intensive and seen as a socially constructed product that is dynamic and fluid.

Stoltz, Wolff, Monroe, Mazahreh and Farris (2013) connoted this view by saying that employees or prospective employees must orient, explore, establish, manage, and disengage rapidly and affectively to construct a cycle of participation in the 21st century world of work. The changes in the 21st century world of work have stimulated new conceptions and recommendations that command workers to take greater control of their careers and think of themselves in terms of the metaphor “Me Incorporated” (Lent, 2013, p. 2). The skills and attributes of becoming career-ready mentioned earlier are validated by these views and also support Gysbers’ (2013) notion that the importance and relevance of basic academic and career and technical education preparation skills should be stressed in career guidance and counselling.
2.9.1 Values influencing choice of work

**Advancement:**
Employees want to see the potential for growth and success in their careers and be able to get ahead rapidly for work well done (Harlan & Herheide, 1994).

**Autonomy:**
Some degree of independence and self-governance is essential in the workplace and allows employees to do projects independent of the larger group or with little contact with others (Reference for Business, 2015).

**Economic/material rewards:**
Individuals want to be remunerated accordingly in their career to be able to acquire certain material possessions (Davis, Yan-Jie, & Shaoguang, 2006).

**Social values:**
Values account for the stability of social order. They provide the general guidelines for conduct (Neeraja, 2005).

**Workplace spirituality:**
Spirituality in the workplace is a movement that began in the 1990’s in which individuals seek to live their faith and spiritual values in the workplace (Mehta & Srishti, 2010). This makes employees feel that their work is consistent with their ideals and moral code.

2.10 WORK ADJUSTMENT THEORY AND JOB SATISFACTION INFLUENCING CAREER CHOICE

The theory of work adjustment provides an organised structure for evaluating the relationship between people and their work environment, and for studying the adjustment processes used to create a state of correspondence between individual and environmental characteristics (Bretz & Judge, 1994; Hesketh, 1995). Zunker (1994) suggested that work contains human interactions and bases of satisfaction, dissatisfaction, rewards, stress, and a chain of other psychological reinforcements. Correspondence is best explained by Rounds, Dawis, and
Lofquist (1987) as a reciprocal relationship in which the work personality and work environment are mutually responsive, with the individual fulfilling the requirements of the work environment and the work environment fulfilling the requirements of the individual. Lumley, Coetzee, Tladinyane and Ferreira (2011) supported Round’s et al. (1987) definition of correspondence in defining job satisfaction, asserting that it is an individual’s total feelings about their job and the attitudes they have towards various aspects or facets of their job, as well as an attitude and perception that could consequently influence the degree of fit between the individual and organisation.

The theory of work adjustment thus has the following implications for career counsellors (Zunker, 1994):

1. Job satisfaction should be evaluated according to several factors including satisfaction with co-workers and supervisors, type of work, autonomy, responsibility, and opportunities for self-expression of ability and for serving others.

2. Job satisfaction is an important career-counselling concern but does not alone measure work adjustment. Work adjustment includes other variables, such as individual’s ability to perform tasks required of work.

3. Job satisfaction is an important predictor of job tenure, and the factors associated with job satisfaction should be recognised in career counselling. An individual’s abilities and how they relate to work requirements are not the only career-counselling components of work adjustment.

4. Individuals and values are significant components of job satisfaction. These factors should be delineated in career counselling programmes designed to enhance work adjustment.

5. Individuals differ significantly in terms of specific reinforcers of career satisfaction. Therefore, career counselling must be individualised when exploring interests, values and needs.

6. Career counsellors should consider the re-enforcers available in work environments and compare them to individual needs of clients.

In this conceptual framework, career counsellors should consider clients’ job satisfaction needs in order to help find amenable work environments. Job
satisfaction is a significant variable in determining productivity, job involvement and career tenure. (Zunker, 1994)

2.11 KRUMBOLTZ’S CAREER DECISION-MAKING THEORY

Schreuder and Coetzee (2013) quoted John D Krumboltz’s theory of career choice, which is an application of social learning theory, that career choice is seen as a decision-making process in which learning plays a major role. In social learning theory it is assumed that learning experiences are major determinants of personality and development. In Krumboltz’s theory it is stated that learning experiences, together with genetic factors, environmental factors and abilities that are called task approach skills, are determinants of the decision-making process. The interactions of these determinants result in certain outcomes, which include actions with regard to career decisions.

Killeen (1996) suggested that every career theory acknowledges or assumes learning, and Krumboltz shows how one such theory can be used to explain career decisions. Activity preferences are learned. Two sorts of learning are distinguished: instrumental and associative learning. Instrumental learning is based upon those situations in which the individual acts on the environment to produce certain consequences (Brown, 2007), such as reward for successful performance and the negative reinforcement of unsuccessful ones. Preference and performance become bound together. Associative learning experiences occur in situations in which an individual learns by reacting to external stimuli, by observing real or fictitious models, or by pairing two events in time or location, vicariously, when significant others are seen to be rewarded or punished.

Killeen (1996) further asserted that people construct schemata, or beliefs about themselves and the world, which organise their learning, and which subsequently guide their selection of goals and the choices they make. Self-observation generalisations, as their name implies, are beliefs about self, but they may be false beliefs. Another key concept within this theory, task–approach skills, is more difficult to grasp. On one level, they are the feelings people have about each type of task and the sets, perceptual and thought processes, performance standards and values, problem orientations and emotional responses. In Krumboltz’s hands however, they are equally the means by which people make inferences from self-observation generalisations and
their knowledge of the outside world.

2.12 SUMMARY

This chapter contained the literature study of this research. The literature reviewed strengthens the argument of the current topic. The literature was obtained from both South African and international sources. Two career development theories were reviewed in this chapter.
CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the procedures that were followed in order to carry out the study. It provides detailed and systematic particulars of the steps that were taken by the researcher in the entire study. It includes the research design, the location of the study, the population, sampling procedure and sample size, data collection instruments, data collection procedure and data analysis.

3.2 THE STUDY AREA

Located within the uMhlathuze Municipality, the University of Zululand (UNIZULU) is the fastest growing industrial hub and employer in Northern KwaZulu-Natal. UNIZULU is the only university north of UThukela River and can be easily found 1.4km southeast of the R102 when travelling from Durban or by using the Global Positioning Satellite co-ordinates – 28.858208, 31.840889.

3.2.1 Academia

UNIZULU is a comprehensive university offering approximately 252 accredited degree, diploma and certificate courses across its faculties of Arts, Education, Science and Agriculture, Commerce, and Law and Administration at the KwaDlangezwa and Richards Bay campuses. Popular courses include Law, Education, Nursing Science, Agronomy, Hydrology, Social Work, Biochemistry, Microbiology and Sport Science. UNIZULU students have the opportunity to specialise their degrees according to their areas of interest, within their respective fields. In addition, the university believes in promoting a culture of learning in an environment that is conducive to personal growth and academic development. To further academic development, assistance is provided through the provision of augmented and foundation courses to unleash students’ potential.
3.2.2 Campuses

Established in 1960, the KwaDlangezwa campus is the main campus and is home to the University’s four faculties and academic support departments. The urban Richards Bay campus was completed in 2009 and is intended to further the university’s entrepreneurial and vocational agenda in conjunction with local industry partnerships and the maritime sector. Courses currently being delivered at the campus include Public Relations, Transport Management and Hospitality Management.

3.3 RESEARCH PROBLEM

The purpose of this study was to investigate the impact of formal career guidance and counselling during high school. It was assumed by the researcher that Individuals without guidance and counselling on future career choice decisions are limited in their career options and they are unprepared for the requirements of the workplace and individuals with guidance and counselling on future career choice decisions will not be limited in their career options and will be prepared for the requirements of the workplace.

The literature has revealed career guidance and counselling endeavours, values, goals and practice in South Africa and internationally. It has also revealed what it means to be career-ready, under-prepared and indecisive. Work values, career satisfaction and career programming was reviewed in the literature. The skills and attributes for career-readiness were infused in the literature study.

3.4 STUDY DESIGN

The types of inquiry within qualitative, quantitative and mixed methods approaches are called research designs. They provide the researcher with specific direction for procedures in research design and sometimes they are called strategies of inquiry (Creswell, 2014). This therefore means that a research design gives the researcher a sense of direction on the way that the study will be carried out, how data will be collected, arranged and analysed. This study contained an empirical study and a literature study, as mentioned in chapter 1.
3.5 DESCRIPTION OF PROCEDURES

3.5.1 Informed consent

The standard form in which research participants base their voluntary participation with full understanding of the possible risks involved is called informed consent (Babbie, 2008). All participants read and understood the informed consent form and had the opportunity to ask questions about the research study before agreeing to participate.

3.5.2 Population

A population is the study object and it may be drawn from individuals, groups, organisations, human products and events or the conditions to which they are exposed (Welman, Kruger, & Mitchell, 2012). It is often not practical nor possible to study an entire population (Creswell, 2014). The population for this study comprised academic staff of the University of Zululand, KwaZulu-Natal. Academic staff were selected because they have already chosen specific career paths related to their fields of study. The population was heterogeneous. It included academic staff from different age groups, genders, academic qualifications, faculties, and departments.

3.5.3 Sampling and sample recruitment

Probability sampling was applied for this study because in probability sampling every element in the population has a known non-zero probability of selection. This means that each element has a known probability of being included in the sample (Struwig & Stead, 2001). The participants in this study were randomly selected, visited at their offices and presented with the questionnaire, which was explained and then confidentially completed by the participant and returned to the researcher. Stratified random sampling was used during the sampling process and the subpopulations (strata) were divided according to gender, age group and discipline.

In this present study, the researcher had envisaged that there would be 50 participants. However, at the time of the data analysis the researcher could only use 34 questionnaires. Some of the questionnaires were not returned or were spoiled by the participants and some terminated their consent to participate. The ages of participants varied from 26 years - 62 years and the participants were a multi-racial sample of both males and females. There were more black participants (N=30) which made 88.2% of the total number of participants. There were
only 2 white participants, which made 5.9% of the participants. Indian and coloured participants each only made 2.9% of the total participants as there was only 1 participant from each racial group. The University of Zululand has more black employees than any other race. This may be the reason why other racial groups appear to be under-represented. The criterion for inclusion in the research study was to be an employee in an academic department at the University of Zululand.

Most of the participants have master’s degrees (N=19) and made a total of 55.9% of the participants, followed by participants with honours and bachelor’s degrees (N=5), 14.7% each of the total number of participants. Four of the participants have PhDs and only one has a B.Tech degree. The University of Zululand has four academic faculties, namely, Arts, Commerce, Law and Administration, Science and Education. It should be noted that some participants chose to write their career disciplines in terms of their faculties and some chose to write them in terms of the specific department within a faculty. However all faculties were represented in this study. Although all of the participants were obtained from academic departments, all of them hold different titles according to their academic qualifications and duties and the number of years that they have been employees at the University of Zululand varied from 1-30 years.

Participants have had careers in various fields in the past, and some have not changed their careers at all, while “n/a” represents those participants who have not had previous jobs and have not changed their careers. A large proportion of the participants have previously been educators working for the Department of Basic Education. The one possible reason for this is that many of the participants were from the Education Faculty at the University of Zululand.

The participants generally all came from different types of high schools. In this study the types of schools included were public, private, model-c and "other" schools. A great majority of the participants went to public high schools and the class sizes across all the schools attended by the participants was typically between 25-40 learners in a class and most of the schools were moderately resourced. In some public schools, however, participants were in classes greater than 40 learners in a classroom. It was important for this research to include the class sizes and how resourced the schools were in order to establish if those variables had an effect on the learner's high school experience and if it had an impact in their career development.
3.5.4 Data collection

Data were collected using quantitative data collection methods. A survey questionnaire with structured questions was designed. The researcher employed research assistants because the researcher was not present at the research site during the data collection period, as the researcher was in the Eastern Cape where he was doing his second year of Master’s training working as an intern psychologist. Questionnaires were personally sent to participants.

3.5.5 Data collection procedures

The researcher obtained ethical clearance from the University of Zululand which allowed the researcher to collect data. Participants gave consent to take part in the study and had the opportunity to ask questions. Questionnaires were personally administered to participants. Most participants preferred to take the questionnaires home with them and were collected from them at a later stage. The researcher received assistance with those participants that took the questionnaires home with them because the researcher was not present at the research site permanently because of the fact that he was doing his internship as a Counselling Psychologist outside of KwaZulu-Natal. This was explained to participants and the questionnaires were mailed back to the researcher via courier services.

3.5.6 Data analysis

Analysing data is a systematic technique used to examine and interpret data with the goal to make meaningful conclusions that reflect the interests, ideas, and theories that initiated the inquiry (Babbie, 2008). Data were analysed using the Statistical Package for Social Sciences (SPSS) for this study. SPSS is a widely used programme for analysing quantitative data and it provides a numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena reflecting those observations (Babbie, 2008).

3.5.7 Questionnaire

The researcher used a self-developed questionnaire with structured questions. Brace (2004) suggested that a structured interview is when a respondent is asked a series of questions according to a prepared and fixed interview schedule – questionnaire. There are a variety of ways in which structured interviews can be carried out, such as telephonically, face to face interviews or questionnaires which can be left with the respondents to complete themselves.
For this study, the questionnaire was left with the respondents to complete themselves. This was sufficient because participants were more comfortable with this method and it gave them enough time to read and understand the questions.

3.6 ETHICAL CONSIDERATION

3.6.1 Plagiarism

The researcher acknowledged, read and understood the university’s policies and rules applicable to postgraduate research and certifies that he has, to the best of his knowledge and belief, acknowledged all sources of information in line with normal academic conventions.

The document has been subjected to the university’s text-matching and/or similarity checking procedures.

3.6.2 Permission to conduct research

An ethical clearance certificate was given to the researcher which allowed the researcher to collect and carry out the study at the University of Zululand.

3.6.3 Informed consent

A detailed informed consent letter which clarifies the aims, objectives and purpose of the study was written and signed by the participants agreeing to partake in the research study.

3.6.4 Confidentiality and privacy

The responses, results and names of participants for this study will be treated with the utmost confidentiality and privacy. The results of this study will be solely for the use of this study and unless required by a court of law, they will be strictly confidential. The study did not expose participants to any harm.
3.7 SUMMARY

This chapter contained the research methodology. In this chapter the researcher discussed how the entire study was conducted, the study area, how data was collected and all the steps that were followed to ensure that the study was done in an ethical manner which meets the required standards.
CHAPTER 4
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

In the present study, the researcher tried to investigate the impact of formal career guidance and counselling during high school. This chapter presents analyses and discusses the data obtained from the empirical study. The first section of this chapter presents the demographic data of participants. The findings of this study are presented in the context of the hypotheses and assumptions as mentioned in Chapter 1. The questions for the study are revealed. The data generated are summarised in tables. Below each table is an explanation of what the information in each table means.

4.2 BIOGRAPHICAL VARIABLES

The biographical variables below are summarised in the tables that follow. They include the ages, gender and race of participants. There were a total of 34 participants that could be used by the researcher at the time of analysing data.

<table>
<thead>
<tr>
<th>Table 4.1 Biographical variables of participants (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of participant</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>N Valid</td>
</tr>
<tr>
<td>Missing</td>
</tr>
</tbody>
</table>

Table 4.1 shows that there were a total of 34 participants in the study and there is no missing information for the three variables summarised in this table.
Table 4.2 Gender

<table>
<thead>
<tr>
<th>Race of participant</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Black</td>
<td>20</td>
<td>0.588</td>
</tr>
<tr>
<td>Coloured</td>
<td>1</td>
<td>0.029</td>
</tr>
<tr>
<td>Indian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>0.029</td>
</tr>
</tbody>
</table>

Table 4.2.1 Age

<table>
<thead>
<tr>
<th>Age groups</th>
<th>Mean</th>
<th>SD</th>
<th>Valid percent</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 – 35</td>
<td>9</td>
<td>0.264</td>
<td>26.4</td>
<td>26.4</td>
</tr>
<tr>
<td>36 – 45</td>
<td>14</td>
<td>0.411</td>
<td>41.1</td>
<td>67.5</td>
</tr>
<tr>
<td>46 – 55</td>
<td>8</td>
<td>0.235</td>
<td>23.5</td>
<td>91</td>
</tr>
<tr>
<td>56 – 65</td>
<td>3</td>
<td>0.88</td>
<td>8.9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 and 4.2.1 displays the biographical data of 34 participants for this study by age, gender and race. There is no missing data in this table and all the participants are included hereon.
Figure 4.1 Ages of participants

This figure is a graphical representation of the ages of participants and it indicates that the ages of participants were variable, ranging from 26 years to 62 years.

Figure 4.2 Gender

This chart shows that there were more male participants (N=21) than female participants (N=13).
Table 4.3 Academic qualifications of participants

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Tech</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>5</td>
<td>14.7</td>
<td>14.7</td>
<td>17.6</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>5</td>
<td>14.7</td>
<td>14.7</td>
<td>17.6</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>19</td>
<td>55.9</td>
<td>55.9</td>
<td>88.2</td>
</tr>
<tr>
<td>PhD</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.00</strong></td>
<td><strong>100.00</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.3 summarises the academic qualifications of participants. The above results illustrate that most of the participants are in possession of a Master’s degree.
Figure 4.4 Academic qualifications of participants

Discipline of participant

Frequency

Discipline of participant
Figure 4.5 Discipline of participants

Figure 4.5 summarises the various disciplines of the participants. It should be noted that some participants chose to write their career disciplines in term of faculties and some chose to write them in terms of the specific department within a faculty. The table and graph represent all the academic faculties at the University of Zululand.

Table 4.4 Job title of participant

<table>
<thead>
<tr>
<th>Job title</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Clinical Nurse Practitioner</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>8.8</td>
</tr>
<tr>
<td>Junior Lecturer</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>20.6</td>
</tr>
<tr>
<td>Lecturer</td>
<td>23</td>
<td>67.6</td>
<td>67.6</td>
<td>88.2</td>
</tr>
<tr>
<td>Lecturer (temp)</td>
<td>1</td>
<td>02.9</td>
<td>2.9</td>
<td>91.2</td>
</tr>
<tr>
<td>Senior H.R. Officer</td>
<td>1</td>
<td>02.9</td>
<td>2.9</td>
<td>94.1</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>1</td>
<td>02.9</td>
<td>2.9</td>
<td>97.1</td>
</tr>
<tr>
<td>Writing Centre Coordinator</td>
<td>1</td>
<td>02.9</td>
<td>2.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.4 and figure 4.6 summarise the job titles of all the participants in the study. Although all of the participants were obtained from academic departments, all of them hold different titles according to their academic qualifications and responsibilities.

Figure 4.7 shows the number of years that the participants have worked at the University of Zululand. The numbers of years vary from 1 - 30 years as an employee at the University of Zululand.
Zululand. The participant’s tenure at the University of Zululand represents the diversity of participants with regards to age, career changes and “career embeddedness”.

Figure 4.8 Previous jobs of participants

Figure 4.8 shows the previous jobs of participants. This illustrates the change in career paths that participants have had in the past. Participants have had careers in various fields and some have not changed their careers at all.
Table 4.5 Type of high school attended by participant

<table>
<thead>
<tr>
<th>School Type</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>25</td>
<td>73.5</td>
<td>73.5</td>
<td>73.5</td>
</tr>
<tr>
<td>Private School</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>85.3</td>
</tr>
<tr>
<td>Model 'C' School</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>97.1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>02.9</td>
<td>2.9</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.9 Type of high school attended by participant

Table 4.5 shows the type of high school that was attended by the participant. In this study the researcher only included public, private, model c and “other” high schools.
Table 4.6 Class size attended by participant in high school

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 25</td>
<td>2</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>25 – 40</td>
<td>21</td>
<td>61.8</td>
<td>61.8</td>
<td>67.6</td>
</tr>
<tr>
<td>40+</td>
<td>11</td>
<td>32.4</td>
<td>32.4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.10 Class size attended by participant in high school

Table 4.6 shows the class size that the participant was typically in during high school. In this study, the researcher included class sizes from 10 – 40+. This was important in order to establish whether there were any differences between participants coming from smaller class sizes, as there is a general assumption that the learner-teacher ratio affects the attention given to learners by teachers in schools.
Table 4.6.1 contains data which summarises the type of school and class size of high school attended by participant.
Table 4.7 How resourced was the high school attended by the participant?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Resourced</td>
<td>5</td>
<td>14.7</td>
<td>14.7</td>
<td>14.7</td>
</tr>
<tr>
<td>Moderately Resourced</td>
<td>19</td>
<td>55.9</td>
<td>55.9</td>
<td>70.6</td>
</tr>
<tr>
<td>Poorly Resourced</td>
<td>10</td>
<td>29.4</td>
<td>29.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.11 How resourced was the high school attended by the participant

Table 4.7 shows how resourced the high school attended by the participant was. This table indicates that a large proportion of participants attended moderately resourced schools. It was especially interesting to discover that learners across the board had nearly similar challenges regarding the issue of school-based career guidance.
Table 4.8 Bivariate table of school type and resources

<table>
<thead>
<tr>
<th>Type of high school attended by participant</th>
<th>How resourced was the high school attended by the participant?</th>
<th>Type of high school attended by participant</th>
<th>How resourced was the high school attended by the participant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>Moderately Resourced</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Poorly Resourced</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Private School</td>
<td>Well Resourced</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Moderately Resourced</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Model ‘C’ School</td>
<td>Well Resourced</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>Moderately Resourced</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

4.3 FORMAL CAREER GUIDANCE COUNSELLING AND CAREER DECISION-MAKING

The following summarized responses of participants clarify whether the presence or absence of formal career guidance and counselling had an impact upon career decision making.

4.3.1 Formal career guidance and counselling and career indecision

Table 4.9 Career guidance in participant’s school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>38.2</td>
<td>38.2</td>
<td>38.2</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>61.8</td>
<td>61.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.9 summarises the data of participants who received career guidance during high school. The table clearly indicates that the majority of learners had not benefitted from career guidance during high school.

63
Table 4.10 Absence of career guidance and career indecision

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>52.9</td>
<td>52.9</td>
<td>52.9</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>47.1</td>
<td>47.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.10 summarises the data of participants who did not receive formal career guidance during high school and stumbled in finding a suitable career.

Table 4.10.1 Absence of career guidance and career indecision

<table>
<thead>
<tr>
<th>Have you had career guidance in your schooling?</th>
<th>Absence of career guidance and career indecision</th>
<th>Have you had career guidance in your schooling?</th>
<th>Absence of career guidance and career indecision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.10.1 summarises the data of participants about the impact of absence of career guidance in their career decision-making.
### 4.3.2 Formal career guidance and decision-making

#### Table 4.11 Presence of career guidance and career decision-making

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>17.6</td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
<td>32.4</td>
<td>32.4</td>
<td>50.0</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Figure 4.12 Presence of career guidance and career decision-making

Table 4.11 shows the data of participants who received career guidance in their schooling and whether or not it had an impact in their career decision-making.
Table 4.11.1 presence of career guidance and decision-making

<table>
<thead>
<tr>
<th>Have you had career guidance in your schooling?</th>
<th>Presence of career guidance and career decision-making</th>
<th>Have you had career guidance in your schooling?</th>
<th>Presence of career guidance and career decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>n/a</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>n/a</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 4.11.1 summarises the data of participants about the impact which the presence of career guidance had upon their career decision-making.
Table 4.11.2 Career guidance, class size and school type

<table>
<thead>
<tr>
<th>Response</th>
<th>School type</th>
<th>Class size</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Public School</td>
<td>25-40</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40+</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Private School</td>
<td>10-25</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Model C School</td>
<td>25-40</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>Public School</td>
<td>25-40</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Private School</td>
<td>25-40</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Model C School</td>
<td>25-40</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>40+</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.11.2 compares the presence and absence of career guidance, type of high school attended and class size attended by participants during high school.

4.4 CAREER GUIDANCE MATERIAL

Career guidance materials are tools which may be used to address people's career decision making. During high school, these materials can be made available in many different forms. However for this present study, the researcher only looked at the subject Life Orientation (L.O.), publications about careers and formal questionnaires. Formal questionnaires include empirically supported inventories such as the Self-Directed Search (SDS), Career Development Questionnaire (CDQ), and other useful tools that can be used to enhance career exploration of learners in schools.
Table 4.12 Life Orientation/Guidance subject and personality style

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>7</td>
<td>20.6</td>
<td>20.6</td>
<td>20.6</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>26.5</td>
<td>26.5</td>
<td>47.1</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>52.9</td>
<td>52.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.12 shows the data of participants who had Life Orientation/Guidance as a subject in their school and whether or not it gave them a sense of their personality style.

Table 4.13 Publications about careers at high school attended by participant

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>29.4</td>
<td>29.4</td>
<td>29.4</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>70.6</td>
<td>70.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.13 shows data from participants about whether or not publications about careers were available at the high school which they attended.
Table 4.14 Questionnaires about career fields and subject suitability

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>17.6</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>82.4</td>
<td>82.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.14 shows data obtained from participants in this study about whether or not the participants had formal questionnaires at their high school about career fields and subject suitability.

Table 4.14.1 Career guidance material

<table>
<thead>
<tr>
<th>L.O. and Personality style</th>
<th>Questionnaires about career fields and subjects</th>
<th>Publications about careers at school attended</th>
<th>L.O. and Personality style</th>
<th>Questionnaires about career fields and subjects</th>
<th>Publications about careers at school attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Yes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
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<td>No</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
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<td></td>
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<tr>
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<td>Yes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
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<td>13</td>
<td></td>
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<tr>
<td></td>
<td>No</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

69
4.5 CAREER CHOICE, ADVICE AND INFLUENCE

This section looks at the participant’s responses about career choices. The questions asked here were the following: (1) Did you choose only one career? (2) Did you have any advice on careers? and (3) Did anybody influence you in making your career choice? This is important in determining whether there are other important informal sources of information that were utilised by the participants that influenced them in making career choices.

Table 4.15 Career choices

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>32.4</td>
<td>32.4</td>
<td>32.4</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>67.6</td>
<td>67.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.15 summarises the data obtained from the participants in this study about the number of careers they selected before making their final decision.

Table 4.16 Career advice

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>44.1</td>
<td>44.1</td>
<td>44.1</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>55.9</td>
<td>55.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.16 displays data obtained from participants about whether the participant received any career advice during high school or not.
4.6 CAREER CHANGE/TRANSITION

This section looks at career changes and what influences career changes. There are many factors that influence people’s career changes and this part will reveal some of those changes that influence people’s decisions to change careers.

Table 4.17 Career change

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>38.2</td>
<td>38.2</td>
<td>38.2</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>61.8</td>
<td>61.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.13 Reason for career transition

Figure 4.13 displays data obtained from participants about career change/transition and the chart below the table displays data about the various reasons which led to career transition.
4.8 CAREER INTEREST AND SATISFACTION

Table 4.18 Interest in current career

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>85.3</td>
<td>85.3</td>
<td>85.3</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>14.7</td>
<td>14.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.18 displays a summary of the data obtained from participants about their interest in their current career.

Table 4.19 Enjoyment of tasks at work

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>58.8</td>
<td>58.8</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>41.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.19 displays data obtained from participants about their enjoyment of tasks which they are required to complete and which make up their regular day at work.
Table 4.20 Does participant look forward to going to work?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>79.4</td>
<td>79.4</td>
<td>79.4</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>20.6</td>
<td>20.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.20 displays a summary of data obtained from participants about whether they look forward to going to work.

Table 4.21 Adequate opportunities to use skills and abilities in current job

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>52.9</td>
<td>52.9</td>
<td>52.9</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>47.1</td>
<td>47.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.21 displays data obtained from participants about the availability of opportunities to use their skills and abilities in their current roles.

Table 4.22 Career passion

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>76.5</td>
<td>76.5</td>
<td>76.5</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>23.5</td>
<td>23.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.22 displays a summary of data obtained from the participants about their general comments and passion about their current careers.
Table 4.2 displays a summary of data obtained from participants about their wish to make their career choices over again.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>32.4</td>
<td>32.4</td>
<td>32.4</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>67.6</td>
<td>67.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2.1 Career satisfaction

<table>
<thead>
<tr>
<th>Interest in current career</th>
<th>Enjoyment of tasks at work</th>
<th>Career passion</th>
<th>Interest in current career</th>
<th>Enjoyment of tasks at work</th>
<th>Career passion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 4.23.1 contains data of multiple variables which speak of career satisfaction. Practitioners have often pioneered the changing trends and resources in the disciplines that compose vocational guidance. Career counselors are learning a new vocabulary about work and about the effects of globalisation, organisational downsizing, outsourcing, off-shoring, global surpluses, the pervasive use of advanced technology in how work processes are implemented, the increasing use of casual workers, international economic competition, and the evolution of
new career paths. Although there are other elements of change, most workers in the future will need to reinvent their careers to keep up with the complexities of the job market and find positions suited to their talents and interests (Herr, 2013).

### Table 4.2.2 Career dissatisfaction

<table>
<thead>
<tr>
<th>Does participant look forward to going to work?</th>
<th>Adequate opportunities to use skills and abilities in current job</th>
<th>Participant's wish to make career choice over</th>
<th>Does participant look forward to going to work?</th>
<th>Adequate opportunities to use skills and abilities in current job</th>
<th>Participant's wish to make career choice over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.2.2 contains data of multiple variables which speak of career dissatisfaction. The data obtained reveals that there is no significant relationship between the variables compared.

### 4.9 DISCUSSION

This study examined the impact of career guidance and counselling in a sample of 34 academic staff working at the University of Zululand. The study findings revealed that a large proportion of the participants had not been exposed to career guidance during high school, and that the lack of exposure resulted in career indecision. The present study also indicated that the
likelihood of exposure to school-based career counselling was unrelated to the type of school attended by participants. The ages of participants were between 26-62 years. This age gap between participants clearly shows that the sample came from different generational groups. However, the study findings confirm that the difficulties in choosing a suitable career were somewhat similar and that this was associated with the lack of career guidance and counselling during high school.

**Formal career guidance counselling and career indecision**

The study revealed that 61.8% of the participants (N=21) in this study did not receive any formal career guidance during high school and 38.2% of the participants (N=13) of the participants had formal career guidance during high school. It can be safely mentioned that these results indicate that more than half of the total number of participants did not have formal career guidance in their schooling. The data further reveals that 52.9% (N=18) of the participants who did not receive career guidance were faced with career indecision and stumbled in making career choices after they matriculated from high school. 52.9% of the total number of participants is a significant number who did not receive career guidance and stumbled with making career choices.

**Formal career guidance and decision-making**

The study revealed that 50% of the participants (N=17) said that the presence of career guidance did not have an impact upon their career decision-making process, 32.4% of the participants (N=11) said that career guidance had an impact upon their career decision-making and 17.6% of the participants (N=6) said that this was not applicable to them. It was not clear whether the participants who said that this was not applicable to them had access to career guidance at their high schools or whether it was a service that was available and they opted not to participate in the service. The questionnaire was not designed in a way which allowed for such information to be shared. The participants chose to include that information on their own.

Making a career decision is a daunting task in this fast-paced environment we find ourselves in today, as technology and globalisation progress (Coulter-Kern et al. 2011). Despite the challenge, it is one of the most important and influential decisions a person has to make in their lives. There are very few decisions that exert such a profound influence on a person’s life as
their career choice. Nevertheless, career decision-making skills needed to make informed career choices are not always self-evident to students, and students need to learn these skills in order to successfully choose career paths and transition between school and the workforce. One way that career service programmes at colleges and universities help students make career decisions is through the use of career interest inventories. A widely used career inventory is the Self-Directed Search developed by John Holland.

**Career guidance, class size and school type**

The study revealed that career guidance was received by participants across all school types and class sizes. The data further revealed that all the participants who attended private schools in this study received career guidance in their schooling. Some participants from public and model-c schools did not receive career guidance in their schooling regardless of class sizes. Public, model-c and "other" schools had classrooms containing between 25-40+ learners and private schools had classroom sizes of 10-25 learners.

**Career guidance material**

Career guidance materials are tools which may be used to address people’s career decision making. During high school, these materials can be made available in many different forms. However, for this present study, the researcher only looked at the subject, Life Orientation (L.O.), publications about careers and formal questionnaires. The researcher was interested in establishing if L.O. as a subject helped learners develop a sense of their personality styles and whether or not publications and formal questionnaires about career fields and subject suitability were available as tools which helped aid learners make career choices. Study findings revealed that participants had not benefited from career guidance material at school. A cursory look at the findings derived from this opens one to wonder whether participants fell into their careers with a full understanding and appreciation of the demands required to perform to the full spirit of the job.

**Life Orientation**

Personality is an important factor to consider when choosing a career. The results reveal that 52.9% of the participants (N=18) said that Life Orientation did not give them a sense of their personality. 26.5% of the participants (N=9) said that L.O. gave them a sense of their
personality and 20.6% of the participants (N=7) said that this was not applicable to them. The participants who said that this was not applicable to them did not have Life Orientation/Guidance as a subject in their schooling.

Publications about careers

The data reveals that 70.6% of participants (N=24) did not have publications about careers available at their schools and 29.4% of participants (N=10) had publications about careers at their high school. Publications are important tools, as they provide learners with valuable information which help them identify from a repertoire of options the different types of careers, institutions and organisations to approach and pursue.

Questionnaires about career fields and subject suitability

The data reveals that only 17.6% of the participants (N=6) had formal questionnaires at their high school about career fields and subject suitability and 82.4% of the participants did not have formal questionnaires about career fields and subject suitability at their high school. Formal questionnaires about career fields and subject suitability can help learners make more informed decisions about the subjects they choose in high school, future careers as well as help them identify their strengths and weaknesses or areas of improvement.

Career choice, advice and influence

This section looked at the more informal sources of information that were utilised by the participants when making their career choices. It cannot be denied that informal sources of information are as important as formal sources of information and may assist people in making decisions. As mentioned earlier, the questions that were asked in this section of the questionnaire were the following: (1) Did you choose only one career? (2) Did you have any advice on careers?, and (3) Did anybody influence you in making your career choice?

Career choices

The data revealed that 67.6% of the participants (N=23) did not choose only one career and 32.4% of them chose only one career (N=11) before deciding to settle for their present career. There are many possible reasons that may have influenced such a high number of participants choosing more than one career option. One possible reason in this study could be the fact that a large proportion of the participants did not receive formal career guidance and counselling in
their schooling and the lack of career material also may have played a role in the participant’s ability to select a suitable career.

**Career advice**

The data revealed that 55.9% of the participants (N=19) did not receive any advice on careers and 44.1% of the participants (N=15) received advice on careers. It is evident from the data obtained that more than half of the participants in this study did not receive any advice on careers which suggests why choosing a career for most of the participants was a rather daunting and difficult process. It makes it even more difficult for learners to make decisions about their careers when they do not have both formal and informal assistance when making career choices.

**Career change/transition**

The data reveals that 38.2% of the participants (N=13) have changed their career in the past and 61.8% of the participants (N=21) have not changed their career in the past. There are various reasons that influenced career changes for those participants. The reasons range from self-actualisation, better career options, stability, pay, economic climate, opportunities, difficulties in previous careers, professional training, promotion, retrenchment and excessive workload which clashes with other endeavours such as school.

The world of work has experienced significant changes in recent years. Many jobs have followed the technical, economic, and social changes of organisations. They are being created, disappearing, or becoming transformed with increasing rapidity (Gardener, 2014).

**Career interest and satisfaction**

Career interest is probably the most important factor to consider when making a career selection, as this choice will determine what the person will be doing on a daily basis in their job. The data obtained in this section revealed that 85.3% percent of the participants have an interest in their current career, and 14.7% do not have an interest in their current career. In addition, 58.8% of the participants do not enjoy tasks assigned to them that make up a regular day at the office. While 79.4% of the participants look forward to going to work every day, 47.1% of them feel that there aren’t adequate opportunities in their current jobs for them to use their skills and abilities and 32.4 % of them wish to go back and make their career choice over again.
This study did not look at the needs of participants which will help utilise their skills and abilities more than they do presently. Individuals without guidance and counselling on future career choice decisions are limited in their career options and they are unprepared for the requirements of the workplace.

**Research Questions**

i. Does the exposure of career guidance and counselling during high school better prepare individuals in identifying and becoming established in a suitable career?

ii. Is school-based career guidance and counselling related to the type of school attended by the participants?

The study findings reveal that many participants did not benefit from exposure to career guidance and counselling during high school and this lack of exposure is associated with difficulties in identifying and becoming established in a suitable career. Study findings also indicate that the likelihood of exposure to school based career counselling was unrelated to the type of school attended by participants.

**4.10 LIMITATIONS**

The limitations of this study are that the sample of the research was small and was limited only to the study area. It should be noted that this is a mini dissertation and the time allocated for the completion of this study was minimal. The researcher was also not permanently available at the research site at the time of the data collection. Some of the questionnaires could not be used because they were either spoiled or not returned by the participants and tracking them was made difficult by the fact that the researcher was not at the research site full time. The study also did not include non-academic staff at the University of Zululand.

**4.11 SUMMARY**

This chapter has presented, analysed and discussed the data obtained from the research participants. The Statistical Package for Social Sciences (SPSS) was used to analyse the data and one way frequency tables, charts and graphs were used to present data obtained.
CHAPTER 5
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives the final summary of the study, how it was conducted and the objectives that were attained. It provides a brief overview of the findings of the study, the likely impact it will have in the discipline of psychology and education and the recommendations for the fine tuning of the career guidance and counselling agendas in South Africa. Furthermore, the various gaps that may require further investigation for future studies are identified.

5.2 SUMMARY

The general aim of this study was to investigate the role and impact of formal career guidance and counselling, and the absence thereof, during high school. The study sought to unveil whether recipients of formal career guidance and counselling during high school had more career insight than non-recipients.

The following assumptions were made:

i. The need for formal career guidance and counselling is imperative in the South African education system. The rationale for this was that schools should provide career guidance material and services within the schools in order to provide learners with a repertoire of information about careers and themselves.

ii. Learners in South African high schools are exposed to varying degrees of career guidance and counselling services according to the type of school they attend. This assumption stems from the notion that the quality of education varies according to school types and class sizes attended by learners. This research has proven that most learners who attended public schooling did not receive career guidance and public schools were poorly resourced.

iii. Not all learners in the South African education system receive formal career guidance and counselling. It was proven in this study that indeed not all learners in the South
African education system received career guidance and counselling in their schools. This was across all school types with different classroom sizes.

iv. The study will reveal the impact of formal career guidance and counselling during high school. The impact of career guidance and counselling was revealed in that the presence or absence of career guidance and counselling during high school meant that the participants were faced with different career challenges. While some of the participants who received career guidance and counselling said that it had an impact upon their career decision-making process, some of them however, said that it did not have an impact upon their career decision-making process.

5.3 CONCLUSIONS

The following conclusions were reached from this study in relation to the overall aim and assumptions of the study:

i. Career guidance and counselling is perceived as an important and integral part of career development and a large number of people leave school without much career guidance.

ii. There is presently insufficient career material available to help learners make career decisions now and later in life. This leaves learners without sufficient information about themselves.

iii. Career indecision among South African learners remains a major challenge. As a result, learners are unable to confidently identify sustainable institutions and organisations where they will have adequate opportunities to use their skills and abilities. This weakness later results in career transitioning.

iv. There is currently a shortage of qualified personnel in South Africa who can provide career guidance and counselling services. This means that more qualified and accessible people are needed to enhance career guidance and counselling services.

v. Learners also lack helpful informal sources of reference for career guidance and counselling.

vi. Career guidance and counselling awareness is not influenced by a learner’s category of
school. Learners from all high school categories are faced with the same problem when it comes to career planning.

5.4 RECOMMENDATIONS

In light of the above conclusions, the following recommendations were made by the researcher:

i. A rapid shift should ensue with regards to formal career guidance and counselling services during high school so that it reaches all high school learners in South Africa and learners are able to make informed career decisions.

ii. Career guidance material, such as publications and questionnaires about personality and subject suitability should be made available in all high schools in order to create self-awareness and ultimately aid career decision-making.

iii. Career planning should be incorporated within the school's curriculum in order to create a culture of college and career-readiness.

iv. Counselling and educational psychologists should be deployed to high schools at regional level in order to assist learners with career planning and programming.

v. Career planning and programming should be negotiated with parents and guardians of learners so that it meets the learners’ skills, aptitudes, social and psychosocial situations.

vi. All categories of schools should be included in this endeavour to improve the quality and exportation of career guidance and counselling in South African high schools.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the information obtained from the literature and empirical study, the researcher thus presents the following recommendations for future studies:

i. Career planning and programming for learners in the South African education system.

ii. Impact of college and career readiness during high school.
iii. The inclusion of formal and informal career guidance material in high schools.

iv. A needs analysis of learners and students in South Africa for career guidance and counselling services.
REFERENCES


Hughes, D., & Gration, G. (2009). Evidence an Impact: Careers and guidance related interventions introduction to an online professional resource. United Kingdom. check here please


Taylor, B. (2007). The impact that career guidance counselling has on the level of career indecision in the career decision-making process of late adolescents in Cape Town. Cape Town: University of Cape Town.


APPENDICIES

APPENDIX A: ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

University of Zululand
Private Bag X1001
KwaDlangezwa
3886

The Rector/Vice Chancellor
University of Zululand
Private Bag X1001
KwaDlangezwa
3886
23 October 2014

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master’s student in the Department of Psychology at the University of Zululand. My supervisor is Professor J.D. Thwala.

The proposed topic of my research is: Impact of Formal Career Guidance and Counselling during High School at Unizulu. The objectives of the study are:

a) To investigate and explore the role and impact of formal career guidance and counselling during high school.

b) To unveil if recipients of formal career guidance and counselling have more career insight than non-recipients.

I am hereby seeking your consent to allow me to utilise member of academic departments to partake in the study. To assist you in reaching a decision, I have attached to this letter:

a) A copy of an ethical clearance certificate issued by the University
b) A copy of the research instruments which I intend using in my research
Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Professor J.D. Thwala : ThwalaJ@unizulu.ac.za / 035 902 6611
Lindani Mnyaka : lindanintuthuko@yahoo.com / 084 818 9044

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will greatly appreciated.

Yours sincerely,

Lindani Mnyaka
APPENDIX B: ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

ETHICAL CLEARANCE CERTIFICATE

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<td>Supervisor and Co-supervisor</td>
<td>Prof JD Thwala, Dr C Hermann</td>
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The University of Zululand’s Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:
1. The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
2. Documents marked “To be submitted” (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research
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The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

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The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.

Professor Nokuthula Kunene
Chairperson: University Research Ethics Committee
21 August 2015
APPENDIX C: PARTICIPANT INFORMED CONSENT

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant)

Project Title: IMPACT OF FORMAL CAREER GUIDANCE AND COUNSELLING DURING HIGH SCHOOL AT UNIZULU

Lindani Ntuthuko Mnyaka from the Department of Psychology, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of this study is to investigate the impact of career guidance and counselling in high school for preparing career ready learners.
2. The University of Zululand has given ethical clearance to this research project and I have seen/may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards learner’s making informed career decisions for the future.
4. I will participate in the project by answering questions set by the researcher regarding this study.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There will not be risks associated with my participation in the project.
8. The researcher intends publishing the research results in the form of a thesis. However, confidentiality and anonymity of records will be maintained and my name and identity will not be revealed to anyone who has been involved in the conduct of the research.
9. I will not receive feedback/will receive feedback in the form of written communication to the researcher regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by Lindani Mnyaka: (084 818 9044) or by e-mail: lindanintuthuko@yahoo.com.

11. By signing this consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, .............................................................................................................. have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document’s contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what I expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the abovementioned project.

..................................................... ..................................................
Participant’s signature                   Date
APPENDIX D: QUESTIONNAIRE

IMPACT OF FORMAL CAREER GUIDANCE AND COUNSELLING DURING HIGH SCHOOL AT UNIZULU

University of Zululand

Faculty of Arts

Department of Psychology

Researcher: Lindani Mnyaka

Supervisor: Professor J.D. Thwala

Part A: Note to the respondent

1. This research examines career guidance and counselling in high school and the impact it has in making a career choice.
2. Your contribution to this questionnaire will remain private and confidential.
3. Your permission to use these responses is required. This will form the first part of the questionnaire.
4. This is a confidential study and your name will not be linked to your responses. All personal information will remain confidential.
5. This questionnaire will take approximately 30 minutes.

By clicking “Accept” you agree to the above terms and conditions.

Part B: The questionnaire has two parts:

Section B: Requests that you answer questions about career guidance and counselling.

How to complete the questionnaire

1. Your response is important. It does not matter how or what other people think. This study is solely interested in your experiences and how you feel.
2. Read each question carefully and take a moment to think about your answer. Click on the appropriate response.
3. Please make sure that you answer correctly as you cannot return to previous questions.

Thank you very much for agreeing to assist.

Contact details: Lindani Mnyaka 084 8189 044
Email: lindanintuthuko@yahoo.com

IMPACT OF CAREER GUIDANCE AND COUNSELLING DURING HIGH SCHOOL AT UNIZULU

University of Zululand
Faculty of Arts
Department of Psychology

Researcher: Mr. L.N. Mnyaka
Supervisor: Professor J.D. Thwala

Please answer all the questions in this section.

BIOGRAPHICAL INFORMATION

Name:

Age:

Gender: Male | Female
Race: Black | White | Indian | Coloured | Other

Qualification(s):
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Discipline:
__________________________________________________________________________

How long have you worked at University of Zululand?
__________________________________________________________________________

What previous positions have you held at the University of Zululand?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What is your job title?
__________________________________________________________________________

How long have you held your current position?
__________________________________________________________________________

Prior to the UZ, where else have you worked?
__________________________________________________________________________
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1. Have you had career guidance in your schooling?
   - Yes
   - No

2. What type of high school did you attend?
   - Public school
   - Private school
   - Model 'C' school
   - Other

3. What size class were you typically in at school?
   - Less than 10
   - 10-25
   - 25-40
   - 40+

4. How resourced was the school you attended?
   - Well resourced
   - Moderately resourced
   - Poorly resourced

5. Did you find that Life Orientation/Guidance gave you a sense of your personality style?
   - Yes
   - No

6. In the absence of career guidance, did you stumble in finding a suitable career?
   - Yes
   - No

7. In the presence of career guidance, did it have an impact upon your career decision-making?
8. Were there any publications available at your school about careers?
   Yes  No

9. Did you have formal questionnaires about career fields and subject suitability?
   Yes  No

10. Did you choose only one career?
    Yes  No

11. Did you have any advice on careers?
    Yes  No

12. Did anybody influence you in making your career choice?
    Yes  No

13. Have you ever changed your career?
    Yes  No

14. What influenced the change?
    ________________________________________________________________
    ________________________________________________________________

15. Are you currently in a career which interests you?
    Yes  No

16. Do you enjoy most of the tasks you are required to complete and which make up a regular day at the office?
    Yes  No
17. When you are talking with your friends or family members, do you find yourself speaking passionately about your work and are your comments generally positive?

Yes  No

18. Do you look forward to going to work?

Yes  No

19. Are there adequate opportunities for you to use your skills and abilities in your current role?

Yes  No

20. Do you often wish that you could go back and make your career choice over again?

Yes  No