

**Effects of career guidance on grade 9 learners' readiness to make  
career choices**

Sanjana Bholanath  
Student Number: 044224

Dissertation submitted to the Faculty of Arts (University of Zululand) in partial  
fulfillment of the requirements for the degree of

Master of Arts  
In  
Counselling Psychology

Supervisor: Prof D.R. Nzima  
Co-Supervisor: Dr J.D. Thwala

## **Abstract**

The effect of career guidance on grade 9 learners' readiness to make career choices was measured. The specific research question was: does career guidance increase the learners' ability to make more informed career choices?

The sample consisted of learners from Trenance Manor Secondary School. 35 subjects were randomly selected to serve as the experimental group and 35 subjects were randomly selected to serve as the control group. Data was collected using the career readiness questionnaire. The questionnaire was administered to the experimental group as a pre-test and post-test measure and was administered to the control group once.

Frequency tables and *t*-tests were utilized to analyse data obtained. It was found that the difference between the pre-test scores and the post-test scores (for the experimental group) were statistically significant and not due to sampling error. The post-test scores were significantly higher than the pre-test scores. It was found that there was no significant difference between the pre-test scores and the control group's scores.

It was concluded that career guidance does increase the learners' readiness to make informed career choices.

## **Acknowledgements**

In the quest for the completion of a dissertation and master's degree, one becomes particularly needful of understanding, support and encouragement. In my case, I was fortunate to have many family, friends, and colleagues who all collaborated to inspire me and keep me directed at my goal. I thank you for your support and encouragement.

I am also very thankful to my supervisor, Prof D.R Nzima and my co-supervisor, Dr J.D Thwala. Without their diligent efforts, I would not have finished. I am also very appreciative of the interest and support expressed by my colleagues at the University of Zululand, a truly wonderful institute of higher learning. My sincere thanks also goes to Mr.S.Hirchowitz who helped with the statistical analysis.

I would like to thank the learners, teachers and principal of Trenance Manor Secondary. Without them, I could not have done this study. Lastly, and most importantly, I would like to thank God for his guidance during this study.

## Table of Contents

Chapter 1: Introduction.....	1
1.1 Introduction and motivation for the study.....	1
1.2 Aim of the study.....	2
1.3 Research hypothesis.....	2
1.4 Definition of key concepts.....	2
1.5 Value of the study.....	4
1.6 Summary.....	5
Chapter 2: Literature Review.....	6
2.1 Introduction.....	6
2.2 Impact of psychological development on career development ..	6
2.3 A Review of Pre-tertiary Career Interventions.....	8
2.4 The Career Choice Theory.....	9
2.5 Early adolescence and aspiration for post-secondary Education.....	12
2.6 The South African Perspective.....	14
2.6.1 Career development: An historical perspective.....	14
2.6.2 Career guidance in South African Schools.....	15
2.6.2.1 An historical perspective.....	15
2.6.2.2 Facets of career guidance.....	17
2.6.3 Application of career models in a South African context	18
2.6.4 Career information provision in South Africa.....	20
2.7 Summary.....	20
Chapter 3: Materials and Methods.....	21
3.1 Introduction.....	21
3.2 The target population.....	21
3.2.1 The school.....	21
3.2.2 The learners.....	21

3.3 The sampling procedure .....	22
3.4 Career guidance methodology employed .....	23
3.5 Data collection method .....	23
3.5.1 Career Readiness Questionnaire .....	23
3.5.1.1 Career Development Questionnaire.....	24
3.5.1.2 Scoring of the Career Readiness Questionnaire	24
3.6 Implementation process.....	25
3.6.1 Project preparation .....	25
3.6.1.1 Project briefing -staff.....	25
3.6.1.2 Project briefing -learners.....	26
3.6.2 Project Intervention .....	26
3.6.2.1 Phase One.....	26
3.6.2.2 Phase Two.....	27
3.6.2.3 Phase Three .....	31
3.6.2.4 Phase Four .....	31
3.6.2.5 Phase Five.....	32
3.7 Data analysis .....	32
3.8 Summary .....	33
Chapter 4: Results and discussion .....	34
4.1 Introduction .....	34
4.2 Demographic profile of respondents .....	34
4.2.1 Age.....	34
4.2.2 Gender .....	35
4.3 Career Readiness Questionnaire scores .....	36
4.4 Feedback from Individual counselling sessions.....	37
4.5 Quantitative analysis of data.....	39
4.5.1 Paired <i>t</i> -test results .....	39
4.5.2 <i>T</i> -test results (Pre-test vs. Control test).....	40
4.5.3 <i>T</i> -test results (Pre-test vs. Post test) .....	41
4.6 Analysis of results and discussion .....	42

4.6.1 Governmental initiatives .....	43
4.7 Summary .....	45
 Chapter 5: Conclusion .....	 46
5.1 Introduction .....	46
5.2 Conclusion on the research study .....	46
5.3 Implications of the study .....	46
5.4 Limitations of the study .....	47
5.5 Recommendations for future research .....	49
5.6 Conclusion .....	49
 References .....	 50
 Appendices .....	 56
Appendix A: Career Readiness Questionnaire .....	56
Appendix B: Learners' Career Readiness Questionnaire scores .....	58
Appendix C: Career Readiness Questionnaire Marking Key .....	59
Appendix D: Acknowledgement letter from Trenance Manor Secondary .....	60

## List of tables

Table 3.1	Scoring scale of the Career Readiness Questionnaire.....	25
Table 3.2	Senior Secondary Subject Choices at Trenance Manor Secondary .....	28
Table 3.3	The matric examination point system .....	29
Table 4.1	Frequency table of participants' age.....	34
Table 4.2	Frequency table of participants' gender .....	35
Table 4.3	Percentage of Learners who scored in the different ranges for the Career Readiness Questionnaire .....	36
Table 4.4	Results from paired <i>t</i> -test (Pre-test scores vs. Post-test scores).	39
Table 4.5	Results from <i>t</i> -test (Pre-test vs. Control test) .....	40
Table 4.6	Results from <i>t</i> -test (Pre-test vs. Post-test).....	41
Table B	Learners' actual scores from the Career Readiness Questionnaire .....	58
Table C	Number of points allocated to the Likert scale options for the Career Readiness Questionnaire .....	59

## **Chapter 1- Introduction**

### **1.1 Introduction and motivation for the Study**

A review of the literature has shown that most students entering tertiary institutions in South Africa lack direction in course selection and provide vague reasoning for their chosen course of study (Herr & Cramer, 1996). Within the South African public educational system there is presently inadequate provision for career guidance or assessment of individual learners. This weakness results in high unnecessary costs for the country and South African businesses, as well as social discontent and hardship (Watson, 1997).

The majority of young people leave school with only a vague knowledge of employment opportunities and with little insight as to the most appropriate career direction for their abilities, interests and personality. A large number of school-leavers receive no training at all beyond school and become virtually unemployable. And yet, if pointed in the correct direction, could become assets to the South African economy. Those school-leavers who believe that their only chance of future employment, with current unemployment at around 40%, is gaining some qualification, undertake tertiary education, irrespective of their suitability for the subjects chosen. Little wonder that the dropout rate for first year tertiary students stands at 35%. (Benjamin, 1997). It has become commonplace for most institutions to allow an extended time frame for changes in curricula to be made, as they too have become aware of this growing trend (Jacob, van Jaarsveld & Mollendorf, 1991). This trend, apart from being time-consuming, is also costly.

The next area of wasted costs comes after these school and university leavers are employed. Research shows that a large proportion of employees feel "stuck" in their careers (Benjamin, 1997). This leads to low morale, disinterest and demotivation, translating into poor performance and unacceptable service levels. Further company training tends to have only a short-term affect. In the end, unhappy employees either leave at their own wish or need to be dismissed. In

either case, the cost to the business is substantial – recruitment costs, training costs, hidden costs resulting from the poor performance, and the lack of continuity within the business. In the case of dismissal, there could well be added costs arising from stringent labour laws. The psychological cost to the employee and his/her family, in either case, can also be considerable.

It is proposed that career guidance at grade 9, as undertaken in many first world countries, would help alleviate much of this hardship and unnecessary expense. It could also play an important role in reducing the high unemployment rate. It is under this premise that the proposed study is based. This research attempts to determine if career guidance at a pre-tertiary level will aid in learners' making more informed and pertinent career choices and will increase students aspirations to pursue post-secondary education.

### **1.2 Aim of the study**

The aim of the study was to provide career guidance to grade 9 learners in order to make them more prepared to make pertinent career choices and to motivate them to pursue post-secondary education. This intervention was aimed at serving as a platform to negotiate the need for continued career guidance at high schools.

### **1.3 Research hypothesis**

Based on the above reasoning, the research hypothesis for this study is:

'Grade 9 learners who undergo career guidance are more ready to make pertinent career choices.'

### **1.4 Definition of key concepts**

- **Aspiration**

A goal desired or wanted and the value placed on that goal. Aspiration in this study is concerned with the desire and value for a tertiary education.

- **Career Choice**

A career can be defined as the totality of work one does in a lifetime (Sadock & Sadock, 2003:104). Choice refers to the action of choosing, preferring or preference. From a career guidance perspective, a career choice is implied when a young, non-adult and inexperienced person takes a stand and orientates himself with regard to possible work in the future.

- **Career Guidance**

Refers to the guidance given to learners that is aimed at study method, occupational choice and planning, and developing the learners' future career. It includes self-knowledge, educational knowledge and occupational knowledge with a view to making meaningful occupational choices. (Crites, 1971).

- **Career Readiness**

This refers to a level of maturity to acquire specific information on career options; to identify interests, values, and aptitudes; to use this information in career planning and course selection and to change plans when pertinent information is presented. Career readiness/maturity is thought to be the interaction between an individual's resources (what he brings to his encounter with reality) and reality demands (Crites, 1971:54). Winecoff and Lyday (1978) believe that reasonable career maturity for high school adolescents should involve the understanding of basic work values and attitudes including: some initial experiences with several job clusters; an awareness of personal interests and abilities; higher levels of achievement in basic academic skills; a tentative selection of preferred job clusters; and a sense of civic responsibility.

- **Grade 9 Learners**

This refers to scholars who are in the ninth year of the schooling period. In South Africa, grade 9 is also known as standard seven. The average age of learners in this grade is found to be 14.

- **Sample**

The target population consisted of grade 9 learners from Trenance Manor Secondary School. This population consists of 180 learners. Cluster sampling (a probability sampling method) was employed (Dyer, 1995) in choosing the subjects for the study.

- **Research Methodology**

The research that was conducted took the form of a case study. The cluster sampling method was employed. The grade population was divided into 4 class groups (hence 4 cluster units). Two of these clusters were randomly selected to serve as the sample population. 35 subjects were randomly selected from the first sub-cluster to serve as the experimental group and 35 subjects were randomly selected from the second sub-cluster to serve as the control group. Data was collected using structured questionnaires (Hubbuck, 1981). This instrument is appropriate for this type of study (as it is primarily quantitative in nature). The questionnaire contained items that aimed to ascertain the learners' perceived areas of interest and the learners' readiness to make career choices. This questionnaire was administered to the experimental group as a pre-test measure. The intervention phase consisted of a career workshop and individual career counselling that was undertaken exclusively with the experimental group. Thereafter, the aforementioned questionnaire was administered to both the experimental and control groups as a post-test measure, and results were compared. The method of analysis that was used is the Paired *t*-test method, *T*-test and Frequency tables (Rosenthal, 1991).

### **1.5 Value of the study**

It is hoped that this study will help to highlight the growing need for professional vocational counselling at a pre-tertiary level (Gladding, 2000). Results of this study can possibly be used as a tool to convince the school governing body, as well as the Department of Education to utilize the services of a trained career

counsellor to help learners in the future. This investigation can also form the basis for further study in this area of research.

### **1.6 Summary**

This chapter serves as an introduction to the following chapters. The next chapter will deal with findings on previous literature in relation to this study.

## **Chapter 2- Literature Review**

### **2.1 Introduction**

The following chapter describes the background to this study. In order to understand the concept of career guidance in context, it is necessary to explore related concepts in both a global and national context. This chapter begins by exploring the impact of psychological development on career development and reviews pre-tertiary career interventions. The chapter also reviews the college choice theory and early adolescent development in relation to desire for correct career choice. The chapter will conclude with a focus on career guidance in the South African context.

### **2.2 Impact of psychological development on career development**

Super (1974) saw career development as a development of self-concept. The basic theme of the development/self-concept theory is that individuals choose occupations that will allow them to function in a role that is consistent with their self-concept.

Super (1974), believed that the development of self-concept occurred over a lifetime, and this lifelong process required successful progression through five stages: crystallization (ages 14-18), specification (ages 18-21), implementation (ages 21-25), stabilization (ages 25-35) and consolidation (over 35). Early adolescence and aspiration in the predisposition phase of the college choice theory would occur in the Super's crystallization stage. Prior to the crystallization, career interest began as tentative probes and questions. As one enters early adolescence, vocational concerns become stronger, and these concerns lead to educational and vocational decisions. In crystallization, decisions are evaluated, modified, or crystallized and progress to a mature stage of elaboration and embellishment of career behaviors. Career behaviours include awareness, use, differentiation, formulation and planning of concepts, which are used in determining actions regarding goals, interests, values, occupations, and

preferences over the next three stages: specification, implementation, and stabilization (Osipow, 1983).

According to Super (1957), successful progress through each of these stages require successful vocational adjustment at each stage. Vocational adjustment is defined as the outcome of the handling vocational development problems encountered by the individual. It is the result of the interaction between one's personal resources including his/her vocational maturity (What one can bring to his/her encounters with reality on the one hand, and the reality demands on the other). Crites (1971) defined this adjustment as career maturity. A person with career maturity is thought to be emotionally stable and have the ability to make good vocational choices (Osipow, 1983). Most theorists concur that if an individual's psychological development is inadequate, career development will not progress smoothly (Pendergrass, 1987).

Crites (1971) believed that psychological variables are related to the career maturity and attitudes in adolescence. Career maturity is related to academic self-concept, achievement, and vocational choice. On the other hand, poor vocational choices and low self-concepts are related to underachievement. "Vocational immaturity and underachievement" (Tamminen & Miller in Crites, 1971:49) represents a situation in which students are vocationally immature underachievers, who tend not to go to college.

Several studies (Somers, 1981; Mau, 1995; Burkheimer & Jaffe, 1981; Lee, 1993; Ingels, 1990) seemed to suggest that many adolescents remain vocationally immature, lack understanding of the importance of career planning, and lack the knowledge to plan their high school curricula. Although junior secondary school learners appear to value the need for post-secondary education (Larter, 1982), few understand the importance of preparatory work (Mau, 1995) and the knowledge of career resources available to them (Lee, 1993).

### **2.3 A Review of Pre-tertiary Career Interventions**

Helping learners to understand career readiness and nullifying the effects of vocational immaturity and underachievement is the basic premise for pre-tertiary interventions. In a metaanalysis study of 67 career interventions, Evans and Burck (1992) discovered that average ability students involved in career interventions appeared to profit the most in academic achievement. Toepfer (1994) concurred by stating that children who learn to relate schoolwork with the real world experiences do better in school.

Career programs in the early grades of high school can help children understand the changing circumstances that face them in trying to achieve the work ethic (Toepfer, 1994). As life-long learning becomes a basic educational outcome, it is essential that young adolescents understand their need to become life-long learners. The value of education could be powerfully influenced by career programs that connect them with potential employment and career interests (Toepfer, 1994). Career readiness in high school would include what Winecoff and Lyday (1978) calls a basic understanding of work values and attitudes such as an awareness of and some experience with job clusters, an awareness of personal interests and abilities, higher levels of achievement in basic academic skills, a tentative selection of preferred job clusters, and a sense of civic responsibility.

The variable of career readiness is critical to tertiary educational planning. It is believed that for one to develop aspiration, one needs to have some understanding of occupational information and self-awareness (interests, values, abilities, etc.). This understanding gives way to broad career possibilities and opportunities, the purpose of school, and the development of a career plan. Without this understanding, one may lack the maturity to progress to the next development stage and/or succumb to internal and external negative impediments to post-secondary aspiration.

## **2.4 The College Choice Theory**

The literature describes aspiration as an activity that comes from the depths of personal experience and expresses an individual's hopes about the future (Schmitt, 1991). A student who is thinking about education after high school is considered to have aspiration for post-secondary education. Aspiration for college occurs during what is known as the predisposition stage of the College Choice Theory (Schmitt, 1991). The college choice theory evolved from the work of D.Chapman's Conceptual Model in 1981, Jackson's Three Phase Model in 1982, Litten's Three Phase Model in 1982, and R. Chapman's Behavioral Model in 1984 (Schmitt, 1991). These previous models were combined into a Three-Stage Model developed by Hossler and Gallagher (1987) and later refined by Stage and Hossler (1988). The decision to go to college is developmental and occurs over three stages: predisposition, search, and choice (Stage & Hossler, 1988; Hossler & Gallagher, 1987; Schmitt, 1991).

Hossler's and Gallagher's Three-Stage Model (1987) posits that students move towards an increased understanding of their post-secondary educational options as they progress through high school. In the predisposition stage a student determines whether she or he would like to continue education beyond high school and progresses to the search stage of the process when he or she becomes predisposed towards acquiring post-secondary education. In the search phase, one gathers information, investigates post-secondary education alternatives, and develops a list of choices with similar attributes. Finally, in the choice phase, one evaluates a set of courses selected for consideration and chooses an institution to attend.

Literature describes the process of the college choice theory occurring at the high school level (Schmitt, 1991; Hossler & Gallagher, 1987; Hossler, Braxton & Coopersmith, 1989). The literature, however, indicates that events preceding the college choice theory, especially those connected with the predisposition phase,

are not well understood (Hossler & Gallagher, 1987; Hossler et al., 1989). There appears to be some disagreement as to when aspiration and predisposition actually occurs. Schmitt (1991) believes it occurs during early high school. Hossler and Gallagher (1987) write that it happens at some point in the pre-tertiary years. Others have established the ninth grade for the onset of predisposition (Stage & Hossler, 1988; Trent, 1970). Some theorists believe that the predisposition phase begins at Grade 7. Nora and Cabrera (1993) add that it may occur sometime between Grade 7 and Grade 10. Therefore, a number of authors have pinpointed Grade 9 as a critical grade for aspiration to develop (Ingels, 1990; Nora & Cabrera, 1993; Mau, 1995).

The literature also indicates that there are several intervening variables that can enhance or impede on one's consideration of college education (Hossler & Gallagher, 1988; Anderson, 1989). Because little research has been conducted on early phases of the college choice model, factors that increase or impede predisposition draw heavily from correlates of actual post-secondary attendance (Hossler, et al., 1989). An array of factors has been associated with attendance at tertiary institutions. These factors include family socioeconomic status, student ability and achievement, parent education level, parental encouragement, peer encouragement (Nora & Cabrera, 1993; Hossler, et al., 1989; Stage & Hossler, 1988; Trent, 1970), and family environmental conditions (Hossler, et al., 1989; Stage & Hossler, 1988). To this list, Hossler, et al. (1989) add gender, ethnicity, encouragement from high school guidance counsellors and teachers, student aspiration and career plans, quality of school, and labour market and the potential for increased rates of return. Schmitt (1991) writes that the interaction of factors such as socioeconomic status, student ability, achievement, race, and gender have an effect on the development of student aspiration. In an extensive review of college entry research, Hossler, et al. (1989) concluded that few factors have been found to strongly correlate with post-secondary participation. Factors with a strong association with college entry are ability/achievement, academic track, parental levels of education, and student aspirations and most importantly

career guidance at schools. Peer encouragement was found to be only moderately associated, while family residence, ethnicity, gender, labour market, socio-economic status, and school quality are weakly related to the decision to attend college (Hossler, et al., 1989).

Hossler, et al. (1989) maintain that student aspirations are closely connected with ability/achievement. The interrelationship of intelligence and socioeconomic status, according to Trent (1970), is as important as their individual influences on decision to attend college. Ability helps to determine whether or not a student will want to go to college, and achievement will influence what kind of college or university a student will aspire to and whether or not the applicant will be admitted (Trent, 1970). Hossler, et al. (1989) reports that at least 70 percent of students in the top half of their graduating class will attend college compared to only 40 percent of those in the bottom quartile. Burkheimer and Jaffe (1981) discovered that graduates, capable of college, tended not to attend college when they had lower class rank. In a 1970 study of college entry in California, Trent (1970) discovered that many talented youths did not prepare for college because they lacked student motivation during early years of school.

Parent educational level is considered to have a strong influence on educational aspirations (Carpenter & Western, 1982; Stage & Hossler, 1988; Hossler, et al., 1989; Trent, 1970). The level of a child's educational aspiration for college is related to his or her parent's educational aspirations; family stability (McCartin and Meyer, 1988); parent educational level, especially the father's educational level (Stage & Hossler, 1988); and time spent discussing college with parents (Stage & Hossler, 1988). In a study of low-income, minority students, Kiley (1989) found that parent apathy toward post-secondary education caused a sense of powerlessness and low aspiration.

Student educational aspirations and career plans have been found to be positively associated with post-secondary participation (Hossler, et al., 1989).

Burkheimer and Jaffe (1981) noted that many highly able students simply do not aspire to college because they are not oriented toward occupational success in areas for which they believed that a college education would increase their opportunities. Hossler, et al. (1989:259) concede that while student aspirations may be a good indicator of students' outcomes, "aspirations may simply reflect the effects of other variables".

## **2.5 Early adolescence and aspiration for post-secondary education**

*Early adolescence is considered to be a time that marks transition and major changes in one's attitude and behavior (Ingels, 1990). According to Ingels (1990), early adolescence is a time when students must examine opportunities and choose a path towards a productive and fulfilling life.*

Because this is a critical time for physical, emotional, social, and intellectual change, working with early adolescence is a challenge (Kiley, 1989). Physical change is characterized by uneven growth patterns, aggressiveness, hormonal changes, and development of primary and secondary sexual characteristics. Emotional change includes mood changes, concern with oneself, emotional dependence, and idealism. Social change consists of focus on peer acceptance, insecurity with physical changes, new social roles, search for independence and self-identity, and fixation with personal destiny. Although the frequency of short attention spans increases, early adolescence is also a time for intellectual skill development such as reflecting, hypothesizing, and organizing. With so many development changes occurring, many early adolescents tend to harbour feelings of inferiority and to lack self-confidence. Many of them are so preoccupied with the fear of failing in front of others that they tend to underestimate their own abilities or talents (Kiley, 1989).

Cogen (1992) wrote that adolescents have a tendency to be negative, sensitive and defensive and spend more time alone in their rooms. Cogen also felt that early adolescence is also a time of maturation in the thinking process. In high

school, an early adolescent begins to consider hypothetical problems that begin with a "What if" mode of thinking and permits the child to move from one item into many possibilities. Unfortunately, adolescence is also characterized as an age where one is preoccupied with thoughts of personal growth and peer relations. There is a tendency to value education less, especially if there is little relevancy between school learning and their lives outside the classroom (Cogen, 1992).

It is felt that by the age of 15, an early adolescent should be an intellectually reflective person, a person in route to a lifetime of meaningful work, a good citizen, a caring and ethical individual, and a healthy person. Colleges and universities, according Cogen (1992), should work more collaboratively with high schools to give early adolescents a clearer understanding of the advantages of post-secondary education and to prepare them for the years to come. Kiley (1992) believe that, at early adolescence, one should become an active participant in one's future growth.

Early adolescents need assistance in planning and preparing for the future. Carpenter and Western (1992) feel that children in this age group need pre-tertiary counselling that develops aspiration, sustains motivation, promotes effective study skills, clarifies values, differentiates among programs and courses, discusses graduation requirements, introduces guidance resources, and suggests the possibility of college and the availability of financial aid. According to Toepfer (1994), career education should be a major preparation focus in the high school where early adolescents explore careers, develop attitudes, and understand work and employability skills. Fouad (1995) writes that the goal of education should be focused on increasing, at an early age, a student's career knowledge, self-esteem, maths and science achievement, and high school course selection.

## **2.6 The South African Perspective**

### **2.6.1 Career Development: An historical perspective**

In South Africa politics, economics and prevailing social conditions have affected the nature and form that career development has taken. Crites (1971) identified three necessary conditions for vocational choice to occur: an individual must possess alternatives, a motivation and freedom to choose. It would be rhetorical to ask whether all three conditions have been present in the life experience of all young South Africans, or whether these conditions exist to a different degree for the different race groups. These central assumptions of the career development theory (Osipow, 1983) have been violated in the lives of many South Africans. To trace the career paths of the majority of South Africans would reveal a picture of foreclosed choice and little intrinsic motivation. The inequalities of apartheid have led to differential access to educational and vocational opportunities to the different race groups.

Career development in South Africa has always been determined by race. Historically, the work done by black people has been viewed as either of a demeaning quality or, if its equivalent existed for whites, of less value and competence than the particular category of work done by whites. Also, it is well known that black people were less paid than whites for the same work even during the 1980's.

A long-standing policy of restricted access to education for blacks allowed career development to operate within the segregated arenas. Very few black people emerged as successful matriculants compared to the numbers that entered the primary school system. Those who were able to qualify in different professions still encountered racial obstacles. Before the 1959 Act, which limited the access of black people to 'white' universities, those universities were already hostile to the few black students they had. The apartheid system did discourage many aspirant professionals.

## **2.6.2 Career Guidance at South African Schools**

### **2.6.2.1 An historical perspective**

Career guidance at schools was first undertaken in 1943 (Benjamin, 1995). In 1967 the first legislation, which made school guidance compulsory in white schools, was tabled (Dovey, 1980). However, guidance was only introduced into black schools in 1981; many would say only as a palliative following the Soweto student uprisings of 1976.

School guidance was designed to bring learners into contact with the real world in such a way that they are taught life skills and survival techniques, which enables them to direct themselves competently within the educational, personal and social spheres and the world of work (National Educational Policy Investigation, 1992). This was the ideal, and career guidance was an integral part of the school program. The reality, however, was very different. Certain learners were offered limited access to the world of work and thus school guidance was doomed to fail considering its ultimate goal.

Furthermore, in many schools career guidance was compromised owing to the limited number of trained personnel and the allocation of school guidance to teachers whose timetables needed a few extra periods filled. This led to guidance being subsumed by examination subjects that were perceived as more important and having a greater status. This was further complicated by the urban-rural divide. Schools in rural areas were the least resourced of all, their teachers the most under-qualified and their learners the most in need of the expansion of their knowledge of the world of work. (Dovey, 1980).

There were also great variations in the provision of career education across various former Departments of Education in South Africa. For example, in Kwazulu Natal there was no provision for career guidance in many schools, even though school guidance was meant to be part of the school curriculum (Mtolo, 1996). At the other end of the spectrum, certain well-resourced schools had

comprehensive programs, with learners even having organized work experience during certain days of the school term (Brownell, 1984).

During the mid-1980's, guidance teachers of the former (white) Natal Education Department (NED) conducted a developmental career education programme which catered for grades 8 to 12 and provided lesson plans and other suggestions. This teacher's guide was distributed to all former NED schools (Brownell, 1984). In many black schools an annual visit by an official, briefly trained to administer career tests, was the only provision made to meet the career needs of the learners. In most cases, although the tests were completed, the results were not available. This totally fruitless exercise is described by Dovey (1980) as a form of social bookkeeping for statistical and research purposes.

A further constraint on career education was the way in which subject choice limited the options available to learners. Important educational decisions were (and still are) taken at the end of Grade 9 where subject choices needed to be made. At the age of 14 and 15 many learners are still at the beginning of the career exploration phase. These decisions are often taken for reasons that are not informed by future career planning (for example, learners may like a particular teacher, or their friends are making a particular choice). The curriculum available in many black schools was also purposely designed to close "occupational doors for pupils. The unavailability of important educational streams (commerce and science, for example), in black schools has been a disadvantage" (Mtolo, 1996:7).

A large part of the content of what has been called career guidance in the past was concerned with tertiary studies and one segment of the career spectrum, namely professions and 'white collar' work (Mtolo, 1996). Part of the reason for this was that teachers would draw on their own limited knowledge to inform the contents of their lessons. They often had little experience in industry and other

segments of the career world. One of the ways of countering this was that certain NGOs provided teachers with material and training during the latter part of the apartheid years. These contributions were very helpful to teachers in some urban areas, but unfortunately were not widespread to make a significant impact.

There are additional challenges where customs and attitudes differed between teachers and learners. There are many schools where learners underachieve or where education is not prized by the family. Rural areas had their own special problems in terms of accessibility to educational facilities and various career experiences and in some communities there is little support for prolonged education owing to socio-economic pressures.

#### **2.6.2.2. Facets of Career Guidance**

The career development approach to career guidance refers firstly to career development as a process, and secondly to the importance of applicable information in career guidance practice. It boils down to the career counsellor being able to obtain the necessary information by making use of various aids.

Career guidance involves the following:

- the acceptance that individuals go through various stages of development, also in the development of their careers
- determining the particular stage of development in which the individual finds himself
- the identification of suitable aids to obtain the required and relevant information on the individual
- the development of a method that can be used to collect this information in order to clarify the individual's career planning situation.

Based on the literature study conducted by Langley (1990) eleven steps with reference to career guidance were identified, namely:

- identify the needs in career development
- evaluate the relative importance of various life roles
- identify the values strived after in each role in life
- identify vocational interest
- evaluate other relevant factors (personality, intelligence, school/university subjects, aptitude, self-image, family functioning)
- reach an appropriate level of maturity
- acquire decision-making skills
- obtain information on careers
- integrate one's own information with career information
- make career decisions
- plan a career and implement the plans.

Briefly this approach involves the aim of regarding the individual as a whole as far as mastering career developmental tasks are concerned. A further aim is to determine with regard to what relevant developmental areas the individual's achievement is inadequate, so that remedial steps can be taken to bring the individual up to the same level of career development as that which can generally be expected of the life stage of the group to which he-she belongs. Research has shown (Langley, 1990) that career guidance programs have a positive influence on the process in that appropriate expertise is acquired sooner and that the quality of the expertise also increases.

### **2.6.3 Application of career models in a South African Context**

Drawing from the past, it is easy to see the necessity of standardized career programs at schools. However, another obstacle poses a threat.

Many concerns have been expressed in the literature about the wholesale application of models developed in other societies to the South African context (Naicker, 1994; Stead & Watson, 1998). However, the most pertinent criticism is that the theories and the assessment instruments derived from them are

influenced by western, individualistic values. Implicit in these theories and instruments is that an individual is a free and autonomous agent. African models of the person see embeddedness in one's family and community to be a definition of personhood. To be a fully functional person means promoting a harmonious relationship between oneself, one's family and one's community. One's career is seen as a vehicle for fulfilling such responsibilities. The African belief "umuntu ngumuntu ngabantu" (it is through others that one attains being) therefore impacts on the career decision-making process (Naicker, 1994).

The importance of the community in the career choice of African pupils is perhaps best demonstrated by their tendency to choose social and investigative type occupations above others (Watson, 1997). One reason for such choices is that the social usefulness of such choices is easy to demonstrate. Furthermore, wisdom is highly valued in the African life, as symbolized in the respect for the wisdom of elders. Career guidance programs, therefore, need to take into account the relationship between career and community if they are to be relevant in the African context.

A further strong criticism of many career education programs is that the theories on which they are based were founded on middle-class conditions and possibilities. Such programs have been undertaken by largely middle-class educators who have had little understanding of the issues and limitations on choices experienced by learners from disadvantaged backgrounds. The challenge in the last decade has been to develop more inclusive career programs, to reach out to the minority groups, and to be more responsive to the learners' contexts. In South Africa it is necessary for educators to be aware that the majority of learners were disadvantaged under the apartheid regime. There is an enormous task ahead, both in schools as well as post-secondary education and in communities.

#### **2.6.4 Career information provision in South Africa**

Watson and Stead (1993) believe that there is presently a large gap between the real and the ideal situation regarding the quality and quantity of career information services. Herr and Cramer (1996) argue that South Africa requires career information and counselling service that is more systems orientated and community based. This is supported by the research of Cloete (1981), which showed that a large majority of black students prioritized the need for a career resource center.

Work opportunities in the future will largely be found in the community and the local government sector, as well as the informal sector (Watson & Stead, 1993). Therefore, the careers discussed in classrooms or counselling centers may at present bear little resemblance to the real income-generating opportunities available during this period of reconstruction that South Africa has entered into. Watson and Stead (1993) believe that it is vital that counsellors involved in the dissemination of career information are in touch with the realities of employment opportunities.

#### **2.7 Summary**

The information provided in this chapter puts into context the concept of career guidance. This concept and related topics have been discussed. From this review of a global context and an historical perspective, it has become easier to identify the gaps that exist within the career guidance in South Africa. This study aims to highlight these gaps and address it. The methodology that was employed will be discussed in the following chapter.

## **Chapter 3 - Materials and Method**

### **3.1 Introduction**

The main aim of this study was to provide career guidance to grade nine learners in order to make them more prepared to make pertinent career choices and to motivate them to pursue post-secondary education. This chapter serves as a layout of all the procedures that were followed to accomplish this aim.

### **3.2 The target population**

#### **3.2.1 The School**

The school that was chosen for this study is Trenance Manor Secondary School. This school is located in the north of Durban, in Kwazulu-Natal. It is specifically located in the town of Phoenix and borders the neighboring township of Amouti. The school population consists predominantly of learners from the Indian and Black race groups and caters for learners from grades 8 to 12. This school fell within the previous House of Delegates administration (pre-1994), and is therefore classified as a previously disadvantaged school. As this study served as a case study, the learners in Trenance Manor Secondary were the only subjects used in the study. Permission to conduct the study was obtained from the school principal and acknowledgement of the work that was conducted was documented (Appendix D).

#### **3.2.2 The learners**

The focus of this study was on learners who were in Grade 9. The average age of these learners was found to be 14. In Trenance Manor Secondary, there are 4 grade 9 classes, consisting of 180 learners in total. The reason that it was decided to use grade 9 learners as subjects was due to the urgent need for career guidance at this level. Learners at this level will inevitably need to decide about their career path, as subject choices need to be made in grade 10. The study was undertaken during the third term of the year, when subject teachers usually encourage learners to explore the idea of choosing certain subjects that

will be carried through up until the matric year. The intervention was scheduled during a period in which it was most needed at the school.

### **3.3 The Sampling Procedure**

The sampling procedure that was employed in this study included the cluster sampling method.

Cluster sampling is a technique used when "natural" groupings are evident in the sample population. The total population is divided into these groups (or clusters), and a sample of the groups is selected. The required information is then collected from the elements within the selected group. (Dyer, 1995).

The population of grade 9 learners at the school is divided into 4 class groups (hence 4 cluster units). Two of these clusters were randomly selected to serve as the sample population. 35 subjects were randomly selected from the first sub-cluster to serve as the experimental group and 35 subjects were randomly selected from the second sub-cluster to serve as the control group. The allocation of the clusters into the control and experimental groups was done randomly in order to eliminate bias.

### **3.4 Career guidance methodology employed**

The methodology of career guidance that was employed in this study was learner-centric rather than facilitator/teacher-centric. The researcher took on the role of a facilitator of learning and accepted the learner as they were and was sensitive to where each individual was in the process.

A facilitator of learning creates open and non-threatening learning situations, where the traditional role of the teacher as the provider of information is replaced by the acknowledgement of learning as a two-way process. In facilitating learning, the educator and the learners work together and learning becomes a process of mutual discovery (Herr & Cramer, 1996). The researcher had decided

to use this approach in educating and guiding the learners about their career options. The researcher challenged and questioned, provided opportunities and activities, and resisted the temptation to provide prescriptions and ready-made answers.

This approach to career guidance, which considers the learners holistically, takes account of their feelings, thoughts and behaviour. Traditional teaching in *academic subjects tends to focus only on thinking*. Watson and Stead (1993) believed that in career education and guidance, learners should be encouraged to find out more about themselves, their thoughts, images and feelings about the career world. This requires an approach in which learners are free to explore, discuss and get involved in activities. The researcher implemented this approach in this study.

### **3.5 Data Collection Method**

Data was collected by the use of a structured questionnaire (Hubbuck, 1981). This instrument is appropriate for this type of study (as it is primarily quantitative in nature).

#### **3.5.1 The Career Readiness Questionnaire**

The questionnaire that was used for this research was developed by the researcher and was adapted from the Career Development Questionnaire. The questionnaire consisted of 20 questions that were scored by the use of the Likert scale (Appendix A). This scale allows the subject to answer the question by choosing options from numbers 1 to 5, with 1 being 'strongly agree' and 5 being 'strongly disagree'. The questions were carefully selected from the career development questionnaire to answer the specific questions that the researcher had formulated. The career development questionnaire could not be utilized in its entirety, as not all of the questions asked were applicable in this study. Therefore, there was a need to adapt it. An independent rater corroborated the reliability and validity of the adapted version of the questionnaire. The career

development questionnaire formed the basis for this questionnaire and therefore needs to be clearly explained.

### **3.5.1.1 The Career Development Questionnaire**

The Career Development Questionnaire (CDQ) was developed to determine the readiness of adolescents and young adults on their careers. The questionnaire examines five dimensions of career development, namely (1) Self information, (2) Decision making, (3) Career information, (4) Integration of information on the self with career information, and (5) Career planning. A national sample consisting of 5 350 high school learners and four samples of first-year university students in 1985 (Zulu-speaking: N=539; English speaking: N=154; Afrikaans speaking: N = 234) as well first-year students in 1989 (N=1418) were used in developing the questionnaire. Satisfactory reliability coefficients and validity indices were found for all the groups. The CDQ can be utilized for individuals as well as groups (Dyer, 1995).

The description of the five scales of the CDQ is important in the overall understanding of the questionnaire as a whole. The scale Self-information concerns the testee's knowledge of, for example the importance of life roles, work values and occupational interests. The Decision-making scale tests the testee's ability to make effective decisions. The scale Career information evaluates the testee's knowledge of the world of work. The Integration of Self-information and Career information scale concerns the testee's ability to integrate relevant information on himself/herself with information on the world of work. The scale Career Planning evaluates the testee's ability to make a career decision and to implement a career plan.

### **3.5.1.2 Scoring of the Career Readiness Questionnaire**

A marking key was developed for the career readiness questionnaire (see Appendix C). Items 1,2, 4, 7, 8, 10, 11, 12, 13, 16, 17, 19 and 20 were awarded the highest score if option 1 was chosen and the lowest if option 5 was chosen (5

points being the highest score and 1 point being the lowest score). Items 3, 5, 6, 9, 14, 15 and 18 were awarded the highest score if option 5 was chosen and the lowest if option 1 was chosen.

The highest score that a testee could obtain was 100 and the lowest was 20. Table 3.1 explains the manner in which the overall score can be interpreted.

Table 3.1: Scoring scale of the Career Readiness Questionnaire

<b>Career Readiness</b>	
80 - 100	The testee has enough knowledge to make an informed career choice
60 - 80	The testee's ability to make an informed career choice can be improved
40 - 60	The testee's ability to make an informed career choice is inadequate
20 - 40	The testee is not ready to make an informed career choice

### **3.6. Implementation Process**

#### **3.6.1 Project Preparation**

##### **3.6.1.1 Project Briefing- Staff members**

The sampling procedure was done, prior to the researcher having made contact with the learners or the teachers. Contact was made with the principal of the school. He had briefed the researcher on the demographics of the target grade and had provided the class registers for perusal, which were used in order to aid in the sampling procedure.

The principal of the school had briefed his staff members on the project that was to be conducted at the school and in turn obtained their permission to assist with the study. It was decided to utilize the Life Orientation classes in order to conduct the intervention. As such, two members of staff were directly impacted by the decision to run the intervention (the two Life Orientation teachers of the two chosen classes).

The researcher briefed the two teachers individually on the scope of the study. Both agreed that they would support the process and were willing to allow for the project to be implemented during their class periods (as Life Orientation is a non-examination subject and should incorporate career guidance as part of the syllabus).

### **3.6.1.2 Project Briefing - Learners**

The researcher was introduced to the subjects by the school principal. He ensured the complete co-operation of all learners that were chosen as subjects. The scope of the study was explained to the learners, both to the experimental group and the control group. This was done tactfully, so as not to skew the results that were obtained. The researcher did inform the learners of the role that this intervention could play in their attempt to choose relevant subjects before entering grade 10. The time frame, as well as the subject matter of the intervention, was explained to the learners. The project briefing was conducted a week prior to the commencement of the intervention phase.

### **3.6.3 Project Intervention**

The actual intervention of the project had taken place over five weeks and could be seen to have rolled out in five phases. For each week, a two-hour period each Friday afternoon was utilized for the implementation of this study. The different phases of the study focused on specific learning objectives, in order to render an adequate career guidance service to these learners during this time frame.

#### **3.6.3.1 Phase One**

Phase one of the intervention phase involved administering the questionnaire to the experimental group as a pre-test measure. The instructions were carefully explained to the learners and most students completed the questionnaire within a 15-minute time frame. Phase one of the study also involved the administration of the questionnaire to the control group. This group would receive no intervention and hence, would not be post-tested.

### **3.6.3.2 Phase Two**

The following phases in the study was based on Langley's (1990) recommendations for effective career guidance. One of his recommendations centered on identifying the needs in career development. One of the pressing needs of this grade, in this particular school (as expressed by the principal and his staff), was the learners' inadequate knowledge of the importance of correct course selection and this impact on post-secondary career choice.

As such, phase two of the study focused on educating learners about the *different courses on offer at the school and their impact on further career choices*. The Grade 10 subject choice selection at Trenance Manor Secondary was, unfortunately, quite limited. This limited choice of senior secondary courses was largely due to a limited staff complement. The principal had explained, upon enquiry, that many subjects were eliminated from the course options, as there were insufficient trained staff members to teach them up to the matric level.

Another reason that was offered was that learners had expressed a decreasing level of interest in certain subjects over the years. Furthermore, certain subjects had to be eliminated due to insufficient government funding. A number of specialized subjects required specialized resources on an ongoing basis and this could not be sustained with the school's limited budget. The number of subjects that were available has decreased over the years and this has inevitably diminished the range of careers that learners in this area could enter into. Table 3.2 gives an indication of the senior secondary subjects that are currently being offered at Trenance Manor Secondary, and those that were offered but have been eliminated in the past four years.

**Table 3.2: Senior Secondary subject choice at Trenance Manor Secondary**  
(HG = Higher Grade; SG = Standard Grade; LG = Lower Grade)

<b>Senior Secondary Subject Choice at Trenance Manor Secondary</b>			
<b>Subjects currently offered</b>		<b>Subjects eliminated</b>	
English	HG, SG	Home Economics	HG, SG
Afrikaans	HG	Technical Drawing	HG, SG
Physical Science	HG, SG	Music	HG, SG
Mathematics	HG, SG, LG	Art	HG, SG
Accounting	HG, SG	Economics	HG, SG
Typing	SG	Computer Science	HG, SG
Geography	HG, SG		
History	HG, SG		
Woodwork	SG		
Business Economics	HG, SG		
Biology	HG, SG		

The researcher explored the eleven subjects that are currently being offered at the school. Many students did not understand the content of these different subjects, as they had not been formally introduced to it at a junior secondary level (such as physical science, for example). The researcher explained the scope of these subjects and the major categories that they were apart of (that is, science; commerce; the languages and the general categories). These categories were linked to post-secondary career choices. Learners were made to understand that certain career fields would be impermeable if the correct category was not included in their course selection.

One of the other needs that were identified was the lack of understanding of the matric examination grading system. The principal had explained that many learners chose a certain course at grade 10 level and opted to study this on the standard grade. However, they were not aware of the implications of this change, as this would mean that they would not be able to write for a matric exemption. Many were unhappy to settle for a senior certificate pass, but had no option, as

they were informed of the rules too late. This also, inevitably, limited post-secondary career choice, as entrance requirements for university degrees, for example, require a minimum of a matriculation exemption pass.

In keeping with Langley's (1990) recommendation, the researcher (after identifying the career development need), acted to meet the need. The implications of opting to study a subject on standard grade, or lower grade, were explained to the learners. The learners were briefed about the entrance requirements to write for a matric exemption. (Which is a minimum of four subjects on higher grade and two on standard grade. The two languages cannot be written on standard grade, however).

The learners were also briefed about the point system that is employed by all tertiary institutions for first-year entrance into their courses. Many learners in the junior grades in high schools were found to be unaware of the point system employed by tertiary institutions and resultantly made haphazard subject grading decisions (Herr & Cramer, 1996).

Table 3.3: The Matric Examination Point System

<b>Matric Examination Point System</b>		
<b>Symbol</b>	<b>Higher Grade</b>	<b>Standard Grade</b>
A	8	6
B	7	5
C	6	4
D	5	3
E	4	2
F	3	1

Table 3.3 gives an indication of the points awarded to certain symbols within a grade. A combination of the six scores (for the top six subjects obtained) would give a learner their overall score. This scoring system is utilized by all tertiary institutions and, depending on the learner's points, would deny or allow them

access to certain courses. The researcher explained this method to the learners in great detail.

This phase of the intervention was information-based and took on a lecture-style, however the researcher did allow for learners to ask questions and further comment about the material that was being presented to them.

This phase of the study was more interactive and discussion-based and was in keeping with Langley's (1990) recommendation to provide information on career as part of the career guidance initiative. During this phase, information on differing career paths was presented to the learners. This focused primarily on career choices that the learners expressed most interest in, as well as careers that they were not aware of.

The scope of these careers was discussed. The points needed for entrance, pre-requisite subjects, the application process and individual courses were discussed on a general basis. The differences between different tertiary institutions were explored. Most students needed a deeper knowledge of the role of the private colleges, further education and training colleges, technical schools, technikons and universities. The researcher also explored the different faculties within each of these institutions. Students who had specific concerns were urged to seek individual counselling (which was covered during phase five of the project).

Another important factor that needed to be considered, according to Langley (1990) was external relevant factors that may contribute to career development (such as family functioning and socio-economic status, for example). In the case of these learners, many did not have the finances to further their education after matric. This factor was ignored, and had been addressed during phase three of the study.

### **3.5.3.3 Phase Three**

During this phase of the study, the researcher discussed the availability of financial aid to learners who wished to pursue tertiary education. Most learners were unaware of the various avenues that can be explored in order to obtain funding for their studies. The following options were presented to and discussed with the learners:

- Bursaries and Scholarships
- *Student loans offered by financial institutions*
- Edu-loan (Private run loan scheme)
- Government-funded loans and schemes (for example, NSFAS)
- Financial assistance offered by different tertiary institutions
- Private savings
- Distance-learning and Part-time studies (learner may work and finance own studies)

### **3.6.3.4 Phase Four**

The plans for this phase were *deliberately postponed* for the final stages of the intervention. During this phase, the researcher set-up a mini career exhibition for the learners. Course pamphlets and posters that were obtained from career centers from different institutions were made available to the learners. Learners were allowed to peruse the different stands and obtain related information for themselves. Examples of application forms and financial aid booklets were given to the learners so that they could familiarize themselves with what could be required of them in the future.

The researcher was available during this time for individual career counselling and to handle general queries. Many learners preferred this method of interaction as they were too apprehensive to pose their concerns in a larger group.

### **3.6.3.5 Phase Five**

The final phase of the study incorporated the post-test. The career readiness questionnaire was administered to the experimental group as a post-test measure following the intervention phase. The process of administration of the questionnaire followed the same procedure as that of the pre-test. This phase of the study was extremely crucial, as it is from this, that the researcher would be able to determine if the intervention had been beneficial or not in terms of preparing the learners to make more informed career choices.

This phase of the study also incorporated the termination phase. The researcher thanked the learners for participating in the study and assured them that they should make contact to obtain advice and career information. The learners were given cards containing the researcher's contact details. The researcher also thanked the staff and principal for their cooperation and assistance with the study. The researcher agreed to offer the school assistance with career guidance in the future. The principal presented a letter of acknowledgement to the researcher (see Appendix D).

### **3.7 Data Analysis**

The SPSS Statistical Program was utilized to manage and analyze the data. Data was initially entered into a Microsoft Excel spreadsheet for organizational purposes. The statistical test that was used is the *T*-test method and Paired *T*-test method (Rosenthal, 1991). In this method the difference between the means of the two groups are compared. This method of analysis is appropriate for this study as it is a statistical measure that is used to assess quantitative data. Data for this analysis was obtained from the career readiness questionnaire. Frequency tables were also utilized in order to explain differences between the groups.

### **3.8 Summary**

This study was implemented in order to determine if career guidance has an effect on learners' readiness to make career choices. The procedure that was followed was the use of the career readiness questionnaire for pre- and post-testing. A career workshop and individual counselling sessions were used as an intervention for the experimental group. Data was analysed by means of the SPSS statistical program. The detailed procedures that were followed have been laid out in this chapter. The following chapter will depict the results obtained from the study.

## Chapter 4 - Results and Discussion

### 4.1 Introduction

The results from the application of (Appendix A) are presented in this chapter. The aim of the study was to determine if grade 9 learners who were given career guidance would be in a position to make more informed career choices, as compared to the control group who received no career guidance. Data that was collected was analyzed using SPSS (a statistical software). An alpha level of .05 was used for the statistical tests. To explain differences between the groups, analyses (paired *t*-tests, *t*-tests and frequency analyses) were conducted on the data. The results of these data are presented in Tables 4.1 to 4.6.

### 4.2 Demographic Profile of Respondents

For study purposes, it was imperative that the subjects who formed these two groups would be comparable. To determine similarity between members of both groups, analyses were conducted on characteristic/demographic items that were included on the career readiness questionnaire. Data is presented in the form of a frequency table and for clarity, a brief explanation follows each table. Frequency is depicted by *f* and percentage by %

#### 4.2.1 Age

Table 4.1: Frequency table of participants' age

Ages	<i>f</i> (Experimental group)	% (Experimental group)	<i>f</i> (Control group)	% (Control group)
13	1	2.9	0	0
14	25	71.4	23	65.8
15	5	14.3	6	17.1
16	4	11.4	6	17.1

Table 4.1 shows that most of the participants from both the experimental and control groups were 14 years of age. The youngest participant was 13 years and the oldest was 16. This age range is appropriate for this study, as the aim was to focus on early adolescents. Students in grade 9 are aged 14 on average. However, in this study it was found that a noticeable percentage of learners are older than this (aged 15 or 16). This may be due to learners having begun their schooling career after age 6 or 7. Another reason may be due to the high failure rate that the school has been experiencing in recent years. The principal had disclosed this problem to the researcher during their interview process. He cited this as a reason for concern. He explained that due to the high failure rate, there were young adults (as old as age 21) in the matric classes. This developing trend is unfavourable for both the school and the learners, as the learners enter their careers at a much later stage. On this demographic item of age, the groups were found to be comparable.

#### 4.2.2 Gender

Table 4.2: Frequency table of participants' gender

Gender	<i>f</i> (Experimental group)	% (Experimental group)	<i>f</i> (Control group)	% (Control group)
Male	17	48.6	16	45.7
Female	18	51.4	19	54.3

Table 4.2 indicates that in both the experimental and control groups; there were more females as compared to males. However, this difference was not found to be of a large percentage. The distribution of the gender (after the sampling had been done) was found to be favorable for the study, as this distribution was typically representative of the gender distribution in this grade as a whole. On this demographic item, the groups were found to be comparable.

### 4.3 Career Readiness Questionnaire Scores

Table 4.3: Percentage of learners who scored in the different ranges for the Career Readiness Questionnaire.

Score	Pre-test (Experimental Group)	Post-test (Experimental Group)	Control Group
80-100	31.4%	62.9%	14.3%
60-80	54.3%	31.4%	71.4%
40-60	11.4%	5.7%	14.3%
20-40	2.9%	0%	0%

Table 4.3 above indicates the percentage of learners who obtained scores in the different scoring ranges of the career readiness questionnaire (from both the experimental group and the control group). The pre and post-test results are indicated for the experimental group.

Table 4.3 indicates that for the experimental group, the percentage of learners who were ready to make informed career choices (comparing pre and post intervention results) had increased from 31.4% to 62.9%. This does give an indication that the intervention had played a role in allowing the learners to be more ready to make informed career choices.

For both the control group score and the pre-test experimental group score, it was found that the most number of students fell within the 60-80 score range (this range indicated that the learners' ability to make career choices can be improved).

A very small percentage of learners scored in the lower ranges of the scale (for all three test groups).

#### **4.4 Feedback from Individual Counselling Sessions**

During phase four of the intervention phase, the researcher set aside time for individual counselling sessions. This was done in order to facilitate the process of preparing the learners to be more ready to make informed career choices. Another reason that this aspect was included in the intervention phase, was because the researcher understood that many of the learners would not be confident enough to voice their concerns in a large group and needed the private space in which to do so.

From these sessions many pertinent points were highlighted which the researcher felt needed to be addressed (to some extent or another). In total, 13 learners requested individual counselling (only from the experimental group). Many of the concerns centered on the following aspects:

- lack of parental support with career aspirations
- lack of funding for tertiary studies
- indecisiveness about a career choice
- lack of career educational support at school.

Five of the learners who attended the individual career counselling sessions admitted that they were concerned about the lack of parental support that they had obtained with regard to their careers. Three of these learners knew that their parents did not support the notion of pursuing tertiary education, and had already made plans for their post-school years. These learners were told that they would have to support the family business after school. The other two learners were told that they would need to find a job after matric, in order to support their families. This aspect did cause concern for these learners, as they were eager to pursue post-secondary education.

Another area that was commonly discussed at the individual counselling sessions was the lack of funding for tertiary studies. Eight of the thirteen learners admitted

that there was no possibility of obtaining money to pursue further education. This school is situated on the border of the township of Amouti and is frequented by the children of low-income earners, so the researcher had expected that this concern would be common. This area is known for a high unemployment rate and a low job retention rate. A few of these learners were high achievers and did want to pursue tertiary education, but felt that this was a hopeless aspiration as there were no resources available to pursue their ambitions. The researcher did reiterate what was discussed in phase four and suggested that the learners try to *access those sources of funding*.

Another common problem that was noted was that many of the learners had considered a number of career options and could not decide on a particular one. Some of these choices were from completely different disciplines, whilst some were from the same discipline. It was important for them to make a decision quite soon, as their grade 10 subject choices would depend on their post-matric studies.

Four of the learners that were counselled individually had expressed their concern about the lack of career educational support at school. These learners were opposed to the fact that certain subjects would not be included in the list of subject options for grades 10 to 12. They believed that this would narrow their career options after school. They also believed that they were not receiving adequate career support from their teachers, as this was never included as part of the lessons (either on a formal or informal basis).

During these sessions, the researcher had appropriately addressed the learners concerns and offered advice and assistance wherever necessary. In certain cases (where the researcher felt it was warranted), the learners were referred for ongoing career counselling to the local psychologist.

## 4.5 Quantitative analysis of data

### 4.5.1 Paired T-test results

Table 4.4: Results from Paired T-test (Pre-test scores vs. Post-test scores)

Difference	N	Mean of the difference	t value	p value
Post test-Pre test	35	7.94	6.92	<.0001

Table 4.4 above gives an indication of the results of the paired *t*-test. It was appropriate to use the paired *t*-test in this study, as the same subjects answered both the pre-test questionnaire and the post-test questionnaire. In this test, the scores of each subject were compared from the pre-test and the post-test. This test is highly significant as it is more accurate in comparing the difference of the composite means between the pre-test scores and the post-test scores. Refer to Appendix B for the actual scores of each subject.

The results of the paired *t*-test reveal that there is a definite difference between the scores of the pre-test and the post-test (comparing individual pre-test scores with post-test scores). The mean of the difference between the pre-test and post-test scores was found to be 7.94. This can be seen to be highly significant as this indicates that the learner's career readiness score has increased by approximately 7 points (on average). This difference indicates that the intervention did have an impact on the learner's career readiness levels (as pre and post test results are clearly different). The *t* value for this test was found to be 6.92 and the corresponding *p*-value was <.0001 (the alpha level of 0.05 was utilized). This indicates that the result obtained could not be due to sampling error and that it is statistically significant. The *p*-value was found to be <0.001 (which is <0.05), so the alternative hypothesis can be accepted. The alternative hypothesis was that the post-test scores would be significantly higher compared to the pre-test scores, and this in turn would indicate that career guidance does increase the learners' ability to make more pertinent career choices.

#### 4.5.2 T-test results (Pre-test vs. Control Test)

Table 4.5: Results from T-test (Pre-test vs. Control Test)

Measure	N	Mean	t value	p value
Control Test	35	69.314	-1.09	0.2785
Pre Test	35	72.286		
Difference (Control - Pre)		-2.971		

Table 4.5 gives an indication of the results from the *t*-test (where the results from the experimental group's pre-test scores and the control group's scores were compared). This was done as a control measure in order to determine if there would be a significant difference in the scores of two independent groups of subjects. These results would be able to help ascertain if the results obtained in the pre-test compared to the post-test, could be due to sampling error.

The mean score for the control group was found to be 69.314 and the mean score for the experimental groups pre-test was found to be 72.286. The difference between these means is  $-2.971$ . The *t*-value for this difference is calculated to be  $-1.09$  and the corresponding *p*-value is 0.2785 (an alpha level of 0.05 was utilized). The *p*-value was found to be  $>0.05$  which indicates that there is no statistical difference in the scores of the two groups. This serves an added measure to indicate that the results obtained in the post-test could not be due to sampling error (as the control group's result and the pre-test results were not found to be statistically different). This is significant as both of these two samples were independent samples and from different clusters.

#### 4.5.3 T-test results (Pre-test vs. Post-test)

Table 4.6: Results from T-test (Pre-test vs. Post-test)

Measure	N	Mean	t value	p value
Post Test	35	80.229	2.87	0.0054
Pre Test	35	72.286		
Difference (Post-Pre)		7.9429		

Table 4.6 gives an indication of the results from the *t*-test (where the results from the experimental group's pre-test scores and the post-test scores were compared). This test was done in order to ascertain if there was a statistical difference in the means of the post-test score and the pre-test score. This test was different from the paired *t*-test in that the scores of each subject were not compared (as in the paired *t*-test). Rather, the overall means of the two scores were compared.

The mean of the post-test scores was found to be 80.229 and the mean of the pre-test scores was found to be 72.286. The difference between these means is 7.9429. The *t*-value for this difference is calculated to be 2.87 and the corresponding *p*-value is 0.0054 (an alpha level was 0.05 was utilized). The *p*-value was found to be <0.05, which indicates that there is a statistical difference in the scores of the two groups and that this difference was not due to sampling error. The *p*-value was found to be 0.0054 (which is <0.05), so the alternative hypothesis can be accepted. The alternative hypothesis was that the post-test scores would be significantly higher compared to the pre-test scores and this in turn would indicate that career guidance does increase the learners' ability to make more pertinent career choices.

#### **4.6 Analysis of results and discussion**

The results have been found to be statistically significant in that there was a difference in the means of the pre-test and the post-test for the experimental group. The mean of the post-test was found to be higher than the mean of the pre-test, and these results were not due to sampling error. This does indicate that career guidance does have a definite effect on these learners' ability to make more informed career choices. These results serve as supplementary evidence for the argument of various researchers in this field, as many support the implementation of career guidance at government-funded schools in particular.

A review of the literature has shown that early adolescence is a time when vocational concerns become stronger (Super, 1974; Schmitt, 1991) and learners begin to question their long-term role in society. This view was apparent in the study, as all of the learners chosen for the study showed a marked interest in the content material, and a willingness to be educated in this matter. This age group, according to Stage and Hossler (1988), would be experiencing the predisposition and search phases, as discussed in the college choice theory. The features of these phases include making a decision to determine if pre-tertiary education should be pursued and if so, searching for information to meet this aspiration. From the results of the study, it was apparent that a number of the students had developed an aspiration for post-secondary education and would pursue this goal. After the intervention, learners from the experimental group were found to be more ready to make an informed career choice.

According to Crites (1971), there are three necessary conditions for career choice to occur. These are, that the individual must possess alternatives, a motivation to choose and the freedom to choose. This study aimed to meet these necessary conditions in order for students to be able to make the correct career choice. It is apparent, that not all of these conditions had been met in the past.

Chuenyane's (1983) study indicated that about 90% of the black secondary school population had "serious career planning problems" (p.278). These have been underlined by a number of studies (for example Mtolo, 1996); where learners have pleaded for career education in secondary schools. The results obtained from this research clearly provide further evidence for their argument that there is a desperate need for career education at secondary schools.

Pryor (1985) states that learners who have experienced the following situations pose particular challenges for career educators:

- limited exposure to the world of work
- little access to career education services
- no knowledge of large tertiary institutions
- a narrow range of social contexts.

Consideration of these four categories of learners in the light of the context described above has brought the researcher to the realization that large numbers of South African youth (similar to the sample population) would fit into one or more of these categories.

The results obtained from this study, does highlight the urgent need for career guidance to be implemented, especially at government schools in South Africa. There are present governmental initiatives that are being planned in order to address this concern.

#### **4.6.1 Governmental initiatives**

Prior to 1994 guidance in schools was compulsory for white learners. Black education operated under the Department of Education and Training and some schools did offer guidance services through their auxiliary services. Since 1994 the Department of Education has been involved in activities and the development of policies to ensure a more equitable and applicable education system for all

(Mtolo, 1996). Due to this restructuring process many career guidance teachers lost their positions, as career guidance as a learning area is not subject to examinations. However, some attention has been given to career guidance since then.

The most recent development is that the Revised National Curriculum Statement Policy of 2002 of the Department of Education makes a provision for career guidance from grade 1 to 9 under the learning area Life Orientation. The policy *has been planned and prepared for quite some time to give career guidance the status of a school subject from grades 10 to 12.* This policy is in the process of being ready and will be implemented in 2007. The Department of Education categorises subjects as core, fundamental, or elective. Career guidance is now classified as a fundamental subject and all learners will have access to it and any services that are offered in this regard.

Another constraint for equity of access is where circumstances relate to limited resources. Marginalized communities might not have the infrastructure or means to accommodate career guidance systems and communities are therefore excluded from receiving this much-needed service.

Despite these departmental initiatives, implementation of the planned activities is occurring at an alarmingly slow rate. Another concern is that the life orientation subject (which was meant to incorporate career guidance) is not being properly coordinated at certain schools. As this is a non-examination subject, some teachers use this time to catch up on examination subject matter and others allocate this time for free activities. Hence, there is inconsistency in the implementation of planned governmental initiatives. It may be passed on a strategic level, but is not being carried through to the grassroots level.

#### **4.7 Summary**

This chapter dealt with the presentation and analysis of the results obtained from the study. It can be concluded that the study yielded positive results. The experimental groups pre-test scores differed from the post-test scores which indicated that the intervention did have an effect on learners' ability to make more informed career choices. The following chapter will conclude the research study.

## **Chapter 5 – Conclusion**

### **5.1 Introduction**

This chapter will conclude this research study by elaborating on various topics that will highlight certain pertinent areas. The aim of the study was to provide career guidance to grade 9 learners in order to make them more prepared to make more informed career choices and to motivate them to pursue post-secondary education. This aim was achieved and it was found that career guidance does improve the target learners' ability to make pertinent career choices. Conclusions on the research study, implications, limitations and recommendations of this study will be discussed in this chapter.

### **5.2 Conclusions on the Research Study**

It was concluded from the results of the study, that career guidance programs do make a difference to the target learners' ability to make informed career choices and does improve their readiness to make career decisions. It also does increase the learners' aspiration for post-secondary education. From this study, it can be determined, that grade 9 learners' are capable of making informed career choices for their future, if the proper guidance measures are in place. This research was aimed at supporting various other researchers in this field, in order to advocate for a speedy solution to the problem of lack of career guidance measures at government schools. Researchers such as Mtolo (1996) and Naicker (1994), have conducted research in this area in order to reach a similar objective, however, sufficient action has not been taken to curb the problem.

### **5.3 Implications of the study**

This study can have various implications for both the target population, and grade 9 learners, in general. Following this study, the principal of Trenance Manor Secondary did realize the urgent need for a career guidance counsellor at their school. He had decided to write a letter to the local Department of Education, in order to lodge a special request for a counsellor to be appointed, or for one of the

existing staff members to be sent for a professional career counselling course. As his request would take some time to process, he decided to approach the school governing body in order to propose an interim solution. Despite budgetary constraints, the governing body did agree to employ a career counsellor on a part-time basis. The counsellor now visits the school twice weekly, for half the day. Learners are allowed to schedule individual counselling sessions with the counsellor (this is open to all learners at the school, and does not cater exclusively to grade 9 learners). The counsellor also conducts career workshops and psychometric testing.

The principal of the school had decided to liaise with various professionals and businesses in the area. He had thought that it would be beneficial for learners to be exposed to the career of their choice whilst still at school. A number of these stakeholders had agreed to this project and, to date, 60 learners have had the opportunity to spend a day with experts in their chosen career field.

On a broader scale, the results that have been obtained from this study will be forwarded to the Department of Education in order to advocate for a speedy implementation of the initiatives that have been initiated by the government.

#### **5.4 Limitations of the study**

As with any research study, there are certain limitations that are existent that need to be considered when making reference to the results of the study. In this case, it needs to be taken into consideration that this was a case study, so a small sample size was appropriate. However, when making reference to this study, this methodology needs to be taken into consideration. This raises the issue of external validity. A blanket assumption cannot be made, as this study was specific to a certain age group, socio-economic group and educational level. In essence, the results of this study needs to be understood in its context.

This study has focused on a phenomenon that is a very extensive and a major one, that is, career guidance at schools. Clearly, this represents a challenging task for research regardless of the more specific interests that the study may have. In this study, this extensive phenomenon has been studied from a rather narrow empirical perspective. The selection of the single case study design naturally brings forth many limitations as far as the generalisation of the results of the study is concerned. Thus, the empirical setting, Trenance Manor Secondary School and the situation it faced with lack of career guidance, can only be seen in a pilot context. On the other hand, this also represents the whole idea of making a case study. By understanding something about this particular case more in depth, we might eventually learn something about the more general phenomena. This was what the researcher had hoped to gain by attempting this study.

Another limitation that was noted was in the content that was chosen for the intervention phase. This phase was primarily focused on providing information about higher learning institutions and the courses that were on offer. The intervention also focused on addressing the present needs of the learners in terms of being able to attain their goals in the long-term. The content was focused on a high level that some students were probably incapable of reaching.

In developing countries, most of the economically active population finds work in the informal sector or non-formal economy as it is sometimes referred to. In South Africa 27% of employment is in the informal sector. This trend is likely to continue in the immediate future (Benjamin; 1997). The notion is that the informal sector is where people have the opportunity to develop entrepreneurial activities and skills. This career guidance intervention should therefore have taken greater cognizance of the role and especially the nature of employment and employment arrangements in the informal sector. Only a very limited percentage of the intervention was focused on this.

### **5.5 Recommendations for future research**

This was a case study that aimed to highlight areas for future research and development. In this field, there is an urgent need for updated research. There were numerous studies conducted in this area during the 1990's, but these numbers have dwindled in the past years.

Researchers can focus their studies on other socio-economic groups and age groups, in the future. There is a need for a similar study to be conducted with all of the grade levels at high school. There should be a special focus on those learners who have completed grade 11, as it is at this stage that course applications are submitted to the various tertiary institutions.

Another recommendation would be to consider the informal sector in the career education program. It would be important to include information on the informal economy. This information should, for example, include descriptions of the nature of employment and the type of employment arrangements or agreements existing in the informal sector, as well as information on entrepreneurial training, business opportunities, self-employment options and access to credit

### **5.6 Conclusion**

This chapter has concluded this study by focusing on the implications and limitations of the study. Recommendations for future research were also discussed. It is hoped, that many researchers would be inspired to focus their attention on this research area, so that there can be an updated research base. It is further hoped, that as a result of these studies, many learners will be able to make informed career choice whilst still in pre-tertiary institutions.

## References

- Anderson, E.C. (1989). *Forces influencing student persistence and achievement*. San Francisco: Jossey-Bass.
- Benjamin, R.E. (1995). *Career maturity of disadvantaged high school students: effectiveness of a career education program*. Unpublished master's thesis, University of Port Elizabeth, Port Elizabeth.
- Brownell, A.J.J. (1984). *Career Education Program*. Pietermaritzburg: National Education Department.
- Burkheimer, G. J. & Jaffe, J. (1981). *Highly able students who did not go to college*. Washington, DC: National Centre for Education Statistics, Centre for Educational Research and Evaluation.
- Carpenter, P. G. & Western, J. S. (1982). Aspirations for higher education. *The Australian Journal of Education*, 26(3), 266-276.
- Chenuyane, Z.M. (1983). Career guidance needs of black secondary school students in the Transvaal province. *International Journal of Advancement of Counselling*, 6, 271-280.
- Cloete, N. (1981). Occupational orientation of black youth in South Africa. *Psychologica Africana*, 20, 53-79.
- Cogen, V. (1992). *Boosting the adolescent underachiever: How parents can change a "C" student into an "A" student*. New York: Plenum Press.

- Crites, J. (1971). *The maturity of vocational attitudes in adolescence*. Washington, D.C.: American Personnel and Guidance Association.
- Dyer, C. (1995). *Beginning research in psychology*. Massachusetts: Blackwell Publishers.
- Dovey, K.A. (1980). Politics and guidance: An overview of the South African school guidance service. *British Journal of Guidance and Counselling*, 8, 1-10.
- Evans, J. H. Jr., & Burck, H. D. (1992). The effects of career education interventions on academic achievement: A meta-analysis. *Journal of Counselling & Development*, 71(1), 63-68.
- Fouad, N. A. (1995). Career linking: An intervention to promote math and science career awareness. *Journal of Counseling & Development*, 73, 527-534.
- Gladding, S.T. (2000). *Counseling-A comprehensive profession (4<sup>th</sup> ed.)*. New Jersey: Prentice Hall.
- Herr, E.L., & Cramer, S.H. (1996). *Career guidance and counselling through the lifespan (5<sup>th</sup> ed.)*. New York: Harper Collins.
- Hossler, D., Braxton, J. & Coopersmith, G. (1989). Understanding student college choice. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research*. Vol. 5. (pp. 231-288). New York: Agathon Press.

- Hossler, D. & Gallagher, S. (1987). Studying student college choice: A three-phase model and the implications for policymakers. *College and University: The Journal of the American Association of Collegiate Registrars and Admission Officers*, 62(3), 207-221.
- Hubbuch, S.M. (1981). *Writing research papers across the curriculum*. New York: Holt, Reinhart & Winston.
- Ingels, S. J. (1990). *Findings from the NELS: 88 base year student survey*. Paper presented at the Annual Meeting of Association of the American Educational Research Association.
- Jacobs, C.D., Van Jaarsveld, N.H & Von Mollendorf, J.W., (1991). *Career guidance for the primary and high school*. Cape Town: Unibooks.
- Kiley, J. S. (1989). On the road to college: Paving the way. *The College Board Review*, 153,20-25.
- Langley, R. (1990). *The South African Work Importance Study*. Unpublished doctoral thesis. Rand Afrikaans University.
- Larter, S. (1982). *Post secondary plans of grade eight students and related variables*. Toronto, Canada: Toronto Board of Education.
- Lee, L. D. (1993). *Program to increase selected 9th and 10th graders' career decision-making skills*. Unpublished dissertation. Nova University, Fort Lauderdale, FL.
- Mau, W. C. (1995). Educational planning and academic achievement of middle school students: a racial and cultural comparison. *Journal of Counseling & Development*, 73, 518-526.

- McCartin, R. & Meyer, K. A. (1988). The adolescent academic achievement, and college plans: The role of family variables. *Youth and Society*, 19(4), 378-394.
- Mtolo, M.Z. (1996). *Tertiary student's perspective on secondary school career education: A consumer perspective*. Unpublished Master's thesis, University of Natal, Pietermaritzburg.
- Naicker, A. (1994). The psycho-social context of career counselling in South African schools. *South African Journal of Psychology*, 24, 27-34.
- *National Education Policy Investigation*. (1992). Support services. Cape Town: Oxford University Press.
- Nora, A. & Cabrera, A. F. (1993). *Measuring program outcomes: What impacts are important to assess and what impacts are possible to measure?* Paper presented at the Design Conference for the Evaluation of the Federal Talent Search Program, Rockville.
- Osipow, S. H. (1983). *Theories of career development*. Englewood Cliffs, New Jersey: Prentice- Hall.
- Pendergrass, B. (1987). *Exploration of the academic progress, satisfaction, and career decidedness of fourth year college students by initial major status*. Blacksburg, Virginia: Oxford Publishers.
- Pryor, R.G.L. (1985). Towards a composite theory of career development and choice. *British Journal of Guidance and Counselling*, 13, 225-237.
- *Revised National Curriculum Statement Policy*. (2002). Department of Education. Cape Town.

- Rosenthal, R. (1991). *The volunteer subject*. New York: John Wiley and Company.
- Sadock, B.J. & Sadock, V.A. (2003). *Synopsis of psychiatry*. New York: Lippincott Williams and Williams.
- Schmitt, J. (1991). *An empirical look at the search stage of the student college choice process*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Boston, MA.
- Somers, J. K. (1981). The effect of industrial arts upon the career maturity of selected seventh and eighth grade adolescents. *Journal of Industrial Teacher Education*, 18(4), 46-60.
- Stage, F. K. & Hossler, D. (1988). *Differences in family influences on college attendance plans for male and female ninth graders*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, St. Louis, MO.
- Stead, G. B., & Watson, M.B. (1998). Career research in South Africa: Challenges for the future. *Journal of Vocational Behaviour*, 52, 289-299.
- Super, D. E. (1957). *Psychology of careers*. New York: Harper and Bros
- Super, D. E. (1974). Vocational maturity theory: Toward implementing a psychology of careers in career education and guidance. In D. E. Super (Ed.) *Measuring vocational maturity for counselling and evaluation*. (pp. 9-24). Washington, DC: American Personnel and Guidance Association.

- Toepfer, C. (1994). Vocational/career/occupational education at the middle level: What is appropriate for young adolescents? *Middle School Journal*, 25, 59-65.
- Trent, J. W. (1970). *The decision to go to college: An accumulative multivariate process*. Los Angeles, CA: California University.
- Watson, M.B. (1997). Occupational aspirations of black South African adolescents. *Psychological Reports*, 80, 627-635.
- Watson, M.B., & Stead, G.B. (1993). *Occupational knowledge and aspirations of black South African adolescents*. Paper presented at the XVI International School Psychology Colloquium, Banska Bystrica, Slovakia.
- Winecoff, L. & Lyday, J. (1978). An introduction to career education. In G. Green & Associates (Eds.), *The philosophy and practice of career education* (pp. 23-42). London, KY: Guifford-Hill.

## Appendix A

### Career Readiness Questionnaire

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

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

It will only take you between 10 and 15 minutes to complete these questions. Please follow the directions below. Your responses are confidential and will not be shared with anyone not connected with this research project.

Thank you for your time.

**Please answer how you feel about each statement by circling a number from 1 (Agree strongly) to 5 (disagree strongly). Select one number that best describes your feelings:**

- 1 = Strongly agree**
- 2 = Agree**
- 3 = Unsure**
- 4 = Disagree**
- 5 = Strongly disagree**

- |  |           |
|--|-----------|
| 1. I think a great deal about what I will be doing after high school.....                                  | 1 2 3 4 5 |
| 2. I want a good job when I finish high school   | 1 2 3 4 5 |
| 3. I do not think I need more than a high school education.....  | 1 2 3 4 5 |
| 4. Making a decision about my future is very important to me.....  | 1 2 3 4 5 |
| 5. I am not sure that I will be able to get into technikon or university                                   | 1 2 3 4 5 |
| 6. I do not think I have the ability to further my studies after high school                               | 1 2 3 4 5 |
| 7. I have gathered information on jobs and careers that may be of interest<br>to me after high school..... | 1 2 3 4 5 |
| 8. I have looked into the education needed for at least one career field...                                | 1 2 3 4 5 |
| 9. I am tired of school and do not want to continue.....   | 1 2 3 4 5 |
| 10. I feel good about my future.....   | 1 2 3 4 5 |
| 11. I feel I am a person of worth, the equal of other people.....  | 1 2 3 4 5 |
| 12. I am able to do things as well as most other people.....   | 1 2 3 4 5 |
| 13. On the whole, I am satisfied with myself.....  | 1 2 3 4 5 |
| 14. My interests change all the time.....  | 1 2 3 4 5 |
| 15. I find it hard to make up my mind about important matters ....   | 1 2 3 4 5 |

- |  |                  |
|--|------------------|
| 16. I have already spoken to people in my chosen career field.....   | <b>1 2 3 4 5</b> |
| 17. I know what subjects I need to take to reach my career goal..... | <b>1 2 3 4 5</b> |
| 18. I really cannot think of any occupation that suites me....       | <b>1 2 3 4 5</b> |
| 19. I know how my interests might relate to my career choice.....    | <b>1 2 3 4 5</b> |
| 20. I have already started making plans to reach my goals.....       | <b>1 2 3 4 5</b> |

(Adapted from the *Career Development Questionnaire*. Pretoria: Human Science Research Council)

## Appendix B

### Learners' Career Readiness Scores

Experimental Group			Control Group	
Learner	Pre-test Score	Post-test Score	Learner	Test Score
1	89	94	1	63
2	78	88	2	82
3	77	87	3	61
4	67	80	4	78
5	87	94	5	57
6	79	83	6	82
7	76	83	7	56
8	80	83	8	58
9	68	78	9	83
10	68	82	10	70
11	73	85	11	83
12	90	89	12	63
13	58	72	13	79
14	75	86	14	70
15	68	74	15	77
16	53	63	16	75
17	59	71	17	78
18	69	75	18	41
19	65	55	19	78
20	73	80	20	76
21	71	78	21	70
22	74	77	22	70
23	67	73	23	67
24	76	83	24	77
25	81	85	25	72
26	85	86	26	77
27	81	82	27	72
28	81	83	28	65
29	26	56	29	45
30	57	60	30	63
31	61	70	31	70
32	80	97	32	80
33	88	93	33	62
34	80	100	34	64
35	70	83	35	62

**Table B : Learners' actual scores from the Career Readiness Questionnaire**

## Appendix C

### Career Readiness Questionnaire Marking Key

Question Number	Option Chosen				
	1	2	3	4	5
1	5	4	3	2	1
2	5	4	3	2	1
3	1	2	3	4	5
4	5	4	3	2	1
5	1	2	3	4	5
6	1	2	3	4	5
7	5	4	3	2	1
8	5	4	3	2	1
9	1	2	3	4	5
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	5	4	3	2	1
14	1	2	3	4	5
15	1	2	3	4	5
16	5	4	3	2	1
17	5	4	3	2	1
18	1	2	3	4	5
19	5	4	3	2	1
20	5	4	3	2	1

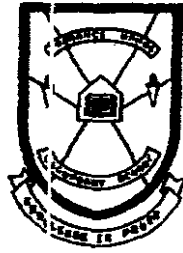
Table C: Number of points allocated to Likert scale options for the Career Readiness questionnaire.

## **Appendix D**

### **Acknowledgement Letter from Trenance Manor Secondary**

**TRENANCE MANOR SECONDARY SCHOOL**

P O BOX 60607  
PHOENIX  
4080  
TEL. NO. (031) 5059499



40 STONEMANOR CIRCLE  
TRENANCE MANOR  
PHOENIX  
FAX: (031) 5059499

TO WHOM IT MAY CONCERN

Sir/Madam

This is to confirm that Miss S Bholanath, a Student Psychologist from University of Zululand, has completed her Career Guidance Course with our Grade 9 Learners.

Yours faithfully

Principal

26:10:2004

Date

**TRENANCE MANOR  
SECONDARY**  
40 STONEMANOR CIRCLE  
TRENANCE MANOR  
PHOENIX, 4068  
PHONE: 5059499