

**A SAMPLE SURVEY OF THE CAREER MATURITY OF DISADVANTAGED LEARNERS IN  
THE WESTERN CAPE**

Annette Miller

Thesis presented in partial fulfilment of the requirements for the degree of Master of Arts at the University of  
Stellenbosch



Supervisor: Prof CC Theron

December 2006

**DECLARATION**

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree

Signature:..... Date : 22 March 2006.....



**ABSTRACT**

**MILLER, ANNETTE M. MASTER OF ARTS (INDUSTRIAL PSYCHOLOGY), UNIVERSITY OF STELLENBOSCH.**

**A SAMPLE SURVEY OF THE CAREER MATURITY OF DISADVANTAGED LEARNERS IN THE WESTERN CAPE**

**STUDY LEADER: PROF. C.C. THERON, MA, DPhil (Stell.)**

Organisations have come to exist for a definite purpose, which is to combine and transform scarce factors of production into products and services with maximum economic utility. They strive to attain the highest possible output of need satisfying products and/or services with the lowest possible input of production factors.

In order to achieve the level of growth and development required to enable it to compete in a climate of fierce international competition from other developed countries, post – apartheid South Africa needs a focused, motivated and skilled workforce. Yet, the current reality is often that of South African companies' being handicapped by an under-skilled and, frequently, under-performing workforce.

In addition, tertiary institutions experience low pass rates and high attrition rates among previously disadvantaged students, despite efforts to provide extra academic support and enrichment programmes.

In this study, it is believed that one aspect of the difficult that many disadvantaged students have to achieve either in tertiary study or in the workplace, can be attributed to the lack of career maturity of such learners to make optimal career choices.

The main objective of this study was to perform an audit of levels of career maturity of a sample of disadvantaged learners from the Western Cape. Another goal of the research was to attempt to investigate some envisaged determinants of career maturity in an effort to isolate those that presented as having the strongest influence on career maturity levels. A model was developed to illustrate these determinants and their envisaged effect which was tested among previously disadvantaged learners in the Western Cape.

(ii)

A literature study of both historical and current approaches to the concept of Career Maturity was conducted. More recent research projects that investigated issues related to career guidance practices at previously disadvantaged schools were also consulted.

Two questionnaires were employed for the study. Langley's *Career Development Questionnaire* as well as a diagnostic questionnaire based on the research model, were administered to grade 12 learners in four previously disadvantaged schools of the Western Cape.

The statistical analysis was conducted through basic descriptive statistics, one- and two-way frequency analyses, correlation analysis and regression analyses. The results revealed that although the levels of Career Maturity among members of the sample group were not as bleak as had initially been envisaged at the hypothesis stage, none of the five dimensions of career maturity measured by the Langley questionnaire showed adequate levels in any of the schools used in the research.

Conclusions were drawn from the results obtained and recommendations are made for future research and interventions.



(iii)

## OPSOMMING

**MILLER, ANNETTE M. MAGISTER ARTIUM (INDUSTRIËLE SIELKUNDE), UNIVERSITEIT  
VAN STELLENBOSCH**

**‘N VOORLOPIGE ONDERSOEK NA DIE LOOPBAAN VOLWASSENHEID VAN  
MINDERBEVOORREGTE LEERders IN DIE WESKAAP.**

**STUDIELEIER: PROF. C.C. THERON, MA, Dphil (Stell.)**

Organisasies bestaan vir ‘n spesifieke doel, naamlik om skaars produksiefaktore te kombineer en te omskep in produkte en dienste met maksimum ekonomiese nut. Hulle poog om die hoogste moontlike uitsette van behoefte-bevredigende produkte en/of dienste te bereik, met die laagste moontlike insette van produksiefaktore.

Om die vlak van groei en ontwikkeling wat nodig is om sulke organisasies kompetender te laat meeding in ‘n klimaat van strawwe internasionale kompetisie van ander ontwikkelende lande, het post-apartheid Suid-Afrika ‘n arbeidsmag nodig wat goed geskool, gemotiveerd en gefokus is. Tog is die huidige realiteit dikwels dat Suid-Afrikaanse maatskappye gekortwiek word deur ‘n ondergeskoolde en onder-presterende arbeidsmag.

Tertiêre inrigtings ondervind boonop ‘n lae slaag- en hoë uitvalsyfer onder voorheen-benadeelde studente, ten spyte van pogings om addisionele akademiese ondersteuning en verrykingsprogramme beskikbaar te stel.

In hierdie studie word van die veronderstelling uitgegaan dat een van die oorsake vir die lae prestasie van baie voorheen benadeelde studente toegeskryf kan word aan die tekort aan beroepsvolwassenheid van sulke leerders en hulle gebrekkige vermoë om optimale beroepskeuses te maak.

Die hoofdoelwit van hierdie studie was om ‘n ondersoek te doen na die vlakke van beroepsvolwassenheid van ‘n deel van voorheen-benadeelde leerders in die Wes-Kaap. Die doelwit was voorts om ‘n omvattende diagnostiese model te ontwikkel wat die hoofdeterminante van beroepsvolwassenheid sal ontvou, en om die grootste tekortkominge in terme van die diagnostiese model te identifiseer wat moontlik kan bydra tot die verwagte onder-ontwikkelde beroepsvolwassenheidsvlakke onder skoolverlaters van die benadeelde gemeenskappe van die Wes-Kaap.

'n Literatuurstudie van beide die historiese en huidige benaderings tot die konsep van beroepsvolwassenheid is gedoen. Resente navorsingsprojekte rakende beroepsvoorligting of beroepsleiding by voorheen benadeelde skole is ook geraadpleeg.

Twee vraelyste is aangewend vir hierdie studie. Langley se *Career Development Questionnaire*, sowel as 'n diagnostiese vraelys gebaseer op die navorsingsmodel, is gebruik om Graad 12 leerders in vier voorheen-benadeelde skole van die Wes-Kaap te toets.

Die statistiese analise is gedoen deur middel van basiese beskrywende statistiek, een- en tweerigting frekwensieontleding, korrelasieontleding en regressieontleding. Die resultate van die navorsing het getoon dat alhoewel die vlakke van beroepsvolwassenheid onder lede van die groepe wat getoets is nie so laag is as wat aanvanklik tydensdie hipotesestadium geantisipeer is nie, toon nie een van die vyf dimensies van beroepsvolwassenheid wat deur die Langleyvraelys gemeet word bevredigende vlakke in enige van die skole wat in die navorsing gebruik is nie.

Uit die resultate wat verkry is, is gevolgtrekkings en aanbevelings gemaak vir toekomstige navorsing en optrede.



## ACKNOWLEDGEMENTS

The completion of this thesis was made possible by the many people who helped and encouraged me.

I would like to express my thanks to my supervisor, Prof Callie Theron, for his focused professionalism, academic integrity, and personal support which were always in evidence.

Grateful thanks, too, to my husband, Gordon, and children, Ryan and Amy, as well as colleague, Allan, for the many times that they 'picked up the slack' when I was involved in my research.

Without the help of the guidance staff and learners at the schools where I conducted my research, this thesis would not have been possible. My thanks to them all.

I never cease to be grateful for my amazing support group.

Annette Miller  
Cape Town  
22 March 2006

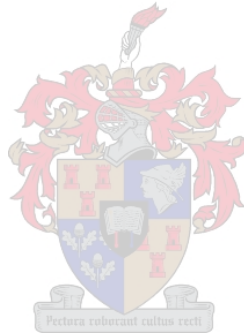


**List of Tables**

Table 1.1	Brief summaries of the PI unit performance dimensions	2	
Table 3.1	Reliability coefficients for the Langley Career Development Questionnaire (Langley, du Toit & Herbst, 1996)	37	
Table 4.1	Difference in the degree of disadvantage suffered by schools	42	
Table 4.2	Age distributions for the total sample and the distributions in the separate schools	43	
Table 4.3	Gender distribution for the total sample and the distributions in the separate schools	43	
Table 4.4	Numbers of respondents planning to continue with tertiary studies after matric and numbers not planning to study further	44	
Table 4.5	Breakdown of tertiary institutions for which respondents envisaged enrolling for further education	45	
Table 4.6	Reliability of the Langley Career Development Questionnaire as quoted in the manual (Langley, du Toit & Herbst, 1996)	45	
Table 4.7	Reliability of the Self-Information (SI) subscale of the Langley Career Development Questionnaire based on the current data set	45	
Table 4.8	Reliability of the Decision Making (DM) subscale of the Langley Career Development Questionnaire based on the current data set	46	
Table 4.9	Reliability of the Career Information (CI) subscale of the Langley Career Development Questionnaire based on the current data set	47	
Table 4.10	Reliability of the Integration of Information with Career Information (INTSI@CI) subscale of the Langley Career Development Questionnaire Based on the current data	48	
Table 4.11	Reliability of the Career Planning (CP) subscale of the Langley Career Development Questionnaire based on the current data set	49	
Table 4.12	Descriptive statistics for the total sample on the subscale of the CDQ	50	
Table 4.13	Guidelines for interpreting CDQ scale score (Langley et al., 1996)		53
Table 4.14	Interpretation of total sample career maturity dimension means	53	
Table 4.15	Quartiles of the career maturity dimension distributions	54	
Table 4.16	Descriptive statistics for the separate schools on the subscales of the CDQ	55	
Table 4.17	Descriptive statistics for the subscales of the CDQ broken down in terms of school disadvantage	57	
Table 4.18	Multiple analysis of variance (MANOVA) of the difference in career Maturity across levels of school disadvantage	58	
Table 4.19	Reliability of the FAMFRIEN subscale of the CMDQ	60	
Table 4.20	Reliability of the PLFUTURE subscale of the CMDQ	61	
Table 4.21	Reliability of the GUIDANCE subscale of the CMDQ	61	
Table 4.22	Reliability of the INFSOURCE subscale of the CMDQ	62	
Table 4.23	Reliability of the COMMUNIT subscale of the CMDQ	62	
Table 4.24	Reliability of the EXPECCOM subscale of the CMDQ	63	
Table 4.25	Reliability of the EXPOWORK subscale of the CMDQ	63	
Table 4.26	Reliability of the ATTITEMP subscale of the CMDQ	64	
Table 4.27	Reliability of the revised FAMFRIEN subscale of the CMDQ	64	
Table 4.28	Reliability of the revised PLFUTURE subscale of the CMDQ	65	
Table 4.29	Reliability of the revised GUIDANCE subscale of the CMDQ	65	
Table 4.30	Reliability of the revised INFSOURCE subscale of the CMDQ	66	
Table 4.31	Reliability of the revised COMMUNIT subscale of the CMDQ	66	
Table 4.32	Reliability of the revised EXPECCOM subscale of the CMDQ	67	



Table 4.33	Reliability of the revised ATTITEMP subscale of the CMDQ	67
Table 4.34	Multiple analysis of variance (MANOVA) of the difference in career Maturity prerequisites across levels of school disadvantage	76
Table 4.35	Guilford's interpretation of the magnitude of significance $r$	80
Table 4.36	Correlation matrix	82
Table 4.37	Regression of self-information (SI) on the diagnostic indices	84
Table 4.38	Regression of decision-making (DM) on the diagnostic indices	86
Table 4.39	Regression of career information (CI) on the diagnostic indices	87
Table 4.40	Regression of integration of self-information and career information (INTSI@CI) on the diagnostic indices	87
Table 4.41	Regression of integration of career planning (CP) on the diagnostic indices	89



**List of Figures**

Figure 1.1	PI structural model (Henning, Theron and Spangenberg, 2003)	2
Figure 2.1	A Model of Career Maturity in Adolescence (Crites, 1998)	20
Figure 2.2	Hypothesised factors impacting upon the level of career maturity in the Career choice process	30
Figure 4.1	Self-information frequency distribution	51
Figure 4.2	Decision-making frequency distribution	52
Figure 4.3	Career information frequency distribution	52
Figure 4.4	Integration of self-information with career information frequency Distribution	52
Figure 4.5	Career planning frequency distribution	53



**TABLE OF CONTENTS**

Abstract	i
Opsomming	iii
Acknowledgements	v
List of Tables	vi
List of Figures	viii
<b>CHAPTER 1</b>	
INTRODUCTION AND OBJECTIVE OF THE STUDY	1
1.1 Introduction	1
1.2 Objectives of this Study	7
1.3 Structure of the Research Report	8
<b>CHAPTER 2</b>	
CAREER CHOICE, CAREER DEVELOPMENT AND CAREER MATURITY	10
2.1 Introduction	10
2.2 Theories of Career Choice	10
2.2.1 Trait-Factor Approach	10
2.2.2 Personality Based Approaches	11
2.2.2.1 John Holland	11
2.2.2.2 Anne Roe	13
2.2.3 Developmental Approaches	14
2.2.3.1 Ginzberg and Associates	14
2.2.3.2 Super	15
2.2.4 Situational Approach	17
2.3 Career Maturity	17
2.3.1 Descriptive Career Maturity Hypothesis	21
2.3.2 Determinants of Career Maturity	22
2.3.2.1 Internal Determinants of Career Maturity	22
2.3.2.2 External Determinants of Career Maturity	26
2.3.3 Diagnostic Career Maturity Hypothesis	29
<b>CHAPTER 3</b>	
RESEARCH METHODOLOGY	34
3.1 Research Design	35
3.2 Sampling	35
3.3 Measurement	36
3.3.1 Career Maturity Inventory	36
3.3.2 Survey Questionnaire	37
3.3.3 Data Collection	38
3.4 Statistical Analysis	39
<b>CHAPTER 4</b>	
RESEARCH RESULTS	41
4.1 Demographics	41
4.2 Item Analysis of the CDQ	45
4.3 The Career Maturity Profile Obtained from the Career Development Questionnaire	51
4.3.1 Career Maturity Profile obtained from the Career Development Questionnaire for Individual Schools	54

4.4	The Diagnostic Questionnaire	59
4.4.1	Item Analysis of the CMDQ	59
4.4.2	Evaluation of the diagnostic hypotheses on the full sample	68
4.4.2.1	Section B: Family and friends (FAMFRIEN)	68
4.4.2.2	Section B: Planning for the future (PLFUTURE)	69
4.4.2.3	Section C: Availability of academic and career guidance	70
4.4.2.4	Section C: Availability of sources of information regarding academic or career issues (INFOSOURC)	72
4.4.2.5	Section D: Level of community involvement in the respondent's ability to access career or life skills information (COMMUNITY)	73
4.4.2.6	Section D: Expectations held by the respondent's community (EXPECCOM)	74
4.4.2.7	Section E: Exposure to the world of work (EXPOWORK)	74
4.4.2.8	Section E: Attitude to work and employment in SA (ATTITTEMP)	75
4.4.3	Comparison of career maturity prerequisites across the categories of disadvantage	75
4.4.4	Summaries of learners comments given in Section F of the diagnostic questionnaire	78
4.4.4.1	Finance	79
4.4.4.2	Subject choice	79
4.4.4.3	School facilities	79
4.4.4.4	School teachers	79
4.4.4.5	School guidance departments	79
4.4.4.6	Attitude towards the future and decision making	80
4.5	Correlations	
4.5.1	The relationship between self-information (SI) and the various indices measured by the diagnostic questionnaire	80
4.5.2	The relationship between decision-making (DM) and the various indices measured by the diagnostic questionnaire	81
4.5.3	The relationship between career information (CI) and the various indices measured by the diagnostic questionnaire	82
4.5.4	The relationship between the integration of self-information and career-information (INTSI@CI) and the various indices on the diagnostic questionnaire	83
4.5.5	The relationship between career planning (CP) and the various indices on the diagnostic questionnaire	84
4.6	Regression analysis	84
4.6.1	The relationship between self-information (SI) and the various indices measured by the diagnostic questionnaire	84
4.6.2	The relationship between decision-making (DM) and the various indices measured by the diagnostic questionnaire	85
4.6.3	The relationship between career information (CI) and the various indices measured by the diagnostic questionnaire	87
4.6.4	The relationship between integration of self-information and career information (INTSI@CI) and the various indices measured by the diagnostic questionnaire	88
4.6.5	The relationship between career planning and the various indices measured by the diagnostic questionnaire	89

## CHAPTER 5

	GENERAL CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH	91
5.1	Introduction	91
5.2	General conclusions	91

5.2.1	Conclusions drawn from the correlation and regression studies done on the research results obtained on Langley et al. (1996) Career Development Questionnaire and the Career Maturity Diagnostic Questionnaire	92
5.2.1.1	Self Information	92
5.2.1.2	Decision Making	92
5.2.1.3	Career Information	92
5.2.1.4	Integration of Self Information and Career Information	94
5.2.1.5	Career Planning	94
5.3	Recommendations	94
5.4	Implications for further research	96
<b>References</b>		97
<b>Appendices</b>		
Appendix A	Research Clearance Letter	100
Appendix B	Career Maturity Diagnostic Questionnaire	103
Appendix C	Frequency Tables for CMDQ	122



## CHAPTER 1

### INTRODUCTION AND OBJECTIVE OF THE STUDY

#### 1.1 INTRODUCTION

Organisations have come to exist for a definite purpose, which is to combine and transform scarce factors of production into products and services with maximum economic utility. Organisations are guided in this process by the economic principle, which commands, on behalf of society, that organisations should strive to attain the highest possible output of need satisfying products and/or services with the lowest possible input of production factors. In order to attain this goal, the organisation gears itself towards maximum effectiveness in order to ensure that it is able to adapt and survive in the environment in which it exists. South African based organisations face political changes, as well as changes in the economic, technological, cultural and demographic environments. As a result of South Africa's history of racial segregation when the majority of South African were excluded from higher education and skills training and when, for many disenfranchised South Africans, the trade unions were their only political voice, the democratically elected government in South Africa is faced with an economy under pressure as well as an under-skilled and, frequently, under-performing workforce. Survival of the South African economy depends upon the ability of South African organisations to be successful competitors in the global market.

Organisational success, however, is not a unidimensional construct but rather encompasses a number of dimensions. Criteria of effectiveness are typically stated in terms of the short, intermediate, or long term. Traditionally, organisational effectiveness is viewed in one of two ways. The goal approach regards performance measures as being of a financial nature such as profitability, ROI, market share and return on assets (Theron and Spangenberg, 2002). However, since the beginning of the 1990s, this view has been seen to be too limited and has led to the development of systems models which also focus on the means to achieve the organisational objectives and not merely the ends in themselves (Miles, 1980). The main outcomes of the systems model are those of survival, growth, stability or decline.

Theron and Spangenberg (2002) expanded the conceptualisation of organisational success developed by Cockerill, Schroder and Hunt (1993) and Nicholas and Brenner (1994) in terms of four performance dimensions (outputs/markets, climate, adaptability, and resource inputs/wealth) to eight dimensions. The Henning, Theron and Spangenberg (2002b) study compiled a base—line structure for a model of work unit performance effectiveness in which they incorporated and synthesised Nicholson and Brenner's (1994) systems approach, Conger and Kanungo's leadership outcomes (Conger and Kanungo, 1998) and Gibson et al.'s (1991) time—dimensional model of organisational performance. Their model emerged comprising eight unit performance dimensions namely wealth, adaptability, climate (split into work unit climate and individual climate/satisfaction), future growth, market standing, outputs/production efficiency and significantly, core people processes. A brief summary of the Performance Index unit performance dimensions (Henning, Theron and Spangenberg (2003) is contained in Table 1:

Table 1.1 Brief summaries of the PI unit performance dimensions

1	Production and efficiency	Refers to quantitative outputs such as meeting goals, quantity, quality and cost-effectiveness, and task performance.
2	Core people processes	Reflect organisational effectiveness criteria such as goals and work plans, communication, organisational interaction, conflict management, productive clashing of ideas, integrity and uniqueness of the individual or group, learning through feedback and rewarding performance.
3	Work unit climate	Refers to the psychological environment of the unit, and gives an overall assessment of the integration, commitment and cohesion of the unit. It includes working atmosphere, teamwork, work group cohesion, agreement on core values and consensus regarding the vision, achievement-related attitudes and behaviours and commitment to the unit.
4	Employee satisfaction	Centres on satisfaction with the task and work context, empowerment, and career progress, as well as with outcomes of leadership, e.g. trust in and respect for the leader and acceptance of the leader's influence.
5	Adaptability	Reflects the flexibility of the unit's management and administrative systems, core processes and structures, capability to develop new products/services and versatility of staff and technology. Overall, it reflects the capacity of the unit to appropriately and expeditiously to change.
6	Capacity (wealth of resources)	Reflects the internal strength of the unit, including financial resources, profits and investment, physical assets and materials supply and quality and diversity of staff.
7	Market share/scope/standing	Includes market share (if applicable), competitiveness and market-directed diversity of products or services, customer satisfaction and reputation for adding value to the organisation.
8	Future growth	Serves as an overall index of projected future performance and includes profits and market share (if applicable), capital investment, staff levels and expansion of the unit.

Henning, Theron and Spangenberg (2003) researched the nature of causal linkages between the eight performance dimensions and the extent to which these unit performance dimensions are directly or indirectly dependent on each other. Their hypotheses on the nature of causal linkages between the eight performance dimensions are illustrated in Figure 1

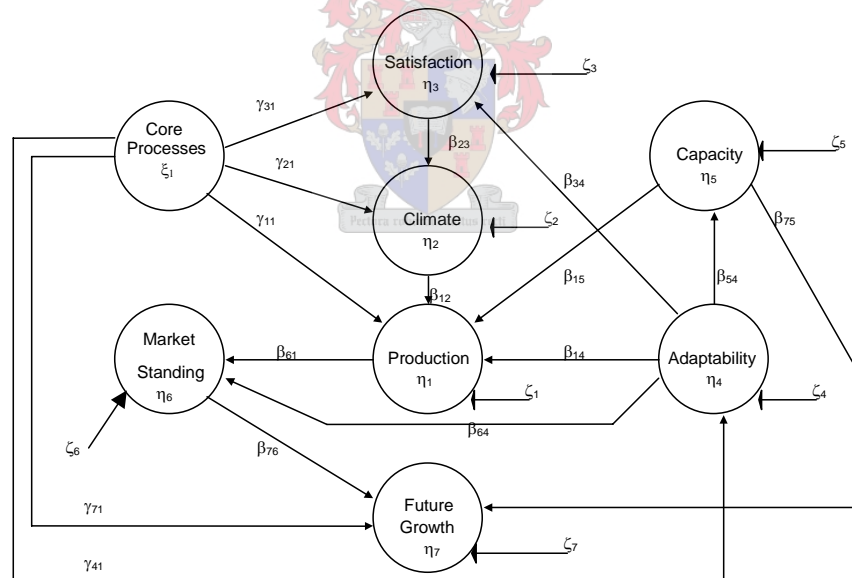


Figure 1.1 PI structural model (Henning, Theron and Spangenberg, 2003, p. 29)

The emphasis of Henning et al. (2003) was on the performance of work units. Henning et al. (2003) interpret work unit, in accordance with the view held by Spangenberg and Theron (2003), as a large or small group of at least 3 subordinates functioning under a leader, nested in a public, private or not-for-profit organisation with its own goals and measures of its own

performance. Since work units can be defined on various levels of aggregation in terms of this definition, the extrapolation of their findings to organisational performance seems legitimate.

Organisations are man-made phenomena and thus exist for a definite reason and with a specific purpose, namely the provision of either a specific product or service that satisfies the needs of society. In order to be instrumental in the satisfaction of these needs, organisations have to combine and transform scarce production factors into products and services with maximum economic utility. The efficiency with which they produce these specific products or services depends in part on the performance of its employees. The objectives of the human resource function are to [a] formulate credible and valid psychological explanations of the behaviour of working man and [b] (flowing from that) demonstratively affect efficient and equitable improvement in the behaviour/performance of working man through [c] a coherent/integrated set of HR functions aligned with HR strategy which in turn is [d] derived from and aligned with an appropriate business strategy. The management and utilisation of human resources should thus at the very least have an indirect impact on all performance dimensions while in the case of a number of the dimensions, the role of the human resource factor is a pivotal one. Two such dimensions are of specific interest to this paper.

The structural model proposed by Henning et al. (2003) firstly postulates a direct causal effect of the wealth of resources that an organisation has at its disposal on the quantity and quality of the outputs delivered. With regards to human resources Henning et al. (2003, p. 9) argue that:

A second but equally indispensable requirement to achieve high production efficiency is the continuous and sufficient access to superior quality physical, financial, natural and human resources.

The study, however, failed to confirm the hypothesis that proposes a directional linkage between Capacity and Production and Efficiency. Henning et al. (2003) maintain that this rather unexpected finding could most likely be explained in terms of the failure of the second Production item parcel to comprehensively reflect variance in the Production and Efficiency latent variable. Given the convincing logic on which the hypothesized directional linkage between Capacity and Production and Efficiency rests, combined with the suspect psychometric quality of the Production and Efficiency indicator variables, it seems premature to abandon the position that Capacity (and specifically the quality of an organizations' human resources) affects Production and Efficiency.

Organizational units are evaluated by the market on their efficiency in producing these specific products or services. If an organizational unit without fail succeeds in delivering a superior output to its clients, over an extended period of time it develops a superior market standing and a satisfied client base. An increase in market standing enhances the overall reputation of the organisational unit (Henning et al., 2003). The organisational unit tends to become synonymous with the type of product/service in question. The path coefficients associated with the hypothesized linkage between Production and Market Standing, however, also failed to reach significance ( $p > 0,05$ ). Modification indices calculated for the B matrix, however, indicate that Markets influence Capacity (37,47), and conversely that Capacity influence Markets (37,03). When Henning et al. (2003) relaxed the parameter with the largest modification index ( $\beta_{56}$ ) and re-estimated the model, the fit of the model improved. In the modified model the estimated standardized parameter (0,50) associated with the influence of Markets on Capacity was found to be significant ( $p < 0,05$ ). The previously insignificant path from Production to Markets, moreover, became significant ( $p < 0,05$ ) in the modified model.



The foregoing argument thus suggests that it is not unreasonable to maintain that the quality of the human resources the organisation has at its disposal affects the efficiency with which they produce specific products or services and indirectly its market standing. An elevated market standing in turn affects the quality of the human resources an organization is able to attract and retain. Quality of human resources should here be understood in terms of person-job fit; the extent to which the job incumbent possesses the competency potential (attainments and dispositions) required to deliver the competencies instrumental in achieving the outcomes for which the job exists. The quality of the human resources the organisation has at its disposal is a function of the quality of the recruitment, selection, development, remuneration and performance management practices of the organisation. The quality of the human resources an organisation has at its disposal, however, not only depends on its ability to attract, select and retain the most suitable employees, but also on the ability of the individual to make judicious career choices.

The structural model proposed by Henning et al. (2003) secondly postulates an Employee Satisfaction effect on Production mediated by organisational Climate. The structural model proposed by Henning et al. (2003), somewhat surprisingly, does not propose a direct linkage between Production and Efficiency and Employee Satisfaction. The proposed path between Core People Processes and Satisfaction does, however, given the definition of the first latent variable, acknowledge that high performance when suitably rewarded, affects Employee Satisfaction. The results of the Henning et al. (2003) study render support for the aforementioned hypothesized linkages. Moreover, the modification indices calculated for the B-matrix did not suggest that the addition of a direct linkage between Production and Efficiency and Satisfaction would significantly improve the fit of the model (Henning et al., 2003).

Employee Satisfaction is determined by a multitude of person-centered and organisational factors (Cascio, 1991; Furnham, 1997; McCormick and Ilgen, 1987; Spector, 1996). As argued in more detail below it is not unreasonable to contend that Employee Satisfaction is significantly affected by person-job fit, which in turn is influenced by the judiciousness of the career choices made by employees (Guion, 1976).

In summary thus the structural model proposed by Henning et al. (2003) proposes that Production and Efficiency is affected directly by the wealth of resources or Capacity and indirectly, via Climate, by Employee Satisfaction. Production and Efficiency affects Market Standing, which in turn affects Capacity. It had in addition been argued that Capacity is an expression of person-job fit and that individual Employee Satisfaction is dependent on optimal person-job fit. Logically this would suggest that Capacity should correlate with Satisfaction. High Capacity should result in high Production and Efficiency, which should result in high Satisfaction, provided the high performance is recognized and suitably rewarded. The Henning et al. (2003) model acknowledges this through the causal linkage it proposes between Core People Processes and Employee Satisfaction. Person-job fit is in turn influenced in part by the judiciousness of the career choices made by individual applicants. It thus follows that the judiciousness of the career choices made by individual applicants indirectly should have an impact on Production and Efficiency and Market Standing. The results of the Henning et al. (2003) study render some credibility to the foregoing argument in as far as it supports the proposed linkage between Employee Satisfaction and Climate, between work unit Climate and Production and Efficiency, between Market Standing and Capacity, between Production and Efficiency and Market Standing (somewhat tentatively) and between Core People Processes and Satisfaction.

Edwards (1991), in his paper on person-job fit, explicates the dimensions and outcomes that are the subject of research regarding this theory which emphasises the fit, congruence, matching or joint influence of the person and the job in the prediction of individual and organisational outcomes. The person brings to the relationship his desires, needs, goals, values, interests and preferences - summed up, often, as his personality. He also brings his abilities, which incorporate his potential or aptitudes, experience both from his life and previous employment, as well as his education or training. In response, the job offers attributes such as occupational characteristics, organisational attributes as well as specific attributes inherent in the job. In addition, the job makes various demands/has certain expectations of the incumbent. These include workload, performance requirements and instrumental activities.

Where there is an optimal fit between the person's personality and abilities and the opportunities and demands of the job, one is more likely to see positive outcomes in the form of the attainment of personal benefits such as job satisfaction, psychological and physical health, coping and adaptation, motivation, performance, reduced absenteeism and turnover, and greater possibilities for advancement, with the resultant striving for organisational goals and thus increased organisational effectiveness.

Some of the prerequisites of career satisfaction and success have been identified by some of the well-known career theorists. Holland (Holland, 1966, p. 7):

assumes that vocational satisfaction, stability and achievement depend upon the congruence between one's personality and environment (composed largely of other people) in which one works

The domain of person-job fit research emphasises the fit, congruence, matching, contingency, or joint influence of the person and job in the prediction of individual and organisational outcomes. Edwards (1991, pp. 284-285) designates the constructs that are central to P-J fit theories as being employee desires and job supplies available to meet those desires.

These constructs are central to P-J fit theories of job satisfaction, job stress, vocational choice, and motivation, particularly goal setting theory. Desires have been described in various terms, such as psychological needs, goals, values, interests, and preferences. Job supplies range from general occupational characteristics to specific organisational and job attributes, such as pay, participation in decision making, role clarity, and characteristics comprising enriched jobs.

Edwards (1991) also elucidates another class of corresponding person and job constructs as concerning job demands (qualitative and quantitative work load) and employee ability (aptitude, education, and experience) to meet those demands. These would bear relationship to outcomes like job stress and could also have a predictive function of performance, tenure, and promotion. His third theme involves the emphasis on the combined effects of the person and the job rather than either in isolation. Both the person and the job bring individual, moderating effects into this interface.

The outcome most prevalently researched in P-J fit research is that of job satisfaction with the awareness that research indicates that, from an employer's perspective, job satisfaction can be a consequence rather than a cause of productivity. However, other outcomes relevant to the employee include coping, adaptation, and psychological and physical health. From the organisation's perspective, consequences of good person-job fit include higher levels of motivation, commitment, performance and vocational development while lower absenteeism and turnover rates.

Anne Roe (1956) emphasises the importance of an appropriate choice of field in which to pursue an occupation by suggesting that no other human activity satisfies as many needs – psychological as well as material – as does one's occupation. Guion (1976, p.777) sums up the situation very succinctly when he states that:

Organizations need people. People need jobs. By some process the needs of the organizations and the needs of the people must be matched.

One of the ways of ensuring greater organisational effectiveness through a better person-job fit is through empowering school leavers to make mature and informed career choices. Arguably the most important attribute needed in order to make an optimal career choice decision, is that of career maturity. Career maturity is defined as (Powell and Luzzo, 1998, p. 145):

the readiness of an individual to make informed, age-appropriate career decisions and cope with appropriate career development tasks.

Various approaches and models have been developed to illustrate the development and nature of career maturity. These include trait-factor approaches, personality based approaches, developmental approaches and situational approaches. Morris (1999, p. 29) comments in this regard:

Although there is a lack of agreement amongst theorists regarding career development, they do agree that this is a lifelong process during which people have to make an occupational choice or choices. An important element in making a choice or choices, is the quality of choices that people make. Career maturity is the primary determinant of the quality of choices that people make.

Langley (1988; 1989) summarises the factors necessary for career maturity as knowledge of oneself, knowledge of the different careers and the world of work, effective decision making skills and the implementation of knowledge in career planning.

The importance of career maturity in career decision-making has been researched by various other South African researchers (Alexander, 1990; Morris, 1999; Spies, 1996; Van der Merwe, 1993; White, 1986; Woolard, 1988). Much of the work was done pre-1994 as well as shortly after the first democratic elections. As can be expected, much of the focus was on learners from previously disadvantaged backgrounds who would now stand to benefit from an attempt to bring equity into spending on state schools as well as upliftment programmes, fast-tracking, alternative admission programmes, bridging courses and affirmative action appointments. Results from these studies indicate that the majority of learners from lower socio-economic and previously disadvantaged backgrounds lack the knowledge of self, knowledge of the working world and decision-making skills required to make optimal decisions regarding their career directions. Even results of more recent studies indicate that these learners (Bernard-Phera, 2000, p. 111):

possess a lower level of career maturity and career decision-making self-efficacy as compared to a normative high school sample and an affluent sample.

Alexander, (1990, p. 111) in her research with Coloured learners in the sub-economic suburb of Westbury highlighted their lower levels of career maturity and recommended that:

minderheidgroep leerlinge, soos leerlinge in ander (gewone) skole, behoort beslis aan 'n doelgerigte en gestruktureerde beroepsvolwassenheidsontwikkelingsprogram onderwerp te word.

Moreover, in September 2000, an article appeared in the Cape Argus indicating that the lack of exposure to career options as well as the lack of proper career guidance as a result of lack of resources was resulting in a high drop-out rate at the University of the Western Cape. The Western Cape Education Spokesman at that time, Tony Eaton, stated (Cape Argus, 22 September 2000, p. 7):

Having to teach the same examination subjects to more pupils with fewer teachers, most school were forced to cut back on their non-examination subjects, such as guidance.

While learners in the more advantaged government schools or those attending private schools seem to enjoy the benefit of full time guidance teachers who organise life skills programmes for the learners which include access to career practitioners and career exhibitions as well as individual personality and aptitude assessments and training in optimal decision making, learners from disadvantaged backgrounds seldom seem to have access to a guidance counsellor and seem to have the added disadvantage of a paucity of familial and technological resources such as the Internet.

## 1.2 OBJECTIVES OF THIS STUDY

It is contended that a comprehensive descriptive career maturity survey/audit would confirm the descriptive hypothesis that the career maturity of high school learners in disadvantaged communities in South Africa is underdeveloped and that specific remedial actions would be required to rectify the situation. However, such remedial actions would only have a reasonably high probability of rectifying the situation if they addressed the actual determinants that produced the existing low levels of career maturity.

To diagnose the roots of the problem would require the explication of a comprehensive diagnostic model that elucidates the full spectrum of determinants that affect the career maturity of the high school learner. Career maturity is not a random event, but rather an expression of the lawful working of a complex network of interacting person-centred and situational latent variables. To successfully treat the problem that the career maturity of high school learners in disadvantaged communities in South Africa is underdeveloped and that specific remedial actions would be required to rectify the situation thus requires a thorough diagnostic evaluation of all the influential prerequisites for career maturity.

The specific objectives of this study consequently are:

- To audit the existing levels of career maturity amongst school leavers in disadvantaged communities in the Western Cape;
- To develop a comprehensive diagnostic model that explicates the major determinants of career maturity;
- To identify the major deficiencies in terms of the diagnostic model that could account for the underdeveloped career maturity levels amongst school leavers from disadvantaged communities in the Western Cape (assuming that confirmation of generally low levels of career maturity will be found); and
- To derive proposals on possible remedial actions that could be implemented to rectify/alleviate the situation

### 1.3 STRUCTURE OF THE RESEARCH REPORT

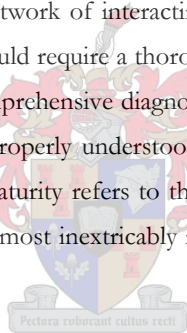
During the course of one's lifetime, an individual is confronted with innumerable choices. An important subset of these involves work-related choices relating to career and employment. The judiciousness of these choices will significantly affect both the job satisfaction and job success experienced by the individual employee. The judiciousness of these career choices in turn will be significantly affected by the career maturity of the individual. The concern exists that the career maturity of high school learners in disadvantaged communities in Western Cape is underdeveloped and that specific remedial actions would be required to rectify the situation. The basic research-initiating question in this descriptive research study thus is the somewhat contrived question:

How do *high school learners in disadvantaged communities* in Western Cape *react* with regards to *career maturity*?

Such remedial actions would, however, only have a reasonably high probability of improving the status quo if they addressed the actual determinants that produced the existing low levels of career maturity. The basic research-initiating question thus also has the following collateral question:

Why do *high school learners in disadvantaged communities* in Western Cape differ in their *reaction* with regards to *career maturity*?

As previously stated, the career maturity achieved by an individual at any point in his career is not a random event, but rather the result of the lawful working of a complex network of interacting person-centred and situational latent variables. Thus to successfully treat the anticipated problem thus would require a thorough diagnostic evaluation of all the influential prerequisites for career maturity. Chapter 2 will develop a comprehensive diagnostic model that explicates the major determinants of career maturity. However, career maturity cannot be properly understood without due consideration of its relationship to careers, career choice and career development. Career maturity refers to the readiness to cope with the demands encountered during different career phases. Career maturity thus is almost inextricably intertwined with the concepts of careers, career choice and career development.



According to Cascio, (1991, p. 190):

A career covers a sequence of positions, jobs, or occupations that one person engages in during his or her working life

A career concerns the patterns of attitudes and behaviours that can emerge over a potentially extended period of time. In addition, these attitudes predispose the person to take a subjective as well as an objective view of his career so that his subjective interpretation of career success might differ from an objective one. Walsh and Osipow (1983, p. 6) elucidate some of these career-related choices when they state that vocational psychology:

focuses on people thinking about careers, preparing for occupations, entering the world of work, pursuing and changing occupations, and leaving the world of work to devote what knowledge and energies they have to leisure activities that may resemble in content the work they did for pay or which may involve quite different types of knowledge and skill.

The literature thus indicates a division between career choice, i.e. the nature and process of choice usually made by relatively young people, and career development which involves changes and adjustment occurring at junctures in one's working life. Isaacson and Brown (1997, p. 4) define career development as:

a lifelong process involving psychological, sociological, economic, and cultural factors that influence an individual's selection of, adjustment to, and advancement in the occupations that collectively make up their careers. Career development is, to say the least, a complex process.

In view of the fact that the concept career maturity is imbedded in career choice and career development, the nature and theories of career choice and career development will be discussed and analysed in chapter 2 prior to a thorough analysis of the concept, career maturity.

Although not sufficiently appreciated, theorizing plays a critical role in determining the success with which descriptive research succeeds in answering the research-initiating question. Theorizing creates a series of descriptive and diagnostic research problems and descriptive and diagnostic research hypotheses. Although descriptive research is aimed at a description of some phenomenon, it is nonetheless still guided by a broad theoretical hypothesis about the nature of the status quo and hypotheses on why it looks the way it does. The nature of the hypotheses encountered in descriptive research differ from those encountered in explanatory research in that they tend to have an essay format rather than a relational statement format.

Chapter 2 will present a descriptive hypothesis on the reaction of high school learners in disadvantaged communities in Western Cape with regards to career maturity and the nature and extent the existing response deviates from an ideal reaction. The comprehensive diagnostic model developed in chapter 2, which explicates the major determinants of career maturity, will form the basis of a set of diagnostic hypotheses explaining the anticipated deviation from the ideal reaction.

Chapter 3 will discuss the research methodology used to examine the descriptive hypothesis on the reaction of Grade 12 learners in disadvantaged communities in Western Cape with regards to career maturity and the diagnostic hypotheses explaining the anticipated deviation from the ideal reaction.

Chapter 4 will present the findings of the research. Should generally low levels of career maturity be confirmed from the research, an analysis will be made to identify the major deficiencies in terms of the diagnostic model that could account for underdeveloped career maturity levels amongst school leavers from disadvantaged communities in the Western Cape.

Finally, suggestions/recommendations on possible remedial actions that could be implemented to shift the reaction of high school learners in disadvantaged communities in Western Cape towards the ideal response will be made in chapter 5.

## CHAPTER 2

### CAREER CHOICE, CAREER DEVELOPMENT AND CAREER MATURITY

#### 2.1 INTRODUCTION

An important subset of the numerous choices an individual is confronted with during the course of his lifetime is work-related choices relating to career and employment. The judiciousness of these choices will significantly affect both the job satisfaction and job success experienced by the individual employee. Optimal career choice involves a striving to find the optimal match between the employee, with his own unique combination of abilities, skills, personality, value system, interests and background experience, and the intrinsic needs of both the specific career and organisation, in an effort to ensure individual job satisfaction and organisational productivity.

In order to gain a meaningful understanding of career development, theories have been postulated to provide road maps to explain and describe what occurs within the process of career development as well as to establish a foundation of researched knowledge to undergird the counselling work of the career consultant.

Issacson and Brown (1997, p. 18) summarise the need for theories of career choice and development as being:

1. Facilitate the understanding of the forces that influence career choice and development.
2. Stimulate research that will help us better clarify the career choice and development process.
3. Provide a guide to practice in the absence of empirical guidelines.

The forerunner of modern theories of career development was Frank Parsons (1909) whose book *Choosing a Vocation*, published posthumously, presented his tripartite model - understanding one's self, understanding the requirements of the jobs available, and choice based on true logic. Since then, career development theories have usually been classified into four basic approaches, namely (Morris, 1999, p. 10):

- the trait-factor approach;
- the personality-based approach;
- the developmental approach; and
- the situational approach

This taxonomy will be used as the basis of the subsequent discussion aimed at clarifying the manner in which career maturity relates to career choice and career development. This will form the basis for the development of a comprehensive diagnostic model that will explicate the major determinants of career maturity.

#### 2.2 THEORIES OF CAREER CHOICE

##### 2.2.1 TRAIT-FACTOR APPROACH

The Trait-Factor model rests on Parsons' principle of matching personality types to job characteristics. From this school emerged the *Dictionary of Occupational Titles* in which over 40000 jobs are described and classified. The trait-factor theory rests on the assumption that people possess relatively stable personality traits, which include interests, special talents and intelligence. It



also presupposes that an occupational choice is a single event and that there is only one right vocation/career for every individual. The aim is to match the person with the job that requires that specific combination of interests, talents and intelligence in order to get a good person-job fit.

However, observation and experience indicate that there are weaknesses in this position. Firstly, occupational choice is seldom a single event. Occupational choice is usually the result of myriad smaller, yet vital, decisions such as choice of subjects, school choice, extra curricula activities, volunteer work, socialisation group, role models of choice etc. Each of these numerous decisions was part of the preparation for a career decision. In addition, one could hardly hold the tenet of there being only one right career for every individual. While personality traits are relatively stable, one cannot doubt that personal development, a mid-life shift from being success-driven to being significance-driven, economic or health factors, has led countless people into dramatic career changes that have proved both satisfying and successful. Significantly many of these people were also satisfied and successful in their previous careers. The global economy also indicates that the new generation careers will be more consultancy - or contract based and that most people will hold a variety of careers in a lifetime. In fact, the emphasis on multi-tasking and multi-skilling, directly counters the premise of there being only one suitable career for each individual.

## **2.2.2 PERSONALITY BASED APPROACHES**

### **2.2.2.1 JOHN HOLLAND**

Although Holland's (1973) theory is acknowledged to have emerged from the trait-factor approach, it is also seen as a transition from the trait to personality approach. His premise was that people with certain personality traits are drawn to and suited for jobs that have certain definable characteristics. He hypothesised that people's career choices represent an extension of personality and an attempt to implement broad personal behavioural styles in the context of one's life work (Osipow and Fitzgerald, 1996). He stressed the need of self-knowledge, which refers to the amount and accuracy of a person's knowledge of himself. This differs from self-evaluation, which refers to his perception of his own personal worth. Holland stressed the need for both accurate self-knowledge and comprehensive occupational knowledge in order to make an adequate career choice. By allowing individuals to express their preference for, or feelings against, a particular list of occupational titles, he was able to assign them to modal personal styles that had theoretical implications for both personal and vocational styles. He further postulated that most people view the vocational world in terms of vocational stereotypes and that these stereotypes are based on the individual's experience with work and reality which make them both accurate and valuable (Osipow and Fitzgerald, 1996). In more recent research in 1985, Holland theorised that parents who are themselves consistent types, tend to produce similar types in their children both by modelling and encouraging certain behaviours. Children tend to learn the competencies associated with these interests but, as a result, miss out on investigating other career options.

Holland developed six main categories of persons and of jobs/work environments. These types include the Realistic, Investigative, Artistic, Social, Enterprising and Conventional.



- The Realistic (Motoric) orientation (eg farmers, truck drivers) is characterised by aggressive behaviour and an interest in activities requiring motor co-ordination, skill and physical strength. People oriented towards this role seek tasks that require acting out and concrete problem solving and avoid tasks that demand interpersonal or verbal skills.
- The Investigative (Intellectual) person (eg pharmacists, biologists) tends to be more focused toward thinking, organising and understanding rather than socialising, yet their form of avoiding close contact with people differs from that of the Realistic person.
- The Social (Supportive) people (eg teachers, social workers) tend to satisfy their needs for attention by fulfilling a teaching or therapeutic role. They seek and are skilled in close interpersonal interactions while avoiding situations involving intellectual problem solving or extensive physical activity.
- The Conventional (Conforming) type of person (eg accountants, bank tellers) has a great concern for rules and regulations. They will subordinate their personal needs, identify with power and status, and seek work that provides them with order and structure.
- Enterprising (Persuasive) people (eg politicians, public relations practitioners) are verbally skilled but use their verbal skills to manipulate and dominate others. They aspire to personal power and status.
- The Artistic (Esthetic) (eg entertainer, artist) is revealed as strongly self-expressive and as relating to others through artistic creativity. They dislike structure, show relatively little self control and express emotion readily.

These six types may be presented in the outer rim of a hexagon (du Toit, et al, 1993). The hexagon reveals the extent of correlation between environments. Those environments that lie close to one another on the hexagon are more strongly correlated than those that lie more distant (diagonally opposite) to them. For example, there is a stronger correlation between Realistic, Conventional and Investigative, than there is between Realistic and Social or between Conventional and Artistic. Holland in addition postulated that most people would have a dominant type as well as one or more other type of some, but lesser, importance. A three-lettered code (eg ASI) is used to represent the combination of types in the *Dictionary of Holland Occupational Codes*, which provides a list of careers suitable for the various combinations of types.

Investigators have tested aspects of Holland's theory extensively, one aspect being the concept of congruence. Congruence is purported to reflect the degree to which an individual's personal qualities match the environmental demands of the chosen career (duToit et al, 1993). This is assessed by comparing Vocational Preference Inventory scores or Self-Directed Search scores (Holland is best known for his Self Directed Search, an instrument used for measuring people's dominant types.) to the personality scores required by each of the major occupational areas. Congruence proved to be a valuable mediating variable in explaining the impact of career choice on the major dependent outcome associated with Holland's theory. In recent years a number of studies have been conducted to test the congruence hypothesis (Alvi, Khan and Kirkwood, 1990; Garty and Gati, 1993; Gottfredson and Holland, 1990; Schwartz, 1992; Swanson and Hanson, 1986). Most findings indicate congruence between preferences and characteristics of one's occupation to be positively related to occupational satisfaction. Stability of vocational choice was researched by studying successive vocational choices (eg in college majors) made by students. Stability would be indicated where a person's old and new choices fell within related fields, eg if a student's high point code fell within the Realistic orientation, then his successive occupational choices would be likely to also fall within the Realistic orientation. Findings indicate significant positive correlations between congruence with stability of career choice (Alvi, Khan and Kirkwood,

1990; Garty and Gati, 1993; Gottfredson and Holland, 1990; Schwartz, 1992; Swanson and Hanson, 1986). Unexpectedly, they also revealed a negative correlation between differentiation of interests (high differentiation would imply a strong focus rather than diversity) with stability.

The outcome of Holland's theory is the prediction that individuals will choose occupations consistent with their personal orientations. An optimum person-job fit should result in greater general career satisfaction and success, greater stability of choice, an identification with one's chosen career, an adequate utilisation of one's aptitudes and skills (neither under-utilised nor over-stressed), and, consequently, a greater contribution to organisational productivity and ethos. However, where there is conflict or uncertainty regarding personal orientation, or where a career decision is blocked and there is no strong second modal personal orientation, there will be vocational indecision. Where lack of self-knowledge and knowledge about vocations; diversity of interests; social pressures; family interventions; economic factors; restricted opportunities available in society; or even a negative image of a career inculcated by a white culture resulting in a decision by a member of a minority group to adopt a career that values one's 'blackness', result in the choice of a career that lies outside of one's dominant personality orientation, poor fit results. The consequences of poor fit can include, among other things, a sense of personal frustration and lack of fulfilment or satisfaction, a sense of being under-utilised or stressed, consequent ill health, absenteeism, tardiness, short job tenure, underproduction, rigidity and resistance to change. All of these result in a very definitely lower quality of life for the incumbent and consequently affect the productivity and ambience of the work unit and ultimately the organisation as a whole.

#### 2.2.2.2 ANNE ROE

The important components of Roe's theory include the concept of canalization of psychic energy introduced by Murphy (1947) on vocational choice, and the impact of early childhood experiences on vocational choice. She also drew substantially on Maslow's (1954) need theory and finally formulated her notion of genetic influences on vocational decisions (Osipow and Fitzgerald, 1995).

Roe saw genetic factors as playing a part to an as yet unknown extent in the formation of intellectual and other functions as well as the relative strengths of the basic drives in man (Roe, 1956 p. 319):

The developed individual differences in capacities, interests, abilities, and drives are a product of the genetic differences and of experience. The role of experience is particularly crucial in the development of individual differences in interests and drives.

Thus Roe's (1956) theory of career development was based primarily on occupational choice being the result of personality which, in turn, is largely the result of the parent-child relationship. Her premise was that people who are raised by warm and accepting people are drawn to working with others (service industries, people-to-people business, management, entertainment) whereas those raised by neglectful or rejecting parents would tend to meet their security needs by choosing non-person-oriented occupations (technology, outdoors, scientific theory and application). She added to parent-child relationship other factors such as environmental experiences and genetic influences after 1972.

Research examining Roe's theory indicates some common shortcomings including small samples; samples reflecting a limited range of family socio- economic status; use of students as participants and thus equating occupational preferences and

educational selection with occupational attainment. In addition, none of the studies adequately handled the confusing effect of parental inconsistencies in child-rearing practices on personality development and vocational choice (Osipow and Fitzgerald, 1995). Lacking sufficient empirical support, her work has had a decreasing impact on vocational theory and is still mainly valued as having drawn attention to the importance of early childhood influences in career development.

### 2.2.3 DEVELOPMENTAL APPROACHES

Developmental theories differ from the trait-factor and personality-based approaches in that they highlight the fact that career development is a lifelong process. This is in contrast to the previous theories which appeared to define career development as career choice – usually made only once in a lifetime and, as in trait-factor theory, based on the premise that there is only one best career choice for an individual. Langley (1992, p. 2)

refers to career development as a:

lifelong process in which the individual finds himself facing work-related tasks in a particular sequence. These tasks include preparatory phases for admission to a particular occupation, entry to the occupation, progress therein, possible change of occupation and eventual retirement from the world of work.

#### 2.2.3.1 GINZBERG AND ASSOCIATES

According to Ginzberg and his colleagues, (Tolbert, 1980) vocational choice is the result of a developmental process that occurs in three periods, each with separate substages. These include:

- The fantasy period (up to about age 11) when children have unrealistic career interests.
- The tentative period (age 11 to 17) when young people define and clarify their interests, work-related skills and abilities, and values. During this period, self-awareness and maturation play a key role in assisting young people to narrow down their choices to some extent. The Tentative period has also been subdivided into four stages *viz.* *Interest* – children begin to ask themselves what they are interested in and what they would like to do; *Capacity* – they become aware of their areas of skill and capacity which then focuses their interests more realistically; *Value* – they become aware of the different intrinsic or extrinsic value of different activities; and *Transition* – they integrate the stages and now begin to move towards the period of Realistic choice. The Tentative period in a child's life usually covers the period from about grade 6 to grade 11. During this period it is essential that children and adolescents receive the sort of informational input that will enable them to move into the Realistic period with a good knowledge of themselves as well as knowledge of the world of work to enable them to make informed and optimal career decisions.
- The realistic period (age about 17 to late adolescence and early adulthood) incorporates three stages *viz.* *Exploration* – By now the adolescent / young adult has integrated his knowledge of his interests, capacities and personal and societal values and one sees a narrowing of choices but still ambivalence. The young person will now receive feedback on his vocational choices via an entry job or entry to a tertiary institution. *Crystallisation* – This is characterised by selection of a career field based on the successes or failures experienced during the Exploration stage. *Specification*, the final stage, occurs when the person chooses a position or a professional specialisation. This whole process could have taken as much as fifteen years, but individual variations of timing can be substantial.

In later years Ginzberg (1951) also acknowledged the fact that career choice is, to a certain extent, also dependent upon the state of the economy. For example, lower-income children are likely to enter the Realistic period at an earlier age than more affluent adolescents because for them, tertiary education is often not an option as they need to enter the job market to supplement the family income. They are often also expected to play an adult role at a younger age. These are major considerations in South Africa at present when many young people are also denied the opportunity to enter the career of their choice because of lack of finance for study, or because the job market is flooded in their chosen field. In addition, many graduates are having to 'satisfice' by choosing to work in another field while hoping that work will turn up in their field of expertise. Others have abandoned hope of finding work in their field and have resigned themselves to career to which they are less suited merely to have the security of employment while still others are choosing to exercise their skills overseas.

### 2.2.3.2 SUPER

The pivotal dimension of Super's model is that of self-concept and the idea that a person's self-concept influences his/her vocational choice. This vocational self-concept is only a part of the total self-concept but it is the driving force that establishes a career pattern that one will follow throughout life. It emerges from research that the vocational self-concept develops through physical and mental growth, observation of work and modelling working adults, and environmental and life experiences.

Super (1990) presented fourteen propositions, which he considered to be segments of his theory and from which, he hoped, an integrated theory would emerge. These propositions included:

People differ in their abilities and personalities, needs, values, interests, traits, and self-concepts (Proposition 1). People are qualified, by virtue of these characteristics, for a number of occupations (Proposition 2). Each occupation requires a characteristic pattern of abilities and personality traits with tolerances wide enough to allow both some variety for occupations for each individual and some variety for individuals in each occupation (Proposition 3). Vocational preferences and competencies, the situations in which people live and work and hence, their self-concepts change with time and experience, although self concepts, as products of social learning, are increasingly stable from late adolescence until late maturity providing some continuity in choice and adjustment (Proposition 4). This process of change may be summed up in a series of life stages (a maxicycle) characterised as a sequence of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage and (b) the trial and stable phases of the establishment stage. A small (mini) cycle takes place in transitions from one stage to the next or each time an individual is destabilised by a reduction in force, changes in type of personnel needs, illness or injury, or other socio-economic or personal events. Such unstable or multiple trial careers involve new growth, re-exploration, and reestablishment (recycling) (Proposition 5).

- i. Growth (0 -14 years) Physical and psychological growth and development of the self-concept:

Substages:

Fantasy (4-10): Needs dominate and role playing is important

Interest (11-12): Likes determine goals and activities

Capacity (13-14): Abilities and training requirements considered more

- ii. Exploration (14 -25 years): Begins with the individual's awareness that an occupation will be an aspect of life and a gradual move from frequent expression of unrealistic choices towards a narrowing of the list to those occupations deemed to be within reach and offering desired opportunities.  
Substages:  
Tentative (14 -17): Tentative choices made and tried out.  
Transition (18 - 20): Reality factors play more of a role. Entry into work/training.  
Trial (20 - 24): A choice is made and a job is obtained and tried out.
- iii. Establishment (25-45 years): Relates to early encounters within actual work experiences. During this time, the individual attempts to ascertain whether the choices made during the exploration stage, have validity.  
Substages:  
Trial (25-30): One or two changes before settling into a suitable career.  
Stabilisation (31 - 44): Career pattern clear and security sought.
- iv. Maintenance (45 - 65 years): The person is concerned with continuing the satisfying parts of the work situation and changing or adjusting the unpleasant aspects. There is mainly continuation along established lines.
- v. Decline or Disengagement (over 65 years): Decline in physical and mental powers, development of some new roles and retirement.

The nature of the career pattern- that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs – is determined by the individual parental socio-economic level, mental ability, education, skills, personality characteristics (needs, values, interests, traits, and self-concepts), and career maturity and by the opportunities to which he or she is exposed (Proposition 6). Success in coping with the demands of the environment and of the organism in that context at any given life-career stage depends on the readiness of the individual to cope with these demands (that is, on his or her career maturity) (Proposition 7). Career maturity is a hypothetical construct. Its operational definition is perhaps as difficult to formulate as is that of intelligence, but its history is much briefer and its achievements even less definite (Proposition 8). Development through the life stages can be guided partly by facilitating the maturing of abilities and interests and partly by aiding in reality testing and in the development of self-concepts (Proposition 9). The process of career development is essentially that of developing and implementing occupational self-concepts. It is a synthesising and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles, and evaluations of the extent to which the results of role playing meet the approval of superiors and fellows (interactive learning) (Proposition 10). The process of synthesis of, or compromise between, individual and social factors, between self-concepts and reality, is one of role playing and of learning from feedback, whether the role is played in fantasy, in the counselling interview, or in such real-life activities as classes, clubs, part-time work, and entry jobs (Proposition 11). Work satisfactions and life satisfactions depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts. They depend on establishment in a type of work, a work situation, and a way of life in which one can play the kind of role that growth and exploratory experiences have led one to consider congenial and appropriate (Proposition 12). The degree of satisfaction people attain from work is proportional to the degree to which they

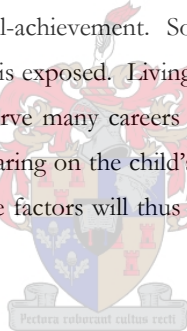
have been able to implement self-concepts (Proposition 13). Work and occupation provide a focus for personality organisation for most men and women, although for some persons this focus is peripheral, incidental, or even nonexistent. Then other foci, such as leisure activities and homemaking, may be central. (Social traditions, such as gender-role stereotyping and modelling, racial and ethnic biases, and the opportunity structure, as well as individual differences, are important determinants of preferences for such roles as worker, student, leisurite, homemaker, and citizen) (Proposition 14).

#### 2.2.4 SITUATIONAL APPROACH

No specific theoretical framework has yet been drawn up for this particular approach. The main features of this approach are, according to Langley, du Toit and Herbst, (1996, p. 3):

the importance of social conditions that influence an individual's occupational choice and career development.

These include external factors such as culture, socio-economic status, technological progress, rural vs urban areas, education, and family. Culture refers to custom styles of food, dress and traditions. It can also relate to neighbourhoods where a minority group may reside, if the group lives in a totally ethnic area rather than an integrated neighbourhood, these traditions may be more firmly entrenched. Family issues relate, in part, to the difference between a culture found in a family that usually lives as a nuclear unit, and one where extended families, often from several generations, reside in one house. Socio-economic status generally determines aspirations and potential goal-achievement. Socio-economic status also determines, to a large extent, the level of technological knowledge to which a child is exposed. Living in a rural or an urban environment dictates the availability of educational experiences, opportunities to observe many careers in action, as well as the quality of school which one may attend. All of these factors will have direct bearing on the child's level of career maturity development and thus on his/her capacity to make an optimal career choice. These factors will thus be investigated in more depth in the discussion on factors impacting upon career maturity.



#### 2.3 CAREER MATURITY

In keeping with his view of career decision-making being part of a developmental process, Super (1980, p. 186) saw career maturity as:

the place reached (by the individual) on the continuum of vocational development from exploration to decline.

He also defined career maturity as (Super, 1980, p. 186):

the ability of the person to acquire skills to be able to master the career development tasks appropriate to his or her specific stage of life.

He drew attention to the fact that career maturity should not merely be described in terms of gross units of behaviour which constitute life stages, but also in terms of coping with smaller developmental tasks of a given life stage. He postulated the value of introducing a measure of the ratio between vocational maturity and chronological age, *The Vocational Maturity Quotient*, comparable to that used in judging mental maturity. This would indicate to what extent the person's vocational development was appropriate for their age. The VMA was never developed, but does help to highlight the two important factors in career maturity viz the status of the individual on a behavioural scale of development, as well as his behaviour as viewed in relation to his age.



Super (1957) specified the dimensions along which vocational development takes place and on which vocational maturity is measured. He described the later stages of career development as being indicated by an orientation to career choice. The person who is concerned with making choices is more likely to be ready and able to do so when called upon to do so than one who is not concerned about choice. Super (1957, p. 187). He also summarises the indices of orientation to career choice as being:

- Information and planning
- Consistency of vocational preferences
- Crystallisation of traits and aptitudes
- Wisdom of vocational preferences

Phillips, Strohmer, Berthaume & O'Leary (1983) describe the career mature person as someone who:

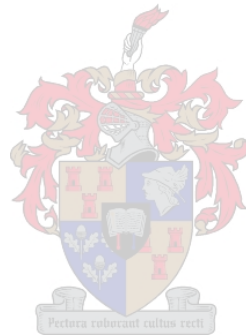
- is oriented towards planning;
- accepts responsibility for choices;
- is aware of and makes use of available resources in planning;
- has specific information about his/her preferred occupations; and
- demonstrates competence in decision making.

Crites (1978) proposes a hierarchical conceptualisation of career maturity. The interrelationships of the factors in the model were depicted as they would be towards the end of adolescence

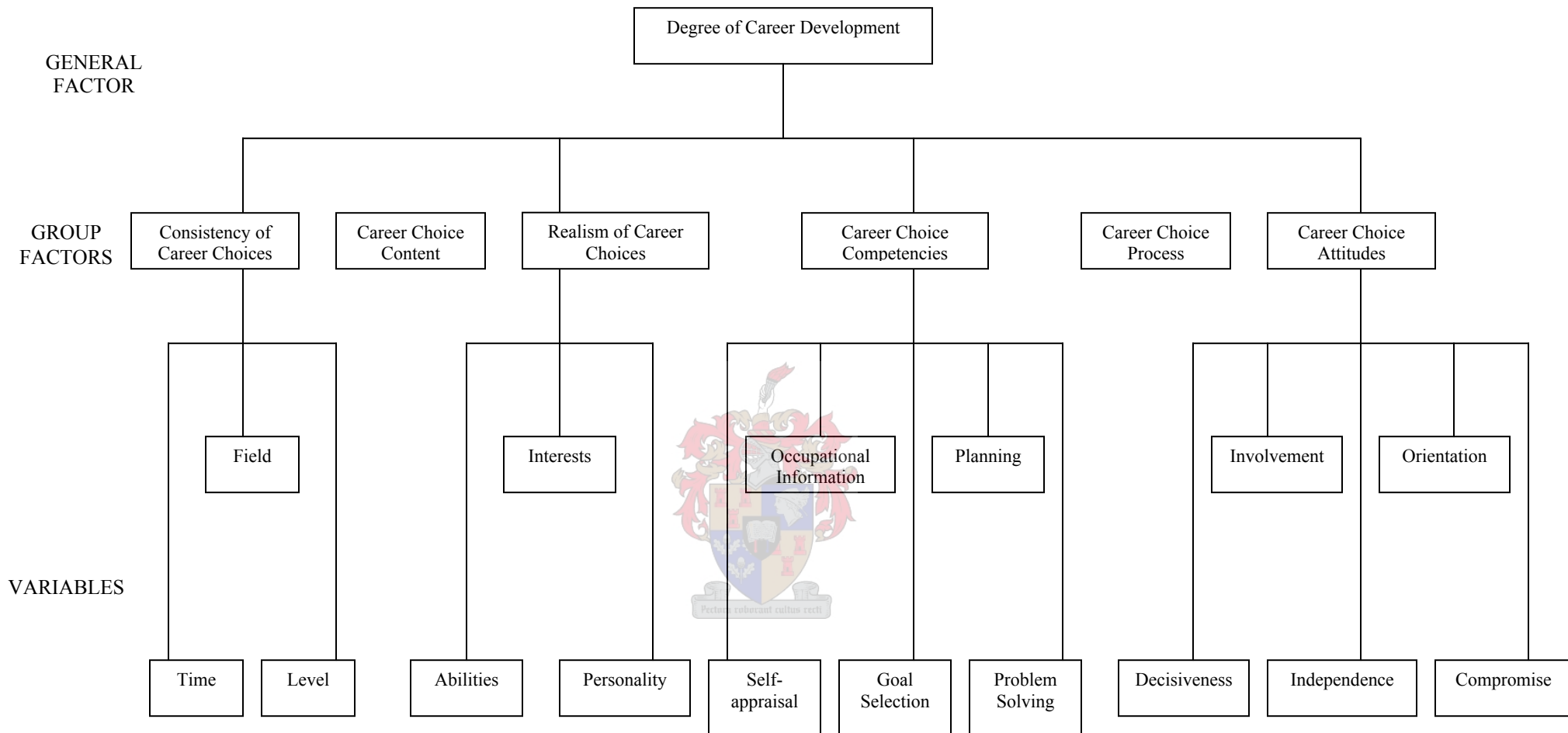
Crites's conceptualisation of career maturity focuses on four group factors, two of which describe career choice content and two of which describe the process of career choices. The maturity of career choice *content* refers to the consistency of career choices as well as the realism of those choices. It looks at how consistently the individual's preferences endure over time as well as across field (eg commerce vs art) and level (skilled vs unskilled work). This can be partly assessed by looking at the extent of similarity/congruence between the person's primary and alternative career choice. Realism refers to the extent to which there is a suitable match between the individual's personality, abilities and interests and the characteristics and demands of the career. Absence of such realism can be deduced when an adolescent, for example, categorically states that he plans to become a doctor, but has no Maths or Science subjects in his school curriculum. Realism involves the adolescent's global and realistic assessment of his aptitudes, personality, interests and value system as well as his insight into the world of work, potential careers that match his vocational profile, and an informed awareness of the demands of both the career and the job market. Career maturity would thus be defined in terms of content as a person whose preference for a specific career remains relatively stable over time and whose abilities, interests and personality are congruent with the characteristics of the career environment. The level of content maturity reached would depend on the process by which the decision is reached. *Process* refers to how the choices are made and includes two sets of variables, namely career choice competencies and career choice attitudes. These two describe the maturity of the process by which a person makes a career choice. (Crites, 1978) In his *Career Maturity Inventory*, Crites measured career choice competencies by means of a five-part competency test each of which consisted of twenty-five items. The self-appraisal test is aimed at measuring the level of self-knowledge, awareness of ones abilities, interests, values, and self-concept. More vocationally mature individuals possess greater self-knowledge and understanding of themselves. The occupational information

competency is tested to assess the adolescent's knowledge of the world of work and is measured in terms of the examinee's knowledge of job content. The third aspect of competency that is measured is that of goal selection. This involves the ability to relate self-knowledge to knowledge of the world of work in the process of career decision making ie matching individuals to work environments. The fourth competency, planning, measures the ability of the adolescent to plan the logical steps towards achieving a career goal while the final competency is problem solving. The more career mature individual will display a greater capacity to handle problems and obstacles along the way to goal achievement.

Career choice attitudes involve the adolescent's involvement in the choice process ie the extent to which the individual is actively participating in the process of making a choice. It also includes orientation towards work which examines the extent to which the individual is task- or pleasure-oriented in his attitudes towards work and the values he places upon work. Career choice attitudes also involve the ability to make decisions independently and not rely upon others for the choice of occupation. Finally, conceptions of the choice process are a consideration of the extent to which the individual has accurate or inaccurate conceptions about making an occupational choice. (Crites, 1971, p.29). Career maturity thus includes the dimension of content maturity (consistency and realism of career choices) as well as process maturity (career choice attitudes of involvement and orientation, decisiveness, involvement, independence, and compromise, as well as career choice competencies of self appraisal, access to occupational formation, goal selection, planning, and problem solving ability).







**Figure 2.1**  
**A Model of Career Maturity in Adolescence (Crites, 1998)**

### 2.3.1 DESCRIPTIVE CAREER MATURITY HYPOTHESIS

The extent to which descriptive research succeeds in answering the research-initiating question depends on the detail and clarity with which a theoretical hypothesis is formulated about the nature of the status quo the research aims to describe and the nature and extent to which the existing response is expected to deviate from an ideal reaction. Such a descriptive hypothesis on the reaction of high school learners in disadvantaged communities in Western Cape with regards to career maturity will subsequently be formulated. The descriptive hypothesis will be presented in terms of the primary career maturity dimensions outlined in Figure 2.1. The current situation in the more disadvantaged Western Cape School is hypothesised to be one where grade 12 learners display levels of career maturity too low to enable them to make optimal career decisions.

On the dimension of Time, one would anticipate that career choices would be relatively haphazard and of short duration as disadvantaged learners grasp at options without adequate knowledge of the criteria required to make a long-lasting career decision. In addition, the decision regarding skilled or unskilled work Levels would be likely to be made on perceived earning or status power rather than on the demands of the market or on what can realistically be approached as an entry level position with the possibility of continued personal and career growth and development through, for example, learnerships. A thorough grasp of one's Abilities and Personality would be required to underpin realism of career choice. Here again, a disadvantaged student is likely to regard his abilities as adequate for success in a career or tertiary training course simply based on the fact that he is managing to pass the subject. For many disadvantaged learners, an 'E' symbol is regarded as quite a high measure of achievement. It would also be expected that many disadvantaged matriculants would be unaware of the role played by personality and behavioural styles in informed career choice while those that are aware of these dimensions are likely to seek to gain insight into their personalities through a process of comparing themselves to others or seeking to get insights from their parents or peer group. It is generally assumed that the finance and expertise required to administer personality questionnaires such as the MBTI or High School Personality Questionnaire, would be unavailable in a school where many of the parents are unable to contribute towards the finances of the school.

Career choice competencies rely on Self Appraisal, Goal Selection and Problem Solving. It is hypothesised that for many disadvantaged learners the concept of choice of goals will be relatively foreign. Poverty, lack of infrastructure and consequent disempowerment are all notorious restrictors of choice and the ability to appraise oneself accurately, as it is almost impossible to separate one's self from the realities of one's socio-economic status. In addition, one would envisage that disadvantaged matriculants would have severely curtailed opportunities to gain knowledge of the world of work through job shadowing, career exhibitions or the media. This lack both hampers their ability to make realistic choices as well as to discern the steps required to achieve their goals. As a result one would expect career choice competencies to be less than optimal among disadvantaged learners. One would expect that the absence of a thorough grasp of one's abilities and personality, as well as lack of insight into the world of work (while also being surrounded by stark evidence of the level of unemployment in South Africa) would impact upon the ability of disadvantaged matriculants to make decisions independently rather than be influenced by opinions of friends

or the popular media. This would also impact upon the ability to weigh up choices and the ability to compromise or 'satisfice' in an initial choice.

Without sufficient self-knowledge or knowledge of the content and demands of various careers, disadvantaged adolescents are expected to frequently make incongruent and unrealistic choices. Where the process factors show a level of immaturity, lack of guidance or experience in goal setting and problem solving, these often translate into a young person who is unable to cope with the rigours and time management demands inherent in tertiary education or the working world. For many there is also little personal involvement in their attitude towards career choice as they face the demoralising factors of disempowerment due to poverty, gangsterism or absence of the necessary resources.

For further insight into these phenomena and methods of addressing the discrepancy between the ideal scenario and that which appears to be the reality, one needs to analyse the determinants of career maturity.

### **2.3.2 DETERMINANTS OF CAREER MATURITY**

A variety of factors have both direct and indirect determining influences on an adolescent's career attitudes and career-competencies in the process of making career choices. These factors thus play a major role in determining the level of career maturity that an adolescent displays both in relation to his chronological age as well as in relation to his peer group. Identifying these additional determining factors and formally linking them to the process latent variables in the Crites model should result in the requisite comprehensive diagnostic structural model which will form the basis of a set of diagnostic hypotheses explaining the underdeveloped career maturity levels amongst school leavers from disadvantaged communities in the Western Cape.

The variety of factors that determine the person's level of career maturity in terms of age appropriateness and level of development in other areas can be classified in two broad categories. Some of these factors can be viewed as internal determinants of career maturity as they characterize the individual, while others characterize the environment in which the individual develops. Although two sets of determining factors can be distinguished, they can not be separated. In addition, there are those factors over which we, as educators, have little or no control, while there are others that can, and need to, be addressed.

#### **2.3.2.1 INTERNAL DETERMINANTS OF CAREER MATURITY**

The following internal determinants of career maturity will subsequently be discussed:

- age;
- gender;
- school grade;
- mental intelligence;
- language;
- personal maturity and self concept; and
- locus of control.

Age is one issue over which we have no control. In terms of Super's developmental theory, one would expect career maturity to be positively correlated with chronological age and indeed this is generally the case where young people have received all the input and stimulation that is required during critical periods in their development. However, for many historically disadvantaged young people in South Africa, this is not the case. Many children are raised by grandmothers or other caregivers in one of the former homelands such as the Transkei or Ciskei where great poverty still exists. Their parents move to the cities in order to secure employment and to send back a monthly financial contribution. Although kept physically safe and relatively healthy by their extended family in the rural areas, these children frequently receive limited mental stimulation from their caregivers who themselves lack education and are often battling to eke out a subsistence economy in an area deeply affected by unemployment. It often occurs that when these young people reach grade 12, their parents bring them to the city in order to find a career. For many it becomes a futile and ambivalent search for work or tertiary training with little or no awareness of the world of work, knowledge of themselves, or training in effective problem-solving.

Another internal factor which could have some bearing on career maturity is that of gender. There are conflicting findings on the issue of gender and career maturity. Van der Merwe (1993) explored selected correlates of career maturity in black high school students and found that the results of several separate ANOVAS indicated that sex and socio-economic status had no significant effects on career maturity. However, recent research (Luzzio, 1995) revealed that young women have significantly higher levels of career maturity than do young men. The same study, however, also revealed that young men in the study cited higher levels of perceived control for career decision making than the young women did. The reason for the higher levels of career maturity of young women could be related to the fact that girls generally tend to mature earlier than do boys. It has also been ascertained that girls who attend all-girls' schools tend to be more focused and goal-orientated than those attending co-educational schools possibly owing to the fact that in a single-sex girls' school, all the key role players and decision makers tend to be female.

Most studies conducted over two decades have found that females in several age groups have higher scores on career maturity than males (Patton & Creed, 2001 p. 338).

Patton and Creed (2001), in contrast, conclude that gender plays a negligible role in the processes of career development or that its role is determined largely by contextual factors such as quality of opportunity and access to alternative career options.

Van der Merwe (1993) in his research into career maturity in Black high school students found that, in general, there is a stronger relationship between career maturity and school grade than between career maturity and age. However, one needs to bear in mind that in disadvantaged communities, the age of the learner and the grade that he is studying often differ greatly from the situation among the more advantaged where there tends to be more homogeneity in the ages of the learners in a grade. In addition, with the high attrition rate in disadvantaged schools one is, in fact, dealing with a fairly select group when working with those who have proceeded to grade 12. Many learners from disadvantaged communities drop out of the educational system before reaching grade twelve owing to the family's lack of finance to enable them to pursue their studies when they could be doing unskilled work, but bringing some money into the family. For others, education appears to lack relevance in the day to day realities and hardships of their lives, while many others are still suffering from the destruction of the culture of learning that occurred at the height of the freedom struggle where 'Freedom before Education' was propagated.

On the issue of mental intelligence and career maturity, research by Rainier (1994) on gifted learners indicated that, contrary to expectations, the gifted and talented pupils did not show significantly higher levels of career maturity than their peers as measured on Crites's Career Maturity Inventory. Crites (1971, 1973) postulated that although few career choices are made on the basis of intelligence alone it is, nevertheless, an important variable in career development and is useful in predicting overall career maturity. In South Africa, the issue of language is a pivotal one in issues of mental intelligence and scholastic achievement. Most children from disadvantaged backgrounds are educated not in their mother tongue, but in their second language. As a result, for many the participation and unreserved engagement in the learning process is hampered by a lack of language skills rather than by a lack of ability. This, in turn, stifles the general development and career maturity of many. The Western Cape Education Department is currently researching this issue with the recommendation probably due to emerge that children first be adequately educated in their mother tongue before being required to learn a second language. Clearly here one must also address the problems inherent in the South African educational system. Great disparities still exist between the schools attended by the advantaged groups (which include a strong emerging Black middle class group), and those attended by children in rural areas or in townships or squatter camps. Many of the latter struggle with immense class sizes, lack of infrastructure and equipment, sometime due to non-delivery by government agencies and sometimes to corruption of officials, vandalism, gangsterism, lack of parental involvement, and lack of adequately trained educators. Despite this situation, many committed and effective educators are working hard to change the conditions. Yet for many of them, the task is simply too overwhelming for them to do any more than teach the rudiments of their subjects. Role modelling and mentoring are, for many, simply 'nice to have's' relegated to a future, better time.

An internal determinant, but one which can be addressed, is that of personal identity and self concept. Personal identity and self concept can be defined as one's image of oneself which develops as a result of contact with others as well as from one's own psychological constitution. In the research done by the National Institute for Personnel Research (1983) on the role of the self concept in career maturity and decision making, it stated that (N.I.P.R., 1983, p. 14):

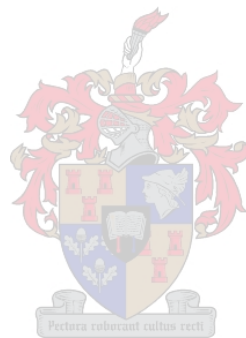
The self concept determines career choice because it underpins behaviour and strivings for the future. Therefore an unrealistic self-concept will result in an unrealistic career choice. An unrealistic self-concept will sometime be perceived in a young person who has chosen a particular career because of the television portrayal of the career eg Ali McBeale becomes the touchstone for a law career. Unrealistic self-concept is also evident in a young person's determination to eg enter a medical career without any science subjects in his school curriculum. Career maturity indicates an ability to make realistic career choices by taking into account all factors both within and without the person.

In addition, Freeman (1995), in his work with a small sample of coloured matriculants at high schools in Pietermaritzburg, found a significant positive relationship between respondents' career maturity and their perceptions of their chances of goal attainment as well as some indications that a positive social identity is associated with greater career maturity.

A positive self-concept is the by-product of the experience of success, self-mastery and positive affirmation by significant others. This is obtained primarily through the home where parents, aware of the need to give unconditional love and support, build the child's feelings of self-worth by valuing his efforts at school and elsewhere, offering spontaneous praise and regard, but within the parameters of a realistic assessment of the child's abilities and aspirations. A teacher, not stretched to capacity by large classes and limited resources, could be an excellent resource for building the individual learner's sense of self-worth. However, the existing situation among disadvantaged young people is that of homes where parents are frequently absent due to

work or other commitments or where parents, though present, have not been educated in the need to foster the self-esteem of their children. For many, the concept is quite a foreign one as it was not a feature of the homes in which they were raised and where children were raised to be submissive rather than assertive.

Linked to these concepts, is that of locus of control. Locus of control indicates the extent to which a person believes that he is the master of his own fate (internalisers) or a helpless pawn, controlled by outside forces over which he has little, if any, control (Robbins, 1989). Watson (1984) found that individuals who are restricted by social circumstances and economic limitations have a greater external locus of control. For many disadvantaged youth, lack of basic necessities as well as lack of access to finance, transport and good education lead to a sense of learned helplessness. For others, remembering the promises of the politicians, there is a sense of entitlement and an accompanying expectation that the government must provide access to education and work regardless of the inherent abilities or scholastic achievement of the people concerned. Locus of control, too, appears to be developed in the home where children are allowed and empowered to experience the consequences of their decisions and actions. Locus of control seems to be positively related to greater career maturity and active involvement in the seeking of information as well as more objective decision making. (Robbins, 1993; Watson, 1984)



### 2.3.2.2 EXTERNAL DETERMINANTS OF CAREER MATURITY

The following external determinants of career maturity will be subsequently discussed:

- Parents and family intactness
- Socio-economic level
- Geographical area of residence
- School and guidance programmes
- Community involvement and culture

The role of parents and family was studied by Heidema (1992). The results indicated that students from different family and biographical backgrounds differed significantly with respect to their career maturity levels. Middle class parents tend to role model and promote skilled occupations to their children. Urban adolescents from the upper socio-economic level chose occupations and training institutions with higher levels of prestige than those from lower socio-economic or rural backgrounds.

Higher levels of career maturity could be expected to be found in young people in families that afford more interaction between themselves and their parents. Families, for example, that eat together on a regular basis and exchange ideas and experiences over a dinner table provide the opportunity to school leavers to get an indirect glimpse in the world of work of their parents and to explore the feasibility of their plans for the future. In addition, children who have visited their parents' places of employment and interacted with their parents' colleagues and other business associates will have a far greater awareness and knowledge of the world of work. Many would get the chance to job shadow or do holiday or part-time work at their parents' places of employment, thus giving them an idea of their own suitability for such a field. Family holidays also create situations for enriching the child's knowledge of the world and of career possibilities that he might not otherwise have considered. Recommendations were given that parents be informed of the inter-relationship that exists between their child-rearing practices (eg number and severity of restrictions they place on a child) and the child's career maturity level. "The parent – child relationship is also seen as an important determinant of the self-concept. It has been suggested that emotional security with parents is essential for the development of positive self concepts (White, 1986). In addition, where there is an unconditional love and acceptance of the child by the parents, the child is more likely to feel free to explore his plans, dreams and concerns with his parents while the parents are less likely to be prescriptive regarding the child's final choice nor to try, vicariously, to live through their child's choice. Many previously disadvantaged learners from low socio-economic backgrounds have few opportunities to associate positive meanings with the value of work. Parents are often absent because of long hours at work, have less formal education, and are thus seldom regarded as positive role models. Many parents, themselves, lack the knowledge and information required to guide their children as most of them chose their jobs from very limited options and are still not exposed to current trends and opportunities.

On the question of the effect of the intactness of the family, it appears that children from intact families tend to have higher levels of career maturity possibly because of the enriching infrastructure that this brings, as well as the likelihood of their being in a better financial position to attend good schools, workshops, have access to information etc. Children from broken families

often have to finish school early in order to contribute to the financial needs of the family or even to stay home to care for the younger siblings.

The influence on career maturity of geographical location is also clearly linked to the school that the individual attends. Some research (Spies, 1996) has indicated higher levels of career maturity among rural young people while others show a greater level of awareness of career options among those living in the cities with more access to exhibitions, job shadowing opportunities etc. The school also plays a significant role insofar that children who are perceived as being potential high achievers are encouraged towards higher education and exposed to more career options than the other children (Watkins, 1987). In many cases, learners identified as having academic or sporting potential receive bursaries and scholarships to enable them to attend the more middle class, suburban schools. Clearly, too, those attending vocational schools will be strongly influenced towards those careers and an early entrance into those programmes can tend to inhibit social mobility. Teachers, too, tend to influence the high achievers in their subjects to enter careers where that ability can be used. On the other hand, teachers may persuade the average achievers in their subject to change from doing the subject on higher grade to doing it on standard grade in order to raise the number of subject 'A's achieved by the school. This often shuts the doors to many careers that would have suited the learner, but are now lost owing to the learner's ignorance of these factors owing to a lack of career maturity.

The school, and particularly the role of the guidance department, is a strong external factor influencing the development of career maturity. It is also, possibly, the area where one can perform the most valuable interventions. Career guidance, whether offered individually or in a group context, has been found to be effective in promoting career maturity. Woolard, (1988) in his research into the effectiveness of a career education programme involving coloured high school pupils from a lower socio-economic community, concluded that the programme brought about significant positive change in career maturity (both attitudinal and cognitive) of those pupils who participated. Roux (1998), in comparing individual career guidance with a career-directed psycho-training programme found that there was no significant difference between career maturity scores of those who received individual counselling and those who received the group programme. Davis (1988) replicated this finding in working with black grade twelve learners when he found that both the individual and group approaches produced significant gains resulting from the two approaches. From a cost consideration, the group approach was found to be more economical.

However, of key concern is that the career guidance does, in fact, address the necessary facets of providing information (content) as well as aid in the process of career decision making. Summed up by Isaacson and Brown (1997, p. 262):

A fundamental goal of the high school guidance programme should be to alert the student to each impending decision sufficiently far enough in advance to permit the student, and parent when appropriate, to prepare for a wise choice.

They also state that (Isaacson and Brown, 1997, p. 263):

Decision making during the high school years can only be as good as the information on which the process is based and the student's ability to interpret and use the information.

While highlighting the value of the work done in the guidance department, one should not lose sight of the concept of 'every teacher a counsellor'. For some learners, seeking help from the official school counsellor would be an anathema, whereas they would be very comfortable asking career questions of a favourite subject teacher or sports' coach. In many disadvantaged



schools, posts for school guidance counsellors no longer exist and so this function would naturally fall on the subject teachers many of whom are willing to help but lack the necessary knowledge and infrastructure to provide such guidance.

One also needs to be aware of the pivotal role played by culture and community in the development of career maturity in the adolescent. Watson and Stead (2002) call for a greater recognition of human diversity, individual self determination and acknowledgement of marginalized groups, in career research. They stress that (Watson and Stead, 2002, p. 28):

The strong emphasis placed on the community in South African black cultures, for instance, calls for a redefinition of theoretical constructs such as career maturity and role salience, both of which emphasise individualism. Such constructs are only meaningful if they are understood within the greater contexts within which individuals live and work.

Sharf (1997) highlights the difference in culture between African Americans and their majority American counterparts as being the fact that in the Afro—American culture, interdependence, communalism, and concern about others in the group are valued over autonomy and competitiveness.

During the later Apartheid years, many learners adopted the slogan ‘Freedom before Education’ which resulted in a ‘lost generation’ in the 1990s. Having lost their culture of learning, many also never possessed the insights or skills required to make mature career decisions. The community needs to provide a safe and secure environment that protects its young, lauds achievement, and builds self-respect. It should foster families and provide and maintain facilities such as libraries and internet access, career research offices such as the Career Research Information Centre (CRIC), careers exhibitions, recreation halls where young adults can learn social and other skills, and programmes such as the recently launched ‘Take a girl to Work’ day where matriculant girls were taken to various places of work by the incumbents to expose them to the variety of opportunities available to them. The community needs to become the source of the most effective role models for the youth.

Finally, the relatively new developmental – contextual approach to career maturity theory highlights the limitations of merely isolating factors that influence the career maturity of the school leaver without appreciating that (Vondracek & Reitzle, 1998, p. 8):

organism and context are embedded, each in the other, and that the context is composed of multiple levels that change independently across (historical) time.

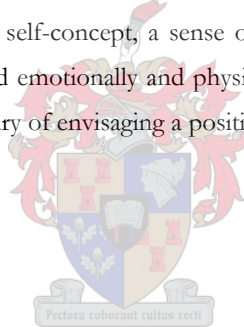
Thus a further contextual issue becomes the buoyancy of the economy which could create a strong demand for labour at each level of qualification and could result in school leavers entering the job market immediately. By contrast, in a recessive economy, there tends to be a greater demand for formal qualifications rather than simply learning on the job, and extended periods of formal schooling and training can also delay the experience of unemployment for at least a couple of years. It is therefore clear that while career maturity is a useful construct for studying adolescents, it has its limits. One needs to be aware that context not only matters, but it is also an integral part of career development.

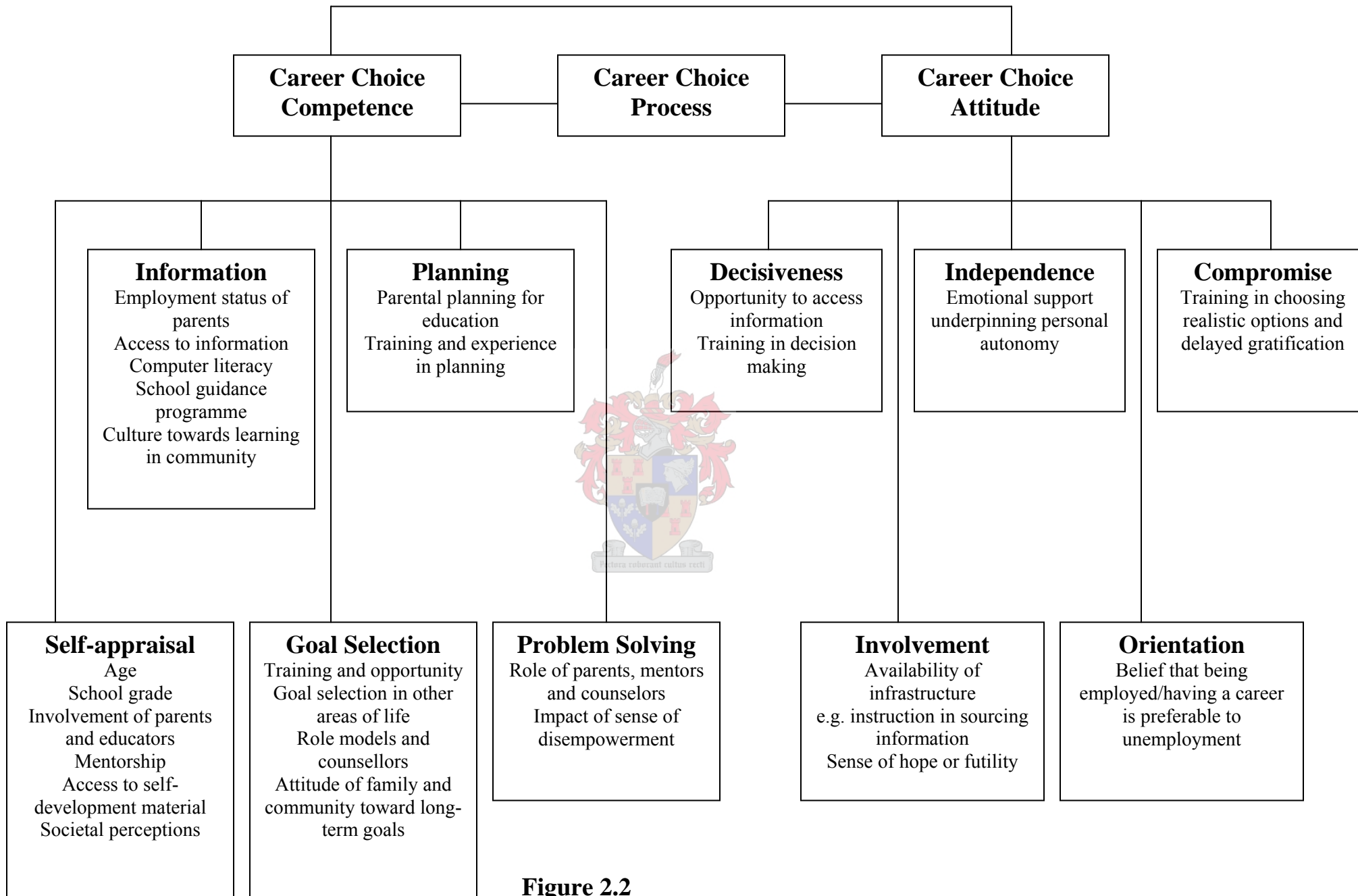
The foregoing discussion of the variety of factors that directly or indirectly affect an adolescent’s career attitudes and career competencies in the process of making career choices is summarized in Figure 3.

### 2.3.3 DIAGNOSTIC CAREER MATURITY HYPOTHESES

In conclusion, therefore, one could envisage the ideal situation for the growth and development of career maturity in adolescents. This ideal situation would include the raising of children in intact and functional families where their sense of self-worth and self-efficacy is regularly reinforced. It would include a nurturing culture and community where every member is a potential role model and where young people have access to the world of work through job shadowing or work visits. It would include the financial security and resources for the adolescent to entertain the idea of tertiary education. It would include equitable distribution of facilities at schools and every teacher trained and willing to be a potential counsellor. As a result, learners would be allowed the opportunity to develop the competencies and attitudes required to become career mature at the stage of adolescence.

However, the hypothesis is that reality for many learners from disadvantaged backgrounds deviates significantly from the ideal. Within the realm of self appraisal where one would presuppose that increased personal awareness would emerge along with chronological age and advancing school grades, one would also find that for many in the sample group, lack of involvement of both parents and educators in the lives of the learners has meant that many have lacked the sort of mentorship which provides the lodestone for personal maturity, a realistic self-concept, a sense of self-efficacy and an internal locus of control. When adolescents know that they are both valued and emotionally and physically safe, they are afforded the capacity to think about whom they are and to allow themselves the luxury of envisaging a positive future.





**Figure 2.2**  
**Hypothesised factors impacting upon the level of career maturity in the career choice process**

While learners in the more advantaged schools have the opportunities to read self-discovery and self-help books, to attend personal growth seminars, and have personalised input from involved parents and educators, for many of the historically disadvantaged, these remain out of their reach and for many, their self-appraisal is based on how they see themselves perceived in society.

Adolescents generally obtain occupational information from parental input which includes having parents who are, in fact, employed and can therefore be visited by their offspring at their places of employment; interaction with visitors to the home who speak about their occupations; as well as from school input via guest speakers, visits to career exhibitions, access to career information via the internet, job shadowing programmes as well as career information centres. The reality for adolescents from disadvantaged areas of the Western Cape, however, is that many live in single parent families where unemployment and poverty are rife. Many parents, employed in a variety of part-time jobs, lack the time or energy to interact on a deeply significant level with their children or to get involved in school activities. As a result of stressful living conditions and poverty, substance abuse and domestic violence levels are high. For many of these learners, the community is a fearsome place, rife with gangsterism, crime and violence. As a result, many schools are vandalised and are the targets of crime. Consequently, educators at these schools are often fearful and demoralised, concentrating on simply helping the learners to get a school leaving certificate with little thought for career guidance. For many learners, the only way to survive is to drop out of school and to either join a gang or take an unskilled job that will provide them with immediate remuneration. The schools seem to be unable to stem this attrition rate as class sizes are too large to enable any one educator to address the needs of, or give career advice to, the individual. Most of these schools do not have the 'luxury' of a school guidance counsellor and learners consequently possess limited knowledge of themselves or the world of work. In addition, many learners feel disempowered because of their having seldom experienced scholastic success owing to a lack of early childhood stimulation, second language education, or a lack of vital educational resources. In addition, both the culture and the community appear to not place the value on education and optimal career choice that would motivate a learner, faced with all the obstacles that accompany his being historically disadvantaged, to pursue such a goal. Lack of money for further education or transport and a general lack of infrastructure mean that these adolescents seldom get to attend career exhibitions or the annual open days of tertiary institutions. As a result, when they are expected to integrate their knowledge of themselves and their knowledge of the world of work in order to make a career decision, they possess neither the information nor the skills to do so.

Goal Selection presupposes the availability of choice. Young people from advantaged backgrounds have generally had the infrastructure and opportunity to make a variety of choices while growing up. Some choose to play sport while others concentrate on the arts. Some choose to take computer science as a seventh subject for matric while others opt to do matric through a private college which offers both art and design/ graphics as matric subjects. For most of these young people, there is the perception that goals can be selected, and with effort and planning, achieved. Most come from a culture that promotes belief in the individual's potential for achievement.

However, the hypothesis is that reality for many learners from disadvantaged backgrounds deviates significantly from this ideal. Socio-economic realities tend to create a culture of immediate gratification as a means of survival rather than the setting and achieving of long-term goals. Most adolescents lack role models, guidance counsellors or mentors who could guide them in the process of goal selection and of establishing the steps required for goal achievement. Most of these

adolescents come from a culture, which frequently does not laud academic achievement or aspirations of higher education because of the harsh realities of everyday life.

Many advantaged young people are schooled in the process of planning from an early age. Some parents start the career planning process even before the children are born by taking out education policies and ensuring that they are booked in to prestigious schools. Where socio-economic levels and a familial culture of learning and education are such that there are opportunities for the future, then adolescents have the luxury of planning a future. An awareness of market-related jobs, knowledge of available tertiary institutions, access to funding, and input from educators and guidance counsellors, as well as practice and experience of planning in other areas of their lives, makes career planning an exercise within the grasp of such an adolescent. Where a history of disadvantage has bred a form of 'learned helplessness', however, the whole concept of planning logical steps for the achievement of goals for the future can appear to be a mere futile exercise when faced with the need to supply basic everyday needs.

Problem solving involves the capacity to handle problems and obstacles along the way to goal achievement. Learners from homes and schools where they can talk through their problems and find a sounding-board in someone who will guide them in verbalising their problems and working through the logical conclusions of the optional courses of action, come to realise that encountering an obstacle does not necessarily mean the loss of the goal. But learners whose mothers' own tentative dreams of goal achievement were destroyed by an early and unplanned pregnancy or the realities of an apartheid system, or those from homes where parents express the belief that the obstacles that they have encountered in their lives have been insurmountable and thus have resulted in a poor quality of life, will tend to be more disposed towards giving up when the goal achievement process does not go according to plan. This can occur when one source of funding doesn't materialise, or when their school matric subjects preclude their doing a particular course or doing the course at a particular tertiary institution.

Social context will also affect the learner's career choice attitudes. Decisiveness is only really a possibility where the potential to follow-through on the decision is possible. Decisiveness involves a realistic assessment of the self plus the world of work, which culminates in a decision that is feasible and attainable. The information gathered during the decision-making process should be comprehensive enough to underpin the decision and to make it a stable one. As previously explained, lack of access to such information could result in the disadvantaged learner's decision being based on insufficient input and thus quickly becoming unsustainable.

Involvement implies the extent to which the adolescent feels part of the career decision process or the extent to which he feels indifferent or even coerced. Where a young person possesses the infrastructure to both set a goal and make it a reality, there is usually more involvement in the career decision process. These young people will often ask their parents to send them for personalised career guidance, as they know that the finance and support will be there for them to have it. In addition, they will seek out their school counsellors and actively engage with them in finding out more about themselves and specific careers. For the disadvantaged adolescent, however, feelings of powerlessness or the expectations of his parents that he will go to work once he finishes his schooling, could result in his apparent lack of involvement in the career decision process.

Advantaged learners tend to be raised with a strong ethos of personal independence. In the career realm, independence relates to the ability to make and adhere to a career decision without being influenced by the peer group or others. Many advantaged young people, in fact, relish the idea of entering an 'unusual' or highly specialised career where they can fill a niche market. For young people who might not have had the resources to experience personal autonomy at this level, there could be a measure of emotional safety in doing what others, such as parents or friends, are doing or are suggesting. In order to make mature career choices, though, one would need to have a measure of ability to make independent decisions.

Orientation implies a desire to work and the placing of value on working. Many advantaged adolescents have been brought up in the shadow of the Protestant Work Ethic that propagates the value of not merely being employed, but in doing a good job and in experiencing personal fulfilment through ones work. Where young people have been raised to believe that work is merely a necessary evil or merely a means to earn enough to provide ones lower order needs, there is often a low level of orientation in their work attitudes.

Finally, compromise requires the capacity to 'satisfice' in ones career choice. This could involve accepting the reality of becoming a paramedic or a nurse rather than a doctor if school grades thus dictate, or of waiting in a restaurant while waiting to find a job for which ones degree qualifies one. Compromise involves the ability to look at the situation realistically yet optimistically and, sometimes, to defer gratification. For many learners, information regarding viable alternatives are not available or being accessed. As a result, initial choices that prove to be impossible, lead to a spiral of distress and indecision.

The above determining factors dominate the career choice process. It is, therefore, hypothesised that the above-mentioned factors are collectively responsible for the hypothesised underdeveloped levels of career maturity in the disadvantaged youth in the Western Cape.

The research methodology used to evaluate the descriptive and diagnostic hypotheses developed in chapter 2 will subsequently be described in chapter 3.

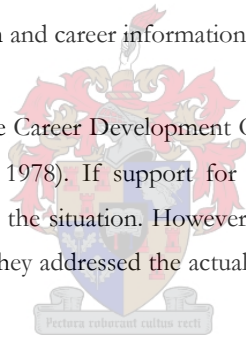
### CHAPTER 3

#### RESEARCH METHODOLOGY

A comprehensive descriptive hypothesis on the career maturity of high school learners in disadvantaged communities in the Western Cape has been formulated in Chapter 2. In essence it anticipates that research will show that a significant proportion of those in the sample group will lack the knowledge of themselves, of the world of work, and ability to integrate the two via informed decision-making, as well as attitude of involvement necessary for the making of optimal career choices. The descriptive hypothesis will be empirically evaluated by applying Langley's *Career Development Questionnaire* on a sample of Grade 12 learners from previously disadvantaged schools in the Western Cape. Langley (1990), a South African, based her *Career Development Questionnaire* on the work done by Crites (Crites, 1978) who developed the Career Maturity Inventory (CMI), a standardised paper-and-pencil test that became widely used in studies of career development. She also based her definition of Career Maturity on those of Super (1984) and Crites (1978) and integrated their views into a series of five steps to be taken as part of the developmental process. These steps constituting the development process that culminate in career maturity are:

- Obtaining self information;
- Learning decision making skills;
- Gathering career information;
- Integrating self information and career information; and
- Career planning

These dimensions/steps form the basis of the Career Development Questionnaire (CDQ) which she developed as a South African alternative to Crites's CMI (Crites, 1978). If support for the descriptive hypothesis would be found specific remedial actions would be required to rectify the situation. However, such remedial actions would only have a reasonably high probability of rectifying the situation if they addressed the actual determinants that produced the existing low levels of career maturity.



To diagnose the roots of the problem would require the explication of a comprehensive diagnostic model that elucidates the full spectrum of determinants that affect the career maturity of the high school learner. Career maturity is not a random event, but rather an expression of the lawful working of a complex network of interacting person-centred and situational latent variables. To successfully treat the problem that the career maturity of high school learners in disadvantaged communities in South Africa is underdeveloped and that specific remedial actions would be required to rectify the situation thus requires a thorough diagnostic evaluation of all the influential prerequisites for career maturity. A comprehensive diagnostic model on career maturity has been developed in Chapter 2. A series of diagnostic hypotheses have been derived from the model to explain the expected career maturity profile of high school learners in disadvantaged communities in the Western Cape as set out under the descriptive hypothesis. These diagnostic hypotheses will be empirically evaluated by applying a self-developed survey questionnaire, the Career Maturity Diagnostic Questionnaire (CMDQ), to the same sample of Grade 12 learners from previously disadvantaged schools in the Western Cape.

A more detailed account of the research methodology will subsequently be presented.



### 3.1 RESEARCH DESIGN

A cross sectional correlation survey design was used in this field study. According to Kerlinger and Lee (2000, p. 599):

Survey research studies large and small populations (or universes) by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelations of sociological and psychological variables.

The research is aimed at evaluating the descriptive hypothesis developed in Chapter 2 with regards to the career maturity of grade 12 learners from previously disadvantaged schools in the Western Cape by describing their existing career maturity profile and interpreting against normative guidelines. The research, moreover, is aimed at evaluating specific diagnostic hypotheses explaining the relatively lower levels of career maturity amongst grade 12 learners from previously disadvantaged schools in the Western Cape [assuming that some support would be found for the descriptive hypothesis]. Evaluating these diagnostic hypotheses essentially involves describing the current state/level of a set of variables that have been shown or are assumed to determine the level of career maturity displayed by learners and comparing it to the state/level the variables should have to assure acceptable levels of career maturity. The primary aim of the research is therefore not to evaluate the relationships between career maturity and the variables assumed to be prerequisites for career maturity. Nonetheless, it would serve to enhance the credibility of the diagnostic findings of the research if it could be shown that the assumed prerequisites do significantly explain variance in career maturity and that the relationships are in the expected direction. Due to the *ex post facto* nature of the research design, however, causal inferences may not be drawn from significant correlations. The researcher has had no direct control of independent variables as their manifestations would already have occurred. No experimental manipulation of the presumed determinants were possible and hence it was not possible to corroborate the existence of causal linkages between career maturity and the selection of hypothesised influencing factors on which the diagnostic hypotheses were based.

### 3.2 SAMPLING

The target population for this study is the 2004 matriculants studying at schools in the Western Cape that had previously resorted under the former Department of Education of the now defunct Coloured Representative Council. The sampling frame consisted of a list of previously disadvantaged schools in the Western Cape obtained from the Western Cape Education Department. The gap between the target and sampling populations can therefore be regarded as negligible. A non-probability cluster sample of four schools was selected from the sampling frame of previously disadvantaged schools in the Western Cape. All matriculants in the four schools were included in the sample. The non-random cluster sample consisted of 458 respondents from four previously disadvantaged schools in the Western Cape. While random sampling would have been the optimal choice, this was not possible owing to the fact that all schools are not readily available for research purposes and, particularly those schools having to deal with the academic disparities of the past, are generally reticent to lose any valuable teaching time with matriculants. Appreciation is therefore expressed to the Western Cape Education Department and the principals and guidance counsellors/teachers of four such schools for affording the researcher access and time to administer the research questionnaires. Due to the nature of the sampling procedure no claim can be made that the sample is representative of the target population. The results of the study therefore need to be interpreted with circumspection.



The Career Development Questionnaire (CDQ) and the Career Maturity Diagnostic Questionnaire (CMDQ) was administered to the selected sample over two testing sessions. Despite administering questionnaires to 458 learners, the effective sample size actually is only 351 owing to the high attrition rate of learners. High levels of absenteeism and truancy resulted in 107 cases where only one of the two questionnaires was completed, making those, therefore, unusable for the study. The intention to empirically evaluate the merit of the arguments on which the diagnostic hypotheses were based, necessitates the completion of both the Career Development Questionnaire (CDQ) and the Career Maturity Diagnostic Questionnaire (CMDQ). It does not seem unreasonable to argue that those learners that have failed to complete both questionnaires probably tend to comprise the relatively less diligent and conscientious students from relatively more dysfunctional home environments. To the extent that this assumption is true the sample shrinkage should positively bias the findings of the research. This again points to the fact that the results of the study need to be interpreted with caution.

### 3.3 MEASUREMENT

The research utilised two questionnaires, which, because of timetabling constraints at schools, were administered separately at two different times.

#### 3.3.1 CAREER MATURITY INVENTORY

Questionnaire 1 was the Career Development Questionnaire based on the work by Langley, du Toit and Herbst (1996). This questionnaire was selected owing to its being based on the Career Maturity model of Crites, and highlighting, more specifically, the area of *Process Maturity*. The decision to construct the Career Development Questionnaire in South Africa was based on the need to have a questionnaire more suitable for local South African use. The CDQ was tested between the years of 1985 and 1989 and the CDQ test groups comprised first year university students, as well as standard 8 (grade 10) and standard 10 (grade 12) learners in all population groups. The 1988 test group of grade 10 and 12 learner comprised 2531 boys and 2819 girls from three main language groups (English n=1843; Afrikaans n=1712, and African Languages n=1795). Reliability coefficients of the scales for the three groups (as depicted in Table 3.1) were all found to be relatively satisfactory if they are used for guidance purposes.

The questionnaire consists of one hundred questions divided into five groups comprising twenty questions each. The accompanying answer sheet requires a True or False response. The five sections target the following areas of information regarding career maturity levels.

- Section (SI): Self-Information concerns the testee's knowledge of, for example, the importance of life roles, work values and occupational interest.
- Section (DM): Decision Making concerns the testee's ability to make effective decisions.
- Section (CI): Career Information evaluates the testee's knowledge of the world of work.
- Section (INTSI@CI): Integration of Self-Information and Career Information concerns the testee's ability to integrate relevant information on himself with information on the world of work.
- Section (CP): Career Planning evaluates the testee's ability to make a career decision and to implement a career plan.

**Table 3.1. Reliability coefficients for the Langley Career Development Questionnaire (Langley, du Toit & Herbst, 1996)**

Scale	English (n=1843)	Afrikaans (n=1712)	African Languages (n=1795)
Self-Information (SI)	0,76	0,78	0,71
Decision Making (DM)	0,79	0,79	0,74
Career Information (CI)	0,82	0,82	0,66
Integration of Self-Information with Career Information (INTSI@CI)	0,77	0,79	0,73
Career Planning (CP)	0,82	0,79	0,79

### 3.3.2 SURVEY QUESTIONNAIRE

The Career Maturity Diagnostic Questionnaire (CMDQ; see appendix) comprised 90 questions allocated to six sections. The questions were drawn from the contributory attributes to career maturity as elucidated in the Career Maturity Diagnostic Model (See Fig 2.2)

Section A obtained biographical information from the respondent. This section consisted of five questions aimed at ascertaining:

- A1: Age at last birthday
- A2: Gender
- A3.1: Intention to continue studies after leaving school
- A3.2: Intended learning institution (university, technikon, college, other)
- A3.3: If respondent does not intend studying further, has he/she found a place of employment
- A4: The average mark (less than 39% - 75% or more) obtained during the last examination.

Section B consisted of 29 questions, divided into two parts, related to family and friends. The first part consisted of 15 questions measuring the role of the respondent's family and friends in the career decision making process, (FAMFRIEN) on a 5-point Likert scale (all the time or very regularly – never or almost never). The second part of section B consisted of 14 questions measuring the respondent's access to infrastructure to help in his/her planning for the future (PLFUTURE) on a 5-point Likert scale (strongly agree – strongly disagree).

Section C consisted of 26 questions, divided into two parts, related to school and the planning of his/her future. The first part consisted of 10 questions measuring the availability of, and role played by, teachers/counsellors in the respondent's school experience (GUIDANCE) on a 5-point Likert scale (all the time or very often – never or almost never). The second part of section C comprised 16 questions measuring the availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC) on a 5-point Likert scale (strongly agree – strongly disagree).

Section D consisted of 18 questions, divided into two parts, related to the community in which learners grow up. The first part was made up of 8 questions assessing the levels of support and personal safety in the respondent's community (COMMUNIT) on a 5-point Likert scale (all the time or very regularly – never or almost never). Part two of section D consisted of 10 questions assessing the presence of career encouragement and role models afforded by the respondent's community (EXPECCOM) on a 5-point Likert scale (strongly agree – strongly disagree).

Section E consisted of 11 questions, divided into two parts, related to the world of work. The first part of section E consisted of 5 questions measuring the level of exposure that the respondent has to the world of work (EXPOWORK) on a 5-point Likert scale (all the time or very regularly – never or almost never). The second part of section E was made up of 6 questions measuring the attitude of the respondent and his/her associates to the concept of employment in South Africa (ATTTEMP) on a 5-point Likert scale (strongly agree – strongly disagree).

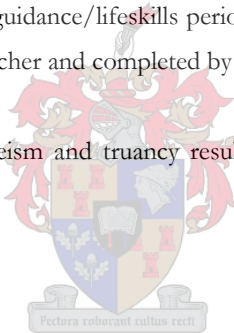
Section F comprised of blank lines where respondents were encouraged to furnish any additional information about the challenge of deciding what they are going to do once they leave school and the nature of the circumstances under which they have to make this decision that had not been adequately covered by the previous questions.

### 3.3.3 DATA COLLECTION

Data collection took place at the beginning of the third term of the matric year in 2004. By this time, those schools offering career guidance/life skills programmes to Grade 12 learners had, to a large extent, completed these programmes.

Data collection involved the use of two matched samples. Grade 12 learners from each of four schools comprising previously disadvantaged learners were each administered the two questionnaires on two separate occasions. The research was done during school hours, during either guidance/lifeskills periods or by arrangement with matric class teachers. The questionnaire could be explained by the researcher and completed by the learners in an average 50 minute period.

Attrition rate owing to learner valid absenteeism and truancy resulted in the loss of data for 107 cases where learners completed only one of the two questionnaires.



### 3.4 STATISTICAL ANALYSIS

The results were processed for the entire sample group as well as for individual schools. The four schools moreover reflected a spectrum of levels of disadvantage. Two schools were judged as relatively more disadvantaged while two were judged as relatively less disadvantaged. Decisions regarding the level of disadvantage suffered by any given school were made based on criteria such as school fees charged per annum, estimated levels of unemployment among parents of learners, number of learners writing the matriculation examination as well as success rates, and the presence of a teacher responsible for life skills or career guidance tuition. The original school variable was therefore also recoded into an ordinal disadvantage dichotomy.

The items comprising each of the five scales of the CDQ were written to reflect a specific underlying latent career maturity dimension. To the extent to which Langley (Langley, du Toit & Herbst, 1996) succeeded in achieving this, the items comprising each of the scales should correlate moderate to high amongst each other. Item analysis was therefore performed on each of the CDQ subscales to assess the internal consistency of each scale. Despite high internal consistency being a necessary condition to conclude that each scale does provide a valid measure of the latent career maturity dimension it is meant to reflect, it is not sufficient evidence to warrant such a conclusion. It would, however, provide some justification to combine the items resorting under a given scale into a scale score.

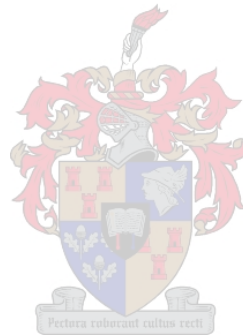
The career maturity profile was subsequently obtained for the total sample, for each school separately and for the disadvantage dichotomy by describing the distribution of scores on each of the CDQ scales in terms of position, dispersion, symmetry and kurtosis. Career maturity dimension scores were interpreted in terms of guidelines provided by Langley, du Toit and Herbst (1996). These guidelines were used to reflect on the descriptive hypothesis posed in Chapter 2. The CDQ manual (Langley, du Toit & Herbst, 1996) unfortunately does not provide construct referenced norm tables. Multiple analysis of variance (MANOVA) was used to determine whether the mean career maturity dimension scores differed statistically significantly across schools and across the two levels of the disadvantage dichotomy.

The biographical profile of the typical respondent in the total sample, in each school and in the two levels of disadvantage were subsequently derived by calculating the frequency distribution on each of the questions comprising section A of the CMDQ. Differences in the biographical profile across schools were investigated by cross tabulating the responses to each question in section A of the CMDQ with school.

One-way frequency tables were subsequently calculated for each item included in sections B – E of the CMDQ to evaluate the diagnostic hypotheses developed in Chapter 2. To establish whether the frequency distributions differed across schools and across the two levels of the ordinal disadvantage dichotomy, the various item responses were cross-tabulated with school and level of disadvantage.

Diagnostic indices were subsequently calculated from the items comprising the various subscales resorting under sections B – E of the CMDQ to examine the extent to which the deprivation in the home, at school, in the community and lack of exposure to the world of work could explain variance in the dimensions of career maturity. However, before combining the item scores of each subsection into diagnostic indices, item analysis was performed on each subscale to justify the calculation of the index and to remove inappropriate, wayward items.

Correlation and regression analysis was used to study the regression of career maturity on each of the diagnostic indices individually and in combination. Stepwise regression was used in an attempt to determine the subset of diagnostic predictors each significantly explain unique variance in each of the dimensions of career maturity not explained by the other predictors in the model.



## CHAPTER 4

### RESEARCH RESULTS

This chapter will evaluate the comprehensive descriptive hypothesis on the career maturity of high school learners in disadvantaged communities in the Western Cape that has been set out in chapter 2. In essence the descriptive hypothesis anticipates that a significant proportion of those in the sample group will lack the knowledge of themselves, of the world of work, and ability to integrate the two via informed decision-making, as well as attitude of involvement necessary for the making of optimal career choices. This chapter in addition, will evaluate the series of diagnostic hypotheses that have been derived from the model to explain the expected career maturity profile of high school learners in disadvantaged communities in the Western Cape as set out under the descriptive hypothesis. The research results will be reported in accordance with the statistical analysis outline presented in paragraph 3.4.

#### 4.1 DEMOGRAPHICS

The respondents were grade 12 learners from four schools generally acknowledged to serve previously disadvantaged people in the Western Cape. The schools designated by letters W, X, Y, and Z to ensure the level of anonymity previously required and agreed upon in the research contract with the Western Cape Education Department and with the individual schools, spanned apparently different levels of disadvantage.

School W lies in an older and well-established residential area. The learner body appears to be fairly homogenous with many of the girls dressing in accordance with their Muslim beliefs. While there is no formally appointed guidance counsellor in this school, learners are assisted by two subject teachers who have been allocated this role. Interaction with one of these teachers resulted in the awareness that much is being done to inform these learners of career choices available as well as career exhibitions and other sources of information. It also became apparent that the learners accepted the teacher in this role and that the educator has the respect of the learners.

School X, too, lies in a busy residential area and carries a heritage of high educational standards even during the Apartheid years. It was acknowledged for its fight against injustice as well as for educating many of the current political leaders. There is more of a sense of emerging affluence and middle class values among the learners in this school. Discussion with the guidance counsellor revealed that there appeared to be a low incidence of unemployment within the parent body. This school has a full time guidance counsellor who teaches life skills, does career guidance as well as personal counselling.

School Y tends to straddle two communities. They employ a full-time guidance counsellor who fulfils a major role in providing personal counselling for learners. The counsellor estimated that 50% of the households from whom their learners come, are unemployed. Yet, conversations with the learners showed that there were also a fair number who were planning overseas trips and gap years in 2005. These realities were also illustrated in their descriptive questionnaire results where they tended to usually come in at third place, between schools X and Y and the significantly poorer, school Z.

School Z is situated within a very impoverished community. Personal safety and security is a constant source of concern with high unemployment levels and gangsterism playing a pivotal role in the life of the community. Truancy is high and poverty such that even learners with above average academic potential, lack the infrastructure to obtain further education

and training. Even where some of these learners were awarded bursaries from educational institutions, they lacked the transport money to attend such institutions. The learners receive assistance from a very dedicated matric educator as well as a young man who came to the school through a volunteer service programme in 2003 and was asked to continue in 2004. Although lacking the formal qualifications for such a post, he displays strong commitment to and deep concern for the young people in his charge. The task is, however, a daunting one and opportunities to job shadow or attend career exhibitions, for example, are severely limited owing mainly to the heavy financial constraints.

The following questions were asked in order to gain some additional insight into the differences among the schools. Table 4.1 depicts the results:

**Table 4.1. Differences in the degree of disadvantage suffered by schools**

School	School fees charged per annum	Approx number of learners wrote the final exam in 2003	Approx percentage of your matriculants that passed in 2003	Approx percentage of your 2004 matriculants that wrote the matric exemption option?	Estimated percentage of parents/households estimated to be unemployed	Do you have a school counsellor on your staff?	If not, does a teacher fulfil this assigned role?
W	R650	117	92%	65%	30%	No	2 assigned
X	R2 000	180	98%	98%	10%	Yes	—
Y	R750	220	85%	50%	50%-60%	Yes	—
Z	R325	70	79%	25%	75%	Yes (govern body post)	—

Based on the foregoing it was decided to combine schools Y and Z in the relatively more disadvantaged category while schools W and X were judged as relatively less disadvantaged. This decision clearly is not altogether without controversy. It remains little more than a clinical judgment of the researcher on the relative degree of disadvantage suffered by the learners of the various schools in the areas that conceivably could negatively affect career maturity.

School X comprised 41, 6 of the sample; School W, 23, 9%; School Y, 19, 9%; and School Z, 14, 5%. Approximately 66% of the sample therefore was drawn from schools suffering relatively less social and educational disadvantage, while approximately 34% of the learners originated from a school that suffers relatively more from social and educational disadvantage. A critical question, that this research, however, unfortunately, fails to adequately answer, is whether this trend could be extrapolated to the target population. Not only would such a question require a sample of schools drawn by means of a probability sampling procedure, but it would also require a more objective classification rule in terms of which schools can be graded in terms of the degree of educational and social disadvantage they suffer.

The age distribution for the total sample and the distributions in the separate schools are shown in Table 4.2.

**Table 4.2. Age distribution for the total sample and the distributions in the separate schools**

		AGE					Total
		16 or younger	17	18	19	20	
SCHOOL W	Count	4	35	32	9	4	84
	% within SCHOOL	4.8%	41.7%	38.1%	10.7%	4.8%	100.0%
	% within AGE	33.3%	17.8%	28.8%	37.5%	66.7%	24.0%
	% of Total	1.1%	10.0%	9.1%	2.6%	1.1%	24.0%
Y	Count	3	38	21	6	1	69
	% within SCHOOL	4.3%	55.1%	30.4%	8.7%	1.4%	100.0%
	% within AGE	25.0%	19.3%	18.9%	25.0%	16.7%	19.7%
	% of Total	.9%	10.9%	6.0%	1.7%	.3%	19.7%
Z	Count	2	21	19	8	1	51
	% within SCHOOL	3.9%	41.2%	37.3%	15.7%	2.0%	100.0%
	% within AGE	16.7%	10.7%	17.1%	33.3%	16.7%	14.6%
	% of Total	.6%	6.0%	5.4%	2.3%	.3%	14.6%
X	Count	3	103	39	1		146
	% within SCHOOL	2.1%	70.5%	26.7%	.7%		100.0%
	% within AGE	25.0%	52.3%	35.1%	4.2%		41.7%
	% of Total	.9%	29.4%	11.1%	.3%		41.7%
Total	Count	12	197	111	24	6	350
	% within SCHOOL	3.4%	56.3%	31.7%	6.9%	1.7%	100.0%
	% within AGE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	3.4%	56.3%	31.7%	6.9%	1.7%	100.0%

Table 4.2 indicates that in the total sample the greatest percentage of grade 12 learners fell in the age groups 17 years and 18 years (87, 7%). Table 4.2 moreover, indicates that a similar trend exists in all four schools.

The gender distribution for the total sample and the distributions in the separate schools are shown in Table 4.3.

**Table 4.3. Gender distribution for the total sample and the distributions in the separate schools.**

		GENDER		Total
		Male	Female	
SCHOOL W	Count	35	49	84
	% within SCHOOL	41.7%	58.3%	100.0%
	% within GENDER	25.9%	22.8%	24.0%
	% of Total	10.0%	14.0%	24.0%
Y	Count	22	47	69
	% within SCHOOL	31.9%	68.1%	100.0%
	% within GENDER	16.3%	21.9%	19.7%
	% of Total	6.3%	13.4%	19.7%
Z	Count	20	31	51
	% within SCHOOL	39.2%	60.8%	100.0%
	% within GENDER	14.8%	14.4%	14.6%
	% of Total	5.7%	8.9%	14.6%
X	Count	58	88	146
	% within SCHOOL	39.7%	60.3%	100.0%
	% within GENDER	43.0%	40.9%	41.7%
	% of Total	16.6%	25.1%	41.7%
Total	Count	135	215	350
	% within SCHOOL	38.6%	61.4%	100.0%
	% within GENDER	100.0%	100.0%	100.0%
	% of Total	38.6%	61.4%	100.0%

Table 4.3 indicates that the total sample contained 38, 5 % male respondents and 61, 3% female, although all four schools were co-educational. It would be interesting to assess whether this could be attributed to a higher attrition rate among male learners in previously disadvantaged communities



Regarding the question of whether the respondent intended continuing his/her studies after matric (see Table 4.4.), 92,3% stated that they intended to do so while only 7,4 % stated that they did not intend to do so.

**Table 4.4 Numbers of respondents planning to continue with tertiary studies after matric and numbers not planning to study further**

		LEAVESC			Total
		Yes	No	No response	
SCHOOL W	Count	77	6	1	84
	% within SCHOOL	91.7%	7.1%	1.2%	100.0%
	% within LEAVESC	23.8%	23.1%	100.0%	24.0%
	% of Total	22.0%	1.7%	.3%	24.0%
Y	Count	61	8		69
	% within SCHOOL	88.4%	11.6%		100.0%
	% within LEAVESC	18.9%	30.8%		19.7%
	% of Total	17.4%	2.3%		19.7%
Z	Count	44	7		51
	% within SCHOOL	86.3%	13.7%		100.0%
	% within LEAVESC	13.6%	26.9%		14.6%
	% of Total	12.6%	2.0%		14.6%
X	Count	141	5		146
	% within SCHOOL	96.6%	3.4%		100.0%
	% within LEAVESC	43.7%	19.2%		41.7%
	% of Total	40.3%	1.4%		41.7%
Total	Count	323	26	1	350
	% within SCHOOL	92.3%	7.4%	.3%	100.0%
	% within LEAVESC	100.0%	100.0%	100.0%	100.0%
	% of Total	92.3%	7.4%	.3%	100.0%

Of those who intended to study further, a cumulative percentage of 73, 7% planned to enrol at a university (42, 8%) or a Technikon (30, 9%). However, when positioned alongside levels of school achievement, this would be an issue of concern as 71, 6% had aggregates of below 59% in the previous examination.

Of those who did not contemplate further study after matric, only 18, 5% had found a place of employment while 65, 4% had not done so.

**Table 4.5. Breakdown of tertiary institutions for which respondents envisaged enrolling for further education**

		STUDIES					Total
		University	Technikon	College	Other	No response	
SCHOOL W	Count	27	30	14	8	5	84
	% within SCHOOL	32.1%	35.7%	16.7%	9.5%	6.0%	100.0%
	% within STUDIES	19.3%	29.7%	22.2%	34.8%	33.3%	24.6%
	% of Total	7.9%	8.8%	4.1%	2.3%	1.5%	24.6%
Y	Count	14	18	25	7	4	68
	% within SCHOOL	20.6%	26.5%	36.8%	10.3%	5.9%	100.0%
	% within STUDIES	10.0%	17.8%	39.7%	30.4%	26.7%	19.9%
	% of Total	4.1%	5.3%	7.3%	2.0%	1.2%	19.9%
Z	Count	16	9	16	3		44
	% within SCHOOL	36.4%	20.5%	36.4%	6.8%		100.0%
	% within STUDIES	11.4%	8.9%	25.4%	13.0%		12.9%
	% of Total	4.7%	2.6%	4.7%	.9%		12.9%
X	Count	83	44	8	5	6	146
	% within SCHOOL	56.8%	30.1%	5.5%	3.4%	4.1%	100.0%
	% within STUDIES	59.3%	43.6%	12.7%	21.7%	40.0%	42.7%
	% of Total	24.3%	12.9%	2.3%	1.5%	1.8%	42.7%
Total	Count	140	101	63	23	15	342
	% within SCHOOL	40.9%	29.5%	18.4%	6.7%	4.4%	100.0%
	% within STUDIES	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	40.9%	29.5%	18.4%	6.7%	4.4%	100.0%

#### 4.2 ITEM ANALYSIS OF THE CDQ

Reliability coefficients of the scales for the three groups were all found to be satisfactory in the original Langley et al. (1196) study.

**Table 4.6. Reliability of the Langley Career Development Questionnaire as quoted in the manual (Langley, du Toit & Herbst, 1996).**

SCALE	ENGLISH (N=1843)	AFRIKAANS (N=1712)	AFRICAN LANGUAGES (N=1795)
Self-Information (SI)	0,76	0,78	0,71
Decision Making (DM)	0,79	0,79	0,74
Career Information (CI)	0,82	0,82	0,66
Integration of Self-Information with Career Information (INTSI@CI)	0,77	0,79	0,73
Career Planning (CP)	0,82	0,79	0,79

Item analyses were conducted on all subscales of the CDQ. Item analysis was performed through the SPSS reliability procedure (SPSS, 2000) to identify and eliminate possible items that were not contributing to internally consistent description of the latent career maturity dimensions measured by the subscales in question.

The summary results of the item analyses are shown in Table 4.7 –Table4.11.

**Table 4.7. Reliability of the Self-Information (SI) subscale of the Langley Career Development Questionnaire based on the current data set**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
it1	13.39	6.677	.107	.494
it2	13.29	6.395	.220	.470
it3	12.99	6.864	.103	.492
it4	12.94	6.860	.148	.486
it5	13.19	6.919	.020	.511
it6	12.88	6.978	.144	.489
it7	12.93	7.099	.006	.504
it8	12.85	7.069	.161	.491
it9	12.92	7.046	.050	.498
it10	12.91	6.967	.118	.491
it11	13.32	6.004	.141	.501
it12	13.38	6.462	.193	.476
it13	13.20	5.926	.441	.421
it14	13.46	6.586	.152	.485
it15	13.17	6.493	.198	.475
it16	13.52	6.570	.173	.480
it17	13.01	6.600	.226	.472
it18	12.95	6.737	.210	.477
it19	13.32	6.189	.305	.451
it20	13.17	6.945	.012	.512
<b>Scale Statistics</b>				
Mean	Variance	Std. Deviation	N of Items	
13.83	7.199	2.683	20	
<b>Reliability Statistics</b>				
Cronbach's Alpha	N of Items			
.497	20			

**Table 4.8. Reliability of the Decision Making (DM) subscale of the Langley Career Development Questionnaire based on the current data set**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
it21	13.15	13.951	.312	.765
it22	13.24	13.882	.312	.765
it23	13.08	14.158	.276	.767
it24	13.04	14.148	.281	.767
it25	12.92	15.026	.063	.777
it26	12.97	14.759	.136	.774
it27	13.13	14.110	.273	.767
it28	12.92	15.023	.066	.776
it29	13.15	13.414	.450	.754
it30	13.20	13.049	.539	.747
it31	13.23	12.949	.563	.745
it32	13.30	13.419	.419	.757
it33	13.13	13.149	.537	.748
it34	13.23	13.106	.515	.749
it35	12.88	14.346	.396	.762
it36	13.39	14.415	.165	.775
it37	13.34	14.390	.158	.777
it38	13.13	13.878	.341	.763
it39	13.07	13.511	.462	.754
it40	12.92	14.401	.297	.766
<b>Scale Statistics</b>				
Mean	Variance	Std. Deviation	N of Items	
13.81	15.279	3.909	20	
<b>Reliability Statistics</b>				
Cronbach's Alpha	N of Items			
.772	20			

**Table 4.9. Reliability of the Career Information (CI) subscale of the Langley Career Development Questionnaire based on the current data set**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
it41	12.50	19.361	.349	.789
it42	12.77	19.038	.340	.789
it43	12.69	18.717	.408	.785
it44	12.54	19.417	.326	.790
it45	12.51	19.280	.365	.788
it46	12.58	18.810	.442	.783
it47	12.62	19.554	.257	.794
it48	12.62	18.994	.380	.787
it49	12.67	19.418	.278	.793
it50	12.65	18.969	.394	.786
it51	12.71	19.039	.362	.788
it52	12.66	19.295	.311	.791
it53	12.53	18.065	.333	.794
it54	12.58	18.609	.474	.781
it55	12.76	18.830	.373	.787
it56	12.79	18.423	.465	.781
it57	12.67	19.002	.346	.789
it58	12.52	18.736	.476	.782
it59	12.77	19.099	.312	.791
it60	12.50	19.528	.282	.792
<b>Scale Statistics</b>				
Mean	Variance	Std. Deviation	N of Items	
13.30	20.839	4.565	20	
<b>Reliability Statistics</b>				
Cronbach's Alpha		N of Items		
.796		20		

**Table 4.10. Reliability of the Integration of Self-Information with Career Information (INTSI@CI) subscale of the Langley Career Development Questionnaire based on the current data set**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
it61	14.15	10.357	.512	.721
it62	14.20	10.804	.325	.736
it63	14.14	11.392	.133	.749
it64	14.12	10.981	.328	.736
it65	14.00	11.823	.019	.751
it66	14.03	11.624	.117	.748
it67	14.15	11.411	.110	.752
it68	14.05	11.241	.264	.741
it69	14.03	11.223	.311	.738
it70	14.00	11.695	.121	.747
it71	14.37	10.309	.422	.727
it72	14.24	10.084	.535	.717
it73	14.46	10.225	.419	.727
it74	14.47	10.163	.439	.725
it75	14.13	10.553	.464	.726
it76	14.37	10.129	.461	.723
it77	14.28	10.404	.402	.729
it78	14.37	10.350	.389	.730
it79	14.56	11.486	.046	.761
it80	14.28	11.033	.192	.748
<b>Scale Statistics</b>				
Mean	Variance	Std. Deviation	N of Items	
14.97	11.880	3.447	20	
<b>Reliability Statistics</b>				
Cronbach's Alpha	N of Items			
.747	20			

**Table 4.11. Reliability of the Career Planning (CP) subscale of the Langley Career Development Questionnaire based on the current data set**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
it81	13.23	15.529	.415	.791
it82	13.08	15.994	.336	.796
it83	13.15	15.474	.432	.790
it84	13.21	15.197	.489	.787
it85	13.02	16.117	.314	.797
it86	12.97	15.996	.393	.793
it87	13.22	15.563	.372	.794
it88	12.92	16.346	.323	.797
it89	13.23	16.306	.190	.806
it90	12.89	17.082	.098	.805
it91	12.96	16.582	.212	.802
it92	13.17	15.254	.485	.787
it93	12.98	15.771	.423	.791
it94	13.15	15.449	.437	.790
it95	13.18	14.567	.642	.776
it96	12.97	15.410	.546	.785
it97	12.94	15.935	.410	.792
it98	12.99	16.070	.328	.797
it99	13.40	16.346	.193	.805
it100	13.56	16.294	.265	.800
<b>Scale Statistics</b>				
Mean	Variance	Std. Deviation	N of Items	
13.80	17.397	4.171	20	
<b>Reliability Statistics</b>				
Cronbach's Alpha		N of Items		
.803		20		

Four items (viz 5,7,11 and 20) were flagged as problematic by the item analysis statistics. The Cronbach coefficient alpha values obtained for the subscales of the Langley Career Development Questionnaire in this study were generally rather disappointing. Especially the reliability of the Self-Information (SI) subscale is rather disconcerting. A comparison of the values in Tables 4.7 – 4.11 to those reported by Langley et al. (1996) and as depicted in Table 4.6 indicate comparable reliability coefficients but for the first Self Information subscale. A substantially lower internal consistency had been obtained in the current research administration of the questionnaire. This disparity could possibly be explained in terms of a lack of comprehension of the language used in the CDQ (but then that would probably have applied to the test as a totality) or possibly initial unfamiliarity with the testing process.

There is the possibility that, although each questionnaire was presented in the testee's own home language, levels of reading comprehension and language proficiency at historically disadvantaged schools could have had some impact on these reliability levels.

### 4.3 THE CAREER MATURITY PROFILE OBTAINED FROM THE CAREER DEVELOPMENT QUESTIONNAIRE

The descriptive statistics for the total sample on the career maturity dimensions of the CDQ are shown in Table 4.12

**Table 4.12. Descriptive statistics for the total sample on the subscales of the CDQ**

		SI	DM	CI	INTSI@CI	CP
N	Valid	351	351	351	351	351
	Missing	0	0	0	0	0
Mean		10.6895	13.7578	13.2593	13.5413	13.7892
Median		11.0000	14.0000	14.0000	14.0000	14.0000
Mode		11.00	16.00	17.00	15.00	16.00
Std. Deviation		2.50323	3.88492	4.57615	3.39544	4.17078
Variance		6.266	15.093	20.941	11.529	17.395
Skewness		-.020	.036	.451	.404	1.010
Std. Error of Skewness		.130	.130	.130	.130	.130
Kurtosis		-.389	1.953	2.434	5.796	8.142
Std. Error of Kurtosis		.260	.260	.260	.260	.260
Range		14.00	34.00	36.00	35.00	41.00
Minimum		5.00	1.00	3.00	2.00	4.00
Maximum		19.00	35.00	39.00	37.00	45.00

Table 4.8 indicates that the Career Information, Integration of Self-Information with Career Information and Career Planning distributions are significantly positively skewed. Table 4.8, moreover, shows that the Decision-making, Career Information, Integration of Self-Information with Career Information and Career Planning distributions are significantly leptokurtic. Figures 4.1 -4.4 depict the frequency distributions of the career maturity dimensions of the CDQ for the total sample.

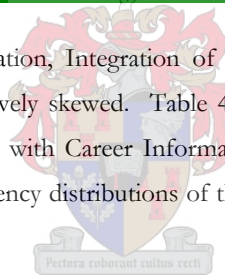


Figure 4.1. Self Information frequency distribution

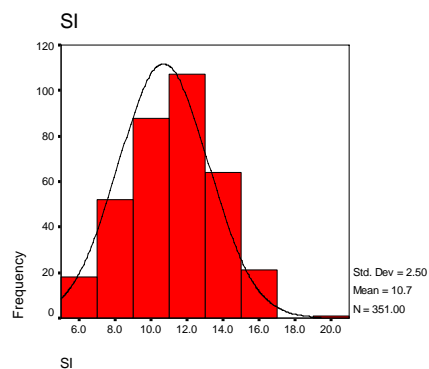




Figure 4.2. Decision-making frequency distribution

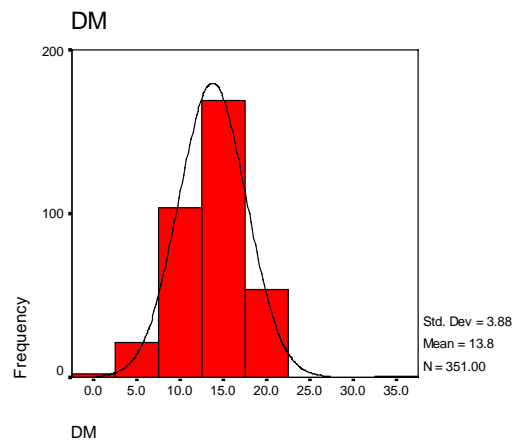


Figure 4.3. Career Information frequency distribution

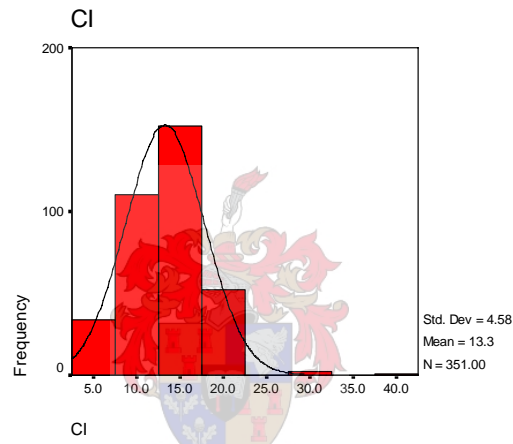


Figure 4.4. Integration of Self-Information with Career Information frequency distribution

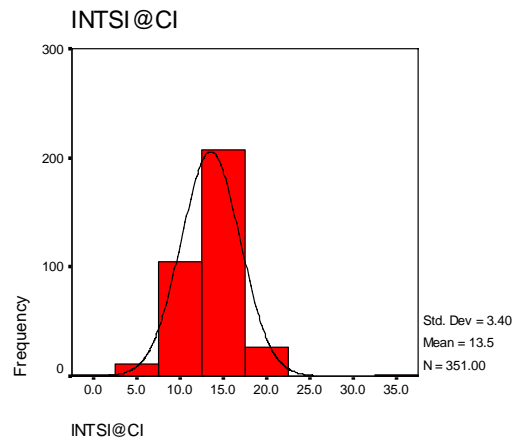
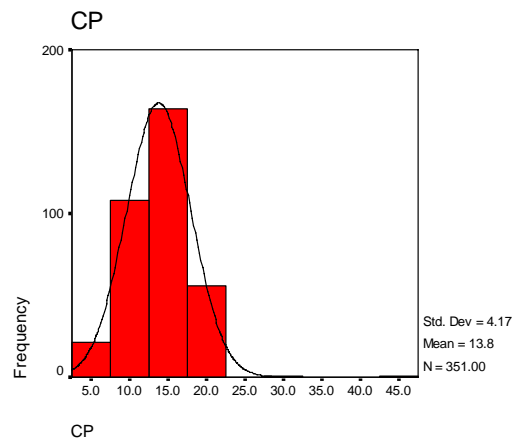


Figure 4.5. Career Planning frequency distribution



In the absence of a normative framework it is not possible to determine whether the rather bleak scenario anticipated by the descriptive hypothesis developed in Chapter 2 is corroborated by the descriptive statistics depicted in Table 4.8. The test manual of the CDQ unfortunately does not contain conventional construct referenced norm tables. Langley et al. (1996) does, however, offer qualitative guidelines for the interpretation of the career maturity dimension scores of the CDQ. These guidelines are shown in Table 4.13.

Table 4.13. Guidelines for interpreting CDQ scale scores (Langley et al., 1996)

<b>Self – information (SI)</b>	
15-20	The testee has adequate self-knowledge
11-14	The testee's self-knowledge can be improved
7-10	The testee's self- knowledge is inadequate
0-6	The testee has little self-knowledge
<b>Decision making (DM)</b>	
15-20	The testee has the ability to make decisions
11-14	The testee's ability to make decisions can be improved
7-10	The testee's decision-making skills are inadequate
0-6	The testee has little knowledge of decision making
<b>Career information (CI)</b>	
12-20	The testee has adequate career information
8-11	The testee's knowledge of careers can be improved
4-7	The testee's career information is inadequate
0-3	The testee has little knowledge of careers
<b>Integration of self-information and career-information (I)</b>	
15-20	The testee adequately integrated self-information and career information
11-14	The testee's integration of self-information and career information can be improved.
7-10	The testee's integration of self-information and career information is inadequate
0-6	The testee's self-knowledge and career information have not been integrated
<b>Career planning (CP)</b>	
13-20	The testee has enough knowledge to carry on with career planning
9-12	The testee's ability to plan a career can be improved
5-8	The testee's ability to plan a career is inadequate
0-4	The testee does not have the ability to plan a career

Interpreting the descriptive statistics in Table 4.12 in terms of the guidelines provided by Table 4.13 suggest that the status quo regarding the career maturity of grade 12 learners in previously disadvantaged schools in the Western Cape as envisaged under the descriptive hypothesis in Chapter 2 was to some extent accurate but perhaps unnecessary pessimistic. Table 4.14 provides a summary of the interpretation against the Langley et al. (1996) guidelines.

**Table 4.14. Interpretation of total sample career maturity dimension means**

Dimension	Mean	Interpretation
Self – information (SI)	10,6895	Testee’s self-knowledge is inadequate
Decision making (DM)	13,8129	Testee’s ability to make decisions can be improved
Career information (CI)	13,2968	The testee appears to have adequate career information, but is at the lower end of the category
Integration of self- information and career- information (INTSI@CI)	14.9681	The testee’s integration of self-information and career information is on the borderline between being inadequate and adequate
Career planning (CP)	13.8012	The testee has enough knowledge to carry on with planning, but lies at the lower end of the category

Table 4.15 suggests that taking the dispersion of the scores around the mean into account as well as the skewness of the distributions do not appreciably affect the foregoing interpretations.

**Table 4.15. Quartiles of the career maturity dimension distributions**

		SI	DM	CI	INTSI@CI	CP
N	Valid	351	351	351	351	351
	Missing	0	0	0	0	0
Percentiles	25	9.0000	11.0000	10.0000	11.0000	11.0000
	50	11.0000	14.0000	14.0000	14.0000	14.0000
	75	12.0000	16.0000	17.0000	16.0000	17.0000

#### 4.3.1 CAREER MATURITY PROFILE OBTAINED FROM THE CAREER DEVELOPMENT QUESTIONNAIRE FOR INDIVIDUAL SCHOOLS

The descriptive statistics for the separate schools on the career maturity dimensions of the CDQ are shown in Table 4.16.

Table 4.16. Descriptive statistics for the separate schools on the subscales of the CDQ

SCHOOL			SI	DM	CI	INTSI@CI	CP
W	N	Valid	84	84	84	84	84
		Missing	0	0	0	0	0
	Mean	10.0714	13.5119	14.2381	13.9762	13.8690	
	Median	10.0000	14.0000	14.0000	14.0000	15.0000	
	Mode	9.00	15.00	14.00	17.00	16.00	
	Std. Deviation	2.43363	4.47347	5.00992	3.96666	3.97516	
	Variance	5.92255	20.01190	25.09925	15.73437	15.80192	
	Skewness	.213	1.114	1.039	1.882	.246	
	Std. Error of Skewness	.263	.263	.263	.263	.263	
	Kurtosis	-.401	5.109	6.021	12.941	1.208	
	Std. Error of Kurtosis	.520	.520	.520	.520	.520	
	Range	11.00	31.00	35.00	33.00	24.00	
	Minimum	5.00	4.00	4.00	4.00	5.00	
	Maximum	16.00	35.00	39.00	37.00	29.00	
	Sum	846.00	1135.00	1196.00	1174.00	1165.00	
Y	N	Valid	70	70	70	70	70
		Missing	0	0	0	0	0
	Mean	10.6714	13.1286	12.8143	13.0714	13.2143	
	Median	11.0000	13.0000	13.0000	14.0000	13.5000	
	Mode	10.00	13.00	9.00	15.00	14.00	
	Std. Deviation	2.35120	3.88203	4.26748	3.38077	3.84064	
	Variance	5.52816	15.07019	18.21139	11.42961	14.75052	
	Skewness	-.219	-.464	-.043	-.497	-.075	
	Std. Error of Skewness	.287	.287	.287	.287	.287	
	Kurtosis	-.441	.320	-1.067	-.388	-.754	
	Std. Error of Kurtosis	.566	.566	.566	.566	.566	
	Range	10.00	19.00	16.00	15.00	15.00	
	Minimum	6.00	1.00	4.00	3.00	5.00	
	Maximum	16.00	20.00	20.00	18.00	20.00	
	Sum	747.00	919.00	897.00	915.00	925.00	
Z	N	Valid	51	51	51	51	51
		Missing	0	0	0	0	0
	Mean	10.3529	13.4118	11.0392	11.3922	12.3333	
	Median	10.0000	13.0000	10.0000	12.0000	12.0000	
	Mode	8.00	13.00	10.00	8.00	10.00	
	Std. Deviation	2.43165	3.60653	4.43153	3.05992	5.97216	
	Variance	5.91294	13.00706	19.63843	9.36314	35.66667	
	Skewness	.204	-.658	-.046	-.340	3.264	
	Std. Error of Skewness	.333	.333	.333	.333	.333	
	Kurtosis	-.843	.527	-.877	.187	17.429	
	Std. Error of Kurtosis	.656	.656	.656	.656	.656	
	Range	9.00	17.00	16.00	15.00	41.00	
	Minimum	6.00	2.00	3.00	2.00	4.00	
	Maximum	15.00	19.00	19.00	17.00	45.00	
	Sum	528.00	684.00	563.00	581.00	629.00	

X	N	Valid	146	146	146	146	146
		Missing	0	0	0	0	0
	Mean		11.1712	14.3219	13.6849	14.2671	14.5274
	Median		11.0000	15.0000	14.0000	15.0000	15.0000
	Mode		11.00	16.00	17.00	14.00	16.00
	Std. Deviation		2.56329	3.56793	4.26332	2.78986	3.48830
	Variance		6.57048	12.73014	18.17591	7.78333	12.16821
	Skewness		-.186	-.509	.367	-.593	-.564
	Std. Error of Skewness		.201	.201	.201	.201	.201
	Kurtosis		.002	-.393	1.277	-.346	-.328
	Std. Error of Kurtosis		.399	.399	.399	.399	.399
	Range		14.00	15.00	26.00	11.00	16.00
	Minimum		5.00	5.00	4.00	7.00	4.00
	Maximum		19.00	20.00	30.00	18.00	20.00
	Sum		1631.00	2091.00	1998.00	2083.00	2121.00

From this table emerges a discernable pattern, which illustrates the differences among the individual schools regarding the various career maturity dimensions.

On the dimension of Self-Information, schools W, Y and Z all scored in the category of possessing inadequate self-insight. The self-information of matriculants of School X was better but could be improved. On Decision-making, all of the schools fell in the category of needing improvement. Career Information appeared to be fairly adequate in schools W, X, and Y, while more towards the 'needing improvement' range in school Z. All schools fell into the range of needing improvement in the category of Integration of Self-Information and Career Information with School Z falling at the lowest end of the spectrum. Interestingly, schools W, X, and Y all appeared to narrowly fall into the range of having enough knowledge to carry on with career planning while School Z fell into the zone indicating a need for improvement in this area. The typical level of career maturity found across the four schools generally seems to correlate with the extent to which schools are disadvantaged (Table 4.1). This is confirmed by the descriptive statistics presented in Table 4.17.

Table 4.17. Descriptive statistics for the subscales of the CDQ broken down in terms of school disadvantage.

School			SI	DM	CI	INTSI@CI	CP
Less disadvantaged	N	Valid	230	230	230	230	230
		Missing	0	0	0	0	0
	Mean		10.7696	14.0261	13.8870	14.1609	14.2870
	Median		11.0000	15.0000	14.0000	14.0000	15.0000
	Mode		11.00	16.00	17.00	17.00	16.00
	Std. Deviation		2.56682	3.93276	4.54721	3.26357	3.67872
	Variance		6.589	15.467	20.677	10.651	13.533
	Skewness		-.026	.278	.715	.927	-.225
	Std. Error of Skewness		.160	.160	.160	.160	.160
	Kurtosis		-.280	2.535	3.853	9.696	.295
	Std. Error of Kurtosis		.320	.320	.320	.320	.320
	Range		14.00	31.00	35.00	33.00	25.00
	Minimum		5.00	4.00	4.00	4.00	4.00
	Maximum		19.00	35.00	39.00	37.00	29.00
More disadvantaged	N	Valid	121	121	121	121	121
		Missing	0	0	0	0	0
	Mean		10.5372	13.2479	12.0661	12.3636	12.8430
	Median		11.0000	13.0000	12.0000	13.0000	13.0000
	Mode		11.00	13.00	10.00	15.00	14.00
	Std. Deviation		2.38062	3.75562	4.40783	3.34166	4.85113
	Variance		5.667	14.105	19.429	11.167	23.533
	Skewness		-.038	-.537	-.064	-.333	2.339
	Std. Error of Skewness		.220	.220	.220	.220	.220
	Kurtosis		-.693	.341	-.905	-.331	14.813
	Std. Error of Kurtosis		.437	.437	.437	.437	.437
	Range		10.00	19.00	17.00	16.00	41.00
	Minimum		6.00	1.00	3.00	2.00	4.00
	Maximum		16.00	20.00	20.00	18.00	45.00

Table 4.18 moreover indicates that significant career maturity differences exist between the two categories of schools. Significant differences ( $p < 0,05$ ) were found in the mean score achieved on the dimensions of Career information (CI), Integration of self- information and career-information (INTSI@CI) and Career planning (CP). The two less disadvantaged schools consistently achieved higher mean career maturity scores than the two more disadvantaged schools.

**Table 4.18. Multiple analyses of variance (MANOVA) of the difference in career maturity across levels of school disadvantage**

				N		
Schoold	Less disadvantaged			230		
	More disadvantaged			121		
<b>Multivariate Tests (b)</b>						
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.954	1416.207(a)	5.000	345.000	.000
	Wilks' Lambda	.046	1416.207(a)	5.000	345.000	.000
	Hotelling's Trace	20.525	1416.207(a)	5.000	345.000	.000
	Roy's Largest Root	20.525	1416.207(a)	5.000	345.000	.000
schoold	Pillai's Trace	.085	6.401(a)	5.000	345.000	.000
	Wilks' Lambda	.915	6.401(a)	5.000	345.000	.000
	Hotelling's Trace	.093	6.401(a)	5.000	345.000	.000
	Roy's Largest Root	.093	6.401(a)	5.000	345.000	.000
<b>Tests of Between-Subjects Effects</b>						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	si	4.281 <sup>a</sup>	1	4.281	.683	.409
	dm	48.010 <sup>b</sup>	1	48.010	3.201	.074
	ci	262.875 <sup>c</sup>	1	262.875	12.983	.000
	intsi@ci	256.103 <sup>d</sup>	1	256.103	23.651	.000
	cp	165.321 <sup>e</sup>	1	165.321	9.741	.002
Intercept	si	35994.880	1	35994.880	5739.133	.000
	dm	58979.954	1	58979.954	3932.444	.000
	ci	53405.212	1	53405.212	2637.562	.000
	intsi@ci	55782.850	1	55782.850	5151.619	.000
	cp	58358.415	1	58358.415	3438.599	.000
schoold	si	4.281	1	4.281	.683	.409
	dm	48.010	1	48.010	3.201	.074
	ci	262.875	1	262.875	12.983	.000
	intsi@ci	256.103	1	256.103	23.651	.000
	cp	165.321	1	165.321	9.741	.002
Error	si	2188.870	349	6.272		
	dm	5234.405	349	14.998		
	ci	7066.532	349	20.248		
	intsi@ci	3779.048	349	10.828		
	cp	5923.077	349	16.972		
Total	si	42300.000	351			
	dm	71719.000	351			
	ci	69038.000	351			
	intsi@ci	68397.000	351			
	cp	72828.000	351			
Corrected Total	si	2193.151	350			
	dm	5282.416	350			
	ci	7329.407	350			
	intsi@ci	4035.151	350			
	cp	6088.399	350			

a R Squared = .002 (Adjusted R Squared = -.001)  
 b R Squared = .009 (Adjusted R Squared = .006)  
 c R Squared = .036 (Adjusted R Squared = .033)  
 d R Squared = .063 (Adjusted R Squared = .061)  
 e R Squared = .027 (Adjusted R Squared = .024)

Dependent Variable	school	Mean	Std. Error	95% Confidence Interval	
si	Less disadvantaged	10.770	.165	10.445	11.094
	More disadvantaged	10.537	.228	10.089	10.985
dm	Less disadvantaged	14.026	.255	13.524	14.528
	More disadvantaged	13.248	.352	12.555	13.940
ci	Less disadvantaged	13.887	.297	13.303	14.471
	More disadvantaged	12.066	.409	11.262	12.871
intsi@ci	Less disadvantaged	14.161	.217	13.734	14.588
	More disadvantaged	12.364	.299	11.775	12.952
cp	Less disadvantaged	14.287	.272	13.753	14.821
	More disadvantaged	12.843	.375	12.106	13.580

There thus appear to be no dimensions of total inadequacy but, as can be noted in table 4.16, there are also no areas at any school that show truly adequate development and maturity. While there appears to have been some progress made during the past decade [this is, however, also a risky inference to make since no direct comparison data is available], it still appears that there is a decided deficiency in the levels of career maturity among matric learners from previously disadvantaged backgrounds.

In an effort to address this deficiency one needs first to pose the question of why it exists. This is not a random event but a lawful expression of the current state of a complex network of variables which contribute to greater or lesser extents to Career Maturity levels. Some of these hypothesised variables are presented in the Career Maturity Diagnostic Model (Figure. 2.2) and a diagnostic questionnaire was constructed and administered to the same sample of matriculants in an attempt to isolate individual items or larger factors that can account for the existing levels of Career Maturity. Evaluating these diagnostic hypotheses essentially involves describing the current state/level of a set of variables that have been shown or are assumed to determine the level of career maturity displayed by learners and comparing it to the state/level the variables should have to assure acceptable levels of career maturity.

#### 4.4 THE DIAGNOSTIC QUESTIONNAIRE

##### 4.4.1 Item analysis of the CMDQ

The Career Maturity Diagnostic Questionnaire (CMDQ; see appendix) comprised 90 questions allocated to six sections. The questions were drawn from the contributory attributes to career maturity as elucidated in the Career Maturity Diagnostic Model (See Figure 2.2). Questions in four of the sections (Sections B-E) were to be combined into eight diagnostic indices, namely (see paragraph 3.3.2)

- The role of the respondent's family and friends in the career decision making process, (FAMFRIEN);
- The respondent's access to infrastructure to help in his/her planning for the future (PLFUTURE);
- The availability of, and role played by, teachers/counsellors in the respondent's school experience (GUIDANCE);
- The availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC);



- The levels of support and personal safety in the respondent's community (COMMUNIT);
- The presence of career encouragement and role models afforded by the respondent's community (EXPECCOM),
- The level of exposure that the respondent has to the world of work (EXPOWORK);
- The attitude of the respondent and his/her associates to the concept of employment in South Africa (ATTTEMP).

The items comprising each of these eight indices of the CMDQ were written to reflect a specific diagnostic theme. To the extent to which the researcher succeeded in achieving this, the items comprising each of the indices should correlate moderate to high amongst each other. Item analysis was therefore performed on each of the foregoing CMDQ indices to assess the internal consistency of each index. High internal consistency would provide some justification to combine the items included in a given index into a single index score. Results are shown in Table 4.19-4.26.

**Table 4.19. Reliability of the FAMFRIEN subscale of the CMDQ**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	47.96	68.279	.217	.776
item2	48.39	63.280	.524	.750
item3	47.60	66.950	.309	.768
item4	48.54	67.276	.219	.778
item5	47.85	63.219	.524	.750
item6	47.31	66.425	.344	.765
item7	47.79	69.853	.186	.776
item8	48.60	62.734	.391	.762
item9	48.48	73.318	-.056	.799
item10	48.08	63.908	.515	.752
item11	48.60	61.045	.608	.742
item12	48.41	60.337	.676	.736
item13	48.98	63.587	.433	.757
item14	48.86	64.849	.350	.765
item15	48.24	62.547	.538	.748
<b>Scale Statistics</b>				
Mean	Variance	Std. Deviation	N of Items	
51.69	73.632	8.581	15	
<b>Reliability Statistics</b>				
Cronbach's Alpha	N of Items			
.775	15			

Table 4.20. Reliability of the PLFUTURE subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item16	50.06	36.669	.068	.623
item17	50.39	36.230	.111	.616
item18	50.29	30.792	.465	.553
item19	49.65	35.952	.181	.606
item20	49.69	34.320	.250	.595
item21	50.52	32.475	.340	.578
item22	49.73	33.662	.331	.583
item23	50.59	33.580	.241	.597
item24	49.39	35.867	.138	.612
item25	50.46	32.319	.228	.604
item26	49.12	36.965	.262	.604
item27	50.89	32.246	.295	.587
item28	50.28	32.469	.300	.586
item29	50.33	33.438	.291	.588

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
53.95	38.373	6.195	14

Reliability Statistics	
Cronbach's Alpha	N of Items
.614	14

Table 4.21. Reliability of the GUIDANCE subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item30	35.22	22.338	.367	.583
item31	35.10	22.261	.343	.585
item32	35.68	22.635	.220	.608
item33	35.25	24.026	.020	.661
item34	35.91	24.205	-.008	.672
item35	34.91	24.306	.079	.633
item36	35.88	19.952	.431	.557
item37	35.47	20.397	.428	.560
item38	35.73	18.826	.571	.520
item39	35.62	18.675	.614	.511

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
39.42	25.776	5.077	10

Reliability Statistics	
Cronbach's Alpha	N of Items
.619	10

Table 4.22. Reliability of the INFSOURC subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item40	48.63	45.726	.245	.613
item41	48.90	42.964	.488	.578
item42	49.07	48.357	.098	.633
item43	48.55	47.539	.159	.624
item44	48.91	45.704	.335	.602
item45	49.13	44.213	.300	.604
item46	48.60	42.972	.449	.581
item47	49.45	45.241	.251	.612
item48	49.02	46.720	.144	.630
item49	48.83	43.423	.399	.588
item50	49.33	45.289	.283	.607
item51	49.37	47.226	.118	.634
item52	49.80	46.611	.174	.624
item53	48.62	47.409	.140	.628
item54	50.23	47.529	.163	.624
item55	50.59	47.557	.201	.619

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
52.47	50.966	7.139	16

**Reliability Statistics**

Cronbach's Alpha	N of Items
.628	16

Table 4.23. Reliability of the COMMUNIT subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item56	22.35	27.825	.064	.672
item57	22.61	23.508	.410	.583
item58	22.04	25.236	.304	.612
item59	22.34	24.331	.392	.590
item60	23.43	27.959	.051	.676
item61	22.37	22.091	.500	.554
item62	23.65	22.762	.422	.577
item63	23.31	21.785	.546	.541

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
26.02	30.342	5.508	8

**Reliability Statistics**

Cronbach's Alpha	N of Items
.636	8

Table 4.24. Reliability of the EXPECCOM subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item64	30.76	17.132	.325	.438
item65	31.68	18.124	.191	.480
item66	31.28	18.317	.202	.476
item67	31.07	18.161	.201	.477
item68	30.90	18.418	.142	.496
item69	30.45	16.287	.333	.429
item70	31.43	17.558	.255	.459
item71	30.95	18.461	.215	.473
item72	30.70	19.917	.022	.526
item73	31.31	17.820	.198	.478

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
34.50	21.077	4.591	10

Reliability Statistics	
Cronbach's Alpha	N of Items
.501	10

Table 4.25. Reliability of the EXPOWORK subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item74	12.36	10.835	.510	.584
item75	11.55	12.322	.413	.631
item76	12.79	11.831	.327	.674
item77	12.04	11.943	.419	.627
item78	12.21	11.522	.490	.597

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
15.24	16.891	4.110	5

Reliability Statistics	
Cronbach's Alpha	N of Items
.674	5

**Table 4.26. Reliability of the ATTITEMP subscale of the CMDQ**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item79	17.86	7.710	.220	.288
item80	17.66	7.441	.236	.274
item81	16.52	8.701	.111	.350
item82	16.29	7.466	.096	.378
item83	16.65	7.007	.278	.240
item84	17.31	7.385	.098	.378

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
20.46	9.725	3.119	6

Reliability Statistics	
Cronbach's Alpha	N of Items
.360	6

Based on the foregoing item statistics item 9 was subsequently deleted from the FAMFRIEN subscale, item 16 from the PLFUTURE subscale, item 34 from the GUIDENCE subscale, item 42 from the INF SOURC subscale, item 60 from the COMMUNIT subscale, item 72 from the EXPECCOM subscale and item 82 from the ATTITEMP subscale. The results of the item analyses performed on the reduced subscales are shown in Table 4.27 – Tables 4.33.

**Table 4.27. Reliability of the revised FAMFRIEN subscale of the CMDQ**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	44.81	67.913	.214	.803
item2	45.25	62.823	.529	.779
item3	44.45	66.631	.303	.796
item4	45.41	67.226	.201	.806
item5	44.71	62.564	.543	.777
item6	44.17	65.911	.349	.792
item7	44.65	69.060	.211	.801
item8	45.46	62.269	.389	.791
item10	44.94	63.425	.521	.780
item11	45.44	60.478	.614	.771
item12	45.26	59.705	.687	.765
item13	45.83	62.604	.460	.784
item14	45.71	64.443	.349	.793
item15	45.09	61.877	.556	.776

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
48.55	73.172	8.554	14

Reliability Statistics	
Cronbach's Alpha	N of Items
.799	14

Table 4.28. Reliability of the revised PLFUTURE subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item17	46.48	35.358	.031	.637
item18	46.38	29.225	.459	.562
item19	45.74	34.400	.160	.617
item20	45.77	32.391	.270	.601
item21	46.61	30.702	.349	.585
item22	45.82	31.767	.351	.588
item23	46.68	31.388	.280	.599
item24	45.48	34.062	.144	.621
item25	46.55	30.506	.237	.612
item26	45.21	35.222	.256	.613
item27	46.98	30.377	.310	.593
item28	46.38	30.657	.306	.594
item29	46.42	31.936	.275	.600

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
50.04	36.582	6.048	13

Reliability Statistics	
Cronbach's Alpha	N of Items
.622	13

Table 4.29. Reliability of the revised GUIDANCE subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item30	31.45	22.369	.407	.656
item31	31.33	22.309	.388	.658
item32	31.91	22.835	.241	.683
item33	31.56	22.990	.119	.720
item35	31.09	25.282	.019	.715
item36	32.09	19.678	.492	.630
item37	31.72	20.649	.416	.649
item38	31.97	18.671	.597	.604
item39	31.86	18.743	.635	.598

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
35.62	26.189	5.117	9

Reliability Statistics	
Cronbach's Alpha	N of Items
.687	9

Table 4.30. Reliability of the revised INFSOURC subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item40	45.19	43.368	.248	.617
item41	45.47	40.978	.469	.585
item43	45.13	45.102	.161	.630
item44	45.47	43.737	.306	.610
item45	45.70	42.023	.294	.610
item46	45.17	41.203	.415	.591
item47	46.01	42.773	.262	.615
item48	45.59	44.220	.151	.635
item49	45.41	40.978	.409	.591
item50	45.90	42.712	.300	.609
item51	45.94	44.572	.136	.637
item52	46.36	44.024	.190	.627
item53	45.18	44.811	.157	.631
item54	46.80	45.285	.155	.630
item55	47.14	45.269	.193	.625

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
49.03	48.553	6.968	15

Reliability Statistics	
Cronbach's Alpha	N of Items
.633	15

Table 4.31. Reliability of the COMMUNIT subscale of the CMDQ

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item56	19.81	27.039	-.035	.749
item57	20.06	21.643	.403	.640
item58	19.49	22.807	.346	.655
item59	19.79	21.867	.442	.630
item61	19.83	20.224	.500	.610
item62	21.10	20.114	.486	.614
item63	20.75	19.124	.622	.573

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
23.47	28.205	5.311	7

Reliability Statistics	
Cronbach's Alpha	N of Items
.679	7

**Table 4.32. Reliability of the revised EXPECCOM subscale of the CMDQ**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item64	26.97	15.843	.348	.460
item65	27.90	17.013	.186	.512
item66	27.48	16.907	.232	.497
item67	27.29	16.708	.237	.496
item68	27.12	18.313	.027	.563
item69	26.67	15.094	.345	.455
item70	27.64	15.956	.312	.471
item71	27.17	17.013	.256	.491
item73	27.54	16.731	.191	.511

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
30.72	19.858	4.456	9

Reliability Statistics	
Cronbach's Alpha	N of Items
.526	9

**Table 4.33. Reliability of the revised ATTITEMP subscale of the CMDQ**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item79	13.67	5.698	.192	.319
item80	13.46	5.346	.241	.279
item81	12.33	6.693	.054	.402
item83	12.45	5.072	.257	.261
item84	13.14	4.727	.185	.334

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
16.26	7.441	2.728	5

Reliability Statistics	
Cronbach's Alpha	N of Items
.374	5

Given the rather wide interpretation attached to the various diagnostic domains the modest internal consistency coefficients found for each of the indices are not altogether surprising. The only index that really provides reason for concern is the index reflecting the attitude of the respondent and his/her associates to the concept of employment in South Africa (ATTITEMP).

Diagnostic indices were subsequently calculated by taking the mean of the items remaining within each subscale. In addition, however, each item was treated as a diagnostic indicator in its own right as well.



#### 4.4.2 Evaluation of the diagnostic hypotheses on the full sample

The diagnostic questionnaire consisted of Sections A-F. Section A comprised biographical details of the respondents while Section F offered respondents the opportunity to write any comments that they felt were relevant. Sections B-E covered the following aspects, which were hypothesised to be correlated with the various aspects of career maturity as measured by the Career Development Questionnaire.

In the course of processing the results of the questionnaire, responses were transposed on items which were so constructed that “never or almost never” and “strongly disagree” responses would indicate a positive state of affairs. Consequently a high score on all variables will reflect a positive/desirable state of affairs in which the conditions conducive to career maturity tend to be present and the circumstances detrimental to career maturity generally tend to be absent.

##### 4.4.2.1 Section B: Family and Friends (FAMFRIEN).

The response of respondents to the items reflecting the role of the respondent’s family and friends in the career decision making process, (FAMFRIEN) are indicated in Appendix C within each of the two broad school disadvantage categories.

The results in Appendix C indicate that the majority of respondents (85, 7%) sometimes or more frequently have their evening meal together with their family. Respondents from the two categories, however significantly ( $p < 0,05$ ) differ, in terms of this trend with pupils from the more disadvantaged schools eating their evening meal with their families less often than pupils from the more advantaged schools. The majority of respondents report that their parents/caretakers sometimes (34, 6%) or seldom (21, 3%) work late and come home tired. They sometimes to often talk with their family about what they are doing at school (59, 9%). Parents/caretakers sometimes (32%) or often (32, 6%) inquire how things are going at school. This tends to happen significantly ( $p < 0,05$ ) more often to pupils from less disadvantaged schools. Contrary to initial expectations pupil from the more disadvantaged schools also reported their parents more frequently checking whether they have done their homework.

They often (31,4%), or very regularly (33,4%), talk to their parents/caretakers about their dreams for the future. They sometimes (33,6%) or often (25%) talk to their parents about their interests, abilities and aptitudes. When there is a meeting at school their parents or caretakers often (25%) or very regularly (48,6%) attend.

Pupils in the more disadvantaged schools are only seldom (17,4%) or sometimes afforded the privilege of taking part in conversations when adults visit their homes. The majority of pupils (72,1%) in the less disadvantaged schools, by contrast, report that they sometimes or more frequently are afforded this opportunity. Most pupils only sometimes (28%) or seldom (23,2%) have the privilege of meeting professional people in their family homes. The opportunity of this happening occurs significantly less frequently in the homes of pupils from the more disadvantaged schools. Respondents and their friends often (36%) to very regularly (32%) talk about different jobs and their plans for the future. It is interesting to note that the frequency of this trend is significantly higher amongst pupils from the more disadvantaged schools. The majority of pupils (63,4%) only sometimes or less frequently go away on holiday with their family.

The majority of respondents (87%) perceive their parents/caretakers as often or more frequently expressing the desire for them to have an equal or better education than they had. Parents sometimes (32,8%) or often (22,4%) provide respondents

with information on different possible career opportunities. They tend to discuss different possible career opportunities with their children approximately as frequently.

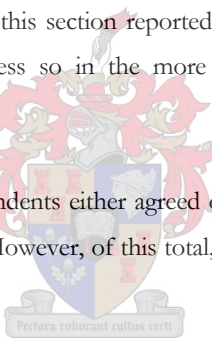
The foregoing tends to paint a more positive home environment than was expected in terms of the diagnostic hypotheses. Parents/caretakers generally seem to be reasonably concerned about, and involved in, the education of their children. It thus seems unlikely that the state of the home environment is the primary agent responsible for the sub-optimal career maturity profile of Grade 12 learners from disadvantaged schools in the Western Cape described earlier

#### 4.4.2.2 Section B: Planning for the Future (PLFUTURE)

The response of respondents to the items in this section reflects on their access to support structures within their families and amongst their friends that enable them to plan for their future. The results are indicated as PLFUTURE in Appendix C.

The results in Appendix C indicate that 67,6% of the respondents agreed to strongly agreed that they had a need to talk to some adult member of their family about their plans for the future. The majority of learners (71,1%) also responded that they agreed or strongly agreed with the statement that they want to tell their family what they are doing at school. Both groups appear to be open to discussing issues relating to school at home. Both groups, moreover, appear to experience a need to discuss their plans for the future. Results from this section reported earlier in paragraph 4.4.2.1 seem to suggest that these needs are met to a reasonable extent, albeit less so in the more disadvantaged schools. A moderate desire for more involvement, nonetheless, seems to be indicated.

Somewhat surprisingly, 62,6% of the total respondents either agreed or strongly agreed with the statement that their parents had made plans to finance their future studies. However, of this total, 71,8% were from less disadvantaged schools with only 26,2% from the more disadvantaged schools.



The majority of the combined group; (82, 2%) agreed or strongly agreed with the statement that most of their friends feel that it is important to study further after school. The perceived peer pressure to study further after matric, however correlated weakly but significantly ( $p < 0,05$ ) with the degree of disadvantage of the schools. Learners from the more disadvantaged schools tend to endorse this statement somewhat less strongly. 85,6% of learners from the less disadvantaged schools agreed or strongly agreed with this statement, whilst 75,8% of learners from the more disadvantaged schools did so. Moreover, feeling/realizing that it is important to study further after school does not thereby imply that actually implementing this belief in one's own life would be easy or even possible. The majority of learner (80,2%) disagreed or strongly disagreed that many of their friends are involved in gang activities. There was also a significant difference ( $p < ,05$ ) between the two groups on the issue of involvement of their friends in gang activities. Whereas 13,7% of the more disadvantaged learners agreed or strongly agreed with this statement only 4,9% of the less disadvantaged agreed with it. Likewise a larger percentage (82,1%) of the less disadvantaged group disagreed or strongly disagreed with the statement in contrast to 76,4% of the more disadvantaged.

Learners seemingly do not experience excessive pressure to indiscriminately take any available job simply to obtain an income and help support their families. Only 22,8% of learners agreed or strongly agreed with the statement that most of their friends say that it is sensible to take any job that is available just to get an income. Likewise only 8,7% of learners agreed or strongly agreed with the view that their families expected them to take any job that is available to support their families. Once again there are also significant differences ( $p < ,05$ ) between learners from the two groups of schools on these two issues. Only

16,2% of the less disadvantaged group agreed or strongly agreed with the first statement while a significantly larger percentage (35,2%) of the more disadvantaged responded the same way. 84,6% of less disadvantaged learners responded that they either disagreed or strongly disagreed that their families would expect of them to take any available job in order to support the family while there was a significantly ( $p < ,05$ ) smaller percentage (73,2%) of learners from the more disadvantaged group responding in the same way.

On the issue of the current employment status of the previous year's matriculants from their schools, the responses correlated moderately and significantly ( $p < 0,05$ ) with the degree of disadvantage. Whereas quite an alarming percentage (49,1%) of the more disadvantaged group responded that they either agreed or strongly agreed that many of the previous year's matriculants from their schools were unemployed, only 16,9% of the more advantaged learners responded to the same statement in that way. On the issue of one member in the family's owning a car, there did not appear to be a significant difference between the two groups with 75,1% of the total strongly agreeing with the statement. On the question of TV ownership, 98,3% of respondents either agreed or strongly agreed with the statement.

There did not appear to be a strongly felt need to have someone at home with whom to discuss career issues. Both groups gave similar responses to the statement that they wished that they had someone at home with whom they could discuss their future plans. Of the less disadvantaged group, 33,7% agreed or strongly agreed with the statement while 38,1% disagreed or strongly disagreed. Of the more disadvantaged group, 46,1% agreed or strongly agreed with the statement while 37,3% disagreed or strongly disagreed. This finding seems to provide support for the earlier inference that although their need for parental interest and involvement in their school activities and future plans are met to a reasonable extent, a moderate desire for more involvement, nonetheless, seems to be indicated.

There did not appear to be an overriding perception that conditions at home affected the learners' ability to achieve but the findings nonetheless suggest a less than optimal scenario. Although 57,1% of the total group either disagreed or strongly disagreed with this statement, it is nonetheless noteworthy that 42,8% of learners felt that they could not explicitly disagree with the statement. A similar trend seems to prevail with regards to the adequacy of study facilities at home. Although 56,4% of the total group reflected that they were satisfied with their study facilities at home, a significant percentage 25,4% were undecided and 18,2% denied that they had adequate study facilities at home.

The foregoing again tends to paint a more positive home environment than was expected in terms of the diagnostic hypotheses. In general, the state of the home environments among disadvantaged learners, while not optimum, can not be regarded to have a dominant impact on the level of career maturity of previously disadvantaged learners. There are nonetheless indications that point towards a subtle yearning for greater parental involvement and more satisfactory study facilities/conditions at home.

#### 4.4.2.3 Section C: Availability of Academic and Career Guidance (GUIDANCE)

The items in this section looked at the role of school teachers, guidance counsellors, lifeskills and career guidance programmes and the general ethos of learning in the schools.

A surprisingly large percentage of the sample (80,95) reported that they have a teacher/counsellor who arranges in various ways (e.g., visiting speakers) for them to learn more about career possibilities. Response to this item, however, differed

significantly ( $p < 0,05$ ) across the two school categories with learners of the more disadvantaged schools reporting a slightly lower incidence of this happening. On the issue of arrangements being made by the Counselling department for visiting speakers to visit the schools, 31,4% of the more disadvantaged learners stated that this only sometimes to never/almost never happened, while the less disadvantaged group's response here was only 12,6%. In addition, the majority of learners reported that they are often/very regularly informed when and where career exhibitions or open days are held. Again the response distributions for this item differed significantly ( $p < 0,05$ ) across groups. Whereas 11,8% of the more disadvantaged learners stated that they seldom to never/almost never were informed about careers exhibitions or open days only 2,2% of the less disadvantaged learners did so. A significant difference ( $p < 0,5$ ) appears on the issue of the regular offering of career guidance classes at school. The response to this item, moreover, correlated quite strongly ( $\phi = 0,707$ ) with the degree of disadvantage in schools. The more disadvantaged group reflected a 71,9% response of sometimes, seldom, to never/almost never in contrast to a 94,3% response of often to all the time/very regularly from the less disadvantaged group. There was some evidence that guidance classes are being used for unrelated activities but not any significant evidence of truancy. A somewhat disconcerting 47,5% of learners indicated that guidance classes were sometimes or more regularly used for activities unrelated to school guidance. An impressive 85% of learners indicated that they seldom to never/almost never skip classes at school. However, it needs to be borne in mind that the respondents were, in fact, those that had been present on the two research days. Those who had been absent for either one or both of the sessions would, for obvious reasons, not have been included. As previously mentioned, there was quite a high attrition rate of learners who were present for only one of the two sessions.

There was an interesting but somewhat unexpected result on the question related to the amount of interest shown by teachers to the learner and his future in that the response correlated moderately positively ( $\phi = 0,354$ ) and significantly ( $p < 0,05$ ) with degree of disadvantage. Whereas 40,3% of less disadvantaged learners responded that this occurred often or all the time/very regularly, 68% of more disadvantaged reported frequent or very regular interest and care from their teachers. Among the more disadvantaged, 52,1% of the within school total, reflected their perception that this occurred all the time or very regularly against an 18,6% similar response from the less disadvantaged. A similar trend ( $\phi = 0,298$ ;  $p < 0,05$ ) was apparent on the extent to which teachers were perceived to motivate learners to reach for their dreams. Teachers were perceived to encourage learners to reach for their dream to a significantly lesser extent in the less disadvantaged schools than in the more disadvantaged schools. Whereas 70,6% of the less disadvantaged group stated that this occurs often or very regularly, the more disadvantaged group had a 49,1% response in these categories. Moreover, 52,1% of the more disadvantaged felt that they are motivated by their teachers to reach for their dream all the time or very regularly in contrast to a 23,0% response from the less disadvantaged group. 72,9% of the more disadvantaged group regarded their teachers as inspiring them to work purposefully towards the future often to very regularly while only 53,1% of the less disadvantaged group felt the same way about their teachers. This scenario could also be attributed to differing expectations of the two groups. The less disadvantaged group appeared to have more personal resources than the other group and are likely to expect a higher level of teacher input in order to be impressed. The more disadvantaged group appeared to be working from a lower base and were more grateful for any level of input. The researcher encountered this scenario during the research process where the more disadvantaged learners generally expressed gratitude for being included in the study whereas the less advantaged were more blasé.

In summary, it appears that there is a discernable difference between the less disadvantaged group and more disadvantaged group in respect of the level of input on careers, career decision making and general encouragement of the learners in their making of plans for their futures. The sheer value of the input of the ordinary caring and committed classroom teacher with

some knowledge in the field of career decision making can not be underestimated, particularly in schools where there is little formal career guidance programme in place.

#### 4.4.2.4 Section C: Availability of Sources of Information regarding Academic or Career issues (INFOSOURC)

This section looked at the availability of informational sources to aid the respondent in subject selections and career choices.

To the statement that they had chosen their matric subjects with their possible future careers in view, 24,8 % of the more disadvantaged groups responded that they either disagreed or strongly disagreed with the statement while 14,1% of the less disadvantaged group responded similarly. A significant difference ( $p < 0,05$ ) between the two groups is reflected in the 41,6% strong agreement with the statement by the less disadvantaged in contrast to 33,1% of the more disadvantaged. Both groups responded similarly on the question of the selection of subjects and grade levels based merely on what they would be able to pass with 53,5% of the sample disagreeing or strongly disagreeing with the statement.

A significant ( $p < 0,05$ ) difference occurred, however, in knowledge of subject and achievement requirements for access to tertiary training institutions. Whereas 27% of the more disadvantaged group claimed to not have this knowledge only 11.1% of the less disadvantaged group responded similarly. Similarly 80% of the less disadvantaged group disagreed or strongly disagreed that they lacked this knowledge in contrast to 57,3% of the more disadvantaged group. There was a significant difference between the two groups ( $p < 0,05$ ) on the availability of career related books at their schools with 47,3% of the less disadvantaged stating that they considered that they had sufficient career-related books against only 15,6% of the more disadvantaged group. A moderately strong negative correlation ( $\phi = 0,360$ ;  $p < 0,05$ ) existed between the response to the availability of career-related literature at school and the degree of disadvantage suffered by the school

On issues of funding for future study, 26,8% of the more disadvantaged group stated that they had no idea about how one would go about getting funding for further study against only 14,7% of the less disadvantaged group. In addition, 32,4% of more disadvantaged learners either agreed or strongly agreed that even if they had money for further study, they would still be unable to cover their transport and other needs. Only 14% of the less disadvantaged group responded similarly.

Responses to questions regarding learners' aptitudes or academic achievement, indicated that 49,7% of less disadvantaged learners against 32,4% of more disadvantaged, have had some psychometric assessment at school. The difference in the frequency distributions between the two groups of schools on the prevalence of psychometric assessment was statistically significant ( $\phi = 0,177$ ;  $p < 0,05$ ). Both groups presented as having a similar level of access to at least once talk to a teacher about their abilities, interests and aptitudes. Worthy of note, however, is the fact that only 30% of learners were able to explicitly confirm that they had at least one interview with a teacher on their abilities, interests and aptitudes. A subtle yearning for this type of interaction, nonetheless seems to exist in as far as 63% of learners were not prepared to explicitly disagree with the statement "I wish I had somebody at school I could talk to about my plans for the future." Of the total group, 87% stated that they either felt neutral or dissatisfied with their academic performance at school. This comprised 83,4 of the more disadvantaged group and 88,7% of the less disadvantaged. Related to this academic discontent 79,6 % of the total group either agreed or strongly agreed that they wished that they had someone to help them to perform better at school. 88,7% of the less disadvantaged group responded thus to this question and 81,4% of the more disadvantaged. It is worthy of note that the degree of unhappiness with academic performance ( $\phi = 0,246$ ;  $p < 0,05$ ) and the yearning to improve academic performance ( $\phi = 0,169$ )

correlated weak negatively but significantly with degree of disadvantage. Learners from the less disadvantaged schools were more dissatisfied with their academic performance and more concerned about improving their performance although their performance on average exceeded those in the more disadvantaged schools (see Table 4.1). A significant difference ( $p < 0,05$ ) emerged on the statement that ‘most of my friends do not regard doing well at school as important’ with 23,2% of more disadvantaged learners agreeing or strongly agreeing with the statement against only 9,3% of the less disadvantaged learners.

In summary, it appears that there is a general lack of career related information in the more disadvantaged schools. Learners appear to have less access for information about themselves and their abilities, methods of career choice, access requirements to the various institutions, and methods of obtaining funding. It is likely that these schools land on the bottom of the lists when it comes to visits by various state subsidised or private institutions as such learners would be perceived as having neither the required marks nor the money required to attend such institutions. These learners thus miss the opportunity of finding out what is available in the world of work and study and of formulating realistic and feasible plans for the future. Overall, the state of the school environments among disadvantaged learners should be regarded as a source of concern that most likely contributes towards the sub-optimal levels of career maturity amongst previously disadvantaged learners.

#### 4.4.2.5 Section D: Level of Community involvement in the respondent’s ability to access career or life skills information (COMMUNITY)

This section looked at the levels of support, personal safety and general infrastructure provided by the community of which the learner is a member.

The majority (62,1%) of the total group responded that older members in their communities often to very regularly encouraged them to make the most of their opportunities. Interestingly, however, 50,6% of the total group responded that they seldom or almost never talked to adults in their community about their future plans.

Significant differences ( $p < 0,05$ ) emerge on issues such as presence of crime in the community where 60,2% of the more disadvantaged group see crime as a serious problem in their community from often to regularly, against a 34,8% similar response from the less disadvantaged schools. In agreement with this trend 33,6% of the more disadvantaged responded that they seldom to never felt safe to walk alone in the area in which they live, compared to a response of 16,8% of the less disadvantaged. Although 57,8% of the total group responded that public transport was generally not unreliable or unsafe where they lived, 48,7% of the more disadvantaged group nonetheless stated that they sometimes to all the time lacked money for transport to the library or educational exhibitions against 23,4% of the less disadvantaged. Drugs are not seen as a serious problem in the community in which the learners live in as far as 40,6% of the sample report that drugs never/almost never cause problems in their neighbourhood. Nonetheless a rather distressing reflection on the general community wellness is the fact that the majority of more disadvantaged learners (77,3%) and approximately half of less disadvantaged learners (50,2%), stated that they often to always wished that they could have grown up somewhere else. This tendency to yearn for an apparent better life elsewhere correlated moderately positive and significantly ( $\phi = 0,282$ ;  $p < 0,05$ ) with degree of disadvantage.

Although probably not as bad as sometimes imagined, these findings nonetheless seem to paint a picture of a community not ideal for the development of career maturity and the pursuit of career ambitions.



#### 4.4.2.6 Section D: Expectations held by the respondent's community regarding the value of a career (EXPECCOM)

This section looked most specifically at the perceptions of work and achievement presented by members of the learner's community.

In most of these questions there was not a significant difference in the responses of the two groups. The majority (63,8%) of the total group agreed to strongly agreed that their communities had the sort of facilities (e.g., library, internet, community centre, careers advice office) that they required in order to access career information. Although 42,8% of the total reported having large shops in their community in contrast to 29,1% who disagreed, the mode of the response distribution fell on the neutral response (28,1%). The majority (74,6%) of the total group either felt neutral or disagreed with the statement that there were role models in their community that they would like to emulate. On the statement that many people in their community had never had regular employment, 76,3% of the total group responded that they were neutral through to strongly disagreeing with this statement. Both groups responded strongly (81,8%) in favour of neutral to strongly disagree on the issue of people in the community expecting their children to do the same work as the children's parents do. Neither group indicated that there was a strong perception in their communities that career success was dependent upon being able to attend university, with 70% responding from neutrally to strongly disagreeing with the statement. Similarly 87,7% of the total group were neutral through to strongly disagreeing with the statement that working in a trade was perceived by the community as being inferior work. There was a significant difference ( $p < ,05$ ) in the two groups on the issues of the level of excitement felt by the community when one of the neighbourhood young people is successful in a career. Here 69,6% of the more disadvantaged group responded that they agreed to strongly agreed with a 52,4% similar response from the less disadvantaged. On the question regarding how impressed members of the communities are when someone that they know gets the sort of job that is regarded as prestigious because it is seen on TV, a significant ( $p < ,05$ ) difference was discerned with 74,6% of the more disadvantaged responding that they agreed to strongly agreed that this occurred with a 55,4% similar response from the less disadvantaged.

Indications are, therefore, that the communities of both groups are generally supportive although a thread that tends to emerge is that the communication between the learners and the adults in their communities could tend to be of the 'top down' variety as it does not appear that the learners engage with the adults members of the community as freely as is usually the case in advantaged communities where young people tend to be treated in a more open and democratic manner.

#### 4.4.2.7 Section E: Exposure to the World of Work (EXPOWORK)

In this section questions were asked regarding the extent to which respondents had seen or experienced the world of work first hand, or had access to people or exhibitions where they could ask career-related questions.

Of the combined group, 69,2% stated that they only sometimes through to seldom or never visited their parents' or caretakers' of work. There was a significant difference ( $p < ,05$ ) difference between the frequency distributions of the two groups. The more disadvantaged group had a 45,3% response of seldom through to never on the question while the response of the less disadvantaged group was 34,2%. A total of 65,9% of the total sample responded that they sometimes through to very regularly talked to their friends' parents and caretakers about what they did at work. The picture also looked generally brighter in the responses to the question of the frequency of which parents/ caretakers talked to the learners about their place of work. Here

86% of the combined group stated that they have this interaction with their parents/caretakers from sometimes through to very regularly. There was a marked difference ( $\phi=0,474$ ;  $p<,05$ ) between the two groups on the issue of attendance of career days, exhibitions and open days where 54,4% of the more disadvantaged group stated that they seldom, almost never, or never attended such an event in contrast to 58,2% of the less disadvantaged that stated that they often, all the time or very regularly did so. While there is not a significant difference between the two groups regarding their working during holidays, 76% of the total only sometime, seldom, or never /almost never did vacation work.

The picture emerges that, in general, there is not sufficient first hand experience of the workplace and the world of work and that the more disadvantaged groups suffer more severely in this area.

#### 4.4.2.8 Section E: Attitude to Work and Employment in SA (ATTTEMP)

Five questions were set in this area to attempt to discern the attitudes towards employment in SA and the level of goal-directed behaviour being carried out by matric learners in the sample.

There was a 46% combined response of agree or strongly agree to the statement that many of the previous year's matriculants known to this group, had not yet found employment. The more disadvantaged group responded significantly more negatively ( $\phi=0,388$ ;  $p<,05$ ) to this statement. 19,9% of the less disadvantaged group disagreed with the statement against only 4,4% of the more disadvantaged group. Also of significance is that the mode of the less disadvantaged distribution (48,4%) corresponded to the neutral response whereas that of the more disadvantaged distribution fell on the agree response (44,7%). On the issue of peer group negativity regarding job opportunities in South Africa, there tended to be a bit ambivalent in as far as the distribution of the combined group centered on the neutral response. Nonetheless it is significant that only 26,5% of the total sample were prepared to explicitly disagree with the statement that their friends are generally negative about job opportunities in South Africa. The majority (77,8%) of the combined group stated that they were aware of what careers most of their friends were considering. The majority (81,6%) of the combined group also claimed that at least one member of their family had employment and although the employment level appeared to be lower among the more disadvantaged group, the difference was not significant. 64,1% of the total group claimed to have made deliberate attempts to find out more about the possible careers that they are considering through interaction with current practitioners. However, the difference between the groups is significant ( $p<,05$ ) with 52,1% of the more disadvantaged agreeing/strongly agreeing in contrast to 70,2% of the less disadvantaged. However, 32% of the total group stated that they found it difficult to get first hand information on jobs because they did not know people who performed those jobs in contrast to 43,8% who disagreed with the statement.

It thus appears that while the respondents are aware of the currently high level of unemployment among matriculants in South Africa, they are not allowing themselves to be totally enveloped by negativity. Many are still engaged in career-search attempts at the level to which their community and infrastructure will support it.

#### 4.4.3 Comparison of career maturity prerequisites across the two categories of disadvantage.

Table 4.34 provides a comparison of the eight diagnostic indices across the two categories of schools.



**Table 4.34. Multiple analyses of variance (MANOVA) of the difference in career maturity prerequisites across levels of school disadvantage**

				N			
Schoold		Less disadvantaged			226		
		More disadvantaged			119		
<b>Multivariate Tests (b)</b>							
Effect		Value	F	Hypothesis df	Error df	Sig.	
Intercept	Pillai's Trace	.990	4117.563(a)	8.000	336.000	.000	
	Wilks' Lambda	.010	4117.563(a)	8.000	336.000	.000	
	Hotelling's Trace	98.037	4117.563(a)	8.000	336.000	.000	
	Roy's Largest Root	98.037	4117.563(a)	8.000	336.000	.000	
Schoold	Pillai's Trace	.176	8.973(a)	8.000	336.000	.000	
	Wilks' Lambda	.824	8.973(a)	8.000	336.000	.000	
	Hotelling's Trace	.214	8.973(a)	8.000	336.000	.000	
	Roy's Largest Root	.214	8.973(a)	8.000	336.000	.000	
<b>Tests of Between-Subjects Effects</b>							
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	famfrien	.137 <sup>a</sup>	1	.137	.341	.559	
	plfuture	5.631 <sup>b</sup>	1	5.631	24.749	.000	
	guidance	1.029 <sup>c</sup>	1	1.029	2.875	.091	
	infsourc	5.333 <sup>d</sup>	1	5.333	26.890	.000	
	communit	6.696 <sup>e</sup>	1	6.696	11.636	.001	
	expeccom	.001 <sup>f</sup>	1	.001	.005	.942	
	expowork	9.456 <sup>g</sup>	1	9.456	13.924	.000	
	attitemp	10.065 <sup>h</sup>	1	10.065	33.832	.000	
	Intercept	famfrien	3643.671	1	3643.671	9084.736	.000
		plfuture	4435.919	1	4435.919	19497.542	.000
guidance		4794.215	1	4794.215	13393.390	.000	
infsourc		3208.733	1	3208.733	16178.450	.000	
communit		3419.426	1	3419.426	5942.076	.000	
expeccom		3617.898	1	3617.898	13590.662	.000	
expowork		2716.235	1	2716.235	3999.885	.000	
attitemp		3217.280	1	3217.280	10814.588	.000	
schoold		famfrien	.137	1	.137	.341	.559
		plfuture	5.631	1	5.631	24.749	<b>.000</b>
	guidance	1.029	1	1.029	2.875	.091	
	infsourc	5.333	1	5.333	26.890	<b>.000</b>	
	communit	6.696	1	6.696	11.636	<b>.001</b>	
	expeccom	.001	1	.001	.005	.942	
	expowork	9.456	1	9.456	13.924	<b>.000</b>	
	attitemp	10.065	1	10.065	33.832	<b>.000</b>	
	Error	famfrien	137.569	343	.401		
		plfuture	78.037	343	.228		
guidance		122.778	343	.358			
infsourc		68.028	343	.198			
communit		197.383	343	.575			
expeccom		91.308	343	.266			
expowork		232.924	343	.679			
attitemp		102.041	343	.297			

Total	famfrien	4184.509	345
	plfuture	5100.752	345
	guidance	5476.570	345
	infsourc	3713.938	345
	communit	4091.986	345
	expeccom	4092.702	345
	expowork	3358.690	345
	attitemp	3796.361	345
Corrected Total	famfrien	137.706	344
	plfuture	83.667	344
	guidance	123.807	344
	infsourc	73.362	344
	communit	204.079	344
	expeccom	91.310	344
	expowork	242.379	344
	attitemp	112.105	344

a R Squared = .001 (Adjusted R Squared = -.002)

b R Squared = .067 (Adjusted R Squared = .065)

c R Squared = .008 (Adjusted R Squared = .005)

d R Squared = .073 (Adjusted R Squared = .070)

e R Squared = .033 (Adjusted R Squared = .030)

f R Squared = .000 (Adjusted R Squared = -.003)

g R Squared = .039 (Adjusted R Squared = .036)

h R Squared = .090 (Adjusted R Squared = .087)

#### Grand Mean

Dependent Variable	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
famfrien	3.418	.036	3.348	3.489
plfuture	3.772	.027	3.719	3.825
guidance	3.921	.034	3.854	3.988
infsourc	3.208	.025	3.158	3.257
communit	3.312	.043	3.227	3.396
expeccom	3.406	.029	3.349	3.464
expowork	2.951	.047	2.860	3.043
attitemp	3.212	.031	3.151	3.273

<b>Means within Schoold</b>					
Dependent Variable	Schoold	Mean	Std. Error	95% Confidence Interval	
famfrien	Less disadvantaged	3.439	.042	3.356	3.522
	More disadvantaged	3.397	.058	3.283	3.512
plfuture	Less disadvantaged	3.906	.032	3.844	3.969
	More disadvantaged	3.637	.044	3.551	3.723
guidance	Less disadvantaged	3.979	.040	3.900	4.057
	More disadvantaged	3.864	.055	3.756	3.972
infsourc	Less disadvantaged	3.339	.030	3.280	3.397
	More disadvantaged	3.077	.041	2.997	3.157
communit	Less disadvantaged	3.458	.050	3.359	3.557
	More disadvantaged	3.165	.070	3.028	3.302
expeccom	Less disadvantaged	3.404	.034	3.337	3.472
	More disadvantaged	3.408	.047	3.315	3.501
expowork	Less disadvantaged	3.126	.055	3.018	3.233
	More disadvantaged	2.777	.076	2.629	2.926
Attitemp	Less disadvantaged	3.392	.036	3.320	3.463
	More disadvantaged	<b>3.032</b>	<b>.050</b>	<b>2.934</b>	<b>3.131</b>

Table 4.34 indicates that significant differences in the diagnostic indices exist between the two categories of schools. Significant differences ( $p < 0,05$ ) were found in the mean score achieved on the indices related to:

- The respondent's access to infrastructure to help in his/her planning for the future (PLFUTURE);
- The availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC);
- The levels of support and personal safety in the respondent's community (COMMUNIT);
- The level of exposure that the respondent has to the world of work (EXPOWORK); and
- The attitude of the respondent and his/her associates to the concept of employment in South Africa (ATTITEMP).

It is worthy of note that the availability of, and role played by, teachers/counsellors in the respondent's school experience (GUIDANCE) did not significantly differ across the more and less disadvantaged schools. This finding might possibly account for the failure of this variable to explain variance in career maturity. This corresponds with the information in Table 4.1. The levels of support and personal safety in the respondent's community (COMMUNIT) also did not differ significantly across the two school categories. This variable nonetheless did account for differences in career maturity in the subsequent correlation analysis although not in the regression analysis.

The more disadvantaged schools consistently were characterized by conditions less conducive to the development of career maturity on those indices where significant differences were found.

#### 4.4.4 Summary of learners' comments given in Section F of the diagnostic questionnaire

In section F of the questionnaire, learners were invited to add any comments / suggestions or concerns. It generally appeared that the more disadvantaged the school, the more additional comments were provided. The discussion which follows outlines some of the issues that repeatedly emerged in the comments.

#### 4.4.4.1. Finance

This issue emerged very often. It presented as questions regarding the process of acquiring bursaries and study loans right through to impassioned pleas for financial help. Many expressed concern that their parents would have to make significant sacrifices if they were to continue their studies. A small number indicated that they had received invitations from tertiary institutions such as the University of the Western Cape, to attend meetings regarding their possibly studying there, but they had not gone because of lack of money for transport, or just an awareness that, ultimately, the fees would be out of their reach. Many learners mentioned their problems with transport and inability to attend career centres or career exhibitions as a result of their being unable to afford the transport. For two learners, the plight was as basic as 'can the school please provide free food'.

#### 4.4.4.2. Subject choice:

Many learners bemoaned the fact that they had not been given accurate and adequate guidance at an earlier stage ie grade 9 and 10. Others expressed frustration at the limited subject choice offered by their schools. Many felt that they had been allowed to take easy options that led nowhere while twenty-two respondents said that they had only become aware of the fact that they were not following a matric exemption course during the second half of their matric year. Apart from the many who wished that they had chosen subjects with more wisdom and information, many also felt that if they had been given more guidance and career information at an earlier stage, they would feel more motivated and focused. Those who were not following a matric exemption course wanted more information regarding what options were available to them, as many of the tertiary institutions that had visited the schools appeared to focus only on those with matric exemption.

#### 4.4.4.3. School facilities

Learners from the most disadvantaged school berated their lack of facilities. These included the need for a swimming pool and more sporting activities. Learners from all of the schools expressed the need for additional tuition in information technology. Some wanted it offered as a seventh subject while those in the most disadvantaged school expressed fear at entering a working world where computers play such an integral part, when they had no exposure to computers at all. Many expressed a desire for internet access to enable them to find out more about careers and tertiary institutions themselves.

#### 4.4.4.4 School teachers

Some of the learners expressed a conviction that learners were getting more help and guidance from teaching staff than had been the case in the past. Some expressed appreciation for individual teachers who had taken an interest in them. Many, however, complained about the lack of motivation of teachers, and teachers who did not ensure adequate discipline in the classroom. Some expressed their frustration at sometimes having up to five different teachers teaching one subject during the course of a year.

#### 4.4.4.5. School guidance departments

Learners expressed their need to have more regular guidance classes, and definitely, from an earlier stage, to enable them to make informed foundational choices earlier. Many stated that they had been unable to attend career exhibitions either because they had not been informed by the guidance teachers, or because they could not afford the transport to get there on their own. Some felt that many tertiary institutions bypass the more disadvantaged schools and, as a result, they felt that

they lacked exposure to all the tertiary options available. Some asked that career days be organized by their schools and held at the school premises. Others requested that they be allowed to ‘job shadow’ during school time.

Interestingly, specific guidance was sought mainly by those wishing to pursue careers in the Arts. Some prospective ballet dancers, fine artists, graphic artists, and film and media specialists asked for advice about how to study for and enter these disciplines as there seemed to be a dearth of information at the schools about such careers.

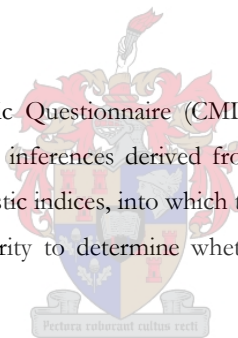
#### 4.4.4.6. Attitudes towards the future and decision-making

There were learners who expressed fear regarding having to make a career decision because they had no idea about how to make such a decision other than by going on a whim, as well as the fear of the consequences of making a wrong decision and landing up in a career to which they were not suited. Some shared that they had lost hope and motivation and feared that, having studied further, they would still not find employment.

Some expressed their feeling that ‘disadvantaged people were not recognised enough’ and some went as far as thanking the researcher for taking sufficient interest in them to ask them to complete the questionnaire. Some even stated that they had found the questionnaire helpful in focusing on areas to consider in making career choices.

## 4.5 CORRELATIONS

The items of the Career Maturity Diagnostic Questionnaire (CMDQ; see Appendix B) combine into eight diagnostic indices. To add to the foregoing diagnostic inferences derived from the CDMQ and to enhance the credibility of the underlying diagnostic model, the eight diagnostic indices, into which the CMDQ items were combined, were correlated with each of the five dimensions of career maturity to determine whether variance in career maturity can be explained by variance in the diagnostic indices.



The convention proposed by Guilford (cited in Tredoux & Durrheim, 2002, p. 184) and depicted in Table 4.35 will be used to interpret the obtained sample correlation coefficients. Although somewhat arbitrary and although it ignores the normative question about the magnitude of values typically encountered in a particular context, it nonetheless fosters consistency in interpretation.

**Table 4.35: Guilford’s interpretation of the magnitude of significant r**

Absolute value of r	Interpretation
< 0,19	Slight; almost no relationship
0,20 – 0,39	Low correlation; definite but small relationship
0,40 – 0,69	Moderate correlation; substantial relationship
0,70 – 0,89	High correlation; strong relationship
0,90 – 1,00	Very high correlation; very dependable relationship

The matrix of zero-order Pearson correlation coefficients and the corresponding conditional probabilities is portrayed in Table 4.36.

#### 4.5.1 The relationship between Self-information (SI) and the various indices measured by the diagnostic questionnaire

Self-information (SI) correlated only slightly but still significantly ( $p < 0,01$ ) with the role of the respondent's family and friends in the career decision making process, (FAMFRIEN;  $r = 0,160$  and low and significantly ( $p < 0,01$ ) with the respondent's access to infrastructure to help in his/her planning for the future (PLFUTURE;  $r = 0,282$ ), the availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC;  $r = 0,306$ ) and the levels of support and personal safety in the respondent's community (COMMUNIT;  $r = 0,237$ ). Self – information (SI) also correlated only slightly but still significantly ( $p < 0,01$ ) with the presence of career encouragement and role models afforded by the respondent's community (EXPECCOM;  $r = 0,150$ ) and the level of exposure that the respondent has to the world of work (EXPOWORK;  $r = 0,119$ ). The significant ( $p < 0,01$ ) correlation with the attitude of the respondent and his/her associates to the concept of employment in South Africa (ATTTEMP;  $r = 0,233$ ) suggests a definite but small relationship with Self-information.

It is of interest to note the absence of a significant correlation ( $p > 0,05$ ) between Self-information (SI) and the availability of, and role played by, teachers/counsellors in the respondent's school experience (GUIDANCE;  $r = 0,085$ ). It could be hypothesised that the pressure on the teachers handling this subject, coupled with class sizes and the various crisis situations that they frequently have to handle in these schools, there is little time to devote to working individually with learners. In addition, lack of finance would prevent their offering the sort of personal insight courses, which are sometimes outsourced and offered by the more advantaged schools.

#### 4.5.2 The relationship between Decision-making (DM) and the various indices measured by the diagnostic questionnaire

Decision-making (DM) showed significant ( $p < 0,01$ ) yet generally low correlations with all the dimensions on the diagnostic questionnaire.

Low to moderate correlations ( $p < 0,01$ ) were found between Decision Making and Planning for the Future (PLFUTURE;  $r = 0,300$ ) and between Decision-making and the availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC;  $r = 0,350$ ). Significant ( $p < 0,01$ ) but low correlations emerged between Decision-making and the levels of support and personal safety in the respondent's community (COMMUNIT;  $r = 0,189$ ), the presence of career encouragement and role models afforded by the respondent's community (EXPECCOM;  $r = 0,216$ ), the level of exposure that the respondent has to the world of work (EXPOWORK;  $r = 0,180$ ) and attitude of the respondent and his/her associates to the concept of employment in South Africa (ATTTEMP;  $r = 0,272$ ). A slight but significant relationship ( $r = 0,108$ ;  $p < 0,05$ ) emerged between Decision-making and the availability of, and role played by, teachers/counsellors in the respondent's school experience (GUIDANCE).

Table 4.36 Correlation matrix

Correlations

		si	dm	ci	intsi@ci	cp	famfrien	plfuture	guidance	infsourc	communit	expeccom	expowork	attitemp
si	Pearson Correlation	1	.632**	.475**	.536**	.480**	.160**	.282**	.085	.306**	.237**	.150**	.119*	.233**
	Sig. (1-tailed)		.000	.000	.000	.000	.001	.000	.056	.000	.000	.003	.013	.000
	N	351	351	351	351	351	351	351	351	349	349	348	347	350
dm	Pearson Correlation	.632**	1	.630**	.655**	.623**	.264**	.300**	.108*	.350**	.189**	.216**	.180**	.272**
	Sig. (1-tailed)	.000		.000	.000	.000	.000	.000	.022	.000	.000	.000	.000	.000
	N	351	351	351	351	351	351	351	351	349	349	348	347	350
ci	Pearson Correlation	.475**	.630**	1	.630**	.659**	.185**	.296**	.119*	.387**	.155**	.129**	.243**	.372**
	Sig. (1-tailed)	.000	.000		.000	.000	.000	.000	.013	.000	.002	.008	.000	.000
	N	351	351	351	351	351	351	351	351	349	349	348	347	350
intsi@ci	Pearson Correlation	.536**	.655**	.630**	1	.632**	.206**	.337**	.097*	.374**	.260**	.165**	.232**	.380**
	Sig. (1-tailed)	.000	.000	.000		.000	.000	.000	.035	.000	.000	.001	.000	.000
	N	351	351	351	351	351	351	351	351	349	349	348	347	350
cp	Pearson Correlation	.480**	.623**	.659**	.632**	1	.233**	.316**	.109*	.398**	.227**	.176**	.243**	.323**
	Sig. (1-tailed)	.000	.000	.000	.000		.000	.000	.021	.000	.000	.001	.000	.000
	N	351	351	351	351	351	351	351	351	349	349	348	347	350
famfrien	Pearson Correlation	.160**	.264**	.185**	.206**	.233**	1	.435**	.358**	.300**	.241**	.320**	.447**	.244**
	Sig. (1-tailed)	.001	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	351	351	351	351	351	351	351	351	349	349	348	347	350
plfuture	Pearson Correlation	.282**	.300**	.296**	.337**	.316**	.435**	1	.180**	.520**	.432**	.374**	.248**	.451**
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	351	351	351	351	351	351	351	351	349	349	348	347	350
guidance	Pearson Correlation	.085	.108*	.119*	.097*	.109*	.358**	.180**	1	.288**	.144**	.245**	.212**	.113*
	Sig. (1-tailed)	.056	.022	.013	.035	.021	.000	.000		.000	.003	.000	.000	.017
	N	351	351	351	351	351	351	351	351	349	349	348	347	350
infsourc	Pearson Correlation	.306**	.350**	.387**	.374**	.398**	.300**	.520**	.288**	1	.428**	.371**	.291**	.491**
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	349	349	349	349	349	349	349	349	349	349	347	346	348
communit	Pearson Correlation	.237**	.189**	.155**	.260**	.227**	.241**	.432**	.144**	.428**	1	.482**	.154**	.332**
	Sig. (1-tailed)	.000	.000	.002	.000	.000	.000	.000	.003	.000		.000	.002	.000
	N	349	349	349	349	349	349	349	349	349	349	347	346	348
expeccom	Pearson Correlation	.150**	.216**	.129**	.165**	.176**	.320**	.374**	.245**	.371**	.482**	1	.140**	.241**
	Sig. (1-tailed)	.003	.000	.008	.001	.001	.000	.000	.000	.000	.000		.005	.000
	N	348	348	348	348	348	348	348	348	347	347	348	346	347
expowork	Pearson Correlation	.119*	.180**	.243**	.232**	.243**	.447**	.248**	.212**	.291**	.154**	.140**	1	.321**
	Sig. (1-tailed)	.013	.000	.000	.000	.000	.000	.000	.000	.000	.002	.005		.000
	N	347	347	347	347	347	347	347	347	346	346	346	347	347
attitemp	Pearson Correlation	.233**	.272**	.372**	.380**	.323**	.244**	.451**	.113*	.491**	.332**	.241**	.321**	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.017	.000	.000	.000	.000	
	N	350	350	350	350	350	350	350	350	348	348	347	347	350

\*\* Correlation is significant at the 0.01 level (1-tailed).

\* Correlation is significant at the 0.05 level (1-tailed).



Once again, it is of interest that the weakest correlation is found between the ability to make career and other lifeskills-related decisions and school guidance. This could possibly again indicate, as mentioned in 4.5.1, that lack of finances, time or expertise results in a relative impotent and ineffective guidance function were it formally exists at disadvantaged schools so it whether it is present or not does not really effect the development of this problem-solving ability in individual learners. However, the moderate correlation between Decision-making and access to information (INFSOURC) does indicate that the efforts of guidance teachers to make career information accessible to learners, aids the decision making process of the learners.

#### **4.5.3 The Relationship between Career information (CI) and the various indices on the diagnostic questionnaire**

Correlations between Career information (CI) and the indices of the diagnostic questionnaire range from 0,119 to 0,387. A significant ( $p < 0,05$ ) but weak relationship appears to exist between Career Information and the availability of, and role played by, teachers/counsellors in the respondent's school experience (GUIDANCE;  $r = 0,119$ ); Career information (CI) also correlates low and significantly with ( $p < 0,01$ ) the role of the respondent's family and friends in the career decision-making process, (FAMFRIEN;  $r = 0,185$ ), the levels of support and personal safety in the respondent's community (COMMUNIT;  $r = 0,155$ ) and presence of career encouragement and role models afforded by the respondent's community (EXPECCOM;  $r = 0,129$ ).

Low, but significant correlations ( $p < 0,01$ ) emerge between Career Information and the respondent's access to infrastructure to help in his/her planning for the future (PLFUTURE;  $r = 0,296$ ) and the level of exposure that the respondent has to the world of work (EXPOWORK;  $t = 0,243$ ). Moderate relationships ( $p < 0,01$ ) appear to exist between Career Information and attitude of the respondent and his/her associates to the concept of employment in South Africa (ATTITTEMP;  $r = 0,372$ ) as well as availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC;  $r = 0,387$ ).

Once again, the possession of information regarding careers appears to be related to a positive attitude towards employment perhaps motivating learners towards accessing information as well as taking opportunities to expose themselves to the world of work. There would consequently be more drive and focus in their planning for the future. While there is some relationship between the role of the guidance departments in the schools and the individual possession of career information, this does not present as being as strong as the individual attitude towards employment and his/her career future.

#### **4.5.4 The Relationship between the Integration of Self-Information and Career Information (INTSI@CI) and the various indices on the diagnostic questionnaire**

Low and significant correlations ( $p < 0,01$ ) emerge between the Integration of self-information and career-information (INTSI@CI) and the indices of the availability of informational resources (INFSOURC;  $r = 0,374$ ), attitude to the concept of employment in South Africa (ATTITTEMP;  $r = 0,372$ ); and the respondent's access to infrastructure to help in his/her planning for the future (PLFUTURE;  $r = 0,337$ ). Small but definite relationship exists between Integration of Self Knowledge and Career Information and the role of the respondent's family and friends in the career decision making process (FAMFRIEN;  $r = 0,206$ ), between INTSI@CI and the levels of support and personal safety in the respondent's community (COMMUNIT;  $r = 0,260$ ), and between INTSI@CI and The level of exposure that the respondent has to the world of work (EXPOWORK;  $r = 0,232$ ). There is a weak but significant at ( $p < 0,05$ ) relationship between Integration of Self-Information and



Career Information and the presence of career encouragement and role models afforded by the respondent's community (EXPECCOM;  $r=0,165$ ) and the availability of, and role played by, teachers/counsellors in the respondent's school experience (GUIDANCE;  $r=0,093$ ).

#### **4.5.5. The Relationship between Career Planning (CP) and the various indices on the diagnostic questionnaire**

On this dimension, the most substantial correlation is that between Career planning (CP) and the availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC;  $r=0,398$ ,  $p<0,01$ ). Low and significant correlations ( $p<0,01$ ) exist between Career Planning and access to infrastructure to help in planning for the future (PLFUTURE;  $r=0,316$ ), attitude towards the concept of employment in South Africa (ATTITTEMP;  $r=0,323$ ), the level of exposure to the world of work (EXPOWORK;  $r=0,243$ ), the role of the respondent's family and friends in the career decision making process (FAMFRIEN;  $r=0,233$ ) and the levels of support and personal safety in the respondent's community (COMMUNIT;  $r=0,227$ ). Significant ( $p<0,05$ ) ( $p<0,05$ ). but weak correlations emerged between Career Planning and the presence of career encouragement and role models available in the respondent's community (EXPECCOM;  $r=0,176$ ) and between Career Planning and the availability of, and role played by, teachers/counsellors in the respondent's school experience (GUIDANCE;  $r=0,109$ ).

#### **4.6 REGRESSION ANALYSIS**

Career maturity is not a random event, but rather an expression of the lawful working of a complex network of interacting person-centred and situational latent variables. To successfully treat the problem that the career maturity of high school learners in disadvantaged communities in South Africa is underdeveloped and that specific remedial actions would be required to rectify the situation thus requires a thorough diagnostic evaluation of all the influential prerequisites for career maturity. The correlation analysis provided support for the assumption that the diagnostic indices reflect the existing state of situational prerequisites for career maturity. It would, however, be incorrect to interpret the results of the correlation analysis depicted in Table 4.36 to mean that each of the indices correlating significantly ( $p<0,05$ ) with the dimensions of career maturity provide relevant and independent insight into why career maturity levels vary. The correlation between the diagnostic indices should also be taken into account.

The career maturity dimensions measured in the Career Development Questionnaire (Self Information, Decision Making, Career Information, Integration of Self Information and Career Information, and Career Planning) were consequently regressed on the diagnostic indices of the CMDQ (FAMFRIEN, PLFUTURE, GUIDANCE, INFSOURCE, COMMUNIT, EXPECCOM, EXPOWORK, AND ATTITTEMP) via stepwise regression to establish which weighted linear composites of diagnostic indices significantly account for the variance in each of the CDQ dimensions..

##### **4.6.1 The relationship between Self-information (SI) and the various indices measured by the diagnostic questionnaire**

The result of the step-wise regression analysis in which Self-information was regressed on the various diagnostic indices is depicted in Table 4.37.

Table 4.37. Regression of Self-information (SI) on the diagnostic indices

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.307 <sup>a</sup>	.095	.092	2.38961	.095	35.803	1	343	.000
2	.338 <sup>b</sup>	.114	.109	2.36709	.020	7.557	1	342	.006

a. Predictors: (Constant), infsourc

b. Predictors: (Constant), infsourc, plfuture

ANOVA<sup>c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	204.440	1	204.440	35.803	.000 <sup>a</sup>
	Residual	1958.603	343	5.710		
	Total	2163.043	344			
2	Regression	246.784	2	123.392	22.022	.000 <sup>b</sup>
	Residual	1916.260	342	5.603		
	Total	2163.043	344			

a. Predictors: (Constant), infsourc

b. Predictors: (Constant), infsourc, plfuture

c. Dependent Variable: si

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	5.273	.915		5.760	.000			
	infsourc	1.669	.279	.307	5.984	.000	.307	.307	.307
2	(Constant)	3.575	1.097		3.259	.001			
	infsourc	1.224	.320	.225	3.821	.000	.307	.202	.194
	plfuture	.825	.300	.162	2.749	.006	.276	.147	.140

a. Dependent Variable: si

The availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC) and the respondent's access to infrastructure to help in planning for the future (PLFUTURE) each significantly ( $p < 0,01$ ) explain unique variance in Self information. None of the other diagnostic indices were able to significantly explain variance in Self-information when added to the regression model, not explained by the two effects already included in the model. The availability of informational resources was found to be the more influential predictor. The weighted linear composite only explains a modest 11,4% of the variance in Self-information.

#### 4.6.2 The relationship between Decision-making (DM) and the various indices measured by the diagnostic questionnaire

The result of the step-wise regression analysis in which Decision-making was regressed on the various diagnostic indices is depicted in Table 4.38.

Table 4.38. Regression of Decision-making (DM) on the diagnostic indices

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.351 <sup>a</sup>	.123	.121	3.64590	.123	48.305	1	343	.000
2	.384 <sup>b</sup>	.147	.142	3.60123	.024	9.561	1	342	.002
3	.398 <sup>c</sup>	.159	.151	3.58269	.011	4.549	1	341	.034

a. Predictors: (Constant), infsourc

b. Predictors: (Constant), infsourc, famfrien

c. Predictors: (Constant), infsourc, famfrien, attitemp

ANOVA<sup>d</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	642.101	1	642.101	48.305	.000 <sup>a</sup>
	Residual	4559.349	343	13.293		
	Total	5201.449	344			
2	Regression	766.092	2	383.046	29.536	.000 <sup>b</sup>
	Residual	4435.358	342	12.969		
	Total	5201.449	344			
3	Regression	824.476	3	274.825	21.411	.000 <sup>c</sup>
	Residual	4376.973	341	12.836		
	Total	5201.449	344			

a. Predictors: (Constant), infsourc

b. Predictors: (Constant), infsourc, famfrien

c. Predictors: (Constant), infsourc, famfrien, attitemp

d. Dependent Variable: dm

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	4.158	1.397		2.977	.003			
	infsourc	2.958	.426	.351	6.950	.000	.351	.351	.351
2	(Constant)	2.159	1.523		1.417	.157			
	infsourc	2.517	.444	.299	5.670	.000	.351	.293	.283
	famfrien	1.002	.324	.163	3.092	.002	.259	.165	.154
3	(Constant)	1.209	1.580		.765	.445			
	infsourc	2.051	.493	.244	4.160	.000	.351	.220	.207
	famfrien	.930	.324	.151	2.869	.004	.259	.154	.143
	attitemp	.830	.389	.122	2.133	.034	.277	.115	.106

a. Dependent Variable: dm

The availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC), the role of the respondent's family and friends in the career decision making process, (FAMFRIEN) and the attitude of the respondent and his/her associates towards the concept of employment in South Africa (ATTITEMP) each significantly ( $p < 0,05$ ) explain unique variance in Decision-making. None of the other diagnostic indices were able to significantly explain variance in Decision-making when added to the regression model, not explained by the three effects already included in the model. The availability of informational resources was again found to be the most influential predictor. The weighted linear composite only explains approximately 16% of the variance in Decision-making.

#### 4.6.3 The relationship between Career information (CI) and the various indices measured by the diagnostic questionnaire

The result of the step-wise regression analysis in which Career information was regressed on the various diagnostic indices is depicted in Table 4.39.

**Table 4.39. Regression of Career information (CI) on the diagnostic indices**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.390 <sup>a</sup>	.152	.150	4.22492	.152	61.706	1	343	.000
2	.441 <sup>b</sup>	.195	.190	4.12446	.042	17.912	1	342	.000

a. Predictors: (Constant), infsourc

b. Predictors: (Constant), infsourc, attitemp

#### ANOVA<sup>c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1101.454	1	1101.454	61.706	.000 <sup>a</sup>
	Residual	6122.528	343	17.850		
	Total	7223.983	344			
2	Regression	1406.161	2	703.080	41.331	.000 <sup>b</sup>
	Residual	5817.822	342	17.011		
	Total	7223.983	344			

a. Predictors: (Constant), infsourc

b. Predictors: (Constant), infsourc, attitemp

c. Dependent Variable: ci

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	.648	1.618		.400	.689			
	infsourc	3.875	.493	.390	7.855	.000	.390	.390	.390
2	(Constant)	-1.837	1.685		-1.090	.277			
	infsourc	2.742	.551	.276	4.978	.000	.390	.260	.242
	attitemp	1.886	.446	.235	4.232	.000	.369	.223	.205

a. Dependent Variable: ci

The availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC) and the attitude of the respondent and his/her associates towards the concept of employment in South Africa (ATTITEMP) each significantly ( $p < 0,01$ ) explain unique variance in Career information. None of the other diagnostic indices were able to significantly explain variance in Career information when added to the regression model, not explained by the two effects already included in the model. The availability of informational resources was again found to be the most influential predictor. The weighted linear composite only explains 19,5% of the variance in Career information.

#### 4.6.4 The relationship between Integration of Self-Information and Career Information (INTSI@CI) and the various indices measured by the diagnostic questionnaire

The result of the step-wise regression analysis in which Integration of Self-Information and Career Information was regressed on the various diagnostic indices is depicted in Table 4.40.

**Table 4.40. Regression of Integration of Self-Information and Career Information (INTSI@CI) on the diagnostic indices**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.380 <sup>a</sup>	.145	.142	3.15363	.145	57.969	1	343	.000
2	.437 <sup>b</sup>	.191	.186	3.07197	.046	19.478	1	342	.000
3	.450 <sup>c</sup>	.202	.195	3.05437	.012	4.953	1	341	.027

a. Predictors: (Constant), attitemp

b. Predictors: (Constant), attitemp, infsourc

c. Predictors: (Constant), attitemp, infsourc, plfuture

ANOVA <sup>d</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	576.522	1	576.522	57.969	.000 <sup>a</sup>
	Residual	3411.275	343	9.945		
	Total	3987.797	344			
2	Regression	760.336	2	380.168	40.285	.000 <sup>b</sup>
	Residual	3227.461	342	9.437		
	Total	3987.797	344			
3	Regression	806.542	3	268.847	28.818	.000 <sup>c</sup>
	Residual	3181.255	341	9.329		
	Total	3987.797	344			

a. Predictors: (Constant), attitemp

b. Predictors: (Constant), attitemp, infsourc

c. Predictors: (Constant), attitemp, infsourc, plfuture

d. Dependent Variable: intsi@ci

Coefficients <sup>a</sup>									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	6.126	.988		6.200	.000			
	attitemp	2.268	.298	.380	7.614	.000	.380	.380	.380
2	(Constant)	2.568	1.255		2.046	.042			
	attitemp	1.556	.332	.261	4.689	.000	.380	.246	.228
	infsourc	1.811	.410	.246	4.413	.000	.372	.232	.215
3	(Constant)	.992	1.435		.691	.490			
	attitemp	1.359	.342	.228	3.976	.000	.380	.211	.192
	infsourc	1.448	.439	.196	3.294	.001	.372	.176	.159
	plfuture	.892	.401	.129	2.226	.027	.329	.120	.108

a. Dependent Variable: intsi@ci

The attitude of the respondent and his/her associates towards the concept of employment in South Africa (ATTITEMP), the availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC) and the respondent's access to infrastructure to help in his/her planning for the future (PLFUTURE) each significantly

( $p < 0,05$ ) explain unique variance in Integration of Self-Information and Career Information. None of the other diagnostic indices were able to significantly explain variance in Integration of Self-Information and Career Information when added to the regression model, not explained by the three effects already included in the model. The attitude of the respondent and his/her associates towards the concept of employment was in this case found to be the most influential predictor. The weighted linear composite only explains approximately 20% of the variance in Integration of Self-Information and Career Information.

#### 4.6.5 The relationship between Career Planning (CP) and the various indices measured by the diagnostic questionnaire

The result of the step-wise regression analysis in which Career planning was regressed on the various diagnostic indices is depicted in Table 4.41.

**Table 4.41. Regression of Integration of Career planning (CP) on the diagnostic indices**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.402 <sup>a</sup>	.162	.159	3.83407	.162	66.121	1	343	.000
2	.428 <sup>b</sup>	.184	.179	3.78912	.022	9.186	1	342	.003
3	.441 <sup>c</sup>	.194	.187	3.76947	.011	4.576	1	341	.033

a. Predictors: (Constant), infsourc

b. Predictors: (Constant), infsourc, attitemp

c. Predictors: (Constant), infsourc, attitemp, expowork

#### ANOVA<sup>d</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	971.993	1	971.993	66.121	.000 <sup>a</sup>
	Residual	5042.135	343	14.700		
	Total	6014.128	344			
2	Regression	1103.878	2	551.939	38.443	.000 <sup>b</sup>
	Residual	4910.249	342	14.357		
	Total	6014.128	344			
3	Regression	1168.898	3	389.633	27.422	.000 <sup>c</sup>
	Residual	4845.229	341	14.209		
	Total	6014.128	344			

a. Predictors: (Constant), infsourc

b. Predictors: (Constant), infsourc, attitemp

c. Predictors: (Constant), infsourc, attitemp, expowork

d. Dependent Variable: cp

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	1.961	1.469		1.335	.183			
	infsourc	3.640	.448	.402	8.132	.000	.402	.402	.402
2	(Constant)	.327	1.548		.211	.833			
	infsourc	2.895	.506	.320	5.720	.000	.402	.295	.279
	attitemp	1.241	.409	.169	3.031	.003	.325	.162	.148
3	(Constant)	-.126	1.555		-.081	.935			
	infsourc	2.715	.510	.300	5.318	.000	.402	.277	.259
	attitemp	1.048	.417	.143	2.512	.012	.325	.135	.122
	expowork	.555	.259	.111	2.139	.033	.246	.115	.104

a. Dependent Variable: cp

The availability of informational resources to aid the respondent in subject selections and career choices (INFSOURC), the attitude of the respondent and his/her associates towards the concept of employment in South Africa (ATTITEMP) and The level of exposure that the respondent has to the world of work (EXPOWORK each significantly ( $p < 0,05$ ) explain unique variance in Career planning. None of the other diagnostic indices were able to significantly explain variance in Career planning when added to the regression model, not explained by the two effects already included in the model. The availability of informational resources was again found to be the most influential predictor. The weighted linear composite only explains 19,4% of the variance in Career planning.

The one diagnostic subscale that emerged consistently in every regression model was that of access to sources of career information (INFSOURC).



## CHAPTER 5

### GENERAL CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

#### 5.1. INTRODUCTION

The main purpose of this study was to do an audit of the levels of career maturity of previously disadvantaged Grade 12 learners in the Western Cape, to develop a comprehensive diagnostic model that explicates the major determinants of career maturity; to identify the major deficiencies in terms of the diagnostic model that could account for the underdeveloped career maturity levels amongst school leavers from disadvantaged communities in the Western Cape (assuming that confirmation of generally low levels of career maturity will be found) and to derive proposals on possible remedial actions that could be implemented to rectify/alleviate the situation.

A comprehensive descriptive hypothesis on the career maturity of high school learners in disadvantaged communities in the Western Cape had been formulated. In essence it anticipated that research will show that a significant proportion of those in the sample group will lack the knowledge of themselves, of the world of work, and ability to integrate the two via informed decision-making, as well as attitude of involvement necessary for the making of optimal career choices. The descriptive hypothesis was empirically evaluated by applying Langley's *Career Development Questionnaire* (Langley, 1990) on a sample of Grade 12 learners from previously disadvantaged schools in the Western Cape. The sample can, however, not be claimed to be representative of the population of Grade 12 learners from previously disadvantaged schools in the Western Cape. The results reported in this study therefore have to be treated with circumspection.

To diagnose the roots of the anticipated career maturity problem amongst Grade 12 learners from previously disadvantaged schools in the Western Cape, a comprehensive diagnostic model that elucidates the full spectrum of determinants that affect the career maturity of the high school learner had been developed. A series of diagnostic hypotheses have been derived from the model to explain the expected career maturity profile of high school learners in disadvantaged communities in the Western Cape as set out under the descriptive hypothesis. These diagnostic hypotheses had been empirically evaluated by applying a self-developed survey questionnaire, the Career Maturity Diagnostic Questionnaire (CMDQ), to the same sample of Grade 12 learners from previously disadvantaged schools in the Western Cape.

This chapter will discuss the general conclusions derived from the results obtained in this study. Thereafter, recommendations for possible interventions and further research will be discussed.

#### 5.2. GENERAL CONCLUSIONS

In general, the picture that emerged was not as bleak as was expected by the researcher at the hypothesis stage of the research. However, personal interaction with the learners in the more disadvantaged schools used in research indicated that most have a meagre knowledge of suitable and viable careers or study options. From the questions asked by the learners of the researcher after testing sessions, comments written on questionnaires, and expectations expressed that were clearly unrealistic, the picture still presented as one where the general ability to make an informed career choice was inadequate.



The statistical results on the Career Development Questionnaire indicate no subscale where the total sample comprising all four schools showed adequate development.

## **5.2.1 Conclusions drawn from the correlation and regression studies done on the research results obtained on Langley et al. (1996) Career Development Questionnaire and the Career Maturity Diagnostic Questionnaire**

### **5.2.1.1 Self Information**

Self information concerns the testee's knowledge of, for example, the importance of life roles, work values and occupational interests. It represents some awareness of ones strengths and weaknesses; ones interest in the concept of employment; and the feasibility of ones expectations. Self Information was inadequate in all schools, less so in school X, generally deemed to be the least disadvantaged school of the four.

The correlation relationship between Self Insight and Decision Making in the CDQ and Planning for the Future in the diagnostic questionnaire indicate the pivotal role played by insight into oneself with regard to the making of informed and optimal career choices.

Interestingly, the weakest correlation appeared to be that of the relationship between Self Information and the availability of Career Guidance at the school. However, regression analysis did indicate that a combination of Access to Career Information and Planning for the Future was a significant predictor of Self Information. It therefore appears that having access to career information via eg the internet, career exhibitions, career days, job shadowing and career resource centres does play a role in helping the young person to get more in touch with who he is as well as the viable opportunities available to him. It would appear that, for the most part, guidance counsellors in these schools predominantly fulfil the role of distributors of information. It appears to be their task to develop resource centres and to keep learners abreast of, for example, changes in entry requirements for various tertiary courses, funding available, and career exhibitions.

Indications are, however, that there is little opportunity for one-to-one personality assessment or counselling. It is the more advantaged learner who has access to registered psychometrists and counsellors who can provide such input, while some advantaged schools bring in a consultant to present a group workshop, for example on the Myers Briggs Type Indicator, to all the matriculants.

A lack of sufficient self-insight can lead to the school leaver's choosing a type of employment out of keeping with his personality, aptitudes or even value system, and the resultant poor person / job fit. The current high first year attrition rates at many tertiary institutions can be indicative of students embarking on a course of study only to find that they are unable to cope with it academically; are academically under-stimulated by it; or that the content holds little interest for them. The result has profound effect on the student's level of confidence and sense of self efficacy whiles the financial implication for a disadvantaged student who could be receiving financial assistance, is very far reaching.

### 5.2.1.2 Decision making

Decision making reflects the learner's ability to make effective decisions. It represents an ability to weigh up items of data obtained on a specific issue and to come to a logical and informed conclusion. The ability to make such decisions across all schools presented as a mean of 13,8, indicating that the testees' ability to make decisions could be improved.

The low to moderate correlations between Decision Making and Planning for the Future as well as Decision Making and Access to Source of Information indicate that access to a resource base could help learners to develop decision making skills.

The strongest predictor of Decision Making were access to information; input from family and friends; and attitude to employment. It could be hypothesised that many learners in severely disadvantaged communities are so disempowered by poverty, abuse and gangsterism, that the option of making an informed and free decision is a luxury few have ever enjoyed. Decision making skills will need to be taught alongside the development of internal locus of control and self-esteem of such learners. It emerged from many of the comments written in Section F of the Diagnostic Questionnaire, that many learners do not believe that they have choices available to them and are reflecting a kind of learned helplessness as a result.

### 5.2.1.3 Career Information

The career information scale evaluates the testee's knowledge of the world of work. The results on the total sample indicated that testees appeared to have adequate career information although the mean of 13,3 places it towards the lower end of the category. Individually, school Z fell into the 'needing improvement' range.

Career Information can be obtained through lifeskills classes where learners are informed regarding consequences of various subject choice combinations; visits to career exhibitions and open days at tertiary institutions; as well as job shadowing. In some schools a computerised system such as PACE or MENTOR is available to assist in providing students with additional information. Few schools in disadvantaged areas appear to have a work shadow programme in place. In their comments in Section F of the Diagnostic Questionnaire, many learners expressed the need to have access to more career information which they felt was often denied them because of their lack of money and infrastructure. Many also stated that career information should be given to them from an earlier stage as a number felt that they had made unwise subject choices because of lack of knowledge of the entry requirements for particular careers. Others felt that if they had received more career input earlier, they would have developed higher levels of motivation to achieve better.

The correlation between Career Information and School Guidance was significant but weak whereas that between Career Information and Attitude to Employment and Career Information and Access to Information was moderate. These two dimensions were also the strongest predictors of career information indicating that a positive attitude towards the possibility of further study and eventual employment as well as access to a wide spectrum of relevant information help in building the learner's knowledge of the world of work.

#### 5.2.1.4 Integration of Self Information and Career Information

This scale concerns the testee's ability to integrate relevant information on himself with information on the world of work. Such integration requires, for example, the ability to see how one would apply one's own abilities and potential in the potential career one is considering, as well as being able to discern how one's personality or value system would fit into one's perception of the occupational environment of the occupation that one is considering.

Results of the total sample indicated that the testees' integration of self-information and career information fell on the borderline between inadequate and adequate, indicating that all schools needed improvement in this area. Individually, school Z fell at the lowest end of the scale.

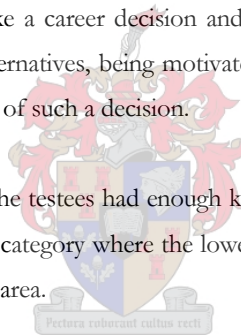
Sound and moderate relationships emerged between the Integration of Self Knowledge and the subscales of Accessibility to Sources of Information, Attitude to Employment and Planning for the Future.

These three formed the strongest predictor for the ability to integrate self information and career information.

#### 5.2.1.5 Career Planning

This scale evaluates the testee's ability to make a career decision and to implement a career plan. Career Planning involves having clear goals, being aware of possible alternatives, being motivated to make good choices, and to know how to make a planned decision and to take the consequences of such a decision.

The results of the total sample indicated that the testees had enough knowledge to carry on with career planning although the mean of 13,8 places it at the lower end of the category where the lower limit is 13 and the upper is 20. Individually, school Z again emerged as needing improvement in this area.



The strongest correlation is that between Career Planning and Accessibility of Information while the strongest predictor of ability to undertake career planning is a combination of Access to Sources of Information, Attitude to Employment, and Exposure to the World of Work.

### 5.3 Recommendations

While the overall level of career maturity in the sample schools might not have been as low as had been envisioned, there are clearly deficiencies needing to be addressed.

Knowledge of self appears to be one of the areas which are being overlooked in the lifeskills programmes. The issue of self information is pivotal to most of the subjects tackled in lifeskills classes including issues like peer pressure, AIDS, substance abuse and career choice. Self-information would also need to address such issues as internal/external locus of control, self efficacy and self esteem. Personality assessment would afford learners the opportunity of getting to grips with their most dominant personality dimensions. Clearly the more advantaged school is able to provide such insights by offering workshops on, for example, the Myers Briggs Type Indicator, presented by accredited professionals. This is usually not financially feasible for disadvantaged learners. It is, however, up to the school counsellor to source such practitioners who would run such workshops as a social concern effort. Learners could also gain greater self-insight through one-to-one interviews with

counsellors or specially selected and trained teachers. Unfortunately, much of the school counsellors' counselling time is spent with troubled learners or those with specific problems, thus leaving little time for the average learner who tends to 'fall through the cracks'. In fact, for many learners, the school guidance counsellor is perceived to be the person that one only consults in times of absolute crisis and, as a result, many don't want to be seen consulting with the counsellor in case their peers deduce that they are in trouble.

One could consider providing more in the way of self-insight exercises to lifeskills classes by using peer counselling and group discussions. NGOs and organisations such as Lifeline have developed, and offer, training courses as peer counsellors and also have excellent material for self-awareness exercises which could be presented by trained volunteers.

Linked to self-insight, is the whole issue of decision making. Our learners need to be trained in the making of wise and informed decisions, particularly in the career field. The high failure and attrition rate at tertiary institutions, as well as current high unemployment rate in South Africa despite a skills shortage in many areas, indicate that many learners are still not making optimal career decisions. Once again, lifeskills classes could be used to role-play a case study of an ambiguous situation in which an optimal decision is required. Learners need to be aware that one cannot always have a win-win solution to all of life's problems and that they will often have to 'satisfice' and opt for a viable 'plan B' rather than clutching to an unrealistic 'plan A'. Issues such as emotional intelligence, prosocial behaviour and delayed gratification are principles that need to be taught to a generation to whom such concepts are all too often unfamiliar.

Problem solving strategies could be taught in principle and then inter-group or inter-class competitions set up to devise solutions to hypothetical problems. Such an activity could also form the basis of an extra mural society.

School guidance counsellors appear to be the custodians and dispersers of career information. For the motivated learners, this role appears to be adequate as such a learner will make it his business to utilise what is available. However, the learner who receives little encouragement from home or community and who has few role models that are successfully employed, is unlikely to know where to start such a process, relying often on input from other equally uninformed peers regarding career choice.

It appeared from the input of a significant number of learners that they wished that they had been given more relevant information regarding careers choice at an earlier stage. Numbers expressed their disappointment with their initial subject choice and felt that they had been allowed to make uninformed decisions that they were now realising would not open the required doors to the careers of their choice. Others expressed the fact that they believed that they would have been more motivated to work harder and achieve better had they known earlier what level of performance was required of them.

Work shadow programmes appear to seldom form part of the lifeskills programmes at historically disadvantaged schools. Logistically, setting up such a programme would be much more demanding with a learner body for whom access to transport, contact persons whom one could shadow, and, possibly, linguistic ability to make the required arrangements, are much scarcer. Much of the planning and organisation would tend to fall on the shoulders of the already overburdened school counsellor or allocated teacher.

Some of the learners remarked on the fact that historically disadvantaged schools tend to receive fewer visits from training/educational institutions. This could, in part, be owing to the fact that many of the more prestigious private tertiary

institutions would be prohibitively expensive for many of the learners at previously disadvantaged schools. In talking to the learners at the schools where research took place, many had only heard of university and technikon while few had heard about the opportunities offered at Further Education and Training Colleges or the possibilities of learnerships. It is the opinion of the researcher that learners from previously disadvantaged schools would benefit from far more exposure to FET Colleges at an earlier stage of the career search process so that FET Colleges become part of the established repertoire of study institutions from which they can choose.

To address all or even some of the deficiencies highlighted above would require many additional manhours. As most guidance counsellors and teachers allocated to this role are already stretched to capacity, it appears unlikely that much can be achieved in the current dispensation. However, this researcher is of the opinion that more use could be made of students, graduates and post-graduate teaching diploma students, many of whom have had the privilege of an intellectually-enriched background and superior education, to address some of these needs. Here in the Western Cape, this could be co-ordinated through organisations such as SHAWCO and the Golden Key Society at the University of Cape Town. Post-graduate Psychology and Education students from the University of the Western Cape, Stellenbosch University and the University of Cape Town could fulfil the roles of peer counsellors and group facilitators. In addition, one would look for more interaction among guidance counsellors from schools right across the spectrum of privilege. There needs to be much more sharing of knowledge and resources so that valuable time is not spent developing material that has already been developed by someone else. Parents of learners in more privileged schools should be encouraged to offer job shadowing opportunities to learners from less advantaged schools. This initiative could possibly be driven by the relevant SETAs.

#### **5.4 Implications for Further Research**

The researcher believes that it would be valuable to do further research into the devising of more efficient and effective methods of utilising the counselling departments in previously disadvantaged schools. In view of the fact that many of the personnel in these departments are already working to capacity, it could be of benefit to such schools to have a pre-packaged career maturity development programme that could be run at such schools for selected periods in grades 10, 11 and 12.

Such a programme would aim at developing career maturity in all the key areas (Self Information, Decision Making, Career Information, Integration of Self-Information and Career Information, and Career Planning).

Such a programme could be administered through the Guidance department of the school or by itinerant facilitators, post-graduate students, or trained volunteers.

It would also be valuable to conduct a further audit, possibly to coincide with thirty years of democracy, to measure the levels of career maturity among learners in the Western Cape in order to ascertain whether there has been any significant change in these levels as more financial input is made into providing additional resources to previously disadvantaged schools.

## REFERENCES

- Alexander, D.L.M. (1990). *Die Ontwikkeling van Beroepsvolwassenheid by Minderbeids-groep-leerlinge*. Unpublished master's thesis. Pretoria: Rand Afrikaanse Universiteit.
- Bernard-Phera, M.J. (2000). *The Relationship between Career Maturity and Career Decision-Making Self-efficacy Expectations among Disadvantaged Learners*. Unpublished master's thesis, Pretoria: Rand Afrikaans University.
- Cascio, W.F. (1991). *Applied Psychology in Personnel Management*. New Jersey: Prentice Hall.
- Cockerill, A.P., Schroder, H.M. & Hunt, J.W. (1993). *Validation study into the High Performance Managerial Competencies*. Unpublished report, London: London Business School.
- Conger, J.A., & Kanungo, R.N. (1998). *Charismatic leadership in organizations*. London: Sage Publications.
- Crites, J.O. (1971). *The Maturity of Vocational Attitudes in Adolescents*. Washington DC: American Personnel and Guidance Association.
- Crites, J.O. (1973). *Theory and research Handbook for the Career Maturity Inventory*. Monterey, California: Mc Graw-Hill.
- Crites, J.O. (1978). *The Career Maturity Inventory*. Monterey, C.A.: Mc Graw-Hill
- Crites, J.O. (1978). *The Career Maturity Inventory: Theory and Research Handbook*. Monterey, C.A.: Mc Graw-Hill.
- Crites, J.O. (1981). *Career Counselling. Models, Methods, and Materials*. United States of America: Mc Graw-Hill.
- Davis, R.G. (1988). *A Comparative Cost Benefit Analysis of the effectiveness of a Group Counselling Programme with Black Standard Ten Pupils*. Unpublished master's thesis, Johannesburg: University of the Witwatersrand.
- Dunnette, M.D., & Borman, W.C. (1979). *Personnel selection and classifications systems*. In J. Rosenweig and L. Porter (Eds.), *Annual Review of Psychology*. Palo Alto, CA: Annual Reviews, Inc.
- Freeman, S.R. (1995). *The Impact of Social Identity and Selected other Variables of the Career Maturity of a Small Sample of Coloured Matriculants at High Schools in Pietermaritzburg*. Unpublished master's thesis, Pietermaritzburg: University of Natal.
- Furnham, A. (1997). *The Psychology of Behaviour at Work. The individual in the organization*. Sussex: Psychology Press.
- Gibson, J.L., Ivancevich, J.M., & Donnelly, J.H. I (1991) *Organisations*. Boston: Irwin.
- Ginzberg, E., et al. (1951). *Occupational Choice*. New York: Columbia University Press.
- Guion, R.M. (1976). Recruiting, selection, and job placement. In M.D. Dunnette (Ed.), *Handbook of industrial-organisational psychology*. Chicago: Rand McNally.
- Heidema, H. (1992). *Die Verband tussen Gesins- en Biografiese Verandelikes met Loopbaanvolwassenheid*. Unpublished master's thesis, Pretoria, Rand Afrikaans University.
- Henning, R., Theron, C., & Spangenberg, H. (2003). An investigation into the internal structure of the unit performance construct as measured by the performance index (PI). *SA Journal of Industrial Psychology*. 30 (2), 26-36
- Holland, J.L. (1966). *The Psychology of Vocational Choice*. Waltham, Mass.: Blaisdell.
- Holland, J.L. (1973). *Making vocational choices: A theory of careers*. Englewood Cliffs, N.J.: Prentice Hall.
- Holland, J.L. (1985). *Making vocational choices: A theory of careers*. 2<sup>nd</sup> Ed. Englewood Cliffs, N.J.: Prentice Hall.
- Isaacson, L.E. & Brown, D. (1997). *Career information, career counseling, and career development*. (6<sup>th</sup> ed.) Needham Heights, Allyn & Bacon.
- Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research (fourth edition)*. Fort Worth: Harcourt College Publisher
- Langley, R. (1990). *Career Development Questionnaire: Manual*. Pretoria: Human Sciences Research Council.
- Langley, R., Du Toit, R. & Herbst, D.L. (1996). *Manual for the Career Development Questionnaire (CDQ)*. Pretoria: Human Sciences Research Council.
- Maslow, A. (1954). *Motivation and Personality*. 1<sup>st</sup> Ed. New York: Harper.



- McCormick, E.J. & Ilgen, D (1985). *Industrial and Organizational Psychology*. London: Allen & Unwin.
- Morris, P.J. (1999). *The Career Maturity of High School Pupils in the Stellenbosch Area*. Unpublished master's thesis, Stellenbosch: University of Stellenbosch.
- National Institute of Personnel Research. (1983). Die Rol van die Self-konsep in Beroepsleiding. *Spesiale verslag PERS 367*. Johannesburg: NIPR.
- Nicholson, N. & Brenner, S.O. (1994). Dimensions of perceived organizational performance: tests of a model. *Applied Psychology: an International Review*, 43(1), 69-108.
- Osipow, S.H. & Fitzgerald, L.F. (1996). *Theories of Career Development*. Boston: Allyn and Bacon.
- Patton, W. & Creed, P.A. (2001). Developmental Issues in Career Maturity and Career Decision Status. *The Career Development Quarterly*, 49(4), 336-351.
- Phillips, S.D., Strohmer, D.C., Berthaume, B.L.J. & O'Leary, J.C. (1983). Career development of special populations: A framework for research. *Journal of Vocational Behaviour*, 22.
- Powell, D.F. & Luzzo, D. A. (1998). Evaluating Factors Associated with the Career Maturity of High School Students. *The Career Development Quarterly*, 47 (2), 145-158.
- Rainier, M.G. (1994). *The Career Maturity of the Gifted and Talented Pupil*. Unpublished master's thesis, Grahamstown, Rhodes University.
- Roe, A. (1956). *The Psychology of Occupations*. New York, Wiley.
- Roe, A. (1972). *The Psychology of Occupations*. New York: John Wiley and Sons Inc.
- Robbins, S.P. (1989). *Organizational Behavior. Concepts, controversies and applications*. 4<sup>th</sup> Ed. Englewood Cliffs: Prentice-Hall.
- Roux, M.P. (1998). *Individuele Loopbaanvoortligting versus 'n Loopbaangerigte psigo-opleidingsprogram: 'n vergelykende studie*. Unpublished master's thesis, Pretoria: University of Pretoria.
- Spangenberg, H.H. & Theron, C.C. (2003). Development of a questionnaire for assessing work unit performance. *SA Journal of Industrial Psychology*, 30 (1), 19-28
- Spector, P. E. (1996). *Industrial and Organisational Psychology: research and practice*. New York: Wiley
- Spies, P.V. (1996). *Die Loopbaanvolwassenheid van Skoolverlaters*. Unpublished master's thesis, Port Elizabeth, University of Port Elizabeth.
- Super, D.E. (1957). *The Psychology of Careers*. New York: Harper & Brothers.
- Super, D.E. (1990). A life-span, life-space approach to career development. In *Career Choice and Development. Applying Contemporary Theories to Practice (2<sup>nd</sup> ed)*, D. Brown, L. Brooks & Associates, 197-261. San Francisco: Jossey-Bass Publishers.
- Super, D.E.; Thompson, A.S.; Lindeman, R.H.; Jordaan, J.P.; & Meyers, R.W. (1984). *The Career Development Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Tolbert, E.L. (1980). *Counselling for Career Development*, 2<sup>nd</sup> Ed. Boston: Houghton Mifflin.
- Van der Merwe, R. (1993). *An Exploration of Selected Correlates of Career Maturity in Black High School Students*. Unpublished master's thesis, Pietermaritzburg: University of Natal.
- Vondracek, F.W. & Reitzle, M. (1998). The viability of career maturity theory: A Developmental-Contextual Perspective. *The Career Development Quarterly*, 47, 6-15.
- Watkins, J.B. (1987). *Industrial Psychology Handout (IPS 202-D/1)*. Pretoria: University of South Africa.
- Walsh, B.W. & Osipow, S.H.(Eds). (1983). *Handbook of Vocational Psychology*. Hillsdale, New Jersey: Erlbaum
- Watson, M.M. & Van Aarde, J.A. (1986). Attitudinal Career Maturity of South African Coloured High School Pupils. *Journal of Vocational Behaviour*, 29, 7-16.

- White, E.A. (1986). *Investigation of Career Maturity Development in Black Adolescents*. Unpublished master's thesis, Johannesburg: University Of Witwatersrand.
- White, E.A. & Hickson, J. (1989) Career Maturity Development in Black South African Adolescents: Implications for Vocational Counselling. *South African Journal of Education*, 9, 77-81.
- Woolard, D.V. (1988). *Career Maturity: The Effectiveness of a Career Education Programme involving Coloured High School Pupils*. Unpublished master's thesis, Port Elizabeth: University of Port Elizabeth.







APPENDIX A: RESEARCH CLEARANCE LETTER



Navrae  
Enquiries  
IMibuzo

**Dr Ronald Cornelissen**

Telefoon  
Telephone  
IFoni

Faks  
Fax  
IFeksi

Verwysing  
Reference  
ISalathiso

(021) 467-2286

(021) 425-7445

20030731-0024

---

**Wes-Kaap Onderwysdepartement**

---

**Western Cape Education Department**

---

**ISEbe leMfundo leNtshona Koloni**

---

Annette Miller  
24 Roseville Road  
CLAREMONT  
7708

**RESEARCH PROPOSAL: A SAMPLE SURVEY OF THE CAREER MATURITY OF DISADVANTAGED LEARNERS IN THE WESTERN CAPE.**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **26<sup>th</sup> January 2004 to 31<sup>st</sup> March 2004.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2003).
7. Should you wish to extend the period of your survey at the school(s), please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal of the school where the intended research is to be conducted.
9. Your research will be limited to the list of schools as submitted to the Western Cape Education Department.

10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Education Research  
Western Cape Education Department  
Private Bag 9114  
CAPE TOWN  
8000**

We wish you success in your research.

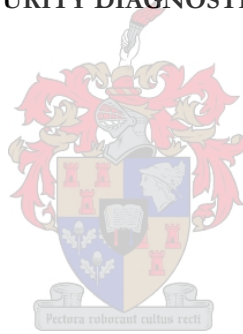
Kind regards.

Signed: Ronald S. Conelissen  
for: **EDUCATION**  
**DATE: 07 October 2003**



**APPENDIX B**

**CAREER MATURITY DIAGNOSTIC QUESTIONNAIRE**



### CAREER MATURITY DIAGNOSTIC QUESTIONNAIRE

The objective of the questionnaire is to try and understand how you see and experience the challenge of deciding what you are going to do once you leave school and the nature of the circumstances under which you have to make this decision.

Please respond as truthfully as possible to all questions and statements. There are no correct or incorrect answers. I really want to understand how *you* deal with the challenge of deciding what you are going to do once you leave school. Your responses will be confidential. Nobody will be able to trace your answers back to you. Teachers from your school will not see your responses. Only summary statistics on general trends over all respondents will be reported.



### SECTION A: BIOGRAPHICAL INFORMATION

Please answer the following questions by placing a cross (X) over the appropriate response alternative.

A1. How old were you at your last birthday?

16 or younger	17	18	19	20	21 or older
---------------	----	----	----	----	-------------

A2. Your gender?

Male	Female
------	--------

A3.1 Do you intend continuing your studies when you leave school?

Yes	No
-----	----

A3.2 If yes, where do you intend continuing your studies?

University	Technikon	College	Other
------------	-----------	---------	-------

A3.3 If you do not intend continuing your studies when you leave school, have you found a place to start working?

Yes	No
-----	----

A4. What was the average mark you obtained during the last examination?

39% or less	40%-49%	50%-59%	60%-69%	70%-74%	75% or more
-------------	---------	---------	---------	---------	-------------

### SECTION B: FAMILY AND FRIENDS

Please respond to the following statements by indicating how often the following happens in your family. Indicate your response by placing a cross (X) on the scale value that best describes the way things is in your family. Please use the response alternative as seldom as possible and only if the statement is not applicable to you.

Statement	All the time or very regularly	Often	Sometimes	Seldom	Never or almost never	Unable to respond
We eat our evening meals together as a family.	1	2	3	4	5	6
I tell my family about what I am doing at school.	1	2	3	4	5	6
When there is a meeting at my school, my parents/caretakers attend.	1	2	3	4	5	6
When other adults visit my home, I am allowed to be	1	2	3	4	5	6

present and to take part in the conversation.						
I talk to my parents/caretakers about my dreams for the future.	1	2	3	4	5	6
My parents/caretakers say that they would like me to have an equal or better education than they had.	1	2	3	4	5	6
My friends and I talk about different jobs and our plans for the future.	1	2	3	4	5	6
We go away on holiday together as a family.	1	2	3	4	5	6
My parents/caretakers work late and come home very tired.	1	2	3	4	5	6
My parents/caretakers inquire how things are going at school.	1	2	3	4	5	6
My parents/caretakers provide me with information on different possible career opportunities.	1	2	3	4	5	6
My parents/caretakers discuss different possible career opportunities with me.	1	2	3	4	5	6
My parents/caretakers check to see whether I do my homework.	1	2	3	4	5	6
In my family home I meet professional people (e.g., lawyers, attorneys, medical doctors, engineers, psychologists) who are friends of my parents/caretakers.	1	2	3	4	5	6
I talk to my parents/caretakers about my interests, abilities and aptitudes.	1	2	3	4	5	6

Please respond to the following statements by indicating the extent to which you agree or disagree with each statement.

Indicate your response by placing a cross (X) on the scale value that best describes the way you feel. Please use the response alternative as seldom as possible and only if the statement is not applicable to you.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unable to respond
I have a need to discuss my future plans with the adult members of my family.	1	2	3	4	5	6
I want to tell my family about what I am doing at school.	1	2	3	4	5	6
My parents/caretakers have made plans to finance my future studies.	1	2	3	4	5	6
Most of my friends feel that it is important to study further after matric.	1	2	3	4	5	6
Many of my friends are involved in gang activities.	1	2	3	4	5	6
Most of my friends say that it is sensible to take any job that is available just to get an income.	1	2	3	4	5	6
My family expects of me to take any job that is available just to support the family.						
Many of last year's matriculants from my school are neither studying nor employed, but stay at home all day.	1	2	3	4	5	6
Someone in my family owns a car.	1	2	3	4	5	6
One of my brothers or sisters is helping to support our	1	2	3	4	5	6

family/me.						
We have a TV set at home.	1	2	3	4	5	6
I wish I had somebody at home I could talk to about my plans for the future.	1	2	3	4	5	6
Conditions at home have a negative effect on my academic performance at school.	1	2	3	4	5	6
I have adequate study facilities at home.	1	2	3	4	5	6

### SECTION C: SCHOOL AND FUTURE STUDY

Please respond to the following statements by indicating how often the following happens in your school. Indicate your response by placing a cross (X) on the scale value that best describes the way things are in your school. Please use the response alternative (6) as seldom as possible and only if the statement is not applicable to you.

Statement	All the time or very regularly	Often	Sometimes	Seldom	Never or almost never	Unable to respond
We have a teacher/counsellor at school who arranges in various ways (e.g. visiting speakers) for us to learn more about career possibilities.	1	2	3	4	5	6
We are told at school when and where there are careers exhibitions or open days.	1	2	3	4	5	6
When I become tired of doing schoolwork, knowing that I shall need to pass in order to have work one day, motivates me to keep trying.	1	2	3	4	5	6
We have career guidance classes/periods at school.	1	2	3	4	5	6
Career guidance classes/periods at school are used for activities unrelated to school guidance.	1	2	3	4	5	6
I skip classes at school.	1	2	3	4	5	6
My teachers show that they are really interested in and care about me and my future.	1	2	3	4	5	6
I have opportunities to go and talk to a teacher/counsellor at school about further study and/or career possibilities.	1	2	3	4	5	6
My teachers motivate me to reach for my dream.	1	2	3	4	5	6
My teachers inspire me to purposefully work towards the future.	1	2	3	4	5	6

Please respond to the following statements by indicating the extent to which you agree or disagree with each statement.

Indicate your response by placing a cross (X) on the scale value that best describes the way you feel. Please use the response alternative as seldom as possible and only if the statement is not applicable to you.



Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unable to respond
I purposefully chose subjects for matric that will be useful in my future career.	1	2	3	4	5	6
I have no idea how one goes about getting funding for future study.	1	2	3	4	5	6
I would choose to study at the same place where most of my friends are going.	1	2	3	4	5	6
Confidentially, I don't think that my friends are going to be very successful after matric.	1	2	3	4	5	6
When I have a problem, I know where I can find a book to help me to find the answer.	1	2	3	4	5	6
I have at least one adult at school that I can talk to about personal or career issues.	1	2	3	4	5	6
I do not know what subjects or marks I need to get in matric in order to be admitted to further training at university, technikon or college.	1	2	3	4	5	6
We have a sufficient number of books about careers and career choice available to us at school.	1	2	3	4	5	6
I chose my subjects/standard grade subjects, to ensure that I would be able to <u>pass</u> even though I knew that I might not be able to study at the institution of my choice.	1	2	3	4	5	6
Even if I had the money for further study, I would not have enough to cover my transport and other basic needs.	1	2	3	4	5	6
I wish I had somebody at school I could talk to about my plans for the future.	1	2	3	4	5	6
I have been psychometrically assessed at school to determine my abilities, interests and aptitudes.	1	2	3	4	5	6
I have had at least one interview with a teacher about my abilities, interests and aptitudes.	1	2	3	4	5	6
Most of my friends do not regard doing well at school as important.	1	2	3	4	5	6
I am satisfied with my academic performance at school.	1	2	3	4	5	6
I wish somebody could help me to perform better academically at school.	1	2	3	4	5	6

#### SECTION D: COMMUNITY

Please respond to the following statements by indicating how often the following happens in your community. Indicate your response by placing a cross (X) on the scale value that best describes the way things is in your community. Please use the response alternative as seldom as possible and only if the statement is not applicable to you.

Statement	All the time or very regularly	Often	Sometimes	Seldom	Never or almost never	Unable to respond
Older people in my community encourage learners to make the most of their opportunities.	1	2	3	4	5	6
I feel safe to walk alone around the area where I live.	1	2	3	4	5	6
I would like to go the library or to educational exhibitions, but lack the money for transport.	1	2	3	4	5	6
Public transport is unreliable and unsafe where I live.	1	2	3	4	5	6
I talk to adults in my community about my future plans.	1	2	3	4	5	6
I wish I could have grown up somewhere else.	1	2	3	4	5	6
Drugs are a serious problem in the community in which I live.	1	2	3	4	5	6
Crime is a serious problem in the community in which I live.	1	2	3	4	5	6

Please respond to the following statements by indicating the extent to which you agree or disagree with each statement.

Indicate your response by placing a cross (X) on the scale value that best describes the way you feel. Please use the response alternative as seldom as possible and only if the statement is not applicable to you.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unable to respond
My community has facilities (eg library, internet, community centre, careers advice office) to enable me to find answers to career questions that I might have.	1	2	3	4	5	6
There are role models in my community I would like to emulate.	1	2	3	4	5	6
Many people in my community have never had regular employment.	1	2	3	4	5	6
Most people in my community expect their children to do similar work to what they (the parents) do.	1	2	3	4	5	6
People in my community get very excited when one of the neighbourhood young people is successful in a career.	1	2	3	4	5	6
Many people in my community see joining a gang as the best way of making money.	1	2	3	4	5	6
Many people in my community feel that one is unlikely to have a successful career if one cannot go to university.	1	2	3	4	5	6
Many people in my community regard working in a trade (eg plumber, electrician) as inferior work.	1	2	3	4	5	6
People in my community are very impressed when someone gets the sort of job that they see on TV such as a courtroom lawyer, fashion designer or emergency doctor.	1	2	3	4	5	6

We have large shops in the area where I live.	1	2	3	4	5	6
---	---	---	---	---	---	---

### SECTION E: THE WORLD OF WORK

Please respond to the following statements by indicating how often you have the opportunity to learn first hand about.

Indicate your response by placing a cross (X) on the scale value that best describes the way things is in your community.

Please use the response alternative as seldom as possible and only if the statement is not applicable to you.

Statement	All the time or very regularly	Often	Sometimes	Seldom	Never or almost never	Unable to respond
I visit my parents/caretakers' place of work.	1	2	3	4	5	6
My parents/caretakers tell me about the things they do at their place of work.	1	2	3	4	5	6
I work during school holidays.	1	2	3	4	5	6
I attend careers days, open days and career exhibitions.	1	2	3	4	5	6
I talk to my friends' parents/caretakers about the work that they do.	1	2	3	4	5	6

Please respond to the following statements by indicating the extent to which you agree or disagree with each statement.

Indicate your response by placing a cross (X) on the scale value that best describes the way you feel. Please use the

response alternative as seldom as possible and only if the statement is not applicable to you.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unable to respond
Many of last year's matriculants from my school are unable to find work.	1	2	3	4	5	6
My friends are generally negative about job opportunities in South Africa.	1	2	3	4	5	6
I know what careers most of my friends are considering.	1	2	3	4	5	6
At least one adult in my family has employment.	1	2	3	4	5	6
I have made a deliberate attempt to find out more about the possible careers I am considering from people who are currently performing the jobs I am interested in.	1	2	3	4	5	6
I find it difficult to get first hand information on the jobs I am interested in because I do not know people who perform these jobs.	1	2	3	4	5	6

**SECTION F**

There may be something else you would want to tell me about the challenge of deciding what you are going to do once you leave school and the nature of the circumstances under which you have to make this decision, that you feel was not adequately covered by the previous questions. Please use the area below to describe any problems, difficulties or questions you may have about deciding what do after leaving school.



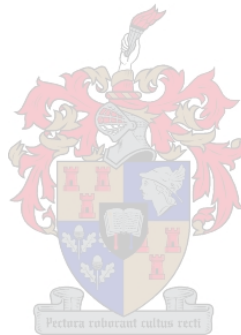

**Thank you for taking the time to complete this questionnaire!**



**BEROEPSVOLWASSENHEID DIAGNOSTIESE VRAELYS**

Die doel van hierdie vraelys is om te probeer verstaan hoe jy die uitdaging om te besluit wat jy na skool gaan doen, sien en ervaar, asook die aard van die omstandighede waaronder jy die besluit moet neem.

Reageer asseblief so noukeurig as moontlik op al die vrae en stellings. Daar is geen korrekte of verkeerde antwoorde nie. Ek wil regtig verstaan hoe jy hierdie uitdaging om te besluit wat jy na skool gaan doen, benader. Niemand sal instaat wees om die antwoorde aan jou te koppel nie. Onderwysers van jou skool sal nie die antwoorde sien nie. Slegs 'n opsomming van die statistieke van algemene neigings t.o.v. al die respondente sal verskaf word.



NAAM:..... SKOOL KODE.....

### AFDELING A: BIOGRAFIESE INLIGTING.

Beantwoord asseblief die volgende vrae deur die geskikte antwoord met 'n kruis (X) te merk.

A1. Hoe oud was jy met jou laaste verjaarsdag?

16 of jonger	17	18	19	20	21 of ouer
--------------	----	----	----	----	------------

A2. Jou geslag

Manlik	Vroulik
--------	---------

A3.1 Beplan jy om jou studies voort te sit nadat jy die skool verlaat het?

Ja	Nee
----	-----

A3.2 Indien ja, waar beplan jy om jou studies voort te sit?

Universiteit	Technikon	Kollege	Ander
--------------	-----------	---------	-------

A3.3 Indien jy nie van plan is op jou studies voort te sit nadat jy die skool verlaat het nie, het jy reeds 'n plek waar jy kan begin werk?

Ja	Nee
----	-----

A4. Wat is die gemiddelde punt wat jy gedurende die laaste eksamen verkry het?

39% of minder	40%-49%	50%-59%	60%-69%	70%-74%	75% of meer
---------------	---------	---------	---------	---------	-------------

### AFDELING B: FAMILIE EN VRIENDE

Reageer asseblief op die volgende stellings deur aan te toon hoe gereeld die volgende in jou familie gebeur. Dui jou respons aan deur die skaalwoorde wat gebeurlikheid binne jou familie die beste beskryf, met 'n kruis (X) te merk. Gebruik asseblief die alternatiewe respons (6) so min as moontlik aan slegs as dit op jou van toepassing is.

STELLING	Altyd of baie gereeld	Dikwels	Somtyds	Selde	Nooit of amper nooit	Nie in staat om te reageer
Ons eet ons aandetes as 'n familie saam.	1	2	3	4	5	6
Ek vertel my familie wat ek by die skool doen..	1	2	3	4	5	6

Wanneer daar 'n vergadering by die skool is, woon my ouers / versorgers dit by.	1	2	3	4	5	6
Wanneer ander volwassenes ons huis besoek, word ek toegelaat om teenwoordig te wees en aan die geselskap deel te neem.	1	2	3	4	5	6
Ek praat met my ouers / versorgers oor my drome vir die toekoms.	1	2	3	4	5	6
My ouers / versorgers sê dat hulle graag wil hê dat ek 'n gelyke of beter opvoeding as hulle moet hê.	1	2	3	4	5	6
Ek en my vriende praat oor verskillende werke en ons planne vir die toekoms.	1	2	3	4	5	6
Ons gaan saam as 'n familie met vakansie weg.	1	2	3	4	5	6
My ouers / versorgers werk laat en kom baie moeg huis toe.	1	2	3	4	5	6
My ouers/ versorgers doen navraag oor hoe dit by die skool gaan.	1	2	3	4	5	6
My ouers / versorgers voorsien my van inligting aangaande verskillende moontlike loopbaan geleenthede.	1	2	3	4	5	6
My ouers / versorgers bespreek verskillende moontlike loopbaan geleenthede met my.	1	2	3	4	5	6
My ouers/ versorgers kontroleer of ek my huiswerk doen.	1	2	3	4	5	6
In ons huis ontmoet ek professionele mense (bv. Advocate, prokureurs, mediese dokters, ingenieurs, sielkundiges) wat vriende van my ouers / versorgers is.	1	2	3	4	5	6
Ek praat met my ouers / versorgers oor my belangstellings, talente and aanleg	1	2	3	4	5	6

Reageer asseblief op die volgende stellings deur aan te dui tot watter mate jy met elke stelling saamstem of verskil. Dui jou respons aan deur die skaalwaarde wat jou gevoelens die beste beskryf, met 'n kruis (X) te merk. Gebruik asseblief die alternatiewe keuse (6) so min as moontlik en slegs as die stelling nie op jou van toepassing is nie.

Stelling	Algehele instemming	Stem saam	Neutraal	Stem nie saam nie	Stem gladnie saam nie	Nie instaat om te reageer
Ek het die behoefte om my toekomsplanne met die volwasse lede in my familie te bespreek	1	2	3	4	5	6
Ek wil my familie vertel wat ek by die skool doen.	1	2	3	4	5	6
My ouers / versorgers het vooruit beplan om my met me toekomstige studies finansieel te ondersteun.	1	2	3	4	5	6
Meeste van my vriende voel dat dit belangrik is om na matriek verder te studeer.	1	2	3	4	5	6
Baie van my vriende is by bende-aktiwiteite betrokke	1	2	3	4	5	6
Meeste van my vriende sê dat dit verstandig is om enige beskikbare werk te neem net om 'n inkomste te kan kry	1	2	3	4	5	6
My familie verwag van my om enige beskikbare werk te neem net om die familie te kan onderhou.						



Baie van my skool se matrikulante van verlede jaar studeer nie of is werkloos, en bly die hele dag by die huis.	1	2	3	4	5	6
Iemand in my familie besit 'n motor.	1	2	3	4	5	6
Een van my broers of susters help met die onderhoud van my familie / myself.	1	2	3	4	5	6
Ons het 'n TV-stel by die huis.						
Ek wens dat ek iemand by die huis gehad het met wie ek oor my toekomsplanne kon praat.	1	2	3	4	5	6
Toestande by die huis het 'n negatiewe invloed op my akademiese prestasie by die skool.	1	2	3	4	5	6
Ek het voldoende studie geleenthede / ruimte by die huis.	1	2	3	4	5	6

### AFDELING C: SKOOL EN TOEKOMSTIGE STUDIE

Reageer asseblief op die volgende stellings deur aan te dui hoe gereeld die volgende by jou skool gebeur. Dui jou respons aan deur die skaalwaarde wat omstandighede by die skool die beste beskryf, met 'n kruis (X) te merk. Gebruik asseblief die alternatiewe keuse (6) so min as moontlik en slegs as die stelling nie op jou van toepassing is nie.

Stelling	Altyd of baie gereeld	Dikwels	Somtyds	Seide	Nooit of amper nooit	Nie in staat om te reageer
Ons het 'n onderwyser / raadgewer by die skool wat op verskeie wyses vir ons sessies reël sodat ons meer aangaande beroepsmoontlikhede kan leer.	1	2	3	4	5	6
Ons word by die skool ingelig wanneer en waar sodanige beroepsuitstallings of oop dae gehou word.	1	2	3	4	5	6
Wanneer ek moeg word om skoolwerk te doen, is die wete dat ek moet deurkom om eendag werk te kan hê, genoeg motivering vir my om deur te druk.	1	2	3	4	5	6
Ons het beroepsbegeleidingsklasse / periodes by die skool.	1	2	3	4	5	6
Beroepsbegeleidingsklasse/periodes by die skool word vir aktiwiteite gebruik wat geen betrekking op skoolbegeleiding het nie.	1	2	3	4	5	6
Ek mis ("bank") klasse by die skool.	1	2	3	4	5	6
My onderwysers wys dat hulle werklik in my geïnteresseerd is en besorg is oor my en my toekoms.	1	2	3	4	5	6
Ek het geleenthede om met 'n onderwyser / raadgewer oor verdere studie en/of beroepsmoontlikhede te praat.	1	2	3	4	5	6
My onderwysers motiveer my om na my droom uit te reik.	1	2	3	4	5	6
My onderwysers inspireer my om doelgerig my toekoms na te streef.	1	2	3	4	5	6

Reageer asseblief op die volgende stellings deur aan te dui tot watter mate jy met elke stelling saamstem of verskil. Dui jou respons aan deur die skaalwaarde wat jou gevoel die beste beskryf, met 'n kruis (X) te merk. Gebruik asseblief die alternatiewe respons (6) so min as moontlik en slegs as dit nie op jou van toepassing is nie.

Stelling	Algeheel instemmend	Stem saam	Neutraal	Stem nie saam nie	Stem gladnie saam nie	Nie instaat om te reageer nie
Ek het doelbewus matriekvakke gekies wat nuttig vir my toekomstige beroep sal wees.	1	2	3	4	5	6
Ek het geen idée hoe 'n mens te werk gaan om befondsing vir toekomstige studie te verkry nie.	1	2	3	4	5	6
Ek sal kies om by dieselfde plek te studier waarheen meeste van my vriende sal gaan.	1	2	3	4	5	6
Vertroulik, ek dink nie my vriende gaan baie suksesvol na matriek wees nie.	1	2	3	4	5	6
Wanneer ek 'n problem het, weet ek waar om 'n boek te vind wat my kan help om die antwoord te vind.	1	2	3	4	5	6
Ek het ten minste een volwassene by die skool met wie ek oor my persoonlike en beroepskwessies kan praat.	1	2	3	4	5	6
Ek weet nie watter vakke of punte ek in matriek nodig het om vir verdere opleiding by die universiteit, technikon of college toegelaat te word nie.	1	2	3	4	5	6
Ons het voldoende boeke oor beroepe en beroepsmoontlikhede by die skool beskikbaar.	1	2	3	4	5	6
Ek kies my vakke / standaardgraad vakke sodanig om te verseker dat ek instaat sal wees om deur te kom alwetende dat ek moontlik nie instaat sal wees om by 'n instansie van my keurse te kan studier nie.	1	2	3	4	5	6
Al sou ek genoeg geld hê vir verdere studie, sal ek steeds nie genoeg hê om my vervoer en ander basiese behoeftes te dek nie.	1	2	3	4	5	6
Ek wens ek het iemand by die skool gehad het met wie ek oor my planne vir die toekoms kan praat.	1	2	3	4	5	6
Ek het psigometriese toetse by die skool afgelê om my vermoëns, belangstellings en bekwaamhede te bepaal.	1	2	3	4	5	6
Ek het ten minste een onderhoud met 'n onderwyser gehad t.o.v. my vermoëns, belangstellings en bekwaamhede.	1	2	3	4	5	6
Meeste van my vriende ag dit nie belangrik om goed te doen op skool nie.	1	2	3	4	5	6
Ek is tevrede met my akademiese prestasie by die skool.						
Ek wens dat iemand my kon help om akademies beter te vaar op skool.	1	2	3	4	5	6

#### AFDELING D: GEMEENSKAP

Reageer asseblief op die volgende stellings deur aan te dui hoe gereeld die volgende in jou gemeenskap gebeur. Dui jou respons aan deur die skaalwaarde wat die beste beskrywing bied van wat in jou gemeenskap gebeur, met 'n kruis (X) te merk. Gebruik asseblief die alternatiewe respons (6) so min as moontlik en slegs as dit op jou van toepassing is.

Statement	All the time or very regularly	Often	Sometimes	Seldom	Never or almost never	Unable to respond
Ouer mense in die gemeenskap moedig leerders aan om die meeste van hul geleenthede te maak.	1	2	3	4	5	6
Ek voel veilig om alleen in die area waar ek woon, rond te loop.	1	2	3	4	5	6
Ek sou daarvan hou om biblioteek of opvoedkundige uitstallings toe te gaan, maar beskik nie oor genoegsame geld vir vervoer nie.	1	2	3	4	5	6
Openbare vervoer is onbetroubaar en onveilig waar ek woon.	1	2	3	4	5	6
Ek praat met volwassenes in die gemeenskap oor my toekomsplanne.	1	2	3	4	5	6
Ek wens dat ek elders opgegroeï het.	1	2	3	4	5	6
Dwelms is 'n ernstige problem in die gemeenskap waar ek woon.	1	2	3	4	5	6
Misdaad is 'n ernstige problem in die gemeenskap waar ek woon.	1	2	3	4	5	6

Reageer asseblief op die volgende stellings deur aan te dui tot watter mate jy met elke stelling saamstem of verskil. Dui jou respons aan deur die skaalwaarde wat jou gevoel die beste beskryf, met 'n kruis (X) te merk. Gebruik asseblief die alternatiewe respons (6) so min as moontlik en slegs as dit nie op jou van toepassing is nie.

Stelling		Agree	Neutral	Disagree	Strongly disagree	Unable to respond
My gemeenskap beskik oor die nodige fasiliteite (bv. biblioteek, internet gemeenskapssentrum, beroepsadvieskantoor) wat my instaat stel om antwoorde op beroepsvrae te vind.	1	2	3	4	5	6
Daar is rolmodelle in my gemeenskap wat ek sal wil navolg.	1	2	3	4	5	6
Baie mense in my gemeenskap het nog nooit voortdurend werk gehad nie.	1	2	3	4	5	6
Baie mense in my gemeenskap verwag van hulle kinders om dieselfde werk as hulleself te doen.	1	2	3	4	5	6
Mense in my gemeenskap word baie opgewonde wanneer een van die jong mense van hul omgewing in 'n beroep suksesvol is.	1	2	3	4	5	6

Baie mense in my omgewing beskou deelname aan 'n bende as die beste manier om geld te maak.	1	2	3	4	5	6
Baie mense in my gemeenskap voel dat dit onwaarskynlik is om 'n suksesvolle beroep te kan hê indien 'n mens nie universiteit toe gaan nie.	1	2	3	4	5	6
Baie mense in my gemeenskap beskou ambagsberoep (bv. Loodgieter, elektrisiën) as minderwaardige beroepe.	1	2	3	4	5	6
Mense in my gemeenskap is baie beïndruk wanneer iemand die sort werk kry wat 'n mens op TV sien soos bv. prokureur, ontwerper en mediese noodgevalle dokter.	1	2	3	4	5	6
Ons het groot winkels in die area waar ek woon.	1	2	3	4	5	6

### AFDELING E: DIE BEROEPSWÊRELD

Reageer asseblief op die volgende stellings deur aan te dui hoe gereeld jy die geleentheid het om eerste-handse kennis van die werkplek op te doen. Dui jou respons aan deur die skaalwaarde wat dinge die beste in jou gemeenskap beskryf, met 'n kruis (X) te merk. Gebruik asseblief die alternatiewe respons so min as moontlik en slegs as dit nie op jou van toepassing is nie.

Stelling	Altyd of baie gereeld	Dikwels	Somtyds	Selde	Nooit of amper nooit	Nie in staat om te reageer
Ek besoek my ouers / versorgers se werkplek	1	2	3	4	5	6
My ouers / versorgers vertel my van die dinge wat hulle by die werk doen.	1	2	3	4	5	6
Ek werk gedurende skool vakansies.	1	2	3	4	5	6
Ek woon beroepsdae, oop dae en beroepsuitstallings by.	1	2	3	4	5	6
Ek praat met my vriende se ouers/versorgers oor die beroepe waarin hulle is.	1	2	3	4	5	6

Reageer asseblief op die volgende stellings deur aan te dui tot watter mate jy met elke stelling saamstem of verskil. Dui jou respons aan deur die skaalwoorde wat jou gevoel die beste beskryf, met 'n kruis (X) te merk. Gebruik asseblief die alternatiewe respons (6) so min as moontlik en slegs wanneer die stelling nie op jou van toepassing is nie.

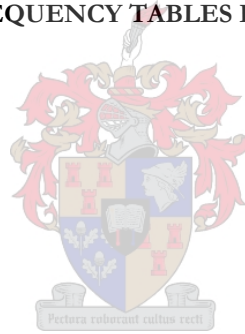
Stelling	Algehele instem-ming	Stem saam	Neutraal	Stem nie saam nie	Stem gladnie saam nie	Nie in staat om te reageer
Baie van my skool se matrikulante van verlede jaar vind nie werk nie.	1	2	3	4	5	6
My vriende is in die algemeen negatief oor beroepsmoontlikhede in Suid-Afrika.	1	2	3	4	5	6
Ek weet watter beroepe my vriende oorweeg.	1	2	3	4	5	6




**Dankie vir die tyd wat jy geneem het om hierdie vraelys te beantwoord**



**APPENDIX C**  
**FREQUENCY TABLES FOR CMDQ**



1. **THE ROLE OF THE RESPONDENT'S FAMILY AND FRIENDS IN THE CAREER DECISION MAKING PROCESS (FAMFRIEN)**

Item1: We eat our evening meals together as a family

			School		Total
			Less disadvanta ged	More disadvanta ged	
item1	Never or almost never	Count	10	4	14
		% within item1	71.4%	28.6%	100.0%
		% within schoold	4.4%	3.3%	4.0%
		% of Total	2.9%	1.1%	4.0%
	Seldom	Count	24	12	36
		% within item1	66.7%	33.3%	100.0%
		% within schoold	10.5%	10.0%	10.3%
		% of Total	6.9%	3.4%	10.3%
	Sometimes	Count	55	52	107
		% within item1	51.4%	48.6%	100.0%
		% within schoold	24.0%	<b>43.3%</b>	30.7%
		% of Total	15.8%	14.9%	<b>30.7%</b>
Often	Count	52	27	79	
	% within item1	65.8%	34.2%	100.0%	
	% within schoold	22.7%	22.5%	22.6%	
	% of Total	14.9%	7.7%	22.6%	
All the time or very regularly	Count	88	25	113	
	% within item1	77.9%	22.1%	100.0%	
	% within schoold	<b>38.4%</b>	20.8%	32.4%	
	% of Total	25.2%	7.2%	<b>32.4%</b>	
Total	Count	229	120	349	
	% within item1	65.6%	34.4%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	
			Value	Approx. Sig.	
Nominal by Nominal	Phi	.223	.002		
	Cramer's V	.223	.002		
	Contingency Coefficient	.218	.002		
N of Valid Cases			349		



Item2: I tell my family about what I am doing at school

			School		Total
			Less disadvanta ged	More disadvanta ged	
item2	Never or allmost never	Count	16	4	20
		% within item2	80.0%	20.0%	100.0%
		% within schoold	7.0%	3.4%	5.8%
		% of Total	4.6%	1.2%	5.8%
	Seldom	Count	42	23	65
		% within item2	64.6%	35.4%	100.0%
		% within schoold	18.3%	19.7%	18.7%
		% of Total	12.1%	6.6%	18.7%
	Sometimes	Count	80	47	127
		% within item2	63.0%	37.0%	100.0%
		% within schoold	34.8%	40.2%	36.6%
		% of Total	23.1%	13.5%	<b>36.6%</b>
Often	Count	58	23	81	
	% within item2	71.6%	28.4%	100.0%	
	% within schoold	25.2%	19.7%	23.3%	
	% of Total	16.7%	6.6%	<b>23.3%</b>	
All the time or very regularly	Count	34	20	54	
	% within item2	63.0%	37.0%	100.0%	
	% within schoold	14.8%	17.1%	15.6%	
	% of Total	9.8%	5.8%	15.6%	
Total	Count	230	117	347	
	% within item2	66.3%	33.7%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.3%	33.7%	100.0%	

Item3: When there is a meeting at my school, my parents/caretakers attend

			School		Total
			Less disadvanta ged	More disadvanta ged	
item3	Never or almost never	Count	9	3	12
		% within item3	75.0%	25.0%	100.0%
		% within schoold	3.9%	2.5%	3.4%
		% of Total	2.6%	.9%	3.4%
	Seldom	Count	15	4	19
		% within item3	78.9%	21.1%	100.0%
		% within schoold	6.6%	3.3%	5.5%
		% of Total	4.3%	1.1%	5.5%
	Sometimes	Count	40	21	61
		% within item3	65.6%	34.4%	100.0%
		% within schoold	17.5%	17.5%	17.5%
		% of Total	11.5%	6.0%	17.5%
Often	Count	59	28	87	
	% within item3	67.8%	32.2%	100.0%	
	% within schoold	25.9%	23.3%	25.0%	
	% of Total	17.0%	8.0%	<b>25.0%</b>	
All the time or very regularly	Count	105	64	169	
	% within item3	62.1%	37.9%	100.0%	
	% within schoold	46.1%	53.3%	48.6%	
	% of Total	30.2%	18.4%	<b>48.6%</b>	
Total	Count	228	120	348	
	% within item3	65.5%	34.5%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.5%	34.5%	100.0%	

Item4: When other adults visit my home, I am allowed to be present and to take part in the conversation.

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item4	Never or almost never	Count	27	25	52
		% within item4	51.9%	48.1%	100.0%
		% within schoold	11.8%	21.7%	15.1%
		% of Total	7.8%	7.3%	15.1%
	Seldom	Count	37	20	57
		% within item4	64.9%	35.1%	100.0%
		% within schoold	16.2%	<b>17.4%</b>	16.6%
		% of Total	10.8%	5.8%	16.6%
	Sometimes	Count	62	40	102
		% within item4	60.8%	39.2%	100.0%
		% within schoold	<b>27.1%</b>	<b>34.8%</b>	29.7%
		% of Total	18.0%	11.6%	<b>29.7%</b>
Often	Count	48	19	67	
	% within item4	71.6%	28.4%	100.0%	
	% within schoold	<b>21.0%</b>	16.5%	19.5%	
	% of Total	14.0%	5.5%	19.5%	
All the time or very regularly	Count	55	11	66	
	% within item4	83.3%	16.7%	100.0%	
	% within schoold	<b>24.0%</b>	9.6%	19.2%	
	% of Total	16.0%	3.2%	19.2%	
Total	Count	229	115	344	
	% within item4	66.6%	33.4%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.6%	33.4%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.214	.003
	Cramer's V	.214	.003
	Contingency Coefficient	.209	.003
N of Valid Cases		344	

Item5 I talk to my parents/caretakers about my dreams for the future.

		Schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item5	Never or allmost never	Count	10	6	16
		% within item5	62.5%	37.5%	100.0%
		% within schoold	4.4%	5.0%	4.6%
		% of Total	2.9%	1.7%	4.6%
	Seldom	Count	16	10	26
		% within item5	61.5%	38.5%	100.0%
		% within schoold	7.0%	8.3%	7.4%
		% of Total	4.6%	2.9%	7.4%
	Sometimes	Count	53	28	81
		% within item5	65.4%	34.6%	100.0%
		% within schoold	23.1%	23.1%	23.1%
		% of Total	15.1%	8.0%	23.1%
Often	Count	74	36	110	
	% within item5	67.3%	32.7%	100.0%	
	% within schoold	32.3%	29.8%	31.4%	
	% of Total	21.1%	10.3%	<b>31.4%</b>	
All the time or very regularly	Count	76	41	117	
	% within item5	65.0%	35.0%	100.0%	
	% within schoold	33.2%	33.9%	33.4%	
	% of Total	21.7%	11.7%	<b>33.4%</b>	
Total	Count	229	121	350	
	% within item5	65.4%	34.6%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.4%	34.6%	100.0%	

Item6: My parents/caretakers say that they would like me to have an equal or better education than they had

			School		Total
			Less disadvanta ged	More disadvanta ged	
item6	Never or allmost never	Count	13	7	20
		% within item6	65.0%	35.0%	100.0%
		% within schoold	5.8%	5.9%	5.8%
		% of Total	3.8%	2.0%	5.8%
	Seldom	Count	2	3	5
		% within item6	40.0%	60.0%	100.0%
		% within schoold	.9%	2.5%	1.5%
		% of Total	.6%	.9%	1.5%
	Sometimes	Count	14	6	20
		% within item6	70.0%	30.0%	100.0%
		% within schoold	6.2%	5.1%	5.8%
		% of Total	4.1%	1.7%	5.8%
Often	Count	57	22	79	
	% within item6	72.2%	27.8%	100.0%	
	% within schoold	25.2%	18.6%	23.0%	
	% of Total	16.6%	6.4%	23.0%	
All the time or very regularly	Count	140	80	220	
	% within item6	63.6%	36.4%	100.0%	
	% within schoold	61.9%	67.8%	64.0%	
	% of Total	40.7%	23.3%	<b>64.0%</b>	
Total	Count	226	118	344	
	% within item6	65.7%	34.3%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

## Item 7: My friends and I talk about different jobs and our plans for the future

			School		Total
			Less disadvantage d	More disadvant aged	
item7	Never or almost never	Count	2	3	5
		% within item7	40.0%	60.0%	100.0%
		% within schoold	.9%	2.5%	1.4%
		% of Total	.6%	.9%	1.4%
	Seldom	Count	11	8	19
		% within item7	57.9%	42.1%	100.0%
		% within schoold	4.8%	6.7%	5.4%
		% of Total	3.1%	2.3%	5.4%
	Sometimes	Count	60	28	88
		% within item7	68.2%	31.8%	100.0%
		% within schoold	26.1%	23.3%	25.1%
		% of Total	17.1%	8.0%	25.1%
Often	Count	97	29	126	
	% within item7	77.0%	23.0%	100.0%	
	% within schoold	42.2%	24.2%	36.0%	
	% of Total	27.7%	8.3%	<b>36.0%</b>	
All the time or very regularly	Count	60	52	112	
	% within item7	53.6%	46.4%	100.0%	
	% within schoold	26.1%	43.3%	32.0%	
	% of Total	17.1%	14.9%	<b>32.0%</b>	
Total	Count	230	120	350	
	% within item7	65.7%	34.3%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.218	.002
	Cramer's V	.218	.002
	Contingency Coefficient	.213	.002
N of Valid Cases		350	

## Item 8: We go away on holiday together as a family

		Schoold		Total	
		Less disadvantag ed	More disadvant aged		
item8	Never or allmost never	Count	39	24	63
		% within item8	61.9%	38.1%	100.0%
		% within schoold	17.2%	20.9%	18.4%
		% of Total	11.4%	7.0%	18.4%
	Seldom	Count	43	24	67
		% within item8	64.2%	35.8%	100.0%
		% within schoold	18.9%	20.9%	19.6%
		% of Total	12.6%	7.0%	19.6%
	Sometimes	Count	59	28	87
		% within item8	67.8%	32.2%	100.0%
		% within schoold	26.0%	24.3%	25.4%
		% of Total	17.3%	8.2%	<b>25.4%</b>
Often	Count	28	15	43	
	% within item8	65.1%	34.9%	100.0%	
	% within schoold	12.3%	13.0%	12.6%	
	% of Total	8.2%	4.4%	12.6%	
All the time or very regularly	Count	58	24	82	
	% within item8	70.7%	29.3%	100.0%	
	% within schoold	25.6%	20.9%	24.0%	
	% of Total	17.0%	7.0%	<b>24.0%</b>	
Total	Count	227	115	342	
	% within item8	66.4%	33.6%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.4%	33.6%	100.0%	

## Item 9: My parents/caretakers work late and come home very tired

		School		Total	
		Less disadvanta ged	More disadvan taged		
item9	All the time or very regularly	Count	21	13	34
		% within item9	61.8%	38.2%	100.0%
		% within schoold	9.3%	11.5%	10.1%
		% of Total	6.2%	3.8%	10.1%
	Often	Count	37	14	51
		% within item9	72.5%	27.5%	100.0%
		% within schoold	16.4%	12.4%	15.1%
		% of Total	10.9%	4.1%	15.1%
	Sometime	Count	82	35	117
		% within item9	70.1%	29.9%	100.0%
		% within schoold	36.4%	31.0%	34.6%
		% of Total	24.3%	10.4%	<b>34.6%</b>
Seldom	Count	43	29	72	
	% within item9	59.7%	40.3%	100.0%	
	% within schoold	19.1%	25.7%	21.3%	
	% of Total	12.7%	8.6%	<b>21.3%</b>	
Never or almost never	Count	42	22	64	
	% within item9	65.6%	34.4%	100.0%	
	% within schoold	18.7%	19.5%	18.9%	
	% of Total	12.4%	6.5%	18.9%	
Total	Count	225	113	338	
	% within item9	66.6%	33.4%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.6%	33.4%	100.0%	



## Item 10: My parents/caretakers inquire how things are going at school

			School		Total
			Less disadvanta ged	More disadvantag ed	
item10	Never or allmost never	Count	10	9	19
		% within item10	52.6%	47.4%	100.0%
		% within schoold	4.4%	7.6%	5.5%
		% of Total	2.9%	2.6%	5.5%
	Seldom	Count	21	10	31
		% within item10	67.7%	32.3%	100.0%
		% within schoold	9.2%	8.4%	8.9%
		% of Total	6.1%	2.9%	8.9%
	Sometimes	Count	60	51	111
		% within item10	54.1%	45.9%	100.0%
		% within schoold	26.3%	<b>42.9%</b>	32.0%
		% of Total	17.3%	14.7%	<b>32.0%</b>
	Often	Count	83	30	113
		% within item10	73.5%	26.5%	100.0%
		% within schoold	<b>36.4%</b>	<b>25.2%</b>	32.6%
	% of Total	23.9%	8.6%	<b>32.6%</b>	
All the time or very regularly	Count	54	19	73	
	% within item10	74.0%	26.0%	100.0%	
	% within schoold	<b>23.7%</b>	16.0%	21.0%	
	% of Total	15.6%	5.5%	21.0%	
Total	Count	228	119	347	
	% within item10	65.7%	34.3%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

		Value	Approx. Sig.
Nominal by	Phi	.197	.009
Nominal	Cramer's V	.197	.009
	Contingency Coefficient	.193	.009
N of Valid Cases		347	

## Item 11: My parents/caretakers provide me with information on different possible career opportunities

			School		Total
			Less disadvanta ged	More disadvanta ged	
item11	Never or allmost never	Count	27	15	42
		% within item11	64.3%	35.7%	100.0%
		% within schoold	11.8%	12.9%	12.2%
		% of Total	7.8%	4.4%	12.2%
	Seldom	Count	42	24	66
		% within item11	63.6%	36.4%	100.0%
		% within schoold	18.4%	20.7%	19.2%
		% of Total	12.2%	7.0%	19.2%
	Sometimes	Count	80	33	113
		% within item11	70.8%	29.2%	100.0%
		% within schoold	35.1%	28.4%	32.8%
		% of Total	23.3%	9.6%	<b>32.8%</b>
	Often	Count	49	28	77
		% within item11	63.6%	36.4%	100.0%
		% within schoold	21.5%	24.1%	22.4%
	% of Total	14.2%	8.1%	<b>22.4%</b>	
All the time or very regularly	Count	30	16	46	
	% within item11	65.2%	34.8%	100.0%	
	% within schoold	13.2%	13.8%	13.4%	
	% of Total	8.7%	4.7%	13.4%	
Total	Count	228	116	344	
	% within item11	66.3%	33.7%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.3%	33.7%	100.0%	

## Item 12: My parents/caretakers discuss different possible career opportunities with me

			School		Total
			Less disadvanta ged	More disadvanta ged	
item12	Never or allmost never	Count	22	17	39
		% within item12	56.4%	43.6%	100.0%
		% within schoold	9.7%	14.4%	11.3%
		% of Total	6.4%	4.9%	11.3%
	Seldom	Count	27	12	39
		% within item12	69.2%	30.8%	100.0%
		% within schoold	11.9%	10.2%	11.3%
		% of Total	7.8%	3.5%	11.3%
	Sometimes	Count	84	40	124
		% within item12	67.7%	32.3%	100.0%
		% within schoold	37.2%	33.9%	36.0%
		% of Total	24.4%	11.6%	<b>36.0%</b>
Often	Count	63	27	90	
	% within item12	70.0%	30.0%	100.0%	
	% within schoold	27.9%	22.9%	26.2%	
	% of Total	18.3%	7.8%	<b>26.2%</b>	
All the time or very regularly	Count	30	22	52	
	% within item12	57.7%	42.3%	100.0%	
	% within schoold	13.3%	18.6%	15.1%	
	% of Total	8.7%	6.4%	15.1%	
Total	Count	226	118	344	
	% within item12	65.7%	34.3%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

## Item 13: My parents/caretakers check to see whether I do my homework

		Schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item13	Never or allmost never	Count	56	19	75
		% within item13	74.7%	25.3%	100.0%
		% within schoold	<b>24.8%</b>	16.1%	21.8%
		% of Total	16.3%	5.5%	21.8%
	Seldom	Count	51	24	75
		% within item13	68.0%	32.0%	100.0%
		% within schoold	<b>22.6%</b>	<b>20.3%</b>	21.8%
		% of Total	14.8%	7.0%	<b>21.8%</b>
	Sometimes	Count	69	27	96
		% within item13	71.9%	28.1%	100.0%
		% within schoold	<b>30.5%</b>	22.9%	27.9%
		% of Total	20.1%	7.8%	<b>27.9%</b>
Often	Count	35	29	64	
	% within item13	54.7%	<b>45.3%</b>	100.0%	
	% within schoold	15.5%	24.6%	18.6%	
	% of Total	10.2%	8.4%	18.6%	
All the time or very regularly	Count	15	19	34	
	% within item13	44.1%	55.9%	100.0%	
	% within schoold	6.6%	16.1%	9.9%	
	% of Total	4.4%	5.5%	9.9%	
Total	Count	226	118	344	
	% within item13	65.7%	34.3%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.208	.005
	Cramer's V	.208	.005
	Contingency Coefficient	.204	.005
N of Valid Cases		344	

Item 14: In my family home I meet professional people (e.g., lawyers, attorneys, medical doctors, engineers, psychologists) who are friends of my parents/caretakers

			School		Total
			Less disadvant aged	More disadvantag ed	
item14	Never or allmost never	Count	37	28	65
		% within item14	56.9%	43.1%	100.0%
		% within schoold	16.4%	<b>25.2%</b>	19.3%
		% of Total	11.0%	8.3%	19.3%
	Seldom	Count	52	26	78
		% within item14	66.7%	33.3%	100.0%
		% within schoold	23.1%	23.4%	23.2%
		% of Total	15.5%	7.7%	<b>23.2%</b>
	Sometimes	Count	62	32	94
		% within item14	66.0%	34.0%	100.0%
		% within schoold	<b>27.6%</b>	<b>28.8%</b>	28.0%
		% of Total	18.5%	9.5%	<b>28.0%</b>
Often	Count	45	9	54	
	% within item14	83.3%	16.7%	100.0%	
	% within schoold	<b>20.0%</b>	8.1%	16.1%	
	% of Total	13.4%	2.7%	16.1%	
All the time or very regularly	Count	29	16	45	
	% within item14	64.4%	35.6%	100.0%	
	% within schoold	12.9%	14.4%	13.4%	
	% of Total	8.6%	4.8%	13.4%	
Total	Count	225	111	336	
	% within item14	67.0%	33.0%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	67.0%	33.0%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.170	.046
	Cramer's V	.170	.046
	Contingency Coefficient	.167	.046
N of Valid Cases		336	

Item 15: I talk to my parents/caretakers about my interests, abilities and aptitudes

			School		Total
			Less disadvant aged	More disadvantag ed	
item15	Never or allmost never	Count	19	8	27
		% within item15	70.4%	29.6%	100.0%
		% within schoold	8.3%	6.7%	7.8%
		% of Total	5.5%	2.3%	7.8%
	Seldom	Count	29	13	42
		% within item15	69.0%	31.0%	100.0%
		% within schoold	12.7%	10.9%	12.1%
		% of Total	8.3%	3.7%	12.1%
	Sometimes	Count	80	37	117
		% within item15	68.4%	31.6%	100.0%
		% within schoold	34.9%	31.1%	33.6%
		% of Total	23.0%	10.6%	<b>33.6%</b>
Often	Count	55	32	87	
	% within item15	63.2%	36.8%	100.0%	
	% within schoold	24.0%	26.9%	25.0%	
	% of Total	15.8%	9.2%	<b>25.0%</b>	
All the time or very regularly	Count	46	29	75	
	% within item15	61.3%	38.7%	100.0%	
	% within schoold	20.1%	24.4%	21.6%	
	% of Total	13.2%	8.3%	21.6%	
Total	Count	229	119	348	
	% within item15	65.8%	34.2%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.8%	34.2%	100.0%	

2. THE RESPONDENT'S ACCESS TO INFRASTRUCTURE TO HELP IN HIS/HER PLANNING FOR THE FUTURE (PLFUTURE)

Item 16: I have a need to discuss my future plans with the adult members of my family

			School		Total
			Less disadvanta ged	More disadvanta ged	
item16	Strongly disagree	Count	5	1	6
		% within item16	83.3%	16.7%	100.0%
		% within schoold	2.2%	.8%	1.7%
		% of Total	1.4%	.3%	1.7%
	Disagree	Count	14	5	19
		% within item16	73.7%	26.3%	100.0%
		% within schoold	6.1%	4.2%	5.4%
		% of Total	4.0%	1.4%	5.4%
	Neutral	Count	66	22	88
		% within item16	75.0%	25.0%	100.0%
		% within schoold	28.8%	18.3%	25.2%
		% of Total	18.9%	6.3%	25.2%
	Agree	Count	84	48	132
		% within item16	63.6%	36.4%	100.0%
		% within schoold	36.7%	40.0%	37.8%
		% of Total	24.1%	13.8%	37.8%
	Strongly agree	Count	60	44	104
		% within item16	57.7%	42.3%	100.0%
% within schoold		26.2%	36.7%	29.8%	
	% of Total	17.2%	12.6%	29.8%	
Total	Count	229	120	349	
	% within item16	65.6%	34.4%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	

## Item 17: I want to tell my family about what I am doing at school

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item17	Strongly disagree	Count	6	4	10
		% within item17	60.0%	40.0%	100.0%
		% within school	2.6%	3.3%	2.9%
		% of Total	1.7%	1.1%	2.9%
	Disagree	Count	30	5	35
		% within item17	85.7%	14.3%	100.0%
		% within school	13.1%	4.2%	10.0%
		% of Total	8.6%	1.4%	10.0%
	Neutral	Count	79	41	120
		% within item17	65.8%	34.2%	100.0%
		% within school	34.5%	34.2%	34.4%
		% of Total	22.6%	11.7%	34.4%
Agree	Count	81	47	128	
	% within item17	63.3%	36.7%	100.0%	
	% within school	35.4%	39.2%	36.7%	
	% of Total	23.2%	13.5%	36.7%	
Strongly agree	Count	33	23	56	
	% within item17	58.9%	41.1%	100.0%	
	% within school	14.4%	19.2%	16.0%	
	% of Total	9.5%	6.6%	16.0%	
Total	Count	229	120	349	
	% within item17	65.6%	34.4%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	



## Item 18: My parents/caretakers have made plans to finance my future studies

			School		Total
			Less disadvanta ged	More disadvanta ged	
item18	Strongly disagree	Count	6	9	15
		% within item18	40.0%	60.0%	100.0%
		% within school	2.8%	8.4%	4.6%
		% of Total	1.9%	2.8%	4.6%
	Disagree	Count	25	15	40
		% within item18	62.5%	37.5%	100.0%
		% within school	11.6%	14.0%	12.4%
		% of Total	7.7%	4.6%	12.4%
	Neutral	Count	40	26	66
		% within item18	60.6%	39.4%	100.0%
		% within school	18.5%	24.3%	20.4%
		% of Total	12.4%	8.0%	20.4%
Agree	Count	73	26	99	
	% within item18	73.7%	26.3%	100.0%	
	% within school	33.8%	24.3%	30.7%	
	% of Total	22.6%	8.0%	30.7%	
Strongly agree	Count	72	31	103	
	% within item18	69.9%	30.1%	100.0%	
	% within school	33.3%	29.0%	31.9%	
	% of Total	22.3%	9.6%	31.9%	
Total	Count	216	107	323	
	% within item18	66.9%	33.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.9%	33.1%	100.0%	

Item 19: Most of my friends feel that it is important to study further after matric

			School		Total
			Less disadvanta ged	More disadvanta ged	
item19	Strongly disagree	Count	0	2	2
		% within item19	.0%	100.0%	100.0%
		% within school	.0%	1.7%	.6%
		% of Total	.0%	.6%	.6%
	Disagree	Count	5	6	11
		% within item19	45.5%	54.5%	100.0%
		% within school	2.2%	5.0%	3.2%
		% of Total	1.4%	1.7%	3.2%
	Neutral	Count	28	21	49
		% within item19	57.1%	42.9%	100.0%
		% within school	12.2%	17.5%	14.0%
		% of Total	8.0%	6.0%	14.0%
	Agree	Count	75	42	117
		% within item19	64.1%	35.9%	100.0%
		% within school	32.8%	35.0%	33.5%
		% of Total	21.5%	12.0%	33.5%
Strongly agree	Count	121	49	170	
	% within item19	71.2%	28.8%	100.0%	
	% within school	52.8%	40.8%	48.7%	
	% of Total	34.7%	14.0%	48.7%	
Total	Count	229	120	349	
	% within item19	65.6%	34.4%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.168	.044
	Cramer's V	.168	.044
	Contingency Coefficient	.165	.044
N of Valid Cases		349	

Item 20: Many of my friends are involved in gang activities

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item20	Strongly agree	Count	3	8	11
		% within item20	27.3%	72.7%	100.0%
		% within school	1.3%	7.3%	3.3%
		% of Total	.9%	2.4%	3.3%
	Agree	Count	8	7	15
		% within item20	53.3%	46.7%	100.0%
		% within school	3.6%	6.4%	4.5%
		% of Total	2.4%	2.1%	4.5%
	Neutral	Count	29	11	40
		% within item20	72.5%	27.5%	100.0%
		% within school	13.0%	10.0%	12.0%
		% of Total	8.7%	3.3%	12.0%
Disagree	Count	49	32	81	
	% within item20	60.5%	39.5%	100.0%	
	% within school	22.0%	29.1%	24.3%	
	% of Total	14.7%	9.6%	24.3%	
Strongly disagree	Count	134	52	186	
	% within item20	72.0%	28.0%	100.0%	
	% within school	60.1%	47.3%	55.9%	
	% of Total	40.2%	15.6%	55.9%	
Total	Count	223	110	333	
	% within item20	67.0%	33.0%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	67.0%	33.0%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.200	.010
	Cramer's V	.200	.010
	Contingency Coefficient	.196	.010
N of Valid Cases		333	

Item 21: Most of my friends say that it is sensible to take any job that is available just to get an income.

		schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item21	Strongly agree	Count	9	16	25
		% within item21	36.0%	64.0%	100.0%
		% within schoold	3.9%	13.4%	7.2%
		% of Total	2.6%	4.6%	7.2%
	Agree	Count	28	26	54
		% within item21	51.9%	48.1%	100.0%
		% within schoold	12.3%	21.8%	15.6%
		% of Total	8.1%	7.5%	15.6%
	Neutral	Count	69	28	97
		% within item21	71.1%	28.9%	100.0%
		% within schoold	30.3%	23.5%	28.0%
		% of Total	19.9%	8.1%	28.0%
Disagree	Count	82	28	110	
	% within item21	74.5%	25.5%	100.0%	
	% within schoold	36.0%	23.5%	31.7%	
	% of Total	23.6%	8.1%	31.7%	
Strongly disagree	Count	40	21	61	
	% within item21	65.6%	34.4%	100.0%	
	% within schoold	17.5%	17.6%	17.6%	
	% of Total	11.5%	6.1%	17.6%	
Total	Count	228	119	347	
	% within item21	65.7%	34.3%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.237	.001
	Cramer's V	.237	.001
	Contingency Coefficient	.231	.001
N of Valid Cases		347	

Item 22: My family expects of me to take any job that is available just to support the family

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item22	Strongly agree	Count	5	7	12
		% within item22	41.7%	58.3%	100.0%
		% within school	2.2%	6.0%	3.5%
		% of Total	1.5%	2.0%	3.5%
	Agree	Count	8	10	18
		% within item22	44.4%	55.6%	100.0%
		% within school	3.5%	8.6%	5.2%
		% of Total	2.3%	2.9%	5.2%
	Neutral	Count	22	14	36
		% within item22	61.1%	38.9%	100.0%
		% within school	9.7%	12.1%	10.5%
		% of Total	6.4%	4.1%	10.5%
Disagree	Count	67	41	108	
	% within item22	62.0%	38.0%	100.0%	
	% within school	29.5%	35.3%	31.5%	
	% of Total	19.5%	12.0%	31.5%	
Strongly disagree	Count	125	44	169	
	% within item22	74.0%	26.0%	100.0%	
	% within school	55.1%	37.9%	49.3%	
	% of Total	36.4%	12.8%	49.3%	
Total	Count	227	116	343	
	% within item22	66.2%	33.8%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.2%	33.8%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.193	.012
	Cramer's V	.193	.012
	Contingency Coefficient	.190	.012
N of Valid Cases		343	

Item 23: Many of last year's matriculants from my school are neither studying nor employed, but stay at home all day

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item23	Strongly agree	Count	7	25	32
		% within item23	21.9%	78.1%	100.0%
		% within school	3.5%	<b>22.7%</b>	10.3%
		% of Total	2.3%	8.0%	10.3%
	Agree	Count	27	29	56
		% within item23	48.2%	51.8%	100.0%
		% within school	13.4%	<b>26.4%</b>	18.0%
		% of Total	8.7%	9.3%	18.0%
	Neutral	Count	51	32	83
		% within item23	61.4%	38.6%	100.0%
		% within school	<b>25.4%</b>	<b>29.1%</b>	26.7%
		% of Total	16.4%	10.3%	26.7%
Disagree	Count	65	14	79	
	% within item23	82.3%	17.7%	100.0%	
	% within school	<b>32.3%</b>	12.7%	25.4%	
	% of Total	20.9%	4.5%	25.4%	
Strongly disagree	Count	51	10	61	
	% within item23	83.6%	16.4%	100.0%	
	% within school	<b>25.4%</b>	9.1%	19.6%	
	% of Total	16.4%	3.2%	19.6%	
Total	Count	201	110	311	
	% within item23	64.6%	35.4%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	64.6%	35.4%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.413	.000
	Cramer's V	.413	.000
	Contingency Coefficient	.381	.000
N of Valid Cases		311	

## Item 24: Someone in my family owns a car

		school		Total	
		Less disadvanta ged	More disadvanta ged		
Item24	Strongly disagree	Count	3	3	6
		% within item24	50.0%	50.0%	100.0%
		% within school	1.3%	2.5%	1.7%
		% of Total	.9%	.9%	1.7%
	Disagree	Count	20	7	27
		% within item24	74.1%	25.9%	100.0%
		% within school	8.7%	5.9%	7.7%
		% of Total	5.7%	2.0%	7.7%
	Neutral	Count	2	4	6
		% within item24	33.3%	66.7%	100.0%
		% within school	.9%	3.4%	1.7%
		% of Total	.6%	1.1%	1.7%
Agree	Count	33	15	48	
	% within item24	68.8%	31.3%	100.0%	
	% within school	14.3%	12.6%	13.8%	
	% of Total	9.5%	4.3%	13.8%	
Strongly agree	Count	172	90	262	
	% within item24	65.6%	34.4%	100.0%	
	% within school	74.8%	75.6%	75.1%	
	% of Total	49.3%	25.8%	75.1%	
Total	Count	230	119	349	
	% within item24	65.9%	34.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	

Item 25: One of my brothers or sisters is helping to support our family/me

		school		Total	
		Less disadvanta ged	More disadvanta ged		
Item25	Strongly agree	Count	22	27	49
		% within item25	44.9%	55.1%	100.0%
		% within school	10.5%	26.0%	15.6%
		% of Total	7.0%	8.6%	15.6%
	Agree	Count	29	19	48
		% within item25	60.4%	39.6%	100.0%
		% within school	13.8%	18.3%	15.3%
		% of Total	9.2%	6.1%	15.3%
	Neutral	Count	25	12	37
		% within item25	67.6%	32.4%	100.0%
		% within school	11.9%	11.5%	11.8%
		% of Total	8.0%	3.8%	11.8%
Disagree	Count	49	19	68	
	% within item25	72.1%	27.9%	100.0%	
	% within school	23.3%	18.3%	21.7%	
	% of Total	15.6%	6.1%	21.7%	
Strongly disagree	Count	85	27	112	
	% within item25	75.9%	24.1%	100.0%	
	% within school	40.5%	26.0%	35.7%	
	% of Total	27.1%	8.6%	35.7%	
Total	Count	210	104	314	
	% within item25	66.9%	33.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.9%	33.1%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.229	.002
	Cramer's V	.229	.002
	Contingency Coefficient	.224	.002
N of Valid Cases		314	



## Item 26: We have a TV set at home

			School		Total
			Less disadvanta ged	More disadvanta ged	
item26	Strongly disagree	Count	0	1	1
		% within item26	.0%	100.0%	100.0%
		% within school	.0%	.9%	.3%
		% of Total	.0%	.3%	.3%
	Disagree	Count	0	3	3
		% within item26	.0%	100.0%	100.0%
		% within school	.0%	2.6%	.9%
		% of Total	.0%	.9%	.9%
	Neutral	Count	1	1	2
		% within item26	50.0%	50.0%	100.0%
		% within school	.4%	.9%	.6%
		% of Total	.3%	.3%	.6%
Agree	Count	36	16	52	
	% within item26	69.2%	30.8%	100.0%	
	% within school	15.8%	13.9%	15.2%	
	% of Total	10.5%	4.7%	15.2%	
Strongly agree	Count	191	94	285	
	% within item26	67.0%	33.0%	100.0%	
	% within school	83.8%	81.7%	83.1%	
	% of Total	55.7%	27.4%	<b>83.1%</b>	
Total	Count	228	115	343	
	% within item26	66.5%	33.5%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.5%	33.5%	100.0%	

Item 27: I wish I had somebody at home I could talk to about my plans for the future

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item27	Strongly agree	Count	26	26	52
		% within item27	50.0%	50.0%	100.0%
		% within school	11.7%	22.6%	15.4%
		% of Total	7.7%	7.7%	15.4%
	Agree	Count	49	27	76
		% within item27	64.5%	35.5%	100.0%
		% within school	22.0%	23.5%	22.5%
		% of Total	14.5%	8.0%	22.5%
	Neutral	Count	63	21	84
		% within item27	75.0%	25.0%	100.0%
		% within school	28.3%	18.3%	24.9%
		% of Total	18.6%	6.2%	24.9%
Disagree	Count	44	23	67	
	% within item27	65.7%	34.3%	100.0%	
	% within school	19.7%	20.0%	19.8%	
	% of Total	13.0%	6.8%	19.8%	
Strongly disagree	Count	41	18	59	
	% within item27	69.5%	30.5%	100.0%	
	% within school	18.4%	15.7%	17.5%	
	% of Total	12.1%	5.3%	17.5%	
Total	Count	223	115	338	
	% within item27	66.0%	34.0%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.0%	34.0%	100.0%	

Item 28: Conditions at home have a negative effect on my academic performance at school

			School		Total
			Less disadvanta ged	More disadvanta ged	
item28	Strongly agree	Count	23	9	32
		% within item28	71.9%	28.1%	100.0%
		% within schoold	10.3%	8.0%	9.5%
		% of Total	6.8%	2.7%	9.5%
	Agree	Count	23	21	44
		% within item28	52.3%	47.7%	100.0%
		% within schoold	10.3%	18.6%	13.1%
		% of Total	6.8%	6.3%	13.1%
	Neutral	Count	47	21	68
		% within item28	69.1%	30.9%	100.0%
		% within schoold	21.1%	18.6%	20.2%
		% of Total	14.0%	6.3%	20.2%
Disagree	Count	64	22	86	
	% within item28	74.4%	25.6%	100.0%	
	% within schoold	28.7%	19.5%	25.6%	
	% of Total	19.0%	6.5%	25.6%	
Strongly disagree	Count	66	40	106	
	% within item28	62.3%	37.7%	100.0%	
	% within schoold	29.6%	35.4%	31.5%	
	% of Total	19.6%	11.9%	31.5%	
Total	Count	223	113	336	
	% within item28	66.4%	33.6%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.4%	33.6%	100.0%	

## Item 29: I have adequate study facilities at home

		school		Total	
		Less disadvantaged	More disadvantaged		
item29	Strongly disagree	Count	11	7	18
		% within item29	61.1%	38.9%	100.0%
		% within school	4.8%	5.9%	5.2%
		% of Total	3.2%	2.0%	5.2%
	Disagree	Count	26	19	45
		% within item29	57.8%	42.2%	100.0%
		% within school	11.4%	16.0%	13.0%
		% of Total	7.5%	5.5%	13.0%
	Neutral	Count	61	27	88
		% within item29	69.3%	30.7%	100.0%
		% within school	26.8%	22.7%	25.4%
		% of Total	17.6%	7.8%	25.4%
Agree	Count	73	34	107	
	% within item29	68.2%	31.8%	100.0%	
	% within school	32.0%	28.6%	30.8%	
	% of Total	21.0%	9.8%	30.8%	
Strongly agree	Count	57	32	89	
	% within item29	64.0%	36.0%	100.0%	
	% within school	25.0%	26.9%	25.6%	
	% of Total	16.4%	9.2%	25.6%	
Total	Count	228	119	347	
	% within item29	65.7%	34.3%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

### 3. THE AVAILABILITY OF, AND ROLE PLAYED BY, TEACHERS/COUNSELLORS IN THE RESPONDENT'S SCHOOL EXPERIENCE (GUIDANCE)

Item 30: We have a teacher/counsellor at school who arranges in various ways (e.g. visiting speakers) for us to learn more about career possibilities

			Schoold		Total
			Less disadvanta ged	More disadvanta ged	
item30	Never or almost never	Count	0	4	4
		% within item30	.0%	100.0%	100.0%
		% within schoold	.0%	3.3%	1.1%
		% of Total	.0%	1.1%	1.1%
	Seldom	Count	7	6	13
		% within item30	53.8%	46.2%	100.0%
		% within schoold	3.0%	5.0%	3.7%
		% of Total	2.0%	1.7%	3.7%
	Sometimes	Count	22	28	50
		% within item30	44.0%	56.0%	100.0%
		% within schoold	9.6%	23.1%	14.2%
		% of Total	6.3%	8.0%	14.2%
Often	Count	101	44	145	
	% within item30	69.7%	30.3%	100.0%	
	% within schoold	43.9%	36.4%	41.3%	
	% of Total	28.8%	12.5%	41.3%	
All the time or very regularly	Count	100	39	139	
	% within item30	71.9%	28.1%	100.0%	
	% within schoold	43.5%	32.2%	39.6%	
	% of Total	28.5%	11.1%	39.6%	
Total	Count	230	121	351	
	% within item30	65.5%	34.5%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.5%	34.5%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.252	.000
	Cramer's V	.252	.000
	Contingency Coefficient	.244	.000
N of Valid Cases		351	

Item 31: We are told at school when and where there are careers exhibitions or open days

		Schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item31	Never or almost never	Count	0	5	
		% within item31	.0%	100.0%	
		% within schoold	.0%	4.2%	
		% of Total	.0%	1.4%	1.4%
	Seldom	Count	5	9	14
		% within item31	35.7%	64.3%	100.0%
		% within schoold	2.2%	7.6%	4.0%
		% of Total	1.4%	2.6%	4.0%
	Sometimes	Count	18	26	44
		% within item31	40.9%	59.1%	100.0%
		% within schoold	7.9%	22.0%	12.7%
		% of Total	5.2%	7.5%	12.7%
Often	Count	77	43	120	
	% within item31	64.2%	35.8%	100.0%	
	% within schoold	33.6%	36.4%	34.6%	
	% of Total	22.2%	12.4%	34.6%	
All the time or very regularly	Count	129	35	164	
	% within item31	78.7%	21.3%	100.0%	
	% within schoold	56.3%	29.7%	47.3%	
	% of Total	37.2%	10.1%	47.3%	
Total	Count	229	118	347	
	% within item31	66.0%	34.0%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.0%	34.0%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.338	.000
	Cramer's V	.338	.000
	Contingency Coefficient	.320	.000
N of Valid Cases		347	

Item 32: When I become tired of doing schoolwork, knowing that I shall need to pass in order to have work one day, motivates me to keep trying

			school		Total
			Less disadvant aged	More disadvanta ged	
item32	Never or almost never	Count	7	4	11
		% within item32	63.6%	36.4%	100.0%
		% within schoold	3.1%	3.4%	3.2%
		% of Total	2.0%	1.1%	3.2%
	Seldom	Count	18	11	29
		% within item32	62.1%	37.9%	100.0%
		% within schoold	7.9%	9.2%	8.3%
		% of Total	5.2%	3.2%	8.3%
	Sometimes	Count	72	33	105
		% within item32	68.6%	31.4%	100.0%
		% within schoold	31.4%	27.7%	30.2%
		% of Total	20.7%	9.5%	30.2%
Often	Count	82	34	116	
	% within item32	70.7%	29.3%	100.0%	
	% within schoold	35.8%	28.6%	33.3%	
	% of Total	23.6%	9.8%	33.3%	
All the time or very regularly	Count	50	37	87	
	% within item32	57.5%	42.5%	100.0%	
	% within schoold	21.8%	31.1%	25.0%	
	% of Total	14.4%	10.6%	25.0%	
Total	Count	229	119	348	
	% within item32	65.8%	34.2%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.8%	34.2%	100.0%	

## Item 33: We have career guidance classes/periods at school

		Schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item33	Never or almost never	Count	1	29	30
		% within item33	3.3%	96.7%	100.0%
		% within schoold	.4%	<b>25.4%</b>	8.7%
		% of Total	.3%	8.5%	8.7%
	Seldom	Count	2	22	24
		% within item33	8.3%	91.7%	100.0%
		% within schoold	.9%	<b>19.3%</b>	7.0%
		% of Total	.6%	6.4%	7.0%
	Sometimes	Count	10	31	41
		% within item33	24.4%	75.6%	100.0%
		% within schoold	4.4%	<b>27.2%</b>	12.0%
		% of Total	2.9%	9.0%	12.0%
Often	Count	50	11	61	
	% within item33	82.0%	18.0%	100.0%	
	% within schoold	<b>21.8%</b>	9.6%	17.8%	
	% of Total	14.6%	3.2%	17.8%	
All the time or very regularly	Count	166	21	187	
	% within item33	88.8%	11.2%	100.0%	
	% within schoold	<b>72.5%</b>	18.4%	54.5%	
	% of Total	48.4%	6.1%	54.5%	
Total	Count	229	114	343	
	% within item33	66.8%	33.2%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.8%	33.2%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.707	.000
	Cramer's V	.707	.000
	Contingency Coefficient	.578	.000
N of Valid Cases		343	



Item 34: Career guidance classes/periods at school are used for activities unrelated to school guidance

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item34	All the time or very regularly	Count	19	8	27
		% within item34	70.4%	29.6%	100.0%
		% within school	8.7%	8.5%	8.7%
		% of Total	6.1%	2.6%	8.7%
	Often	Count	33	4	37
		% within item34	89.2%	10.8%	100.0%
		% within school	15.1%	4.3%	11.9%
		% of Total	10.6%	1.3%	11.9%
	Sometime	Count	58	26	84
		% within item34	69.0%	31.0%	100.0%
		% within school	26.6%	27.7%	26.9%
		% of Total	18.6%	8.3%	26.9%
Seldom	Count	50	22	72	
	% within item34	69.4%	30.6%	100.0%	
	% within school	22.9%	23.4%	23.1%	
	% of Total	16.0%	7.1%	23.1%	
Never or almost never	Count	58	34	92	
	% within item34	63.0%	37.0%	100.0%	
	% within school	26.6%	36.2%	29.5%	
	% of Total	18.6%	10.9%	29.5%	
Total	Count	218	94	312	
	% within item34	69.9%	30.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	69.9%	30.1%	100.0%	

## Item 35: I skip classes at school

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item35	All the time or very regularly	Count	4	1	5
		% within item35	80.0%	20.0%	100.0%
		% within school	1.8%	1.0%	1.5%
		% of Total	1.2%	.3%	1.5%
	Often	Count	4	0	4
		% within item35	100.0%	.0%	100.0%
		% within school	1.8%	.0%	1.2%
		% of Total	1.2%	.0%	1.2%
	Sometime	Count	29	11	40
		% within item35	72.5%	27.5%	100.0%
		% within school	12.9%	10.7%	12.2%
		% of Total	8.8%	3.4%	12.2%
Seldom	Count	38	9	47	
	% within item35	80.9%	19.1%	100.0%	
	% within school	16.9%	8.7%	14.3%	
	% of Total	11.6%	2.7%	14.3%	
Never or almost never	Count	150	82	232	
	% within item35	64.7%	35.3%	100.0%	
	% within school	66.7%	79.6%	70.7%	
	% of Total	45.7%	25.0%	70.7%	
Total	Count	225	103	328	
	% within item35	68.6%	31.4%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	68.6%	31.4%	100.0%	

Item 36: My teachers show that they are really interested in and care about me and my future

		school		Total	
		Less disadvant aged	More disadvantag ed		
item36	Never or almost never	Count	13	5	18
		% within item36	72.2%	27.8%	100.0%
		% within school	5.9%	4.3%	5.3%
		% of Total	3.8%	1.5%	5.3%
	Seldom	Count	35	8	43
		% within item36	81.4%	18.6%	100.0%
		% within school	15.8%	6.8%	12.7%
		% of Total	10.4%	2.4%	12.7%
	Sometimes	Count	84	24	108
		% within item36	77.8%	22.2%	100.0%
		% within school	<b>38.0%</b>	<b>20.5%</b>	32.0%
		% of Total	24.9%	7.1%	<b>32.0%</b>
Often	Count	48	19	67	
	% within item36	71.6%	28.4%	100.0%	
	% within school	<b>21.7%</b>	16.2%	19.8%	
	% of Total	14.2%	5.6%	<b>19.8%</b>	
All the time or very regularly	Count	41	61	102	
	% within item36	40.2%	59.8%	100.0%	
	% within school	18.6%	<b>52.1%</b>	30.2%	
	% of Total	12.1%	18.0%	30.2%	
Total	Count	221	117	338	
	% within item36	65.4%	34.6%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.4%	34.6%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.354	.000
	Cramer's V	.354	.000
	Contingency Coefficient	.334	.000
N of Valid Cases		338	

Item 37: I have opportunities to go and talk to a teacher/counsellor at school about further study and/or career possibilities

			School		Total
			Less disadvant aged	More disadvanta ged	
item37	Never or almost never	Count	5	9	14
		% within item37	35.7%	64.3%	100.0%
		% within schoold	2.2%	7.8%	4.1%
		% of Total	1.5%	2.6%	4.1%
	Seldom	Count	22	11	33
		% within item37	66.7%	33.3%	100.0%
		% within schoold	9.7%	9.5%	9.6%
		% of Total	6.4%	3.2%	9.6%
	Sometimes	Count	44	25	69
		% within item37	63.8%	36.2%	100.0%
		% within schoold	19.5%	21.6%	20.2%
		% of Total	12.9%	7.3%	20.2%
Often	Count	63	30	93	
	% within item37	67.7%	32.3%	100.0%	
	% within schoold	27.9%	25.9%	27.2%	
	% of Total	18.4%	8.8%	27.2%	
All the time or very regularly	Count	92	41	133	
	% within item37	69.2%	30.8%	100.0%	
	% within schoold	40.7%	35.3%	38.9%	
	% of Total	26.9%	12.0%	38.9%	
Total	Count	226	116	342	
	% within item37	66.1%	33.9%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.1%	33.9%	100.0%	

Item 38: My teachers motivate me to reach for my dream

			School		Total
			Less disadvanta ged	More disadvanta ged	
item38	Never or almost never	Count	14	3	17
		% within item38	82.4%	17.6%	100.0%
		% within school	6.2%	2.5%	4.9%
		% of Total	4.1%	.9%	4.9%
	Seldom	Count	32	9	41
		% within item38	78.0%	22.0%	100.0%
		% within school	14.2%	7.6%	11.9%
		% of Total	9.3%	2.6%	11.9%
	Sometimes	Count	69	23	92
		% within item38	75.0%	25.0%	100.0%
		% within school	<b>30.5%</b>	19.3%	26.7%
		% of Total	20.0%	6.7%	26.7%
Often	Count	59	22	81	
	% within item38	72.8%	27.2%	100.0%	
	% within school	<b>26.1%</b>	18.5%	23.5%	
	% of Total	17.1%	6.4%	23.5%	
All the time or very regularly	Count	52	62	114	
	% within item38	45.6%	54.4%	100.0%	
	% within school	23.0%	<b>52.1%</b>	33.0%	
	% of Total	15.1%	18.0%	33.0%	
Total	Count	226	119	345	
	% within item38	65.5%	34.5%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.5%	34.5%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.298	.000
	Cramer's V	.298	.000
	Contingency Coefficient	.285	.000
N of Valid Cases		345	

## Item 39: My teachers inspire me to purposefully work towards the future

			school		Total
			Less disadvanta ged	More disadvant aged	
item39	Never or almost never	Count	10	1	11
		% within item39	90.9%	9.1%	100.0%
		% within schoold	4.4%	.8%	3.2%
		% of Total	2.9%	.3%	3.2%
	Seldom	Count	32	9	41
		% within item39	78.0%	22.0%	100.0%
		% within schoold	14.0%	7.6%	11.8%
		% of Total	9.2%	2.6%	11.8%
	Sometimes	Count	65	22	87
		% within item39	74.7%	25.3%	100.0%
		% within schoold	<b>28.5%</b>	18.6%	25.1%
		% of Total	18.8%	6.4%	25.1%
	Often	Count	61	25	86
		% within item39	70.9%	29.1%	100.0%
		% within schoold	<b>26.8%</b>	<b>21.2%</b>	24.9%
	% of Total	17.6%	7.2%	24.9%	
All the time or very regularly	Count	60	61	121	
	% within item39	49.6%	50.4%	100.0%	
	% within schoold	<b>26.3%</b>	<b>51.7%</b>	35.0%	
	% of Total	17.3%	17.6%	35.0%	
Total	Count	228	118	346	
	% within item39	65.9%	34.1%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.264	.000
	Cramer's V	.264	.000
	Contingency Coefficient	.255	.000
N of Valid Cases		346	

#### 4. THE AVAILABILITY OF INFORMATIONAL RESOURCES TO AID THE RESPONDENT IN SUBJECT SELECTIONS AND CAREER CHOICES (INFSOURC)

Item 40: I purposefully chose subjects for matric that will be useful in my future career

			school		Total
			Less disadvanta ged	More disadvanta ged	
item40	Strongly disagree	Count	5	12	17
		% within item40	29.4%	70.6%	100.0%
		% within school	2.2%	9.9%	4.9%
		% of Total	1.4%	3.5%	4.9%
	Disagree	Count	27	18	45
		% within item40	60.0%	40.0%	100.0%
		% within school	11.9%	14.9%	13.0%
		% of Total	7.8%	5.2%	13.0%
	Neutral	Count	48	22	70
		% within item40	68.6%	31.4%	100.0%
		% within school	21.2%	18.2%	20.2%
		% of Total	13.8%	6.3%	20.2%
Agree	Count	52	29	81	
	% within item40	64.2%	35.8%	100.0%	
	% within school	<b>23.0%</b>	<b>24.0%</b>	23.3%	
	% of Total	15.0%	8.4%	<b>23.3%</b>	
Strongly agree	Count	94	40	134	
	% within item40	70.1%	29.9%	100.0%	
	% within school	<b>41.6%</b>	<b>33.1%</b>	38.6%	
	% of Total	27.1%	11.5%	<b>38.6%</b>	
Total	Count	226	121	347	
	% within item40	65.1%	34.9%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.1%	34.9%	100.0%	

		Value	Approx. Sig.
Nominal by	Phi	.186	.018
Nominal	Cramer's V	.186	.018
	Contingency Coefficient	.182	.018
N of Valid Cases		347	

Item 41: I have no idea how one goes about getting funding for future study

			School		Total
			Less disadvanta ged	More disadvanta ged	
item41	Strongly agree	Count	6	6	12
		% within item41	50.0%	50.0%	100.0%
		% within school	2.7%	5.0%	3.5%
		% of Total	1.7%	1.7%	3.5%
	Agree	Count	27	26	53
		% within item41	50.9%	49.1%	100.0%
		% within school	12.0%	<b>21.8%</b>	15.4%
		% of Total	7.8%	7.6%	15.4%
	Neutral	Count	51	30	81
		% within item41	63.0%	37.0%	100.0%
		% within school	22.7%	25.2%	23.5%
		% of Total	14.8%	8.7%	23.5%
Disagree	Count	96	33	129	
	% within item41	74.4%	25.6%	100.0%	
	% within school	<b>42.7%</b>	<b>27.7%</b>	37.5%	
	% of Total	27.9%	9.6%	<b>37.5%</b>	
Strongly disagree	Count	45	24	69	
	% within item41	65.2%	34.8%	100.0%	
	% within school	20.0%	20.2%	20.1%	
	% of Total	13.1%	7.0%	<b>20.1%</b>	
Total	Count	225	119	344	
	% within item41	65.4%	34.6%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.4%	34.6%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.179	.027
	Cramer's V	.179	.027
	Contingency Coefficient	.176	.027
N of Valid Cases		344	



Item 42: I would choose to study at the same place where most of my friends are going

			School		Total
			Less disadvanta ged	More disadvanta ged	
item42	Strongly agree	Count	7	9	16
		% within item42	43.8%	56.3%	100.0%
		% within school	3.1%	7.6%	4.7%
		% of Total	2.0%	2.6%	4.7%
	Agree	Count	40	16	56
		% within item42	71.4%	28.6%	100.0%
		% within school	17.7%	13.6%	16.3%
		% of Total	11.6%	4.7%	16.3%
	Neutral	Count	67	23	90
		% within item42	74.4%	25.6%	100.0%
		% within school	29.6%	19.5%	26.2%
		% of Total	19.5%	6.7%	<b>26.2%</b>
Disagree	Count	83	51	134	
	% within item42	61.9%	38.1%	100.0%	
	% within school	36.7%	43.2%	39.0%	
	% of Total	24.1%	14.8%	<b>39.0%</b>	
Strongly disagree	Count	29	19	48	
	% within item42	60.4%	39.6%	100.0%	
	% within school	12.8%	16.1%	14.0%	
	% of Total	8.4%	5.5%	14.0%	
Total	Count	226	118	344	
	% within item42	65.7%	34.3%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

Item 43: Confidentially, I don't think that my friends are going to be very successful after matric

		Schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item43	Strongly agree	Count	5	10	15
		% within item43	33.3%	66.7%	100.0%
		% within schoold	2.3%	8.7%	4.5%
		% of Total	1.5%	3.0%	4.5%
	Agree	Count	5	11	16
		% within item43	31.3%	68.8%	100.0%
		% within schoold	2.3%	9.6%	4.8%
		% of Total	1.5%	3.3%	4.8%
	Neutral	Count	46	19	65
		% within item43	70.8%	29.2%	100.0%
		% within schoold	<b>20.8%</b>	<b>16.5%</b>	19.3%
		% of Total	13.7%	5.7%	19.3%
Disagree	Count	91	34	125	
	% within item43	72.8%	27.2%	100.0%	
	% within schoold	<b>41.2%</b>	<b>29.6%</b>	37.2%	
	% of Total	27.1%	10.1%	<b>37.2%</b>	
Strongly disagree	Count	74	41	115	
	% within item43	64.3%	35.7%	100.0%	
	% within schoold	<b>33.5%</b>	<b>35.7%</b>	34.2%	
	% of Total	22.0%	12.2%	34.2%	
Total	Count	221	115	336	
	% within item43	65.8%	34.2%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.8%	34.2%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.238	.001
	Cramer's V	.238	.001
	Contingency Coefficient	.232	.001
N of Valid Cases		336	

Item 44: When I have a problem, I know where I can find a book to help me to find the answer

			School		Total
			Less disadvanta ged	More disadvanta ged	
item44	Strongly disagree	Count	6	6	12
		% within item44	50.0%	50.0%	100.0%
		% within school	2.7%	5.1%	3.5%
		% of Total	1.7%	1.7%	3.5%
	Disagree	Count	22	14	36
		% within item44	61.1%	38.9%	100.0%
		% within school	9.7%	12.0%	10.5%
		% of Total	6.4%	4.1%	10.5%
	Neutral	Count	69	30	99
		% within item44	69.7%	30.3%	100.0%
		% within school	30.5%	25.6%	28.9%
		% of Total	20.1%	8.7%	<b>28.9%</b>
Agree	Count	97	45	142	
	% within item44	68.3%	31.7%	100.0%	
	% within school	42.9%	38.5%	41.4%	
	% of Total	28.3%	13.1%	<b>41.4%</b>	
Strongly agree	Count	32	22	54	
	% within item44	59.3%	40.7%	100.0%	
	% within school	14.2%	18.8%	15.7%	
	% of Total	9.3%	6.4%	15.7%	
Total	Count	226	117	343	
	% within item44	65.9%	34.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	

Item 45: I have at least one adult at school that I can talk to about personal or career issues

			school		Total
			Less disadvanta ged	More disadvanta ged	
item45	Strongly disagree	Count	18	18	36
		% within item45	50.0%	50.0%	100.0%
		% within school	8.0%	15.8%	10.6%
		% of Total	5.3%	5.3%	10.6%
	Disagree	Count	33	20	53
		% within item45	62.3%	37.7%	100.0%
		% within school	14.6%	17.5%	15.6%
		% of Total	9.7%	5.9%	15.6%
	Neutral	Count	47	25	72
		% within item45	65.3%	34.7%	100.0%
		% within school	20.8%	21.9%	21.2%
		% of Total	13.8%	7.4%	<b>21.2%</b>
Agree	Count	76	29	105	
	% within item45	72.4%	27.6%	100.0%	
	% within school	33.6%	25.4%	30.9%	
	% of Total	22.4%	8.5%	<b>30.9%</b>	
Strongly agree	Count	52	22	74	
	% within item45	70.3%	29.7%	100.0%	
	% within school	23.0%	19.3%	21.8%	
	% of Total	15.3%	6.5%	<b>21.8%</b>	
Total	Count	226	114	340	
	% within item45	66.5%	33.5%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.5%	33.5%	100.0%	

Item 46: I do not know what subjects or marks I need to get in matric in order to be admitted to further training at university, technikon or college

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item46	Strongly agree	Count	3	14	17
		% within item46	17.6%	82.4%	100.0%
		% within school	1.3%	12.2%	5.0%
		% of Total	.9%	4.1%	5.0%
	Agree	Count	22	17	39
		% within item46	56.4%	43.6%	100.0%
		% within school	9.8%	14.8%	11.5%
		% of Total	6.5%	5.0%	11.5%
	Neutral	Count	20	18	38
		% within item46	52.6%	47.4%	100.0%
		% within school	8.9%	15.7%	11.2%
		% of Total	5.9%	5.3%	11.2%
Disagree	Count	95	38	133	
	% within item46	71.4%	28.6%	100.0%	
	% within school	<b>42.2%</b>	<b>33.0%</b>	39.1%	
	% of Total	27.9%	11.2%	<b>39.1%</b>	
Strongly disagree	Count	85	28	113	
	% within item46	75.2%	24.8%	100.0%	
	% within school	<b>37.8%</b>	<b>24.3%</b>	33.2%	
	% of Total	25.0%	8.2%	<b>33.2%</b>	
Total	Count	225	115	340	
	% within item46	66.2%	33.8%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.2%	33.8%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.289	.000
	Cramer's V	.289	.000
	Contingency Coefficient	.278	.000
N of Valid Cases		340	

Item 47: We have a sufficient number of books about careers and career choice available to us at school

			School		Total
			Less disadvanta ged	More disadvanta ged	
item47	Strongly disagree	Count	18	25	43
		% within item47	41.9%	58.1%	100.0%
		% within schoold	8.1%	<b>21.7%</b>	12.8%
		% of Total	5.3%	7.4%	12.8%
	Disagree	Count	33	38	71
		% within item47	46.5%	53.5%	100.0%
		% within schoold	14.9%	<b>33.0%</b>	21.1%
		% of Total	9.8%	11.3%	<b>21.1%</b>
	Neutral	Count	66	34	100
		% within item47	66.0%	34.0%	100.0%
		% within schoold	<b>29.7%</b>	<b>29.6%</b>	29.7%
		% of Total	19.6%	10.1%	<b>29.7%</b>
Agree	Count	70	12	82	
	% within item47	85.4%	14.6%	100.0%	
	% within schoold	<b>31.5%</b>	10.4%	24.3%	
	% of Total	20.8%	3.6%	<b>24.3%</b>	
Strongly agree	Count	35	6	41	
	% within item47	85.4%	14.6%	100.0%	
	% within schoold	<b>15.8%</b>	5.2%	12.2%	
	% of Total	10.4%	1.8%	12.2%	
Total	Count	222	115	337	
	% within item47	65.9%	34.1%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.360	.000
	Cramer's V	.360	.000
	Contingency Coefficient	.339	.000
N of Valid Cases		337	

Item 48: I chose my subjects/standard grade subjects, to ensure that I would be able to pass even though I knew that I might not be able to study at the institution of my choice.

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item48	Strongly agree	Count	23	8	31
		% within item48	74.2%	25.8%	100.0%
		% within school	10.5%	7.0%	9.3%
		% of Total	6.9%	2.4%	9.3%
	Agree	Count	48	26	74
		% within item48	64.9%	35.1%	100.0%
		% within school	21.8%	22.8%	22.2%
		% of Total	14.4%	7.8%	<b>22.2%</b>
	Neutral	Count	26	24	50
		% within item48	52.0%	48.0%	100.0%
		% within school	11.8%	21.1%	15.0%
		% of Total	7.8%	7.2%	15.0%
Disagree	Count	60	33	93	
	% within item48	64.5%	35.5%	100.0%	
	% within school	27.3%	28.9%	27.8%	
	% of Total	18.0%	9.9%	<b>27.8%</b>	
Strongly disagree	Count	63	23	86	
	% within item48	73.3%	26.7%	100.0%	
	% within school	28.6%	20.2%	25.7%	
	% of Total	18.9%	6.9%	<b>25.7%</b>	
Total	Count	220	114	334	
	% within item48	65.9%	34.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	

Item 49: Even if I had the money for further study, I would not have enough to cover my transport and other basic needs.

		Schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item49	Strongly agree	Count	16	17	33
		% within item49	48.5%	51.5%	100.0%
		% within schoold	7.2%	14.5%	9.7%
		% of Total	4.7%	5.0%	9.7%
	Agree	Count	15	21	36
		% within item49	41.7%	58.3%	100.0%
		% within schoold	6.8%	17.9%	10.6%
		% of Total	4.4%	6.2%	10.6%
	Neutral	Count	37	21	58
		% within item49	63.8%	36.2%	100.0%
		% within schoold	16.7%	<b>17.9%</b>	17.1%
		% of Total	10.9%	6.2%	17.1%
Disagree	Count	101	40	141	
	% within item49	71.6%	28.4%	100.0%	
	% within schoold	<b>45.5%</b>	<b>34.2%</b>	41.6%	
	% of Total	29.8%	11.8%	<b>41.6%</b>	
Strongly disagree	Count	53	18	71	
	% within item49	74.6%	25.4%	100.0%	
	% within schoold	<b>23.9%</b>	<b>15.4%</b>	20.9%	
	% of Total	15.6%	5.3%	<b>20.9%</b>	
Total	Count	222	117	339	
	% within item49	65.5%	34.5%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.5%	34.5%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.232	.001
	Cramer's V	.232	.001
	Contingency Coefficient	.226	.001
N of Valid Cases		339	



Item 50: I wish I had somebody at school I could talk to about my plans for the future

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item50	Strongly agree	Count	16	17	33
		% within item50	48.5%	51.5%	100.0%
		% within schoold	7.2%	14.7%	9.8%
		% of Total	4.7%	5.0%	9.8%
	Agree	Count	41	24	65
		% within item50	63.1%	36.9%	100.0%
		% within schoold	18.5%	20.7%	19.2%
		% of Total	12.1%	7.1%	19.2%
	Neutral	Count	79	36	115
		% within item50	68.7%	31.3%	100.0%
		% within schoold	35.6%	31.0%	34.0%
		% of Total	23.4%	10.7%	<b>34.0%</b>
Disagree	Count	55	27	82	
	% within item50	67.1%	32.9%	100.0%	
	% within schoold	24.8%	23.3%	24.3%	
	% of Total	16.3%	8.0%	<b>24.3%</b>	
Strongly disagree	Count	31	12	43	
	% within item50	72.1%	27.9%	100.0%	
	% within schoold	14.0%	10.3%	12.7%	
	% of Total	9.2%	3.6%	12.7%	
Total	Count	222	116	338	
	% within item50	65.7%	34.3%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.7%	34.3%	100.0%	

Item 51: I have been psychometrically assessed at school to determine my abilities, interests and aptitudes

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item51	Strongly disagree	Count	30	20	50
		% within item51	60.0%	40.0%	100.0%
		% within school	13.7%	<b>18.5%</b>	15.3%
		% of Total	9.2%	6.1%	15.3%
	Disagree	Count	41	23	64
		% within item51	64.1%	35.9%	100.0%
		% within school	<b>18.7%</b>	<b>21.3%</b>	19.6%
		% of Total	12.5%	7.0%	19.6%
	Neutral	Count	39	30	69
		% within item51	56.5%	43.5%	100.0%
		% within school	<b>17.8%</b>	<b>27.8%</b>	21.1%
		% of Total	11.9%	9.2%	<b>21.1%</b>
Agree	Count	73	26	99	
	% within item51	73.7%	26.3%	100.0%	
	% within school	<b>33.3%</b>	<b>24.1%</b>	30.3%	
	% of Total	22.3%	8.0%	<b>30.3%</b>	
Strongly agree	Count	36	9	45	
	% within item51	80.0%	20.0%	100.0%	
	% within school	16.4%	8.3%	13.8%	
	% of Total	11.0%	2.8%	13.8%	
Total	Count	219	108	327	
	% within item51	67.0%	33.0%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	67.0%	33.0%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.177	.036
	Cramer's V	.177	.036
	Contingency Coefficient	.174	.036
N of Valid Cases		327	

Item 52: I have had at least one interview with a teacher about my abilities, interests and aptitudes

			School		Total
			Less disadvanta ged	More disadvanta ged	
item52	Strongly disagree	Count	42	24	66
		% within item52	63.6%	36.4%	100.0%
		% within school	18.7%	21.6%	19.6%
		% of Total	12.5%	7.1%	19.6%
	Disagree	Count	82	32	114
		% within item52	71.9%	28.1%	100.0%
		% within school	36.4%	28.8%	33.9%
		% of Total	24.4%	9.5%	<b>33.9%</b>
	Neutral	Count	33	22	55
		% within item52	60.0%	40.0%	100.0%
		% within school	14.7%	19.8%	16.4%
		% of Total	9.8%	6.5%	16.4%
Agree	Count	49	25	74	
	% within item52	66.2%	33.8%	100.0%	
	% within school	21.8%	22.5%	22.0%	
	% of Total	14.6%	7.4%	<b>22.0%</b>	
Strongly agree	Count	19	8	27	
	% within item52	70.4%	29.6%	100.0%	
	% within school	8.4%	7.2%	8.0%	
	% of Total	5.7%	2.4%	8.0%	
Total	Count	225	111	336	
	% within item52	67.0%	33.0%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	67.0%	33.0%	100.0%	

Item 53: Most of my friends do not regard doing well at school as important.

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item53	Strongly agree	Count	9	12	21
		% within item53	42.9%	57.1%	100.0%
		% within school	4.0%	10.3%	6.2%
		% of Total	2.6%	3.5%	6.2%
	Agree	Count	12	15	27
		% within item53	44.4%	55.6%	100.0%
		% within school	5.3%	12.9%	7.9%
		% of Total	3.5%	4.4%	7.9%
	Neutral	Count	38	16	54
		% within item53	70.4%	29.6%	100.0%
		% within school	16.9%	13.8%	15.8%
		% of Total	11.1%	4.7%	15.8%
Disagree	Count	91	25	116	
	% within item53	78.4%	21.6%	100.0%	
	% within school	<b>40.4%</b>	<b>21.6%</b>	34.0%	
	% of Total	26.7%	7.3%	<b>34.0%</b>	
Strongly disagree	Count	75	48	123	
	% within item53	61.0%	39.0%	100.0%	
	% within school	<b>33.3%</b>	<b>41.4%</b>	36.1%	
	% of Total	22.0%	14.1%	<b>36.1%</b>	
Total	Count	225	116	341	
	% within item53	66.0%	34.0%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.0%	34.0%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.245	.000
	Cramer's V	.245	.000
	Contingency Coefficient	.238	.000
N of Valid Cases		341	

Item 54: I am satisfied with my academic performance at school

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item54	Strongly disagree	Count	65	41	106
		% within item54	61.3%	38.7%	100.0%
		% within school	<b>29.1%</b>	<b>36.0%</b>	31.5%
		% of Total	19.3%	12.2%	<b>31.5%</b>
	Disagree	Count	66	32	98
		% within item54	67.3%	32.7%	100.0%
		% within school	<b>29.6%</b>	<b>28.1%</b>	29.1%
		% of Total	19.6%	9.5%	<b>29.1%</b>
	Neutral	Count	67	22	89
		% within item54	75.3%	24.7%	100.0%
		% within school	<b>30.0%</b>	<b>19.3%</b>	26.4%
		% of Total	19.9%	6.5%	<b>26.4%</b>
Agree	Count	23	8	31	
	% within item54	74.2%	25.8%	100.0%	
	% within school	10.3%	7.0%	9.2%	
	% of Total	6.8%	2.4%	9.2%	
Strongly agree	Count	2	11	13	
	% within item54	15.4%	84.6%	100.0%	
	% within school	.9%	9.6%	3.9%	
	% of Total	.6%	3.3%	3.9%	
Total	Count	223	114	337	
	% within item54	66.2%	33.8%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.2%	33.8%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.246	.000
	Cramer's V	.246	.000
	Contingency Coefficient	.239	.000
N of Valid Cases		337	

Item 55: I wish somebody could help me to perform better academically at school

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item55	Strongly agree	Count	94	52	146
		% within item55	64.4%	35.6%	100.0%
		% within schoold	<b>41.8%</b>	<b>44.1%</b>	42.6%
		% of Total	27.4%	15.2%	<b>42.6%</b>
	Agree	Count	83	44	127
		% within item55	65.4%	34.6%	100.0%
		% within schoold	<b>36.9%</b>	<b>37.3%</b>	37.0%
		% of Total	24.2%	12.8%	<b>37.0%</b>
	Neutral	Count	40	11	51
		% within item55	78.4%	21.6%	100.0%
		% within schoold	17.8%	9.3%	14.9%
		% of Total	11.7%	3.2%	14.9%
Disagree	Count	3	7	10	
	% within item55	30.0%	70.0%	100.0%	
	% within schoold	1.3%	5.9%	2.9%	
	% of Total	.9%	2.0%	2.9%	
Strongly disagree	Count	5	4	9	
	% within item55	55.6%	44.4%	100.0%	
	% within schoold	2.2%	3.4%	2.6%	
	% of Total	1.5%	1.2%	2.6%	
Total	Count	225	118	343	
	% within item55	65.6%	34.4%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.169	.043
	Cramer's V	.169	.043
	Contingency Coefficient	.167	.043
N of Valid Cases		343	

5. THE LEVELS OF SUPPORT AND PERSONAL SAFETY IN THE RESPONDENT'S COMMUNITY  
(COMMUNIT)

Item 56: Older people in my community encourage learners to make the most of their opportunities

			Schoold		Total
			Less disadvant aged	More disadvanta ged	
item56	Never or almost never	Count	26	6	32
		% within item56	81.3%	18.8%	100.0%
		% within schoold	11.7%	5.0%	9.3%
		% of Total	7.6%	1.7%	9.3%
	Seldom	Count	26	8	34
		% within item56	76.5%	23.5%	100.0%
		% within schoold	11.7%	6.6%	9.9%
		% of Total	7.6%	2.3%	9.9%
	Sometimes	Count	40	24	64
		% within item56	62.5%	37.5%	100.0%
		% within schoold	18.0%	19.8%	18.7%
		% of Total	11.7%	7.0%	18.7%
Often	Count	58	37	95	
	% within item56	61.1%	38.9%	100.0%	
	% within schoold	26.1%	30.6%	27.7%	
	% of Total	16.9%	10.8%	<b>27.7%</b>	
All the time or very regularly	Count	72	46	118	
	% within item56	61.0%	39.0%	100.0%	
	% within schoold	32.4%	38.0%	34.4%	
	% of Total	21.0%	13.4%	<b>34.4%</b>	
Total	Count	222	121	343	
	% within item56	64.7%	35.3%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	64.7%	35.3%	100.0%	

Item 57: I feel safe to walk alone around the area where I live

			school		Total
			Less disadvant aged	More disadvanta ged	
item57	Never or almost never	Count	19	23	42
		% within item57	45.2%	54.8%	100.0%
		% within school	8.4%	<b>19.3%</b>	12.1%
		% of Total	5.5%	6.6%	12.1%
	Seldom	Count	19	17	36
		% within item57	52.8%	47.2%	100.0%
		% within school	8.4%	<b>14.3%</b>	10.4%
		% of Total	5.5%	4.9%	10.4%
	Sometimes	Count	67	24	91
		% within item57	73.6%	26.4%	100.0%
		% within school	<b>29.5%</b>	<b>20.2%</b>	26.3%
		% of Total	19.4%	6.9%	<b>26.3%</b>
Often	Count	61	28	89	
	% within item57	68.5%	31.5%	100.0%	
	% within school	<b>26.9%</b>	<b>23.5%</b>	25.7%	
	% of Total	17.6%	8.1%	<b>25.7%</b>	
All the time or very regularly	Count	61	27	88	
	% within item57	69.3%	30.7%	100.0%	
	% within school	<b>26.9%</b>	<b>22.7%</b>	25.4%	
	% of Total	17.6%	7.8%	<b>25.4%</b>	
Total	Count	227	119	346	
	% within item57	65.6%	34.4%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	
			Value	Approx. Sig.	
Nominal by Nominal	Phi	.200	.008		
	Cramer's V	.200	.008		
	Contingency Coefficient	.196	.008		
N of Valid Cases		346			



Item 58: I would like to go the library or to educational exhibitions, but lack the money for transport.

		Schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item58	All the time or very regularly	Count	5	13	18
		% within item58	27.8%	72.2%	100.0%
		% within schoold	2.3%	11.5%	5.4%
		% of Total	1.5%	3.9%	5.4%
	Often	Count	12	13	25
		% within item58	48.0%	52.0%	100.0%
		% within schoold	5.5%	11.5%	7.6%
		% of Total	3.6%	3.9%	7.6%
	Sometime	Count	34	29	63
		% within item58	54.0%	46.0%	100.0%
		% within schoold	15.6%	<b>25.7%</b>	19.0%
		% of Total	10.3%	8.8%	19.0%
Seldom	Count	56	15	71	
	% within item58	78.9%	21.1%	100.0%	
	% within schoold	<b>25.7%</b>	13.3%	21.5%	
	% of Total	16.9%	4.5%	<b>21.5%</b>	
Never or almost never	Count	111	43	154	
	% within item58	72.1%	27.9%	100.0%	
	% within schoold	<b>50.9%</b>	<b>38.1%</b>	46.5%	
	% of Total	33.5%	13.0%	<b>46.5%</b>	
Total	Count	218	113	331	
	% within item58	65.9%	34.1%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	
		Value	Approx. Sig.		
Nominal by Nominal	Phi	.286	.000		
	Cramer's V	.286	.000		
	Contingency Coefficient	.275	.000		
N of Valid Cases		331			

Item 59: Public transport is unreliable and unsafe where I live

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item59	All the time or very regularly	Count	14	8	22
		% within item59	63.6%	36.4%	100.0%
		% within school	6.2%	7.0%	6.5%
		% of Total	4.1%	2.4%	6.5%
	Often	Count	16	12	28
		% within item59	57.1%	42.9%	100.0%
		% within school	7.1%	10.5%	8.3%
		% of Total	4.7%	3.5%	8.3%
	Sometime	Count	63	30	93
		% within item59	67.7%	32.3%	100.0%
		% within school	28.0%	26.3%	27.4%
		% of Total	18.6%	8.8%	<b>27.4%</b>
Seldom	Count	69	22	91	
	% within item59	75.8%	24.2%	100.0%	
	% within school	30.7%	19.3%	26.8%	
	% of Total	20.4%	6.5%	<b>26.8%</b>	
Never or almost never	Count	63	42	105	
	% within item59	60.0%	40.0%	100.0%	
	% within school	28.0%	36.8%	31.0%	
	% of Total	18.6%	12.4%	<b>31.0%</b>	
Total	Count	225	114	339	
	% within item59	66.4%	33.6%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.4%	33.6%	100.0%	

## Item 60: I talk to adults in my community about my future plans

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item60	Never or almost never	Count	66	26	92
		% within item60	71.7%	28.3%	100.0%
		% within school	29.7%	21.7%	26.9%
		% of Total	19.3%	7.6%	<b>26.9%</b>
	Seldom	Count	56	25	81
		% within item60	69.1%	30.9%	100.0%
		% within school	25.2%	20.8%	23.7%
		% of Total	16.4%	7.3%	<b>23.7%</b>
	Sometimes	Count	55	31	86
		% within item60	64.0%	36.0%	100.0%
		% within school	24.8%	25.8%	25.1%
		% of Total	16.1%	9.1%	<b>25.1%</b>
Often	Count	27	18	45	
	% within item60	60.0%	40.0%	100.0%	
	% within school	12.2%	15.0%	13.2%	
	% of Total	7.9%	5.3%	13.2%	
All the time or very regularly	Count	18	20	38	
	% within item60	47.4%	52.6%	100.0%	
	% within school	8.1%	16.7%	11.1%	
	% of Total	5.3%	5.8%	11.1%	
Total	Count	222	120	342	
	% within item60	64.9%	35.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	64.9%	35.1%	100.0%	

Item 61: Drugs are a serious problem in the community in which I live

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item61	All the time or very regularly	Count	26	12	38
		% within item61	68.4%	31.6%	100.0%
		% within school	11.6%	10.3%	11.2%
		% of Total	7.6%	3.5%	11.2%
	Often	Count	21	11	32
		% within item61	65.6%	34.4%	100.0%
		% within school	9.4%	9.5%	9.4%
		% of Total	6.2%	3.2%	9.4%
	Sometime	Count	46	38	84
		% within item61	54.8%	45.2%	100.0%
		% within school	20.5%	32.8%	24.7%
		% of Total	13.5%	11.2%	<b>24.7%</b>
Seldom	Count	37	11	48	
	% within item61	77.1%	22.9%	100.0%	
	% within school	16.5%	9.5%	14.1%	
	% of Total	10.9%	3.2%	14.1%	
Never or almost never	Count	94	44	138	
	% within item61	68.1%	31.9%	100.0%	
	% within school	42.0%	37.9%	40.6%	
	% of Total	27.6%	12.9%	<b>40.6%</b>	
Total	Count	224	116	340	
	% within item61	65.9%	34.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	

Item 62: I wish I could have grown up somewhere else

			School		Total
			Less disadvanta ged	More disadvanta ged	
item62	All the time or very regularly	Count	68	66	134
		% within item62	50.7%	49.3%	100.0%
		% within school	<b>30.5%</b>	<b>55.5%</b>	39.2%
			19.9%	19.3%	<b>39.2%</b>
	Often	Count	44	26	70
		% within item62	62.9%	37.1%	100.0%
		% within school	<b>19.7%</b>	21.8%	20.5%
			12.9%	7.6%	<b>20.5%</b>
	Sometime	Count	42	9	51
		% within item62	82.4%	17.6%	100.0%
		% within school	<b>18.8%</b>	7.6%	14.9%
			12.3%	2.6%	14.9%
	Seldom	Count	42	9	51
		% within item62	82.4%	17.6%	100.0%
		% within school	18.8%	7.6%	14.9%
			12.3%	2.6%	14.9%
	Never or almost never	Count	27	9	36
		% within item62	75.0%	25.0%	100.0%
		% within school	12.1%	7.6%	10.5%
			7.9%	2.6%	10.5%
Total	Count		223	119	342
	% within item62		65.2%	34.8%	100.0%
	% within school		100.0%	100.0%	100.0%
	% of Total		65.2%	34.8%	100.0%
			Value	Approx. Sig.	
Nominal by Nominal	Phi		.282		.000
	Cramer's V		.282		.000
	Contingency Coefficient		.272		.000
N of Valid Cases			342		

Item 63: Crime is a serious problem in the community in which I live

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item63	All the time or very regularly	Count	39	48	87
		% within item63	44.8%	55.2%	100.0%
		% within school	<b>17.4%</b>	<b>40.7%</b>	25.4%
		% of Total	11.4%	14.0%	<b>25.4%</b>
	Often	Count	39	23	62
		% within item63	62.9%	37.1%	100.0%
		% within school	17.4%	19.5%	18.1%
		% of Total	11.4%	6.7%	<b>18.1%</b>
	Sometime	Count	66	20	86
		% within item63	76.7%	23.3%	100.0%
		% within school	<b>29.5%</b>	16.9%	25.1%
		% of Total	19.3%	5.8%	<b>25.1%</b>
Seldom	Count	56	13	69	
	% within item63	81.2%	18.8%	100.0%	
	% within school	<b>25.0%</b>	11.0%	20.2%	
	% of Total	16.4%	3.8%	<b>20.2%</b>	
Never or almost never	Count	24	14	38	
	% within item63	63.2%	36.8%	100.0%	
	% within school	10.7%	11.9%	11.1%	
	% of Total	7.0%	4.1%	11.1%	
Total	Count	224	118	342	
	% within item63	65.5%	34.5%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.5%	34.5%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.291	.000
	Cramer's V	.291	.000
	Contingency Coefficient	.280	.000
N of Valid Cases		342	

6. THE PRESENCE OF CAREER ENCOURAGEMENT AND ROLE MODELS AFFORDED BY THE RESPONDENT'S COMMUNITY (EXPECCOM)

Item 64: My community has facilities (eg library, internet, community centre, careers advice office) to enable me to find answers to career questions that I might have

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item6 4	Strongly disagree	Count	6	7	13
		% within	46.2%	53.8%	100.0%
		% within schoold	2.7%	5.8%	3.8%
		% of Total	1.7%	2.0%	3.8%
	Disagree	Count	30	15	45
		% within	66.7%	33.3%	100.0%
		% within schoold	13.3%	12.5%	13.0%
		% of Total	8.7%	4.3%	13.0%
	Neutral	Count	46	21	67
		% within	68.7%	31.3%	100.0%
		% within schoold	20.4%	17.5%	19.4%
		% of Total	13.3%	6.1%	19.4%
Agree	Count	86	48	134	
	% within	64.2%	35.8%	100.0%	
	% within schoold	38.1%	40.0%	38.7%	
	% of Total	24.9%	13.9%	<b>38.7%</b>	
Strongly agree	Count	58	29	87	
	% within	66.7%	33.3%	100.0%	
	% within schoold	25.7%	24.2%	25.1%	
	% of Total	16.8%	8.4%	<b>25.1%</b>	
Total	Count	226	120	346	
	% within	65.3%	34.7%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.3%	34.7%	100.0%	

Item 65: There are role models in my community I would like to emulate.

			School		Total
			Less disadvanta ged	More disadvanta ged	
item65	Strongly disagree	Count	26	17	43
		% within item65	60.5%	39.5%	100.0%
		% within schoold	11.7%	14.5%	12.6%
		% of Total	7.6%	5.0%	12.6%
	Disagree	Count	74	39	113
		% within item65	65.5%	34.5%	100.0%
		% within schoold	33.2%	33.3%	33.2%
		% of Total	21.8%	11.5%	<b>33.2%</b>
	Neutral	Count	71	27	98
		% within item65	72.4%	27.6%	100.0%
		% within schoold	31.8%	23.1%	28.8%
		% of Total	20.9%	7.9%	<b>28.8%</b>
	Agree	Count	39	21	60
		% within item65	65.0%	35.0%	100.0%
		% within schoold	17.5%	17.9%	17.6%
	% of Total	11.5%	6.2%	17.6%	
Strongly agree	Count	13	13	26	
	% within item65	50.0%	50.0%	100.0%	
	% within schoold	5.8%	11.1%	7.6%	
	% of Total	3.8%	3.8%	7.6%	
Total	Count	223	117	340	
	% within item65	65.6%	34.4%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	



## Item 66: Many people in my community have never had regular employment

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item66	Strongly agree	Count	3	10	13
		% within item66	23.1%	76.9%	100.0%
		% within schoold	1.4%	8.8%	4.0%
		% of Total	.9%	3.1%	4.0%
	Agree	Count	42	22	64
		% within item66	65.6%	34.4%	100.0%
		% within schoold	19.9%	19.5%	19.8%
		% of Total	13.0%	6.8%	19.8%
	Neutral	Count	74	37	111
		% within item66	66.7%	33.3%	100.0%
		% within schoold	<b>35.1%</b>	<b>32.7%</b>	34.3%
		% of Total	22.8%	11.4%	<b>34.3%</b>
	Disagree	Count	67	35	102
		% within item66	65.7%	34.3%	100.0%
		% within schoold	<b>31.8%</b>	<b>31.0%</b>	31.5%
		% of Total	20.7%	10.8%	<b>31.5%</b>
	Strongly disagree	Count	25	9	34
		% within item66	73.5%	26.5%	100.0%
% within schoold		11.8%	8.0%	10.5%	
	% of Total	7.7%	2.8%	10.5%	
Total	Count	211	113	324	
	% within item66	65.1%	34.9%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.1%	34.9%	100.0%	
		Value	Approx. Sig.		
Nominal by Nominal	Phi	.187	.023		
	Cramer's V	.187	.023		
	Contingency Coefficient	.184	.023		
N of Valid Cases		324			

Item 67: Most people in my community expect their children to do similar work to what they (the parents) do

		School		Total	
		Less disadvantaged	More disadvantaged		
item67	Strongly agree	Count	6	7	13
		% within item67	46.2%	53.8%	100.0%
		% within school	2.9%	6.5%	4.1%
		% of Total	1.9%	2.2%	4.1%
	Agree	Count	31	14	45
		% within item67	68.9%	31.1%	100.0%
		% within school	14.8%	13.0%	14.2%
		% of Total	9.7%	4.4%	14.2%
	Neutral	Count	65	30	95
		% within item67	68.4%	31.6%	100.0%
		% within school	31.0%	27.8%	29.9%
		% of Total	20.4%	9.4%	<b>29.9%</b>
Disagree	Count	77	39	116	
	% within item67	66.4%	33.6%	100.0%	
	% within school	36.7%	36.1%	36.5%	
	% of Total	24.2%	12.3%	<b>36.5%</b>	
Strongly disagree	Count	31	18	49	
	% within item67	63.3%	36.7%	100.0%	
	% within school	14.8%	16.7%	15.4%	
	% of Total	9.7%	5.7%	15.4%	
Total	Count	210	108	318	
	% within item67	66.0%	34.0%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.0%	34.0%	100.0%	

Item 68: People in my community get very excited when one of the neighbourhood young people is successful in a career

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item68	Strongly disagree	Count	10	2	12
		% within item68	83.3%	16.7%	100.0%
		% within schoold	4.8%	1.7%	3.7%
		% of Total	3.1%	.6%	3.7%
	Disagree	Count	34	12	46
		% within item68	73.9%	26.1%	100.0%
		% within schoold	16.3%	10.4%	14.2%
		% of Total	10.5%	3.7%	14.2%
	Neutral	Count	55	21	76
		% within item68	72.4%	27.6%	100.0%
		% within schoold	26.4%	18.3%	23.5%
		% of Total	17.0%	6.5%	<b>23.5%</b>
	Agree	Count	67	39	106
		% within item68	63.2%	36.8%	100.0%
		% within schoold	<b>32.2%</b>	<b>33.9%</b>	32.8%
		% of Total	20.7%	12.1%	<b>32.8%</b>
	Strongly agree	Count	42	41	83
		% within item68	50.6%	49.4%	100.0%
% within schoold		<b>20.2%</b>	<b>35.7%</b>	25.7%	
	% of Total	13.0%	12.7%	<b>25.7%</b>	
Total	Count	208	115	323	
	% within item68	64.4%	35.6%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	64.4%	35.6%	100.0%	
		Value	Approx. Sig.		
Nominal by Nominal	Phi	.199	.013		
	Cramer's V	.199	.013		
	Contingency Coefficient	.195	.013		
N of Valid Cases		323			

Item 69: Many people in my community see joining a gang as the best way of making money.

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item69	Strongly agree	Count	10	8	18
		% within item69	55.6%	44.4%	100.0%
		% within schoold	4.6%	7.2%	5.5%
		% of Total	3.0%	2.4%	5.5%
	Agree	Count	17	18	35
		% within item69	48.6%	51.4%	100.0%
		% within schoold	7.8%	16.2%	10.6%
		% of Total	5.2%	5.5%	10.6%
	Neutral	Count	25	10	35
		% within item69	71.4%	28.6%	100.0%
		% within schoold	11.5%	9.0%	10.6%
		% of Total	7.6%	3.0%	10.6%
Disagree	Count	49	20	69	
	% within item69	71.0%	29.0%	100.0%	
	% within schoold	22.5%	18.0%	21.0%	
	% of Total	14.9%	6.1%	21.0%	
Strongly disagree	Count	117	55	172	
	% within item69	68.0%	32.0%	100.0%	
	% within schoold	53.7%	49.5%	52.3%	
	% of Total	35.6%	16.7%	52.3%	
Total	Count	218	111	329	
	% within item69	66.3%	33.7%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.3%	33.7%	100.0%	

Item 70: Many people in my community feel that one is unlikely to have a successful career if one cannot go to university

		School		Total	
		Less disadvantaged	More disadvantaged		
item70	Strongly agree	Count	18	9	27
		% within item70	66.7%	33.3%	100.0%
		% within school	8.4%	8.1%	8.3%
		% of Total	5.5%	2.8%	8.3%
	Agree	Count	46	25	71
		% within item70	64.8%	35.2%	100.0%
		% within school	21.4%	22.5%	21.8%
		% of Total	14.1%	7.7%	<b>21.8%</b>
	Neutral	Count	66	30	96
		% within item70	68.8%	31.3%	100.0%
		% within school	30.7%	27.0%	29.4%
		% of Total	20.2%	9.2%	<b>29.4%</b>
	Disagree	Count	64	31	95
		% within item70	67.4%	32.6%	100.0%
		% within school	29.8%	27.9%	29.1%
	% of Total	19.6%	9.5%	<b>29.1%</b>	
Strongly disagree	Count	21	16	37	
	% within item70	56.8%	43.2%	100.0%	
	% within school	9.8%	14.4%	11.3%	
	% of Total	6.4%	4.9%	11.3%	
Total	Count	215	111	326	
	% within item70	66.0%	34.0%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.0%	34.0%	100.0%	

Item 71: Many people in my community regard working in a trade (eg plumber, electrician) as inferior work.

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item71	Strongly agree	Count	5	8	13
		% within item71	38.5%	61.5%	100.0%
		% within school	2.3%	7.1%	3.9%
		% of Total	1.5%	2.4%	3.9%
	Agree	Count	18	10	28
		% within item71	64.3%	35.7%	100.0%
		% within school	8.1%	8.8%	8.4%
		% of Total	5.4%	3.0%	8.4%
	Neutral	Count	69	36	105
		% within item71	65.7%	34.3%	100.0%
		% within school	31.1%	31.9%	31.3%
		% of Total	20.6%	10.7%	<b>31.3%</b>
	Disagree	Count	95	42	137
		% within item71	69.3%	30.7%	100.0%
		% within school	42.8%	37.2%	40.9%
		% of Total	28.4%	12.5%	<b>40.9%</b>
	Strongly disagree	Count	35	17	52
		% within item71	67.3%	32.7%	100.0%
% within school		15.8%	15.0%	15.5%	
	% of Total	10.4%	5.1%	15.5%	
Total	Count	222	113	335	
	% within item71	66.3%	33.7%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.3%	33.7%	100.0%	

Item 72: People in my community are very impressed when someone gets the sort of job that they see on TV such as a courtroom lawyer, fashion designer or emergency doctor.

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item72	Strongly disagree	Count	7	2	9
		% within item72	77.8%	22.2%	100.0%
		% within school	3.3%	1.7%	2.7%
		% of Total	2.1%	.6%	2.7%
	Disagree	Count	15	3	18
		% within item72	83.3%	16.7%	100.0%
		% within school	7.0%	2.5%	5.4%
		% of Total	4.5%	.9%	5.4%
	Neutral	Count	73	25	98
		% within item72	74.5%	25.5%	100.0%
		% within school	<b>34.3%</b>	<b>21.2%</b>	29.6%
		% of Total	22.1%	7.6%	<b>29.6%</b>
	Agree	Count	71	44	115
		% within item72	61.7%	38.3%	100.0%
		% within school	<b>33.3%</b>	<b>37.3%</b>	34.7%
	% of Total	21.5%	13.3%	<b>34.7%</b>	
Strongly agree	Count	47	44	91	
	% within item72	<b>51.6%</b>	<b>48.4%</b>	100.0%	
	% within school	<b>22.1%</b>	<b>37.3%</b>	27.5%	
	% of Total	14.2%	13.3%	<b>27.5%</b>	
Total	Count	213	118	331	
	% within item72	64.4%	35.6%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	64.4%	35.6%	100.0%	
		Value	Approx. Sig.		
Nominal by Nominal	Phi	.211	.005		
	Cramer's V	.211	.005		
	Contingency Coefficient	.206	.005		
N of Valid Cases		331			

Item 73: We have large shops in the area where I live

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item73	Strongly disagree	Count	15	10	25
		% within item73	60.0%	40.0%	100.0%
		% within school	6.8%	8.8%	7.5%
		% of Total	4.5%	3.0%	7.5%
	Disagree	Count	52	20	72
		% within item73	72.2%	27.8%	100.0%
		% within school	23.6%	17.5%	21.6%
		% of Total	15.6%	6.0%	<b>21.6%</b>
	Neutral	Count	61	33	94
		% within item73	64.9%	35.1%	100.0%
		% within school	27.7%	28.9%	28.1%
		% of Total	18.3%	9.9%	<b>28.1%</b>
	Agree	Count	59	31	90
		% within item73	65.6%	34.4%	100.0%
		% within school	26.8%	27.2%	26.9%
	% of Total	17.7%	9.3%	<b>26.9%</b>	
Strongly agree	Count	33	20	53	
	% within item73	62.3%	37.7%	100.0%	
	% within school	15.0%	17.5%	15.9%	
	% of Total	9.9%	6.0%	15.9%	
Total	Count	220	114	334	
	% within item73	65.9%	34.1%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	



7. THE LEVEL OF EXPOSURE THAT THE RESPONDENT HAS TO THE WORLD OF WORK  
(EXPOWORK)

Item 74: I visit my parents/caretakers' place of work

			School		Total
			Less disadvanta ged	More disadvanta ged	
item7 4	Never or almost never	Count	34	34	68
		% within	50.0%	50.0%	100.0%
		% within schoold	15.3%	<b>29.6%</b>	20.2%
		% of Total	10.1%	10.1%	<b>20.2%</b>
	Seldom	Count	42	18	60
		% within	70.0%	30.0%	100.0%
		% within schoold	18.9%	15.7%	17.8%
		% of Total	12.5%	5.3%	<b>17.8%</b>
	Sometimes	Count	74	31	105
		% within	70.5%	29.5%	100.0%
		% within schoold	<b>33.3%</b>	<b>27.0%</b>	31.2%
		% of Total	22.0%	9.2%	<b>31.2%</b>
Often	Count	41	18	59	
	% within	69.5%	30.5%	100.0%	
	% within schoold	18.5%	15.7%	17.5%	
	% of Total	12.2%	5.3%	17.5%	
All the time or very regularly	Count	31	14	45	
	% within	68.9%	31.1%	100.0%	
	% within schoold	14.0%	12.2%	13.4%	
	% of Total	9.2%	4.2%	13.4%	
Total	Count	222	115	337	
	% within	65.9%	34.1%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.9%	34.1%	100.0%	
			Value	Approx. Sig.	
Nominal by Nominal	Phi		.169		.048
	Cramer's V		.169		.048
	Contingency Coefficient		.166		.048
N of Valid Cases			337		

## Item 75: My parents/caretakers tell me about the things they do at their place of work

			Schoold		Total
			Less disadvanta ged	More disadvanta ged	
item75	Never or almost never	Count	8	10	18
		% within item75	44.4%	55.6%	100.0%
		% within schoold	3.6%	8.5%	5.3%
		% of Total	2.3%	2.9%	5.3%
	Seldom	Count	21	9	30
		% within item75	70.0%	30.0%	100.0%
		% within schoold	9.4%	7.6%	8.8%
		% of Total	6.1%	2.6%	8.8%
	Sometimes	Count	61	33	94
		% within item75	64.9%	35.1%	100.0%
		% within schoold	27.2%	28.0%	27.5%
		% of Total	17.8%	9.6%	<b>27.5%</b>
Often	Count	76	29	105	
	% within item75	72.4%	27.6%	100.0%	
	% within schoold	33.9%	24.6%	30.7%	
	% of Total	22.2%	8.5%	<b>30.7%</b>	
All the time or very regularly	Count	58	37	95	
	% within item75	61.1%	38.9%	100.0%	
	% within schoold	25.9%	31.4%	27.8%	
	% of Total	17.0%	10.8%	<b>27.8%</b>	
Total	Count	224	118	342	
	% within item75	65.5%	34.5%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.5%	34.5%	100.0%	

## Item 76: I work during school holidays

			Schoold		Total
			Less disadvanta ged	More disadvantag ed	
item76	Never or almost never	Count	83	49	132
		% within item76	62.9%	37.1%	100.0%
		% within schoold	37.4%	41.9%	38.9%
		% of Total	24.5%	14.5%	<b>38.9%</b>
	Seldom	Count	40	15	55
		% within item76	72.7%	27.3%	100.0%
		% within schoold	18.0%	12.8%	16.2%
		% of Total	11.8%	4.4%	<b>16.2%</b>
	Sometimes	Count	51	20	71
		% within item76	71.8%	28.2%	100.0%
		% within schoold	23.0%	17.1%	20.9%
		% of Total	15.0%	5.9%	<b>20.9%</b>
Often	Count	26	19	45	
	% within item76	57.8%	42.2%	100.0%	
	% within schoold	11.7%	16.2%	13.3%	
	% of Total	7.7%	5.6%	13.3%	
All the time or very regularly	Count	22	14	36	
	% within item76	61.1%	38.9%	100.0%	
	% within schoold	9.9%	12.0%	10.6%	
	% of Total	6.5%	4.1%	10.6%	
Total	Count	222	117	339	
	% within item76	65.5%	34.5%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.5%	34.5%	100.0%	

## Item 77: I attend careers days, open days and career exhibitions

		Schoold		Total	
		Less disadvanta ged	More disadvanta ged		
item77	Never or almost never	Count	10	36	46
		% within item77	21.7%	78.3%	100.0%
		% within schoold	4.4%	<b>31.6%</b>	13.6%
		% of Total	2.9%	10.6%	13.6%
	Seldom	Count	20	26	46
		% within item77	43.5%	56.5%	100.0%
		% within schoold	8.9%	<b>22.8%</b>	13.6%
		% of Total	5.9%	7.7%	13.6%
	Sometimes	Count	64	29	93
		% within item77	68.8%	31.2%	100.0%
		% within schoold	<b>28.4%</b>	<b>25.4%</b>	27.4%
		% of Total	18.9%	8.6%	<b>27.4%</b>
Often	Count	94	16	110	
	% within item77	85.5%	14.5%	100.0%	
	% within schoold	<b>41.8%</b>	14.0%	32.4%	
	% of Total	27.7%	4.7%	<b>32.4%</b>	
All the time or very regularly	Count	37	7	44	
	% within item77	84.1%	15.9%	100.0%	
	% within schoold	<b>16.4%</b>	6.1%	13.0%	
	% of Total	10.9%	2.1%	13.0%	
Total	Count	225	114	339	
	% within item77	66.4%	33.6%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.4%	33.6%	100.0%	

		Value	Approx. Sig.
Nominal by Nominal	Phi	.474	.000
	Cramer's V	.474	.000
	Contingency Coefficient	.428	.000
N of Valid Cases		339	

Item 78: I talk to my friends' parents/caretakers about the work that they do

			School		Total
			Less disadvanta ged	More disadvanta ged	
item78	Never or almost never	Count	28	22	50
		% within item78	56.0%	44.0%	100.0%
		% within schoold	12.3%	18.5%	14.5%
		% of Total	8.1%	6.4%	14.5%
	Seldom	Count	44	24	68
		% within item78	64.7%	35.3%	100.0%
		% within schoold	19.4%	20.2%	19.7%
		% of Total	12.7%	6.9%	19.7%
	Sometimes	Count	76	37	113
		% within item78	67.3%	32.7%	100.0%
		% within schoold	33.5%	31.1%	32.7%
		% of Total	22.0%	10.7%	<b>32.7%</b>
	Often	Count	53	21	74
		% within item78	71.6%	28.4%	100.0%
		% within schoold	23.3%	17.6%	21.4%
	% of Total	15.3%	6.1%	<b>21.4%</b>	
All the time or very regularly	Count	26	15	41	
	% within item78	63.4%	36.6%	100.0%	
	% within schoold	11.5%	12.6%	11.8%	
	% of Total	7.5%	4.3%	11.8%	
Total	Count	227	119	346	
	% within item78	65.6%	34.4%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	

8. THE ATTITUDE OF THE RESPONDENT AND HIS/HER ASSOCIATES TO THE CONCEPT OF EMPLOYMENT IN SOUTH AFRICA (ATTITEMP).

Item 79: Many of last year's matriculants from my school are unable to find work

		School		Total	
		Less disadvant aged	More disadvanta ged		
item79	Strongly agree	Count	14	28	42
		% within item79	33.3%	66.7%	100.0%
		% within school	7.5%	24.6%	14.0%
		% of Total	4.7%	9.3%	14.0%
	Agree	Count	45	51	96
		% within item79	46.9%	53.1%	100.0%
		% within school	24.2%	<b>44.7%</b>	32.0%
		% of Total	15.0%	17.0%	<b>32.0%</b>
	Neutral	Count	90	30	120
		% within item79	75.0%	25.0%	100.0%
		% within school	<b>48.4%</b>	26.3%	40.0%
		% of Total	30.0%	10.0%	<b>40.0%</b>
Disagree	Count	30	5	35	
	% within item79	85.7%	14.3%	100.0%	
	% within school	16.1%	4.4%	11.7%	
	% of Total	10.0%	1.7%	11.7%	
Strongly disagree	Count	7	0	7	
	% within item79	100.0%	.0%	100.0%	
	% within school	3.8%	.0%	2.3%	
	% of Total	2.3%	.0%	2.3%	
Total	Count	186	114	300	
	% within item79	62.0%	38.0%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	62.0%	38.0%	100.0%	
		Value	Approx. Sig.		
Nominal by Nominal	Phi	.388	.000		
	Cramer's V	.388	.000		
	Contingency Coefficient	.362	.000		
N of Valid Cases		300			

Item 80: My friends are generally negative about job opportunities in South Africa

		school		Total	
		Less disadvanta ged	More disadvanta ged		
item80	Strongly agree	Count	21	11	32
		% within item80	65.6%	34.4%	100.0%
		% within school	9.3%	9.3%	9.3%
		% of Total	6.1%	3.2%	9.3%
	Agree	Count	53	41	94
		% within item80	56.4%	43.6%	100.0%
		% within school	23.6%	34.7%	27.4%
		% of Total	15.5%	12.0%	<b>27.4%</b>
	Neutral	Count	87	39	126
		% within item80	69.0%	31.0%	100.0%
		% within school	38.7%	33.1%	36.7%
		% of Total	25.4%	11.4%	<b>36.7%</b>
Disagree	Count	55	23	78	
	% within item80	70.5%	29.5%	100.0%	
	% within school	24.4%	19.5%	22.7%	
	% of Total	16.0%	6.7%	<b>22.7%</b>	
Strongly disagree	Count	9	4	13	
	% within item80	69.2%	30.8%	100.0%	
	% within school	4.0%	3.4%	3.8%	
	% of Total	2.6%	1.2%	3.8%	
Total	Count	225	118	343	
	% within item80	65.6%	34.4%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.6%	34.4%	100.0%	

## Item 81: I know what careers most of my friends are considering

		School		Total	
		Less disadvanta ged	More disadvanta ged		
item81	Strongly disagree	Count	1	1	2
		% within item81	50.0%	50.0%	100.0%
		% within schoold	.4%	.9%	.6%
		% of Total	.3%	.3%	.6%
	Disagree	Count	7	8	15
		% within item81	46.7%	53.3%	100.0%
		% within schoold	3.1%	6.9%	4.4%
		% of Total	2.0%	2.3%	4.4%
	Neutral	Count	33	26	59
		% within item81	55.9%	44.1%	100.0%
		% within schoold	14.6%	22.4%	17.3%
		% of Total	9.6%	7.6%	17.3%
Agree	Count	143	57	200	
	% within item81	71.5%	28.5%	100.0%	
	% within schoold	63.3%	49.1%	58.5%	
	% of Total	41.8%	16.7%	<b>58.5%</b>	
Strongly agree	Count	42	24	66	
	% within item81	63.6%	36.4%	100.0%	
	% within schoold	18.6%	20.7%	19.3%	
	% of Total	12.3%	7.0%	<b>19.3%</b>	
Total	Count	226	116	342	
	% within item81	66.1%	33.9%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.1%	33.9%	100.0%	



Item 82: At least one adult in my family has employment

			School		Total
			Less disadvanta ged	More disadvanta ged	
item82	Strongly disagree	Count	12	10	22
		% within item82	54.5%	45.5%	100.0%
		% within school	5.3%	8.6%	6.4%
		% of Total	3.5%	2.9%	6.4%
	Disagree	Count	13	15	28
		% within item82	46.4%	53.6%	100.0%
		% within school	5.8%	12.9%	8.2%
		% of Total	3.8%	4.4%	8.2%
	Neutral	Count	9	4	13
		% within item82	69.2%	30.8%	100.0%
		% within school	4.0%	3.4%	3.8%
		% of Total	2.6%	1.2%	3.8%
	Agree	Count	45	20	65
		% within item82	69.2%	30.8%	100.0%
		% within school	19.9%	17.2%	19.0%
	% of Total	13.2%	5.8%	<b>19.0%</b>	
Strongly agree	Count	147	67	214	
	% within item82	68.7%	31.3%	100.0%	
	% within school	65.0%	57.8%	62.6%	
	% of Total	43.0%	19.6%	<b>62.6%</b>	
Total	Count	226	116	342	
	% within item82	66.1%	33.9%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	66.1%	33.9%	100.0%	

Item 83: I have made a deliberate attempt to find out more about the possible careers I am considering from people who are currently performing the jobs I am interested in

			school		Total
			Less disadvanta ged	More disadvanta ged	
item83	Strongly disagree	Count	8	6	14
		% within item83	57.1%	42.9%	100.0%
		% within school	3.6%	5.1%	4.1%
		% of Total	2.3%	1.8%	4.1%
	Disagree	Count	18	12	30
		% within item83	60.0%	40.0%	100.0%
		% within school	8.0%	10.3%	8.8%
		% of Total	5.3%	3.5%	8.8%
	Neutral	Count	41	38	79
		% within item83	51.9%	48.1%	100.0%
		% within school	18.2%	<b>32.5%</b>	23.1%
		% of Total	12.0%	11.1%	23.1%
Agree	Count	73	35	108	
	% within item83	67.6%	32.4%	100.0%	
	% within school	<b>32.4%</b>	<b>29.9%</b>	31.6%	
	% of Total	21.3%	10.2%	<b>31.6%</b>	
Strongly agree	Count	85	26	111	
	% within item83	76.6%	23.4%	100.0%	
	% within school	<b>37.8%</b>	<b>22.2%</b>	32.5%	
	% of Total	24.9%	7.6%	<b>32.5%</b>	
Total	Count	225	117	342	
	% within item83	65.8%	34.2%	100.0%	
	% within school	100.0%	100.0%	100.0%	
	% of Total	65.8%	34.2%	100.0%	
			Value	Approx. Sig.	
Nominal by Nominal	Phi		.199		.009
	Cramer's V		.199		.009
	Contingency Coefficient		.195		.009
N of Valid Cases			342		

Item 84: I find it difficult to get first hand information on the jobs I am interested in because I do not know people who perform these jobs

			School		Total
			Less disadvan taged	More disadvanta ged	
item84	Strongly agree	Count	32	20	52
		% within item84	61.5%	38.5%	100.0%
		% within schoold	14.3%	17.5%	15.4%
		% of Total	9.5%	5.9%	15.4%
	Agree	Count	37	19	56
		% within item84	66.1%	33.9%	100.0%
		% within schoold	16.5%	16.7%	16.6%
		% of Total	10.9%	5.6%	16.6%
	Neutral	Count	46	36	82
		% within item84	56.1%	43.9%	100.0%
		% within schoold	20.5%	31.6%	24.3%
		% of Total	13.6%	10.7%	<b>24.3%</b>
Disagree	Count	67	22	89	
	% within item84	75.3%	24.7%	100.0%	
	% within schoold	29.9%	19.3%	26.3%	
	% of Total	19.8%	6.5%	<b>26.3%</b>	
Strongly disagree	Count	42	17	59	
	% within item84	71.2%	28.8%	100.0%	
	% within schoold	18.8%	14.9%	17.5%	
	% of Total	12.4%	5.0%	<b>17.5%</b>	
Total	Count	224	114	338	
	% within item84	66.3%	33.7%	100.0%	
	% within schoold	100.0%	100.0%	100.0%	
	% of Total	66.3%	33.7%	100.0%	