

OUTSOURCING CAREER MANAGEMENT TO EDUCATORS OF

NGOTOANE HIGH SCHOOL

By

BERNICE MATSHEDISO DITLHAKE

Submitted in part fulfillment of the requirements for the degree of

MASTER OF ADMINISTRATION – WITH SPECIALISATION ON

INDUSTRIAL PSYCHOLOGY

At the

UNIVERSITY OF NORTH WEST

Supervisor: Professor Louw



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SUMMARY

The research was undertaken to encourage educators to participate in career management initiatives. The Self Directed search questionnaire (SDQ), which is a mostly used Holland's career intervention tool, was administered to educators of Ngotoane High School. The instrument consists of three sets of activities, competencies and occupations corresponding to the six personality types. The items of the SDQ are summed to yield a summary from which Holland's Occupational Code is derived. Information about the HOC was also integrated with the information gathered through unstructured interview so that the educators can make well-informed decisions about their careers.

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ACKNOWLEDGEMENTS

I should like to express my thanks to the following people for the assistance and encouragement they have given me in the preparation of this work.

My supervisor, Professor Louw for the helpful guidance, advice and support he offered me. Ngotoane High School staff and management for their generosity of spirit in allowing me to make use the school 's computer facilities, I would like to thank the educators who took part in this study and sharing themselves, for without their help and co-operation this research would not have been possible.

I deeply appreciate the support and encouragement I have so warmly received from my family over the months of time consuming effort. In particular Olebile and Lemogang for their patience and tolerance, as well as their belief and confidence in the completion of the task.

To God be the Glory!!

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CHAPTER ONE

OVERVIEW OF STUDY

1. INTRODUCTION

The crucial element in one career is experiencing psychological success. This is feeling of personal accomplishment and fulfillment. Psychological success impels us to take new challenges that foster our development over time. In order to attain psychological success, one has to enhance skills growth and engage in career counseling which means helping individual sort out career issues and make well informed career decisions. During the process one will be able to set goals, formulate and implement all strategies accessible to achieve psychological success (Bartol, 1991:801).

In today's unpredictable and changing world, it is important for the individual to take control of his/her own career and not just leave it to chance. Better career planning and involves self- knowledge where one can explore one's interest, skills, values, strength and weaknesses. An individual who knows him/herself well can make more rational decisions (Schreuder & Theron, 1997:15).

When employees take responsibility for their own careers, the organization should give the employees information and tools to succeed in their endeavor: (Schreuder, 1997: 126). Most organizations do not invest in learners as future workforce by encouraging career counseling and planning whilst at school. Organizations do not accept invitation when they are invited to career exhibition organization locally. Zeerust Area Project Office usually organizes career exhibition annually. Most organizations do not exhibit even if they were invited timeously. Exhibitors who attend the exhibition prefer the grade 12 learners to attend the exhibition to grade 9 and this leaves early career stage of future employees to chance.

The researchers' daily contact with high school learners has made it evident that the learners themselves at beginning of the high school without a career to follow. When the learners apply for admission to an institution of higher learning, they tend to

follow a career because there is a space for enrolment not because of the knowledge or a choice.

Career counseling and career education have not been accessible to the majority of people as a result they followed the same career. Presently there are many educators without employment due to absence of career education in schools. The point is that these unemployed educators can be helped to sort out their career issues and make better decision that will enable them to achieve psychological success and to make up of lack of career education.

2. PROBLEM STATEMENT

The main problem of this study is “How cans Self – Directed Search Questionnaire enhance career management”

Sub-Problems which may help the researcher to find a solution to the main problem of this study are: -

- a) People do not seek working environments in which their personality types can be expressed.**
- b) Interest in job is not connected to individual motivation.**
- c) The distance between two types of Holland’s hexagonal model cannot be co-correlated to person’s career choice.**
- d) Personal orientation cannot form career pattern, which consist of more than one type.**
- e) Man and woman cannot be positively influenced by S.D.S.**

3. DESCRIPTIVE HYPOSES

Descriptive hypotheses, which guide this study, are:

- a) People seek working environment in which their personality types can be expressed.**
- b) Interest in a job is connected to individual motivation.**

- c) The distance between Holland's hexagonal models cannot be positively co-operated career choice.
- d) Personal orientation can form a career pattern, which consists of more than one career type.
- e) Man and woman can be positively influenced by S.D.S.

4. OBJECTIVES OF THIS STUDY

Objectives of this study are to investigate the following: -

- a) The fact that people tend to seek for working environment in which their personality can be best expressed.
- b) Interest in their job leads to motivates individual who perform their level best in a job.
- c) The distance between Holland's Hexagonal models can be correlated to personal choice.
- d) Personal orientation forms a career pattern which consist of more than one career type
- e) Man and Woman can be positively influenced by S.D.S

5. WHY IS THIS STUDY IMPORTANT?

The study is worth time and effort because:-

- a) It will make employees to take responsibility for their own career, be dedicated to the idea of continuous learning and stand ready reinvent them to keep pace with change.
- b) Provide more information whereby the client combines more relevant information and in turn lessen the chances of error in career selection.
- c) Career assessment provides a means for fostering better understanding of the individual. Assessment provides the counsellor and the client with information to check the feasibility of a particular career.
- d) An individual will be able to decide which type of skill training he/she can undergo in future in order to improve his employment ability and those who have reached a

plateau may decide whether to continue with the present job or to resign and start a new business.

6 RESEARCH METHODOLOGY

6.1 RESEARCH APPROACH

Mouton (2002:56) refers to methodology of study as an analysis of those principles and procedures that describe how an investigation should be carried out. The research approach used in this study is qualitative. The latter does not involve measuring variables in a quantifiable way and representing data collected through numerical value. As the data collected cannot be used in a qualitative comparison, the researcher will remain immersed in the situation so that the results will remain objective (Gerber, 1993, 284).

6.2 THE AIM OF RESEARCH

The research is aim is descriptive in that it describe exist phenomenon. Career assessment will be described in terms of the individuals who participate in the programme (Gerber, 1993:35).

6.3 THE ORGANIZATION

The organisation in which the study will be conducted is Ngotoane High School. Ngotoane High school is one of the oldest high schools around Lehurutshe area. During the early seventeen the enrolment was more than a thousand. Many learners from these neighbouring villages used to commute to this school because there were no high schools around. The pass rate was high despite the fact that large number of learners. As neighbouring villages built high schools, the number of the learners dropped to 243 as it is presently. Due to new post establishment it means that educators have to be deployed to other schools. There is a possibility that the school will merge with the neighbouring middle school to avoid costs.

6.4 METHOD OF DATA COLLECTION

The S.D.S questionnaire will be administered to the sample of the population for the purpose of collecting data about the research problem. A questionnaire constitutes a method of data capturing through writing response to questions posed by the researcher. Human behaviour becomes accessible by means of indirect observation found in the questionnaire (Welman and Kruger, 1997:7).

The researcher will also use a schedule instead of responded filling information at their own time. The researcher will give the responded schedule to be filled (Behr, 1998, 156). The self directed search which is a primary instrument for career counselling and will be used in this study and thus will be discussed in detail in Chapter 2.

7. SAMPLING TECHNIQUE

The four educators who volunteered at the learning site (Ngotoane high) will be used as the participants of the study. There are two males and females thus no form of bias in terms of gender will occur. All subjects have equal chance of being included in the sample.

8. DATA ANALYSIS AND INTERPRETATION

Data analysis involves breaking up of data into manageable themes, patterns, trends and relationships. Interpretation of data is an attempt to relate one's results and findings to existing theory showing whether they support and falsify interpretation (Mouton, 2002:108). This is done in order to determine the relationship between variables.

Each respondent will score his/her response to the questionnaire and researcher will verify if the additions are correct. In a case of S.D.S, only raw scores are used and no conversation to norm scores should take place. The Holland occupational code will be used to show three types of personality which a person shows the greatest resembles (Kriesholc, 1987: 512). Results of interest questionnaire must always be interpretation

against back round of data obtained from an interview with the testees (Owen & Taljaard 1987:45).

Both inferential statistics will be used in this study whereby inferences regarding properties of population on the basis of the results are obtained from the sample selected. (Huysamen, 1995: 4). This process generalises the findings from a sample to a broader population from which the sample was drawn (Bless & Higson Smith: 2000:155).

9. LIMITATION OF THE STUDY

Four educators who are volunteers will be used as a sample of the study. Due to its limited scope, the results will only be generalised to unemployed qualified educators around Zeerust.

10 SUMMARY

The individual gives expression to his/her intrinsic nature through self- actualization. This involves a tendency to enrich oneself by psychological growth and seeing meaning in being. Learners as future employees cannot be involved in a process of inner directedness because they are not encouraged by education system or by the organizations to plan their career as early as possible. The S.D.S can be used to provide the learners a vocational counselling experience because it is self-administered, self-scored and self-interpreted.

CHAPTER TWO

LITERATURE REVIEW

1. INTRODUCTION

One of the activities of research process is to review literature. Information related to the research problem can be used to direct the study (Welman & Kruger 1999). As part of the literature review, the concepts of career, career planning, and career management will be elucidated. The historical perspective of career psychology in South Africa broadens the understanding of career management and will therefore also be discussed. The career theories of Super and Holland and their relevance to South African context will be discussed to highlight some career planning issues. The SQD as the instrument that will be used on data collection will also be discussed in detail in this chapter.

2. DEFINITION OF TERMS

The world of work today is unpredictable and it depends on the individual employee to take control of his or her own life. The following terms, which are relevant to the study, will be defined-

- ❖ Career
- ❖ Career Education / Guidance
- ❖ Career planning
- ❖ Career counseling
- ❖ Psychological assessment
- ❖ Career assessment
- ❖ Career management

2.1 Career

A career means all jobs held by a person in the course of his or her life span. A career is also a sequence of separate but related work activities that provide continuity, order and meaning to a person's life (Fennimore: 1996).

2.2 Career Education/Guidance

It is a service normally rendered in educational institutions to help individuals who have completed schooling to start practicing an occupation in which they can almost immediately make use of information gained i.e. career trained (Cascio, 1995).

2.3 Career Counselling

The career-counselling concept has its origin in the term "career education". The aim of career counselling is to acquire information about careers and relevant to the characteristics of an individual (Screuder, 1997).

Career counselling is also a service requiring the optimum organization of relevant resources to help make a person's decision on what to study. The career then becomes meaningful than it perceived to be at that present moment. Career counselling covers activities associated with career choice over a life span. In the career counselling process relevant facts including family, work, and leisure are recognized as integral parts of career decision -making (Sandoval, 2001).

2.4 Psychological Assessment

Psychological tests are nothing more than careful observation of actual performance under standard conditions. Sampling of performance or behaviour and a record there of make different observers to make reasonably comparable findings (Kazanas & Watson, 1999).

2.5 Career counseling Assessment

Career assessment refers to process and procedures used in collecting information about human behavior, skills, aptitude, interests, values, achievements and personality (Sandoval: 2001). The aim of career assessment is to fit a person to a suitable job. To achieve this it is necessary for the career counselor and the client to know the latter 's vocational interest, personality traits and abilities. Psychological tests are developed for measuring these important characteristics. Information obtained from tests enables the counselor to recommend certain occupations to their clients.

2.6 Career Management /Career planning

Career management is the management of individuals' careers and preparation for promotion to ensure their development and careers satisfaction (Terry & Page, 1996). Career management is also concerned with people choosing occupations, organization and jobs Although organization have traditionally considered career planning or management to be a personal matter, most organizational are helping employees to gain skills, knowledge and information needed to make career management effective (Robbins, 1997).

Career management according to Miner (1996) is a process undertaken to become oneself, recognizing available opportunities and existing constraints, choices to be made and consequences to be expected. It means identifying career related goals and the programming of work, education and development of experience. Career management is thus a process of identifying career goals and the means of achieving them.

3. CAREER MANAGEMENT

3.1 Why career management?

A formalised career planning may serve a number of different purposes, which include the following (Fennimore, 1996)

- ❖ Developing employees for short-term or permanent movement to different jobs.
- ❖ Reducing absenteeism and turnover.
- ❖ Cultivating realization of individual potential.
- ❖ Motivating employees to establish their own career objectives and act on them.
- ❖ Increase management awareness of available talents within the firm.
- ❖ Helping satisfy employee who need advancement, recognition and achievement.
- ❖ Contribute to organizational preparation for long-term trends, which must pose threats to, or opportunities for strategic success.
- ❖ Meeting affirmative action goals.

According to Miner (1992) career planning is important because it-

- ❖ Aligns individuals' career goals and organization goals.
- ❖ Make individual more aware of areas of common interest and assist them in the planning developmental process.
- ❖ Help individual to gain skill.
- ❖ The management team will ensure a continuous supply of technical and managerial talent so that the future organization goals may be achieved.
- ❖ Solving staffing problems because new applicants can be recruited with ease when they realize that the company provides career opportunities.
- ❖ Employees hold their employees responsible for providing opportunities so that those expectations they have will be satisfied.
- ❖ Employment Equity Act demand fair equitable recruiting, selection and placement policies. This eliminates discrepancies concerning promotion and career mobility. Career management programme contain formal provision to enhance the career mobility of women and other excluded groups including their career path and the design of formal training and development activities.

3.2 CAREER PLANNING

The essence of a progressive career development programme is built on providing support for employees to continuously add their skills, abilities and knowledge. This support includes the following (Robbins, 1997)

- ❖ Career planning by the individual
- ❖ Career planning by the organization
- ❖ Integrating the plans,
- ❖ Implementing the plans and
- ❖ Evaluation of the career management programme.

3.2.1 INDIVIDUAL CAREER PLANNING

In career planning individuals should not forget the fact that today's employees need a very specific mindset to adapt to the demands of the work place. Job specific skills have to be complemented by emotional intelligence; a healthy life style or they have to be resilient (Greeff, 2002).

What individuals do in planning their career should be maintained by organizational effort. Every employee is influenced by management actions at each step of his or her career. The steps, which an individual can follow, include the following that will be discussed below. (Sission, 1994).

3.2.1.1 Individual should clarify their personal values and identity

Career planning efforts starts with clarification of personal values and identity. An individual has to acknowledge his/ her strength, weakness, aptitude, abilities and values. Individual can clarify personal values and identity through counseling.

3.2.1.2 Analysis of Opportunities

One has to analyze the economic condition, labour market and occupational choice available.

3.2.1.3 Selection of Career Objectives

Career objectives can be long termed, intermediate termed or short termed

3.2.1.4 Selection and Implementation of plan

This occurs through job search, initial entry to career, and continued personal development, which can take place through training and employee education.

3.2.1.5 Evaluation of results and revision of plan as necessary

The individual has to monitor progress, solicit feedback and compare results and objectives.

3.2.3 ORGANIZATIONAL CAREER PLANNING PROGRAMME

To establish a formal career-planning programme, the Human Resource (HRD) Practitioner and line manager should consider the following (Carrel, 1998): -

3.2.3.1 Develop a climate conducive to career planning.

Career planning cannot succeed if it lacks complete management support. There should be an alignment between individual and organizational goals.

3.2.3.2 Establish a career policy in line with the strategic business plan, HR plan, individual career plan and organizational strategy for HRD

When establishing a career policy specific issues that should be covered include the purpose of the program, responsibilities of the individual and of the organization, methods of administering and carrying out the programme, provision for special group or needs and relationship between career planning, strategic business plan, HR plan and HRD effort.

3.2.3.3 Analyze work including jobs and career paths/ladders.

Work analysis is a process of gathering and examining information and qualification necessary to perform these activities. Career path analysis is an explicit description of possible alternative sequence of jobs that an individual may hold in an organizational career.

3.2.3.4 Work force analysis.

This is a process of taking stock of the number and kinds of people employed by the organization at present and the number expected to be needed in future. The work force can be analyzed by focusing on individuals, position, occupational group, or by department, division or work groups. To identify future needs for work and the work force managers, HRD practitioners should scan the future determining how work will probably be done and what skills probably will be needed to do it.

3.2.4 INTERGRATING PLANS

Career management effort must strike a workable balance between the organization and HR needs and between employee career goals. The integration of plans can be done through practical career counseling that integrates organisational needs and individual needs. The counselor may suggest opportunities and alternative career paths for the individual to accelerate employee career aims.

3.2.5 IMPLEMENTING THE PROGRAMME

Career development is a long process, which can take the employee's entire working plan. Major adjustment can be made to enable career progression to proceed with some regularity and predictability. Job vacancies can be publicized to disseminate information on the jobs. Appraisals data can be made available to inform all employees as to whether their performance is satisfactory in light of their career goals. Work done through experiences and away from training activities that broaden employee skills can be part of information shared with the employees and the management.

3.2.6 EVALUATION

Career planning efforts should coordinate to make both the individual and the organization to adjust their programmes for the benefit of them all. In some cases the plans can be realign with the overall business strategy of the organization.

4. CAREER COUNSELLING ASSESMENT

4.1 WHY CAREER COUNSELLING ASSESSMENT?

Rothwell (1998) lists reasons why career assessment should be done, that are to:

- ❖ Provide a means for fostering better understanding of the individual
- ❖ Career assessment enhances career exploration process. Client considered a great number of career options after career counselling.
- ❖ Assessment provides information, which can help the client combine more relevant information and in turn lessen chances of error in career selection.

4.2. CAREER ASESMENT MODEL

Universal career tasks that the individual have in different stages of their lives can be used to make appropriate career decisions. These tasks should be considered in the career counseling process. These tasks, which can form part of career assessment

model, will be discussed in the following paragraphs (Stead, 1999).

4.2.1 Identify the needs

An attempt should be made to understand on the most basic level what the client wants from work. Projective techniques such as incomplete sentences and Thematic A Projective test can be used to explore the client career related needs. The counselor can also enquire into immediate needs of the clients regarding the career counseling process by asking the following questions.

- ❖ Why have they come for career counseling?
- ❖ Why have they been unable to make career decision on their own?
- ❖ What do they want to gain in career counseling process?

The counselor will be able to correct the client unrealistic expectations if there are any.

4.2.2 Identify values

Once one needs something he will start to value that particular thing. People according to Holland' theory (Shreuder, 1997) tend to seek out environment where things they value can be obtained. If the clients can identify their most important values, they can try to identify work that corresponds with those values. Value Scale can be used to reveal constructs like creativity, social interaction, ability utilizations and personal development (Leon & Brown, 1995).

4.2.3 Evaluate the roles

According to Super's theory people have five life roles namely, student, worker, community worker, family and leisurite. People should strive to achieve a balance between these roles. A particular individual may have one or more of these roles important to him at a specific stage in his development than the other roles. The importance of the role can be determined by three criteria of participation, commitment and knowledge (Leon, 1995).

The Life Roles Inventory can be used to assess the importance of these roles.

4.2.4 Identify the interest

Assessment of interest is regarded as a key factor in the career planning process. The Self Directed Search Questionnaire and 19 Field Interest can be used to measure the interest of the client.

4.2.5 Investigate other relevant factors

Ability and personality are important aspects that are assessed in career counselling. Personality Questionnaire promotes self-understanding , but is not generally reliable or valid. Career Counsellor should avoid making judgements about their client based on these scores alone. Background information gathered in the interview and other tests should be related to these tests.

4.2.6 Evaluate career maturity

Career maturity can be conceptualised as the degree of the correspondence between an individual's career behavior and behavior that can be expected of the individual during a particular life stage. Career Maturity Inventory and Career Development Questionnaire can be use to asses career maturity.

4.2.7 Evaluate decision-making ability

The client may find it difficult to make decision because he lacks information about himself or the world of work. Some clients can find it difficult to make career choice because they are indecisive. Career Decision Scale can be use to measure career indecision. The Commitment Scale can be used to identify the individuals who have not done sufficient career exploration to enable them to commit to career choice process (Greeff, 2001).

4.2.8 Obtain information

Individuals may found it difficult to make sound career decisions as indicated above because they lack information pertaining to the world of work. In such cases the

Development Questionnaire and South African Career Information can be used.

4.2.9 Integrate self-information with career information

Appropriate career decision can be made if the client succeeds in the integrating knowledge about his needs, values, interest, abilities and personality with information about the world of work. Clients will be able to integrate self-information with career information if they have done self- exploration. Career Development Questionnaire provides a scale with which an individual 's career status regarding the integration of self- information and career information can be assessed. An interview also provides important information on this aspect.

4.2.10 Plan a career

Career counselling includes an exploration of various ways, which the individuals ' career may unfold in future. Career planning may be necessary to achieve the career goals that the individual may have. The individual should also acknowledge that the world of work is changing and uncertain. Career planning also includes acknowledging the fact that the future is uncertain and that any career choice may have to be changed at a later stage.

5 USES AND CONTROL OF PSYCHOLOGICAL TESTS

The control of psychological tests involves the following (Casio, 1995)

- ❖ The decision concerning the psychological characteristics that should be measured for a specific purpose.
- ❖ The choice of a specific tests
- ❖ The specification of norms and the establishment of cut-off points
- ❖ Administration of the test
- ❖ The reading of norm scores and the implementation of cut off scores
- ❖ Explanation of scores (Interpretation)
- ❖ The disclosing of results

Other consideration include

- ❖ Psychological tests are confidential and should be safely locked away.
- ❖ Any tests (or parts of such tests) distributed by HSRC may not be duplicated amended computerized, copied or adapted without consent of HSRC.
- ❖ Psychological and educational tests may not be incorporated in a paper or thesis.
- ❖ Only psychologist may control psychological tests.
- ❖ Psychological tests may not be placed in the library.

5.1 CLASSIFICATION OF TESTS

Tests are placed under three categories by test commission of South Africa and include the following:

5.1.1 A Tests

Elementary aptitude tests fall under this category and can be used by psychometrics, Psycho- technician or a test user but under the supervision of a psychologist.

5.1.2 B Tests

These are aptitude tests and group intelligence tests. Psychometric and psycho technician under the guidance of a psychologist can use them.

5.1.3 C Tests

These are personality tests and individual intelligence scales that are limited to use by psychologist or psychometrics and can be used under the supervision of a psychologist.

5.2 PSYCHOMETRIC ISSUES IN TESTING

Various issues are involved including the following, (Cascio, 1995):

5.2.1 Test administration and population

Test users and interpreters must become extremely careful in reading test manual. This includes determining whether members of the group to which they plan to administer a test have been involved in construction of test and have been included in norm group, as well as a sample used for validity and reliability analysis. The test must be appropriate to the population in question. If the test in question has not been used with population the test user intends using, other instruments appropriate for the diversity of the population in question can be adapted.

Reviews of test items on test and test components by group of individuals who are members of the group in question can be done. During a review the amount of time that candidates will have to take in writing a test can be adapted for use with special population.

5.2.2 Interpretation of a psychological test

Test reliability involves consistency but the nature of consistency changed depending on the type of reliability under consideration. Alternate forms of reliability include test- retest, alternate forms, internal consistency and inter rater reliability. These concepts indicate that a test provides consistency over time across different forms of the test within components of a test and across independent raters respectively. Alternate forms of reliability is important for interpreting scores that emerge from special forms and that have been translated or adapted from language to the other.

Estimation of test reliability should be made if a test is administered to language minorities or when accommodation for individuals with disabilities has been made. Special reliability analysis may be appropriate if the meaning and difficulty of some components of the test change over groups, especially over some cultural linguistic and disability groups. Entire testing experience may involve fatigue and concomitant

errors that affect the reliability of assessment.

5.2.3 Test validity

Validity refers to the appropriateness, meaningfulness and usefulness of inferences that are made on the basis of the scores on the test in question. Methodologies measured used. Test Validity includes content validity, criterion-related validation and construction validation (Henning, 2004).

Content validation involves taking into consideration of the adequacy of the intended test plan as to how well it represents the content of the characteristics being measured and reviews of test material to see how well they can operationalize the text plan (Huysamen, 1997).

5.3 Considerations when conveying the test results

In terms of the legal control measures tests results maybe interpreted and conveyed only by a psychologist that is registered with the South African Medical and Dental Council. Intern psychologists, psycho technician or psychometrics may convey test results in term of guidelines provided by the psychologist. When conveying test results certain professional ethical values must be kept in mind including the following:

5.3.1 Integration of data

Integration of all data is extremely important because it brings an integrated picture of the functioning of the testee.

5.3.2 Client's experience of the test conditions

The testee should be given time before discussing test results to voice out expectations and experience of the test session. This allows the testee to verbalize his feelings and to determine to what extend his self-knowledge correspond with the

results of the test.

5.3.3 Revealing specific points

Psychologist should avoid revealing the actual norm points obtained. Words such average and above average can be used. The term below average should be used with caution since a client can be helped to improve his performance in below average areas.

5.3.4 Dealing with a question regarding specific data.

The client should be told that IQ scores along are no more than a broad indication of a general ability. Achievement or success at school depends upon not only on mental ability but upon personality characteristics such as perseverance as well.

5.3.5 Negative personality traits

Emphasis should be placed on positive characterized and where possible for improving negative characteristics.

5.3.6 Sensitivity to the client's feeling

The psychologist must have empathy for the client reaction to the information-reflecting client's feelings

5.3.7 Interaction

The psychologist should interact with the client when discussing the results and should not make a lecture to the client.

6. CARREER THEORIES

A theory is a rationalised set of assumptions or hypothesis that allow one to explain the past and predict the future. Theory also provides direction and if it is tested to be true, it may expand knowledge and help make senses of experiences. (Johnson (2000).

Two types of career theory exist, which are the structural theory and the developmental theory. The structural theory focuses on the individual characteristics. It also proposes that a vocation is dependent on accurate information of oneself, knowledge of job specification and the ability to make a proper match between the two (Lubach, 2005).

Developmental theories recognise the changes that people go through as they mature. They also believe that career patterns are determined by socio-economic factors mental abilities, physical abilities, personal characteristics and opportunities to which people are exposed to (Johnson, 2000).

6.1 South African perspective on career psychology

In South Africa, career psychology has been affected mostly by political, economical and social conditions. The inequalities of apartheid have made disparate realities and differential access to educational and vocational opportunities for different racial groups (Watson, 1999).

Educational policies restricted access to education for blacks and allowed career counselling to operate within the comfortably segregated arenas. Few black people emerged as successful matriculants compared to the number, which entered the system. Very few blacks were able to get access into universities due to racial obstacles in education system and corporate institutions. After 1959 blacks had to get permission if they want to study at white universities. However few of those permits were granted (Haralamhos1995).

A limited number of Blacks were allowed to do subjects such Science, Accounting, Mathematics and Physical Sciene. Those who wanted to study overseas were given

exit permit, this means that they were unable to come back to South Africa to plough back what they have learnt. It was also difficult to gain practical experience in fields of Accounting, and Law. No provision was given for facilities or for the required accommodation for those who passed paramedical courses. Job reservation, which was in force at the end of 1961, made the situation more difficult for graduates and school leavers to enter the labour market (Stead, 1990).

6.2 Holland's theory

Holland is a psychologist who devoted his time to his professional life to research about issues related to career choice and satisfaction. He developed a well known theory to assist people in making effective career choices. Holland realised that people needing help with career decisions can be supported by understanding their resemblances to the six vocational types that will be discussed (Lenz, Robert, Reardon Reed, 2003).

He distinguished six personality and six matching occupational environments. According to the theory most people can be categorized in one of the six personality types and seek environments in which their personality characteristics can be expressed. These characteristics are based on preferences for as well as aversions of particular activities. (Schreuder: 1997). Holland believed that people find job satisfaction in work environment that are compatible with their personalities. Working setting can also be categorised by their resemblance to six similar work environments. People search for environment that allows them to express their interest, skills, attitudes and values. Individuals can therefore over populate working environments with related occupational personality types (Johnson, 2000).

The Self-directed Search questionnaire was compiled by from this theory and was adapted for South African use. Holland developed this questionnaire based upon his experience as a counsellor in education, military and psychiatric environment (Stead: 1999).

The personality type and corresponding work environment are listed below (Dubuis, 2000).

6.2.1 Holland's Vocational Personality Types

6.2.1.1 Realistic Type

This type is shy, conforming, frank, genuine, masculine, materialistic, stable, practical and uninvolved. Preferences include being well ordered, systematic handling of tools, machinery and animals. Aversions include educational activities social occupations and situations.

Disposition in this type leads to acquisition of mechanical, agricultural, electrical and technical skills. Occupations, which this type prefers, are airline pilot, chef, postman sailor, welder plumber, panel beater, traffic controller, hairdressing and engineering.

6.2.1.2 Investigative type

This type is analytical, curious, reserved, unassuming passive rational and introspective.

Aversion includes persuasive, social and repetitive activities Disposition lead to the acquisition of scientific and mathematical skills. Occupations in this personality type include statistician, market researcher botanist, zoologist, veterinarian, psychologist, geologist, economist, physiologist, and advocate.

6.2.1.3 Artistic type

This type is complex, emotional, independent, intuitive, non-conformist, original, feminine and imaginative.

Preference includes free unsystematized activities that involve manipulative human, physical and verbal material to create art products. Aversion includes explicit, systematic and ordered activities. Disposition leads to skills in the musical entertainment and fashion world, public relation, journalism and photography.

Artistic occupations include singer, musician, actor, artist, art teacher, editor,

cartoonist, interior decorator and fashion designer. Aversions include ordered, systematic activities that involve using materials, tools and machines.

6.2.1.4 Social type

This type is friendly, generous, co-operative persuasive, idealistic, kind, understanding, sociable feminine, helpful and responsible. Preferences include informing, developing, helping others and importance is attached to social and ethical activities.

Aversions include ordered, systematic activities that involve using tools or machines Dispositions lead to skills in human relation such as interpersonal and educational competencies. The type lacks manual and technical skills.

6.2.1.5 Enterprising type

This type is ambitious, self-confident, energetic domineering, exhibitionist, impulsive and pleasure- seeking. Aversions of this type include observational, symbolical or systematic activities. Disposition leads to acquisition of leadership, interpersonal and persuasive skills. The type lacks scientific skills.

6.2.1.6 Conventional type

This type is conformist, defensive, efficient, practical persistent, prudish, and inflexible and lacks imagination.

Preferences include explicit systematic handling of data, such as keeping of records and numerical data. Aversion includes being the ambiguous, free, investigative and unsystematic. Disposition leads to clerical business and computer skills They lack artistic skills.

6.2.2 Contributions of Holland's theory

The theory was developed to help people explore their interest and to make their

career decision that are representative of those interest. He concentrated on developing aspects of his theory, which would apply to the practice of career counselling and this theory is most influential to the vocational choice making models practised today. Holland 's theory was developed to help people explore their interest and make their career decisions that are representative of those interests (Lim, 2003)).

Holland's saw one 's career choice as extensions of one's personality. He hypothesised that people project their image and world of work onto occupational titles. Occupation stereotypes can be used to identify career interest as well. He believed that job satisfaction could be predicted by matching personality types (interest) with career choice types (occupational environment).

6.2.3 Implication for Holland ' Theory to career counselling

The theory involves establishing a rapport with the client, career assessment and occupational exploration. Success is measured by client 's ability to narrow options and pursue reasonable ones (Rayman.1998).

Holland sees indication as an aspect of personal and vocational identity. Decisions should be interpreted on an indecisive disposition (Lubach, 2005).

The theory is been criticised for lack of explanation about the process of personality development. It also believes that traits are not static concepts. Its overall strength is that the theory includes a research programme that has been varied and is comprehensive. The theory is both users friendly to both counsellor and client (Hopkings, 2003).

6.3 SUPER 'S 'THEORY

Super' theory states that a theory is a long life process comprising specific stages during which career choices are made. It comprises of life spaces approach, which focuses on individual interpersonal aspects such as values, self-concepts and life themes. The individual needs different skills to acquire career maturity and career adaptability. All these constructs can be integrated in the following discussion (Staed,

1999).

6.3.1 Constructs of Super' Theory

6.3.1 .1 Self concept

Super defines self as a picture of the self in some role situation, position, performing some set of functions. Self –concept is also how individuals view themselves and their situation. Career choice can be seen as the implementation of the self- concept. Super proposes that the degree of satisfaction people attain from work is proportional to the degree to which they are able to implement self-concept. According to the theory people do not have one self-concept, but a group of self –concepts. This makes the measurement of the self-concept difficult (Schreuder, 1999).

Vocational self- concept develops through physical and mental growth, observation of work, identification with working adult's world, general environment and general experiences. If the general experiences become broader in relation to awareness of the world of work, the self-concept becomes more sophisticated. The theory emphasised the importance of the integration of self –concept and information about the world of work (Johnson, 2000).

6.3.1.2 Career development

The theory specifies the major life stages including growth, maintenance, and exploration. Each stage includes major career development.

6.3.1.3 Career maturity

Career maturity is concerned with the readiness of individuals to make good choices (Lim, 2003).

Success in mastering development task leads to higher level of career maturity or readiness to make a career choice appropriate to that life stage. Unsuccessful completion leads to unsatisfactory levels of career maturity and undecidedness about

career decision (Hopkins, 2003).

6.3.1.4 Career adaptability

The readiness of a person to cope with changing work and working conditions implies career adaptability. People can be forced to make career decisions and to remain adaptable to the changing situations. Career transitions like promotion, transfers, and loss of a job owing to technological changes, lost of interest in a job call for career adaptability.

6.3.1.5 Values

Valued means what is important to the individual in order to lead a meaningful life. If one understands what is important to a person, one may be able to understand or predict how she will react under changing circumstances. Value scales can be used to measure values.

6.3.1.6 Life roles

Life roles constitute a life career from birth until death. These roles include the role of a student, worker, citizen, home- maker, and leisurite. The role can be measured by the amount of time spent, energy spent as well as emotional involvement

6.3.1.7 Cultural context

Super acknowledges the influence of cultural factors on the process of career development. According to him career development emerges from interaction between individual factor, environment and cultural factors.

6.3.2 Criticisms of Super's theory

To incorporate an African perspective into the existing theory, the following have to be considered

- ❖ Super constructs were devised in a context where individual may have

a different options when making a career decision This is not possible in South African society due to a high rate of unemployment.

7. THE SELF DIRECTED SEARCH QUESTIONNAIRE (S.D.Q)

The S.D.Q. is the most widely used interest inventory, which guide educational career. The Questionnaire is a product of this occupational theory. The VIQ (vocational Interest Questionnaire) was replaced by the SDQ in 1987 and was as well administered in black schools (Brand: 1994). Introduction of SDQ offers many advantages (Holland, 1994).

- ❖ It is a self-administering questionnaire
- ❖ Self-scored
- ❖ Self interpreted vocational counseling tool
- ❖ Improve the client-counselor ratio
- ❖ Expose people who are not able to consult a vocational counselor or vocational counseling programme
- ❖ Give the counselor more time for individual counseling.

7.1 Description

The SDQ is one of the most widely used interest inventories and one of the instruments available in multiple formats. It is also a stand-alone career planning simulation that imitates interest inventory as well as a psychological test. The SDQ includes the opinion that people can be divided into six categories called personality types mentioned in Holland's theory. The personality types include, realistic, investigative, artistic social, enterprising and conventional as discussed (Seligman, 1995).

The SDQ scales are used to estimate the extend to which a person fits personality types and environment. The instrument itself consists of 288 items divided into three sets (activities, competencies and occupations). Corresponding to the six types are two sets of six self-ratings. The five subtotals are summed to yield six summary

scores from which a person's three letters (Holland's occupational code -HOC) is derived. A client can use their H.O.C to investigate occupational alternatives or work environments with similar characteristics (Selingman, 1995).

A six-sided figure called a hexagon can be used to show similarities and differences amongst six types. Types that are next to one another are almost similar. The hexagon shows for example, that realistic and investigative type tends to have similar interest, but realistic and social types tend to be the most different. Conventional is closely related to enterprising types but tends to be different to realistic types and is less similar to social, investigative and artistic types (Reardon: 2001).

The rationale of the questionnaire is to measure interest and fits into the broad context of career planning. The items of the SDQ relate to a person's preferred activities, the skills he has or of which he has some knowledge, the occupation in which he is interested and his own view of these abilities. The occupations are divided into some broad categories (Schreuder, 1997).

The SDQ helps to describe favourite activities and interests. The summary code is a brief way of saying what a person likes. The first letter of the code shows the type the person most closely resembles, the second one shows the type the person closely resembles. Personality types, which do not appear in the three-letter code, are the types which least resemble one another (Reardon: 2001).

7.2 Modes of administration of the SDQ

The SDQ can be administered in different forms including the following,

- ❖ Paper and pencil
- ❖ Computer and
- ❖ The Internet versions (Johnson, 2003).

7.2.1 Pen and pencil version

Pen and pencil version of SDQ is the original form of the SDQ and was last revised in 1994. This is the least expensive mode compared to other versions. Other advantages

are that it overcomes an equity problem as it can be administered to different races and sexes. The mode has many features and it can be good if the counsellor is available. The client takes a longer time to complete the version

The paper and pencil version is transparent as the client can preview the entire assessment before beginning the activity (Feldman, 2001).

The paper and pencil version will be used in this study.

7.2.2 The personal computer version

The version was first published in 1987. The version is faster, has most features, is somewhat transparent, provides an administrative and more efficient use of SDQ and is good if the counsellor is presenting content. In a study conducted in Florida, students preferred this version to others (Lubach, 2005).

7.2.3. The Internet Version

The Internet version is the most recent version and was first published in 1999. The version is good for distance guidance and for brief application. It suffers from the major draw back because the counsellor is not present during administration (Holland, 1995).

The studies have demonstrated the equivalence of results obtained through the administration of these versions. Through self-exploration one is able to develop vocational identity by exploring their personal characteristics. Holland based computer resources allow a large number of self-help users. Students can use career's library for research and to locate material related to their interest. They can use Internet to get information available on the web (Lubash, 2005).

This version can be used with adult's clients including those versions for non-English speaking clients, those with poor English language skills. This includes the Spanish translation of the SDQ (Lenz, 2003).

7.3 Reliability of the SDQ

Reliability coefficient for the fields of the SDQ is calculated with aid of Sichel's formula. Co-efficients vary between 0.59 and 0.86. Studies conducted on the 1977 and 1985 editions show a correlation between 0,81 to 0,93. This was based on test retest reliability. The figures are certainly indicative of high reliability coefficient for the measure of interest (Holland, 1997).

7.4 Validity

A factor analysis was done on the fields of the SDQ to determine whether it has validity. According to the results the SDQ has a clear structure with six factors. These factors account for 63 percent of the variation. The analysis confirms the validity of the SDQ (Rayman, 1998).

7.5 The SDQ as a counselling Intervention

The SDQ facilitates thinking and acts as a substitute for several sessions with a counsellor. An overwhelming amount of the world of work information is reduced to a manageable number of factors. The use of sex-normed scores instead of raw scores makes the inventory to be sex fair and influence both men and women positively and equally (Seligman, 1995).

Holland promotes the instruments as self-administered, self-scored and self interpreted, but scoring the SDQ should be checked because users may make scoring errors. To prevent the client making mistakes a counsellor can provide at least one session to check for blatant scoring errors, review of rules of interpretation and answer questions (Hopkins, 1993).

7.6 The Interpretation of Self- Directed Questionnaires

The test scores must always be interpreted against the background of data obtained and the following should be kept in mind (Seligman, 1995)

- ❖ Occupational counselling implies that the entire human personality must be considered.
- ❖ A person with an interest in a certain occupation does not necessarily have the aptitude for it. A person with interest different from his abilities should be helped to develop more realistic occupational aspirations.
- ❖ The use of interest questionnaires can be fruitful from 18 years onward; possibility of slight variation should be taken into account.
- ❖ No person can be interested in something about which he knows absolutely nothing. Knowledge of occupation can lead to greater or lesser interest in the occupation.
- ❖ The individual's stated occupational or study preferences should always serve as an important point of departure for interpretation of the interest questionnaire.
- ❖ A person's interest profile can be compared to that of others in similar occupations as to identify similarities.
- ❖ When interpreting the results of an interest questionnaire, one must remember that the interest pattern of boys and girls are not the same.

8.OTHER PSYHOMETRIC TESTS

Psychometric assessments provide a valuable tool when selecting and developing talented employees. The application of psychometric instruments is crucial to realising the success of the organisation. These tests can be used together the SDQ to give the client well-informed career advice as represented on table 2.1 below (Lumsden etal, 2002).

ASSESSMENT	DESCRIPTION	TARGET GROUP
PERSONALITY		
Occupational Personality Questionnaire (OPQ)	Provides feedback on 32 work relevant personality dimensions	Employees of all ages
Myers-Briggs Type Indicator	Provides feedback on personality based on Carl Jung's personality typology	All
Jung Personality Questionnaire	Provides feedback on personality based on Carl Jung's personality typology	All
16 Personality Factor Questionnaire	Provides feedback on 16 core personality factors. Has application both in the industrial and clinical context	All
INTERESTS		
Self Directed Search Questionnaire	Provides feedback on the 6 career interest fields identified by Holland	All
Career Preference Inventory	Provides feedback on 18 career interest factors	All
Career Anchors Questionnaire	Provides feedback on those career anchors that are core to the individual and will not be given up readily	People who have gained a few years of work experience
Values Scale	Provides Feedback on the	All

	importance of certain values held by an individual	
ABILITIES		
Complexity Navigation Test	A symbol assessment assessing problem solving style and ability to deal with different levels	All
Ravens Standard Progressive Matrices	A symbol assessment assessing intellectual ability	All
High Level Test Battery	Aptitude assessment Battery	University Graduates
Normal Test Battery	Aptitude Assessment Battery	Grade 12 Education
Differential Aptitude Test Battery – Form L	Aptitude Assessment Battery	Grade 10 –12 with of work complexity privileged educational background
Differential Aptitude Test Battery – Form K	Aptitude Assessment Battery	Grade 10 – 12 with a disadvantaged educational background
Senior Aptitude Test Battery	Aptitude Assessment Battery	Grade 10 –12 with privileged educational background
Differential Aptitude Test Battery – Form S	Aptitude Assessment Battery	Grade 8 – 10 with a privileged educational background
Differential Aptitude Test Battery – Form R	Aptitude Assessment Battery	Grade 8 – 10 with a disadvantaged educational background
Junior Aptitude Test Battery	Aptitude Assessment Battery	Grade 8 – 10 with a privileged educational

	background
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Table 2.1 Types of psychological tests

9. SUMMARY

Psychological assessment can be used in various institutions like education and industries. It is important for both the institution and the individual. The institutions are able to take stock of the number of employees expected to be needed in future. . The SDQ is an inventory commonly used to measure client's interest there by helping them in career planning. How SDQ can be used for career planning will be explained in chapter 3, with research methodology used in this study.

CHAPTER 3

RESEARCH METHODOLOGY

1. INTRODUCTION

This chapter concentrates mainly on the research methodology relevant to this study and therefore used in this study. Data gathering instrument, population and sampling will be discussed. A short over view of chapter four will be given at the end of this chapter.

2 META-THEORETICAL GUIDELINES

The researcher is compelled to make assumptions to justify methodologies and strategies used in the research process. This will also reflect the philosophy of the researcher (Mouton, 1998). This study is based on the post modernism approach. Post modernism argues that people have different views about reality. People usually observe what is happening in a situation and bring along subjective views. According to this assumption there is no objective reality to be observed, only subjective views. People usually bring along personal orientations of what they observe and how they explain what is happening is also subjective (Henning, 2004).

In this study the subjects will be given the Self Directed Questionnaire in order to assess their career aspirations. The responses that they will make will be based on subjective views about reality.

3. ETHICAL CONSIDERATIONS

3. 1. Ethics and Ethical Strategies

To be ethical is to conform to moral standards of conduct of a given profession or group. Ethical behaviour is not governed by hard-and-fast rules, but rather it is an adaptation to response to social norms, the needs and interests of those served by a profession. In a field setting researchers may encounter a social system comprising of people who hold positions, in a hierarchy, and who also have a relationship with consumers, government, unions and other public institutions. These people, as participants of a study, behave in an interdependent framework of rights and responsibilities (Cascio, 1995).

Ethical strategies are about a shared agreement between the researcher and the participants of the study about what is improper when conducting scientific enquiry. Researchers should evaluate their own conduct and the basis upon which evaluation is made is set by ethical guidelines for the researchers (Welman, 1999). These guidelines place the responsibility on the part of the researcher to ensure that a research is conducted according to guidelines specifying ethical agreements that prevail including voluntary participation, anonymity and confidentiality (Huysamen, 1997).

3.2 Voluntary participation and informed consent

Subjects cannot be involved in a study without their consent or knowledge. When people participate, they should be aware that they are taking part. Participants should not be forced to participate and if there is a possible danger they should be made aware of such dangers. Also such subjects should not expect special rewards for participation (Welman, 1990).

Informed consent implies informing subjects or respondents about the nature of the research and obtaining their written or verbal consent to participate. The subjects of this

study were informed about the advantages of conducting the research. The study will make them aware of their potential that can be used to combat unemployment (Cascio, 1995).

The researcher had to get permission from the principal to conduct the study, and not to take advantage of the fact that he or she is a member of staff .A letter to this effect was written and will be attached as an appendix. This letter will also be brought to the attention of the educators in order to get informed consent from them.

3.3 Anonymity

A respondent can be considered anonymous when the researcher cannot identify a given response with a given respondent. The subject's own identity can be hidden behind data. Any information or record collected or maintained in individual identifiable form for a search or statistical purpose should not be used to make any determination about an individual without specific authorization of the individual to whom her records pertains (Huysamen, 1997).

The names of the subjects will not be used in this study in order to respect this agreement. Only pseudo names will be used.

3.4 Confidentiality

Subjects have the right to privacy and their dignity should be respected when conducting research. Personal particulars will be kept confidential and information collected will be treated with responsibility. Care will be taken not to violate the right of the individual with regard to privacy (Henning, 2004).

Psychologist must respect confidentiality of test results at all times. According to the South African professional board for psychology data obtained can only be made known to the third party under different conditions (Cascio, 1995).

When the client gives a permission that this can be done. It is recommended that a psychologist obtain the client's written permission in all cases. The client's parents or guardian must be obtained if the client is under age. In case the client is deceased a permission of the executor of the estate or the deceased's next of kin must be obtained. A psychologist may not provide information to another professional person without written permission of the client except when they work as members of a team. If demanded by court, the psychologist should clearly state that he does that under protest.

3.5 Ethical Consideration in Organizational Research

In the context of organizational development, management consulting and training and development five types of ethical dilemmas may arise which include (Cascio, 1995) :

- ❖ **Misinterpretation and collusion** - Misinterpretation may result when the researcher misinterprets his education experience, or skills. Confusion may result from lack of clarity regarding roles, values, needs and from a loss of objectivity.
- ❖ **Misuse se of data** – This results when data is distorted, deleted or not reported.
- ❖ **Manipulation and coercion**- This occur when employees are required to abridge their personal values and needs against their will.
- ❖ **Technical ineptness** - This occurs through lack a of appropriate knowledge or skill, or through an inability to evaluate effectively an intervention or to terminate oraganisational developmental relationship.

4. RESEARCH DESIGN

Research design is a plan or blueprint according to which data are to be collected to investigate the research hypothesis or question in the most economical way. Research

design also suggests the methods in terms of which the data to be obtained should eventually be analysed statistically. If the decision can be postponed until data has been collected, a researcher may discover that there is no appropriate statistical method to analyse data (Huysamen, 1997). Research design relates directly to the testing of hypotheses. It is also a specification of the adequate operation to be performed in order to test specific hypotheses under given conditions (Bless & Gibson-Smith, 1999).

In research design the following will be described

- ❖ Research approach.
- ❖ Population to be studied.
- ❖ Sampling technique.
- ❖ The sample that will be studied.
- ❖ Data collection method and procedure followed.
- ❖ Data analysing techniques.

4.1 Research approach

The Research approach is qualitative in nature. The Qualitative approach can be used in observation of behaviour of subjects however observations cannot be reduced to numbers. Data collected cannot be qualified or be used in a qualitative comparison (Devos, 1998). The researcher will remain immersed in the situation so that the result, which will be obtained, will remain objective. In this study career management will be explored by means of the SDQ.

4.2 Population

The target population, which the researcher intends to study, consists of 14 educators. One has to note the fact that the total number of educators will not tally with the total number of educators per department as most educators offer more than one subject and

thus belong to two department. The population of this study can be summarized as in table 3.1.

Department	Population Males	Population Females	Sample Males	Sample Females	Total Population	Total Sample
Humanities	2	2	-	1	4	1
Natural Science	2	3	1	-	5	1
Guidance	-	1	-	-	1	0
Languages	1	5	-	1	6	1
Commerce	1	2	1	-	3	1
Total	6	13	2	2	19	4

Table 3.1 Population of this study.

4.3 Sampling Technique

A sample can be described as a subset of the population used in this study for the purpose of understanding and explaining some facets of the population from which it was drawn (Devos, 1998). Sampling is the process of selecting observations to allow the researcher to make relatively few observations and generalise over the observations.

As it has already been mentioned in chapter one that the researcher will use purposive sampling, from the strata chosen. The researcher will choose the participants who will participate in this study from different departments. According to Bless (2000) and Welman (1999), the researcher may rely on her experience, ingenuity or previous research findings to deliberately obtain units of analysis so that the sample he will obtain may be regarded as being representative of the relevant population. Based on the judgment of the researcher regarding the characteristics of the population, different department represents different subject, skills and experience of different educators. The unemployed educators volunteered to participate in the study, but the researcher made it

clear that it will be advisable to take one unemployed educator from each department so that all subject streams are represented.

4.4 Sample to be studied

The population has been discussed (table 3.1), the following characteristics are important in the sample

- ❖ Gender: The organization is female dominated. The principal is a female.
- ❖ Age: Most subjects are between 27-50 years of age.
- ❖ Experience: Most educators have extensive experience (10-20 years). Educators who offer scarce subjects have at least three experience (Mathematics and Commerce)
- ❖ Qualifications: A highly qualified educator is one with a Masters degree.

5. DATA GATHERING INSTRUMENTS

According to Carrel, (1998) a Psychological test is essentially an objective and standardized measure of a sample of behavior. Psychological tests are also nothing else but a more than careful observation of actual performance under standard conditions

5.1 Self Directed Self Questionnaire

The SDQ is based on Holland's theory and the theory stresses the congruence of environment in career development. The basic version of the SDQ is that it can be used with people between the ages of 15 and 70. According to table 3.1 on page seven the population of this study falls between these age groups.

The SDQ consists of 288 items divided into three of six scales corresponding to Holland's six occupational environments. The inventory is self-scored and yields three highest occupational scores called Holland's Occupational Code. The SDQ uses raw

scores to report results and compare interest. This format has a high predictive value (Seligman, 1995).

In modern organizations employers transfer responsibility of career development from the organization to the be responsibility of the individual employees such that employers are more concerned than ever in keeping skills current and developing more new skills. The SDQ can be used for this purpose (Robbins.1997).

5.2 Unstructured interview

The unstructured interview suggests a general theme of discussion and possesses further questions which come up in the spontaneous development of the interaction between the interviewer and the research participants. The researcher interacts with the individual with whom the interview is conducted. An attempt is made to understand how the individuals make sense of what is happening to them. As such questions are directed at the participants' experience, feelings, beliefs and convictions about the theme in question (Welman, 1999).

In his study the researcher will be guided by the following.

- ❖ A subjective view of the working environment.
- ❖ A subjective evaluation of how interest influences motivation at work.
- ❖ The perceived role of the SDQ in career planning.
- ❖ The subjective view of the role of the family and school in career planning.
- ❖ Relevant background information.

5.3 Data gathering procedure

The principal was approached and informed about the purpose and the nature of the research. The request was formalised through a letter. A copy of the letter is attached as an appendix. During the meeting the following were discussed:

- ❖ Procedure to be used in the questionnaire administration.
- ❖ Information about the population and how a sample will be drawn.

Through the cooperation of the management team and the staff, the researcher was able to get the files of educators. The nature of the study was briefly outlined and the respondents' participation was requested, because it was necessary to establish an atmosphere of trust with the respondents (DeVos, 1997).

Data gathering procedures include:

- ❖ Asking for permission from the Principal to conduct a study.
- ❖ Appointment with the Principal to collect data about the sample.
- ❖ Meeting with subjects chosen to explain the details of the study.
- ❖ Questionnaire completion by the subjects.
- ❖ Unstructured interview.
- ❖ A letter to thank the participants.

The researcher used the Self-directed Questionnaire to gather data from the participants. The participants agreed to complete the questionnaire on their own. The researcher explained to them how they should answer the questionnaire.

5.4 Data gathering instruments

The SDQ is based on Holland' theory of the importance of congruence of a person and environment in career development. The SDQ can be used with the population of the ages between 15 and 70, the population of this study falls under this age group. The inventory consists of 288 items, which can be self –scored, and the raw scores can be used to report and compare data (Seligman, 1995).

The other instrument that was use data collect data is the unstructured interview. The unstructured interview will focus on subjective evaluation of the working environment,

the perceived role of the SDQ career planning and the subjective evaluation of the working environment (Granafanaki, 1997).

Data will be gathered from the subjects by means of a psychological test, which is the Self Directed Questionnaire and by means of unstructured interview.

5.5 Data analysis and interpretation

Data analysis literally means to take apart words, sentences and paragraphs. This is an important act in the research project in order to make sense of the data. Qualitative data analysis is done by organising, reducing and describing data. An analysis ought to be rigorous, systematic, disciplined and carefully methodologically documented (Shwardt, 2001).

When using qualitative data analysis, one does not use evidence of the frequencies or the quantities with which something occurs, but elicited data in a systematic, comprehensive and rigorous manner (Hening, 2004).

Some principles appropriate for qualitative data analysis include (Henning, 2004)

- ❖ Reflection on impressions, relationships and connection while collecting data.
- ❖ Reading all the data and then dividing them into smaller and more meaningful units.

Integrating test data with other information and insights obtained during the counselling process, assist in data interpretation in the form of graphs and tables. The results of the inventory will be considered in a holistic context in combination with other data collected during the unstructured interview.

The researcher will also write a report at the end of assessment and the following will form an integral part of such report:

- ❖ Description of the client
- ❖ Reasons for referral
- ❖ Relevant background information
- ❖ Goals of assessment process
- ❖ Behavioural observation of the client during testing
- ❖ Summary of test results
- ❖ Integration of the test data with other relevant information
- ❖ Recommendations

6. CONCLUSION

Psychological tests are used by psychologists to obtain information from subjects and to make value judgment. Standardised measuring instruments contribute to objectives of evaluation. The Self-direct questionnaire, which was discussed in this chapter, was administered. Data was also collected by means of unstructured interview.

In the following chapter (chapter 4) the results of the test will be presented. In some instance graphs and tables will be used. The findings related to the study will also be presented in an assessment report.

CHAPTER 4

INTEPRETATION AND ANALYSIS OF DATA

1. INTRODUCTION

This chapter reports on the findings related to the empirical study undertaken to examine the test score results. The SDQ was administered to participants of this study. Conclusions derived from the questionnaire will be valid only for the unemployed educators around Zeerust. Tendencies will be deducted. The results will be presented, analysed and interpreted by means of the assessment report. The researcher will revisit each hypotheses of the study at the end of this chapter.

This study proposed to explore the following problems:

- ❖ Do people seek working environment in which their personality type can be explored?
- ❖ Is interest in a job connected to individual motivation?
- ❖ Can the distance between two types of Holland's hexagonal Model be co- correlated to person 's career choice?
- ❖ Can diagonally opposite environments lead to job satisfaction?
- ❖ Can males and females be positively influenced by SDQ?

2. DATA INTERPRETATION USING AN ASSESMENT REPORT

According to the data gathering instruments described in chapter 3, the researcher has administered the SDQ to four participants in this study. The SDQ results will be interpreted by means of a research report to be discussed in the following paragraphs. The names of the participants were not used because to respect their privacy and confidentiality. The researcher used pseudo-names.

2.1 Description of the clients

2.1.1 Kola (Participant Number One)

Kola is a 29-year-old lady who stays in the nearby villages. She is dedicated to her work because sometimes she has to walk five kilometers to work if she does not have money to pay for transport. Her concern was to get a permanent job, so that she could take care of her daughter and her parents, who are pensioners. She is dark in complexion and very active in sports especially karate and lady soccer

2.1.2 Thabo (Participant number two)

Thabo is a young man of 36 years. His concern was to get money in order to pay the institution that he was attending to get his teacher qualification. He did not get his Diploma Certificate because he owed the institution tuition fees. He was not eager to complete the SDQ. He is reserved, quiet and is not interested in sport.

2.1.3 Thato (Participant number three)

Thato is an unmarried young man of 28 years. He is an extrovert who likes talking about his family. She likes sport even if he is not good in sport He wants to get a job and enjoy a stable life.

2.1.4 Morongwa (Participation number four)

She is a married woman of 42 years, who like others wants to get a permanent job. She taught for some years before furthering her studies with the University of North West. After completing her studies she could not get a teaching post, because she did not get study leave. She is reserved and does not like sports.

3. INTERACTION WITH THE COUNSELOR

3.1 Kola

She was eager to please the counselor. She was positive that assessment would bring a change in her life. The enthusiastic response from Kola can be attributed to the interest shown in furthering her studies even if she is presently not working.

3.2 Thabo

Thabo is reserved and he wanted to participate in this study because it was going to be the first time to complete a psychological test. The interest he had enabled the researcher to gather data with ease.

3.3 Thato

He was the first one to agree to be a participant of this study. He felt that to explain the rules pertaining to the questionnaire was a waste of time as he could read. He left some of the questions in the SDQ unanswered.

3.4 Morongwa

She was not positive that the SDQ could contribute to her career management. She is already middle aged and is not interested in furthering her studies. The researcher encouraged her and explained to her to explore the issue of career management, which can lead to changing her career at her age.

4. REASONS FOR REFERRAL

The researcher approached the participants about the issue of conducting a psychological test for research purposes. All the participants felt that it could be an opportunity to improve their employment chances. Thabo welcomed the opportunity because it will also be for the first time that he took such a test. Therefore, reasons for the referral are that the researcher empathized with the participants and felt that she can make a contribution to their career management.

5. RELEVANT BACKGROUND INFORMATION

Tables table 4.1 – 4.4 display relevant data of the sample from which the profile of the participants in this study are sketched to show background information.

Type of a family	Extended
Occupation of mother	House wife
Occupation of father	Laborer (retired)
Type of school attended and location	Public school in a village
Number of siblings	Six
Birth order	Third born
Highest qualification of the participant	B.A (Education)
Subjects of specialization	Tswana and Geography
Number of children	One

Table 4.1 Profile of Kola

5.1 Kola

Kola grew up with her cousins and aunts sharing a four-roomed house. Her father worked in Johannesburg as a Labourer and retired in 2000. She attended a public school in a village. She is a third born in her family. Her highest qualification is B.A. ED. She specialized with Geography and Setswana. She is a third born in a family of six children she likes teaching Mathematics whereas her specialization is Geography and Setswana.

Type of a family	Extended
Occupation of the mother	House wife
School attended and location	Rural and Public School
Number of siblings	Nine
Birth order	First
Highest qualification	UDE (Secondary)
Subject specialization	Mathematics & Physical Science
Number of children	One

Table 4.2 Profile of Thabo

5.2 Thabo

Thabo grew up in single parent family and the mother worked in Johannesburg as a housekeeper. He attended school after working as a temporary teacher for sometime. He is the only child in the family. While his mother was working, he used to stay with his cousins and a grandmother. He is unmarried with one child.

Type of family	Single Parent
Occupation of the mother	Labourer
Occupation of the father	Unknown
School attended and location	Public and rural area
Number of siblings	Three
Birth order	Last born
Highest qualification	B.A (Education)
Subjects specialization	Geography and Setswana
Number of children	One

Table 4.3 Profile of Thato

5.3 Thato

Thato attended public school in rural area. His mother who was a cleaner in a local hospital brought him up. His mother was able to send her to school as well as his sister. All of them are educators. Their mother was able to send them because Thato's uncles helped her. Her highest qualification is B.A. Education and was specializing in Geography and Setswana. He is unmarried and has two children.

Type of family	Extended
Occupation of the mother	Housewife
Occupation of the father	Businessman
School attended and location	Public and rural area
Number of siblings	Two
Birth order	First born
Highest qualification	P.T.D and B.A. (Education)
Subjects specialization	Economics and Business Economics
Number of children	Five

Table 4.4 Profile of Morongwa

5.4 Morongwa

Morongwa's father is a businessman who owns a shop in a local village. She attended school in the area until she passed standard eight and left to further her studies. She passed standard ten in one of the high schools. She did P.T.D in one of the colleges and taught in a primary school until she left to further her studies. She obtained a B.COMM Degree. She is married with five children.

6. GOALS AND ASSESSMENT

Two types of goals exist. One is the researcher's point of view and the other goal is that of participant.

6.1 The researcher's viewpoint

Objectives of this study have been listed in chapter one under 1.4 but briefly the researcher further aims at the following:

- ❖ To encourage career planning
- ❖ Participants will become aware of their interests and choose a career relevant to them.

6.2 Participants' points of view

The participants' goals were:

- ❖ to gather information about career management
- ❖ To do what is right for the researcher.
- ❖ Change their careers through the help of the researcher.
- ❖ To experience testing.

7. SUMMARY OF DATA

The results of the responses to the SDQ will be summaries by the following graphs. There are 288 items corresponding to the six types of self-ratings in the questionnaire and the participants responded to them by either Yes or NO. All the items responded to by Yes will be counted and five subtotals will be added together to yield a summary scores from which a person's HOC will be derived. Those responded to by No will be ignored.

7.1 Total score of Kola

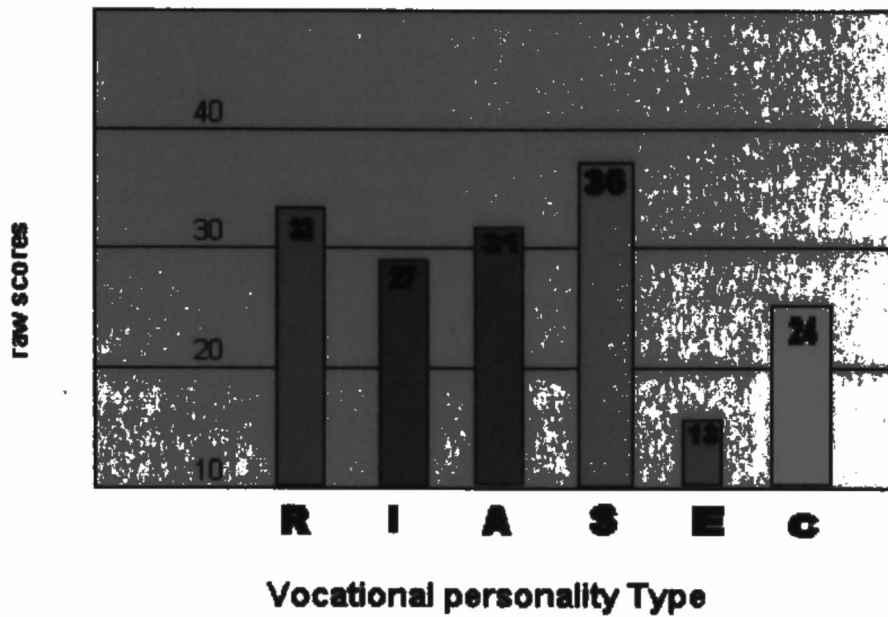


Figure 4.5 Totalscore of Kola

Interpretation

The three highest are Social with 36, and the lowest is Enterprising at 13.

Comment

Artistic and Social environments are found next to one another in the Hexagonal model. These environments have common characteristics.

7.2 Total score of Thabo

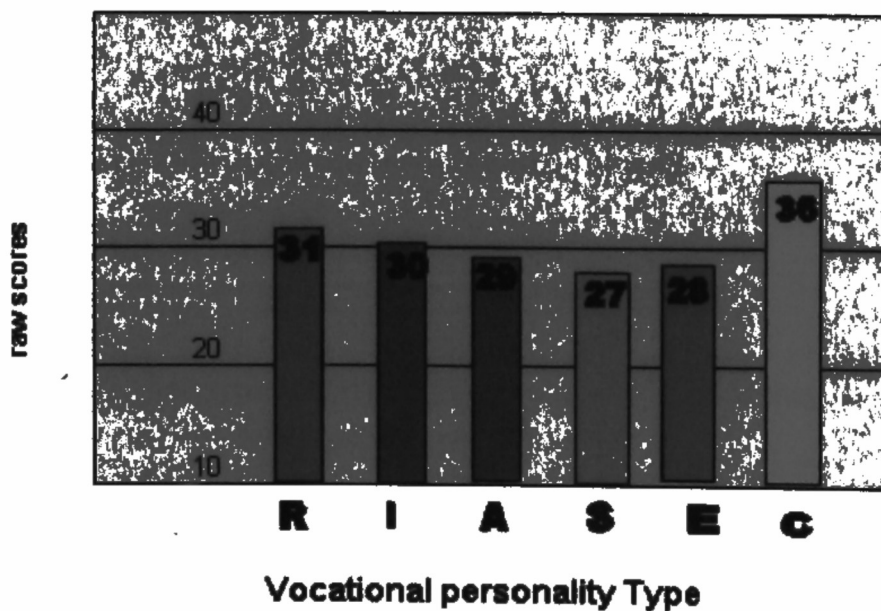


Figure 4.6 Totalscore of Thabo

Interpretation

The highest three Scores are Investigative and the lowest is Artistic.

Comment

Conventional, Realistic and Investigative lie next to one another in the Hexagonal. These environments have similar characteristics.

7.3 Total score of Thato

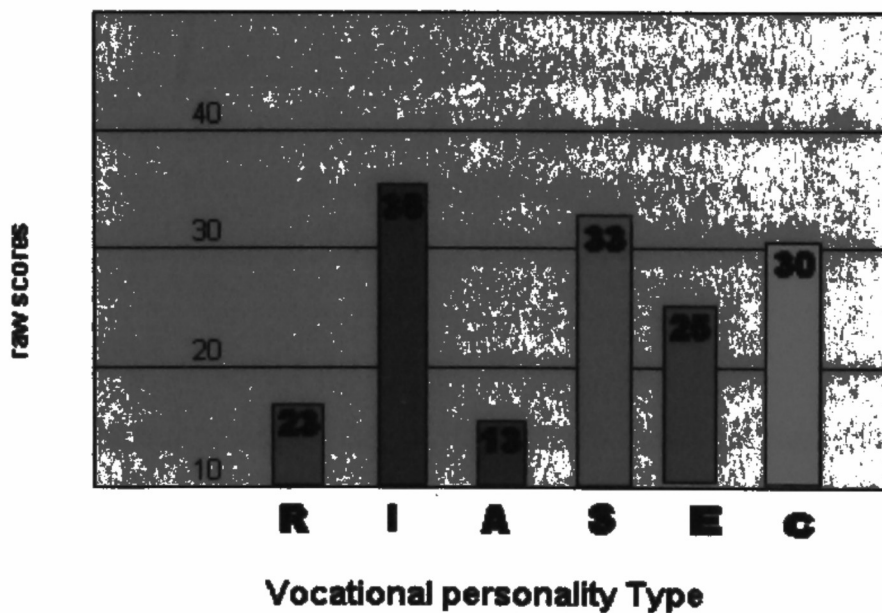


Figure 4.7 Totalscore of Thato

Interpretation

The highest scores is Investigative and the lowest is Artistic.

Comment

The three types highest types do have different characteristics as they lay apart from one another.

7.4 Total score of Morongwa

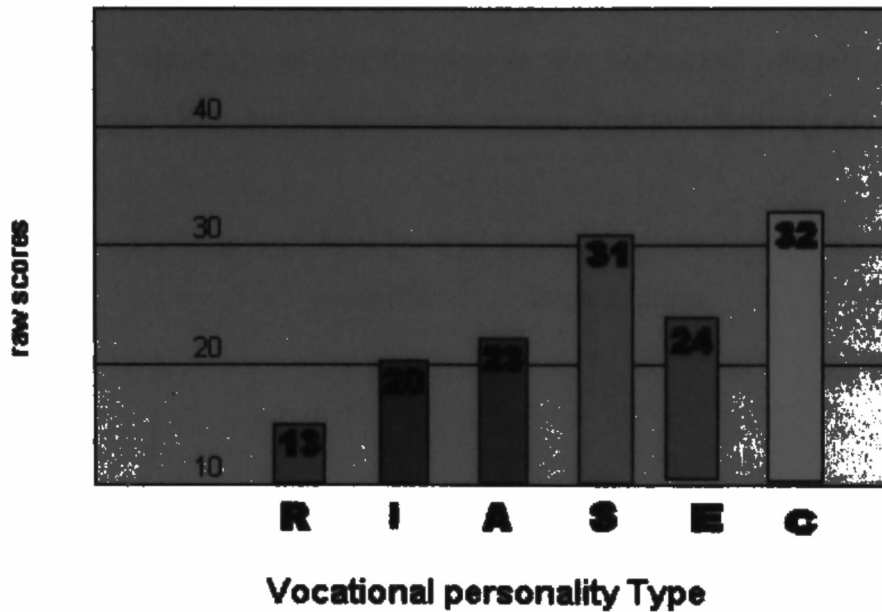


Figure 4.8 Totalscore of Morongwa

Interpretation

The three highest scores are Conventional, and the lowest is Realistic.

Comment

Morongwa 's experience of teaching Economics and Business Economics could have influenced the results.

The lowest score of Kola, Thato and Morongwa is 13.

8. INTERGRATION OF TEST DATA WITH RELEVANT INFORMATION ON THE CLIENT

8.1 Kola

The researcher went through the client's work, which was amazing. All records were up to date and neat. There was a huge Geography model she did with the learners and they donated the project to the school library. The fact that she had good relations with learners made a career in teaching still acceptable. The third highest score is Artistic, this interest is shown by making model from clay with the learners.

The results of the test show that her HOC is SIA. Congruence of the personality type with the environment is high because the participants' work in a social environment i.e. the school.

Consistency is less because other types in the hexagonal model, as shown below separate this type. These types have fewer similar characteristics.

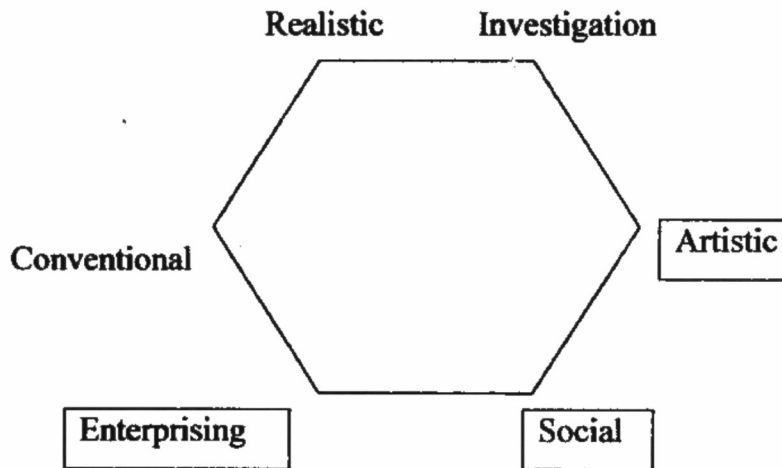


Figure 4.1 Hexagonal Model of Kola

8.2 Thabo

The researcher went through the work of all the participants of the study. Work was not done according to the policy guidelines, although there were comments from the Head of Department the participants should adhere to the policy.

The HOC is CRA conventional and Realistic type. Congruence is less because the participant is a conventional type and works in the social environment. Conventional is separated by another type.

The participant has specialized in Mathematics and Physical Science, which are the subjects that are important in realistic environment. Artistic type is less congruent to both realistic and conventional.

The environment of the participant (Conventional) is highly differentiated because according to table 4.7 the total score for conventional is 36, and in other types there is less difference of scores (i.e. 31,30. 29, 28,27).

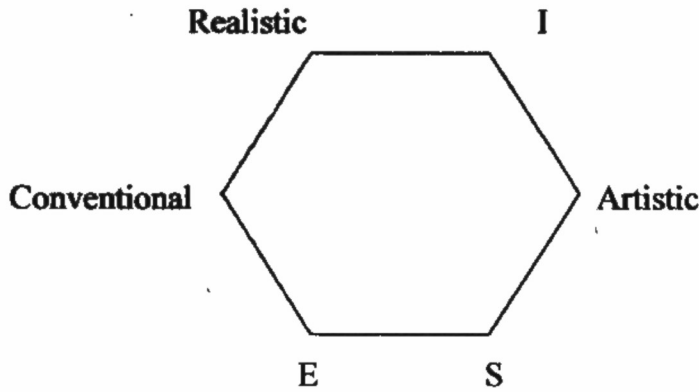


Figure 1.2 Hexagonal model of Thabo

8.3 Thato

The school records are well kept, her relation with learners is fairly good. She teaches Setswana and Geography.

Her HOC is ISC the social type make her to be in congruent with the environment in which she works as an educator.

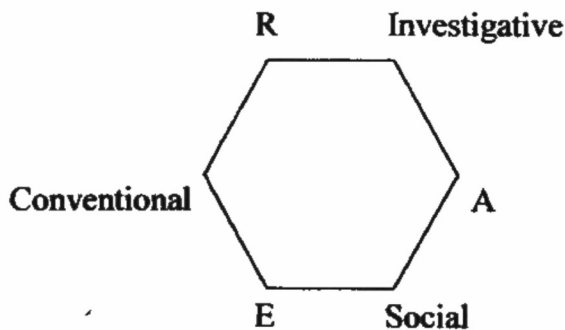


Figure 4.3 Hexagonal Model of Thato

8.4 Morongwa

The schoolwork records show that the participant is doing fairly well. Her relation with learners is good. She teaches commercial subjects Business and Economics. She also owns a trading store, her husband manages the store and she only help during school holidays.

There is compatibility between personality type and environment. The personality type and environment mater. She teaches commercial subjects in a social environment. The HOC is SEC and the personality pattern is relatively integrated in terms of similar personal characteristics.

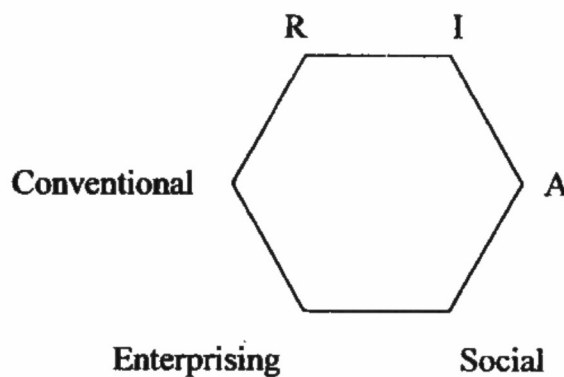


Figure 4.4 HOC of Morongwa

9. RECOMMENDATIONS

The recommendation will be made based on the SDQ results only but one will have to highlight the fact that career counseling advice cannot be given based on one psychological test only. Different tests which, can be used together with the SDQ, have been discussed in the literature survey.

9.1 Kola

The HOC of Kola is S.I.A, which means that she enjoys working in Social, Investigative and Artistic environments. Occupations that she can consider in future are:

- ❖ **Psychologist** – she has done psychology as an ancillary and obtained distinction in the subjects
- ❖ **Educator** – due to shortage of Mathematics and Art teachers. She can further her studies in these fields in order to supply the shortage of the skill in these subjects.

9.2 Thabo

The Hoc is CRA, which means that he highest scores are Conventional, Realistic and Artistic. Careers that he can consider are:

- ❖ **Accounting** - he has good background of calculation as he teaches Maths.
- ❖ **Educator** - of Physical Science Maths .He can further his study in these subjects because he has done them up to a Diploma level.
- ❖ **Engineering** – Can become an Engineer using his Science and Mathematics, which he had already done.

9.3 Thato

Thato has good relation with learners; this is shown by his participation in sport, even if he is not good in sport. He does that to encourage learners to play instead of doing crime. As his social type is higher according to the HOC, he can be considered the following careers.

- ❖ **Educator**- He can further his studies and specialize with Geography which he prefers teaching to Setswana
- ❖ **Social worker** – as many social workers are women, he can get employed because of the programmes that promote gender equity.
- ❖ **Journalism** – because he is out going and likes sport and languages this career can be relevant to him.

9.4 Morongwa

Morongwa is doing well because of the experience she has in teaching she enjoys teaching commercial subjects but because she has not done Accounting as a subject, this

often disadvantage her get a permanent post. The following careers are recommended to her:-

- ◆ Commercial subject educator – she should enroll with Unisa and do Accounting for non- degree purpose.
- ◆ Economist – continue with Economics by registering an honours degree in the subject.
- ◆ Businesswoman – this can be done at the beginning on part time basis and at the same time acquiring business management skills at the family business.

10. FINDINGS OF THIS STUDY

10.1 Hypothesis 1: People seek a working environment in which their personality types can be expressed.

The SDO test results have shown that educators have scored high in the competencies and activities that have common characteristics with the subjects that they teach. Morongwa for example teaches commercial subjects and has scored high in Conventional and Enterprising.

Thabo's HOC is CRA. He is reserved and shy. He usually plays a leading role in manual work to supervise learners in cleaning the campus. This would be attributed to the fact that the school situation does not provide for his preferences of handling of tools and machinery.

10.2 Hypothesis 2: Interest in jobs is connected to individual motivation.

People usually cannot be motivated to do something that they do not know or something they are not good at. According to literature motivation (Session, 1994) is the willingness to exert a persist and a high level of effort towards organizational goals, conditioned by the effort's ability to satisfy the individuals need. People narrow their focus and to organizational goals in order to reflect their singular interest in work related behaviors (Prekel & Sobey, 2004). People who are persistent sustain their high level of effort despite barriers or difficulties.

It has already been argued that Thabo likes a realistic environment therefore he is unmotivated to supervise learners even when other educators are not helping him

Thato likes sport and because he is not good in the activity instead he motivates the learner to participate in sport. He furthers his interest in sport by being with the learners every time when they practice softball. Kola enjoys working in the Social and Artistic environments. She also helped the learners to make the Geographic model.

10.3 Hypothesis 3: The distance between Holland's hexagonal models can be positively coo-related to career choice.

According to literature the SDQ can be used to estimate the extend to which a person fits each of the personality types in Holland's theory. The instruments consist of 288 items, which give the summary of the six personality types. The HOC. is derived from the highest three test results of personality types. There is high congruence and consistently if types or environment have more in common. (Stead, 1999).

An Artistic type of person is best suited for an artistic environment. Congruence refers to compatibility between environment and personality type. The implication of congruence for career choice is that one must look for a career in which work environment will best corresponds with one's personality type (Salomone, 1996).

Morongwa is HOC is COE and can be positively correlated to the subjects that she teaches that is Business Economics, Computer and Economics. She also has a trading store where she can use skills gained in the commercial subjects to market products.

10.4 Hypothesis 4: Personal orientation can form a career pattern, which consists of more than one career type.

Employees usually move from one job to another. These moves are very often indicate a sequential pattern of jobs, which can be referred to as a career path. Traditionally a career path has been seen as a constant upward movement however, a career path may

also lead sideways (transfer), downward (demotion) and even change completely (dismissal or retrenchment) (Stead, 1996).

All four participants of this can have three alternatives careers, which they can follow except teaching. . Findings from data of this study have indicated that Thato can be an Educator, Social worker and a Journalist. Kola can be a Psychologist, Educator and sports manager. Thabo can be an Accountant, Educator and Engineer. Morongwa can be an Educator, Economist and a businesswoman.

10.5 Hypothesis 5: Men and women can be positively influenced by the SDQ

Individuals usually compare their job inputs and outcomes with those of others. People in work places usually compare themselves with relevant others and when they gauge the fairness of their work outcome they feel equity in their states of mind and that can motivate them to work harder. When people perceive equity in their work they will be aroused to remove the discomfort and restore the sense of equity (Session, 1994).

The participants were exposed to equal treatment as they also responded to both the SDQ end unstructured interview. They all have the HOC, which guided what alternative careers they call follow.

11. SUMMARY

The test scores of the SDQ have been analysed in this chapter. The SDQ was administered to the participants of this study. The test scores were integrated with relevant information that the researcher has collected by the unstructured interview. Assessment report reflects what has transpired during the interaction of the researcher and the participants. The researcher recommended careers, which the participants of the study can consider.

In chapter 5 the researcher will discuss a summary of chapter in this study evaluation of the hypothesis, conclusion and recommendations

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

1.1 INTRODUCTION

The previous chapter has paid special attention to the concept of career management and how an organization can implement the process. The SDQ was administered to the participants of this study to determine for their career interests. The reflection on the major findings of the research is provided and recommendations regarding further study and research are made.

2. EVALUATION OF THE HYPOTHESES

The Hypothesis will be measured on the basis of the literature review and responses to the subject of this study.

2.1 People seek a working environment in which their personality types can be expressed.

The Literature review has shown that people will be interested in a working environment which match their personality types and thus seek an environment which they can express themselves better. People feel better in a situation where they can do better and attempt to seek jobs in those environments. Holland's theory distinguished between six personality types and six occupational environments. The assumption of this theory is that most people can be categorized in one of the six personality types and that they seek environments in which their personality types and characteristics can be matched (Schrueder, 1997).

The results of the SDQ have shown that Morongwa seeks an enterprising environment because it is an environment where her personality type can be expressed. Marketing products of her trading store provides opportunities to express her personality type.

Kola seeks an investigative and social environment to express her personality type of being a Mathematics teacher.

Thato's Holland's Occupational Code is ISC and the social personality makes him seek an investigative environment where his personality of being an extrovert can be expressed.

2.2 Interest in a job is connected to individual motivation

Individual characteristics are based on proficiencies for as well as an aversion to particular activities. Preference and aversions develop from experience involving personal social, cultural physical environmental factors. Preferences become interests and competencies, which together constitute a personal disposition according to which a person perceives, thinks and acts

According to table 4.5 on chapter four, Kela has scored high in artistic, social and realistic personality types. These interests have encouraged and motivated her to teach learners to do a geography model.

Thato's HOC is CRI and these interests have motivated him to specialize with mathematics and science whilst he was at college.

Thato scored as a social type second in HOC. He enjoys sports and also encouraged learners to play instead of committing crime.

Morongwa's HOC is that of CSE; this interest has encouraged him to specialize in commercial subjects. Her interests in the social and enterprising environment have motivated her to help in the family business.

2.3 The distance between two types of Holland's hexagonal model can be correlated to a person's career.

Holland came to the conclusion that the six personality environment types can be geometrically arranged in a single hexagonal model. The Model appears in more or less the same format. These two adjacent types present a personality pattern that is integrated in terms of similar personal characteristics. High consistency with regard

to personality or environment has a predictive value for the outcomes of career choice (Stead, 1999).

Three participants have social types in their HOC, because they work in a social environment. The participants are doing fairly well in the different subjects they are offering. Morongwa's HOC is CSE, and she teaches Economics and would like to be a businesswoman. There is consistency between social and conventional environment, and between enterprising and social environment as they are found on the two sides of the Hexagon model.

2.4 Personal orientation can form a career pattern, which consists of more than one career type.

The rationale of the questionnaire is to measure interest and how it fits into the broad context of career management. The items of the SDQ relate to a person's preferred activities.

It is evident from the recommendations that the career ladders of the educators who participated in as participation of this study can involve more than being an educator. The basic skills that they have acquired when training, as educators will be used as stepping-stones to study further and follow different careers.

2.5 The SDQ can influence both males and females the same way

According to the equity theory people perceive what they get from a job situation (outcome) in relation to what they put into it, then they compare their outcome – input ratio with the outcome input ratio of relevant others. If the ratio is equal to that of relevant factors, a state of equity exists. Individual would perceive the situation as fair but when the ratio is unequal, there is equity tension (Robbins, 1997). The situation Equity Act in South Africa encourages fairness to all employees.

In this study, the participants were exposed to the same conditions. Two females and two males were the participants of this study. The researcher has administered the unstructured interview and the SDQ to the participants of this study. The participants

area all-unique and have different preferences and aversions to different environment. The participants were all positively influenced by the SDQ because:

- ❖ **All participants have HOC at the end of a test.**
- ❖ **Participants have unique background, which influence them to prefer to teach certain subjects.**
- ❖ **All participants can use their qualifications as stepping-stone to deviate from their present careers.**
- ❖ **All participants if supported can embark on career management.**

3 RECOMMENDATIONS

The researcher has made the following recommendations:

3.1 The role of the individual in career management should be emphasized.

It has become evident in the literature that career management remains the responsibility of the individual employee. The employee's responsibility is to keep his ability and knowledge abreast with current changes and prepare for tomorrow's new tasks. Career management should be designed around employee's self-reliance and to reflect being marketable in or out of the organization.

The Department of Education should therefore embark on visible career management awareness programmes including decentralization of employee Assistant Programme Official to Area Project Offices. The educators should be made aware that career management is something increasingly being done by individual employee rather than by their employers. Educators are presently being declared in addition and have to find themselves alternative employment. Career management can help such educators in addition. Furthering their studies in the so-called scarce subjects remains a viable option.

3.2 The site manager's responsibility in career management.

The fact that the individuals have to manage their career does not exonerate the manager from managing organizational career management effort. The manager's responsibility in respect of career planning is two fold. It includes both planning and managing a personal career and assisting in the career planning and development of subordinates. To take charge of the following (Cowling, 1995):

- ❖ Establish a personal career plan; be willing to modify this plan.
- ❖ Maintain skills inventory.
- ❖ Set specific personal objectives.
- ❖ Maintain career dialogue with high-level managers.
- ❖ Evaluate all the effort to meet the development needs of subordinate's overtime.

3.3 Human Resource Forecasting

The Department of Education should make a thorough study of the employees and skills, which will be needed in future. Information should be cascaded to education so that they could be prepared for the future. For example, the RCNS will phase out the present curriculum but up today educators are still not clear about which subjects they will be teaching. They usually attend a two days workshop at the end of the year. This workshop should be planned for the whole year and the relevant educators identified in advance.

3.4 Introduction of Progressive Career Development Programme

In its endeavor, of career management the department should

- ❖ Clearly communicate the Department's goals and future strategies. employees will be able to develop personal plan to share with the Department's future if they know where the Department is heading.
- ❖ Employees should have the opportunity to get new interesting and professionally challenging experiences. Educators should be promoted

after a certain period of service and also having satisfied certain performance standards. This does not deter promotion considering gender, race and disability.

- ❖ Employees who are furthering their studies should be offered financial assistance or tuition reimbursement after completing their studies and not only a cash bonus which is far less than what the individuals are paying as tuition fees. The individuals should also be encouraged to enroll for Mathematics, Physical science, Technical subjects and Commercial subjects especially educators in primary schools. Many educators who are declared in addition or are unemployed are mainly primary educators.

3.5 Developing a culture of quality life learning

The notion of life learning is one of the South African Qualifications Authority. It is recognition that individuals should have opportunities for self-improvement at any stage of their lives, be they employed or seeking the first job. As the economy grows and develops so new skills will be demanded and people will need to be routine. Building a culture means changing current negative attitudes and encouraging employers and individuals to accept skills development as a skill rather than a cost (Department of labour, 2001).

3.6 Final advice on career management.

When planning for a new career one should remember the following six “commandments” (Bratton, 1994):

- ❖ *Perform*; The basic of success in any job is good performance.
- ❖ *Stay visible* .Do not hesitate to make sure that others recognize your hard work
- ❖ *Be willing to move*. Do not be locked in ma job that you have already mastered. Take advantages of promotion within the organisation.
- ❖ *Find a mentor*. It is always beneficial to have a senior executive who acts as mentor from whom you can learn and who sponsors your career interest.

- ◆ *Manage your career.* Prepare and maintain a career plan even if it is only a broad frame of reference for directing your efforts and evaluating opportunities as they arise.
- ◆ *Continue your education.* Life long learning is both a responsibility and a prerequisite of long-term success.

4. SUMMARY

The chapter evaluates the hypothesis derived from this study and various recommendations were made. In this research a small sample was used to evaluate the role of career management to encourage the employability of educators. The SDQ was administered to participants of this study. It is hoped that the results of this small investigation will point the way for further investigation into the very real importance of career management. It seems significant that if educators are involved in career management the chances of future employment are enhanced. This may in some way alleviate the stress that is evident in our educators and may help them to reach their potential and become the self-actualizing educators of tomorrow.

	R Realistic Realities	I Investigative Onderzoekhede	A Artistic Artisties	S Social Sosiaal	E Enterprising Ondernemend	C Conventional Konvensioneel
Section : Activities Afdeling : Aktiwiteite	5	2	7	2	4	5
Section : Competencies Afdeling : Bekwaamhede	4	8	6	6	4	7
Section : Occocations Afdeling : Seroeoe	14	13	12	11	13	14
Section : Reling of your activity skills Afdeling : Beordeling van die vermoes/vaardighede	8	7	5	8	7	8
Total score Totaaltelling	31	30	29	27	28	36

Interpretation

All score are higher than 25

TABLE HOC OF KOLA

Letter of highest score Letter met hoogste telling	Letter of second highest score Letter met tweede hoogste punte	Letter of third highest score Letter met derde hoogste telling
S	I	A
C	R	A

SOS Code

SOV-Kode

Interpretation

Three letters of the highest score are social, investigation and artistic.

Planned occupations

Beoogde beroepe

Section : Activities
Afdeling : Aktiwiteite

Section : Competencies
Afdeling : Bekwaamhede

Section : Occucations
Afdeling : Seroeoe

Section : Reing of our activity skills
Afdeling : Beoordeling van jou vermoens/vaardighede

Total score
Totaaltelling

	R	I	A	S	E	C
	Realistic Realisties	Investigative Ondersoekhede	Artistic Artisties	Social Sosiaal	Enterprising Ondernemend	Conventional Konvensioneel
	4	5	8	10	5	6
	3	8	5	7	6	6
	3	4	4	7	6	9
	6	2	6	7	7	10
	13	20	23	31	24	32

TABLE HOC OF THABO

Letter of highest score Letter met hoogste telling	Letter of second highest score Letter met tweede hoogste telling	Letter of third highest score Letter met derde hoogste telling
S	E	A
S	E	C

SOS Code

SOV-Kode

Planned occupations

Beoogde beroepe

TABLE SOQ RESULT OF THATO

APPENDIX C

	R	I	A	S	E	C
	Realistic Realisties	Investigative Ondersoekhede	Artistic Artisties	Social Sosiaal	Enterprising Ondernemend	Conventional Konvensioneel
Section : Activity Afdeling : Aktiwiteite	6	10	10	7	4	5
Section : Competencies Afdeling : Bekwaamhede	6	6	8	7	3	6
Section : Occupations Afdeling : Seroese	9	5	6	14	3	6
Section : Reling of your activity skills Afdeling : Beoordeling van jou vermoens/vaardighede	10	6	7	8	6	7
Total score Totaaltelling	32	27	31	36	13	24

Interpretation

The lowest score is Enterprising and the highest score is Social.

TABLE HOC OF THATO

Letter of highest score Letter van hoogste telling	Letter of second highest score Letter met tweede hoogste telling	Letter of third highest score Letter met derde hoogste telling
S	I	A
S	I	A

SOS Code

SOV-Kode

Planned occupation

Beoogde beroepe

Section : Activities
Afdeling : Aktiwiteite

Section : Competencies
Afdeling : Bekwaamhede

Section : Occocations
Afdeling : Seroeoe

Section : Reiling of your activity skills
Afdeling : Beordeiling van die
vermoes/vaardighede

Total score
Totaaltelling

Realistic Realisties	Investigative Ondersoekhede	Artistic Artisties	Social Sosiaal	Enterprising Ondernemend	Conventional Konvensioneel
8	7	4	6	5	2
5	7	3	7	6	8
4	14	3	10	6	13
6	8	6	10	8	7
23	36	13	33	25	30

TABLE HOC OF MORONGWA

Letter of highest score Letter met hoog- ste telling	Letter of second highest score Letter met twee- de hoogste punte	Letter of third highest score Letter met derde hoogste telling
I	S	C

SOS Code

SOV-Kode

Planned occupations Educator, Social worker and Journalist
Beoogde beroepe

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