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Factors that Influence Career Choice in South African Township High School Students

Emily Ann Dodge
Dominican University of California

Martha Welderufael
Dominican University of California

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Factors that Influence Career Choice in South African Township High School Students

Emily Dodge

Martha Welderufael

A Culminating Thesis in Partial Fulfillment of the Requirement for the

Degree Master of Science Occupational Therapy

School of Health and Natural Sciences

Dominican University of California

San Rafael, California

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This thesis, written under the direction of the candidates' faculty advisor and approved by the chair of the Master's program, has been presented to and accepted by the Faculty of the Occupational Therapy Department in partial fulfillment of the requirements for the degree of Master of Science in Occupational Therapy. The content and research methodologies presented in this work represent the work of the candidates alone.

Emily Dodge, Candidate

Date: 12/11/13

Martha Welderufael, Candidate

Date: 12/11/13

Ruth Ramsey, EdD, OTR/L, Chair

Date: 12/11/13

Janis Davis, Ph.D., OTR/L

Date: 12/11/13

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Abstract

Keywords: South Africa, Occupational Deprivation, Career Choice

Background: The legacy of apartheid is apparent in the lack of educational resources for Black South African high school students and the occupational deprivation they experience.

Objectives of Study: To collect data on students' perceptions of career choice in township high schools, barriers prohibiting students from engaging in a career of choice, students' learning and listening strategies and their general hopefulness.

Methods: Non-experimental, descriptive study using both quantitative and qualitative data collection and analysis strategies.

Findings: A significant difference was found based on gender in relation to having career options and with regard to how knowledge about careers is gained. Despite occupational deprivation, students are hopeful about the future.

Relevance to Clinical Practice: Occupational deprivation is a risk factor for South African youth living in disadvantaged communities.

Limitations: Results are from two township high schools in the Eastern Cape of South Africa. English as a second language may have influenced data analysis. Other limitations identified were the participants' lack of exposure with likert scales and time constraints to complete surveys.

Recommendations for Further Research: Explore culturally sound career assessments, further listening and learning research, and evaluate the effectiveness of a mentorship program.

Introduction

In 1948 South Africa implemented the policy of apartheid, which legalized segregation against non-European groups (Webster, 2012). Black South Africans make up the majority of the non-European groups. During apartheid black South Africans were subjected to severe oppression and discrimination in education and career opportunities. It was not until 1994 that apartheid was abolished and South Africa declared equality for all individuals. South Africa has now been a democratic country for 20 years. Over this period, South Africa has implemented policies to address inequality in education for black South African students caused by apartheid. Although there has been an effort to improve education in the post-apartheid era, residual effects of apartheid are still apparent in disadvantaged communities.

For the purpose of this paper, a disadvantaged community is defined as a community that has a high unemployment rate and below average per-capita income compared to other communities. *Disadvantage community* and *township* will be used inter-changeably. This paper presents a brief history of South Africa and how apartheid shaped the education system. In addition, post apartheid barriers and listening beliefs of black South African students will be discussed in order to understand the influences on career choices in disadvantaged communities.

During the racial tyranny of apartheid (1948-1994), the education system for black South Africans was oppressive and extremely limiting (Buthelezi, Alexander & Seabi, 2009). In addition, black South African youth were limited in career choices due to the inadequate content presented in their high school classes (Buthelezi et al., 2009). Black South Africans who were able to successfully complete school were limited to career choices of policing, teaching, nursing and the military (Buthelezi et al., 2009). Many black people living in disadvantaged communities were academically unsuccessful because their schools were under-funded

compared to white schools (Buthelezi et al., 2009). This under-funding resulted in overcrowding in classrooms, a shortage of qualified teachers, and a lack of materials in the classroom (Bonner & Segal, 1998).

South Africa's transition to democracy was founded on negotiations and settlements (Cele, 2009). South Africa's negotiation for settlement was a result of sacrifices and prolonged struggles over a period of three centuries. Compromises were made in order to move forward in the negotiation process (Cele, 2009). These compromises resulted in the marginalization of youth and black students (as cited in Cele, 2009). The marginalization of black students has created barriers that influence career choice.

Since the abolishment of apartheid in 1994, there have been many legislative, constitutional and policy mandates implemented in South Africa to improve education for all. In 1996 the Constitution of the Republic of South Africa guaranteed equal access to education regardless of ethnicity. In addition, the constitution required education to be transformed into a democratic system where non-sexism, non-racism, human dignity, rights, equality and freedom are valued (Department: Basic Education Republic of South Africa, 2011). Education has also been made affordable for those who live in disadvantaged communities. The Education Laws Amendment Act (Act 24 of 2005) declares schools in impoverished communities as "*no fee schools*" (Department: Basic Education Republic of South Africa, 2011). Providing free education has improved accessibility for all. The government has also taken steps to address teaching requirements by enacting the Employment of Educators Act (1998). This act outlines competency requirements and moral and ethical responsibilities of the teaching profession (Department: Basic Education Republic of South Africa, 2011).

Despite changes in legislation and the constitution, the legacy of apartheid is still apparent in black disadvantaged communities. Some of the areas affected are education, personal development, and career counseling (Buthelezi et al., 2009). In addition, those that are living in these communities suffer from social injustice as well as occupational deprivation. Occupational deprivation is influenced by external circumstances that prevent a person from using, enjoying or acquiring occupations over a long period (Jacobs & Jacobs, 2009). There is also deprivation of occupational choice due to circumstances beyond the control of the individual or community (Jacobs & Jacobs, 2009). Because of the historical past and legacy of apartheid, South Africa's inequality is amongst the worst in the world (McGrath & Akoojee, 2007), creating social justice issues of diversity and resource availability (Watson, 2010). Black South Africans make up 80% of South Africa's population. Of those 80%, only 26.8% of black South Africans, age 20 and older, reported completing high school as their highest level of education (Statistics South Africa, 2012). The South African Department of Education (SADE) acknowledges that there are inequalities in education. SADE has aimed to provide education to all students, including those in a disadvantaged context (Buthelezi et al., 2009). One of the goals of the SADE is to redress the inequality of past apartheid policies by providing students with information on a variety of career fields so they are able to make informed decisions about careers. To achieve informed decisions about careers, SADE added career and vocational guidance to the Life Orientation (LO) curriculum (Buthelezi et al., 2009).

Life Orientation is one of eight learning areas covered in the national curriculum in South African public schools. The main purpose of the course is to provide students with skills, knowledge, attitudes and values necessary to face challenges as responsible and informed young adults (Department of Education, 2002). The LO course has five focus areas: 1) orientation to

the world of work; 2) physical development and movement; 3) personal development; 4) social development; 5) health promotion. The learning area of orientation to the world of work is first introduced in the 9th grade and continues into the 12th grade. The purpose of this learning area in the LO curriculum is to assist students to make informed decisions regarding study and career choices (Department: Basic Education Republic of South Africa, 2011).

Despite the efforts of the South African Department of Basic Education, the Life Orientation course is not successfully meeting its objectives when addressing the work and career learning area in disadvantaged communities. This is evident by post-apartheid South Africa struggling with providing quality and equal education for high school students living in disadvantaged communities. Two main problems causing this are improperly trained teachers and inadequate content on career choices (Watson, 2010). There are also barriers that are inhibiting the LO course in carrying out its purpose, including lack of leadership, roles models, and resources (Watson, 2010). These barriers have created an environment of occupational deprivation for youth in these communities. Occupational therapists can address these occupational issues to help create occupational opportunity for black South African students.

In addition to barriers in the education system, black South African students are experiencing barriers of their own that influence career choice. Perceived barriers refers to barriers the students believe currently exist but may not be factual information (Albert & Luzzo, 1999). When students perceive barriers, whether they are factual or not, the perceived barrier can have an impact on the students career decision (Albert & Luzzo, 1999). Perceived barriers by adolescent students are likely to influence whether the student completes high school and furthers his/her education (Patton, Creed & Watson, 2003). One of the purposes of this study is

identify the possible barriers that black South African high school students are experiencing in terms of career choice.

Current literature reveals that parental absence, lack of role models, poverty, educational environment and context are barriers influencing career choice. Patton, Creed and Watson (2003) revealed that when South African students perceived they had work and non work related barriers, they exhibited less career certainty, greater career indecision, less career planning and less career decision making self efficacy (Patton, Creed & Watson, 2003). In addition to the perceived barriers, students' listening beliefs and strategies were examined to inquire if listening strategies are confounding factors that may interfere with career development. The researchers are interested in discovering if black South African students are using metacognition strategies in the classroom. This is important because the implications of listening and learning. If the students are not using appropriate listening strategies it may interfere with their ability to learn about career choices.

Problem Statement

South Africa is in a transitional phase of transforming the education system. During this transitional phase, all South Africans are supposed to be provided with quality and equal education that provides a foundation for career development. Currently South African students are making career choices in an economic climate where there is increasing unemployment and affirmative action policies that aim to readdress past injustices regarding employment (Patton, Creed & Watson, 2003). The barriers of poverty, lack of roles models, lack of understanding and an inadequate career curriculum may be hindering black South African high school students' advancement in career development. This research also sought to identify factors influencing meaningful career choice in the LO courses.

Within disadvantaged communities, occupational injustice and occupational deprivation are occurring. Occupational therapists have the skills and knowledge to address the needs of disadvantaged South African youth. Black South Africans comprise 79.2% of the South African population, yet less than 8% of South African career development research is focused on this group (as cited in Watson, McMahon, Foxcroft & Els, 2010). It is crucial to conduct research with this population so that advancements in career development and academic success can be made.

Literature Review

In this literature review, the South African educational curriculum, barriers that black South African students face in attaining their education, and listening conceptualization of high school students will be discussed. In this first section, the Life Orientation curriculum for the learning area of world of work is presented and the effectiveness explained. Researchers will then discuss barriers student's face, such as of parental absences, lack of role models, poverty, and the educational context and environment of disadvantaged communities in South Africa. Finally, metacognition and listening beliefs of students were examined.

Curriculum

The *National Curriculum Statement Grades R-12* (NCS) outlines the policy on assessments and curriculum (Department: Basic Education Republic of South Africa, 2012). As of January 2011, amendments were made to improve the NCS. A *Curriculum and Assessment Policy Statement* (CAPS) was developed to replace the old Learning Program Guidelines and Subject Statements of the NCS. A CAPS was developed for each of the school subject areas. The revised National Curriculum Statement Grades R – 12 represents a policy statement for

learning and teaching in South African schools (Department: Basic Education Republic of South Africa, 2012). The CAPS outlines week by week what the teachers should be teaching.

Ninth grade Life Orientation curriculum dedicates 11 hours over the course of 40 weeks, on the learning area of world of work. During these hours the educator goes over planning for lifelong learning, career and subject choices, career choices after completing 9th grade, how to write and read for different purposes, and time management skills (Department: Basic Education Republic South Africa, 2012). During the 9th grade, students make decisions about their career choices based on their interests and strengths. During term three students are introduced to NCS subjects they will see in Grades 10, 11 and 12 which link career interest with subject choices. Decision-making skills are also introduced during this time period. Students are taught the steps to choosing subjects that relate to their abilities, personal interests and career interests (Department: Basic Education Republic South Africa, 2012).

Research suggests that the curriculum for the learning area of *work and world* is not adequately introducing careers to black South African youth (Watson et al., 2010). Black disadvantaged youth have limited views on career education and knowledge of the world of work (Watson et al., 2010). This may be due to a lack of understanding of learning objectives because the learning objectives are inadequately defined (Buthelezi et al., 2009). Though the curriculum outlines learning objectives for goal making, there are discrepancies between what is taught and students' career goals. Career research conducted in South Africa indicates disadvantaged students have unrealistic and non-marketable career goals (Watson, 2010).

Barriers in South African Education

Students who live in the townships of South Africa face several barriers in their education, which may affect their career development opportunities. The major barriers include

the absence of a parent, lack of role models, poverty, and the context and environment of the education system. Overall, there is a lack of funding, leadership, role models and career information resources for black South African students (Watson, 2010).

Parental absence.

A substantial amount of South African students face parental absence in the home. In South Africa, 80% percent of mothers reside in the homes and only 48% of fathers live in the home. Children who live at home with their parents are more likely to be at or above their grade level (Chuong & Operario, 2012). Having parents in the home has a positive effect on the students' academic level, which will assist them in their career choice. In 2008, the World Health Organization reported that 1.4 million South African children were orphaned due to the HIV/AIDS epidemic (World Health Organization [WHO] et al, 2008). The number is expected to peak in 2015, leaving 3 million South African maternal orphans and 4.7 million South African paternal orphans (Johnson & Dorrington, 2001). Black South African children who are orphaned are vulnerable to educational delays in school, being enrolled in school late, and low levels of school attendance (Chuong & Operario, 2012). Although HIV/AIDS has left many students orphaned in South Africa, there are children who are not orphaned but still face parental absence in the home (Children Institute, 2009).

Chuong and Operario (2012) found that the effect of having a parent in the home is significantly important for school success. In South Africa, school success is positively impacted by maternal and paternal presence. Of children who had lost a father, 33% of them also experienced maternal absence in the home. Of children who had lost a mother, 57% experienced paternal absence in the home (Chuong & Operario, 2012). Children who had faced the death of a parent were significantly behind in school compared to the students who had not

lost a parent. Children who had experienced the death of both parents were at the highest risk for being behind in school. Eighty-three percent of those children who lived with their mother were at or above their grade level. For the children who were living in the same household as their father, 85% were at the proper grade level (Chuong & Operario, 2012).

Older orphans experience more of an educational delay than younger children do (Chuong & Operario, 2012). This may be because the older orphans are more likely to take on the head of the household role compared to the younger children. For older orphaned children who were not living with either parent, 58% assumed the role of the head of their household, while other children lived with their grandparents, sibling or another relative (Chuong & Operario, 2012).

Lack of role models.

Role models can have a significant impact on students' self-efficacy that can impact the students' career development. There is a strong relationship between adolescents' social environment, self-efficacy beliefs, and their career development (Buthelezi et al., 2009).

Although role models in the home have a positive effect on students in South Africa (Chuong & Operario, 2012), peers in the community often have a negative effect on students' self-efficacy (Buthelezi et al., 2009). According to Buthelezi, Alexander & Seabi, (2009), South African peers often ostracized students who report aspirations to succeed. Youth in the neighborhoods spend their time on street corners, smoking drugs and drinking alcohol, and tell peers they will go nowhere and there is no future for them. In addition, unfavorable adult attitudes contributed to childrens' low self-efficacy (Buthelezi et al., 2009).

Many students in disadvantaged communities are exposed to challenging issues such as suicide, teenage pregnancy, and dropping out of school. The students may give up on education

and pursuing a career because they have low self-efficacy (Buthelezi et al., 2009). The students' career aspirations may be unattainable, which can lead to low self-efficacy (Swanson and Fouad, 1999). The students may have seen people fail or have experienced failure themselves. Low self-efficacy may lead to avoidance of career decisions (As cited in Buthelezi et al., 2009).

The context of disadvantage communities in South Africa townships causes students to witness more failure than success in career achievement. Students reported low self-efficacy beliefs, lack of motivation, lack of confidence, and a sense of hopelessness (Buthelezi et al., 2009). Student's self-efficacy is an important factor in their career development. Patton et al., (2003) speculated that having high self-esteem and self-efficacy results in less perceived barriers than those students who have low self-efficacy and self-esteem. Self-efficacy has also been related to perceived career barriers, career exploratory behavior, and career indecision (Patton et al., 2003).

External factors in the community, such as job availability, negatively impacts students' confidence in their ability to make a career decision. "*Career decision making self-efficacy*" is a term that refers to the student's beliefs in their own competence to make career decisions (Patton et al., 2003). Role models from disadvantaged areas can help students to overcome history and current negative impacts from the community in order to improve their self-efficacy. The population of South Africa needs more role models who come from disadvantaged areas (Watson, 2010).

Poverty.

Poverty is a barrier that a majority of black South Africans experience. Poverty limits the amount of resources children have to be successful in school, creating occupational deprivation, which may decrease opportunities to further their education. In 2003, the South African

Department of Health reported that the Eastern Cape region has the worst health and socioeconomic indicators in the country. Twenty-five percent of the population in this region are unemployed and three quarters are living in poverty (Eastern Cape Development Corporation, 2008).

South African children who come from families with limited economic resources and low levels of parental education, are less likely to enroll in school and more likely to drop out of school (Watson, 2010). Another contributing factor that affects childrens' economic resources is the lack of parental presence due to abandonment, drugs, alcohol or leaving to find a job (Ardington & Leibbrandt, 2010). Due to a lack of parental presence, many elderly grandparents are raising their grandchildren. The grandparents may be having difficulty caring for themselves economically and have the added financial burden of their grandchildren (Ardington & Leibbrandt, 2010).

Black South African students may have difficulty financing the education needed for high status occupations. In 2010, Watson, McMahon, Foxcroft and Els conducted a study of black South African students' occupational aspirations. More than 80% of the black South African students in the study reported a high status occupation as their aspired career. High status occupations included doctors, lawyers, and engineers. Less than 2% of the population were interested in skilled, semiskilled or unskilled occupations (Watson et al., 2010). The labor market trend in the Eastern Cape indicates that 7.88 % of the population were employed in a professional career, while the rest of the population was employed in skilled, semiskilled and unskilled occupations (as cited in Watson et al., 2010). Thus, these career aspirations may be unreasonable.

Educational context and environment.

Career development theories state that childrens' occupational aspirations may be influenced by their environmental context (Watson, 2010). Children who are raised in disadvantaged communities are experiencing occupational deprivation resulting in inadequate exposure to a variety of occupations. This limited knowledge leads to the unrealistic goals for future occupations (Watson, 2010). The students may not fully understand the potential barriers and steps to achieving a professional career (Watson et al., 2010). In addition to a lack of exposure to meaningful and realistic careers, South African students' futures are compromised by poor academic performance.

The context and environment of the educational setting has been shown to negatively impact students' academic performance. Schools in South African townships are significantly underfunded compared to white schools (Bonner & Segal, 1998). This lack of funding has led to overcrowding, ill-resourced classrooms, and a shortage of qualified teachers (Bonner & Segal, 1998). The legacy of apartheid has left a lasting effect on education, career counseling and personal development (Buthelezi et al., 2009).

Recent career education policy may remain socially exclusive if implementation and monitoring of the policy are not done. Scholars believe that the South African states have worked on implementing new curriculum in the education system, but have yet to evaluate the outcomes or impact of the new curriculum (Hemson & O'Donovan, 2006). Without evaluation of the new curriculum, the disparities continue to exist between those of high economic status and those of low economic status. Currently, there are no evaluations to test the effectiveness of the newly implemented curriculum (Watson, 2010). The lack of evaluation serves as a

disadvantage to township communities because no one is held responsible to improve the conditions.

Research indicates the current Life Orientation (LO) course is not meeting the needs of students effectively (Prinsloo, 2007) and students report that LO is viewed as a “free period” (Rooth, 2005). LO teachers have reported difficulty finding the necessary information to fulfill the career education portion of the LO course (Prinsloo, 2007). While students understand that the LO course has the potential to address career development needs, students report that their teachers are never in class. It has been reported that some teachers turn the responsibility of running the class over to a student in the class (Buthelezi et al., 2009).

Students believe that because of their disadvantaged background, they do not feel as though they have sufficient exposure to career development education. The schools often lack resources, such as a library, where the student can attain career information (Buthelezi et al., 2009). In addition, currently Westernized career counseling models and approaches are being used in South Africa. Some argue that there needs to be career approaches that are more contextually and culturally sensitive to this population (Watson, 2010).

Issues that affect career guidance are a lack of funding, leadership, role models and career information resources (Watson, 2010). Jansen (2009) reported that there are also internal “push out” factors that students experience or are exposed to while attending school that may affect their career guidance. A few of the push out factors include, unpredictable timetables, erratic teaching, and low instructional time. Jansen (2009) also identifies factors that pull students out of school such as drugs, theft and gangs.

Black South African students who live in disadvantaged communities face several barriers to succeeding academically. These barriers also affect their career development and

future occupations (Buthelezi et al., 2009; Watson et al., 2010). Students need to have parents in the home to have a positive role model and achieve greater academic success (Chuong & Operario, 2012.) These students are in dire need of role models. They often observe and face failure and these students need individuals to look up to (Buthelezi et al., 2009). The effects of poverty are significant, leaving students without educational resources, affecting the school environment (Watson, 2010). Finally, the educational context and environment affect funding, which leads to a lack of career development in the schools (Buthelezi et al., 2009).

Listening and Learning

In this section, studies on the importance of metacognitive strategies and learning are discussed. Listening in the classroom is critical to academic achievement and students who use metacognitive strategies report a deeper understanding of class content (Imhof, 2001). In one study, after taking a listening test, 49% of students who scored low on the test were on academic probation. Sixty-nine percent of students who scored high on the test were considered honors students (Conaway, 1982). Studies show that effective listeners perform better academically (Bommelje, Houston & Smither, 2003). However, research has demonstrated that little time is spent teaching students to be better listeners (Wacker & Hawkins, 1995), and students are often unaware that they have active control over listening (Imhof, 2001).

Three main metacognitive strategies have been shown to be effective for student listening comprehension. The first strategy is interest management. If a person is more interested in the topic, he or she is more likely to use metacognitive strategies (Imhof, 2001). It is difficult for a student to change the attractiveness of materials presented, but he or she can reflect on the subject and evaluate the topic (Vandergrift, Goh, Mareschal & Tafaghodtari, 2006). When individuals change their attitude towards the subject, they can override a habitual lack of interest

in that topic. By using interest management techniques, students reported improved listening objectives, critical note taking, relating prior knowledge, focusing on the listening process, participating in discussion, rehearsing information and reviewing notes to fill in gaps (Imhof, 2001).

Another metacognitive strategy students used was asking pre-questions. With pre-questions in mind, it was easier to establish and sustain attention during the lecture (Imhof, 2001). Pre-questions made it more clear for the students to understand what was learned and how the new content relates to existing knowledge. The intake of information was smoother because the students had prepared questions and was able to organize their thoughts during class (Imhof, 2001). When students created pre-questions, they reported that they were more curious about the topic, developed expectations and felt that the information was relevant to them. Pre-questions triggered student's prior knowledge and the quality of note taking was enhanced (Imhof, 2001). Good listeners ask themselves and others questions, monitor what they are attending to and use less translation and looked more globally for answers. These strategies promote a greater depth of comprehension (Vandergrift, 2003).

The last metacognitive strategy students used was elaboration (Imhof, 2001). Elaborations are based on the listeners' prior knowledge and experiences. When listening, the listener processes the new information to relate it to a broader perspective while comparing it to their prior knowledge and experiences (Vandergrift et al., 2006). Meaningful elaborations enhance information and make it more accessible for retrieval (Stein, Morris & Bransford, 1978). When listeners question for elaboration they plan for possible outcomes and verify their hypothesis (Vandergrift, 2003).

When listeners are in more control, they actively engage in planning for the task of listening and monitor incoming information to construct a framework of the content and comprehend the topic (Vandergrift, 2003). When using these metacognitive strategies, students reported a deeper level of processing, more reflective of the new material presented, a comprehensive understanding, integrated new information with prior knowledge, and improved attention and retention (Imhof, 2001).

Skilled listeners report using metacognitive strategies while in the classroom and experience more success academically (Vandergrift, 2003). Skilled listeners use more of a dynamics approach while using listening strategies. Skilled listeners are more flexible with the listening strategies and use both top down and bottom up approaches (Vandergrift, 2003). When students would use a top down approach they would process larger chunks of information and inferred the unknown from the larger context. When less skilled listeners use bottom up approach they translate each word, which resulted in the inability to keep up with the incoming input and had difficulty holding onto the overall meaning of the topic (Vandergrift, 2003).

Meaning is constructed with a combination of metacognitive strategies. New material continuously interacts with prior knowledge and expectations to develop deeper meaning and a complete summarization of the topic addressed (Vandergrift, 2003). Problem solving is important for successful metacognition, therefore flexibility is necessary in addition to using a variety of strategies such as questioning, elaborations, use of prior knowledge and new knowledge (Vandergrift, 2003).

Statement of Purpose

Education directly affects the national productivity, living standards and competitiveness of a country in the global economy. An educated population is necessary for a country's

economic growth (Chuong & Operario, 2012). Regardless of post-apartheid movements, career patterns in South Africa remain skewed in favor of the privileged minority, and the majority of black persons continue to receive inadequate education & career guidance (Maree, 2009).

Research shows that students raised in disadvantaged communities have unrealistic occupational aspirations. This may be because they lack exposure to a variety of occupations and do not fully understand how the barriers in their lives will make it difficult to attain a professional career. A majority of black students report the desire to attain a high status career (Watson et al., 2010). The Career Development Questionnaire inquired about students' beliefs regarding and influences regarding careers.

The current lack of career guidance in South African schools, particularly disadvantaged communities, negatively influences the students' hope for the future (Maree, 2009). Students in these areas also have limited role models to look up to (Chuong & Operario, 2012) and experience and observe failure (Buthelezi et al., 2009). The Hope Scale (Snyder et al., 1996) was used to assess if the students in our sample have hope for the future.

Students who use metacognitive strategies in the classroom report a deeper understanding of the topic (Imhof, 2001). Although the barriers may have a significant impact on student's academic success, the researchers wanted to explore if the sample is using metacognitive strategies in the classroom. The Janusik-Keaton Metacognitive Listening Strategies (Vandergrift et al., 2006) and Imhof-Janusik Listening Concepts Inventory (Imhof & Janusik, 2006) were used to discover whether the students are using metacognitive strategies to fully understand the content in the Life Orientation course and to identify students' beliefs about listening.

This research was directed by the following questions:

1. What factors influence career choice of black South African 9th graders living in disadvantaged communities?
2. What barriers exist that may prevent black South African 9th grade students living in disadvantaged communities from finding a meaningful career?
3. How hopeful are black South African 9th grade students are for the future?
4. What metacognitive strategies do black South African 9th grade students use while listening in the Life Orientation classroom?
5. What are black South African 9th grade students' beliefs about listening while they are in the Life Orientation classroom?

Theoretical Framework

Occupational therapy practice emphasizes a holistic approach to identifying all factors that affect clients' occupational performance. Factors that occupational therapists consider are a) the clients' needs, b) concerns, and c) interests (Jacobs & Jacobs, 2009). In addition to these factors, occupational therapists are also concerned with the context and environment. Therapists are mindful that there may be occupational injustices as well as occupational deprivation that may be operating within the environment that may be affecting human performance.

Occupational deprivation is influenced by external circumstances that prevent a person from using, enjoying or acquiring occupation over a long period (Jacobs & Jacobs, 2009). There is also deprivation of occupational choice due to circumstances beyond the control of the individual or community (Jacobs & Jacobs, 2009). Occupational injustice is defined as a lack of resources required to sufficiently participate in occupations for personal needs and full citizenship (Jacobs & Jacobs, 2009). The Ecology of Human Performance Model (EHP) examines the relationship

between the person, the environment, and the activities individuals choose (Dunn, 2007).

Having an understanding of how these factors influence each other can help identify occupational injustices and deprivation that may interfere with a students' career development. The EHP model will be used to analyze how career choice is influenced by intrinsic and extrinsic factors. Intrinsic factors are those that are within the individual and extrinsic factors are those that are external to the individual.

The occupational therapy faculty at the University of Kansas Medical Center created the Ecology of Human Performance Model in the early 1990s (Lee, 2010). The focus of the model is the interaction between humans and the context that affects human behavior and task performance (Lee, 2010). The major emphasis of the model is the transactional nature between the person, task performance, and context (Lee, 2010). Understanding this transactional nature allows occupational therapists to identify clients' performance needs and develop strategies to enhance occupational performance in areas such as career development. The model consists of four major constructs: person, task, context and performance (see Figure 1). The interaction between the constructs determines the performance range (Dunn, 2007; Lee, 2010)

Figure 1. Schema of the Ecology of Human Performance model. Adapted from Dunn, Brown and McGuigan (1994).

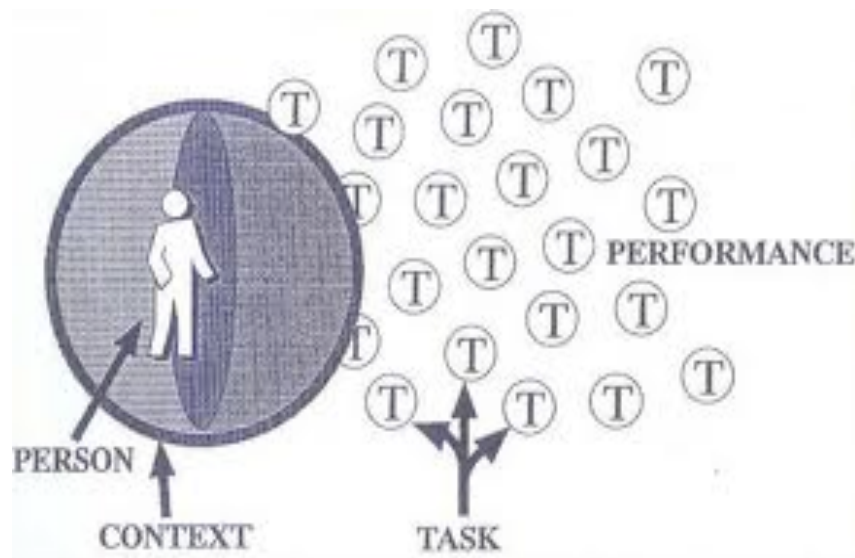


Figure 1. The persons are imbedded in their context. There are many tasks in the environment the person can engage in. Performance is the interaction between the persons' engagement in a task within the context (Dunn, 2007).

The EHP model recognizes that each person is complex and has unique qualities. The person is viewed as having psychosocial, sensorimotor and cognitive skills, which impact performance (Dunn, 2007). For example if the client has self-efficacy, physical performance and cognitive abilities the person is more likely to have a better performance than a person who lacks self-efficacy, physical performance, and cognitive processing. The person also brings experiences and interests to their contexts, which influence their behavior. The only way to understand a behavior is to observe the person in the context (Dunn, Brown & McGuigan, 2005).

The second construct is context, which includes the temporal, social, cultural, and physical environment (Dunn, Brown and McGuigan, 1994). The temporal component examines contextual expectations determined by the individual's life cycle and age. EHP proposes that the interaction between the person and the context determines what behaviors and level of participation will take place (Dunn et al., 1994). The context can either inhibit or support the

skills and abilities of the person and can also affect the persons' interest (Dunn, 2007). EHP emphasizes that it is impossible to understand occupational performance and participation outside of the context (Dunn, 2007).

Task in the EHP model is recognized as an objective set of behaviors that are needed to accomplish a goal (Dunn et al., 2005). A person combines tasks with skills and abilities to obtain a goal (Dunn, 2007). When a person uses his or her skills and abilities to engage in a task, he or she uses environmental cues to support performance (Dunn et al., 2005). The demand of a task dictates what behaviors the person needs in order to be successful in completing the task. In addition, the person's abilities, skills and interest combined with context will also influence which tasks will be performed to obtain a goal (Dunn et al., 2005).

Performance is influenced by the interaction between the person, task and context (Dunbar, 2007). A persons' performance cannot be understood outside the context (Dunn et al., 2005). Performance is the use of the persons' skills and abilities within the context to engage in a task (Dunn, 2007). The interaction between the environment and the person results in a performance range. Performance range is the scope of tasks that a person can do within the context (Dunn, 2007). Some tasks come into range and others are outside, creating a narrow performance range. There are two contributing factors that will limit performance range. When the person has the skill set and abilities but the context does not have the resources to support the skill, a narrow performance range will occur (Infusing, 2007). Another factor influencing range is when the skills and abilities are not adequate for the context, even though the context is useful (Infusing, 2007). Overall, occupational performance is heavily influenced by context. If the context does not support the persons' skill level and abilities or the person lacks experience in that context, performance range will be poor.

The Ecology of Human Performance model describes five intervention strategies, which are similar to the Occupational Therapy Performance Framework (OTPF). The interventions are establish/restore, alter (alternative), adapt/modify, prevent and create (Schultz-Krohn & Pendleton, 2006). In an adapt intervention, changes are made to the context and task variables so that the person has access to the activity (Dunn et al., 2005). An alternative approach focuses on finding a better environment, rather than having the person or environment change (Dunn et al., 2005). For example if a student is having difficulty at school A, using an alternative approach, the child would move to school B rather than changing the environment of school A or trying to improve the student's skill. In a preventative intervention the person, the context, or the task is addressed to prevent possible problems (Schultz-Krohn & Pendleton, 2006). In an establish/restore intervention, it focuses on improving the person's abilities and skills. In the final intervention, create focuses on all three variables (person, task and context) are addressed to create opportunity for occupational performance (Schultz-Krohn & Pendleton, 2006). For the purpose of this study a create intervention will be put into place.

The EHP model will be used to guide this research in addressing career development. The research was conducted to identify and analyze the career influences and barriers, level of hope, metacognition and listening beliefs of black South African 9th grade students. The three constructs of person, task, and context will be analyzed to evaluate performance range in choosing a meaningful career. In accordance with the EHP model the person is the black South African 9th grade student, the context is the disadvantaged community, and the task is choosing a meaningful career. The EHP intervention of create will be implemented. The intervention of create has been selected to evaluate all three variables of person, task and environment, to create opportunity for career development for black South African 9th grade students. Performance

range in this study will be the interaction between the students' environmental context and their own development of self. Psychosocial function, such as hope for the future, will be examined in relation to perceived barriers.

The EHP model will serve as a guide to analyze the performance range of career development in the participants. Career development is an important aspect of education for black South African youth and is needed if students are to rise above poverty and attain a meaningful career. This study will be examining person and context in order to evaluate whether career development is supported.

Ethical and Legal Considerations

Researchers completed and submitted an application to the Institutional Review Board for Protection of Human Subjects application. Upon approval, principals of two South African township high schools were contacted and asked to allow their students to be approached by the researchers to participate in the surveys and assessment (Appendix G).

Researchers followed Occupational Therapy Code of Ethics with particular attention paid to the concepts of beneficence, nonmaleficence, autonomy and confidentiality. As stated in the Occupational Therapy Code of Ethics, beneficence is to maximize the possible benefit of the study for the participants. One of the researchers' goals was to provide the black South African students with an assessment that would expose them to a variety of occupational choices. In addition to exposure to new career choices, the results of the assessment provided the participants with possible career options that may fit their interests. The participants can benefit from new insight to careers they may have not previously been exposed to. To address nonmaleficence, participants were notified of the research participant's bill of rights (Appendix H) and told that they were able to withdraw from the study at any time.

To insure autonomy and confidentiality, prior to the beginning of each class period, the researchers notified the participants that what was said in the class room during that time, would remain confidential between the researchers and participants. The participants were notified that the only individuals to read the surveys would be the researchers and researcher advisor. The participants initially put their names on the surveys, but the researchers notified them that a coding scheme would be developed and their names would be taken off the surveys and replaced with a number. Veracity was established by the researchers honesty and disclosure of all necessary information to the participants.

The surveys the researchers used were a) The Hope Scale (Appendix C), b) Janusik-Keaton Metacognitive Listening Strategies (Appendix D), and c) Imhof-Janusik Listening Concepts Inventory (Appendix E). The surveys are public domain therefore consent was not necessary. The assessment Envision Your Career: A Language-Free Video Career Interest Inventory was purchased by the Occupational Therapy Department.

Methodology

Design

The research design for this study was a non-experimental, descriptive study using both quantitative and qualitative data collection and analysis strategies. This mixed methods design was chosen in order to gain a deeper understanding of students' life experiences and contexts. The qualitative data provided the researchers with perceived barriers in career choice, the meaning of work and personal beliefs regarding career choice. The quantitative data provided the researchers with information regarding how the participants learn about career choices, the importance of careers, hope for the future and listening beliefs and strategies.

Participants

The location of the study was township high schools in Port Elizabeth, South Africa. A total of 392 participants, 167 males and 197 females, participated in the study. Twenty-eight of the participants did not report their gender. Participants were black South African 9th grade students attending high school. All materials were presented to the students throughout school hours, during the Life Orientation class. Consent forms were sent home with each participant and signed by themselves and their caregivers. The Eastern Cape has the worst health conditions and socioeconomic status in the country (South African Department of Health, 2008). Therefore, the population from which our sample is drawn are living in and attend schools in these poor conditions and context. When comparing ages of the participants males ($M=15.45$, $SD=1.232$, $N=165$) were older by a significance of .44 years when compared to females ($M=15.01$, $SD=.939$, $N=197$) $t(302.600) = -3.843$, $p = .001$.

Data collection procedures

An Institutional Review Board (IRB) application was completed and approved. The researchers sent home consent forms to obtain informed consent from the high school students and caregivers (Appendix A). Data collection was a multi-faceted process, conducted over a period of eight days. Over the course of three to four class periods, each participant completed a Career Development Questionnaire (Appendix B), The Hope Scale (Appendix C), Janusik-Keaton Metacognitive Listening Strategies (Appendix D), Imhof-Janusik Listening Concepts Inventory (Appendix E) and a Career Reflection Questionnaire (Appendix F). As part of the research agreement with the high schools, the researchers provided a service. The service provided to the participants was a career assessment called Envision Your Career: A Language-Free Video Career Interest Inventory (Kenneally & Strelkoff, 2005). Based on the results of

each participants' career assessment, the researchers discussed the potential career paths the students may be interested in.

Instruments

The Career Development Questionnaire and Career Reflection Questionnaire were made up of yes or no questions and written responses. The questions inquired whether the students believe they have a choice of careers, what work means to them and their family, how the students currently learn about careers, what barriers the students face in choosing a meaningful career and whether career development is important to them. A career assessment called, *Envision Your Career: A Language-Free Video Career Interest Inventory* (Kenneally & Strelkoff, 2005) was also used. This assessment was chosen because it is a language-free, visual assessment. The assessment is ideal for individuals who possess limited English, reading and writing skills. The assessment provides areas of potential career interests, which can be further explored by the individual. The Career Reflection Questionnaire inquired whether the assessment was helpful to the students when thinking about choosing a career. The Career Reflection Questionnaire also asked what the students learned from the assessment.

The Hope Scale measures success in various areas of life performance (Snyder et al., 1996). Hope is an important component of an individuals' likelihood of success while facing challenges during a transition. If an individual has strong hope in fulfilling a dream, the individual is more likely to stay in school (Snyder et al., 1996). Individuals that possess high hopes have a clear vision of aspired goals, can generate alternative goals if the original does not work and the individual will actively pursue their goals. The Hope Scale is a brief self-report that predicts success in various areas of life performance. Hope was measured with questions that evaluated agency and pathway components of hope. Agency is characterized by drive and

energy to meet goals (Babyak et al., 1993). Pathway is described as the individuals perceived accessibility of ways to achieve a goal (Babyak et al., 1993). Reports were indicated on a likert scale: definitely false (=1), mostly false (=2), mostly true (=3) and defiantly true (=4). It is an internally consistent and valid measure of ongoing goal-directed behavior (Snyder et al., 1996).

The researchers also wanted to explore factors of listening that may affect students' ability to learn about career choices. The Janusik-Keaton Metacognitive Listening Strategies (Vandergrift, et al., 2006) and Imhof-Janusik Listening Concepts Inventory (Imhof & Janusik, 2006) were administered to discover if the participants were actively listening during the Life Orientation class, if they use multiple strategies to attain the class content, and if the participants understood how to prepare themselves to effectively listen during class. The Janusik-Keaton Metacognitive Listening Strategies evaluates the use of four listening strategies, which are planning and evaluation, problem solving, mental translation, and directed attention. The survey used a likert-scale in order to report answers as follows, strongly disagree (=1), disagree (=2), sometimes (=3), agree (=4), and strongly agree (=5). This measure has good internal reliability that Cronbach alpha's ranges from .68 to .78 (Vandergrift, et al., 2006).

The Imhof-Janusik Listening Concepts Inventory provided the researchers with insight on the students' beliefs about listening. Descriptive statistics were used to compare the differences of components of listening concepts between males and females. The 15-item list was rated with a minimum of 1 (=not at all similar to listening) and maximum of 5 (= identical to listening). The 15-items were divided into 4 subscales: *listening as organizing information dimension*, *listening as relationship building dimension*, *listening as learning dimension* and *listening as critical dimension*. Each of the items on the subscales were summed up for a total score, resulting in a total of four scores (Imhof & Janusik, 2006).

Analysis

In order to evaluate qualitative data gathered from Career Development Questionnaire and Career Reflection Questionnaire, a thematic content analysis was conducted. Themes were generated by reading over the raw data several times. The themes were then coded and categorized. The qualitative data provided the researchers with participants' perspectives on factors that influence their career choice. Analyzed data also showed researchers participants' perceptions on barriers that prevent them from finding a meaningful career.

The Statistical Package for the Social Science (SPSS), version 13 was used to organize and analyze quantitative data. SPSS software provided the researchers with numerical values regarding whether the students have hope for their future. The data of the Janusik-Keaton Metacognitive Listening Strategies survey and Imhof/ Janusik Listening Concepts Inventory were also processed using SPSS. Descriptive statistics were used to compare the differences of components of listening concepts between males and females. The data was then analyzed using one-way analyses of variance to examine if there are significant differences between groups. A two-tailed level of significance was used to test the means.

Results

Research Question #1: What factors influence career choice of black South African 9th graders living in disadvantaged communities?

When participants were asked on the career development questionnaire, "What is the meaning of work to your family?", responses revolved around five principle themes. The five themes that emerged were: a) important; b) happiness; c) making money; d) having basic needs of food and housing; e) helping/ providing services for family and community. Each of the themes will be explained further below.

Twenty percent (N=200) of the students reported meaning of work as important. The students used phrase such as *“means a lot”* or *“big thing”* to describe the meaning of work to their family. Students replied by stating *“work is a big thing”*, *“It’s something that is important to them”* and *“Work is something you need in your life”*. Overall, the students valued work and believe it is significant.

Forty-one percent of the participants (N=200) stated happiness, when reporting the meaning of work, meaning a career should be a source of happiness, in addition to meeting basic needs. A participant stated, *“Yes, it makes me happy and I’m going to have money, food and housing for my family”*. Another participant stated, *“Work means more than just money and food, work is about doing what I like and from my own opinion, work has to make me happy”*. Some of the participants believed a career should make you happy because it is based on your interest and choice. A participant reported *“My career makes me happy because I love it and I’m interested in it so that is why I’m happy for it and my family supports me to”*. Another participant stated, *“Definitely I will be happy because I will be working where I want”*. Participants’ responses indicate that they believe a meaningful career is one that makes them happy.

Money was an on going theme within the responses. Twenty-one percent (N=200) of the participants mentioned money when defining the meaning of work to their family. Participants mentioned money as a valuable resource for food, housing and to support their family. Some of the participants also mentioned a career is more than just making money. One of the participants stated, *“Work means more than just money and food, work is about doing what I like”*. Another participant stated, *“It not only means making money but serving mankind”*. The theme of money tended to overlap with the other themes of happiness, having basic needs of food and housing,

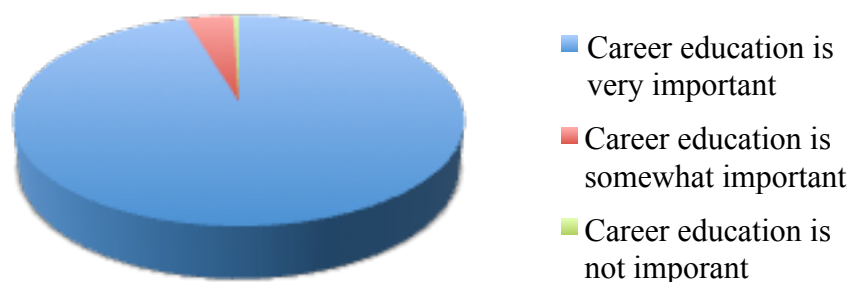
and helping/ providing services for family and community. For example, majority of participants who mentioned money associated it with food and housing. A participant stated, *“Meaning to me making money for food and housing because some of us are poor”*. In addition, *“Doing what you love and making money for food and housing in order to support your family”*.

Sixteen percent (N=200) of the participants mentioned food and housing when asked about the meaning of work to their family. A participant stated, *“Work is more important in my family some people they are not working so they don’t have enough food, clothing etc”*. Another participant stated, *“Means just making money for food and housing”*.

The last theme that emerged was that the meaning of work is to help/provide services for family/community. Thirty- one percent (N=200) reported helping/serving family and community is the meaning of work. A participant reported, *“I want to help people in our country and I want my parents and community to be proud and happy about my career”*. Another participant stated, *“In my own perspective, work means the responsibility to feel proud of yourself after changing other peoples lives”*. These responses indicate that the participants are concerned about the welfare of those around them as well as themselves.

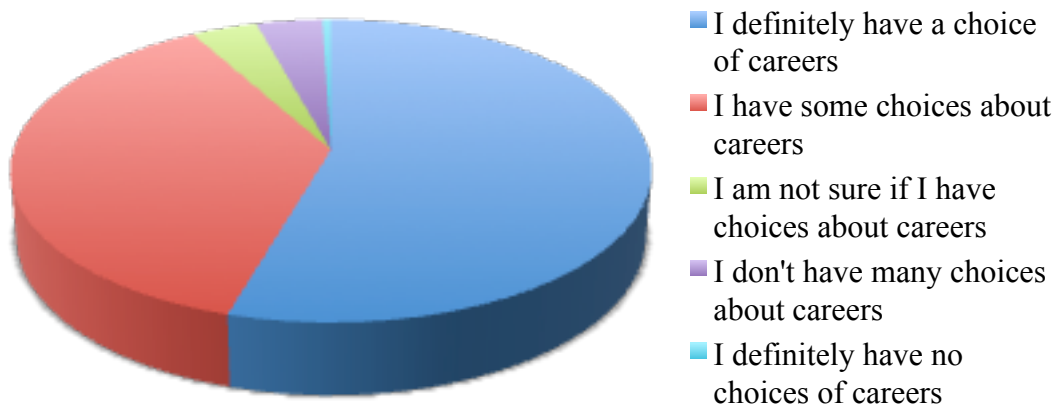
When students were asked how important their career was to them, 95.4% of the participants indicated that their career education is very important to them (See figure 2).

Figure 2: Importance of Career Education



Students were also asked if they feel as though they have a choice of careers. Fifty-four percent of the participants indicated that they definitely have a choice of careers (See figure 3). There was a significant difference found when males ($M=1.69$, $SD=.927$, $N=156$) and females ($M=1.51$, $SD=.661$, $N=195$), $t(270.874) = -2.097$, $p < .05$, were asked if they have career options. Females reported that they feel as though they have more career choice than males.

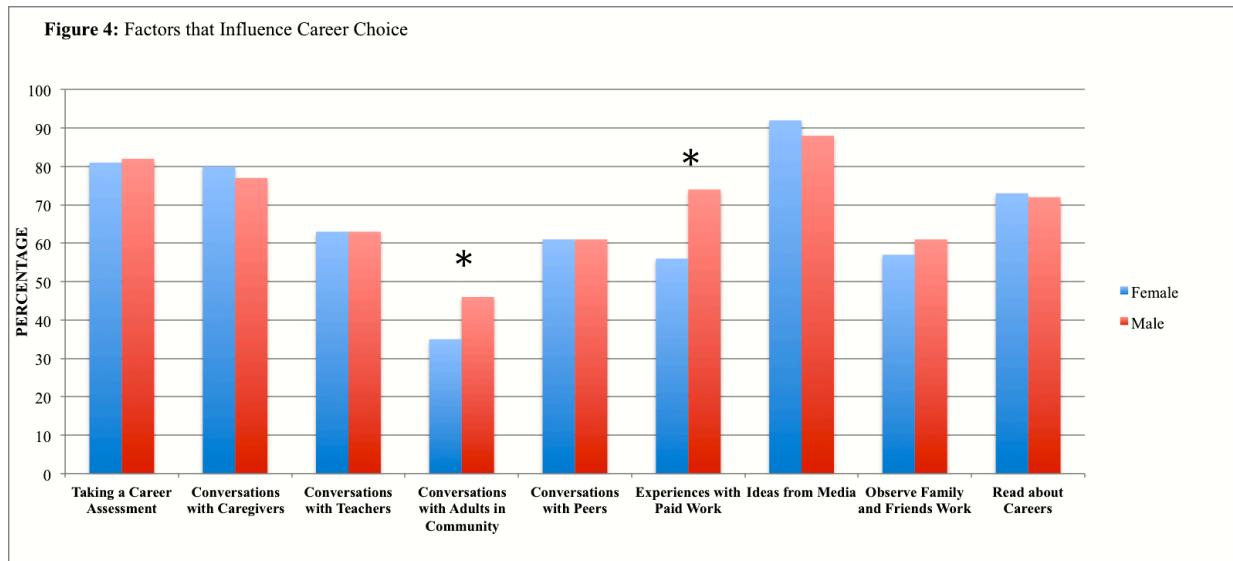
Figure 3. Do you Feel You Have a Choice of Careers?



On the Career Development Questionnaire there was a series of nine yes and no questions regarding influences on choosing a career (See table 1 and figure 4).

Table 1. Factors That Influence Career Decisions.					
		N	Mean	Standard Deviation	Standard Deviation Error Mean
I take a career assessment at school	Female	195	.81	.397	.028
	Male	165	.82	.382	.030
I have conversations with my parents or caregivers	Female	194	.80	.402	.029
	Male	163	.77	.420	.033
I have conversations with my teachers at school	Female	193	.63	.485	.035
	Male	162	.63	.484	.038
I have conversations with adults in the community	Female	191	.35	.477	.034
	Male	164	.46	.500	.039
I have conversations with my peers	Female	191	.61	.488	.035
	Male	160	.61	.490	.039
My experiences with doing paid work help me decide	Female	189	.56	.498	.036
	Male	160	.74	.441	.035
I get ideas from television and other media	Female	192	.92	.277	.020
	Male	163	.88	.329	.026
I see what my relatives and friends do for work	Female	192	.57	.496	.036
	Male	161	.61	.490	.039
I read about people working and think about jobs that way	Female	194	.73	.447	.032
	Male	162	.72	.452	.036

Note. The “no” answers were entered into SPSS as a value of 0 and the “yes” answers were entered in as the value of 1. When the mean is above .50, a majority of the population answered “yes”.



A significant difference was found between males ($M = .46$, $SD = .500$, $N = 164$) and females ($M = .35$, $SD = .477$, $N = 191$), $t(339.3) = -2.622$, $p < .05$, when asked if they talk to adults about career choices with males reporting they talk to adults more. There was also a significant difference between the genders when asked if doing paid work influenced their career choice, with males reporting engaging in paid work ($M = .74$, $SD = .441$, $N = 160$) more often than females ($M = .56$, $SD = .498$, $N = 189$), $t(346.231) = -3.514$, $p < .05$.

Of the 300 participants who reported taking a career assessment during school, 68% ($t(97.248) = -3.722$, $p < .001$) also reported having conversations with their teacher about careers. Of the 143 participants who reported having conversations about career choice with adults in the community, 69% ($t(311.002) = -3.296$, $p < .05$) also reported seeing what their relatives and friends do for work influences their career choice.

One hundred and forty three participants reported that they talk to adults in the community about careers, 81% ($t(341.810) = -3.389$, $p < .05$) of these participants also reported that they read about careers. Two hundred and sixty two participants reported reading about careers, 63% ($t(183.734) = -3.097$, $p < .05$) of them also see what their relatives and friends do

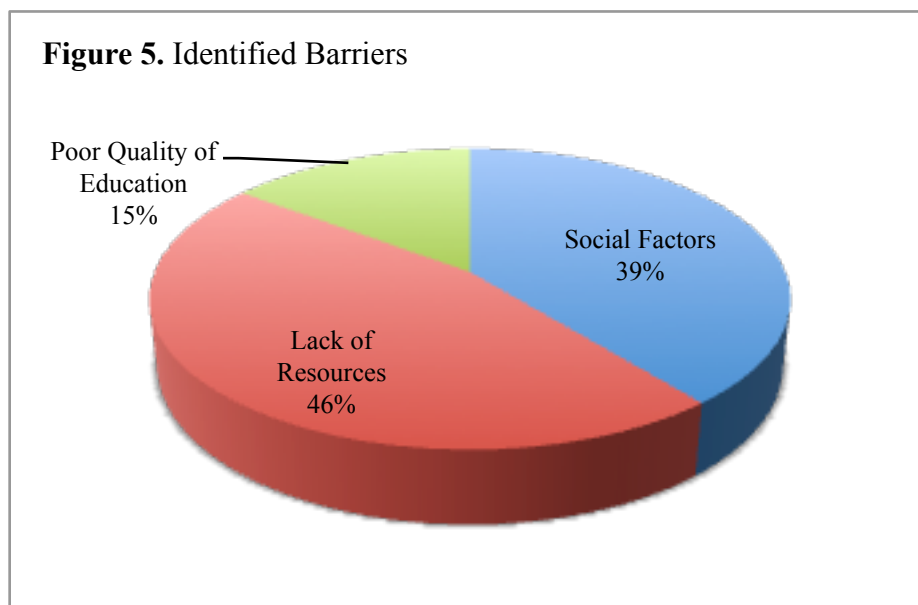
for work. A significant difference of .28 ($t(332.0) = -3.723, p < .001$) was found between male ($x=1.19, SD=.704, n=159$) and female ($x= .91, SD= .687, n=186$) participants who learned about careers from the community (adults in the community and experiences with paid work).

Research Question #2: What barriers exist that may prevent black South African 9th grade students living in disadvantaged communities from finding a meaningful career?

Data analysis of the participants' responses from the Career Development Questionnaire revealed five distinct themes. When the students were asked "Today, in 2012, do you believe there are barriers that could stop you from finding a meaningful career for yourself?", results were almost evenly split with 51.18% of the participants responding "yes" and 48.82% responding "no".

There are Barriers

For those participants who responded yes, the categories that emerged were social factors (35.26%), lack of resources (41.62%), and poor quality of education (13.29%) (see figure 5).



Social factors.

The first theme that emerged from identified barriers were social factors. Social factors were categorized by peer pressure, corruption, lack of parental support and jealousy. Fifty-three percent of the social factors were reported as peer pressure. Some of the students explained that their friends do not think school is worth it. *“Some of my friends don’t want me to go to school and they said ‘what are you going to gain at school’ and I said I want to follow my career”*. Other students stated that their friends push them towards drinking and drug use. *“Friends you have will make you lose what you were wishing for. Like pushing you to drink or do drugs and you will maybe lose what you were wishing for.”* Some students explained that their peers are distractions during school. *“My boyfriend is disturbing me at school and my friends are disturbing me about the other things”*. Results indicate that students believed their friends/peers as barriers when finding a meaningful career.

Corruption accounted for 9% of the social factors identified as barriers to finding a meaningful career. Some of the students simply stated that they thought their school was corrupt. While other students discussed corruption in the macro-system, *“In hospitals people are not getting medicine and that make me feel bad and its like the minister of health doesn’t care about that”*, one student said, *“Because in 2012 there’s a lot of corruption”*. Crime, theft and strikes were also categories as corruption. *“I would like to be a policeman because I want to stop crime in my country not just because I want money”*. Participants in the study identified corruption in their school and community as barriers when finding a meaningful career.

Another category under social factors was lack of parental support, which accounted for 20% of the social factors. Several students’ stated that their parents did not support them in their career choice. *“My parents they say what I want to be it doesn’t pay enough money and I do it*

for passion not for the money". Another student said, *"Yes they are barriers and my father is one of them, he does not support my dream or career."* There were also students who stated that the lack of support was absence of parental presence in the home. *"I wish I can have someone who can help me because my mom is always working"*. Results indicate that the lack of parental support, emotionally and physically, is a barrier when finding a meaningful career.

The last category under social factors is jealousy. Jealousy accounted for 18% of the social factor responses. Several responses included that there were 'people' or 'they' who were jealous. *"People become so jealous about what you want because they don't have the opportunities I have"*. Some students explained that they did not think that other individuals wanted to see them succeed. *"Because they will stop you, they don't want to see you be succeed they are jealous. They don't want to see you work"*. Another student said, *"There are people who have jealousy of what I do, always looking at me they are ready to talk bad stuff"*. *"Because some people in the communities don't want other people to be successful in life."* Participants in the study indicated that feelings of jealousy from other members in their community are a barrier to them finding a meaningful career.

Lack of resources.

When students responded yes and listed their barriers, lack of resources accounted for 41.6% of the yes responses. The researchers categorized lack of money and lack of transportation as resources. Money accounted for 75% of the resource responses. Several students simply stated that 'money' was a barrier while other students explained further. *"At home we don't have enough money to make my dream or career come true"*. Another student stated, *"My parents don't have money for me to succeed in my dream and my choice"*. Bursaries (scholarships) and social grant money was discussed by a handful of students. Even though

bursaries can be difficult to receive, some families depend on this money, *“Income is problem my mother is sick and my dad lost job so we have to depend on social grant money.”* *“My parents don’t have money for me to succeed my dream and my choice”*. The lack of money affects the participants ability to attain school supplies, *“I don’t have money for school fees. When you don’t have money for school here in school they don’t give you textbook. And the teachers tells you go out of the classroom because you don’t have textbook to read or learn.”* Students also see money as a barrier to further their education. *“Shortage of money for me to study further”* and *“My parent can’t afford to pay me the fees of university”*. Results indicate that the lack of money is a barrier for students because they are not able to have supplies for school or to further their education in order to find a meaningful career.

Another resource that students identified as a barrier to finding a meaningful career was transportation (19%) to school. Several students stated that not having a car made it difficult to arrive at school. Some students discussed that they lived far away and it was challenging for them to get to school. *“Because I live far away and at home we don’t have car”*. Other transportation in the community, such as busses, are also difficult to reach. *“The transportation is very scarce”*. Results indicate that students find it difficult to find transportation in order to attend school. Transportation inhibits their attendance thus negatively influence their education and future careers.

Poor quality education.

The last theme that emerged as an identified barrier was poor quality education, which accounted for 13% of the yes responses. Comments regarding schooling and the students’ education level were a common thread across the participants in the study. Some students identified their own struggles in school. *“I can’t write”*, *“I cannot do Xhosa because I was in an*

English schools doing home language”, *“Not being able to read my books”* and *“Failing exams”*. Some students discussed not having sufficient education for careers. *“Not getting enough information about what I want to do, and not doing practiced courses”* and *“I might be considered too young to find my dream job/career, also the lack of education might result in rejection by many companies”*. Other students talked about school structure. *“Not choosing right subjects”*, *“It depends on how you passed grade 9, Because you choose the subjects”* and *“My school has the course I want, but the problem is that I don’t have the full resources I need to fit in my meaningful career.”* Other students said their teachers were barriers for them to find a meaningful career. *“Teachers says you no good to the subject but you want that subject”*. Results indicate that the participants feel as though their quality of education is a barrier for them when thinking about a meaningful career.

There are No Barriers

Forty-nine percent of the participants stated that they did not believe there were barriers preventing them from finding a meaningful career. Two common themes that emerged from the students, who responded no, were resilience and social factors.

Resilience.

An on going theme of resilience was found when participants were asked about barriers that could stop them from finding a meaningful career. Of the 48.82% students that reported no barriers, 13.33% of students’ responses were categorized as resilient. Although, the participants did not explicitly use the word the resilience the researchers identified the responses as having a resilient characteristic. Participants’ responses were focused on not giving up. Many of the students’ responses emphasized *“No one”* being able to stop them from attaining a career. One student stated, *“No there’s no one can stop me from finding my career if someone like that you*

must stop him/she because it will effect you to think". Another student reported *"No one or nothing can stop me from finding my career for myself because I believe in myself"*. Other participants reported not letting barriers interfere with accomplishing their dreams. *"Sometimes it can be money problems, people but it cannot stop me from what I want because dreams do come true so I will not give no matter which barriers face me"* and *"I am more willing to sacrifice or do anything to do my dream into reality."* Students also focused their responses on making a difference in the world/community. Students explained, *"No there are no barriers in my life because helping a community and being a hero it's everyone's dream"* and *"I believe that one day I can do something in the world that I can change"*. Other students were direct in their response when stating there are no barriers. Students stated, *"No! I am gonna fight those barriers could stop me"*, *"Nothing can stop me"* and *"No there are no barriers that could stop me from doing my career"*.

Social factors.

Social factors also accounted for 3% of the 48.82% of students who reported no barriers. Social factors were categorized as parental support when students reported no barriers. Having parental support was a continuous theme when students reported no barriers. One student attributed having no barriers due to support from both their parents and teachers. *"My parents told me everyday you will be what you want to. Also teachers told me everyday at school"*. Another student stated, *"No barriers because my parents support me in what I want to do"*. There were also students that recognized barriers but then stated barriers are not able to *"stop"* them from reaching their career. One student explained *"There are but with the support of my family and god on the other side nothing can stop me from doing what I want to do"*. There

were also responses where students stated their parents wanted them to do better, *“No, because my parents wants to see me as better person”*.

On the reflection questionnaire, one of the items states, “here are some ideas I think would help me to find a meaningful career”. From the participant’s responses, four themes emerged: 1) research, 2) guest speaker, 3) education/perseverance, and 4) role models. Several of the students stated that they would like to learn about careers by observing other individuals performing the duties necessary to complete a certain occupation. A few of the responses were, *“Travel to visit people”*, *“Visit the work that I want to do and question them”*, *“If someone could show his/her work in practical and see how it is done”* and *“See how it’s done”*. Results indicate that students would like to learn about their careers by observing an individual who is current in that occupation.

Other students would like to find more information about careers by doing research. Some students indicated using resources such as the internet and books, *“For me to read newspapers, magazines, ask people’s opinion and check the Internet”*, *“By searching Google and libraries”* and *“I will research about information about a successful business women”*. Other students indicated that they would research their careers by speaking to people in the profession. Results indicate that some of the participants wanted to take it upon themselves to learn more about their meaningful career by researching the information.

The second theme that emerged was that students wanted experienced workers to come into school and talk with them about different careers. Several students responded with, *“A motivational speaker”*. Other students reported that they would like a professional to come in and speak with them about their field. *“People to tell me more about my career”*, *“I would like to have a person to teach me more about music and pilots”* and *“I would like people from the*

fields to come and speak to us". Some students expressed that it would benefit them if someone would come in and speak to them about how to choose a career, *"To bring different people who do different careers to speak about choosing a great career"*. Results indicate that students are requesting advice to learn more about occupations in order to choose a meaningful career.

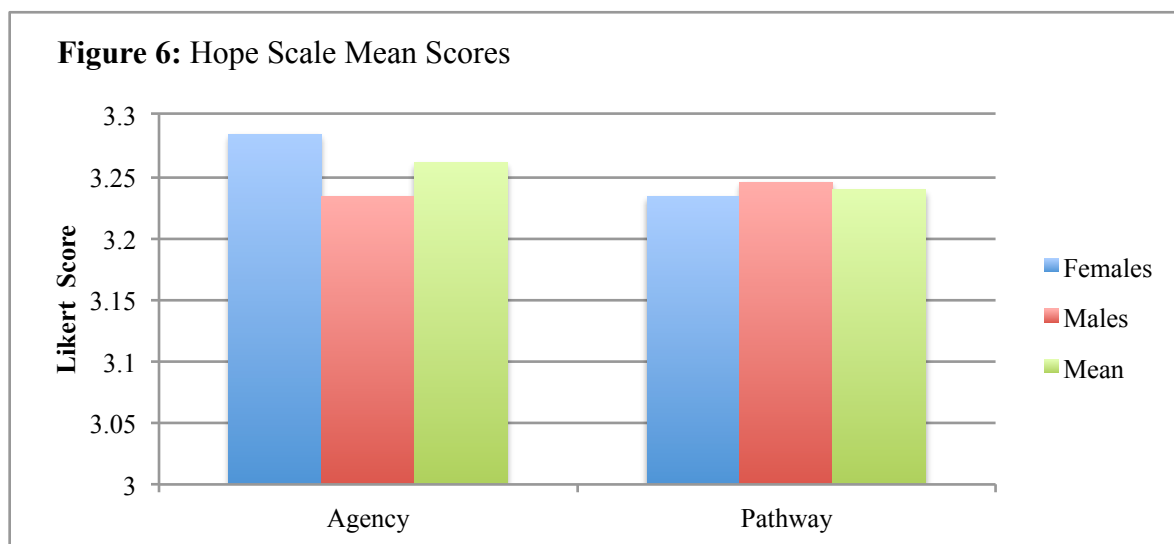
The third theme that emerged was education and perseverance. Participants reported an interest in improving themselves through hard work. *"Is to work hard and get what I want"* and *"By studying harder and have good successful career"*. Indicating participants want to take an active role in their education in order to become successful in their future. In addition to preserving in their studies, participants felt responsible for their education and successes. *"Work hard on my books and believe in myself and face every disadvantage that I go through"* and *"I think I should ask other people to teach me more about this career I want to know how to do it"*. Overall, participants have an understanding that they must take an active role in their education by taking responsibility for their learning.

The fourth theme that emerged was a request for role models. Many of the participants stated benefits of having someone who have experience in the field that they are interested in. *"I would like to find someone whos going to help me about my career"* and *"Get to see a professional doctor to tell me more about my meaningful career"*. This indicates that participants want to hear what it is like to peruse a particular career. Indicating participants are seeking first hand information. Participants are also seeking guidance, *"Having a role model that guides me for what I want to do"* and *"To have a mentor of what career I want to do in my life"*. In addition participants had an interest in talking to someone to assist them in finding a career path. *"Someone would like come with me and talk to me"* and *"I want some advice"*.

Overall, participants believe that they would benefit from having a role model who can guide them when selecting a career.

Research Question #3: How hopeful are black South African 9th grade students?

Results from the Hope Scale indicate that the participants of the study are hopeful for the future. Although, participants were split when reporting barriers the majority of participants reported that they were hopeful for the future. There was a mean pathway rating of 3.24 and an agency mean rating of 3.26. There were no differences between males and females perception of hope. The mean female rating for pathway and agency were 3.234 (N=188) and 3.284 (N=187) respectively (see figure 6). The male mean rating for pathway and agency were 3.245 (N=161) and 3.234 (N=159) respectively. Indicating male and female students have an equal sense of hope for the future.



Research Question #4: What metacognitive strategies do black South African 9th grade students use while listening in the Life Orientation classroom?

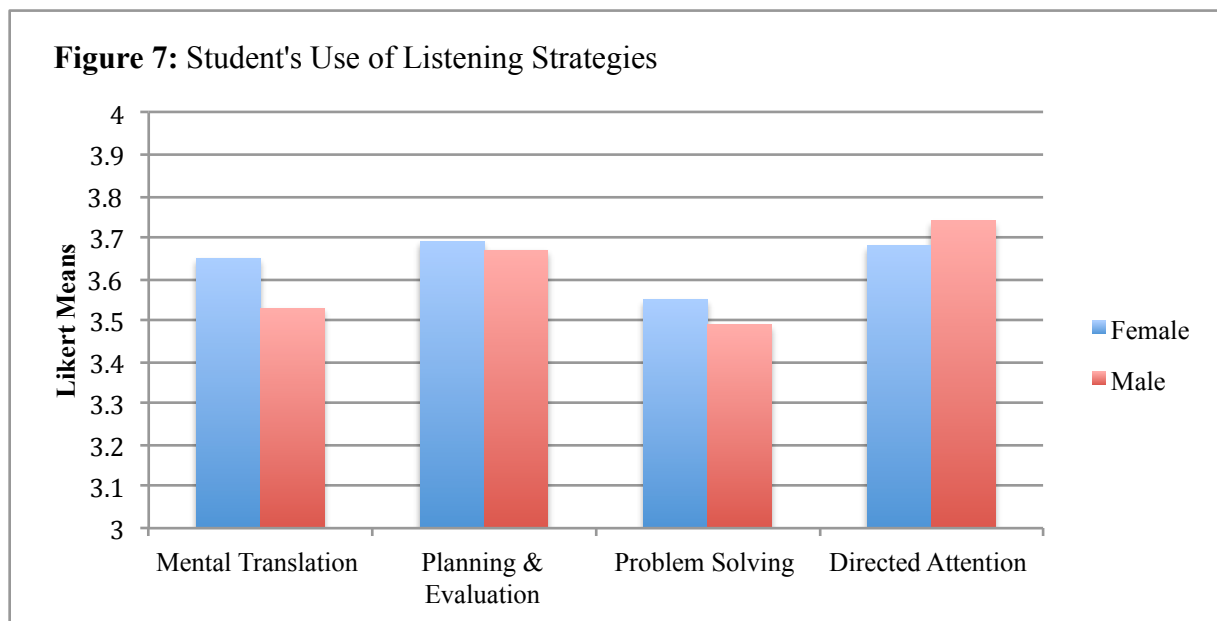
Janusik-Keaton Metacognitive Listening Strategies survey used a likert-scale in order to report answers with a minimum of 1 (=strongly disagree) and a maximum of 5 (=strongly agree).

Planning and evaluation, problem solving, mental translation, and directed attention were measured. There was no significant difference between males and females.

Table 2: Students' Use of Listening Strategies

<i>Metacognitive Listening Strategies</i>	<i>Gender</i>	<i>Mean</i>	<i>SD</i>
Mental Translation (Item # 2)	Female	3.65	.857
	Male	3.53	.956
Planning and Evaluation (Item # 1,5,7 &11)	Female	3.69	.502
	Male	3.67	.595
Problem Solving (Item # 3,6,8 & 9)	Female	3.55	.543
	Male	3.49	.651
Directed Attention (Item # 4 & 10)	Female	3.68	.724
	Male	3.74	.750

Note: Item number corresponds with the question number on the MALQ (Appendix D).



Research Question #5: What are black South African 9th grade students' beliefs about listening while they are in the Life Orientation classroom?

Analysis of the LCI data indicates that concepts of listening are similar between males and females (see Table 3). Descriptive statistics indicates male and female black South African students considered three of the subscales similar to listening. The greatest similarities to listening were considered *listening as organizing information* (Females: M=3.21, SD=0.74, Males: M=3.34, SD= .80), *listening as relationship building* (Females: M= 3.27, SD=0.88, Males: M=3.16, SD= .85) and *listening as learning* (Females: M= 3.57, SD= .68, Males: M= 3.65, SD= .70). Female students rated *listening as critical* (M= 2.94, SD= .58) as *rather similar* to listening where as males (M=3.12, SD= .62) considered it *similar* to listening.

The one-way analyses of variance indicates that listening concepts between male and female 9th grade black South African students have similar concepts of listening for three of the subscales of listening concepts (see Table 3). There was a significant difference of .177 between males *listening as critical* (M= 3.12, SD= .62, N= 152) and females *listening as critical* (M= 2.94, SD= .58, N= 180) (F=6.602, p<.05). The male sample perceives listening as closely related to critical reception of information where females students believe it is *rather similar*.

Table 3: LCI Mean Scores for Conceptualization of Listening (by Groups)

<i>Conceptualization of Listening</i>	<i>Gender</i>	<i>Mean</i>	<i>SD</i>
Organizing information	Female	3.21	.74
	Male	3.34	.80
Relationship building	Female	3.27	.88
	Male	3.16	.85
Learning &integrating information	Female	3.57	.68
	Male	3.65	.70
Critical listening	Female	2.94	.58
	Male	3.12	.62

Discussion

A majority of participants, 54% indicated they definitely have a choice of careers. This is a significant change compared to the apartheid period (1948-1994) where black South Africans were limited to career choices of policing, teaching, nursing and the military (Buthelezi et al., 2009). Black 9th grade South African males report engaging in paid work more than females. This could be why males also report talking with adults about career choice, as they are likely to be in the company of adults during paid work.

The majority (95.4%) of high school students reported that career education is *very important*. The majority of the participants, males and females, reported taking a career assessment at school, have conversations with their parents or caregivers, have conversations with their teachers at school, talk with their peers, get ideas about career from television and other media, observe their relatives and friends at work and read about careers. The results indicate that the participants in the study are using the resources that they currently have, to learn more about their career options. Indicating, that students who actively use resources to learn about careers, are using multiple methods. This may be because some participants are more dedicated towards finding additional information regarding careers than their peers.

In terms of the qualitative data, black South African high school students in this sample were divided when it came to barriers that could stop them from finding a meaningful career. Attitudes toward the barriers were split between students who appeared vulnerable to barriers and those who did not. It is not clear if students with a more positive outlook on overcoming barriers are inherently more resilient, have learned optimism, or are modeling empowered adults. For those students with a more negative outlook toward barriers to career choice, this may be due to learned helplessness, social modeling, or something other than these. The findings of this

research support the work of Buthelezi et al., (2009) who found that peers can have a negative affect on students self-efficacy which impacts their career development. Buthelezi et al., (2009) also found that unfavorable attitudes from adults can impact students' self-efficacy. Participants from this study reported that adults and community members are jealous of other people's successes. Previous research indicated that HIV/AIDS has had a significant impact on parental presence for children of South Africa (Chuong & Operario, 2012). There were no participants in the current study who reported that HIV/AIDS was an influence of their career choice. Participants did discuss that their parents were a barrier, but it was more about emotional support rather than physical support. This may be because the younger generation of children are aware of HIV/AIDS and have faith that they can prevent it from becoming a barrier in their life.

The participants' expressed family, friends and community members as negatively impacting their career development. As young adults, it is important to have support from your surroundings. When students were asked to express different ideas about how to find a meaningful career, several of the students reported role models, observations, and guest speakers. The participants of the study felt as though family and friends can be barriers and they are telling the researchers that they want someone to come in and help them find more information about different careers. The participants of the study are hopeful for their future and they need guidance from elders to help them reach their goals.

The Eastern Cape is one of South Africa's most impoverished areas. The concept of money was stated as a major barrier in students furthering their career development. Surprisingly, our research review did not find money as a reported barrier to students' success. Quality of education was listed as a barrier that may influence the participant's career choice. Some of the students identified their own educational limitations such as not being able to read

and write. Having difficulties in school may impact an individual's self-efficacy. Patton et al., (2003) reported that self-efficacy has been related to perceived career barrier, career exploratory behavior and career indecision. When an individual feels unprepared to complete their education, this may have a negative impact on the student's career development.

An unexpected theme of resilience emerged for students who believed that there are no barriers in finding a meaningful career. Previous research did not indicate that there have been research participants who felt as though nothing could stop them from succeeding. Further research is needed to determine if there is a real difference between these two groups or if resilience, learned optimism, learned helplessness, or modeling are factors influences these attitudes.

The results of this investigation reveal that although South African high school students in impoverished environments have as much hope for the future as their more affluent peers, they continue to face occupational injustice and deprivation largely thought to be the continuing legacy of Apartheid. The hope results are in line with the resilience theme the researchers identified during the analysis of the qualitative data. Overall, the participants are hopeful and are resilient despite the occupational injustice and deprivation in their community. This is particularly an interesting finding considering one quarter of the population in the Eastern Cape are unemployed and three quarters are living in poverty (Eastern Cape Development Corporation, 2008). The participants are a new generation of black South African youth who have hope for the future and are resilient when faced with adversity; this may be attributed to former President Nelson Mandela's relentless fight for a united South Africa.

When examining the Metacognitive Listening Strategies (MALQ), a majority of the participants believe that they sometimes use problem solving, planning and evaluation and

directed attention strategies while listening. When students are able to self regulate their metacognitive comprehension, they can become skilled listeners (Vandergrift et al., 2006). It may be less effective to use listening strategies *sometimes*. Although listening is not part of the 9th grade curriculum, in 10th grade the students are introduced to listening concepts. This will provide students an opportunity to improve and further develop their listening skills. For this current research, the MALQ was used as a one-time measure to inquire what metacognitive listening strategies the students believe they are using. For future research, the MALQ can be used as a pretest posttest measure to examine if a listening training would benefit black 9th grade South African students.

In terms of listening concepts, black South African high school students believe that listening is multifaceted. Both males and females believe listening is characterized by *organizing information, relationship building, and learning & integrating information*. Indicating that students have a broad definition of listening. What this may suggestion is that black South African 9th grade high school students use various listening concepts when in the Life Orientation class and do not solely depend on one. Although, there was no significant difference between male and female beliefs on the *relationship building* dimension, the female participants had a higher mean score, which may be attributed to societal norms of females seeking meaningful relationships. In addition, to the three listening concepts males believed listening has a *critical dimension* where as female students believed it is *somewhat* related to listening. What this may suggest is that females may believe that listening is a cooperative process where as males may not. In addition, females are generally characterized as nurtures, which may be way the female participates did not as closely associate the *critical dimension* to

listening as males did. More research is needed in order to have a better understand the listening beliefs of South African high school students.

Potential Limitations

Due to convenience sampling, the results of the study cannot be generalizable to the general population. The results of this study can be generalized to a sample that includes black South African 9th grader students living in townships of the Eastern Cape, South Africa. Another limitation was that English was not the mother tongue of the participants. The researchers believed that it was appropriate to conduct the study in English, because English is the language in which the students are taught. However, while completing the study, researchers discovered that some students spoke little English. This may have affected the clarity with which they responded to the questionnaire. As a result, vocabulary and reading comprehension may have been a limitation. Time availability was another limitation that the researchers faced. Due to inconsistent class periods, some participants received less time than others to complete portions of the study. If participants were unable to complete the surveys, the surveys were handed out during the next available class period with the researcher. Not all students were able to complete all surveys. Lack of exposure to instruments using a likert scale may have influenced their ability to accurately scale their perception of the content.

Implications and Recommendation for Practice

Occupational deprivation is a risk factor for South African youth living in disadvantaged communities. Occupational therapists have expertise in vocational skills, mental health and program development. In addition, there is a need for occupational therapists to advocate for the social injustices and deprivation that black South African youth are experiencing. Globally, children in disadvantaged communities may benefit from occupational therapy services.

In the United States occupational therapist work with students from impoverished areas. Occupational therapist provide services that focus on assertiveness training, coping skills, active listening, conflict resolution, social skills, and life skills training. These are skills that can assist students in completing their education. In addition to these skills, researchers recommend a career exploration component be added to these services. Students living in disadvantaged communities can benefit from these occupational therapy services.

Conclusions

Post-apartheid South Africa has been struggling with providing quality and equal education for high school students living in disadvantage communities. There is a large discrepancy in the quality of education between those with economic resources and those from disadvantaged communities. In addition to the socioeconomic discrepancies, there are the barriers of parental absences, poverty, educational context and environment, and lack of role models in disadvantaged communities in South Africa. The history of apartheid contributed to these barriers. The South African Department of Education has attempted to address this inequality by providing career development education in the Life Orientation course. Despite the efforts of the South African Department of Basic Education, disadvantaged communities are still experiencing occupational injustice and deprivation. Black South African's make up 79.2% of the South African population, yet less than 8% of South African career development research has focused on this group (Statistics South Africa, 2008a). Therefore, it is imperative that more research be done on this population in order to address the occupational injustice and deprivation that black South African youth are experiencing.

The purpose of this research was to investigate factors influencing career choice, barriers to finding a meaningful career, and to determine if black South African students are hopeful for

the future. In addition, metacognitive strategies and beliefs of listening were examined in order to evaluate if listening is a possible barrier to finding a meaningful career. The surveys and assessment were administered to 9th grade black South African students living in townships. The researchers hoped to understand black South African 9th grade students' experiences of career choice. Understanding the experiences may lead occupational therapist in assisting black South African 9th grade students in overcoming the occupational injustice and deprivation when pursuing a meaningful career.

Results indicate that majority of black South African 9th grade students' feel they have a choice of careers, which is significant considering during the apartheid period black South Africans were limited in their career choices. Participants are also currently using resources that are available to them in order to gain more information on meaningful careers. Although, a majority of participants reported having barriers that could stop them from finding a meaning career, the participants are hopeful for the future despite reported barriers. In addition, black South African 9th grade students are using less effective listening strategies, which may be a barrier when considering careers. However, participants believed that listening has multiple components, which indicates that they have a foundation for the meaning of listening. Overall, more career education research on black South Africans is needed in order to effectively meet the needs of this population. Additional research is also needed to evaluate if the findings of this research are generalizable to other populations living in disadvantage communities.

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APPENDIX A

PROXY CONSENT FOR RESEARCH PARTICIPATION

DOMINICAN UNIVERSITY of CALIFORNIA

Purpose and Background

Dr. Jayati Ghosh, faculty in the School of Business and Leadership, and Dr. Janis Davis, Associate Professor, Department of Occupational Therapy at Dominican University of California, United States, in association with Dr. Naydene de Lange and Dr. Christina Jordaan at Nelson Mandela Metropolitan University in Port Elizabeth, South Africa, are doing a study which concerns factors related to HIV/AIDS education in Life Orientation courses. The purpose of this research is to gain a better understanding of HIV/AIDS education delivery and content in South African township high schools and how this education is perceived by key constituents such as teachers and students.

My young adult is being asked to participate because s/he attends a South African high school.

Procedures

If I agree to allow my young adult to be in this study, the following will happen:

1. My young adult will complete a survey about their education of HIV/AIDS in the high school and what their beliefs are about this education and their own behavior.
2. My young adult will take part in a 1 and ½ to 2 hour focus group with their gender peers (males and females will be kept separate during these discussions). The discussion will be about their HIV/AIDS education.

Risks and/or discomforts

1. My young adult may become uncomfortable or upset during the survey and focus group. If this happens, the researchers will attempt to comfort my young adult. If my young adult continues to be upset, the researchers will return my young adult to another location and identify an appropriate person for my young adult to speak with about their thoughts and feelings.
2. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. All personal references and identifying information will be eliminated when the data are transcribed, and all subjects will be identified by numerical code only, thereby assuring confidentiality regarding the subject's responses. The master list for these codes will be kept by the researchers in a locked file, separate from the transcripts. Only the researchers will see coded transcripts. One year after the completion of the research, all written and recorded materials will be destroyed.

Benefits

There will be no direct benefit to me or to my young adult from participating in this study. The anticipated benefit of this study is a better understanding of how youth are educated about HIV/AIDS and what youth believe about how this education is beneficial in their lives.

Costs/Financial Considerations

There will be no costs to me or to my young adult as a result of taking part in this study.

Payment/Reimbursement

Neither my young adult nor I will be reimbursed for participation in this study.

Questions

I have talked to the researchers, Dr. Naydene de Lange, Dr. Christina Jordaan, Dr. Jayati Ghosh or Dr. Janis Davis about any questions I have and have obtained answers. If I have any questions or comments about participation in this study, I should first talk with the researchers. If I do not get satisfactory answers there I may also reach the Nelson Mandela Metropolitan University Research Ethics Committee (Human) Director: Research Capacity Development, by phone at 27 41 504 2538.

Consent

I have been given a copy of this consent form, signed and dated, to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to have my young adult be in this study, or to withdraw my young adult from it at any point. My decision as to whether or not to have my young adult participate in this study will have no influence on my young adult's present or future status as a patient in my pediatrician's office.

My signature below indicates that I agree to allow my young adult to participate in this study.

Signature of Subject's Parent/Guardian

Date

Signature of Person Obtaining Consent

Date

Appendix B Career Development Questionnaire

Career Development Questionnaire

Gender (**Circle**) **FEMALE** **MALE** Age_____ Grade_____

Please answer the following questions:

1. When thinking about choosing a career, do you feel you have a **CHOICE** of careers?
Please put an **X** by your belief

_____ I definitely have a choice of careers
 _____ I have some choices about careers
 _____ I am not sure if I have choices about careers
 _____ I don't have many choices about careers
 _____ I definitely have no choices of careers

2. What is the meaning of work to your family? For example, is work or careers handed down from generation to generation? Does your family expect you to become a certain type of worker? Does work mean just making money for food and housing? Does work mean serving mankind? Should work or your career make you happy? **Please explain in your own words:**

3. When thinking about Choosing a career, which of the following do you do now?
PLEASE CIRCLE "Yes" or "No" For Each Sentence

YES	NO	I take a career assessment at school.
YES	NO	I have conversations with my parents or caregivers.
YES	NO	I have conversations with my teachers at school.
YES	NO	I have conversations with adults in the community.
YES	NO	I have conversations with my peers.
YES	NO	My experiences with doing paid work help me decide.
YES	NO	I get ideas from television and other media.
YES	NO	I see what my relatives and friends do for work.
YES	NO	I read about people working and think about jobs that way.

Other: (Explain)

4. Today, in 2012, do you believe there are barriers that could stop you from finding a meaningful career for yourself?

If your answer is **YES, I believe there are barriers**, please write them here:

5. Are these barriers different from the barriers your elders experienced?

(Circle) YES NO and please explain:

6. How important is career education to you? Please use an **X** for your answer:

_____ Career education is not important at all to me.

_____ Career education is somewhat important to me.

_____ Career education is very important to me.

7. Is there anything else you would like us to know about your beliefs around career or choosing a career? **Please write it here:**

Appendix C

The Future Scale

The Hope Scale

Directions: Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put the number in the last column.

1 =Definitely False 2 =Mostly False 3 = Mostly True 4 = Definitely True

I can think of many ways to get out of a jam.	
I energetically pursue my goals.	
There are lots of ways around any problem.	
I can think of many ways to get the things in life that are most important to me.	
Even when others get discouraged, I know I can find a way to solve the problem.	
My past experiences have prepared me well for my future.	
I've been pretty successful in life.	
I meet the goals that I set for myself.	

Appendix D

Janusik-Keaton Metacognitive Listening Strategies

Janusik-Keaton Metacognitive Listening Strategies

Adapted from the 2nd language instrument developed by Vandergrift, L., Goh, C.C.M., Mareschal, C.J., and Tafaghodtari, M.H. (2006).

Directions: Think of your **least** favorite class that you're taking this school term. Answer each of these questions concerning that class only. There are not right or wrong answers, and your honesty will help us better understand how to help you.

	Before I start to listen in class, I have a plan in my head for how I am going to listen.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	I consciously make meaning in my head as I listen to class lectures and discussions.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	I use the words I understand to guess the meaning of the words I don't understand when listening to class lectures and discussions.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	When my mind wanders in class, I recover my concentration right away.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	As I listen in class, I periodically ask myself if I am satisfied with my level of comprehension.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	As I listen in class, I quickly adjust my interpretation if I realize that it is not correct.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	After listening in class, I think back to how I listened, and about what I might do differently next time in class.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	I use the general idea of the lecture or discussion to help me guess the meaning of the words that I don't understand.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	When I guess the meaning of a word in a class lecture or discussion, I think back to everything else that I have heard, to see if my guess makes sense.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5
	I try to get back on track when I lose concentration while listening in class.	Strongly Disagree 1	Disagree 2	Sometimes 3	Agree 4	Strongly Agree 5

	I have a goal in mind as I listen in class.				
	Strongly Disagree	Disagree	Sometimes	Agree	Strongly Agree
	1	2	3	4	5

Are there any other strategies, besides those listed above, that you use before, during, or after a listening event to help you comprehend and remember what you listened to? If so, what do you do? If none, write "none".

Appendix E

Imhof/Janusik Listening Concepts Inventory

Imhof/Janusik Listening Concepts Inventory

Below are words that you may or may not associate with listening. Using the scale below, identify how well each word fits with your personal definition of listening.

-----	-----	-----	-----	
1	2	3	4	5
Not at all	Somewhat	Similar	Almost Identical	
Similar to	Related to	to	Identical	to Listening
Listening	Listening	Listening	to Listening	

- _____ 1. Storing Information
- _____ 2. Helping
- _____ 3. Learning
- _____ 4. Arguing
- _____ 5. Drawing Conclusions
- _____ 6. Comforting
- _____ 7. Analyzing
- _____ 8. Being Critical
- _____ 9. Becoming Aware
- _____ 10. Bonding
- _____ 11. Interpreting
- _____ 12. Conceding
- _____ 13. Retaining Information
- _____ 14. Understanding
- _____ 15. Answering

Demographic Information

Age _____

Gender (Circle One): Female

Male

No Answer

Are you reading this in your first language? (Circle One): Yes No

Besides this language, did you learn any other languages from birth? (Circle One): Yes No

If so, which other languages? _____

Appendix F

Career Reflection Questionnaire

ID

Career Reflection Questionnaire

Gender

Age

Grade

School

Please answer the following questions about the DVD “Envision Your Career”:

1. This career assessment was helpful to me when thinking about a meaningful career.

Please circle: Yes No

2. This career assessment made me change my mind about what to do as my career.

Please circle: Yes No

3. What I liked BEST about this career assessment was:

4. What I liked LEAST about this career assessment was:

5. This career assessment makes me think I should be in a career where I get to.....:

6. Here are some potential careers that this career assessments tells me I might like:

7. Here are some other ideas I think would help me to find a meaningful career:

Appendix G**LETTER OF PERMISSION TO HIGH SCHOOL PRINCIPLES****DOMINICAN UNIVERSITY of CALIFORNIA
LETTER OF PERMISSION TO HIGH SCHOOL PRINCIPLES**

Dear Mr.

This letter confirms that you have been provided with a brief description of our research, which concerns factors related to HIV/AIDS education in Life Orientation courses. The purpose of this research is to gain a better understanding of HIV/AIDS education delivery and content in South African township high schools and how this education is perceived by key constituents such as teachers and students.

After our research project has been completed in December, 2012, we will be glad to send you a summary of our research results.

If our request to visit your letter below and return it to us in the enclosed self-addressed, stamped envelope as soon as possible. Please feel free to contact us if you have any questions about this project.

Thank you very much for your time and cooperation.

Sincerely,

I agree with the above request

Signature

Date

APPENDIX H

RESEARCH PARTICIPANT'S BILL OF RIGHTS

RESEARCH PARTICIPANT'S BILL OF RIGHTS

Every person who is asked to be in a research study has the following rights:

1. To be told what the study is trying to find out;
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice;
3. To be told about important risks, side effects or discomforts of the things that will happen to her/him;
4. To be told if s/he can expect any benefit from participating and, if so, what the benefits might be;
5. To be told what other choices s/he has and how they may be better or worse than being in the study;
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;
7. To be told what sort of medical treatment is available if any complications arise;
8. To refuse to participate at all before or after the study is stated without any adverse effects. If such a decision is made, it will not affect h/her rights to receive the care or privileges expected if s/he were not in the study.
9. To receive a copy of the signed and dated consent form;
10. To be free of pressure when considering whether s/he wishes to agree to be in the study.

If you have other questions regarding the research study, you should ask the researcher or her/his advisor. You may also contact The Dominican University of California Institutional Review Board for the Protection of Human Subjects by telephoning the Office of Academic Affairs at (415) 257-0168 or by writing to the Associate Vice President for Academic Affairs, Dominican University of California, 50 Acacia Avenue, San Rafael, CA. 94901.