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ASSISTING HIGH SCHOOL STUDENTS WITH CAREER DECISION-MAKING DIFFICULTIES THROUGH CAREER CONSTRUCTION COUNSELLING

By

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PRETORIA

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DECLARATION

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I hereby submit the thesis titled: **Assisting high school students with career decision-making difficulties through career construction counselling**, for the degree of PhD Learning Support Guidance and Counselling at the University of Pretoria, Faculty of Education in the Department of Educational Psychology. I declare that this thesis is my own work and has not been submitted previously for a degree at this university or any other higher learning institution. All cited sources in this thesis are indicated and acknowledged accordingly with a list of references.

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TO WHOM IT MAY CONCERN

I the undersigned, hereby confirm that I have acted as external coder for Mrs. Grace Makunja's research. I have checked her data analysis and agree with the findings. I believe that the themes and subthemes identified in her study have been reported accurately.

Yours sincerely

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DECLARATION FROM LANGUAGE EDITOR

Grace Makunja Magere's thesis, **Assisting high school students with career decision-making difficulties through career construction counselling,** was language-edited by me in August/September 2022. It was, of course, the author's prerogative to accept or reject my suggested changes.

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ABSTRACT

Individuals at different stages of their life experience career decision-making difficulties, especially when they are required to make career decisions. Despite the difficulties and complexity of career choice, students must make the decision quite early in life because it will determine the kind of profession they intend pursuing.

In Tanzania, students' career concerns, including their career decision-making difficulties, have not been properly addressed owing to inadequate career counselling in secondary schools. When individuals experience career decision-making difficulties, without being helped to deal with these difficulties, the possibility of choosing an inappropriate career increases. Consequently, endangering the quality of performance, satisfaction levels, and overall well-being (Kazi & Akhlaq, 2017).This underscores the need for an innovative career counselling intervention to help students resolve their career decision-making difficulties and plan their career journeys before they embark on further major decisions (Maree, 2016). Savickas et al (2009) insist counsellors not wait until individuals particularly students are in danger of making inappropriate career choices are facing difficulties of transition. This study explored the influence of career construction counselling as an intervention to resolve the career decision-making difficulties of selected form five students in Tanzania.

A total of 35 participants took part in the study. A qualitative approach based on a constructivist worldview was employed to answer the research questions. More specifically, an intrinsic single-case, descriptive intervention study research design was followed. The data were generated using different sources of data such as interviews (pre-intervention and post-intervention interviews), observations, documents (the researcher's and the participants' journals), and the *Career Interest Profile (CIP* version 6 of Maree, 2017). Thematic analysis (Clarke & Braun, 2013) was used to analyse the data.

The findings revealed that the career construction counselling intervention enhanced the majority of the participants' career decision-making capacity and improved their career adaptability in regard to the four subdimensions of career adaptability, namely

concern, control, curiosity, and confidence. The findings suggest that participants who participated in the career construction counselling intervention benefitted a lot as they could plan for their future and make informed career decisions.

Key phrases: career decision-making difficulties, career construction counselling, career adaptability, high school students.

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LIST OF ABBREVIATIONS

CDDQ   Career Decision Difficulty Questionnaire

CIP   Career Interest Profile

CCC   Career Construction Counselling

CCT   Career Construction Theory

LDC   Life Design Counselling

CHAPTER 1 - GENERAL ORIENTATION

1.1 INTRODUCTION TO THE STUDY

Transitioning successfully from high school through college/university and finally entering the job market requires students[1] to make significant and appropriate career decisions. However, this can be daunting due to the myriad options and choices. At the same time, the modern world continues to evolve exponentially, while the accelerated use of information communication technology (ICT) further complicates career choices and options (Maree, 2018).

Globally, students face difficulties before and during the actual process of decision- making (Gati & Saka, 2001). Despite the difficulty and complexity of making a career choice, students must make this decision at an early stage in life as their choice will determine the kind of profession they will pursue later in life. According to Kazi and Akhlaq (2017), "The influence of career decision has a lasting impact on individuals as it serves as a predictor and determinant of their prospective level of income, nature of work and consequently leaves a mark on the personality, behaviour, and outlook of individuals" (p. 187). When individuals experience difficulties during career decision-making and receive little assistance in addressing these difficulties, this can compromise the quality of their performance, satisfaction levels in life, and overall well-being. In other words, choosing the wrong career may lead to an individual exhibiting low self-esteem, poor performance, work dissatisfaction, stress and anxiety, and a low sense of well-being. This underscores the need for career counselling for high school students to help them resolve their early career choice difficulties before they make other major career decisions at university. Career counsellors can play a crucial role in this challenging transition stage by assisting high school students to make appropriate career decisions. A key purpose of career counselling is to facilitate the decision-making process, in particular to help individuals overcome the difficulties they encounter in this regard (Amani & Sima, 2015; Maree, 2016; Tien, 2001). This study explored career decision-making difficulties among form five participants in the study and the

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[1] I use the word participants when referring to students who participated in this study and the word students when referring to learners in general.

extent to which career construction counselling could assist them in resolving such difficulties.

Students in Tanzania, especially those at secondary schools and higher learning institutions, often experience career decision-making difficulties, as do their peers in the rest of the world. Most Tanzanian students complete their secondary education with little knowledge of career choices due to a lack of career guidance and counselling (Mabula, 2012). To rectify this shortcoming, the government introduced counselling services in all secondary schools. A mandate was given to heads of secondary schools to assign to specific teachers the responsibility of providing career counselling services to students (MOEC, 1997 as cited in Mabula, 2012). However, despite this government intervention, career counselling provision in government secondary schools remains inadequate. Many Tanzanian high school students, especially those in government schools, continue to have little or no exposure to career programmes and career information services. Consequently, they have minimal knowledge of career opportunities and choices and as a result have to rely on cultural orientations and social influences to make career decisions (Mabula, 2012), which may well result in the wrong career choice.

1.2 BACKGROUND TO THE RESEARCH PROBLEM

1.2.1 Overview of career decision-making difficulties

Career decision-making continues to be a key focus of research because of the difficulties experienced here (Slaten & Baskin, 2013). Some individuals find it easy to make career decisions while others struggle. Farnia, Nafukho, and Petrides (2018) argue that career decision-making challenges are encountered at different stages of life. This can be seen in high school students attempting to decide on their future career through choice and combination of subjects and university students struggling with career decision-making even after commencing an undergraduate programme. Mau (2004) agrees that university students worldwide struggle not only when they are about to choose a field of study, but also when transitioning from school to work.

Willner, Gati, and Guan (2015) add that the wide range of career options and opportunities in the 21st century can make the career decision-making process more difficult and complex. Far more career options are available today than was the case decades ago, posing a challenge to many students. The pressure, anxiety, and fear of

realising that the career they choose will affect their whole life is one of the major difficulties faced by students at different levels of education.

Olamide and Olawaiye (2013) concur that many students experience problems deciding on their careers. Up to 50% of all college/university undergraduate students acknowledge having experienced career decision-making difficulties (Zhou & Santos, 2007). The difficulties may occur before and during the career decision process, resulting in some students choosing inappropriate careers. According to Gati and Saka (2001, p. 331), "difficulties in the career decision-making process can cause three major potential consequences; the possibility for individuals to transfer the decision-making responsibility to someone else and avoid making a decision, failure in achieving the optimal career choice due to the delay in decision-making and temporary unemployment". These consequences are serious as individuals' career decisions inevitably influence their future vocational outcomes (Walker & Tracey, 2012).

Walker and Tracey (2012) maintain that the career decision-making process is a delicate issue requiring caution and serious consideration. Career decision-making difficulties may well prevent individuals from choosing the best career (Gati, Krausz, & Osipow, 1996). Stringer, Kerpelman, and Skorikov (2011), as well as Maree (2016), stress the importance of helping students prepare for their career journey by minimising their career decision difficulties and increasing their decision-making ability by providing them with the skills to deal with career-related changes.

1.2.2 Overview of research on career decision-making difficulties

Gati et al. (1996) proposed a taxonomy of career decision-making difficulties consisting of ten major categories divided into two groups: the difficulties that occur before the commencement of the career decision-making process (lack of readiness) and the difficulties that arise during the career decision-making process (lack of information or inconsistent information). Gati et al. (1996) designed the *Career Decision Difficulties Questionnaire (CDDQ)* to test the theoretical model researchers have used for decades to study career decision-making difficulties.

1.2.3 Gap in the literature on factors influencing career decision-making difficulties

Numerous studies on the difficulties influencing career decision-making are reported in the literature. However, most of these studies have been conducted in Western countries such as the United States of America (USA) and countries in Europe. Some are also reported to have been conducted in Asia, whose economic, political, and socio-cultural dynamics differ from those of Africa in general and Tanzania in particular. Secondly, while the value of career construction counselling in resolving career decision-making difficulties has been reported in South Africa, Italy, Turkey, and Canada (to mention just a few countries) (Atli, 2016; Cook & Maree, 2016; Di Fabio & Maree, 2012; Maree, 2016; Maree, 2018; Picard, 2012), no such research has been conducted in Tanzania. Career decision-making difficulties among Tanzanian students is therefore a topic requiring empirical research, especially regarding the extent to which career construction counselling can assist high school students who experience career decision-making difficulties in resolving such difficulties.

1.3 RATIONALE FOR THE STUDY

1.3.1 Personal rationale

Several years ago, I found myself in a similar dilemma when I was about to choose a career at the undergraduate level. The lack of career guidance and counselling services in secondary schools at the time contributed to my dilemma.

During lectures on a guidance and counselling module, I held discussions with third-year students at Sokoine university of Agriculture on how they had made their career choice. They shared their stories about how they had found it challenging to decide on a career that would give them employment opportunities and, at the same time, make them happy with their choices. Through these discussions, I discovered that many students were in inappropriate careers because they had never received proper career counselling or guidance in high school. I also witnessed students switching from one degree programme to another once they had been admitted to university, demonstrating their difficulties with career decision making.

My interest in conducting this study was thus shaped by my experiences as a student myself and as a lecturer at university. This motivated me to think of ways high

school students could be helped during the career decision-making process. Because of the changes taking place in today's world of work, many high school students may be under pressure to make career decisions but do not know where they can go for career counselling. In my search for recent studies on career decision-making difficulties, I was unable to find a single study done in Tanzania on factors contributing to such difficulties. I could also not find any programmes or support aimed at helping students resolve their career choice difficulties. In summary: I wanted to help high school students by facilitating group-based counselling on career construction that would assist them in constructing their careers.

1.3.2 Academic rationale

Transitioning from high school to university is a significant step for adolescents in Tanzania as it can determine their future career trajectory. It is during this stage that they have to make major decisions regarding their field of study at university or as they enter the workforce. This process is generally complex and challenging, with many students experiencing career decision-making difficulties.

A survey of related literature indicates that the failure of undergraduate students in different parts of the world in their first year at university, or their later drop-out, or change of degree programme, is indicative of career decision-making difficulties (Maree, 2012; Morgan & Ness, 2003; Picard, 2012). This all shows that students' career goals, plans, identity, adaptability, and decision-making skills need to be established in high school. They require the help of career counsellors to ensure that their transition to university is successful. As many high school students in Tanzania, especially those in public secondary schools, never (or hardly ever) receive any form of career counselling (Mabula, 2012), they can be expected to struggle to make the right decisions. Assisting them to resolve their career decision difficulties at this stage is essential. Savickas et al. (2009) state that counsellors should consider young people's future timeously they should not wait until individuals, particularly students who are in danger of making inappropriate occupational choices, are on the brink of transitioning. Given the circumstances regarding career counselling in secondary schools in Tanzania, high school students are clearly at risk of making unrealistic choices if career counselling intervention programmes are not available for this group. The situation is worse in

government schools than in private schools where career counselling services are more readily accessible (Mabula, 2012).

At universities the situation is not much different from that at secondary schools. Amani and Sima (2015) report that in most cases students at universities in Tanzania are given general guidance on social welfare and university by-laws, but little information is provided on career-related matters. This may be due to education authorities' lack of awareness of the difficulties that students encounter in deciding on their careers, or simply to the lack of career counsellors at universities.

Internationally, there is evidence that timely career construction counselling can enhance students' growth, especially those who are struggling with career decisions and adaptability (Di Fabio & Maree, 2012; Hechtlinger & Gati, 2019; Masdonati, Massoudi, & Rossier, 2009; Santilli, Nota, & Hartung, 2019). As group-based intervention can help many more students receive career counselling (Cardoso, Janeiro, & Duarte, 2018; Di Fabio & Maree, 2012; Hechtlinger & Gati, 2019; Maree, Cook, & Fletcher, 2018; Maree, 2019; Rowell, Mobley, Kemer, & Giordano, 2014; Santilli et al., 2019; Stevenson, 2017), this study utilised group-based career construction counselling to assist form five students in Tanzania in resolving their career decision-making difficulties. Rowell et al. (2014) argue that individual career counselling may not be the most practicable means to meet students' needs, given the huge number of students struggling with career decision making, and considering also the high cost and availability of counsellors. Since many students in public secondary schools do not have access to career counselling, group-based intervention could be the answer to providing them with such counselling. Di Fabio and Maree (2012) and Santilli et al. (2019) confirm that group-based career counselling can effectively resolve many career decision-making difficulties and increase the level of career adaptability.

1.4 PURPOSE STATEMENT

This study aimed to explore the influence of career construction counselling as an intervention on the career decision-making difficulties of a group of public high school students (the research participants) in Tanzania.

1.5   RESEARCH QUESTIONS

1.5.1   Primary research question

How did career construction counselling influence the career decision-making difficulties[2] of a group of public high school students (the research participants) in Tanzania?

1.5.2   Secondary research questions

Descriptive questions

- ❖ How did the career construction counselling intervention help the 35 Tanzanian public high school participants in the study who had career decision-making difficulties?
- ❖ What factors contributed to the career decision-making difficulties among these participants?

Exploratory questions

- ❖ What were the main differences between the participants' pre- and post-intervention themes and subthemes?
- ❖ How did the intervention through the conduits of narratability, career adaptability, and intentionality influence the participants' career decision-making capacity?

1.6   RELATING RESEARCH QUESTIONS TO DATA-GATHERING TECHNIQUES

Table 1.1 below shows how the research questions were related to the data-gathering techniques.

Table 1.1: How the research questions were related to data-gathering techniques

RESEARCH QUESTION	RESEARCH TECHNIQUES	PURPOSE
Primary question		
How did the career construction counselling intervention influence the career decision-making difficulties of a group of	Interviews: Open-ended questions. Intervention: Career construction-based	To investigate the relationship between the qualitative data gathered before, during, and after the intervention.

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[2] I agree with Nota, Santilli, and Soresi (2016) and Hartung and Cadaret's (2017) view that enhancing students' career adaptability helps them manage their career decision difficulties.

RESEARCH QUESTION	RESEARCH TECHNIQUES	PURPOSE
public high school students (the research participants) in Tanzania?	counselling. Field notes, journal entries, documents and observations.	To gain a better insight into how career construction-based counselling influenced the selected Form 5 participants' career decision-making difficulties.
Secondary questions		
Descriptive		
1. How did the career construction counselling intervention help the 35 Tanzanian high school participants in the study who had career decision-making difficulties?	Encompassing qualitative literature overview.	To describe the key theoretical aspects of the intervention.
2. What factors contributed to the career decision-making difficulties among these participants?	Pre-interviews. Biographical information from the *CIP.* Open-ended questions.	To facilitate the process of the career construction-based counselling intervention and to establish the factors contributing to career decision-making difficulties.
Exploratory		
3. What were the main differences between the participants' pre- and post-intervention themes and subthemes?	Qualitative assessment done by the researcher and an experienced psychologist.	To arrive at general themes regarding how the intervention influenced the participants in general.
4. How did the intervention through the conduits of narratability, career adaptability, and intentionality influence the	Post-intervention interviews, journal entries, and focus group interviews.	To deduce qualitatively the effect of the career construction-based counselling on the participants' career

RESEARCH QUESTION	RESEARCH TECHNIQUES	PURPOSE
participants' career decision-making capacity?		decision-making difficulties in particular and in relation to their career adaptability.

1.7 AIM OF THE RESEARCH

This study aimed to explore factors contributing to the career decision-making difficulties of a selected group of public high school students (the participants in the study) in Tanzania and to determine how career construction counselling as an intervention helped these participants resolve these difficulties. The research was conducted by implementing a group-based career construction intervention programme that cost-effectively assisted many of the participants.

1.8 CLARIFICATION OF KEY TERMS

1.8.1 High school students

Secondary education in Tanzania is offered at two levels: ordinary secondary and advanced secondary schools. The ordinary secondary school is designed for students between 13 and 17 years (Form 1 to Form 4), and the advanced secondary school for students between 18 and 20 years (Form 5 and Form 6). The term 'high school' students in the Tanzanian context therefore refers to students who are in the advanced secondary school and are between the ages of 18 and 20. At this critical stage, they are expected to make career decisions and to gain occupational identity (Kırdök & Harman, 2018).

1.8.2 Career decision making

Career decision-making is a continuous process and a key element of career development where individuals choose what they believe is the most appropriate option from various career options. It is also a process where individuals make career and education decisions. The process involves the creation of a professional identity (Boychuk, Lysaght, & Stuart, 2018; Gati et al., 1996; Savickas, 2011).

1.8.3 Career decision-making difficulties

Career decision-making difficulties include impediments or hindrances to choosing a career and may inhibit an individual from making an appropriate career choice (Saka, Gati, & Kelly, 2008). Career decision-making difficulties can be looked at in three ways: first, by focusing on the category in which the individual's difficulties fall; second, by focusing on how severe these difficulties are; and third, by focusing on the degree to which the individual is aware of these difficulties (Di Fabio, Palazzeschi, Levin, & Gati, 2015; Gati et al., 1996; Maree, 2016).

1.8.4 Career counselling

Career counselling is a process that helps individuals recognise and employ their abilities to make sound career-related choices and control career-related issues. In this process, the counsellor gives his/her time, acceptance, support, understanding, caring, skill, and a structure that helps individuals become aware of their abilities, enabling them to live satisfying lives (Nathan & Hill, 2006; Savickas, 2011). The counsellor assumes the role of a facilitator and not that of an expert to enable a process of exploration of career stories while clients are encouraged to tell their career stories (Savickas, 2011; Savickas, 2019).

1.8.5 Career construction counselling

Career construction counselling "entails an interpersonal process of helping people author career stories that connect their self-concept to work roles, fit work into life and make meaning through narratives about work" (Hartung & Vess, 2016, p. 32). The process helps people talk about their careers as a blend of dynamic personal, interpersonal, social, and cultural influences.

1.8.6 Career adaptability

Savickas (1997, p. 254) describes career adaptability as "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions". An individual who has adaptability resources can adapt successfully to new work demands, school or college-related transitions, diverse groups, and different environments (Porfeli

& Savickas, 2012; Haibo, Xiaoyu, Xiaoming, & Zhijin, 2018). More specifically, career adaptability in this study refers to the ability of a group of selected high school research participants to cope with and adjust to school-related transitions.

1.8.7 Life themes

The term 'life theme' in career construction relates to individuals' attempt to make meaning of their career lives and put their self-concept into practice in a work environment (Hartung & Taber, 2008; Maree, 2013a; Savickas, 2012; Savickas, 2013). In other words, a life theme is a form of narrative elicited through conversation or interview with the counsellor or oneself.

1.9   OVERVIEW OF THE RESEARCH PARADIGM AND METHODOLOGY

An interpretive/constructivist paradigm underpinned this study. The choice of this paradigm was based on the nature of the research questions in the study and the methods used to respond to those questions. Johnson and Onwuegbuzie (2004) state that research questions determine the approaches and methods to be used in addressing any particular problem.

A qualitative research approach was employed to investigate the research problem in the study, and an instrumental single-case intervention study research design used to determine the influence of career construction counselling as an intervention to reduce the research participants' career decision-making difficulties. Details of the research paradigm, methodological approach, data generation process and analysis, quality assurance of the qualitative data, the role of the researcher, and ethical considerations are given in chapter 3.

1.10 LIMITATIONS OF THE STUDY

Due to time and financial constraints, the data were collected from a relatively small group of students who might not have represented the whole population – hence limiting the generalisation of the findings to other contexts. To counter this limitation, participants who were similar (homogeneous) in terms of age, education level, and socio-economic background variables were selected to participate in the study. Although two participants decided to withdraw from the study, which is a limitation, the

sample size of my research was not affected because three more participants took part in the intervention as reserves, eventually replacing the two who withdrew.

1.11 OUTLINE OF CHAPTERS

The study explored the influence of career construction counselling as an intervention on the career decision-making difficulties of a group of selected high school students (the research participants) in Tanzania. In **chapter 1**, the study is contextualised by explaining that career decision-making difficulties are a global problem experienced by individuals at various levels of education in general and, in particular, high school students. Next discussed is the status of career counselling in Tanzania and the need for career counselling intervention for high school students. **Chapter 2** covers the literature review of global changes in the world of work leading to a paradigm shift in career counselling. The selected literature review focuses on the development of a comprehensive theoretical and conceptual framework for the study. **Chapter 3** describes in detail the research paradigm, design, and methodology used in the study. It also elucidates how the participants were chosen and provides details of the data generation and analysis processes used. In **chapter 4** the results are presented, and in **chapter 5** the results are interpreted and discussed. **Chapter 6** summarises the findings and conclusions regarding the influence of career construction counselling as an intervention on the career decision-making difficulties of the research participants. Finally, recommendations are made on how to introduce career counselling intervention programmes at secondary schools and on how to improve the quality of future counselling programmes.

CHAPTER 2 - LITERATURE REVIEW

2.1 INTRODUCTION

The study aimed to explore the influence of career construction counselling as an intervention on the career decision-making difficulties of public high school students (the selected research participants) in Tanzania. We need first of all to understand what career decision-making difficulties are in modern society globally and how students can be assisted in resolving these difficulties. This chapter begins by providing an overview of career decision-making difficulties, career decision-making and identity development among adolescents, and gender differences in career decision-making difficulties. I next explain the importance of school-based career programmes to support students' transition process. This is followed by a discussion of the theoretical framework of the study in which the nature of the current world of work is explained as well as the changing career needs of individuals, which calls for a new approach and theory in career counselling. I then describe the conceptual framework of the study and provide a graphical representation. The chapter concludes with a summary of the whole chapter.

2.2 OVERVIEW OF CAREER DECISION-MAKING DIFFICULTIES

The term 'career decision-making difficulties' is used to explain the challenges experienced by individuals before, during, and after making career decisions (Anghel & Gati, 2019; Gati, Krausz, & Osipow, 1996). Generally, career decision-making difficulties are considered a normal stage that most individuals pass through and are among the most common occupational problems (Amiri & Gati, 2006; Gati & Amir, 2010). Sound career decision-making is crucial, especially for high school students who have to decide whether to proceed to tertiary education or transition to the world of work (Paixão & Gamboa, 2017). Choosing a career at this critical stage has a lifelong effect and becomes even more challenging for many individuals as they may feel confused and anxious due to the increased career options in the occupational world (Gati et al., 1996; Vaiopoulou, Papavassiliou-Alexiou, & Stamovlasis, 2019). These feelings may lead to difficulties in career decision-making, especially when career information is insufficient and inconsistent or when individuals' decision-making skills are poor. If

these difficulties are not dealt with promptly, students may make inappropriate career decisions that may affect their future well-being, standard of living, and job satisfaction (Akpochafo, 2020; Gati & Amir, 2010; Gati, Amir, & Landman, 2010; Vaiopoulou et al., 2019).

Decision-making theory puts forward three general characteristics to consider in the decision-making process: the decision to be made, the number of options, and the number of factors in each option that can be distinguished and assessed (Gati et al., 1996). Career decision making has different components such as skills and abilities, life goals, career goals, career inclination, and individual expectations (Gati et al., 1996). While some individuals progress through career decision-making smoothly, others face difficulties during this process. Studies show that experiencing difficulties in choosing a career is not limited to a certain group of people but is a general trend among all individuals (Anghel & Gati, 2019; Di Fabio et al. 2013; Gati et al., 1996). Understanding how different personal and interpersonal factors contribute to career decision-making difficulties among high school students and identifying specific areas of struggle could assist career counsellors in designing more focused vocational and career counselling interventions (Amir, Gati, & Kleiman, 2008; Gati & Amir, 2010; Di Fabio et al., 2015; Levin, Braunstein-Bercovitz, Lipshits-Braziler, Gati, & Rossier, 2020). Career counselling should therefore focus on identifying individuals' particular difficulties in order to facilitate their career decision-making process (Anghel & Gati, 2019; Hechtlinger & Gati, 2019). Considering the repercussions of difficulties in career decision-making, researchers have clarified two main types of difficulties: career indecision and career indecisiveness (Gati et al., 1996; Gati & Saka, 2001). Career indecision is generally considered a normative developmental stage in career decision-making and includes cognitively associated difficulties.

In contrast, indecisiveness is usually considered a more persistent condition that is associated with emotional and personality-related difficulties (Gati & Saka, 2001; Levin et al., 2020; Saka et al., 2008; Udayar et al., 2020). Because each type of difficulty is unique, even resolving these two types of difficulties calls for different interventions. For instance, individuals experiencing career indecision (developmental decision-making difficulties) lack information on how to choose a career, what various careers and fields of study involve, and what personalities are connected with different careers (Maree, 2020b; Maree, 2020c). This study focuses on indecision, which

requires psychoeducational and psychosocial information on how to make a career decision, and indecisiveness, which requires career counselling. Many researchers have opted for self-construction (Guichard, 2009) and career construction counselling (Savickas, 2019) to deal with developmental career decision-making difficulties.

Based on decision-making theory, Gati et al. (1996) developed a taxonomy of career decision-making difficulties that encompasses three major difficulty clusters: lack of readiness, lack of information, and inconsistent information. Lack of readiness refers to difficulties that occur before the decision-making process takes place. These include lack of motivation to get involved in the decision-making process, general indecisiveness about all types of decisions, and dysfunctional beliefs about decision-making. The remaining two clusters comprise difficulties that arise during the decision-making process. Lack of information includes four categories of difficulties: lack of knowledge about the steps involved in making a career decision, lack of information about the self, lack of information about various occupations, and lack of information about the ways of accessing additional information. Inconsistent information consists of three categories of difficulties concerning the use of information: unreliable information (difficulties arising from unreliable or ambiguous information), internal conflicts (difficulties caused by contradicting preferences), and external conflicts (difficulties caused by contradictory interaction with significant others). To test the validity of their taxonomy empirically, Gati et al. (1996) developed the *Career Decision-making Difficulties Questionnaire* (*CDDQ*).

Researchers have endeavoured to identify the specific factors that contribute to the career decision-making process (Amir & Gati, 2006; Gati et al., 1996) (see Table 2.1). Researchers in different parts of the world have, for example, shown the association between different variables and career decision-making difficulties such as (but not limited to) the following: gender (Albion, 2000; Gati & Saka, 2001; Goliath, 2012), maturity (Goliath, 2012; Mau, 2004; Migunde, Othuon, & Mbagaya, 2015), culture (Mau, 2004), personality (Di Fabio et al., 2015), self-efficacy (Baglama & Uzunboylu, 2017; Yowell, McConnell, & Schedin, 2014), personality and emotional intelligence (Di Fabio, Palazzeschi, Peretz, & Gati, 2013; Di Fabio & Palazzeschi, 2009; Kırdök & Korkmaz, 2018); and locus of control (Kırdök & Harman, 2018).

Table 2.1: Summary of findings on factors influencing career decision-making difficulties

AUTHOR, YEAR	TITLE	SAMPLE	MAJOR FINDINGS
Albion (2000)	Career decision-making difficulties of adolescent boys and girls.	347 Australian adolescents.	The boys and girls did not differ in general levels of career decidedness. The single-gender school students were more undecided than the students from co-educational schools.
Gati and Saka (2001)	High school students' career-related decision-making difficulties.	1843 Israeli adolescents.	The male students experienced more difficulties than the female students in terms of external conflicts and dysfunctional beliefs.
Mau (2004)	Cultural dimensions of career decision-making difficulties.	361 high school students and 508 university students in the USA.	The Asian-American high school students experienced more difficulties in all categories of career decision-making than the white-American high school students. The Asian-American university students also experienced more difficulties than the African-American and Hispanic American university students. The older students reported fewer career decision-making difficulties than the younger students.
Amir and Gati (2006)	Facets of career decision-making difficulties.	299 students at an Israeli university.	A high positive relationship with career decision-making difficulties, and a negative relationship with career decision-making self-efficacy and decidedness. A positive relationship between career decision-making style, career decision self-efficacy, and career decision making difficulties. No relationship between cognitive and scholastic ability and career decision-making difficulties.
Zhou and Santos (2007)	Career decision difficulties of British and Chinese international	109 British and 86 Chinese international university students.	The Chinese students were significantly less ready to make a career decision than were the British students. The male students experienced fewer difficulties than the female students.

AUTHOR, YEAR	TITLE	SAMPLE	MAJOR FINDINGS
	university students.		A negative association was found between age and degree level and decision-making difficulties.
Di Fabio and Palazzeschi (2009)	Emotional intelligence, personality traits, and career decision-making difficulties.	296 Italian interns from the tertiary sector.	A positive relationship was found between emotional intelligence and career decision-making difficulties.
Goliath (2012)	Career decision making among undergraduate students at an academic institution in the Western Cape.	224 undergraduate students at the University of the Western Cape.	Significant gender and age differences were found in career decision making. A moderate correlation was found between lack of information and career decision-making difficulties. A significant correlation was found between access to a career counsellor and decrease in career decision-making difculties
Yowell, McConnell, and Schedin (2014)	Decided and undecided students: career self-efficacy, negative thinking, decision making-difficulties.	223 students at the University of Mississippi.	The undecided students indicated lower career decision-making self-efficacy and more career decision-making difficulties than the decided students.
Di Fabio, Palazzeschi, Levin, and Gati (2015)	The role of personality in the career decision-making difficulties of Italian young adults.	223 high school students, 167 interns doing on-the-job training, and 186 university students.	The university students reported less career indecision than the high school students and on-the-job training interns. Personality factors of extroversion and neuroticism indicated a significant positive relationship with career indecision.
Migunde, Othuon, and Mbagaya (2015)	Career maturity and career decision-making status of secondary students in Kenya.	370 secondary school students in Kenya.	A significant relationship between career maturity and decrease in career decision-making difficulties The female students experienced more difficulties than the male students. Career counselling seemed to increase the students' level of career maturity significantly.

AUTHOR, YEAR	TITLE	SAMPLE	MAJOR FINDINGS
Baglama and Uzunboylu (2017)	The relationship between career decision-making self-efficacy and vocational outcome expectations for pre-service special education teachers.	156 pre-service special education teachers in Turkey.	A positive relationship was found between age, career decision-making self-efficacy, and vocational outcome expectancy.
Kirdok and Korkmaz (2018)	Dimensions of personality and emotional intelligence as predictors of high school students' career decision-making difficulties.	432 high school students in Turkey.	A positive relationship was found between emotional instability and career decision difficulty. A negative relationship was found between extraversion, self-awareness, and career difficulties.
Kirdok and Harman (2018)	High school students' career decision- making according to locus of control.	509 high school students in Turkey.	The students with an external locus of control experienced greater difficulties than the students with an internal locus of control.

The literature review presented in Table 2.1 above reveals four interesting trends. First, cultural contexts (such as collective versus individualistic) play a major role in making career decisions (Mau, 2001; Mau, 2004; Zhou & Santos, 2007). This suggests that cultural value orientation differences can explain individuals' experiences concerning career decision-making difficulties. Mau (2001) posits that students who are raised in a culture where individual goals are less emphasised than family goals may experience more decision-making difficulties.

Second, varying and contradicting findings emerged as to how male and female students differ in their experience of career decision-making difficulties (Albion, 2000; Gati & Saka, 2001; Goliath, 2012; Migunde et al., 2015; Zhou & Santos, 2007).

Third, while extroversion and neuroticism personality factors were found in the literature survey to have a significant relationship with career decision-making difficulties in the Italian context, extroversion and self-awareness were negative predictors of career decision-making difficulties in the Turkish context. This variation in

findings suggests a need to investigate further whether personality traits and emotional intelligence predict career decision-making difficulties (Di Fabio et al., 2015; Kırdök & Korkmaz, 2018).

Fourth, access to career counselling significantly increases individuals' level of career maturity. This finding suggests that career counselling interventions may effectively reduce career decision-making difficulties among adolescents (Goliath, 2012; Migunde et al., 2015).

2.2.1 Career decision-making and identity development among adolescents

According to Marcia (1966), identity development is the process of forming occupational and ideological commitment when adolescents are faced with adult tasks. Identity development has been connected to career decision-making in the sense that individuals with lower identity formation often exhibit career decision-making difficulties (Holland, Gottfredson, & Power, 1980). In other words, career decision-making is linked to a sense of identity (Skorikov & Vondracek, 1998). People's identity incorporates ideas about what defines us, what we like, and how we would like our life to be in the future. According to Marcia (1966), the decisions we make about our career also shape our identity. He further argues that making life choices, especially career decisions, leads to the formation of commitment, which is regarded as a building block of identity. Marcia (1966) proceeded to develop four categories of identity formation that individuals go through in their lives based on two key components (exploration and commitment). These four categories are explained below.

Diffusion status: Individuals in identity diffusion status have generally not engaged in the exploration of ideological (political, vocational) and interpersonal (friendship) issues, and they also do not commit to personal values, beliefs, and goals. In other words, individuals in identity diffusion status lack a sense of identity and do not seek it (low exploration, low commitment) (Maree, 2020b; Marcia, 1966; Marcia, 1989; Skorikov & Vondraceck 1998).

Foreclosure status: Individuals in foreclosure status have reached a solid level of commitment by adopting their parents' attitudes without consideration or exploration. Such status signifies commitment based on assuming the roles and values of parents (high commitment, low exploration) (Maree, 2020b; Marcia, 1966; Marcia, 1989; Skorikov & Vondracek, 1998).

Moratorium status: Individuals in moratorium status have actively engaged in exploring various opportunities but have not yet made any choice or commitment (high exploration, low commitment) (Maree, 2020b; Marcia, 1966; Marcia, 1989; Skorikov & Vondracek, 1998).

Achievement status: Individuals in achievement status have done exploration and have made a clear commitment to their choices (high commitment, high exploration). They are optimistic and comfortable with the decision they have made, and they are also clear on what kind of people they are (Maree, 2020b; Marcia, 1966; Marcia, 1989; Skorikov &Vondracek, 1998).

According to the literature, individuals with identity commitment tend to be stable in their career choices and satisfied in their work (Stringer & Kerpelman, 2010). Adolescents with a steady decisional process can plan their careers and develop vocational identity, which is endorsed through better exploration of the self and the environment (Pellerone, Ramaci, Lopez, & Craparo, 2017). The construction of identity in adolescence and the means through which they attain vocational maturity makes individuals explore themselves and their competence and interests, which often results in sound career choices (Pellerone et al., 2017). According to Marcia (1966), adolescents do not just achieve their identities by actively engaging in exploration and making firm commitments – they also continue to engage in exploration to maintain their commitment.

2.3 GENDER DIFFERENCES IN CAREER DECISION-MAKING DIFFICULTIES

The issue of gender in career decision-making difficulties has been highlighted in several studies. However, there are contradictions in research findings regarding how male and female students differ in respect of career decision-making difficulties. While some studies have indicated gender differences in career decision-making difficulties, other studies have found no gender differences in this regard. For example, Albion (2000) found that male and female students differ very little in career decision-making difficulties whereas Goliath (2012) noted a significant disparity in career decision-making difficulties between boys and girls. Other studies have confirmed gender differences in career decision-making difficulties where males reported greater difficulties than females (Gati &Saka, 2001; Tagay, 2015). However, in their study, Zhou

and Santos (2007) established that male students experience fewer difficulties than female students. In line with Zhou and Santos' findings, Migunde et al. (2015) found that female students experience significantly higher career decision-making difficulties than male students. While girls tend to have greater difficulties regarding general indecisiveness and dysfunctional beliefs than boys, boys have greater motivational difficulties than girls (Bacanli, 2018). Yet a recent study done in Nigeria revealed no gender differences in all difficulty levels (Akpochafo, 2020). There are thus varying and contradictory findings on how male and female students differ regarding career decision-making difficulties. This discrepancy in research findings called for further investigation of this variable in the present study.

2.4 SCHOOL-BASED CAREER PROGRAMMES TO SUPPORT STUDENTS' TRANSITION PROCESS

Adolescents are supposed to deal with career demands successfully in today's complex and ever-changing world of work characterised by increased career possibilities. During this stage, adolescents seek to comprehend how their post-secondary school goals can be incorporated in essential identity tasks and how their work will enable them to contribute to their community (Falco & Steen, 2018). Maree (2013; 2020a) maintains that individuals in the transition stage are likely to experience career decision-making difficulties. For example, high school students are in the transition stage where they will soon be required to make an important career decision regarding the field of study they will want to pursue after school, a particular college or university institution, or a particular employment opportunity. To this end, secondary school career counselling programmes should be established to support students in successfully managing the transitions they will encounter.

School-based career counselling programmes enhance students' understanding of available educational and job-related opportunities and increase their self-awareness regarding attitude, values, and viewpoints. Career-related programmes can also inspire students throughout their time at school as they can increase a sense of purpose in them for accomplishing short- and long-term life goals (Falco & Steen, 2018). Career counselling programmes are important in secondary schools as they ensure that all students have equal opportunities to choose appropriate careers regardless of their socio-economic and cultural differences (Eriksson, Högdin, & Isaksson, 2018). Although

students are ultimately responsible for their future career choices, it is the job of school counsellors and teachers to increase students' knowledge and to support them in their future choices (Eriksson et al., 2018). Indeed, career counsellors are meant to provide students with early career awareness and exploration activities to help them determine career goals and pursue a broadly defined career journey. For example, they can design activities to increase students' knowledge of the world of work and provide information on what various fields of study or programmes entail. Zhang, Yuen, and Chen (2018) maintain that career guidance and counselling in schools should include career education sessions that provide information on career paths and work opportunities, work experience, and internships. They add that school counsellors and/or teachers should also stress lifelong learning and career adaptability to prepare students for future transition and employment challenges. According to Lapan, Tucker, Kim, and Kosciulek (2003), adolescents who receive career development support in secondary school are more likely to manage career transitions successfully throughout life. In other words, students who are given career guidance and counselling can face transition challenges more easily than those who do not receive any counselling.

2.5 THEORETICAL FRAMEWORK

The present study was guided by the career construction theory, which arose from the merging of three paradigms (Savickas, 2011): the differential or person-environment fit (matching individuals' personality traits to the job environment); the developmental paradigm (promoting individuals' career development so that it corresponds with each of the developmental life stages); and the dynamic/narrative/storied approach (emphasising the importance of life themes in individuals' career lives). Career construction theory explains how individuals construct their careers through the stories they tell (Savickas, 2019; 2013; 2011).

2.5.1 Overview of global changes in the world of work leading to a paradigm shift in career counselling

During the 20th century, vocational guidance and career education were the paradigms that dominated counselling. Whereas vocational guidance emphasised the importance of self-knowledge, enhanced career information, and matching people to fit into jobs (Holland, 1997), career education emphasised the importance of assessing

developmental status, familiarising individuals with developmental tasks, and developing the attitudes and skills needed to master those tasks (Super, 1990; Savickas, 2011). Thus, quantitative assessment measures that relied almost exclusively on objective test scores were used to 'predict' individuals' careers.

As a result of changes taking place in the world of work, a focus only on vocational guidance (matching people to the job environment) and on career education (assessing individuals' developmental tasks) was not enough, as subjective aspects of individuals were not assessed. Individuals can no longer be 'guaranteed' stable work in an occupational world that is becoming increasingly insecure and unpredictable in today's information and global society (Argyropoulou & Kaliris, 2018; Cardoso et al., 2018; Maree, 2019; Maree, 2018a; Savickas, 2011, 2012). Individuals need to be assessed differently, and the importance cannot be overstated of subjective factors that objective tests cannot explain. This does not imply that the two approaches were inherently irrelevant but rather that the problem lay in their implementation. Career counsellors relied on objective test scores regarding aptitude, interest, and personality to find the best-matching person for a certain career, while the subjective aspects of career counselling were overlooked. In other words, the two approaches were not intended to assess individuals' subjective experiences and to help workers or students adapt to the challenges brought about by the demands of information technology and globalisation (Savickas et al., 2009).

The 21st century is characterised by innovation in information technology and globalisation (Cook & Maree, 2016), posing numerous questions and challenges to many people (Savickas et al., 2009). In the 20th century, individuals' career journeys were predetermined by the stability of employment opportunities when jobs were reasonably plentiful and fewer workers were replaced by technological advances (Lent, 2018; Maree, 2018b; Maree, 2018c). During that time, the person-environment fit theory was applicable because career futures were largely predictable, and preparing individuals for stable career journeys was considered the right approach (Lent, 2018; Maree, 2013). According to Savickas et al. (2009), the occupational prospects of the 21st century are indefinable and largely unpredictable, with job changes more frequent and complex. These changes require workers to acquire knowledge and develop skills that differ significantly from those required by 20th century employers. Guichard (2009), Maree (2013b), Maree (2018b), and Maree (2019) argue that in the 21st century world,

where careers are no longer stable and employment is uncertain, individuals should address this new reality by designing their lives in such a way that they can become employable, rather than merely trying to find stable employment.

Due to global career trends and the rapid technological expansion mentioned above, the person-environment fit and developmental theories alone no longer suffice. In today's changing global society, lifetime commitment to one job no longer applies in many work contexts (Maree, 2018b; Savickas, 2012). According to Savickas et al. (2009), this reality has increased the need to develop approaches that emphasise flexibility, adaptability, and lifelong learning. Intervention by counsellors in this unpredictable world should be to instil in individuals the five key skills of critical thinking, curiosity, creativity, collaboration, and communication (Maree, 2020). When individuals acquire these skills, they can deal with transition challenges creatively and construct successful careers enabling them to become more employable and more resilient in the changing world of work (Maree, 2013b; Maree, 2018a).

Bearing in mind the changes outlined so far in this chapter, Savickas (2019) built on the two existing paradigms (without replacing them) to develop a new paradigm for career counselling (career construction) that meets the needs of changing global societies. In other words, a new paradigm that builds on the two existing paradigms must be incorporated to address the life design needs of 21st century workers (Duarte, 2009).

2.5.2 Self-construction

Self-construction (Guichard, 2005; Guichard, 2009) is based on three major propositions: sociological, psychological, and dynamism, which are closely associated with career construction counselling and its intervention dynamics. The sociological proposition holds that people create themselves in diverse identity forms in the social environment in which they interact. The psychological proposition stresses that "individuals organize their conduct, construct themselves and perceive others via cognitive structures built during prior activities, interactions and interlocutions" (Guichard, 2005, pp. 116-117). These two first propositions depict the social and cognitive features of self-construction in society. The dynamism proposition places reflexivity at the centre of the self-construction process. Counselling in the context of self-construction is seen as an opportunity for individuals to engage in the process of

reflection concerning the subjective identity forms (past, present, and future) in which they construct themselves. This type of counselling helps individuals "re-read, interpret, examine their past according to diverse possible self-constructions in future identity form" (Guichard, 2005, p. 121).

According to Guichard and Lenz (2005), individuals construct themselves on the basis of multiple, long-term interactions through interpersonal relationships in a social context. It is from these interactions that meaning and purpose are developed that enable individuals to form a self-identity. With self-construction, Savickas (2013) considers how individuals construct themselves into who they are and then describe their current perspectives on their careers. Maree (2013a) argues that self-construction starts when counsellors encourage individuals to tell their stories, because in doing so they construct their self-identity. Giving individuals the opportunity and encouraging them to tell their stories helps them construct a career identity and understand what is possible for them – rather than simply using tests that merely prescribe what career to choose (Guichard, 2009; Guichard & Lenz, 2005).

The main aim of self-construction is to assist individuals in reconstructing themselves so that they can achieve a more stable, reliable, and authentic identity and thereby create meaning-making focused lives. Self-construction theory-related counselling thus aims to respond to the question of what makes the life of a person meaningful and how career counsellors and their clients can work together to improve clients' current conditions by advancing their future opportunities (Guichard, 2005; Maree, 2020b; Maree, 2020c; Savickas, 2019).

2.5.3 Career construction theory

Career construction theory (CCT) builds on the interpretive paradigm as it uses social constructionism as a meta-theory on how knowledge is created (Savickas, 2002; Savickas, 2005; Maree, 2013a; Maree, 2020c). According to Savickas (2002), CCT is based on a social constructivism/constructivist perspective, which explains how individuals construct their reality. CCT considers how individuals construct their own lives and careers, impose direction on their vocational behaviour, and make meaning of their careers to adapt to the changing nature of the work environment in the 21st century (Savickas, 2013; Maree, 2013a). This theory emphasises the construction of meaning that aims at clarifying individuals' understanding of their potential by identifying their key

life themes as the way to enhance their career decisions (Cardoso et al., 2018; Maree, 2019). In other words, a career is viewed from constructionist and contextual perspectives, with the implication that individuals construct their careers according to interaction in a social context (Savickas, 2013). To this end, language is the instrument for helping individuals 'make meaning' and find purpose (Savickas, 2005; Maree, 2020c). Three central perspectives on what the self entails constitute the foundations of CCT, namely "self as an actor, self as an agent, and self as an author" (Savickas, 2013, p. 151).

Hirschi (in press) argues that career construction theory and practice offer a framework that counsellors can use to help individuals construct a sense of meaning and purpose across their diverse work experiences. Hartung and Vess (2016) claim that CCT "translates to practice in the form of counselling models and methods for helping people construct their career" (p. 32). There is thus a shift away from relying solely on objective test scores to predict individuals' careers, towards subjective career counselling whereby individuals are considered active agents in constructing, designing, and managing their careers (Savickas, 2013). CCT also "comprehends and attends to vocational choice, adjustment, and development as a fluid process of making matches, making meaning, and making it all matter to self and community" (Hartung & Taber, 2008, p. 77). The central focus of CCT is thus on enhancing self-construction, career adaptability, and life themes (Savickas, 2013).

2.5.3.1 *Career adaptability*

Career adaptability – according to Savickas and Porfeli (2012, p. 662) – refers to the "individuals' resources for coping with current and anticipated developmental tasks, occupational transitions, and work trauma that to some degree alter their social integration". Maree (2016b) adds that career adaptability is "a psychosocial process that refers to people's readiness to manage transition and changes" (p. 21). In this challenging and uncertain global situation, individuals must not only anticipate and prepare for change but also adapt to the changing situation in the work world and to life transitions – particularly from school to work. Career adaptability therefore becomes more relevant due to its efficacy in managing developmental tasks and adapting to change in the world of work (Haibo et al., 2018; Savickas & Porfeli, 2012). Hartung, Porfeli, and Vondracek (2008) argue that childhood is the starting point of vocational

development and career adaptability across the lifespan. They therefore suggest that career adaptability should be promoted even during childhood because it is already there during this period and is consolidated in adolescence. Career adaptability enables individuals to develop different attitudes, viewpoints, and capabilities related to career planning, choice, and change. Career adaptability, in general, has a positive effect as it can help individuals adjust successfully to career-related changes and transitions across the career journey (Bocciardi, Caputo, Fregonese, Langher, & Sartori, 2017; Haibo et al., 2018). This effect is signalled by individuals' maturity, satisfaction, competence, and confidence in facing career-related problems thereby enabling them to look ahead and prepare for the future (Haibo et al., 2017; Savickas & Porfeli, 2012).

Savickas (2013) states that career adaptability comprises a set of attitudes, competencies, and behaviours that individuals can use to ensure a good fit with their work. He proposes four dimensions of career adaptability that "represent general adaptability resources and strategies that individuals use to manage critical tasks, transitions, and traumas as they construct their careers" (p. 158). These dimensions – concern, control, curiosity, and confidence – are explained by Bimrose and Hearne (2012) as follows:

❖ *Career concern* refers to individuals' ability to develop a positive attitude towards the future (showing interest in future careers).
❖ *Career control* refers to individuals' ability to make decisions about future careers and to exercise a degree of control over their lives.
❖ *Career curiosity* refers to individuals' interests and ability to explore the educational and vocational opportunities that are available (active exploration).
❖ *Career confidence* refers to individuals' ability to solve problems by believing that they can achieve what is necessary to realise their goals.

In today's changing and uncertain employment environment, adaptability enables individuals to retain employability and manage transitions in their work-life (Savickas, 1997, 2013; Savickas, et al., 2009). In order to manage transition challenges successfully, high school students need to create a career direction (career concern), be responsible for their career decisions (career control), be active and ready to investigate career possibilities (career curiosity), and stay motivated in pursuing their

career regardless of the difficulties they will face (career confidence) (Hui, Yuen, & Chen, 2018).

2.5.3.2 Narrative approach

Career construction counselling based on the narrative approach helps individuals identify their key life themes, select careers, construct themselves, and gain insight into the meaning of their lives (Argyropoulou & Kaliris, 2018). Savickas (2002) explains how people can construct and design their careers and lives using a narrative or storied approach. He positions life stories/themes as the key aspect of making meaningful career decisions and achieving career adaptability. Career-related stories articulate a person's distinctiveness, explain why he/she makes decisions, and clarify the meanings that direct those decisions (MacIlveen & Patton, 2007). The extent to which individuals can narrate or tell their stories (according to Maree, 2013a) indicates how much of their actions will add meaning to others.

The essence of career themes does not lie in reporting past experiences alone but rather in interpreting themes in past reality to make them fit present needs (Savickas, 2002). When individuals narrate their life stories, the counsellor tries to understand the origin of the career theme and to establish the career path's trajectory and prior experience that may apply to the current situation (Savickas, 2002). The narration of a career-life story, according to Savickas et al., 2009), aids decision making as it assists individuals in tracing matters related to career choice into a bigger form of lived meaning that promotes their ability to make decisions. Savickas (1995) argues that career decision-making difficulties "experienced by adolescents and young adults may occur partially because they have not recognised their life themes" (p. 365).

2.5.4 Career construction counselling (CCC)

Career construction counselling (CCC), as a specific example of life design intervention, hinges on a narrative concept of career development and career management (Savickas, 2013). As mentioned in previous sections, Savickas (2002; 2013; 2019) developed the career construction theory by combining the psychodynamic, differential, and developmental approaches to formulate a meta-theoretical framework known as career construction counselling. This meta-theory covers the interpersonal processes that direct individuals' occupational behaviour. CCC helps individuals make career

decisions through a narrative approach that modifies and elaborates psychosocial identity (Savickas, 2013; 2019). According to Savickas (2013), CCC rests on two psychological processes: adaptation and identity. Adaptation in the sense that individuals are required to adapt to a highly changing and uncertain world of work while becoming responsible for their lives. Identity in the sense that each individual has to clarify, deconstruct, and reconstruct his/her identity and design it so that it is more in conformity with whom he/she wishes to become.

According to Di Fabio and Maree (2012), CCC is "conceptualised as an intervention strategy that incorporates the process of career construction and self-construction with the unique factors that play a role in individuals' lives at a specific context and time" (p. 2). Both career construction and self-construction are used in CCC to assist individuals who are struggling with overwhelming change to accept and understand change as a chance to redesign themselves and make progress in the future (Maree, 2016b).

The purpose of CCC is not merely to help individuals select a career and obtain a job, but also to create meaning in their career-lives, to discover a sense of purpose and hope, and to design successful lives by making contributions in the community (Maree, 2013b; Maree, 2018b). Savickas et al. (2009) and Lent (2018) argue that the central aim of CCC is to promote resilience and adaptability in individuals, as it is a mindset that will enable them to withstand career uncertainty and successfully engage in career construction. With this idea in mind, Savickas et al. (2009) advocate an approach to career counselling that is lifelong, holistic, contextual, and preventive. This means that workers must strive to become lifelong learners who focus on flexibility rather than stability to ensure they maintain their employability or can create new jobs. In order to help individuals design their lives for the 21st century, Savickas (2012) argues that counsellors should focus on individuals' identity formation, adaptability, and encourage stories instead of relying merely on personality, maturity, and scores. The primary aim of CCC is to assist individuals in endorsing career change in the real world by constructing new plans that describe their career themes and also to assist them in reconstructing narrative identities with greater consistency and continuity (Cardoso, Savickas, & Gonçalves, 2019). In other words, CCC helps individuals narrate and use their life stories to shape their careers, strengthen their ability to successfully negotiate transitions and changes in work contexts, and make meaning of their career-

lives (Maree, 2020c). CCC thus aims to promote three characteristics in an individual: adaptability (one's ability to deal with changes), narratability (one's ability to recount his/her career-life story coherently), and intentionality (one's ability to design a successful life) (Maree, 2020c; Savickas, 2013, 2019). These aims are normally realised in three stages. In the first stage, individuals identify their career difficulties (become aware of their career problems) and explore small stories (micro-narratives) about the constructs (e.g. role models, interests, values, and scripts) that have shaped their careers so far. In the second stage, individuals identify life themes and reconstruct the small stories into bigger stories that modify their career stories. In the third stage, individuals use these new stories to co-construct career plans and execute changes (Cordoso & Savickas, 2019).

2.5.5 Life design counselling (LDC)

Life design counselling (LDC) is a career intervention that assists individuals in telling their life stories and in understanding their life themes, which enables them to rewrite their narrative identities, elucidate self-concepts, establish a life purpose, and explore a path of action (Savickas et al., 2009; Savickas, 2011, 2019). The life design intervention focuses on narration in the sense that stories are used as construction tools for developing identity and careers out of multifaceted social interaction. The more individuals tell their life stories, the more their self-identities and careers are developed and established (Savickas, 2013). In other words, storytelling eventually enables individuals to better understand their life themes, career identities, personalities, and adaptability resources (Savickas et al., 2009). Life design as a lifelong self-construction process endeavours to promote skills and competencies in individuals' life planning (Vanhalakka-Ruoho, 2010). These skills have been identified by Savickas et al. (2009) as adaptability, narratability, and intentionality. Adaptability deals with change, while narratability addresses continuity. Intentionality, however, deals with the meaning individuals give to their lives (Savickas et al., 2009).

The aims of LDC are therefore to help individuals elucidate their key life themes, to help them comprehend the role and meaning of work in their career-lives, and, most importantly, to help them identify their identity forms or life roles and then reflect on how some of these forms or roles may become central in their lives (Maree, 2020c; Savickas et al., 2009). In other words, the aim of LDC is to enable individuals to reflect on their

stories and to retell their own stories to foster meaning (narratability). Individuals who understand their stories thrive as authors of career-lives that hold meaning for them and contribute to other individuals' lives (Savickas, 2019). In addition, LDC assists individuals in thinking about the type of work they need to choose and do and in reflecting on how their work may increase their possibility of experiencing a sense of meaning and purpose in their career-lives (Maree, 2020c). LDC accordingly best serves individuals who want to construe their lives holistically and understand how they can use work to promote their life projects (Taber, 2019).

2.5.6 Reflection, self-reflection, meta-reflection, and reflexivity

Reflection can be conceptualised as thinking about the past by focusing deeply and sincerely on previous memories, experiences, and thoughts. Reflection is retrospective in nature in the sense that it connects the past with the present (Maree, 2016c; Maree, 2020d).

Self-reflection refers to the ability of individuals to think about their thoughts or to look back on their past thoughts and actions (Maree, 2012a; Maree, 2013a).

Meta-reflection is the ability of individuals to reflect on their reflection in a way that surpasses their limitations thus advising themselves on how best to resolve dilemmas that involve making career choices (Maree, 2012a). In other words, meta-reflection is all about the personal reflections of individuals on their reflections about aspects of their career stories such as experiences, abilities, knowledge, insights, perceptions, motivations, and characteristics (Maree, 2013a).

Reflexivity is a higher order of thinking (cognitive) process that connects the past and the present with the future (Maree, 2020d). Reflexivity promotes self-awareness that helps individuals make decisions and take action and plan for the future (Maree, 2016c). While reflection entails self-awareness, reflexivity entails self-awareness plus agency within that self-awareness (Savickas, 2016). According to Guichard (2009), reflexivity is a process of dialogue interpretation of the self in which individuals operationalise their ability to create and delineate new perspectives once faced with transition conditions. Reflection and reflexivity thus promote change in individuals (Maree, 2012a; Maree, 2013a; Maree, 2020d) in the sense that individuals use reflection to learn about themselves and reflexivity to change themselves.

Through CCC, therefore, individuals can reflect on their reflections (meta-reflection) enabling them to connect the unconnected dots to acquire a new perspective on their careers and eventually explore various opportunities (Maree, 2013a). Reflection and reflexivity are promoted in individuals when counsellors can ensure a safe environment such as a close working relationship, empathic response, strategic questioning, and encouragement. This type of counselling assists individuals in acquiring new perspectives about their life themes, discovering who they are (self-identity), and deciding for themselves (e.g. choosing a career or a field of study and finding meaning in life) (Maree, 2012a; Maree, 2013a; Savickas, 2016).

2.6 CONCEPTUAL FRAMEWORK

The conceptual framework of this study lies within the theoretical framework of self-construction and career construction theories, both of which are grounded in social constructivism/constructionism theory. According to Maree et al. (2018), social constructivism theory is "based on an interactionist perspective that proposes that people construct reality, roles, capabilities, and competencies in social contexts" (p. 120). Since career construction counselling is grounded in social constructivism theory, it encourages individuals to construct and narrate stories that portray their career and life themes with coherence and continuity (Savickas et al., 2009). In this study, it was anticipated that students' narratives would place career decision-making difficulties in the "context of a life theme with its central pre-occupation and corresponding plot, which would clarify choice and enhance the ability to decide" (Savickas, 1995, p. 370). As students narrate their own stories, they can better understand and identify their key life themes, personalities, and adaptability resources (Savickas et al., 2009), which will decrease their decision-making difficulties. The storied or narrative approach, according to Maree (2018a), should be used in career counselling because of its ability to deal with career choice challenges as well as career decision-making difficulties. The conceptual model of this study is adapted from Maree et al. (2018) with little modification.
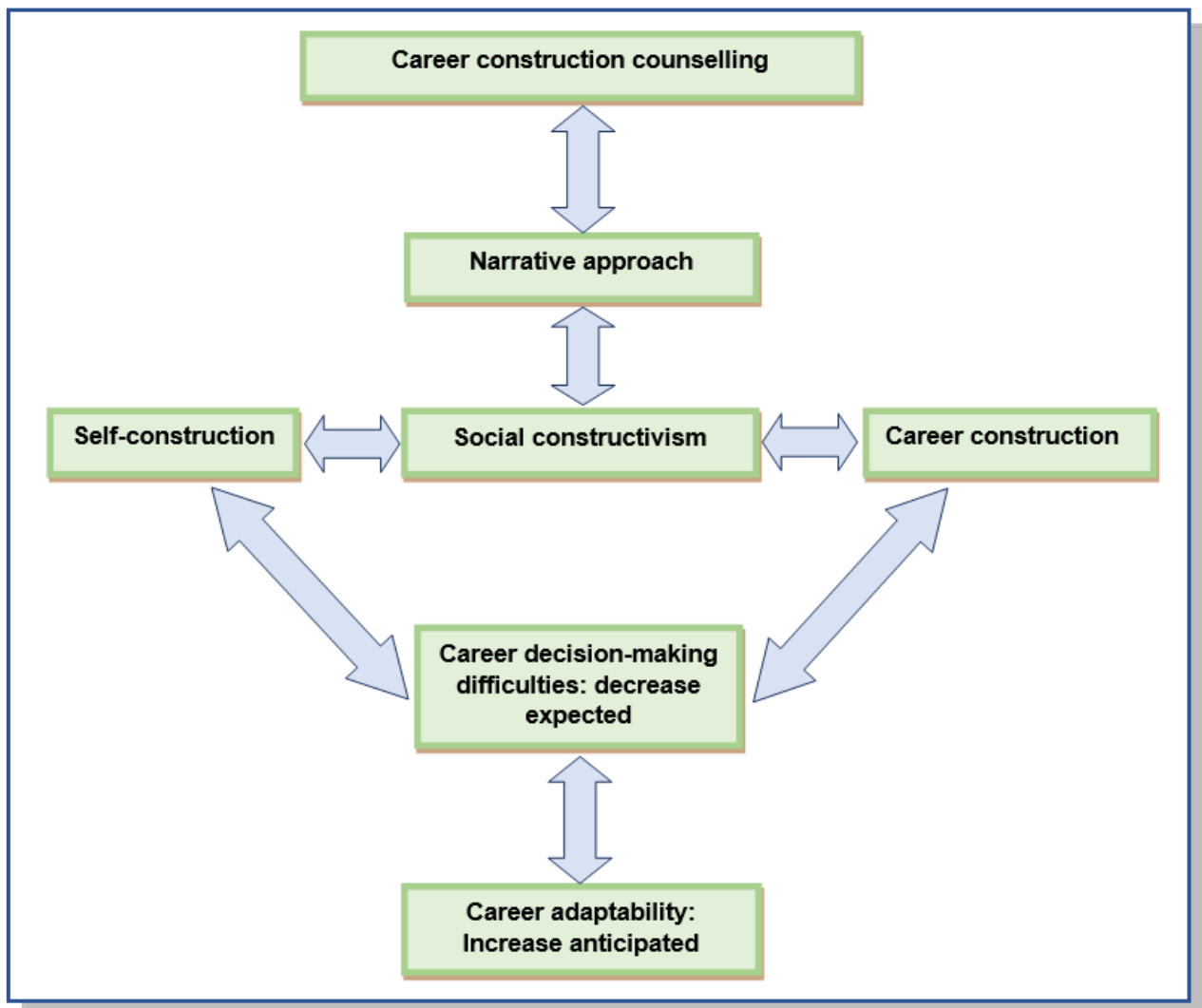
Figure 1: Conceptual framework adapted and modified from Maree et al. (2018)

The figure shows that self- and career construction counselling, which draws on social constructivism, aims to help individuals narrate their career-life stories and eventually draw on these stories to advise themselves on how to resolve career decision-making difficulties. By drawing on self- and career construction counselling, career counsellors can help individuals reflect on their career-lives and identify their career interest patterns and key life themes. Reflecting on these reflections should help them clarify their career choices and increase their career adaptability resources that will enable them to face transitions successfully.

2.7 CHAPTER SUMMARY AND CONCLUSION

Career decision-making is challenging for most people, especially those who are at the point of transition at various stages in their lives due to changes in their work- and

personal lives. The world of work has increased uncertainty among current workers as well as students who will be future workers. This uncertainty is causing difficulties in making appropriate long-term career decisions, especially for high school students. For example, some students may wonder whether a certain career will be compatible with their unique traits and key life themes. In response to the dynamic changes in the world of work, theoretical frameworks in career psychology have been updated to meet the demands on individuals to make appropriate career decisions, adapt to the changing world of work, design successful lives, and face transitions successfully. The literature review in this study highlighted the self- and career construction theories as an appropriate theoretical framework for responding to today's world of work. On the other hand, life design counselling offers a conceptual model for counselling that is lifelong, holistic, contextual, and preventive, emphasising individuals' career-lives, meaning-making, and purpose. The literature has established that self- and career construction counselling can enhance individuals' career adaptability and identity and eventually help people deal with career decision-making difficulties.

CHAPTER THREE - RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter elucidates the research paradigm that shapes the research design selected for the present study. A detailed description is given of the different research processes such as participant selection, the methods used for data generation, and the analysis process. Also discussed are the strategies employed to ensure the trustworthiness of the study, as well as the role of the researcher. The chapter ends with a discussion of ethical considerations and the methodological limitations of the study.

3.2 RESEARCH PARADIGM

According to Morgan (2007), paradigms refer to "a system of beliefs and practices that influence how researchers select both the questions they study and the method they use to study those questions" (p. 49). The main theoretical framework of this study is rooted in the interpretive or constructivist paradigm, namely that reality is socially constructed. The interpretive or constructivist paradigm focuses on individuals' patterns of interactions and interpretations in which they give meaning to activities, situations, and events (Leavy, 2017). The choice of the constructivist paradigm was determined by the nature of the study, as the researcher wanted to understand and explain how the participants created meaning based on the daily interactions and life experiences that shaped their career choices. Johnson and Onwuegbuzie (2004) maintain that research questions determine the approaches and methods to be used to address the problem at hand. In other words, the approaches and methods used in research are chosen based on their effectiveness in generating relevant data to answer research questions.

Since this study focused on the 'what' and 'how' of the research problem (Creswell, 2003), the interpretive or constructivist paradigm was appropriate because it helped the researcher gain insight into how the participants in the study ascribed meaning to the personal experiences that shaped their decisions (Nieuwenhuis, 2016). Epistemologically, during the data generation process for the study, the researcher

adopted a subjective approach to the research questions. It was essential to take a subjective approach by interacting with the participants to co-construct their careers (Teddlie & Tashakkori, 2009). The researcher used a storied approach to elicit the participants' career-life stories by encouraging the generation of autobiographical information that provided a link between their past, present, and future.

3.3 RESEARCH METHODOLOGY

3.3.1 Introduction

This section describes the procedures and methodologies that were used in this study. More specifically, information is provided on the research design, sample size and sampling techniques, data generation method, research tools, pilot study, and the methods used to analyse the data.

3.4 RESEARCH APPROACH AND DESIGN

A research approach is a "plan and procedure for research that span the steps from broad assumptions to detailed method of data collection, analysis, and interpretation" (Creswell, 2014, p. 31). The research design is the general strategy that blends different components of a study coherently and logically to respond to a research problem or aim. It is the protocol for data generation, measurement, and analysis (Dul & Hak, 2008). A qualitative approach based on the constructivist worldview was followed to investigate the research problem. A qualitative approach was preferred because of its usefulness in exploring the particular problem broadly and in understanding the meaning groups or individuals attribute to social problems (Creswell, 2014). Since individuals have unique, complex, and diverse experiences, choosing a qualitative research approach and design that could yield rich, in-depth, meaningful, and contextual data from participants was opted for.

According to Creswell and Poth (2018), qualitative research has advantages due to its unique characteristics (see below).

❖ The research is conducted in a natural setting because information is gathered through speaking to participants directly while observing their behaviours and actions, which might add meaning to the data.

- ❖ Researchers are the main instrument in the data-gathering process as they interview participants directly themselves.
- ❖ Researchers do not rely on one data source, rather they use multiple methods such as interviews, observations, and documents.
- ❖ Researchers focus on participants' points of view as the views that participants hold on a problem are crucial. Developed themes should reflect the diverse views of participants and not the views of the researchers in a study.
- ❖ Researchers are involved in complex reasoning inductively and deductively, which involves going back and forth between the themes and dataset until they create a complete set of themes.
- ❖ A qualitative research process is evolving in the sense that the original research plan is not firmly fixed as all stages of the process may be adjusted or changed after researchers visit the research site and begin to generate data. For example, interview questions may change, and forms of data gathering may also be altered.
- ❖ Qualitative research is reflective and interpretive in the sense that qualitative researchers reveal their backgrounds, such as their experiences and history, and indicate how this informs their interpretation of the data in a study.

Generally speaking, qualitative research can capture interaction among participants, which cannot easily be done using quantitative measures. In other words, quantitative measures may overlook the uniqueness of each participant in a study (Creswell & Poth, 2018).

3.4.1 Case study research design

According to Saldana (2011), a case study design focuses on one unit for analysis that may include one individual, group, event, or organisation. A case study is done when the researcher wishes to understand the phenomenon under investigation from the participants' perspective in their natural setting and also to gain insight into and understanding of a specific problem (Stake, 1995). A case study research design was employed in this study due to the nature of the research questions that required extensive and in-depth exploration. An intrinsic single-case, descriptive, intervention study research design was used to determine the influence of career construction counselling as an intervention to reduce high school students' career decision-making

difficulties. Since a single intrinsic case study focuses on a single case and the findings are used only to enlighten a particular case under investigation (Creswell & Poth; Stake, 1995), such a study was more appropriate for this study as the researcher was interested in studying participants with career decision-making difficulties. The researcher attempted to understand participants' career decision-making difficulties by capturing their different perspectives or views while considering how their diverse views illuminated the problem under investigation (Yin, 2018). A single intrinsic case study was therefore selected because the career construction counselling intervention employed in the research was conducted in the context in which events happened and from the participants' point of view.

3.5 RESEARCH SETTING

The research was carried out in a selected government secondary school in the Morogoro region. The Morogoro region is located in the eastern part of Tanzania and is among the 31 regions found in Tanzania. The region is divided into five districts: Morogoro urban, Morogoro rural, Kilombero, Kilosa, and Ulanga. The study was conducted in Morogoro urban (municipality), which was purposefully selected because of its unique characteristic of having core-education government high schools consisting of both boys and girls. This was important for the study as the other districts have only single-gender high schools.

3.6 TARGET POPULATION

The targeted population for the study consisted of Form 5 students from one government high school in the Morogoro municipality. Form 5 students were selected as the population of the study because they were at the critical stage of transition either from high school to college or entering the world of work.

3.7 SAMPLE SIZE AND SAMPLING TECHNIQUES

About 100 students willing and ready to participate in the study were asked to reflect on themselves if whether they had made their career decisions and to write their responses down on a piece of paper. The researcher read all the students' responses and selected for the sample a total number of 35 participants who reported having difficulties in

making a career choice and expressed the need for career guidance and counselling to participate in the study intervention. Convenience and purposive sampling were therefore used as the sampling techniques to select one fairly homogeneous group of Form 5 students from one school. Such samplings are non-probability methods that base selection on the characteristics of a population as well as the objectives of a study. Convenience sampling is useful when a researcher wishes to obtain a targeted sample promptly and where sampling for proportionality is not the primary concern. The researcher accordingly deliberately selects a suitable sample (Gordon, Nichter, & Henriksen, 2013; Kothari, 2004). The participants in the present study were selected using purposive sampling as the researcher was interested in participants who experienced career decision-making difficulties and expressed the need for career counselling. Onwuegbuzie and Leech (2007) state that in purposive sampling the researcher decides who should be selected to participate in a study, depending on the specific information they possess that is valuable to the study. The descriptive statistics of the participants are shown in Table 3.1.

Table 3.1: Descriptive statistics of the participants

PARTICIPANT	DESCRIPTIVE		
Participant	*Age*	*Gender*	*Mother tongue*
Participant 1	18 years and two months	Male	Swahili
Participant 2	18 years and 6 months	Female	Swahili
Participant 3	18 years and 4 months	Male	swahili
Participant 4	18 years and 0 months	Female	Swahili
Participant 5	18 years and 10 months	Male	Swahili
Participant 6	19 years and 6 months	Female	Ngoni
Participant 7	19 years and 0 months	Female	Swahili
Participant 8	19 years and 0 months	Male	Swahili
Participant	Age	Gender	Mother tongue

PARTICIPANT	DESCRIPTIVE		
Participant 9	18 years and 7 months	Female	Sukuma
Participant 10	19 years and one month	Female	Swahili
Participant 11	18 years and 4 months	Female	Swahili
Participant 12	19 years and one month	Female	Chaga
Participant 13	18 years and 10 months	Female	Chaga
Participant 14	20 years and 0 months	Female	Swahili
Participant 15	19 years and 10 months	Female	Hehe
Participant 16	18 years and 5 months	Female	Swahili
Participant 17	21 years and 0 months	Female	Swahili
Participant 18	21 years and 3 months	Female	Swahili
Participant 19	18 years and 11 months	Female	Chaga
Participant 20	18 years and 6 months	Female	Swahili
Participant 21	18 years and 4 months	Female	Swahili
Participant 22	20 years and 0 months	Male	Haya
Participant 23	20 years and one month	Female	Digo
Participant 24	18 years and 8 months	Female	Swahili
Participant 25	19 years and one month	Male	Chaga
Participant 26	18 years and 6 months	Male	Luguru
Participant 27	19 years and 3 months	Female	Swahili
Participant 28	18 years and 2 months	Male	Swahili
Participant 29	21 years and 0 months	Female	Swahili
Participant	Age	Gender	Mother tongue

PARTICIPANT	DESCRIPTIVE		
Participant 30	18 years and 7 months	Male	Swahili
Participant 31	19 years and one month	Female	Swahili
Participant 32	18 years and one month	Female	Swahili
Participant 33	19 years and one month	Female	Hehe
Participant 34	18 years and 10 months	Male	Pogoro
Participant 35	19 years and 0 months	Male	Kurya

The mean age of the males was 18 years and 5 months and that of the females 18 years and 9 months. All the participants were the same ethnically as they all belonged to the black ethnic group

3.8 DATA GENERATION PROCESS AND METHODS

In qualitative research the data generation process entails a sequence of interrelated activities that enables the researcher to generate relevant information to answer the research questions. These activities include identifying the research site, methods, and instruments for data generation, gaining access to the participants and establishing rapport with them, generating the data, recording the information, and storing the data generated (Creswell & Poth, 2018). The data in this study were obtained using different data sources (see Table 3.2). Qualitative research involves the use of multiple sources of information (data) such as interviews, observations, documents, and audiovisual materials (Creswell, 2014; Creswell & Poth, 2018; Saldana, 2011) to collect a broader range of evidence and perspectives to increase the credibility and trustworthiness of the study. In this study the sources of the data generation process included interviews (pre-intervention and post-intervention interviews), observations, and documents (the *CIP*, the researcher's journal or diary, and the participants' journals).

Table 3.2: Summary of the data-gathering methods/techniques

RESEARCH DESIGN/APPROACH	DATA GENERATION METHODS/TECHNIQUES	DESCRIPTION	METHODS OF DOCUMENTATION
Qualitative	Interviews: Pre-intervention and post-intervention interviews were conducted.	The pre-intervention interviews were conducted to determine the participants' career decision-making difficulties and their need for career counselling intervention. The post-test interviews were conducted to determine the influence of career construction-based counselling on the participants' career decision-making difficulties.	Written responses were obtained from individual participants.
Qualitative	*Career Interest Profile CIP*	Qualitative interest assessment includes career preferences and dislikes, career ranking categories, and narrative questions (life story).	The participants wrote their responses down in the questionnaire.
Qualitative	Observation	The participants' experiences, behaviours, actions, and interactions during the intervention were observed to uncover hidden meanings and feelings.	Experiences, actions, behaviours, and interactions were noted.
Qualitative	Document review	Specific documents such as policy documents and brochures and relating to the research were reviewed to gain an understanding of the research problem.	Specific information relevant to the research problem was noted.
Qualitative	Journal/Diary	The participants' reflections and the researcher's reflection.	Written responses were generated from each participant's reflection.

3.8.1 Interviews

Interview formats can vary from very structured (comprising a set of actual questions to be asked in a particular order) to unstructured (comprising a broad list of topics for potential investigation) (Saldana, 2011). The researcher can either pre-arrange the interviews or the interviews can occur spontaneously, mainly when a chance arises to talk to participants after observing their action or behaviour. In this study, the discussions were in the form of unstructured, semi-structured, and open-ended questions that were used to elicit the responses and views of the participants. The interviews were conducted before, during, and after the intervention.

Table 3.3: Different phases of interviews that were conducted in the data generation process

BEFORE INTERVENTION	DURING INTERVENTION	AFTER INTERVENTION
Interviews were conducted with Form 5 students for three reasons:	Interviews were conducted to elicit the participants' views about the intervention.	Interviews were conducted for three purposes:
1. To gain insight into and understanding of the participants' career decision-making difficulties.	To find out if the participants were learning anything.	To capture the views of the participants on the effects of the intervention on their career decision-making difficulties.
2. To identify the participants who expressed a need for career counselling.	To gain insight into how the participants felt about the different activities.	To capture the participants' views on how they had experienced the intervention.

BEFORE INTERVENTION	DURING INTERVENTION	AFTER INTERVENTION
3. To find out what career support programmes were available at school to help the participants in their transition and in managing their career decision-making difficulties.	To determine whether the reflection on the participants' past experiences and the different activities they performed during the intervention contributed to their understanding of themselves and how these experiences shaped their thinking about their future actions (making sense of their lives and understanding the relevance of their subject choices to their preferred careers.	To obtain the views and suggestions of the participants on how they wished to be supported by the school in the future to assist them in understanding themselves and discovering their career identities.

3.8.2 Observations

Observations also served as an essential source of data in the study as they gave me (the researcher) first-hand experience of the participants. I recorded information regarding the participants' behaviours, activities, and gestures as they happened. The purpose of observation in the study was thus to capture the participants' "naturalistic actions, reactions, and interactions, and to understand their way of thinking and feeling" (Saldana, 2011, p. 46).

3.8.3 Documents and other materials

Articles (including research or journal articles and review articles) and documents (such as policy documents guiding the provision of education, brochures, and fliers about career talks and visits) were reviewed to develop understanding and gain insights relevant to the research problem (Bowen, 2009). For example, the Education and Training Policy document, brochures, and fliers that were reviewed were used to give the researcher insight into how the participants had been exposed to career

counselling[3]. Materials such as the researcher's journal and the participants' journals were also used as data sources. The participants wrote down their reflections in their journals/diaries after each session. Other instruments used for data generation included the *Career Interest Profile (CIP, v6)* (Maree (2017*),* which enabled me to gather rich information from the participants on their career choices and life stories.

3.8.4 Career Interest Profile *(CIP, v6)*

Maree (2017) designed the *Career Interest Profile (CIP)* to help individuals narrate their career-life stories and then reflect on their accounts and co-construct their careers with the help of a counsellor (Di Fabio & Maree, 2012). The *CIP* was chosen as the instrument for generating qualitative data due to its applicability to individuals and groups with different backgrounds. According to Maree (2013a), the *CIP* guides individuals to reflect on their career-related responses. The *CIP* also gives career counsellors the opportunity to help individuals understand their interests, potential, and career values and design a career plan to assist them in identifying their life themes.

3.8.4.1 Description of the CIP

The CIP (Maree, 2017) is widely used because of its validity, trustworthiness, and credibility. Local and international experts recently reviewed various aspects of the CIP, and their comments were used to modify and update the CIP to ensure that it measures what it is meant to measure. The CIP reflects Savickas' work in the field of narrating career counselling (Maree, 2017). The CIP is based mainly on career and self-construction principles and practices with the emphasis on assisting individuals in authoring their career-life stories, reflecting on their own stories, and listening to and advising themselves. The CIP consists of four sections designed to help individuals i) identify family influences in their career choices ii) identify their key life themes, ii) identify their career interests and concerns, and iii) advise themselves on how to turn challenges into hope (Maree, 2017) (see Table 3.4).

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[3] The term career counselling and its use in this study is clarified in chapter 1, section 1.8.4 p. 9

Table 3.4: Summary of the CIP (Maree, 2017)

PART	TYPE OF INFORMATION COLLECTED	CAREER COUNSELLING PARADIGM	THEORETICAL FOUNDATION
1	Participants are asked to write down biographical information and family influences	Career education	Developmental.
2	The *CIP* consists of career choice questions. Participants are requested to write down three most preferred careers and three least preferred careers	Vocational guidance	Differential
3	Participants are requested to identify and rank the five highest career categories (preferred) and the five least preferred career categories (in order of dislike) from a total of 19 career categories	Vocational guidance	Differential
4	Participants are requested to respond to narrative questions (life story)	Career counselling	Developmental and storied

3.8.4.2   Validity, trustworthiness, and credibility of the Career Interest Profile

Any scientific and rigorous research study should use data generation instruments whose validity and reliability have been established and documented, especially when the data to be generated require responses directly from participants through questionnaires or rating scales (Selby-Harrington, Mehta, Jutsum, & Riportella-Muller, 1994). Likewise, effective strategies were employed in the present study to ensure the CIP's validity, trustworthiness, and credibility as a career-life story questionnaire (see Table 3.5 for more details).

Table 3.5: Strategies used to ensure the validity, trustworthiness, and credibility of the Career Interest Profile (CIP)

THE QUALITATIVE PART OF THE *CIP*		
CRITERIA	STRATEGY	EXPLANATION
Credibility	Prolonged fieldwork and observation Member check Triangulation Extensive literature review	An extended period of time (from May to August 2005) involved different stages of information gathering and analysis to guarantee a connection between the findings and participant reality to increase validity. The questionnaire was reviewed by local and international experts, and their comments were used to rephrase and probe to get more inclusive meanings during interviews. Different researchers, sources, and methods were used to compare the findings. The researchers intensively studied the topic of storied career counselling to ensure that the main career-life story questions were included.
Dependability	Peer examination Audit trail Triangulation	Peers were asked to confirm whether the emerging results were consistent with the data generated. The researchers explained in detail how the data were generated, how themes were obtained, and how decisions were made throughout the research. Multiple sources of data generation were used.

THE QUALITATIVE PART OF THE *CIP*		
CRITERIA	STRATEGY	EXPLANATION
Confirmability	Participant review and validation Researchers' bias avoidance	The participants reviewed the researchers' interviews and were requested to verify the information analysis throughout the process. The researchers ensured that the data represented the participants' responses and not the researcher's viewpoint. They were vigilant regarding their expectations and misperceptions.about the research findings.
Transferability	Subjective interpretation avoidance Providing a detailed and thick description Conclusion was avoided	The researchers endeavoured to be as objective as possible during the analysis of the research data. The researchers provided sufficient information about the participants, particularly how they were selected, the sample size (n=845), and the research context to enable readers to evaluate the findings. Generalisations were avoided beyond the capacity of the data to support general statements.
QUANTITATIVE PART OF THE *CIP*		
CRITERIA	STRATEGY	EXPLANATION
Trustworthiness/ credibility (defined as the constancy of opinions expressed by the same learners on the *CIP* career categories on different occasions) (2015 and 2016; four months).	The researchers checked if career category rankings had changed substantially over time. Two-sided paired t-tests (based on ranking learners' first preferred six career categories) were calculated.	Paired T-tests revealed that 17 career categories did not differ significantly from the mean ranking of the second administration. In the case of the other two categories, the effect sizes indicated that these two career category rankings had not changed over time.

THE QUALITATIVE PART OF THE *CIP*		
CRITERIA	STRATEGY	EXPLANATION
Conceptualisation of the *CIP* career categories	i. South Africa (N=343) To check if the *CIP* career categories correlated positively with *Rothwell-Miller Interest Blank* (*RMIB*) categories. The Spearman correlations between the *CIP* and *Rothwell-Miller* rankings were calculated based on 19 career categories of the *CIP* and 12 career categories of the *RMIB*. ii. Italy (N=89) The number of participants in the experimental group was 42 and that in the control group was 47, giving a total of 89 participants. In this study, the researchers were interested in determining whether the *CIP* career categories correlated with the *Self-Directed Search Questionnaire* (*SDS*). The Spearman correlations between the *CIP* and *SDS* rankings were calculated based on all 19 career categories of the *CIP* and all six categories of the *SDS*.	i. The conceptualisation of 16 out of all 19 *CIP* career categories correlated positively with that of corresponding *RMIB* career categories ranging from either high or medium practical significance. ii. The conceptualisation of all *CIP* career categories correlated positively with corresponding *Self-Directed Search Questionnaire (SDS)* categories.

Compiled from Maree (2017).

Table 3.6: Details of the present study's intervention procedures

ACTIVITY	PROCEDURE	NUMBER OF SESSIONS	TIME	SPECIFIC LIFE DESIGN STEP	DATES AND TIMES
1st week: Orientation of the participants	Oriented the participants about the intervention programme by providing an overview of what the study entailed and what was expected of them. Established a working relationship and trust to make the participants feel comfortable and free to express themselves.	1	Estimated 60 minutes.	Defining the problem.	Tuesday, Feb. 02, 2021 (13:00-14:00) Friday Feb. 05, 2021 (11:00-12:00)
2nd week: Pre-intervention and setting goals	Pre-intervention group interview. The participants wrote down their goals and the expected outcomes of the intervention in their journals.	2	Estimated 120 minutes.	Determining goals the participants expected to achieve.	Tuesday Feb. 09, 2021 (14:00-15:20) Friday Feb. 12, 2021 (11:00-11:50)
3rd week: Joined the activity and defined the participants' goals	The participants were told that reflection was an important part of the intervention.	1	Estimated 60 minutes.		Thursday Feb. 18, 2021 (14:00-15:00)
4th week: Completion of the *CIP*	The participants completed the *CIP* Parts 1, 2, and 3. Part 4 (narration questions based on the participants' personal life stories).	2 2	Estimated 160 minutes.	Exploring the present subjective identity forms.	Tuesday Feb. 23, 2021 (14:00-15:40) Thursday Feb 25, 2021 (14:00-15:00)

ACTIVITY	PROCEDURE	NUMBER OF SESSIONS	TIME	SPECIFIC LIFE DESIGN STEP	DATES AND TIMES
5th week: Reflection and journal entries	The participants revisited previous activities and different parts of the *CIP*. i. Biographical information, family influence, and career information (career education). ii. Five preferred careers and five least preferred careers (vocational education).	2	Estimated 120 minutes.	Reflection and shaping of the subjective story.	Tuesday 02 March, 2021 (14:00-15:00) Thursday 04 March, 2021 (14:00-15:00)
6th week: Reflection and journal entries	The participants listened to their stories, which they narrated, and reflected on their life experiences. They wrote their reflections down in their journals.	1	Enough time was given.	Opening the participants' perceptions by narrating the stories.	Tuesday 09 March,2021 (14:00-16:40)
7th week: Discussion and follow-up	The participants verified and commented on the interpretation of the information. They drew on the information obtained during the preceding activities. They interpreted newly constructed career goals.	1	70 minutes.	Putting the problem in a new perspective and setting out a plan of action to actualise their identities.	Thursday 18 March, 2021 (14:00-15:10)
8th week: post-intervention and closure	A post-intervention interview was conducted. Follow-up and closure.	2	Estimated 160 minutes.	Long-term and short-term follow-up.	Tuesday 20 April, 2021 (14:00-15:10) Friday 23 April, 2021 (14:00-15:00)

3.9 DATA GENERATION INSTRUMENTS FOR PRE-TESTING AND PILOT STUDY

To improve the quality of the generated data, a pre-assessment was done to ensure the clarity of the questions, their suitability for the participants, and the estimated time needed to complete the questionnaire. In other words, pre-testing the instrument was an essential step in identifying questions that did not make sense to the participants. It was also necessary to determine whether the questions were too difficult to be understood, if the wording of the questions was ambiguous, and if the wording had any response bias. Some of the participants had difficulty understanding some of the questions. The researcher then clarified any words, sentences, and phrases that seemed to be ambiguous or not understood by the participants. This was done by asking the participants to give feedback and to identify complex and vague questions. Also, the time needed to complete the questions was recorded to enable the researcher to decide whether it was sufficient. The pre-assessment was conducted with the students who did not participate in the actual study.

3.10 QUALITATIVE DATA ANALYSIS

Data analysis in qualitative research is a cyclical or recursive process in the sense that data generation, data analysis, and data interpretation are not distinct stages; rather, they are interconnected and done simultaneously (Creswell & Poth, 2018; Johnson & Christensen, 2014). In other words, the analysis is not a distinct process but rather a continuing process from the inception of a research study as it directly affects the findings. Johnson and Christensen (2014) call the cyclical process of generating and analysing data during a single study interim analysis. Qualitative researchers use the interim analysis to develop a sequentially deeper understanding of the research topic under study to guide each round of data generation.

In a qualitative paradigm there is no correct method of analysing data as there is no single truth (Terry, Hayfield, Clarke, & Braun, 2017). This means that the subjectivity of the researcher is seen as fundamental to the process of analysis. In such approaches, an inductive strategy for coding and theme development is common. In the present study thematic analysis (TA) was done to analyse the qualitative data. Thematic

analysis, according to Clarkeand Braun (2017), "is a method for identifying, analysing, and interpreting patterns of meaning (themes) within qualitative data" (p. 297). Thematic analysis offers accessible and systematic procedures for creating codes and themes from qualitative data. Codes are the smallest units of analysis that can capture exciting features of data pertinent to the research question. As explained by Clarke and Braun (2013), thematic analysis is a highly flexible method that gives a researcher the flexibility for conducting qualitative analysis. It offers not only theoretical flexibility but is also flexible in terms of the research question, sample size, data-gathering method, and approaches to meaning generation. Due to its theoretical autonomy, thematic analysis can be used to answer a wide range of research questions which require various theoretical frameworks and are suitable to analyse a wide range of data types (Terry et al., 2017). Thematic analysis can for example be used to analyse the data from traditional face-to-face data collection methods such as interviews and focus groups, story completion tasks, online discussion forums, and other media sources. Data analysis in this study was based on a six-phase analytic process (Terry et al., 2017). Thematic analysis is an iterative process, like most qualitative analysis approaches, which enables the researcher to move back and forth between the different phases (Terry et al., 2017).

3.10.1 Thematic data analysis strategies

Table 3.5 outlines different steps and strategies that were followed by the researcher to analyse the data in the present study.

Table 3.7: Thematic analysis steps and strategies

DATA ANALYSIS STEP BY STEP		STRATEGIES USED
Phase 1	Familiarising with the data	The researcher engaged deeply in the dataset to gain more understanding of the data. This involved reading and re-reading all the textual data and listening and re-listening to audio recordings while observing and noticing patterns.
Phase 2	Generating codes	Labels were created for all essential aspects of the data that were pertinent to the research questions. Codes were devised for data reduction as well as for part of the analytic process. During

DATA ANALYSIS STEP BY STEP		STRATEGIES USED
		the coding of every data item the researcher began to see similarities and notice patterns across the data. Finally, all the codes were assembled.
Phase 3	Constructing themes	Themes were constructed by examining codes and combining, or collapsing, codes together into larger or more meaningful patterns. The researcher engaged actively to identify features of similarity and relationships across a variety of different codes, which were then grouped into a potential theme.
Phase 4	Reviewing the themes and identifying subthemes	The researcher reviewed the themes and identified subthemes making sure that they related to the coded data, the dataset, and the research questions. The nature of each theme and subtheme was defined based on inclusion and exclusion criteria.
Phase 5	Defining and naming the themes	The most critical and frequent themes were noted. The importance of each theme was also noted and a name created for each theme.
Phase 6	Producing a report	During this phase, the researcher weaved together the data, the analysis, and the research findings from the existing literature after which a final report was written.

Compiled from (Clarke & Braun, 2013; Clarke & Braun, 2017; Terry et al., 2017).

3.11 QUALITY ASSURANCE

Validity and reliability are essential for ensuring the quality of data in a research study (Zohrabi, 2013). In the context of qualitative research, the terms validity and reliability are generally not used but rather the terms trustworthiness and dependability to describe the quality of qualitative data (Nieuwenhuis, 2016; Zohrabi, 2013).

3.11.1 Quality assurance for qualitative data

The term trustworthiness is used in qualitative research to refer to the reliability and validity of research findings (Elo et al., 2014; Shenton, 2004; Zohrabi, 2013). Trustworthiness thus refers to the extent to which the data collection, data analysis, and data interpretation of research results are presented in a detailed and confirmable

manner (Elo et al., 2014). To ensure the trustworthiness of the qualitative data in this study, four strategies (credibility, dependability, confirmability, and transferability) were employed (Elo et al., 2014; Nieuwenhuis, 2016; Shenton, 2004; Zohrabi, 2013).

Table 3.8: Strategies used to increase the trustworthiness of the research

CRITERIA	APPROACH	PROVISIONS BY THE RESEARCHER
Credibility	Triangulation	Multiple sources of data collection were used, such as interviews, observation, and notes from the reflective journal.
	Member checking	Data obtained from semi-structured focus group interviews were submitted back to the participants to authenticate the researcher's interpretation.
	Reflective journal	The researcher kept a reflective journal in which personal observations, experiences, events, and challenges were recorded during the data collection process.
	Prolonged involvement in the site	The researcher was involved in data collection for two months to gain an in-depth understanding of the participants and the study context.
Dependability	Audit trail	A detailed chronology of research activities and the process was recorded for review later by peer researchers to arrive at the same conclusion.
	Methodological description	A detailed methodological description was done to allow scrutiny of the integrity of research results.
Confirmability	Triangulation	Different methods of data collection were used to avoid the researcher's own bias.
	Researcher's own bias	Beliefs and assumptions that underpinned the decisions made and methods employed are acknowledged in the research report.
		Since my data analysis may have been influenced by my own subjectivity, I acquired the services of an external coder (an experienced educational psychologist) to validate the findings of thematic data analysis to enhance the interrater (intercoder) validity of the study[4] (MacPhail, Khoza, Abler, & Ranganathan, 2016; O'Connor & Joffe, 2020).

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[4] See the letter from external coder attached (p. iv).

CRITERIA	APPROACH	PROVISIONS BY THE RESEARCHER
Transferability	Providing a detailed and thick description Drawing a conclusion	The researcher provided sufficient information about the participant and the research context to enable readers to evaluate the results. Generalisations of the findings were avoided since the focus was on understanding the particular participants' experiences of career construction.

Compiled from (Elo et al., 2014; Cohen et al., 2011; Creswell, 2009; Nieuwenhuis, 2016; Shenton, 2004; & Zohrabi, 2013).

3.12 ETHICAL CONSIDERATIONS

3.12.1 Role of the researcher

According to Tashakkori (2009), researchers assume an objective role in a quantitative study and a subjective role in a qualitative study. The nature of this research study (qualitative) demanded the researcher to assume a subjective role during the data generation process. To this end, the researcher needed to be flexible and transparent to the participants while adhering to ethical considerations and guidelines throughout the data generation process. The researcher also was responsible for the following:

❖ Explaining the purpose of the study to all the participants and obtaining permission from relevant educational authorities in the Morogoro Municipality.

❖ Obtaining informed consent from the participants, who were 18 years and older and therefore legally allowed to give consent.

❖ Preparing and facilitating semi-structured interviews, as well as recording and transcribing the interviews.

❖ Acting as a sensitive observer and recording phenomena honestly and faithfully.

❖ Ensuring that the data were properly generated and kept in a safe place.

3.12.2 Permission to conduct the research

Approval was obtained from the University of Pretoria (Faculty of Education Research Ethics Committee), who introduced the researcher to the Regional Administrative Secretary (RAS) of the Morogoro region in Tanzania. The RAS further introduced the researcher to the District Secondary Education Officer, who issued permission to

conduct the study in the selected school, and approval was obtained from the management of the selected high school.

3.12.3 Informed consent

Written informed consent was obtained from the participants. They were handed information leaflets detailing the study and also advised that participation in the research was voluntary. This made them feel free either to provide the information needed or to withdraw from the research. The research was done in line with applicable ethical principles and guidelines.

3.12.4 Confidentiality

All instruments were administered confidentially, and the information provided by participants was treated as confidential and used for research purposes only. The participants' privacy was respected throughout the study by ensuring that neither their names nor identity appeared in the report.

3.12.5 Protection from harm

It is the responsibility of the researcher to foresee the possible outcomes of an interview. It is essential to consider both benefits and potential damage to ensure that all participants are protected from harm (Orb, Eisenhauer, & Wynaden, 2001). The interview process may trigger memories of painful experiences in some participants, leading to emotional disturbance. The researcher made sure that the intervention was implemented in an environment where the participants felt free and safe enough to provide the required information A counselling service was accordingly provided for a female participant who experienced adverse reactions (e.g. emotional or psychological difficulties) arising from the kind of information she shared. The psychologist has a master's degree in applied social psychology and is a registered member of the Tanzanian Psychological Association (TAPA) with four years of experience The counselling service aimed at protecting the well-being of the participants. In addition. The researcher's role was therefore not confused with the psychologist.

3.13 CHAPTER SUMMARY AND CONCLUSION

This chapter discussed the paradigm, research design, and methodology used in this research. It described the procedures and the processes followed in answering the research questions such as sample size, sampling techniques, data-gathering methods, instruments, intervention plan and activities, and analysis, along with the steps taken to ensure the validity and reliability of the study. The chapter ended by explaining the ethical guidelines the researcher adhered to in conducting the research.

CHAPTER 4 - DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

As explained in previous chapters, this study aimed to explore the influence of career construction counselling as an intervention on the career decision-making difficulties of a group of public high school students (the research participants) in Tanzania. This chapter presents the findings of the qualitative data analysis.

4.1.1 Description of the sample

The qualitative data were gathered by implementing a career construction counselling intervention where a group of 35 purposefully selected participants attended various counselling sessions twice a week over eight weeks (see Table 3.1: Descriptive statistics of the participants, pp. 37-38). Each session exposed the participants to a specific activity, which included a pre-intervention interview where the participants expressed their need for career counselling by discussing their goals and aspirations. In the following sessions, the participants completed different parts of the *CIP*, which included questions on career choice preferences and the life stories that shaped their decisions (see Table 3.6: Details of the study's intervention procedures, pp. 46-47). The participants continued to engage in career construction counselling activities such as focus group discussions and presentations. The intervention ended with post-intervention interviews. The participants and the researcher kept journals to reflect on and record their ideas and the experiences of the participants. The data in this chapter were thus compiled from six sources: the pre-intervention interviews, the *CIP*, the participants' written reflections, the researcher's journal reflections, the focus group interviews, and the post-intervention interviews.

4.1.2 Overview of the process followed during data analysis

Thematic data analysis (Clarke & Braun, 2013; Clarke & Braun, 2017; Terry et al., 2017) was used to analyse the qualitative data for three main reasons. First, thematic data analysis is a systematic method suitable for identifying and organising data.

Second, it allows the researcher to gain knowledge about patterns of meaning due to its theoretical flexibility. Third, it can be used for both inductive and deductive analysis to help the researcher capture manifest as well as latent meaning (Braun & Clarke, 2013). In this study, themes were identified mainly inductively. Regarding thematic analysis, the researcher followed the six steps outlined in chapter 3 (see Table 3.7: Thematic analysis steps and strategies, pp. 49-50). Different codes were sorted into major themes and subthemes, and the themes were reviewed to ensure they related to the coded data and the dataset and captured the intended meaning. The researcher made sure that the identified themes and subthemes related to the research question, although it was challenging at times to match a particular theme to a specific research question

4.1.3 How quotation sources were identified

The researcher used six data sources to gather the qualitative data. These data sources are indicated by alphabetical letters (A-F) to enable readers to identify specific data sources. It should be noted that observation did not yield any meaningful information, although it was one of the data collection methods, as it was stated in (see chapter 3, p. 40). To this end, Observation as a data source is accordingly not discussed in this chapter.

A: Pre-intervention interview.
B: The different *CIP* activities were divided into sections with detailed information and participant responses that were relevant to the research question. The *CIP* quotation consisted of a number for the section description. For example, career-life story, section 4 is indicated by B4.
C: Journal entries (written reflections).
D; Focus group interview.
E: Researcher's journal.
F: Post-intervention interview.
Each participant's response is shown by the number allocated to the student participant, for example 1-35. The page and line numbers are also indicated. Thus the data references have four digits, for example A;5;1;8-9, where A stands for the data source (in this case, the pre-intervention interview), five stands for the participant number, one

stand for the page number of the specific source, and 8-9 stands for the line numbers on that page (see Table 4.1).

Table 4.1: The four-digit coding system that was employed to reference data (transcripts)

	DATA SOURCE	PARTICIPANT NUMBERS	PAGE NUMBERS	LINE NUMBERS
A	Pre-intervention interview	1-35	1-9	1-307
B	*CIP* activities	1-35	1-5	1-212
C	Journal entries (participants)	135	1-4	1-147
D	Post-intervention focus group interview	1-09	1-4	1-144
E	Researcher's reflective journal	1-35	1-3	1-86
F	Post-intervention interview	1-35	1-7	1-224

4.2 INCLUSION AND EXCLUSION CRITERIA USED TO CONNECT THE DATA TO THEMES AND SUBTHEMES

Table 4.2: Themes and subthemes that were identified

THEME 1: CAREER CHOICE-RELATED DIFFICULTIES		
SUBTHEME	INCLUSION CRITERIA	EXCLUSION CRITERIA
Lack of information	Any comments made by the participants about their current decision-making difficulties related to a lack of information about the process, self, occupation, and ways of obtaining additional information.	Any comments made by the participants about their current career decision-making difficulties not related to a lack of information about the process, self, occupation, and ways of obtaining additional information.
Lack of motivation and support	Any comments made by the participants associated with a lack of motivation either from significant others or within the participants themselves that contributed to their difficulty in choosing a career.	Any comments made by the participants not related to a lack of motivation from significant others.

Inconsistent information	Any comments made by the participants related to unreliable information, internal conflict, and external conflict, making it difficult for them to make career decisions.	Any comments made by the participants not related to external conflict.
Lack of confidence	Any comments made by the participants related to a lack of confidence.	Any comments made by the participants not related to lack of confidence.
Job scarcity	Any comments made by the participants related to job scarcity as a source of career decision-making difficulties.	Any comments made by the participants not related to job scarcity as a source of career decision-making difficulties.
Subject choices (combination) and grades	Any comments made by the participants related to subject choices as a source of career decision-making difficulties.	Any comments made by the participants not related to subject choices as a source of career decision-making difficulties.
THEME 2: CAREER DEVELOPMENT PROGRAMME TO HELP THE PARTICIPANTS MANAGE CAREER DECISION DIFFICULTIES		
SUBTHEMES	INCLUSION CRITERIA	EXCLUSION CRITERIA
Career support available at school	Any comments made by the participants related to the kind of support available at school to manage career decision-making difficulties.	Any comments made by the participants not related to any career support in the school.
Need for support	Any comments made by the participants expressing their need for career support.	Any comments made by the participants not related to the need for support.

Suggestions/Advice	Any comments made by the participants related to suggestions or advice about introducing career counselling services at secondary schools.	Any comments not related to the participants' suggestions and advice about introducing career counselling services at secondary schools.
THEME 3: THE PARTICIPANTS' INTERVENTION EXPERIENCE		
SUBTHEMES	**INCLUSION CRITERIA**	**EXCLUSION CRITERIA**
Positive experience	Any comments made by the participants related to their positive experience of the intervention.	Any comments made by the participants not related to their positive experience of the intervention.
Negative experience	Any comments made by the participants related to their negative experience of the intervention.	Any comments made by the participants not related to their negative experience of the intervention.
THEME 4: EFFECT OF SELF- AND CAREER CONSTRUCTION COUNSELLING INTERVENTION ON THE PARTICIPANTS		
SUBTHEMES	**INCLUSION CRITERIA**	**EXCLUSION CRITERIA**
Career exploration	Any comments made by the participants related to career exploration.	Any comments made by the participants not related to career exploration.
Self-knowledge/awareness	Any comments made by the participants related to self-knowledge or awareness.	Any comments made by the participants not related to self-knowledge or awareness.
Self-regulation	Any comments made by the participants related to self-regulation.	Any comments made by the participants not related to self-regulation.

Career decision making enhanced	Any comments made by the participants suggesting that the intervention programme helped them make a career decision.	Any comments made by the participants not suggesting that the intervention programme helped them make a career decision.
Self-efficacy	Any comments made by the participants related to self-efficacy.	Any comments made by the participants not related to self-efficacy.
Self-confidence	Any comments made by the participants related to self-confidence.	Any comments made by the participants not related to self-confidence.
Career identity	Any comments made by the participants related to career identity.	Any comments made by the participants not related to career identity.
New perspectives and plans	Any comments made by the participants suggesting that they developed new perspectives and plans.	Any comments made by the participants not suggesting that they developed new perspectives and plans.
Time management	Any comments made by the participants indicating that they learned how to manage time.	Any comments made by the participants not indicating that they learned how to manage time.
Resilience	Any comments made by the participants related to resilience.	Any comments made by the participants not related to resilience.

A general overview of the main themes and subthemes that emerged from the data is provided in the following section. Next, identified themes and subthemes are discussed, followed by comments and examples of the participants' career decision-making difficulties.

4.3 GENERAL OVERVIEW OF IDENTIFIED THEMES AND SUBTHEMES

Four major themes emerged during the thematic analysis of the data. These themes included career choice-related difficulties, a programme to help the participants manage career decision-making difficulties, the participants' intervention experiences, and the effect of career construction counselling intervention on the participants. Table 4.3 summarises the themes and subthemes that emerged during the intervention based on a comparison of the findings following an analysis of the pre-intervention and post-intervention data. The information is based on summaries of the main descriptions received from the participants. The findings indicate meaningful progress as a result of the intervention as the participants showed growth in dealing with career decision-making difficulties.

Table 4.3: Summary of themes and subthemes of the career construction-based counselling intervention

THEME		PRE-INTERVENTION THEME	POST-INTERVENTION THEME
MAIN THEME	**SUBTHEME**	**PRE-INTERVENTION STATUS[5]**	**EMERGENT THEME**
CAREER CHOICE - RELATED DIFFICULTIES	Lack of information	The participants found it difficult to make career choices because they lacked information about themselves (about their preferences and perceived abilities) and about occupations (about available occupations and the requirements of different occupations). (See Table 4.4, code: A;11;4;1-307.)	The participants obtained information about their preferences and perceived abilities. (See Table 4.7, code: F;9;5;1-224 and code: E;22;1;1-86.)

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[5]The information explained in the pre-intervention column in Table 4.3 was obtained from the pre-intervention interview, the participants' entries in their journals, and sections of the *CIP*. The information discussed in the post-intervention column was obtained from the participants' journal entries, the focus group interview, the post-intervention interview, and the researcher's journal.

	Lack of motivation and support	The participants indicated that a lack of motivation and support from parents, teachers, and peers contributed to their difficulties in making career choices. (See Table 4.4, code: B4;28;2;1-212.)	The participants felt motivated and supported. (See Table 4.7, Theme 4, code: C;34;3;1-147).
	Inconsistent information	The participants reported not having clear and consistent information about their preferences and abilities. (See Table 4.4, code: A;21;9;1-307.)	The participants gained knowledge and information about their preferences and abilities. (See Table 4.7, code: F;3;5;1-224.)
	Lack of confidence	The participants indicated a lack of confidence in their career choices. (See Table 4.4, code: A;24;7;1-307.)	The participants gained confidence in choosing a career. (See Table 4.7, code: F;12;6;1-224 and code: C;23;3;1-147.)
	Job scarcity	Lack of employment seemed to be a barrier to some of the participants. Some were afraid to choose certain careers because they thought that it would be difficult to find jobs in those careers. (See Table 4.4, code: B4;20;5;1-212.)	The participants realised that job scarcity should not be an obstacle to pursuing their careers, but that they should learn to adapt to changing situations. (See Table 4.7, code: F;9;2;1-224.)
	Importance of subject choices/combination	Subject choices or combinations seemed to be a source of difficulty for some of the participants as the subjects they were taking were not compatible with their career preferences. (See Table 4.4, code: A;22;8;1-307.)	The participants understood the possibility of exploring more career options aligned with their subjects. (See Table 4.7, code: E;31;2;1-224.)

CAREER DEVELOPMENT PROGRAMMES TO SUPPORT STUDENTS MANAGE CAREER DECISION-MAKING DIFFICULTIES	Career support available	The participants gave varied responses regarding career programmes available at school to support their career decision process. Some of the participants indicated having career programmes while others reported no such programmes to support them. (See Table 4.5, code: A;23;7;1-307 and code: A;8;3;1-307.)	After the intervention the participants reported that there was no career programme to help them manage their career difficulties; instead, teachers only advised them to study hard. (See Table 4.5, code: F;24;5;1-224.
	Need for support	The participants expressed a need for career support as the support available at school was not sufficient to help them. (See Table 4.5, code: A;15;3;1-307 and code: A;16;5;1-307.)	The participants wanted career support programmes at secondary schools to assist students in preparing for their future. (See Table 4.5, code: F;5;6;1-224.)
	Suggestions /recommendations by the participants	The participants suggested that the school should introduce a career service programme to support students in their career decision making. (See Table 4.5, code: F;5;6;1-224 and code: F;8;7;1-224.)	The participants requested the school to introduce a career service programme. (See Table 4.5, code: F;8;7;1-224.)
PARTICIPANTS' INTERVENTION EXPERIENCE	Positive experience	Initially the participants thought the programme was time wasting and dull, but as they continued with different activities, they discovered how helpful and valuable the programme was to them. (See Table 4.6, code: C;25;3;1-147.)	The participants appreciated taking part in the intervention as it had helped them. (See Table 4.6, code: C;2;3;1-147.)
	Challenges experienced in completing some *CIP* questions Lack of experience in being allowed to reflect deeply on their career-life stories and themes	Some of the participants found it difficult to complete some parts of the *CIP*. They said the *CIP* took a lot of time as it was very demanding. This finding reveals their lack of exposure to narrative assessment and of being allowed to express themselves freely instead of	Some of the participants reported difficulties and challenges in completing the *CIP* activities. Despite these challenges, they found the *CIP* questions educative and helpful. (See Table 4.6, code: B4;20;5;1-212.) The participants

		being instructed to choose between different options. (See Table 4.6, code: B4;35;3;1-212, B4;20;5;1-212, B4;15;3;1-212.)	reported that expressing themselves freely was initially difficult, particularly in the group, but they appreciated the opportunity to reflect deeply on their career-life stories. (See Table 4.6, code: D;5;4;1-144 and code: C;2;3;1-147.)
EFFECT OF SELF- AND CAREER CONSTRUCTION COUNSELLING INTERVENTION ON PARTICIPANTS	Career exploration	Before the intervention, the participants' awareness of the importance of exploring career options was limited as they barely knew their interests and life goals. (See Table 4.4, code: B4;4;3;1-212.)	The participants realised the importance of career exploration in career decision making. (See Table 4.7, code: C;35;1;1-147 and code: F;2;1;1-224.)
	Self-knowledge/awareness	The participants gave vague answers about their dreams, personality traits, and perceived careers. (See Table 4.4, code: B4;19;4;1-212.)	The participants' self-knowledge about their careers increased. (See Table 4.7, code: C;13;3;1-147.)
	Self-regulation	Some of the participants did not consider choosing a career as serious at this stage, believing it was not the right time to think about a career. (See Table 4.4, code: F;34;7;1-224.)	The participants increasingly recognised the need to take action regarding their future careers. (See Table 4.7, code: C;15;2;1-147.)
	Career decision-making enhanced	The participants had difficulty choosing an appropriate career and were confused by not knowing which career to choose. (See Table 4.4, code: A;11;4;1-307 and code: A;2;1;1-307.)	The participants' career decision-making skills improved as most of them reported greater surety with their decisions. (See Table 4.7, code: C;15;2;1;1-147 and code: C;7;3;1-147.)
	Self-efficacy	The participants exhibited low self-efficacy in general regarding their ability to achieve their goals. (See Table 4.4, code: A;30;6;1-307.)	The participants displayed greater belief in their ability to achieve their goals, albeit in varying degrees. (See Table 4.7, code: C;2;3;1-144 and code: F;28;3;1-224.)

	Self-confidence	Before the intervention, some of the participants lacked confidence in their career choice as they were unsure what career to choose. (See Table 4.4, code: A;24;7;1-307 and code: B4;18;4;1-212.)	As they engaged in different activities, the participants gained self-confidence. (See Table 4.7, code: F;12;6;1-224 and code: C;23;3;1-147.)
	Career identity	Before the intervention, most of the participants did not know who they were, but as they engaged in various intervention activities, they gained self-knowledge. (See Table 4.7, code: F;7;5;1-224.)	The participants clarified their career identities, albeit to varying degrees. (See Table 4.7, code: C;32;1;1-147, code: C;15;2;1-147, and code: D;18;1;1-144.)
	New perspectives and plans	The participants did not clearly understand their plans before engaging in the intervention. (See Table 4.4, code: A;26;6;1-307.)	The participants' perspectives and plans improved after the intervention. (See Table 4.7, code: C;31;1;1-147.)
	Time management	The participants did not know how to use their time wisely as they lacked time management skills. (See Table 4.8, code: D;4;2;1-144.)	The intervention enhanced the participants' time management skills. (See Table 4.7, code: C;6;1;1-147 and code: D;4;2;1-144.)
	Resilience	Some of the participants seemed discouraged about the careers they wished to pursue due to a lack of support from either friends or parents. (See Table 4.4, code: B4;21;1-212.)	After the intervention many of the participants demonstrated greater resilience in overcoming the difficulties and tensions they had to deal with. (See Table 4.7, code: C;21;1;1-147 and code: F;10;6;1-224.)

4.4 THEME 1: CAREER-RELATED CHOICE DIFFICULTIES

The first theme (career-related choice difficulties) emerged clearly during the thematic analysis where the participants reported how they experienced challenges in their career choice decisions. This theme arose mainly from two data sources where the participants related how difficult it was for them to choose a career. Most of the

participants described their confusion and dilemma at not knowing the appropriate career to choose. For example: "*Sometimes I also find it difficult because I don't actually know what to choose first between my career or my dream*" (A;2;1;1-307). "*I think I have a big problem about career decision*" (A;10;3;1-307)[6]. "*For me I am facing a lot of challenges on how to choose the most/best career for my life and the one which is helping me to achieve my goals. One of the problems I think that I have a lot of things that I have ability to do such as intrapreneurship and sports. I need advisor who can help me choose good career*" (B4;22;2;1-212). "*My difficulties are to select which is the best career. I have more than one career but I get challenge which one will be my career*" (B4:33;3;1-212).

The first theme emerged from the pre-intervention interview and the *CIP,* where most of the participants admitted experiencing difficulties in making career decisions. However, the sources of their difficulties varied from one participant to the next as different subthemes emerged.

The various subthemes are discussed below (see Table 4.4).

Table 4.4: Subthemes relating to career choice-related difficulties (Theme 1)

THEME 1: CAREER CHOICE-RELATED DIFFICULTIES	
SUBTHEME	
Lack of information	**As explained by Gat et al. (1996), lack of information as a source of career decision-making difficulties can be linked to lack of knowledge about the process, lack of information about self, lack of information about occupations, and lack of information about ways of obtaining additional information.**
COMMENTS FROM THE PARTICIPANTS INDICATING LACK OF INFORMATION AS A SOURCE OF THEIR DIFFICULTIES	
B4;4;3;1-212: "*You can be of help to me by giving me advice on what to do, what I like most in my future. Also by giving me the importance of what I like. I need you to motivate me on what I have selected so that I do not lose hope. Guide me to reach my goals. Give me examples of people with the same views as mine.*" *A:30;6;1-307*: "*In general, for me until now my ability of making my career decision is low, and I think is because of inadequate information on the process of making my own career decision for future success.*"	

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[6] The responses of the participants are verbatim with only very light editing in order to preserve the authenticity of the responses.

B4;3;5;1-212: "The difficulties that face me is lack of enough information that can help me in choosing my career; also I need to know what things I am supposed to do in order to achieve my goals. I need to know what careers are found at university."

B4;19;4;1-212: "Giving me the information about the career I choose and how it relates to the abilities and talents that I have. How, if I like two careers, I don't understand which is the best career for me, and the two careers sometimes are quite different from each other. How do the careers relate to the subjects that I take. For example, how does my subject combination (EGM) relate to an Arts career?"

Lack of motivation and support	Lack of motivation to engage in the career decision process (Gati et al., 1996), lack of support and guidance.

COMMENTS FROM THE PARTICIPANTS INDICATING LACK OF SUPPORT AND MOTIVATION AS A SOURCE OF THEIR DIFFICULTIES

A;13;4;1-307: "Really I find it difficult to make a career decision because in this school there is no career decision programme to assist us on careers. Rather I used to tell my siblings about the career I want to choose, but they made me give up on what I am interested in"

B4;28;2;1-212: "Sometimes I lose hope about my career decision because I lack support from my parents. Because my career decision is to be a soldier. I wish to be a soldier and I like it. And I need someone to give me hope about my career decision."

A;17;4;1-307: "Sometimes I get confused about the career I want because I don't have people to help me choose here at school or home. I'm not motivated at all, that's why I have not made my choice. Now that you are here you can help me."

A;18;9;1-307: "A major thing that also becomes a setback to my career choice is that I get very low support from my guardians and parents, perhaps due to the low level of education they have. in other hand no critically evidence and support ever been given other than looking my appearance and my education performances to comment and describe what I should do"

Inconsistent information	Any comment related to unreliable information, internal conflict, and external conflict contributing to career decision-making difficulties (Gati et al., 1996).

COMMENTS FROM THE PARTICIPANTS INDICATING INCONSISTENT INFORMATION AS A SOURCE OF CAREER DECISION-MAKING DIFFICULTIES

B4;23;4;1-212: "I don't know how I will choose the right career which will suit me. When I'm about to choose the right career, I face difficulty to decide because my mind tells me that 'no' you will not manage the career you are trying to choose."

B4;31;1;1-212: "For the first time I did not choose the correct career which may help me in future, therefore I have a lot of difficulties because I went against what I want most. So I do not like to see others go through it because it hurts."

A;21;9;1-307: "On my side about careers, I have tried many times to share with my parents and friends. Some of them said it does not suit me for real. I want to be an accountant but

my relative said it is difficult for me to get a job. It worries me a lot, but also they said I have to be a doctor and now I'm studying EGM. It worries me sometimes, but I think I will be an accountant."

B4;29;2;1-212: "I want to be an accountant, but I don't know which course to take and which university to apply to. Also, some relatives tell me that accountancy is a hard job, but I like it. My brother tells me to study PCB but I am not interested in PCB. Help me decide what course to choose and the university where I can study."

Lack of confidence	When individuals lack confidence when making career decisions, they are likely to develop negative attitudes towards their careers.

COMMENTS FROM THE PARTICIPANTS INDICATING LACK OF CONFIDENCE AS A SOURCE OF CAREER DECISION-MAKING DIFFICULTIES

A;10;3;1-307: "I don't have the confidence to decide because I'm not sure. I think I have a big problem with career decisions. But in our school, there are some teachers who are there to help students with career decisions, but they never do."

A;24;7;1-307: "I have a twice or triple decision about my career, that is I want to be either an accountancy, marketing manager or a teacher, but I don't have confidence with all my choices."

B4;18;4;1-212: "I need help and assistance on how I can be strong and confident in deciding what is right for me. I am very shy and afraid when standing in front of people. I also think that my choice is not right, especially in the careers I choose because I am not worldwide exposed with the career I choose. I am very weak and easily heartbroken. I am prone to disappointment in small issues and things."

Job scarcity	Lack of employment opportunities seemed to limit many of the participants' career decision making.

COMMENTS FROM THE PARTICIPANTS INDICATING JOB SCARCITY AS A SOURCE OF CAREER DECISION-MAKING DIFFICULTIES

A;6;2;1-307: "I had a dream of being a doctor (specialist), but due to lack of employment opportunity I found myself falling into economic sector which is not my choice, so I found myself lost totally. I'm afraid to look at another side and to select another career."

B4;20;5;1-212: "The difficulty I have in choosing my career is that I am not sure what I like. The career that interests me most is journalism, but at the same time I think of being a lawyer, but there are many people within the same career struggling for a job. I don't want to choose a career which will not offer me job opportunities."

B4;24;5;1-212: "You can help me by giving me advice about the career where I can be employed easily. My parents do not have enough money to support my studies, that's why up to now I am not sure about my career decision because I am not sure if I can get a job easily. I need to support my parents."

B4;32;1;1-212: "First, I am confused about making a decision on what I will do when I

complete high school education. I feel that many careers I wish to work in it do not offer job opportunities because I see a lot of people jobless. I hope I can get counselling on some career that I have never heard about."	
Subject choices (combinations) and grades	**The subject choices or combinations, particularly at secondary school, could determine the field of study or career choice for further education training.**
COMMENTS FROM THE PARTICIPANTS INDICATING SUBJECT CHOICES (COMBINATIONS) AS A SOURCE OF CAREER DECISION-MAKING DIFFICULTIES	

A;22;8;1-307: "Initially I wanted to be an accountant, but sadly I was selected to study (HGL), which I'm not sure if it can lead me to the career I want. I fail to be who I wanted to be because the marks I got at ordinary level did not suit me to be where I wanted, therefore I need help from people like you"

B4;31;1;1-212: "I feel confused because my dream is to be a doctor, but the subjects which I am taking right now do not allow me to go in that way, so it gives me more difficulties on what I can do to reach my dreams. I was surprised to be selected for arts subjects (HGL) while I passed all science subjects with credit C except for physics and mathematics."

B4;6;1;1-212: "It's true that I have difficulties in my career. But the thing which has created the wall for me to reach my destiny is what I am studying now. I am studying (EGM) as my subject combination. All this is due to the school where I am studying. It doesn't have science subjects and all my dreams failed from the time I was told the selection of A-LEVEL are out. But my parents need to see me reach my goal. I can't be a doctor with EGM subjects."

B2;23;4;1-212: "At first my dream career was to be a doctor, but when I was in Form 3 my dream was destroyed because I found difficulties in science subjects, especially physics. But now I don't have exactly a dream career."

4.5 THEME 2: CAREER DEVELOPMENT PROGRAMME TO HELP THE PARTICIPANTS MANAGE THEIR CAREER DECISION MAKING

This theme emerged from the pre-intervention and post-intervention interviews where the participants expressed their views on the kind of support they received from the school. While some of the participants mentioned career programmes at school to help them manage their career decision-making difficulties, others said there was no programme to support them. Some of the participants also did not have a clear idea about career counselling programmes as they confused career counselling with the advice they received from teachers. Three subthemes emerged from this theme (see Table 4.5).

Table 4.5: Subthemes related to career support programmes available at school to help the participants manage their career decision-making difficulties

THEME 2: CAREER DEVELOPMENT PROGRAMME TO HELP THE PARTICIPANTS MANAGE CAREER DECISION DIFFICULTIES	
SUBTHEMES	
Career support available	**According to Lapan et al. (2003), career support programmes aim to provide students with early career knowledge to assist them in determining career goals.**
COMMENTS OF THE PARTICIPANTS ON THE AVAILABILITY OF CAREER SUPPORT PROGRAMMES AT SCHOOL	
A;25;7;1-307: *"In our school, there is a department dealing with counselling students about behaviour and other issues like careers."* A;23;7;1-307: *"Inside the school, there is a department which deals with different activities (guiding and counselling). They advise students who face problems in their studies. This department helps us to solve our career problems also."* A;18;9;1-307: *"The school has no programme that can assist us students in the matter of career choice. Frankly, we have a club (subject club) but mostly with a poor organization, which in turn does not help us any more, but just entertains us. We also have a guiding and counselling committee that consists of a number of teachers, but they hardly ever consult us on the issues of career decision."* A;8;3;1-307: *"There is no known programme that advises us on what career decision I should make, but some teachers are using some of their sessions to advise me in a few words."*	
Need for support	**The participants expressed their need for career counselling to enable them to plan for their future careers.**
COMMENTS FROM THE PARTICIPANTS INDICATING THEIR NEED FOR SUPPORT IN MANAGING THEIR CAREER DECISION-MAKING DIFFICULTIES	
A; 11;3;1-307: *"I need some people who will support me in choosing a good career that will make me comfortable in the future. Therefore I would like to get support from different people like my parents, my friends and counsellors (professionals)."* A;15;3;1-307: *"I think I need the help of a career counsellor in order to make a good career choice because in our school we don't have counsellors."* A;16;5;1-307: *"My hope is to get help from qualified people or counsellors. I expect that through them I'm going to discover a career which can help me to be comfortable with my future."*	

Suggestions/Recommendations by the participants	The participants gave suggestions on how they would like the school to support them.
COMMENTS FROM THE PARTICIPANTS CONTAINING THEIR SUGGESTIONS AND RECOMMENDATIONS TO THE SCHOOL MANAGEMENT	

F;5;6;1-224: "What I wish is that my *school could initiate programmes that deal with career choice like frequent dialogues and debates, counselling sessions and talent classes through which we can participate and get to experience what we may do with our career in the future."*

F;24;5;1-224: "In my own way I would like to ask the school to provide programmes which help students have good career decision making, for example welcoming different university professionals or guest speakers who will influence students on what to choose for the future."

F,22;6;1-224: "So government and non-government organisations should introduce this service in all schools, at least all advanced schools, because many students in secondary and other schools (advanced schools) lack this kind of service, which led to them choosing inappropriate careers. So this is an important service at our school."

F;8;7;1-224: "I suggest our school should also think about introducing the same programme to help students solve their career problems."

4.6 THEME 3: THE PARTICIPANTS' EXPERIENCE OF THE INTERVENTION

This theme emerged from the post-intervention interview and reflections in journal entries in which the participants expressed their experience of the intervention. The participants reported positive as well as negative experiences. They appreciated that they were allowed to participate in the intervention and talk about their life stories. However, some of the participants experienced difficulty in responding to some of the questions in the *CIP.* The findings are presented in Table 4.6.

Table 4.6: Subthemes related to the participants' intervention experiences

THEME 3: THE PARTICIPANTS' INTERVENTION EXPERIENCE	
SUBTHEMES	
Positive experiences	**The participants expressed their positive experiences of the intervention and how they benefited from it.**
COMMENTS FROM THE PARTICIPANTS INDICATING THEIR POSITIVE EXPERIENCES OF THE INTERVENTION	
D;5;4;1-144: "During the counselling session of one-to-one what I experienced was the space to speak about myself clearly, freely you know, yes." *F;8;7;1-224: "I feel happy to be part of this programme, it was good. I managed to achieve some of my expectations on career issues such as choosing my career, knowing my identity and my talents."* *C;30;2;1-147: "I enjoyed different parts of the questions asked in the questionnaires. It made me discover my personality and character. Before I did not know that those who I admire as my role models reflect who I am.".* *F;22;6;1-228: "Generally, I enjoyed the programme because it helped me a lot to become aware about my abilities. I wish this service may be introduced at school because it is so important for students."* *C;25;3;1-147: "I enjoyed because the questions that have been asked reflect my career difficulties that hinder me to know which career is suitable for me. So through this I enjoyed speaking about my problems or challenges, which I never told anyone."*	
Challenges experienced in completing some *CIP* questions	**Some of the participants expressed their negative experiences of the intervention, saying how challenging it was to complete some parts of the *CIP*.**
COMMENTS FROM THE PARTICIPANTS INDICATING THEIR NEGATIVE EXPERIENCES OF THE INTERVENTION	
B4;20;5;1-212: "I did not enjoy some of the questions because they are more critical. They need much attention and you must be specific in the answers, which made me use a lot of time." *F;31;2;1-224: "I must admit that it was difficult for me to tell my personal story in a group. I was a bit shy to express myself."* *B4;35;3;1-212: "I did not enjoy some parts of the questionnaire because there are many questions which are difficult to answer."* *B4;15;3;1-213: "I did not enjoy some questions because they caused me to remember the painful situation I experienced."*	

F;30;2;1-224: "When I was told to remember my past experiences, it was like opening my wound again. I didn't want to remember that painful story."

4.7 FINDINGS OF THEME 4: EFFECT OF THE SELF-AND CAREER CONSTRUCTION COUNSELLING INTERVENTION ON THE PARTICIPANTS

The participants provided feedback on the benefits of the career construction counselling intervention programme. This theme emerged from inductive data analysis of the post-intervention interview, the focus group interview, the participants' journal entries, and the researcher's journal entries. The intervention was beneficial for most of the participants as they demonstrated positive changes regarding their career decision-making difficulties. (see Table 4.7).

Table 4.7: Subthemes related to the influence of the career construction counselling intervention on the participants

THEME 4: INFLUENCE OF CAREER CONSTRUCTION COUNSELLING INTERVENTION	
SUBTHEMES	
Career exploration	**According to Super (1990), career exploration is important as it can prevent career decision-making problems.**
COMMENTS FROM THE PARTICIPANTS INDICATING CAREER EXPLORATION	

C;35;1;1-147:"Also the other thing I learned is how to search for information about career options so as to help others know their right choices. Like me, my career wish is to become a high-level soldier so as to defend my country and even bring respect to my family members so as they will be proud of me."

F;2;1;1-224: "What I can say is the activities we engaged in was like exploring new options for our career choice, and it was really good for me because it built my confidence."

C;30;2;1-147: "I have learned a lot of things like career selection. I now know that I have to explore different career options that suit me according to my interest and my personality."

D;15;1;1-144: "Before this session I was in darkness. I did not know where I can go or where I can be after I finish school. After engaging in this session I learned different things from counselling, especially when we did private or individual, hmm. Yes I know when I want to be a lawyer there are many things to be done in order to achieve my goals like to engage in different activities that involve my career."

Self-knowledge	The participants acquired knowledge about their careers as they engaged in the intervention activities.
COMMENTS FROM THE PARTICIPANTS INDICATING SELF-KNOWLEDGE	

F;9;5;1-224: "I acquired information about myself, different occupations, and even the university requirements about the career I want. I consider myself in control of my career without hesitation."

E;15;2;1-86: "I am now more aware and know what to do to achieve my goals. I will get involved in activities related to my career."

C;6;1;1-147: "Well, through the programme I realised my weaknesses and how I should overcome them without anyone's help, and I learned more about myself and where I should stand so that I can reach somewhere in days to come."

F;3;5;1-224: "Before I was so confused because I was not clear with myself what I liked in terms of career. It was like being in darkness. This programme helped me a lot because I gained more knowledge about myself, like I have discovered my personality and my interests. This is very important because when you know your interests and personality you can easily choose a career which matches your personality."

Self-regulation	Self-regulation focuses on self-generated thoughts and behaviours oriented towards achieving individuals' learning goals (Schunk & Zimmerman, 2003).
COMMENTS FROM THE PARTICIPANTS INDICATING SELF-REGULATION	

C;15;2;1-147: "I need to study hard and make more effort than before because no sweet without sweat. I have realised that no one can identify me but myself."

E;24;1;1-86: "I find myself focused on my goals, I will work hard to improve on my confidence and self-concept."

E;2;3;1-86: " I gained a lot, becoming focused, courageous, and work hard to achieve my goals. I have determined where I was, where I am now, and where I am heading to. I will keep on knocking hard to reach my goals."

C;8;4;1-147: "In terms of responsibility, now I'm aware that there is no magic in success, so I must be responsible for my work, either in school studies or at home and whatever."

E;16;2;1-86: "My career direction is teaching. I should improve on my grades to ensure I have a place in tertiary education to train as a teacher. I think that teaching is my best career. Others could be my hobby."

Career decision-making enhanced	The participants were able to resolve their career decision-making difficulties after the intervention.

COMMENTS FROM THE PARTICIPANTS INDICATING HOW THE INTERVENTION ASSISTED THEM IN RESOLVING THEIR DIFFICULTIES

D;9;2;1-144: "I am thankful because you took time with us and it has helped me know what I will do. I wanna be an economist and fashion designing, and I think I won't have trouble choosing or picking what I will do."

D;11;2;1-144: "First of all I am thankful to be selected for this programme because it helped me more than much. At first I didn't know who really I am and I had difficulties to choose whom I want to be, but after this session I have come to know that everything is possible under the sun. I can be anyone I want to be and I can do anything and make people wonder."

C;15;2;1-147: "Before counselling about my career, I had different questions that confused and made me stand in an unknown position. Who I will be in the future, what and where I could be. What mostly confused are the combinations that I have and the career I wanted. After counselling, I am able to know what I want to do and what I don't want to do to achieve my goals. I am becoming a lawyer and I will engage in activities involved in my career."

C;7;3;1-148: "I'm certain with my decision now. I have discovered that I belong in the social category career. I enjoy working with people, especially helping people."

F;34;7;1-224: "I participated in this service from the first time till the end. It is useful as now I know what career I am supposed to choose. Before the programme I never took time to think or imagine what my future will look like, but this counselling opened my eyes to start looking and think about my future career. Apart from knowing my career, I discovered my strengths and weaknesses and acquired decision skills."

Self-efficacy	The participants believed in their ability to achieve their goals.

COMMENTS FROM THE PARTICIPANTS INDICATING SELF-EFFICACY

C;2;3;1-147: "What within me is that I believe that I live for my dreams and I can make it. So I use my career to achieve my dreams."

F;16;1;1-224: "The counselling sessions were beneficial to me because now I believe in myself that I have the ability to achieve all my goals, and I'm sure I will go far. I will walk with my dream and make sure that I achieve my goals."

F;28;3;1-224: "To be honest, I didn't believe in myself, that I am capable of fulfilling my dreams, but through this counselling I found that I have what it takes to achieve my dreams. I strongly believe in myself. I can do it."

E;2;3;1-86: "I am learning to be independent. I look toward my dreams and I believe that I can make it by any means."

Self-confidence	The participants gained confidence about their career choices.

| COMMENTS FROM THE PARTICIPANTS INDICATING SELF-CONFIDENCE | |

F;12;6;1-224: "There is a big change in me after being involved in this project. I can now stand with much confidence about my career. I am now a strong woman with determination to achieve my future goals."

E;14;2;1-86: "I feel confident about my career. I learned that in order to achieve my goals I must be courageous and take risks."

C;23;3;1-147: From this programme I have learned about myself. I realised that I lacked confidence in myself, and that is what made me confused about what I wanted to be. Nothing is difficult if you determine yourself to do it."

F;17;4;1-224: "I think the programme helped me a lot. I was afraid about my future, but now I can face the future with more confidence because I'm sure of what I like and what I will do."

Career identity	The participants were able to discover their true identity.

| COMMENTS FROM THE PARTICIPANTS INDICATING HOW THEY DISCOVERED THEIR IDENTITY | |

C;32;1;1-147: "The story of my life has helped me discover who I am and that the choice I have made has been influenced by my past experiences. I thank you for coming to help us discover new things about our careers."

C;15;2;1-147: "I know who I am. I have realised that no one can identify me but myself."

F;8;7;1-224: "I feel happy to be part of this programme. It was good. I managed to achieve some of my expectations on career issues such as choosing my career, knowing my identity and my talents."

D;18;1;1-144: "I learned what I never knew before and it made me generous because I did not know who I am, but now I get to be focused, and know who I'm I going to be and what I should do immediately after school. I'm ready to leave school after my studies, and from now I know where I am going and what I should do."

New perspectives and plans	The participants were able to change their perspectives on how they perceived issues related to careers.

| COMMENTS FROM THE PARTICIPANTS INDICATING NEW PERSPECTIVES AND PLANS | |

C;31;1;1-147: "I have learned that people change according to the environment and time. Through this study, we learned that people need to have the right choices in advance and realise where we can go based on the real environment in which we live."

E;9;2;1-86: "I used to think that what I learn in class is what should come first and my passion

should come later, but now my passion comes first because it is what defines me."

C;31;2;1-147: "These sessions made me aware that I should look at options and if doors are open in another direction. Also I am aware that skill and experience will take me to my dreams."

D;11;2;1-144: "I have become aware that all people belong to all kinds of careers. There is no specific career for women and men. All people can manage. At first I thought that secretary work is suitable for only women but this is not true."

Time management	The intervention helped some of the participants manage time better.

COMMENTS FROM THE PARTICIPANTS INDICATING HOW THE INTERVENTION HELPED THEM TO MANAGE TIME

C;6;1;1-147: "Through this programme I managed to plan my time and use it well compared to what I was before. I have learned about time management and how to plan my time well."

D;4;2;1-144: "I know a lot which before I failed to do. I managed to know how to manage my time, I failed to manage my time in my studying session. I have got to learn how I should study during the holiday."

D;11;2;1-144: "It helped me to manage my time."

Resilience	Resilience is the psychological ability of individuals to deal with tension and adversity. It is the ability to adapt well to new circumstances and difficulties. It covers both strength and flexibility.

COMMENTS FROM THE PARTICIPANTS INDICATING RESILIENCE

C;31;1;1-147: "Effort and goals are the most important things in achieving dreams. We should not give up and lose the light of our dreams, especially for us young people who are in school as we have more time to make the right choices."

C;21;1;1-147: The challenges I have experienced have been changed to hope. I'm not stuck with my past anymore, but look forward to the future."

F;10;6;1-224: "I am now confident and courageous to face any challenge that will come my way, just to fight for what I love to do. I will never give up my dreams."

C;6;1;1-147: "Challenging steps in life are just like the staircase between two floors, which helps the user to reach a certain point. So I learned how to face the challenges."

F;31;2;1-224: "I appreciate your support because personally I benefited a lot. I have found out that I am strong enough to face challenges in life."

4.8 EFFECT OF SELF- AND CAREER CONSTRUCTION INTERVENTION ON THE PARTICIPANTS' NARRATABILITY, AUTOBIOGRAPHICITY, ADAPTABILITY, AND IDENTIFICATION OF SOME KEY LIFE THEMES

A self- and career construction counselling intervention enables individuals to construct themselves through the narration of their career-life stories and by promoting the idea of constructing the self as an internal compass that helps individuals deal with career-related changes (Maree, 2019b; Savickas, 2013, 2019). In this study I examined how the self- and career construction counselling intervention enhanced the participants' narratability, autobiographicity, adaptability, and identification of their key life themes. The outcome of the intervention can be seen in the post-intervention interview, the written reflections in the participants' journal entries, and the focused group discussions (see section 4.8.1 below).

4.8.1 Narratability

The intervention helped the participants express their deepest feelings freely thereby reinforcing their level of self-understanding. One participant for example said, *"I enjoyed parts where I had to express myself and have someone to tell my story to. Thank you for helping me to learn about myself"* (C;2;3;1-147). Another participant said, *"during the counselling session of one-to-one what I experienced is the space to speak about myself clearly, freely you know"* (D;5;4;1-144). Another participant said, *"I enjoyed the session since it made me talk about my favourate career and internal feelings"* (B4;13;5;1-212). Another participant said, *"I enjoyed it because the questions reflected my career difficulties that hindered me from knowing which career is suitable for me. So through this, I enjoyed speaking out about my problems or challenges which I never told anyone before"* (C;25;3;1-147).

4.8.2 Autobiographicity

The participants' responses revealed that the self- and career construction counselling intervention increased their ability to draw on their career-life stories to deal with career decision-making difficulties and career-related transition changes. For example, one participant said, *"I have learned about my strengths and weaknesses. I also gained a lot of information about different categories of careers. My story has helped me to know*

what I want in the future" (C;11;4;1-148). Another participant said, *"I enjoyed sharing my story because through it I discovered what I never thought of … like I did not know that my past experiences are connected to my future career"(F;10;5;1-228).* Another participant said,*"many things have changed since we started this session. I think the difficulty of not choosing my career is because I did not know my life story. Everything is clear now. I mean there is a connection of my story with the career I want" (C;22;4;1-147).* Another participant said, *"the story of my life has helped me discover who I am and that the choice I have made has been influenced by my past experiences. I thank you for coming to help us discover new things about our careers (C;32;1;1-147).* Another participant said, *"all I can say is that I am thankful that you opened my eyes about who I am. The challenges I have experienced have been changed into hope. I am not stuck with my past anymore, and I look forward to the future. I enjoyed that I shared my sadness with you. I think that my pain is healed. I have realised that I am a strong girl" (C;21;1;1-147).*

4.8.3 Adaptability

Adaptability denotes the participants' optimism or anticipation about their capacity to deal successfully with challenges and frequent transitions. The participants' comments indicated that the self- and career construction intervention enhanced their adaptability resources to manage occupational transitions. The intervention encouraged the participants to show interest in and think about what their future will look like (concern), for example, *"At the beginning, I did not know where I was heading to but now at least ….well I can figure out what my future will be"(C;32;1;1-147).* Another participant replied in similar vein, *"before the programme, I never took time to think or imagine what my future will look like, but this counselling opened my eyes to start looking and thinking about my future career" (F;34;7;1-224).*

The participants also showed a sense of responsibility and control in shaping their future (control), for example, *"I acquired information about myself, different occupations, and even the university requirements about the career I want. I consider myself in control of my career without hesitation" (F;9;5;1-224).* Another participant said, *"now I'm aware that there is no magic in success, so I must be responsible for my work either in school studies or home and whatever"(C;8;4;1-147).*

The intervention also increased the participants' inquisitiveness about the world of work (curiosity), for example, *"what I can say, the activities we engaged in was like exploring new options for our career choice, and it was really good for me because it builds my confidence"* (F;2;1;1-224). Another participant with the same view said, *"I have learned a lot of things like career selection. I now know that I have to explore different career options that suit me according to my interest and my personality"* (C;30;2;1-147).

The participants were also more positive about their ability to solve problems relating to their careers (confidence), for example, *"I appreciate your support because personally I benefited a lot and I have found out that I am strong enough to face challenges in life"* (F;31;2;1-224). Another participant commented, *"I gained a lot, becoming focused, courageous and work hard to achieve my goals. I have determined where I was, where I am now, and where I am heading to. I will keep on knocking hard to reach my goals"* (E;2;3;1-86). Another participant commented on how she felt before and after the intervention, *"I think the programme helped me a lot. I was afraid of my future, but now I can face the future with more confidence because I'm sure of what I like and what I will do"* (F;17;4;1-224:). Another participant said, *"through this research, I have been able to change the ideas I had in the past and am now able to open a new way for me to achieve my goals. I have learned that people change according to the environment and time. We learned that people need to have the right choices in advance and realise where we can go based on the real environment in which we live"* (C;31;1;1-147). Another participant said*, "I am now confident and courageous to face any challenge that will come on my way just to fight for what I love to do. I will never give up my dreams"* (F;10;6;1-224).

4.8.4 Changes that manifested after the intervention

4.8.4.1 Personal and career identity-related changes

The participants stated that the intervention had enabled them to discover who they were (their personal and career identity) and that they had become confident, courageous, focused, and determined to achieve their goals. One participant, for example, said, *"after being involved in this project, I am now a stronger and more confident; woman with determination to achieve my future goals"* (F;12;6;1-224).

Another participant said, *"I gained a lot, becoming focused, courageous, and working hard to achieve my goals. I have determined where I was, where I am now, and where I am heading to. I will keep on knocking hard to reach my goals"* (E;2;3;1-86). Another participant said*, "I was amazed to discover who I am through my story. I mean my personality, interests, and other things. Imagine the people I have admired in my life reflect who I am (C;5;2;1-147)*.

4.8.4.2   Career development-related changes

The intervention helped the participants gain insight into themselves and to use this insight to inform their career decisions. They were enabled to explore their talents and interests and to understand their strengths and weaknesses. One participant commented, *"well, through the programme I realised my weaknesses and how I should overcome them without no one's help, and I learned more about myself and where I should stand so that I can reach somewhere some days to come"* (C;6;1;1-147). *"I learned what I never knew and it made me generous a bit because I did not know who I am, but now I get to be focused and know who I'm going to be and what I should do immediately after school. I'm ready to leave school after my studies"* (D;18;1;1-144). Another participant, who became certain about her decision after discovering her career identity, said, *"I'm certain with my career decision now. I have discovered that I belong in the social category careers. I enjoy working with people, especially helping people"* (C;7;3;1-147). Another participant with a similar view said, *"I have realised that my career is being a teacher. It is not difficult to choose anymore because I have learned and discovered what I like"* (C;16;3;I-147).

4.8.4.3   Change and forward movement

The intervention helped the participants improve their sense of self and inspired forward movement. One participant said*, 'I will fight for people with challenges such as the ones I have experienced as well (E;20;2;1-86).* Another participant said*, "I'm now ready to move on and do what I 'should do'. The intervention changed my life. I know what I am going to do to improve myself and actualise my ability and 'changed' attitude and so on* (D;18;1;1-144). Another participant, who acknowledged how the sessions had changed her perspective about his future plans, said, *"Through this counselling my*

dreams have changed because I was still hoping to go into medicine so I can focus on something else" (E;31;2;1-86).

4.9   CONCLUSION OF THE CHAPTER

This chapter reported on the study's findings, which were obtained through a qualitative data generation process that used various data sources. The findings were compiled from the pre-intervention interview, the *CIP*, the participants' journal entries, the post-intervention interview, the post-intervention focus group, and the researcher's reflective journal. Four themes emerged from the thematic analysis: career-related difficulties, career development programmes available to support the participants' career decision-making, the participants' intervention experience, and the effect of self- and career construction counselling on the participants. The findings will be discussed and interpreted in chapter 5 on the basis of the participants' responses. The findings will also be linked to the existing literature.

CHAPTER 5 - RELATING THE FINDINGS TO EXISTING LITERATURE ON THE INFLUENCE OF CAREER CONSTRUCTION COUNSELLING ON THE CAREER DECISION-MAKING DIFFICULTIES OF THE RESEARCH PARTICIPANTS

5.1 INTRODUCTION

As explained in the preceding chapters, this study aimed to explore the influence of a career construction counselling based-intervention on the career decision-making difficulties of a group of public high school students (the research participants) in Tanzania. This chapter provides a detailed discussion and interpretation of the findings based on the participants' responses. The findings are also compared and linked to and interpreted within the literature framework and research that has been done on the topic. The researcher endeavoured to be transparent, rigorous, and trustworthy in communicating the results. The discussion is based mainly on the themes and subthemes that were presented in chapter 4 using four perspectives:

- ❖ Do previous findings agree with the findings of the current study?
- ❖ Are there current study findings that do not agree with previous findings?
- ❖ Which findings of the current study have not been reported before?
- ❖ What specific trends emerge from the findings of the current study?

5.2 THEME 1: CAREER-RELATED DIFFICULTIES

As mentioned previously, this theme emerged from the pre-intervention interview and the *CIP* where the participants indicated that they had experienced career decision-making difficulties. However, the sources of their difficulties varied according to the subthemes that emerged during the data analysis process. It should be noted up front that researchers in different parts of the world have found that career decision-making is challenging for most people at different stages of their lives (Angel & Gati, 2019; Gati et

al., 1996; Gati & Saka, 2001; Levin et al., 2020; Nafukho & Petrides, 2018; Vaiopoulous et al., 2019). The following discussion is based on the subthemes that emerged.

5.2.1 Lack of information

As explained by Gati et al. (1996), lack of information as a source of career decision-making difficulties is related to lack of knowledge about the process involved in choosing a career, lack of information about the self, lack of information about occupations, and lack of information about ways of obtaining additional information. The participants experienced difficulties because they lacked information about self, process, occupation, and information about ways of obtaining additional information.

Taking into account the participants' comments in chapter 4, it is clear that they lacked information about the self (their preferences and abilities) and information about occupations (existing occupation alternatives and the characteristics of the alternatives). Lack of information about the self, occupations, and the process involved in making career choices seemed to be the leading difficulties experienced by the participants. This finding is not surprising as most secondary schools in Tanzania do not have trained career counsellors to counsel students (Mabula, 2012). The findings of this study are in line with Akpochafo (2020) and Vaiopoulou et al. (2019) whose findings among Nigerian and Greek students respectively indicated lack of information as the major difficulty facing students in career decision making. Maree (2020b) and Maree (2020c) classify this type of career decision-making difficulty (lack of information) as developmental indecision.[7] Maree argues that individuals who experience developmental decision-making difficulties with regard to choosing a career lack information on how to choose a career, what various careers and fields of study entail, and what personalities are connected with different careers. Based on the participants' comments in chapter 4, it can be seen that most of the participants experienced developmental career decision-making difficulties.

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[7] The terms career indecision and career decision-making difficulties are used interchangeably in this study.

5.2.2 Lack of motivation and support

The participants indicated a lack of motivation and support from significant others as a factor contributing to their career decision-making difficulties. Motivation and support are vital factors in making career decisions (Guay, 2005). According to Guay (2005), students who are intrinsically motivated are less undecided and are more independent in making career decisions, indicating a more positive self-concept. Individuals with low levels of intrinsic motivation regarding career decision-making activities are likely to experience difficulties in making decisions. Guay (2005) adds that career decision-making improves when parents and peers provide support in terms of choices, advice, and involvement. Paixão and Gamboa (2017) maintain that intrinsically motivated students are more likely to engage in career exploration, planning, and making informed decisions. The findings of this study support those of Gati et al. (1996), Guay (2005), and Jung (2013) who found lack of motivation to be a contributing factor in students' career decision-making difficulties.

5.2.3 Inconsistent information

The participants' comments indicated their lack of reliable information on their abilities and lack of information on available field of studies at universities. Internal conflicts (conflict within the individual) and external conflicts (conflicts involving the views of significant others) seemed to hinder the participants in choosing their careers. The participants' comments revealed internal conflict caused by their parents, relatives, and friends, who largely influenced their career choices. This finding corroborates Akpochafo's (2017) finding that external influences often affect students' career decision making. Most parents want their children to study for 'prestigious' degrees such as medicine, law, and engineering, even though they lack the required abilities or are not interested in such professions. This is not restricted to parents as friends, relatives, and teachers also put pressure on students when making their career decisions. Some parents pressure their children to achieve what they (the parents) could not achieve (Maree, 2021). This poses a challenge to some individuals, especially when their interests and abilities are not sufficient to master the chosen professions advocated by significant others. Students should not choose so-called prestigious careers because of family influence or peer group pressure. They should rather choose careers based on

their ability, aptitude, interests, and personality, although other factors may also contribute to achieving their goals (Olaosebikan & Olusakin, 2014).

5.2.4 Lack of confidence

Most of the participants reported a lack of confidence as a hindrance to making sound career decisions because they feared making 'wrong' decisions. Lack of confidence or low confidence, according to Patel (2020), can negatively affect one's perceptions and achievement, leading to insecurity, self-doubt, and stress. Lack of confidence in the participants in this study also led to career decision-making difficulties.[8] This finding is consistent with that of Kırdök and Harman (2018) who found that individuals lacking in confidence in their career choice are likely to experience career decision-making difficulties. Stringer et al. (2011) also found that lower confidence was associated with higher difficulty in making career decisions. This study's findings confirm those of Stringer et al. (2011). Several of the participants exhibited inadequate confidence regarding career decisions and had also not engaged in career preparation and planning for their future. They expressed a need for career counselling that would help them overcome feelings of fear and doubt about their career decisions and become more confident with their choices.[9] Maree (2020b) identifies this kind of difficulty as career indecisiveness, which is characterised by emotional challenges associated with feelings of anxiety, insufficient self-efficacy, insecurity, inadequate self-worth, and an undeveloped sense of self and identity.

5.2.5 Job scarcity

The participants perceived job scarcity as a barrier to career decision-making as they were afraid to choose a career that would not ensure them of employment despite their interests and abilities. They often believed that their preferred career did not offer job employment as they saw many people with the same career as jobless. The findings thus imply that the participants feared choosing their desired career, thinking it would be difficult to obtain employment in such a career. This finding is in line with that of Gati and Kulcsár (2021) and Lent and Brown (2020) who argue that economic and

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[8] See chapter 4, section 4.4, Table 4.4 p. 67.
[9] See chapter 4, section 4.5, Table 4.5 p. 69.

technological changes have radically affected the world of work, leaving some individuals feeling uncertain about their career choice due to their fear of not obtaining employment or their job being replaced. According to Yaghi and Alabed (2021), many individuals perceive choosing a career as a means to obtaining a job that offers professional development opportunities and a rewarding income. Based on the participants' responses in the present study, it is evident that most of them still had the notion of stable and secure employment, which sadly no longer exists. Since individuals can no longer be assured of secure employment in today's fast changing, undefinable, and unpredictable world of work (Argyropoulous & Kaliris, 2019; Cardoso et al., 2018; Maree, 2018b; Maree, 2019a; Savickas, et al., 2009), they need to think of obtaining employability skills rather than thinking merely of stable employment. Savickas (2011; 2019) and Zhang, Yuen and Chen (2018) encourage counsellors to focus on lifelong learning and career adaptability to prepare students to face transition as well as future employment challenges.

5.2.6 Subject combination/choices

Selection of subject combinations is essential as it gives direction to an individual's future career choice, especially if the choice is made wisely. At the end of ordinary secondary school in Tanzania, subject choices are geared towards different careers. Students who are good at science (based on their performance) are placed in science subject classes that are combined to lead to science-based careers, while students who are good in art subjects are placed in art classes (Ndalichako & Komba, 2014). For example, the choice of physics, chemistry, and biology may facilitate study in the fields of medicine and natural sciences. Although students may choose science subjects out of interest, they may find themselves placed in arts classes if they did not perform well in science subjects. Where students perform well both in science and arts subjects and their interest is in arts subjects but they find themselves placed in science subjects, they can switch from science to art subjects. During the pre-intervention interview, some of the participants expressed disappointment at not being able to choose the career they wanted because the subjects they were studying now would not lead them to their desired careers. As discussed in chapter 4, the participants' comments implied that some of them had been selected (instructed against their will) to study subjects that did

not match their career interests because they had not performed well in the subjects they wished to study. This is because selection for advanced secondary education or Form 5 in Tanzania (Grade 11 in other countries) is based on performance in different subjects. Students in Tanzania do not realise that besides their wishes, interests, and abilities, their grades performance in certain subjects also determines their subject combination selection. This finding suggests that Tanzanian students have not been provided with adequate career counselling on the selection of subject combinations to avoid making inappropriate career choices in the future. Because the person-environment fit (test and tell) approach (Holland, 1997) still predominates in Tanzania, the key issue of students' life themes (their deeper-seated motivations for choosing to enrol in certain fields of study) are very rarely considered during career counselling sessions.

5.3 THEME 2: CAREER DEVELOPMENT PROGRAMMES AVAILABLE TO HELP THE RESEARCH PARTICIPANTS MANAGE THEIR CAREER DECISION MAKING

Career development programmes aim at providing students with early career knowledge to assist them in establishing their career goals (Lapan et al., 2003). The participants in the present study expressed their views on the career development support available at school to assist them in the process of career decision making and how they would like the school to help them in this regard. However, the participants' responses on this issue varied as they seemed to confuse career counselling with the advice they received from teachers. The discussion of this theme is based on subthemes that emerged during the data analysis.

5.3.1 Career support activities

The findings revealed three contrasting responses from the participants about the career development programme available to help them manage career decision making. While some of the participants indicated having a guidance and counselling department that focused on students' behaviour and career-related problems, other participants indicated having 'subject clubs', which focused on entertaining students rather than helping them solve their career-related difficulties. However, some of the

participants indicated having no career support programmes at all. Based on the participants' comments, it appears that there are no career development programmes or career counselling programmes at school. The researcher observed that the school management did not encourage career counselling and career development activities; rather, they emphasised students' discipline and academic performance. This means that many government secondary school students in Tanzania are not exposed to career counselling or career development activities at school. This finding concurs with that of Chilewa and Osaki (2022), Mabula (2012), and Rabie, Visser, Naidoo, Van den Berg, and Morgan (2021) who also found that high school students in public secondary schools neither received career counselling nor were exposed to career development activities. The government secondary schools appear to have few or no career programmes such as career visits, career days, career fairs, and career exhibitions compared to private schools, which to some extent have effective career programmes and career cousellors to help students (Mabula, 2012). As a result, many students depend on parents, peers, and teachers to suggest possible careers for them to pursue later in life (Obiunu & Ebunu, 2010). Career development activities in high schools can help students with their career planning as well as with designing themselves and choosing subjects, fields of study, and careers (Boychuk et al., 2018; Bloxom et al., 2008; Maree, 2021a; Sefotho, 2017).

5.3.2 Need for support

The need to expose individuals to career-related activities timeously is crucial because of the influence of these activities on lifelong career trajectories (Savickas, 2009). The participants in this study expressed their need for support in the career decision-making process because they received little support from teachers. According to Lapan, Tucker, Kim, and Kosciulek (2003), students who receive career development support in secondary school are more likely to manage career transitions successfully throughout their lives. In other words, students who receive career guidance and counselling can face transition challenges more successfully than those who do not receive any counselling. Students in secondary schools need to be given opportunities to explore different career alternatives and the necessary information. Because of students' need for career support, career programmes should be introduced in high schools and

specialised school career counsellors appointed to assist students in the career decision-making process. Although individuals are ultimately responsible for their future career choices, school counsellors and teachers are also responsible for increasing individuals' knowledge and supporting them in the choices they make (Eriksson et al., 2018).

5.3.3 Suggestions/Recommendations by the participants

The participants suggested that schools in particular and the government in general should introduce career service programmes in public secondary schools to assist students in the process of career development. For the participants' suggestions to be implemented, the government should employ well-trained career counsellors in every public secondary school in Tanzania to provide career counselling services to all students. Chilewa and Osaki (2022) and Nkuba and Kyaruzi (2015), also recommend that the government should train career counsellors and make career counselling a reality in Tanzania, particularly in public secondary schools where there are currently no career counsellors who can provide this service to students.

5.4 THEME 3: PARTICIPANTS' EXPERIENCE OF THE INTERVENTION

The post-intervention interview, focus group interviews, and the participants' journal entries revealed both positive and negative experiences of the intervention.

5.4.1 Positive experience of the intervention

The participants appreciated that they were given the chance to express their feelings through storytelling, which authenticated their deepest thoughts and ideas. They also appreciated the fact that during the intervention they were considered experts in their lives as they were afforded the opportunity to reflect on their stories, which informed their career decisions. This finding regarding participants' positive experience of the intervention concurs with Di Fabio and Maree (2013) and Maree (2019a) in the sense that the participants who took part in their study appreciated being part of the intervention as it facilitated in-depth self-reflection on their life stories. Maree (2020a) and Savickas (2011) argue that narrative career counselling enables individuals to go beyond mere narration by expounding on their deeper thoughts and feelings and

becoming able to deal with career choice challenges. The notion of depending on a counsellor entirely to advise and suggest an appropriate career for them is no longer a sufficient approach according to these authors. Savickas (2011; 2019) maintains that the success of career construction counselling depends on the extent to which clients/individuals genuinely reflect on their stories – in other words, actively participate in constructing, deconstructing, reconstructing, and co-constructing their career-life stories.

5.4.2 Challenges experienced by participants in completing some *CIP* questions

Some of the participants experienced difficulties completing some parts of the *CIP.* They said the questions were demanding and needed a lot of time to answer. This response reveals their lack of exposure to narrative assessment and being allowed to express themselves freely instead of being instructed to choose different options (Maree, 2020c). The fact that the participants had never been exposed to any form of career counselling contributed to their difficulties as they were not accustomed to the types of activities in the intervention. A few participants also reported that some parts of the *CIP* questions evoked memories that were painful and difficult to think about (Maree, 2017). This finding is in line with Cook's (2015) finding that the participants in his study also found completing the *CIP's* narrative section challenging as it evoked painful memories. Although some of the participants perceived parts of the *CIP* as difficult, those activities (career story narratives) gave them the opportunity to construct themselves and their careers by reflecting on their past experiences.

5.5 THEME 4: EFFECT OF THE SELF-AND CAREER CONSTRUCTION COUNSELLING INTERVENTION ON THE PARTICIPANTS

Before the intervention the participants expressed their need for help and support as most of them were uncertain about their career decisions. The pre-intervention interview responses indicated that most of the participants experienced career decision-making difficulties (see Table 4.3: Summary of themes and subthemes of the career construction-based counselling intervention, p.79-84). After participating in the intervention activities, the post-intervention interview, the focus group interview, and the participants' journal entries revealed the usefulness of the self-and career construction

counselling intervention as the participants demonstrated change and growth. The participants gained self-knowledge and discovered ways in which they could find personal meaning in their future careers and resolve their career decision-making difficulties. The discussion of this theme is based on the subthemes dealt with in chapter 4.

5.5.1 Career exploration

Career exploration, as explained by Guay (2005), El-Hassan and Ghalayini (2020), Jiang, Newman, Le, Presbitero, and Zheng (2019), Savickas (2013), and Stevenson (2017), is a process in which individuals search for information about themselves and about education and career options. Career exploration is an essential factor in enhancing individuals' career decision making. Their pre-intervention interview responses indicated that most of the participants had not previously been actively engaged in career exploration causing uncertainty in their career decisions. After engaging in various intervention sessions, they gained knowledge about themselves and about available education and career options that matched their interests, as evidenced by their post-intervention interview responses. Tracey (2013), too, contends that key features of exploration such as understanding the self and knowing the occupational world are enhanced by self- and career construction counselling. Meaningful career decisions cannot be made without adequate exploration of the self and the occupational world (Porfeli & Skorikov, 2010; Xu, Hou, & Tracey, 2014). The intervention implemented in this study seemingly, among other things (see below), enabled the participants to engage in career exploration by recognising their distinctive career preferences that matched their interests, values, and perceived ability. The intervention also helped the participants explore their personal career-life stories, which enabled them to establish coherent career plans, make choices, manage diverse transitions in life, and design meaningful work-lives. The intervention promoted what McAdams (2013, p. 273) and McAdams (2015) call "three developmental layers of psychological self, namely the person as an actor, the person as agent, and the person as author". The intervention thus to varying degrees enabled the participants to transition from performing as (1) social actors and demonstrating (2) motivated agency to integrating their (3) career-life stories as autobiographical authors (Maree, 2020d).

i.   Social actor

According to McAdams (2010), the first layer of personality relates to dispositional traits, that is, "early temperament differences morph into the broad traits of personality that may be observed in adulthood" (McAdams, 2010, p. 174). In this study, I found that the majority of the participants exhibited a better understanding of themselves in terms of their traits, social roles, and interests as a result of the intervention. One participant said, "*this program helped me a lot because I gained more knowledge about myself; I have discovered more about my personality and my interests" (F;3;5;1-224)*[10]. This comment indicates that the intervention enabled the participants to learn more about their personality characteristics, including their interest profiles.

ii.   Motivated agent

According to McAdams (2010), the second layer of personality relates to characteristic adaptations, that is, "to act in accord with self-determined plans, rooted in decisions, choice, and goals" (McAdams, 2010, p. 177). In this study, I found that the majority of the participants after the intervention displayed an enhanced capacity to specify their personal goals, motives, and hopes, to plan for the future, and to make informed decisions. For example, one participant commented, "*I gained a lot, becoming focused, courageous and working hard to achieve my goals. I have determined where I was, where I am now, and where I am heading to. I will keep on knocking hard to reach my goals" (E;2;3;1-86)*[11]. This comment indicates that the intervention enabled the particular participant to reflect more adequately on her career-life story by considering past experiences that helped her connect her past and present experiences with her future career.

iii.   Autobiographical author

According to McAdams (2010), the third layer of personality relates to narrative identity, that is, "an internalized and evolving story of the reconstructed past and imagined future that aims to provide life with unity, coherence, and purpose" (McAdams, 2010, p. 171). In this study, I found that the majority of the participants integrated their life stories as autobiographical authors, which enabled them to connect the unconnected past with the

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[10] For more details, see chapter 4, Table 4.7 p. 72.
[11] For more details, see chapter 4, Table 4.7 p. 72.

present and future. A coherent story thus emerged that provided meaning and purpose to their lives. One participant said, "*the story of my life has helped me discover who I am and that the career choice I have made has been influenced by my past experiences" (C;32;1;1-147)*. This comment implies that this participant drew on her life story to advise herself regarding career choice challenges and decisions.

The last of the three findings above are consistent with those of Di Fabio and Maree (2013) whose *CIP* intervention activities proved useful to Italian students as they were able to explore the career-related stories that ultimately helped them construct their careers and design successful lives. According to Savickas (2013), career exploration promotes career adaptability and facilitates career transitions throughout individuals' lives.

5.5.2 Self-knowledge

Most of the participants gained knowledge about themselves as they engaged in various intervention activities. They were able to know their strengths, challenges ('weaknesses'), interests, and personalities. The intervention encouraged exploratory behaviour in the participants that enabled them to elicit career information rather than merely testing them and suggesting which career to choose. They could then explore themselves (their idiosyncratic career-life stories) and the work environment in greater depth. One participant commented, *"what I can say is that the activities we engaged in were like exploring new options for our career choice, and it was really good for me because it built my confidence" (F;2;1;1-224)*. This comment indicates that career exploration contributes not only to learning about different fields of study and employment possibilities but also to building individuals' confidence in making informed career decisions. As the participants acquired self-knowledge and information about careers they could begin the process of constructing their careers: "*I acquired information about myself, different occupations, and even the university requirements about the career I want" (F;9;5;1-224)*[12]. The intervention thus enabled the participant to better understand herself and gain knowledge about different career options. The finding echoes that of Maree (2019a), namely that self- and career construction counselling enhances individuals' self-awareness by increasing their sense of self and

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[12] For more details, see chapter 4, Table 4.7 p. 72-73.

self-understanding. According to Super (1990), career development improves when individuals gain self-knowledge and career information.

5.5.3 Self-regulation

Self-regulation focuses on self-generated thoughts and behaviours oriented towards achieving individuals' learning goals (Schunk & Zimmerman, 2003). As the participants engaged in the career construction counselling intervention, they demonstrated a positive change in their views on self-regulated behaviour, which influenced their sense of control. Most of the participants realised the need to work hard, to set their learning goals, and to commit themselves to achieving them, and to spend more time studying to improve their academic performance to enable them to enroll at university. They demonstrated greater self-determining behaviour and self-regulating agency. One participant stated, "*I need to study hard and make more effort than before because no sweet without sweat. I have realised that no one can identify me than myself" (C;15;2;1-147).* The participant thus realised the need to regulate her learning behaviour by studying hard, dedicating herself, and persevering in daily school activities.

This finding relates to the second layer of personality, which McAdams (2010) refers to as promoting the motivated agent (the participants were able to plan more appropriately for their future and make choices regarding who they wanted to become and what they wanted to achieve in life). This finding also resonates with Locke and Lathan's (1990) finding that when students set learning goals, it can increase their enthusiasm and dedication to achieve them, which is a crucial aspect of influencing performance. Students with self-regulated behaviours engage in goal-directed activities that they initiate, adjust, and uphold (Schunk & Zimmerman, 1997, 2003). Huertas, Alonso-tapia, Panadero, and Jönsson (2012) add that self-regulation is a vital skill needed for successful learning.

5.5.4 Career decision-making enhanced

During the pre-intervention interview, the participants reported having difficulties in making career decisions. Most of them mentioned their uncertainty and confusion in not knowing what career to choose. However, their uncertainties and confusion lifted as they engaged in the various sessions of the career construction intervention. The fact

that the participants were encouraged to narrate their life stories and to draw on those stories (Maree, 2020a; Maree, 2021a; Savickas, 2016) enabled them to clarify their career choice challenges and thus improve their career decision making. The findings in this study support Argyropoulou and Kaliris (2018), Hartung and Vess (2016), Maree (2020a), and Savickas' (2019) view that when individuals are encouraged to tell their career-life stories, together with their reflections and meta-reflections on those stories, they shed light on how they make meaning of their career-lives and how this enhances their career decision making. The current findings also support previous researchers' findings, which highlighted the usefulness of career construction counselling in decreasing career decision-making challenges (Babarović & Šverko, 2016; Maree, 2016a; Maree, 2020a; Maree, 2021a; Reid, Bimrose, & Brown, 2016).

5.5.5 Self-efficacy

Self-efficacy is among the important factors that play a significant role in individual career decision-making (Baglama & Uzunboylu, 2017; Gati & Kulcsár, 2021). Career decision-making self-efficacy refers to individuals' confidence in making sound career decisions that can produce positive outcomes for career development roles (Baglama & Uzunboylu, 2017; Chuang, Lee, & Kwok, 2020; Gati & Kulcsár, 2021). Individuals with higher self-efficacy can generally engage actively in career exploration, a key aspect of sound career decision-making (Xu et al., 2014; El-Hassan & Ghalayini, 2020). Before the intervention in this study, most of the participants lacked confidence (self-efficacy) to make a career choice as they did not believe in their capability to achieve their goals. However, in most cases, the participants' self-efficacy increased after the intervention. The majority of the participants were able to reflect on their distinctive qualities, skills, abilities, and strengths, which increased their belief in their capability to achieve their career goals and fulfil their purpose in life. This finding supports the findings of researchers such as Cardoso, Duarte, Pacheco, and Janeiro (2022), Maree and Che (2018), Di Fabio and Maree (2012), and Ruiters and Maree (2022) who also found life design counselling helpful in increasing learners' self-efficacy and sense of self. Hassan and Ghalayin (2020) maintain that students who are confident in their career decisions also have a keener sense of their interests, abilities, and purpose, and can actively engage in career exploration activities. According to Meluso, Zheng, Spires, and Lester

(2012), self-efficacy is an essential predictor of students' performance and success in choosing appropriate future careers.

5.5.6 Career identity

Career counselling based on the life design approach aims at assisting individuals in constructing a subjectively meaningful identity to enhance their self-reflection and to help them create their career identity (Savickas, 2012; Savickas, 2013). As the participants engaged in self-reflection on their narratives, most of them demonstrated an enhanced sense of autobiographicity, which enabled them to clarify their career identities. This finding supports the argument of Cardoso et al. (2022), Hirschi (2020), McMahon (2018), and Savickas (2012) that individuals' identities are formed by the career-life stories they recount that give meaning and purpose to their life trajectories. The self-and career construction counselling intervention in this study fostered narrative identity that enabled the participants to construct a more coherent sense of self. This in turn reinforced their sense of security, which is essential in dealing with career challenges (Cardoso et al., 2022). The findings of this study are in line with Maree (2019a), Maree (2019c), and Maree's (2022) belief that self- and career construction counselling can improve individuals' sense of self-identity and career identity and awareness of how to make meaning of their career-lives. The findings of this study also support Boyle's (2019) argument (based on his research with 36 graduates) that individuals' career identity exploration should be fostered earlier in the education system to increase students' sense of self-responsibility to deal with their career challenges. Maree (2018c) maintains that an established sense of career identity is vital as it joins individuals' career-live stories together and assists them in negotiating challenging repeated work-life transitions. He adds that since the world of work is unpredictable in the sense that no one can guarantee what will happen tomorrow, enhancing students' career identity early in their lives is essential for 'survival' in the 21st century world of work.

5.5.7 New perspectives and plans

The participants' comments indicated how the intervention had enhanced their perspectives on their lives and plans. The pre-intervention revealed that the participants

were 'stuck' and confused without clear plans and hope. During the intervention, some of the participants' perspectives on their future changed dramatically as they now knew where they were heading in the future.[13] The findings of this study confirmed that career construction counselling based on narratives helped the participants change their perspectives by modifying their mistaken ideas and by their making future plans for their careers. They were able to make sense of their stories through which they could transform challenges into opportunities and hope. The findings of this study are in line with Ferrari, Nota, and Soresi's (2010) finding that adolescents with a future orientation have fewer career decision-making difficulties and a higher level of academic achievement. Cabras and Mondo (2017) found that individuals who are oriented towards the future demonstrate greater purpose and direction in pursuit of their career goals and accomplish their goal-oriented tasks. Individuals with positive attitudes about the future are more motivated to work towards reaching their goals (Ginevra, Annovazzi, Santilli, Di Maggio, & Camussi, 2018).

5.5.8 Time management

Time management is an important factor in the achievement of life goals. Individuals who plan, assess, and use their time wisely will be more successful in reaching their goals (Onağ, Cevik, & Erdem, 2021). Adams and Brair (2019) maintain that students should clearly know how long it takes to complete their activities and should become self-directed in short-term and long-term planning. In the present study, some of the participants reported that the intervention was useful as it helped them use their time well by setting a clear timetable for their study time. Individuals who use their time wisely are likely to improve their academic performance, plan their careers well, and make informed decisions (Basila, 2014; Jinalee & Singh, 2018; Onağ et al., 2021). According to Adams and Blair (2019), time management skills have a positive impact as they enable students to organise and control their activities. Students' ability to manage their time is the foundation for good study behaviours and strategies for success.

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[13] Examples of participants' comments can be found in chapter 4, Table 4.7 p. 75.

5.5.9 Resilience

Bimrose and Hearne (2012) and Maree (2018b) define resilience as the ability to cope and adjust successfully, even in difficult circumstances, by overcoming obstacles and adversities. Han, Chaudhury, and Sears (2019) add that career resilience signifies individuals' readiness to deal with uncertainties and ambiguities. Individuals need to show career resilience before, during, and after major life experiences in order survive and thrive in today's changing and unpredictable work environment (Maree, 2019a). During the intervention, some of the participants displayed career resilience as they gained a sense of mastery over traumatic challenges in their lives.[14] They believed they had the necessary resources to overcome obstacles and challenges in pursuit of their career goals. This finding is in line with Jiang et al.'s (2021) finding that career resilient individuals can overcome career difficulties and disturbances in order to reach their career goals. According to Han, Chaudhury, and Sears (2019), career resilient individuals accept responsibility for their career management and are committed to their professional development. These authors further argue that resilient individuals are adjustable in dealing with career challenges, are ready to take risks to achieve their goals, and are strategic in their career planning. The findings of this study also support Maree's (2019a) findings on the usefulness of life design counselling (based on career construction counselling) in promoting individuals' career resilience. Maree further maintains that individuals' level of career resilience is reflected in their ability to function successfully regardless of fundamental changes in their work context.

5.6 EFFECT OF THE SELF-AND CAREER CONSTRUCTION INTERVENTION ON THE PARTICIPANTS' NARRATABILITY, AUTOBIOGRAPHICITY, AND ADAPTABILITY

Increasing individuals' narratability and adaptability skills are among the goals of life design counselling-based intervention (Savickas, et al., 2009). The intervention implemented in this study enhanced the participants' narratability, autobiographicity, and adaptability. Adaptability and narratability give individuals flexibility that helps them engage in meaningful actions and succeed in a knowledge society (Savickas, 2009).

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[14] Examples of the participants' comments can be found in chapter 4, section 4.7 Table 4.7 p. 76.

5.6.1 Narratability

Narratability refers to individuals' ability to articulate their deepest feelings adequately (Maree, 2019a: Maree, 2020d; Maree, 2022). The intervention in this study helped the majority of the participants express their deepest feelings freely, thereby reinforcing their self-understanding. One participant said, "*I enjoyed the session since it made me state my favourite career and internal feelings*" (B4;13;5;1-212)[15]. I provided a safe space for all the participants, allowing them to express their innermost feelings and views freely in an environment of mutual trust, respect, and understanding, which ultimately fostered narratability. Another participant commented, '*during the counselling session of one to one, what I experienced was the space to speak about myself clearly, freely you know* " (D;5;4;1-144)[16]. Narratability was encouraged because it helped uncover the participants' small and larger career-life stories. The findings of the present study concerning narratability corroborate previous findings on the effectiveness of career construction counselling in improving individuals' narratability and helping them draw on their life stories to deal with career decision-making difficulties in particular and their lives in general (Briddick & Briddick, 2017; Maree, 2019a; Maree, 2021a). The value of assisting individuals in expressing their innermost feelings and needs is also highlighted by Argyropoulou and Kaliris (2018), Maree (2020b), Savickas et al. (2009), and Savickas (2019) who contend that the ability of individuals to narrate their career-life stories helps them deal with career decision-making challenges as it assists them to locate career choice problems in a larger pattern of lived meaning. Individuals' narratability needs to be fostered repeatedly throughout their lives because it not only enhances their identity formation (Savickas 2019) but also brings a sense of cohesion and stability to their stories (Briddick & Briddick, 2017). When individuals acquire this skill (narratability) they develop their autobiographicity and their ability to draw on their life stories when they have to deal with transitions in their career-lives (Maree, 2013a; Maree, 2019a; Maree, 2021a; Savickas, 2019).

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[15] For more detail see chapter 4, section 4.8, p. 76-77.
[16] For more detail see chapter 4, section 4.8, p. 77.

5.6.2 Autobiographicity

Autobiographicity denotes individuals' ability to draw on their life stories to advise themselves when they face career-related transitions (Maree, 2018e; Maree 2022). As the participants in the present study elicited both their small and larger stories through the help of the researcher they could draw on their life stories to advise themselves regarding their career choice difficulties. One participant said, "*I enjoyed sharing my story because through it I discovered what I never thought of…. like I did not know that my past experiences are connected to my future career*" (F;10;5;1-224)[17]. This comment indicates how the intervention enabled the participant to connect the unconnected past with her present and future career. Another participant said, "*all I can say is that I am thankful that you opened my eyes about who I am. The challenges I have experienced have been changed into hope. I am not stuck with my past anymore but I look forward to the future. I enjoyed that I shared my sadness with you and I think that my pain is healed. I have realised that I am a strong girl*" (C;21;1;1-147)[18]. This comment suggests that by narrating her life story, the participant was able to use her autobiography to discover her self-identity (that she was a strong girl) and advise herself about possible future career choices. Her hurtful story was converted into hope and brought about a sense of purpose in her career-life. The findings of this study in regard to autobiographicity are in line with those of Maree (2021a) and Maree (2022) who found that individuals draw on their stories (autobiographies) to provide themselves with a plan and advice for managing current and future changes in their workplace. Maree adds that when individuals' stories and self-identity are apparent and they know who they are and where they are going, they can deal successfully with transitions and their impact.

5.6.3 Adaptability

Adaptability develops through the four C's: concern, control, curiosity, and confidence (Briddick & Briddick, 2017; Savickas, 2013). The comments of most of the participants revealed that the self-and career construction intervention enhanced their adaptability to manage occupational transitions. The intervention seemingly helped most of the

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[17] For more details see chapter 4, section 4.8, p. 77.
[18] For more details see chapter 4, section 4.8, p. 78.

participants increase their concern about the future and achieve a better sense of control of their future.[19] The intervention also fostered curiosity by encouraging the participants to explore opportunities for their future while building their confidence to pursue a course of action that would result in a sound career choice.[20] The participants' comments indicate that their adaptability resources in all four dimensions were improved during the course of the intervention. When their adaptability is enhanced, individuals can successfully deal with career decision-making problems as well as manage school and work transitions. The findings of the present study on the role of career adaptability are in line with those of researchers such as Ginevra et al. (2017), Maree (2018d), Savickas et al. (2009), and Savickas and Porfeli (2012) who highlight the important role of career adaptability not only in students' vocational success but also in promoting individuals' readiness and ability to deal with predictable developmental tasks, to tolerate uncertainty and ambiguity, and to design successful career and personal lives. According to Taber (2019), individuals who can think about the future can prepare themselves to plan and make short- and long-term decisions, while individuals with a sense of control are generally self-disciplined and intentional in their decisions and actions that affect their careers. The curiosity of the majority of the participants in the present study was fostered as they demonstrated a desire to acquire self-knowledge and career information and learn how they could fit into the work environment. The findings of this study on the effectiveness of career construction counselling are in line with those of researchers such as Cardoso et al. (2022), Maree (2015), Santilli et al. (2019), and Taber (2019) who also highlighted the usefulness of career construction counselling in fostering individuals' career adaptability.

5.6.4 Changes that manifested after the intervention

5.6.4.1 Career development-related changes and forward movement

Most of the participants gained insight into themselves and used this knowledge to inform their career decisions. They were enabled to explore their talents and interests and to discover their strengths and weaknesses. As the participants engaged in the career construction counselling sessions they demonstrated positive career

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[19] For more details see chapter 4, section 4.8, p.78
[20] For more details see chapter 4, section 4.8.3, p.78-79.

development changes. Most of them displayed increased levels of self-understanding, growth, and the capacity to make sound career decisions. Researchers such as Maree and Di Fabio (2018) and Taba (2019) have also stressed the importance of helping individuals gain insight into their decision-making challenges and empowering them to take decisive control of their careers. Forward movement and progress were achieved as the participants in the present study started to make meaning of their lives and develop a sense of purpose for their future careers. The findings on the participants' forward movement and the progress they displayed during the intervention support Maree's (2022) view that dealing with individuals' need to experience a sense of purpose and meaning in their career-lives is a requirement for knowing the link between their life purpose objectives and their definite related preference.

5.7 CONCLUSION OF THE CHAPTER

This chapter discussed the study's findings, which were based mainly on the themes and subthemes that emerged during the data analysis. The researcher endeavoured to interpret, corroborate, and compare the findings with the existing literature and other research findings. The themes and subthemes identified in the present study support the existing literature and other research findings as the career construction counselling intervention improved the career decision-making capacity of most of the participants. After the intervention the participants exhibited an enhanced level of career exploration, self-knowledge, self-regulation, career identity, self-efficacy, career adaptability, resilience, narratability, and autobiographicity, all of which are crucial in career decision making. They could understand themselves better as they reflected on their personal life stories, which gave meaning and purpose to their lives. The participants' career decision-making difficulties, including lack of information, lack of motivation, and insecurity, were largely resolved as the participants' careers were constructed in a way that shaped their future. Their sense of self-knowledge and self-regulation was strengthened, and progress in their attitude could be observed as they started to understand themselves better.

After the intervention, the participants displayed an improved sense of self, an enhanced level of self-understanding, growth, and the ability to draw on their personal stories to advise themselves on how they could negotiate important career-life

transitions and resolve individual challenges. Overall, the self- and career construction counselling intervention enhanced the participants' career decision-making capacity following the resolution of their career decision-making difficulties.

Chapter 6 summarises the research study, and the research questions are reviewed in the light of the findings. The ethical considerations and limitations of the study are also discussed. The chapter concludes with recommendations for policy action and further study.

CHAPTER 6 - SUMMARY OF THE FINDINGS, CONCLUSION, AND RECOMMENDATIONS

6.1 INTRODUCTION

The chapter begins with a quotation from Kazi and Akhlaq (2017, p. 187): "The influence of career decision has a lasting impact on individuals as it serves as a predictor and determinant of their prospective level of income, nature of work and consequently leaves a mark on the personality, behaviour, and outlook of individuals."

This quotation sparked my interest in conducting research with high school students as the literature has shown that most high school students experience career decision-making difficulties. Since Form 5 (Grade 11) students are at the point of transition from high school to tertiary education, they are likely face career decision-making difficulties. Supporting them is essential to help them resolve their career decision-making challenges. When students clarify their career choice challenges, they can find a sense of purpose and meaning in their career-lives. Maree (2018a) and Maree (2020a) argue that once individuals gain a sense of purpose and meaning in what they want to do and become in life, their career decision-making difficulties can be resolved. This present research therefore aimed at exploring the influence of a career construction counselling intervention on Form 5 students' career decision-making difficulties. I believed that the intervention could enhance their career decision-making capacity by helping them clarify their career choices and successfully negotiate predictable and unpredictable life changes. As I explain below, as the intervention progressed, the participants' career decision-making improved as most of them exhibited a heightened sense of self-understanding.

This chapter provides a summary of the study and the findings by revisiting the research questions. Ethical considerations and the limitations of the study are also discussed. Lastly, there is a conclusion and recommendations are provided.

6.2 SUMMARY OF THE STUDY

This study aimed to explore the influence of career construction counselling as an intervention on the career decision-making difficulties of a group of public high school students (the research participants) in Tanzania. The researcher endeavoured to assist the Form 5 students who experienced career decision-making difficulties by implementing a group-based career construction counselling intervention. Chapter 1 begins with a discussion on how career decision-making difficulties is a global challenge for most individuals, particularly adolescents at the transition point of deciding on a field of study and a future career. The literature study established that career decision-making difficulties are also a problem for most Tanzanian students, mainly due to the absence of career counselling programmes in public secondary schools in Tanzania (Chilewa & Osaki, 2022; Mabula, 2012). The rationale for conducting a group-based career construction counselling intervention was that high school students in Tanzania, especially in public secondary schools, do not receive any form of career counselling (Mabula, 2012).

Chapter 2 discusses the existing literature on career decision-making difficulties, career development, identity formation, and global changes in the world of work that called for a new career counselling approach. The literature overview also resulted in a theoretical and conceptual framework that acted as a lens for generating and interpreting the data. The literature review established that the global changes in today's unpredictable world of work mean that stable employment can no longer be guaranteed (Argyropoulou & Kaliris, 2018; Cardoso et al., 2018; Maree, 2018a; Savickas, 2011, 2019). A new approach to career counselling that could accommodate these changes was therefore called for. Indeed, the paradigms that dominated career counselling in the 20th century (vocational guidance and career education) used in isolation were no longer sufficient to help individuals choose and enact appropriate careers in the 21st-century work environment. To meet the counselling needs of the 21st century, Savickas (2002; 2005; 2011; 2013; 2019) advocated a new counselling approach (career construction theory) that would be responsive to the changes brought about by advances in information technology. Self- and career construction theories are built on the interpretive paradigm, which uses social constructionism as a meta-theory

on how knowledge is created (Savickas, 2002, 2005, 2019; Maree, 2013a; Maree, 2020c). Career construction theory emphasises flexibility, adaptability, and lifelong learning (Savickas et al., 2009). These two theories emphasise the construction of meaning. Career construction aims to help individuals recount and draw on their career-life stories to uncover and enact their key life themes in order to enhance their career decisions (Cardoso et al., 2018; Maree, 2020c). Self-and career construction theory thus formed the theoretical and conceptual frameworks that guided the literature review and the interpretive/constructivist paradigm of this study.

Chapter 3 discusses the research paradigm (interpretive/constructivist) and the accompanying research methods and methodology. The interpretive nature of the study was based on the belief that individuals construct reality on their own and make meaning by interacting with others in a social context. A qualitative approach based on an intrinsic single-case, descriptive design was employed to answer the research questions. A career construction counselling intervention based on life design principles was used to elicit the participants' life stories that eventually enabled them to clarify their career choice challenges. Selection criteria for participation in the study, a data-generating plan, an intervention plan and activities, and a data analysis plan and procedures were clearly explained. Quality assurance was discussed in terms of the criteria used to ensure the trustworthiness of the data (credibility, dependability, confirmability, and transferability). The chapter ends with a discussion of the ethical guidelines and considerations used in the research.

Chapter 4 reports on the findings of the study based on the four major themes and 24 subthemes that emerged from the data analysis.

Chapter 5 discusses the research findings, linking them to the literature review and other research findings that confirmed, supported, or contradicted the results of this study.

6.3 REVISITING THE RESEARCH QUESTIONS

The primary research question was: How did the career construction counselling influence the career decision-making difficulties of a group of public high school students (the research participants in Tanzania? The primary research question was accompanied by descriptive and exploratory questions.

6.3.1 Descriptive questions

❖ How did the career construction counselling intervention help the 35 Tanzanian public high school participants in the study who had career decision-making difficulties?

❖ What factors contributed to the career decision-making difficulties of these research participants?

6.3.2 Exploratory questions

❖ What were the main differences between the participants' pre-and post-intervention themes and subthemes?

❖ How did the intervention through the conduit of narratability, career adaptability, and intentionality influence the participants' career decision-making capacity?

6.3.3 Descriptive questions

6.3.3.1 How did the career construction counselling inform the intervention help the 35 Tanzanian public high school research participants who had career decision-making difficulties?

My interest in doing this research was to support students with career decision-making difficulties and to help them understand the importance of making career decisions timeously and how their decisions would impact their long-term career development. Through the pre-intervention interview, I realised that most of the Form 5 research participants experienced developmental career decision-making difficulties and career indecisiveness due to inadequate career counselling at school. The participants with developmental career difficulties required more information on selecting a career, on what various careers and fields of study entailed, and on what personalities are linked with various careers (Maree, 2020a). However, in the case of the participants who experienced career indecisiveness, their difficulties were rooted in emotional challenges, namely insecurity, anxiety, inadequate sense of self and identity, low self-efficacy, and low self-worth. Thus participants needed career counselling and psychoeducational and psychosocial career counselling information (Maree, 2020a).

After implementation of the career construction counselling intervention, its influence on the participants' career decision-making difficulties could be seen. By

engaging in different intervention activities, the participants to varying degrees were enabled to improve construction of their careers. They could reflect on their strengths, interests, talents, weaknesses, abilities, values, role models, career choices, self-efficacious beliefs, and subjective identity, all of which enhanced their career decision-making capacity.

The career construction counselling intervention implemented in this study generally helped the participants make informed career decisions. They were encouraged to reflect on their personal life stories and ascribe meaning to their lives. The intervention enhanced the participants' self-understanding, particularly regarding their strengths, weaknesses, abilities, preferences, motivations, and subjective identities. This understanding, in turn, bolstered their emerging capacity to overcome their career decision-making challenges.

6.3.3.2 *What factors contributed to the career decision-making difficulties of these research participants?*

Most of the participants in this study experienced career decision-making difficulties for various reasons. The outcome of the study revealed that lack of information was the leading factor contributing to their difficulties. The majority of the participants lacked knowledge about the process of career decision-making (knowledge about admission requirements to tertiary programmes). They also lacked information about themselves (their preferences, abilities, and traits) and about occupations (occupation alternatives).

The participants also indicated a lack of motivation and support, which contributed to their career decision-making difficulties. Lack of encouragement and support from parents, teachers, counsellors, and peers hindered them from actively engaging in career exploration and career planning. Some were in a dilemma, not knowing who they should consult about their career choice challenges.

Inconsistent information seemed also to hinder the participants in choosing appropriate careers. Such information included unreliable information about their abilities and available occupations at universities, internal conflicts (conflict within the individual), and external conflicts (conflict involving the views of significant others). Both internal and external conflicts posed a challenge to the participants' career choices. The outcome of the study revealed that parents, friends, relatives, and teachers pressured

the participants to choose 'prestigious' careers such as engineering, medicine, and law, even if they lacked the necessary abilities or had no interest in such professions. The participants thus found themselves in a dilemma, not knowing whether to follow the views of significant others or to rely on their abilities and interests to guide their career decisions.

Lack of confidence was another factor identified by the participants that contributed to career decision-making difficulties. Several participants in the study lacked confidence in making career decisions and did not engage actively in career preparation and planning for the future. They expressed their need for career counselling, which was not sufficiently provided at their school, to help them overcome feelings of fear and doubt about making their career decisions.

Some of the participants also indicated job scarcity as a factor that contributed to their career decision-making difficulties. They perceived job scarcity as a barrier to choosing their preferred career as they thought it might not provide employment opportunities for them. Thus they were reluctant to choose careers based on their interests because they saw others with similar careers not being able to find a job. The study revealed that most of the participants had notions of stable and secure employment that no longer existed. They initially (before the intervention) showed little knowledge of the fact that they needed employability skills rather than just employment to become employable in today's fast-changing world of work.

The participants indicated subject combination/choice as a factor contributing to their career decision-making difficulties. Subject combinations or options are essential as they guide individuals' future careers. Having been 'told' to choose subjects that would help them 'pass' Grade 12 but would not help them become more employable, the participants felt disappointed with their present subject combinations because those subjects will not lead them to the career of their interests. This finding suggests that the participants did not receive adequate career counselling on selecting subject combinations to avoid making inappropriate career choices in the future. It also confirms the participants' need for exposure to a career construction counselling intervention such as implemented in this study – an intervention that focused on lifelong learning and career adaptability to help the participants overcome transition and employment challenges.

6.3.4 Exploratory questions

6.3.4.1 What were the main differences between the participants' pre-and post-intervention themes and subthemes?

The participants' comments revealed a number of differences between the pre-and post-intervention themes and subthemes. The pre-intervention interview revealed that the majority of the participants experienced career decision-making difficulties.[21] They gave vague responses about their goals, traits, and perceived careers. They also did not consider choosing a career as necessary at this stage, believing it was not yet the time to start thinking about their careers. The participants' pre-intervention interview comments furthermore indicated that most of them did not know who they were in terms of their self-and career identity.

The post-intervention themes and subthemes revealed that the career decision-making difficulties of most of the participants had been resolved as they had acquired information about the career decision-making process and knowledge about themselves, including their preferences, abilities, strengths, and weaknesses. Most of the participants realised the importance of career exploration as an aspect of career decision-making and recognised the need to take action regarding their future careers. Subthemes such as enhanced and bolstered career exploration, self-knowledge, self-regulation, self-efficacy, career identity, time management, and resilience surfaced during the post-intervention interview. Some of the participants displayed an enhanced sense of self-efficacy in their ability to achieve their goals, albeit to varying degrees. They were able to understand themselves better and at the same time discovered their career identities.[22]

The pre- and post-intervention themes and subthemes indicated substantial differences as most of the participants exhibited an enhanced career decision-making capacity, increased sense of self-discovery, enhanced levels of self-understanding, growth, and the ability to draw on their stories to advise themselves on how to negotiate career-life transitions and manage their challenges.

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[21] For more details on the differences between the participants' pre- and post-intervention themes and subthemes, see Table 4.3 on p. 60-64.
[22] See chapter 4, Table 4.7, p. 75.

6.3.4.2 How did the intervention through the conduit of narratability, career adaptability, and intentionality influence the participants' career decision-making capacity?

Narratability, career adaptability, and intentionality are among the skills and competencies that life design as a lifelong self-construction endeavoured to instil in the participants (Savickas et al., 2009). The intervention enhanced most of the participants' ability to articulate their deepest feelings (narratability),[23] which fostered their identity formation and ultimately increased their ability to deal with career decision-making difficulties. Narratability thus served as an enabling instrument that promoted the participants' sense of self, decision-making ability, and a sense of purpose and hope for the future (Maree, 2021a).

The adaptability resources of most of the participants were fostered (in regard to the four subdimensions of career adaptability: concern, control, curiosity, and confidence). The intervention enhanced most of the participants' concern for their future and helped them attain a better sense of control of their future. They were able to think about the future and to make short-and long-term career choices. The sense of control fostered in some of the participants promoted their self-discipline and intention to make decisions and take actions that positively impacted their careers. The intervention also fostered the curiosity of most of the participants by encouraging exploration of possibilities for their future while building their confidence to make sound career decisions. Exploration of the self and work environment[24] helped the participants understand how they could best fit into the world of work. As adaptability resources were fostered in the participants, they were enabled to deal with predictable and unpredictable changes in their lives, including career-related transitions.

The intervention also enabled the majority of the participants to narrate and draw on their life stories to make meaning of their lives, articulate their intentions and expectations about themselves and their lives in the future, and ultimately design purposeful and successful lives – thereby enhancing their wellbeing (Maree, 2021a; McAdams, 2010; Ruiters & Maree, 2022; Savickas, 2019).

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[23] See chapter 4, section 4.8, p. 76-77
[24] See chapter 4, section4.8, p. 78-79

6.4   PRIMARY RESEARCH QUESTION

Before the intervention most of the Form 5 research participants experienced career decision-making difficulties as they lacked information about themselves and possible occupations. As the intervention progressed, most of the participants' career decision-making difficulties were resolved. The career construction counselling intervention seemingly positively influenced the career decision-making capacity of most of the participants, whose improved decision-making ability could be seen in their enhanced self-understanding (self-identity), career identity discovery, increased adaptability resources (concern, control, curiosity, and confidence), bolstered self-regulation, and heightened self-efficacy. The various activities the participants engaged in enabled them to explore, for instance, their interests and abilities (strengths and weaknesses). In the process, the personal development of many of the participants was promoted as well as their self-efficacy and motivation to engage in career decision making.

In summary: I conclude that the career construction counselling intervention implemented in this study positively impacted the ability of most of the Form 5 research participants to deal with their career decision-making difficulties as they reflected critically on their life stories and drew upon them.

6.5   ETHICAL CONSIDERATIONS

I adhered to the ethical considerations referred to in chapter 3 throughout this research study. The procedures listed below were followed.

❖ I obtained approval to conduct the research from the University of Pretoria (Faculty of Education Research Ethics Committee) who introduced me to the Regional Administrative Secretary (RAS) of the Morogoro region in Tanzania. The RAS further introduced me to the District Secondary Education Officer (DSEO) who issued permission to conduct the study in the selected school. The headmaster of the school in turn introduced me to the students.

❖ Written informed consent was obtained from the research participants. I ensured transparency by explaining the purpose of the study, the process, and the procedures to be followed. The participants were also informed verbally and in writing that participation in the research was voluntary. This transparency made

the participants feel free either to give the information needed or not to provide any information. All the research undertaken in the study adhered to the applicable ethical principles and guidelines.

❖ The information provided by the participants was treated as confidential and used for research purposes only. The participants' privacy was respected throughout the study by ensuring that neither their names nor identity would appear in the report

❖ A counselling service was made available to participants who experienced adverse reactions (e.g. emotional or psychological stress) resulting from the kind of information they shared. One female participant, for example, experienced emotional trauma due to the painful life story she shared. She was counselled by an educational psychologist who was available on the research site at all times. This precaution ensured that the researcher's role was not confused with that of the counsellor.

❖ The results were communicated to the participants for authentication purposes and to avoid misinterpretations.

6.6 WHAT I WOULD HAVE DONE DIFFERENTLY

I would have used qualitative and quantitative measures to assess the participants' career decision-making difficulties and adaptability before and after the intervention. Using integrative (QUALITATIVE + QUANTITATIVE) measures might have been more effective in assessing the objective as well as the subjective aspects of the participants' career decision-making difficulties and adaptability. I would have loved to include the participants' parents and guardians in the study as they play a major role in influencing their children's career decisions (the research did not include parents and guardians due to financial and time constraints). Also, I would have done follow-ups with the participants for at least six months or a year to explore the intervention's effect over a more extended period. I wish I could have supported more students on realising that most students needed career counselling to clarify their career choices. I regret not have done more when some of the participants asked me to support students in other schools so they could also benefit as they had done. Since the participants liked the one-to-one sessions because they felt free to express their feelings, I would have liked

to spend more time with each participant to support them more fully with regard to career information, choices, and options.

6.7 RECOMMENDATIONS

Based on the research findings of the study, I make the following recommendations.

6.7.1 Recommendations for policymakers

- ❖ Policymakers should consider adding content and activities that address career-related themes during early childhood to the current curricula to enhance students' career decision-making capacity.
- ❖ The government should ensure that every government secondary school has a school counsellor to support students.
- ❖ The government should promote the implementation of career construction counselling based on the approach discussed in this study in all schools, both public and private, to ensure that all students know where to find help when they need it, especially with regard to their subject choices, career counselling (both psycho-education and psychosocial), and emotional issues.
- ❖ The government should train more counsellors and upgrade their counselling skills regularly to enable them to administer and facilitate contemporary career interventions and up-to-date theoretical frameworks to address students' career-related challenges. The training of career counsellors in the avant-garde approach explained and executed in this study should be prioritised to ensure that career counselling in Tanzania stays abreast of the most recent developments and responds appropriately to fundamental change in the workplace.

6.7.2 Recommendations for the practice

- ❖ School counsellors should provide school-based career development programmes in diverse forms. For example, they should develop classroom career education lessons that provide career-related information about the self and the world of work.
- ❖ Researchers, career counsellors, and practitioners wishing to implement career construction counselling interventions should receive advanced training before

implementing such interventions, particularly with individuals from disadvantaged environments.

❖ Career counselling researchers and practitioners should exercise care when using a narrative approach in an environment different from that in which the approach was primarily developed and implemented. Researchers should contextualise such interventions to ensure the success of the process.

❖ Career construction counselling should be offered in public secondary schools, particularly at the beginning of secondary school (ordinary level), to enable students to engage in career exploration timeously. The programme should enhance students' career decision-making capacity, promoting their employability and career adaptability.

❖ When implementing a group-based intervention, researchers or counsellors should also make provision for one-to-one (individualised) sessions where individuals get the opportunity to express their feelings and ask questions freely, which might have been difficult in a group setting.

6.7.3 Recommendations for future research

❖ Other researchers wishing to research the topic of this study should consider replicating it in different contexts with different participants to assess its usefulness and effectiveness in Tanzania.

❖ More research is needed on the reasons for students' career decision-making difficulties in Tanzania so that appropriate interventions for all age groups can be designed.

❖ Future researchers should consider doing a longitudinal study to assess the long-term impact of the intervention to monitor the students' improvement and progress over time.

❖ Considering the large number of students in Tanzania who experience career decision-making difficulties, a way needs to be found to help as many students as possible gain access to career counselling.

❖ Future studies should consider assessing career decision-making difficulties using integrative assessment measures such as quantitative and qualitative instruments that can measure individuals' objective and subjective features.

- ❖ Future researchers should consider doing comparative studies in diverse contexts to assess the wider value of the intervention.

6.8 LIMITATIONS OF THE STUDY

Some factors in the study can be considered limitations.

- ❖ The participants were selected purposively (non-randomly), which restricts the generalisability of the study. A randomised, controlled study with larger and more diverse groups could have allowed for the generalisation of the findings in different contexts.
- ❖ Only a small group of participants were involved in the study.
- ❖ I myself decided on the selection of the participants (based on my desire to examine ways to help students with career decision-making difficulties especially resolve career decision-making challenges). This self-selection bias may have further limited the transferability of the research findings.
- ❖ A further limitation was that I could not do follow-up interviews to assess the long-term effects of the intervention. This was due to time limits and financial constraints.
- ❖ My personal preference for the approach followed in the intervention may have influenced my intervention style. Some colleagues (unfamiliar with the approach) have said that sufficient research has been done in Africa, especially on this approach. However, their observations in this regard amount to contradiction – as we cannot ever establish the value of any new approach unless we conduct research on its value
- ❖ Despite my taking every possible step to increase the trustworthiness of the research, some people may still see my subjective interpretation as a limitation. Other researchers may well come up with different interpretations of the findings.

6.9 PERSONAL REFLECTION ON THE STUDY

My reflection on the study concerns the expected findings, the findings that surprised me, the findings that disappointed me, and the unexpected findings.

6.9.1 Findings that I expected

I expected that as the career construction counselling intervention progressed, the participants would gain knowledge about themselves and the world of work. The participants' comments and responses confirmed my expectations as the participants did in fact gain understanding of themselves and their careers. I anticipated also that some of the participants would feel reluctant to share their innermost feelings in a group. This anticipation was confirmed by the participants saying that they appreciated being allowed to express their feelings in one-to-one sessions where they felt more free to express themselves without being judged.

6.9.2 Findings that surprised me

I was surprised to see how the majority of the participants showed interest and enthusiasm in doing various intervention activities. Although some complained about the demanding nature of the intervention, they worked hard to accomplish their tasks. They demonstrated a spirit of collaboration and teamwork by sharing their knowledge and experience, which ultimately contributed to the construction of their careers. I was surprised that the knowledge and experiences they shared through dialogue provided the opportunity to make sense of their stories that enabled them to find purpose and meaning of their career lives

6.9.3 Disappointing findings

I was disappointed when two participants decided to withdraw from the study after two weeks as they thought they were wasting their time recalling their past experiences. They could not understand why they had to be asked about their past experiences. These participants initially indicated that they needed help to clarify their career choice because they were not certain about it. I wanted to support them in discovering their true self-identity and career identity rather than prescribing what careers to pursue. Because participation was voluntary, I could not force them to continue with the intervention against their will.

6.9.4 Unexpected findings

I could not foresee the positive impact of the career construction counselling intervention on the participants' career development and personal growth as they had never exposed to any form of counselling. I was surprised to see how the participants discovered their career and self-identities and how most of them became optimistic about their future. I did not expect to discover just how much the participants displayed increased self-worth and the ability to draw on their life stories to advise themselves on how to resolve their career decision-making difficulties.

6.9.5 What this study meant to me personally

This study meant a lot to me as I had long wanted to add value or make a social contribution to people's lives. The study largely fulfilled my wish to support students in their career decision-making endeavours. It was gratifying to see (to varying yet promising degrees) the improvement in the participants' career decision-making capacity, their self-discovery, their personal growth, their self-worth, and their sense of hope and purpose. The study also increased my understanding of the theoretical and practical aspects of career construction counselling, contributing to my professional development. Career counselling in Tanzania is still in its embryonic stage as there are no trained career counsellors in the country who are conversant with postmodern approaches such as career construction counselling. Since the usefulness of such counselling in enhancing the research participants' career decision-making capacity was demonstrated in this study, it has given me the courage and eagerness to roll out the intervention to more students in public secondary schools, particularly in disadvantaged environments.

6.10 CONCLUSION

This study set out to explore the influence of career construction counselling as an intervention on the career decision-making difficulties of a group of public high school students (the research participants) in Tanzania. The findings of the research showed that the participants' career decision-making difficulties were largely resolved by the intervention. Because the participants appreciated and embraced the intervention, it not only brought meaning and hope to most of them but also led to positive changes in their

learning behaviour and attitude towards the future. I sincerely hope that the study will encourage career counsellors and practitioners in Tanzania to consider implementing career construction counselling to support students during their early career development by bolstering their psychological selves as social actors, motivated agents, and autobiographical authors (McAdams, 2013; Savickas, 2019).

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APPENDICES

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APPENDIX A: LETTERS OF INFORMED CONSENT

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

19 March 2020

Dear Participant

Informed Consent

My name is Grace Makunja and I am a Ph.D. student in Educational Psychology at the Faculty of Education, University of Pretoria. As part of fulfilling the requirements for this degree, I am conducting a research study entitled "**Assisting high school students with career decision-making difficulties through career construction counselling**". This study is being completed under the supervision of Professor J.G. Maree and you are invited to take part in it.

Although the head of your school has agreed to your school's participation in this study, your own participation as high school student is voluntary, and you may withdraw from the study at any time.

Should you decide to participate, you will be required to take part in group activities after school for four weeks. You will be asked to complete two questionnaires at the beginning of the intervention and again after eight weeks.

The following information about the study is given to assist you to decide if you would like to participate or not.

- Participation is voluntary.
- You are free to withdraw from the research at any time if you wish to do so.
- All information provided by you will be treated confidentially and anonymously. It will be known to you and the researcher only, and your name will not be disclosed.
- You will not have to pay for taking part.
- Nobody participating in the study will receive money as a reward.

- The researcher will make sure that you are protected and that you will not be exposed to any risk.
- Sessions will be audio recorded or written in a research journal and will be transcribed and interpreted by the researcher.
- You will have access to the transcribed and interpreted data. You will also have access to the information that will be generated throughout the research process at any time.
- A report will be written at the end of the research, but your name or identity will not be included in the report. Codes, descriptive names or pseudonyms will be used.
- You have the right to tell the researcher to withdraw any information or data that you wish not to be added to the report for publication.
- The results of the research findings might be published in an accredited research journal, but the confidentiality and anonymity of all participants will be respected.

By signing this letter of informed consent, you are granting permission for the following sources of data to be released:

- o The audio-recorded information or data of the intervention that has been typed out.
- o The results of the activities during the sessions.
- o The analysis, interpretation, and reporting of the data generated during the eight weeks of data collection.

Yours sincerely,

Ms G.M. Magere   Prof. J.G. Maree
Researcher   Supervisor

Student's declaration:

Having read and understood the attached request for informed consent, I declare that I am fully aware of the nature and purpose of the study to be conducted by Ms Magere. I understand that all the information will be treated anonymously and as strictly confidential. I also understand that

the researcher will guarantee that all the considerations in this letter of request for consent/permission will be respected.

I hereby accept to make myself available for the research. I also permit the publication of the research findings, subject to anonymity and confidentiality.

Participant's name: _____

Signature: _____

Date: _____

APPENDIX B: REQUEST LETTER TO THE REGIONAL ADMINISTRATIVE SECRETARY

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

The Regional Administrative Secretary

P.O. Box 650

Morogoro

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

I am a Ph.D. student (Educational Psychology) at the Faculty of Education of the University of Pretoria and wish to conduct aresearch study entitled "**Assisting high school students with career decision-making difficulties through career construction counselling**".

For my research to be done, Form Six students (from two government high schools in the Morogoro Municipality) will be involved as participants in the study. Two questionnaires – the *Career Decision Difficulties Questionnaire (CDDQ)* and the *Career Adapt-Abilities Scale (CAAS)* – will be used to assess students' career decision-making difficulties and career adaptability. These tests are standardised and will be administered immediately before and after an eight-week period during which intervention sessions will take place. One school will constitute the quasi-experimental group and the other school, the comparison group. The quasi-experimental group will participate in group-based intervention sessions two days a week (for approximately one hour after school) for four weeks. The comparison group will take part in career education sessions weekly during the same eight weeks too. After eight weeks, the *CDDQ* and *CAAS* will be re-administered to both groups and participants from both groups will receive feedback after the administration of the two-assessment measure.

Participation in this study will be voluntary in the sense that no one will be forced to take part. Students will be informed that they can withdraw from the research project at any time they wish, without consequences. All information obtained from this research will be treated as

confidential, students' safety will be ensured, their identity will be protected and their privacy respected. The names of the schools will not be mentioned in the report – instead pseudonyms will be used.

It is expected that students' participation in the mentioned activities will create the opportunity for them to learn more about themselves by listening to their own and others' stories, and by reflecting on their own experiences. This will enable them to discover their own potential and personality, and to access adaptability resources that will aid meaningful career decisions. It is anticipated that the intervention will decrease the decision-making difficulties of participants. To this end, participants will be able to choose appropriate careers and to design their lives successfully by promoting the adaptability resources that will enable them to deal with related transitions in their future lives. Counselling services will be provided by a psychologist for students who may experience emotional difficulty during the data-gathering process.

We also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and the use of the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on related future research studies.

I look forward to your favourable consideration.

Yours sincerely

Ms Grace M. Magere   Prof. J. G. Maree

Researcher   Supervisor

Declaration

I, the undersigned, herewith grant Grace M Magere permission to conduct her research study as stipulated in the above letter.

_____

Regional Administrative Secretary

Morogoro region

Date

APPENDIX C: REQUEST LETTER TO THE DISTRICT ADMINISTRATIVE SECRETARY

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

The District Education Officer

P. O. Box 650

Morogoro

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

I am a Ph.D. student (Educational Psychology) at the Faculty of Education of the University of Pretoria and wish to conduct a research study entitled "**Assisting high school students with career decision-making difficulties through career construction counselling**".

For my research to be done, Form Six students (from two government high schools in the Morogoro Municipality) will be involved as participants in the study. Two questionnaires – the *Career Decision Difficulties Questionnaire (CDDQ)* and the *Career Adapt-Abilities Scale (CAAS)* – will be used to assess students' career decision-making difficulties and career adaptability. These tests are standardised and will be administered immediately before and after an eight-week period during which intervention sessions will take place. One school will constitute the quasi-experimental group and the other school, the comparison group. The quasi-experimental group will participate in group-based intervention sessions two days a week (for approximately one hour after school) for four weeks. The comparison group will take part in career education sessions weekly during the same eight weeks too. After eight weeks, the *CDDQ* and *CAAS* will be re-administered to both groups and participants from both groups will receive feedback after the administration of the two-assessment measure.

Participation in this study will be voluntary in the sense that no one will be forced to take part. Students will be informed that they can withdraw from the research project at any time they wish, without consequences. All information obtained from this research will be treated as confidential, students' safety will be ensured, their identity will be protected and their privacy

respected. The names of the schools will not be mentioned in the report – instead pseudonyms will be used.

It is expected that students' participation in the mentioned activities will create the opportunity for them to learn more about themselves by listening to their own and others' stories, and by reflecting on their own experiences. This will enable them to discover their own potential and personality, and to access adaptability resources that will aid meaningful career decisions. It is anticipated that the intervention will decrease the decision-making difficulties of participants. To this end, participants will be able to choose appropriate careers and to design their lives successfully by promoting the adaptability resources that will enable them to deal with related transitions in their future lives. Counselling services will be provided by a psychologist for students who may experience emotional difficulty during the data-gathering process.

We also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and the use of the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on related future research studies.

I look forward to your favourable consideration.

Yours sincerely

Ms Grace M. Magere   Prof. J. G. Maree

Researcher   Supervisor

Declaration

I, the undersigned, herewith grant Grace M Magere permission to conduct her research study as stipulated in the above letter.

_____

District Education Officer

Morogoro Municipality

Date_____

APPENDIX D: REQUEST LETTER TO THE DISTRICT EXECUTIVE SECRETARY

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

The District Executive Director

Morogoro Municipality

P. O. Box 169

Morogoro

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH.

I am a Ph.D. student (Educational Psychology) at the Faculty of Education of the University of Pretoria and wish to conduct a research study entitled "**Assisting high school students with career decision-making difficulties through career construction counselling**".

For my research to be done, Form Six students (from two government high schools in the Morogoro Municipality) will be involved as participants in the study. Two questionnaires – the *Career Decision Difficulties Questionnaire (CDDQ)* and the *Career Adapt-Abilities Scale (CAAS)* – will be used to assess students' career decision-making difficulties and career adaptability. These tests are standardised and will be administered immediately before and after an eight-week period during which intervention sessions will take place. One school will constitute the quasi-experimental group and the other school, the comparison group. The quasi-experimental group will participate in group-based intervention sessions two days a week (for approximately one hour after school) for four weeks. The comparison group will take part in career education sessions weekly during the same eight weeks too. After eight weeks, the *CDDQ* and *CAAS* will be re-administered to both groups and participants from both groups will receive feedback after the administration of the two-assessment measure.

Participation in this study will be voluntary in the sense that no one will be forced to take part. Students will be informed that they can withdraw from the research project at any time they wish, without consequences. All information obtained from this research will be treated as confidential, students' safety will be ensured, their identity will be protected and their privacy

respected. The names of the schools will not be mentioned in the report – instead pseudonyms will be used.

It is expected that students' participation in the mentioned activities will create the opportunity for them to learn more about themselves by listening to their own and others' stories, and by reflecting on their own experiences. This will enable them to discover their own potential and personality, and to access adaptability resources that will aid meaningful career decisions. It is anticipated that the intervention will decrease the decision-making difficulties of participants. To this end, participants will be able to choose appropriate careers and to design their lives successfully by promoting the adaptability resources that will enable them to deal with related transitions in their future lives. Counselling services will be provided by a psychologist for students who may experience emotional difficulty during the data-gathering process.

We also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and the use of the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on related future research studies.

I look forward to your favourable consideration.

Yours sincerely

Ms Grace M. Magere   Prof. J. G. Maree

Researcher   Supervisor

Declaration

I, the undersigned, herewith grant Grace M Magere permission to conduct her research study as stipulated in the above letter.

_____

District Executive Director

Morogoro Municipality

Date_____

APPENDIX E: REQUEST LETTER TO THE SCHOOL HEAD

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

The Head of school,

Morogoro secondary school

Morogoro

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

I am a Ph.D. student (Educational Psychology) at the Faculty of Education of the University of Pretoria and wish to conduct a research study entitled "**Assisting high school students with career decision-making difficulties through career construction counselling**".

For my research to be done, Form Six students (from two government high schools in the Morogoro Municipality) will be involved as participants in the study. Two questionnaires – the *Career Decision Difficulties Questionnaire (CDDQ)* and the *Career Adapt-Abilities Scale (CAAS)* – will be used to assess students' career decision-making difficulties and career adaptability. These tests are standardised and will be administered immediately before and after an eight-week period during which intervention sessions will take place. One school will constitute the quasi-experimental group and the other school, the comparison group. The quasi-experimental group will participate in group-based intervention sessions two days a week (for approximately one hour after school) for four weeks. The comparison group will take part in career education sessions weekly during the same eight weeks too. After eight weeks, the *CDDQ* and *CAAS* will be re-administered to both groups and participants from both groups will receive feedback after the administration of the two-assessment measure.

Participation in this study will be voluntary in the sense that no one will be forced to take part. Students will be informed that they can withdraw from the research project at any time they wish, without consequences. All information obtained from this research will be treated as confidential, students' safety will be ensured, their identity will be protected and their privacy

respected. The names of the schools will not be mentioned in the report – instead pseudonyms will be used.

It is expected that students' participation in the mentioned activities will create the opportunity for them to learn more about themselves by listening to their own and others' stories, and by reflecting on their own experiences. This will enable them to discover their own potential and personality, and to access adaptability resources that will aid meaningful career decisions. It is anticipated that the intervention will decrease the decision-making difficulties of participants. To this end, participants will be able to choose appropriate careers and to design their lives successfully by promoting the adaptability resources that will enable them to deal with related transitions in their future lives. Counselling services will be provided by a psychologist for students who may experience emotional difficulty during the data-gathering process.

We also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and the use of the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on related future research studies.

I look forward to your favourable consideration.

Yours sincerely

Ms Grace M. Magere   Prof. J. G. Maree

Researcher   Supervisor

Declaration

I, the undersigned, herewith grant Grace M Magere permission to conduct her research study as stipulated in the above letter.

_____

Head of school

Morogoro Secondary

Date

APPENDIX F: PERMISSION LETTER FROM THE RAS

THE UNITED REPUBLIC OF TANZANIA

PRESINDENT'S OFFICE

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegraphic Address: "REGCOM"
Phones: 2934306/2934305
Fax No: 2601308/2604988
Website: www.morogoro.go.tz
Email: ras.morogoro@tamisemi.go.tz
In Reply please quote:

Regional Commissioner's Office,
Boma Road,
P. O. Box 650,
67117 MOROGORO.

Ref. No: AB. 175/245/01/203

7 January, 2020

District Administrative Secretary,

MOROGORO.

Re: RESEARCH PERMIT

Please refer to the above mentioned subject.

2.   I am introducing to you   **Ms. Grace M. Magere**   a Ph.D student (Educational Psychology) at the Faculty of Education of the University of Pretoria and who at the moment required to conduct research in our Morogoro Region.

3.   The title of the research is *"Assisting high school students with career decisio-making difficulties through career construction counselling"*

4.   The permit is granted **from January, 2021 to April, 2020**

5.   Please provide necessary assistance to enable the accomplishment of the research.

6.   Thank you for your cooperation.

Erick A. Ulomi

For; **REGIONAL ADMINISTRATIVE SECRETARY**

Copy Ms. Grace M. Magere - Researcher

APPENDIX G: PERMISSION LETTER FROM DAS

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT OFFICE
REGIONAL ADMINISRATION AND LOCAL GOVERNMENT

Telegraphic address: "ADMIN"`
Telephone No :   2614096
Fax No.:   2613848

District Commissioner Office,
P .O. Box. 681,
MOROGORO.

In reply please quote:

Ref: No. AB.210/249/01/148

DATE: 8TH January, 2021.

Municipal Director,
P. O. Box 166,
MOROGORO.

REF: RESEARCH PERMIT

Please refer to the heading above.

I am introducing to you **Ms. Grace M. Magere** a PhD Student (Educational Psychology) at the faculty of Education from the University of Pretoria and who at the moment required to conduct research in our District. The title of the research is **"Assisting high school students with career decision making difficulties through career construction counselling"**

The permit is granted from **January, 2021 to April, 2021.** Please provide necessary assistance to enable the accomplishment of the research.

Thank you for your cooperation.

Hilary B. Sagara
Ag: DISTRICT ADMINISTRATIVE SECRETARY
MOROGORO
DISTRICT ADMINSTRATIVE
SECRETARY
MOROGORO

Copy: Ms. Grace M. Magere
           RESEARCHER

APPENDIX H: PERMISSION LETTER FROM THE DEO

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA MOROGORO

Unapojibu tafadhali taja:

Kumb. Na: R.10/MMC/24/42   **Tarehe:** 13 Januari, 2021

Ndugu Grace M. Magere,
Chuo Kikuu cha Pretoria.

YAH: **KIBALI CHA KUFANYA UTAFITI**

Ofisi ya Mkurugenzi wa Manispaa ya Morogoro inakiri kupokea barua Kumb. Na. AB.210/249/01/148 ya tarehe 8/1/2021 yenye somo tajwa hapo juu.

Napenda kukujulisha kuwa *Kibali kimetolewa* cha kuruhusiwa kufanya utafiti unaohusu:-
"Assisting high school students with career decision making difficulties through career construction counselling" katika Shule za Sekondari Morogoro na Mafiga.
.
Muda wa utafiti ni kuanzia Januari, 2021 mpaka Aprili, 2021.

Nakutakia mafanikio mema katika utafiti wako.

Dkt. Janeth F. Barongo (PhD)
K.n.y. **MKURUGENZI WA MANISPAA**
MOROGORO

Nakala: Wakuu wa Shule,
            Shule za Sekondari Morogoro na Mafiga,
            MANISPAA MOROGORO.   -   *(Tafadhali mpeni ushirikiano)*

                .

Halmashauri ya Manispaa Morogoro, S.L.P 166 Morogoro, Simu/Nukushi Na: +255 023 2935242,
Tovuti: www.morogoro.go.tz, Barua Pepe: info@morogoromc.go.tz

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APPENDIX I: PRE-INTERVENTION INTERVIEW QUESTIONS

1. What career/occupation have you considered to pursue after completing high school?

2. What factors are limiting you from making your career decision?

3. What career programs are currently available at school to assist you in making your career decision?

4. How would you like to be assisted (counselling need) in making your career decision

APPENDIX J: POST-INTERVENTION QUESTIONS

1. What have you benefited or achieved from the intervention since the beginning of the intervention to this moment?
2. What has changed in your plans, career and educational achievement?
3. What is your experience about the intervention?
4. What recommendations or suggestions do you have to the school management with regard to support students in their career decision-making?
5. What can be done to improve on the intervention implemented in this study?

APPENDIX K: EXEMPLAR PIECE OF CODED TEXT

This exemplar piece of coded texts has been extracted from six different data sources which were used to gather the data. These data sources are indicated by alphabetical letters (A-F) to make it easier for readers to identify the specific data source. For example:

A: Pre-intervention interview

B: The different CIP activities are divided into sections with detailed information and participant responses that were relevant to the research questions. The CIP quotes consisted of a number for the section description. For example, career life story section 4 is indicated by B4 and part 2 is indicated by B2

C: Journal entries (written reflections)

D: Focus group interview

E: Researcher's journal

F: Post-intervention

Each participant's response is shown by the number attributed to them, for example, 1-35. The page and the line number are also shown. To this end, the data references have four digits, for example, A;5;1;1-307, where A stands for the data source (in this case, the pre-intervention interview), five stands for participant number, one stands for the page number of the specific source and 1-307 stands for line numbers. For more detail, refer to chapter four, section 4.2.1, pages 72 and 73 (also see Table 4.1).

PARTICIPANT	PAGE NUMBER	TEXT: (TEXT HIGHLIGHTED ACCORDING TO THE THEME)	CODE
11	3-4	"I find difficult in making career decision because myself I don't know how to make a good career decision and I don't have knowledge on this" I need some people who will support me in choosing a good career that will make me comfortable in the future. Therefore I would like to get support from different people like my parents, my friends and counsellors (professional) I am happy that you are here to help us "First of all I am thankful to be selected in this programme because it helped me more than much at the first time I didn't know who really I	(4.5) A;11;3;1-307 4.6

	2	am and I had difficulties to choose whom I want to be but after this session I have come to know that everything is possible under the sun"	(4.7) D;11;2;1-144
3	5	"The difficulties that face me is lack of enough information that can help me in choosing my career, also I need to know what things am I supposed to do in order to achieve my goals. I need to know what careers found in university"	(4.5) B4;3;5;1-212
	5	"Before I was so confused because I was not clear with myself what I liked in terms of career it was like being in darkness. This programme helped me a lot because I gained more knowledge about myself, like I have discovered my personality and my interests. This is very important because when you know your interests and personality you can easily choose a career which match your personality	(4.8) F;3;5;1-224
9	3	"Because I am not even sure if the career I feel like taking, whether It exists or not. In that case, I want to do something that is in my thoughts and I don't even know its name"	(4.5) A;9;3;1-307
	5	"I acquired information about myself, different occupations, and even the university requirements about the career I want. I consider myself in control of my career without hesitation"	(4.8) F;9;5;1-224
	2	"I am thankful because you took time with us and it has helped me know what I will do, I wanna be an economist and fashion designing and I think I won't have trouble choosing or picking what I will do"	D;9;2;1-144
13	4	"Really I find difficult to make the career decision because in this school there is no career decision program to assist us on career rather than I used to tell my siblings about the career I want to choose but themselves they made me give up on what am interested in"	(4.5) A;13;4;1-307
	3	"I know myself better and what I want to do in future than when we started this program" The sessions was helpful to most of us who	(4.8) C;13;3;1-147

	1	participated, even my friends have noticed the changes in me they keep asking what we are doing. So I think it is a good thing for students	F;13;1;1-224
15	3	"I think I need the help of career counsellor in order to make good career because in our school we don't have counselors"	(4.6) A;15;3;1-307
	4	"I need to know what it takes to make a good decision like information about different options	A;15;4;1-307
	1	"Before this session I was in darkness I did not know where I can go or where I can be after I finish the school. After engaging on this session I learned different things from counselling especially when we did private or individual hmm.After counselling now I am able to know what I want to do and what Idon't want to achieve my goals. I am becoming a lawyer and I will engage in activities involved in my career.	(4.7) D;15;1;1-144
	2	"I need to study hard and make effort than before because no sweet without sweat. I have realised that no one can identify me than myself"	(4.8) C;15;2;1-147
	2	I think it will be better for school to introduce different projects about career as to have the permanent cabinet dealing with decision making and counselling. This will help to reduce the problem of career and decision making to students	(4.6) F;15;2;1-224
17	4	"Sometimes I get confused about the career I want and it's because I don't have people to help me choose here at school or home. I'm not motivated at all that's why I have not made my choice. Now that you are here you can help me"	(4.5) A;17;4;1-307
	4	" I think the program helped me a lot. I was afraid of my future but now I can face the future with more confidence because I'm sure of what I like and what I will do"	(4.8) F;17;4;1-224
28	2	"Sometimes I lose hope to my career decision because I lack support from my parents. Because my career decision is to be a soldier. I wish to be a soldier and I like it. And I need someone to help me to give me hope about my	(4.5) B4;28;2;1-212

		career decision"	
	3	"To be honest, I didn't believe in myself that I am capable of fulfilling my dreams but through this counselling I found that I have what it takes to achieve my dreams. I strongly believe in myself I can do it"	(4.8) F;28;3;1-224
35	3	"My dream career is to be a lawyer, but due to the life situation to find employment is challenging"	(4.5) B2;35;3;1-212
	1	"Also the other thing I learned is how to search for information about career options so as to help others know their right choices. Like me, my career is to become a high-level soldier so as to defend my country and even bring respect to my family members so as they will be proud of me	(4.8) C;35;1;1-147
10	3	"I don't have the confidence to decide because I'm not sure. I think I have a big problem with career decisions. But in our school, there are some teachers who are there for the help of students about the career decision but never go	(4.5) A;10;3;1-307
23	4	"I don't know how I will choose the right career which will suit me. When I'm about to choose the right career I face difficulty to decide because my mind tells me that 'no' you will not manage the career you are trying to choose"	(4.5) B4;23;4;1-212
	4	"At first my dream career was to be a doctor but when I was in form three my dream was destroyed because I found difficulties in science subjects especially physics. But now I don't have exactly a dream career"	(4.5) B2;23;4;1-212
	3	"From this program I have learned about myself. I realised that I lacked confidence about myself and that is what made me confused with what I wanted to be. Nothing is difficult you determine yourself to do it"	(4.8) C;23;3;1-147
22	8	"Initially I wanted to be an accountant sadly I was selected to study(HGL) which I'm not sure if it can lead me to the career I want. I fail to be who I wanted because the marks I got in ordinary level did not suit me to be where I wanted, therefore, I	(4.5) A;22;8;1-307

	6	need help from people like you"	
		Generally, I enjoyed the programme because it helped me a lot to become aware about my abilities and I wish this service may be introduced at school because is so important for students"	(4.7) F;22;6;1-224
18	4	"I need the help and assistance on how I can be strong and confident in deciding what is right for me. I am very shy and coward when standing in front of people. I also think that my choice is not right especially in the careers I ever choose because am not worldwide exposed with the career I choose. I am very weak and easily heartbroken, I am prone to the disappointment of small issues and things"	(4.5) B4;18;4;1-212
	9	"The school has no programme that would assist we students in the matter of career choice. Frankly, we've club (subject club) but mostly with poor organization which in turn do not help us anymore but just entertains us. We also have guiding and counselling committee that consists number of teachers but hardly ever insisted us and consulted us on the issues of career decision"	(4.6) A;18;9;1-307
	1	"I learned what I never knew and it made me generous a bit because I did not know who I am but now I get to be focused, and who I'm I going to be and what should I do immediately after school. I'm ready to leave school after my studies and from now I know where I am going and what I should do" The intervention changed my life; I know what I am going to do to improve myself and actualize my ability and 'changed' attitude and so on "	(4.8) D;18;1;1-144
5	6	"What I wish is that my school could initiate programmes which reflect the career choicelike frequent dialogues and debates, counselling sessions and talent classes through which we can particpate and get to experience what we may do with our career in the future"	(4.6) F;5;6;1-224
	4	"During the counselling session of one to one session what I experienced is the space to speak	(4.7)

		about myself clearly, freely you know yes	D;5;4;1-144
	2	" I was amazed to discover who I am through my story. I mean my personality, interests, and other things. Imagine the people I have admired in my life reflect who I am"	(4.8) C;5;2;1-147
30	6	"In general, for me until now my ability of making my career decision is low and I think is because of inadequate information on the process of making my own career decision for future success"	(4.5) A;30;6;1-307
	2	"I enjoyed different parts of the questions asked in the questionnaires. It made me discover my personality and character. Before I did not know that those who I admire as my role models reflect who I am".	(4.7) C;30;2;1-147
	2	I have learned a lot of things like career selection. I now know that I have to explore different career options that suits me according to my interest and my personality.	(4.8) C;30;2;1-147
32	1	"First I am confused in making a decision on what I will do when I complete high school education. I feel that many careers I wish to work in it does not offer job opportunities because I see a lot of people jobless. I hope can get the counselling on some career that I never heard about"	(4.5) B4;32;1;1-212
	1	" The story of my life has helped me discover who I am and that the choice I have made has been influenced by my past experiences. I thank you for coming to help us discover new things about our career.	(4.8) C;32;1-1-147
21	9	"In my side about career I have tried many time to share with my parents and friends some of them they said it does not suit me for real I like to be an accountant but my relative said it is difficult for me to get a job it worries me much but also they said I have to be a doctor and now I'm studying EGM it worries me sometimes but I think I will be an accountancy"	(4.5) A;21;9;1-307
	1	"My challenges I have experienced have been	(4.8)

		changed to hope. I'm not stuck with my past anymore but I look forward for the future"	C;21;1;1-147
20	5	"The difficulties I have in choosing my career is that I am not sure of what I like. The most career that interests me is journalism but at the same time I think of being a lawyer but there are many people within the same career struggling for the job. I don't want to choose a career which will not offer me job opportunities"	(4.5) B4;20;5;1-212
	2	"Hopes to be strong woman and fight for people with challenges as well"	(4.8) E;20;2;1-86
6	1	"It's true that I have difficulties in my career. But the thing which have created the wall for me to reach my destiny is what I am studying now. I am studying (EGM) as my subject combination, all this is due to the school which I am studying it doesn't have science subjects and all my dreams failed from the time I was told the post of A-LEVEL are out. But my parents need to see me reach my goal. I can't be a doctor with EGM subjects"	(4.5) B4;6;1;1-212
	1	"Through this program I managed to plan my time and use it well compared to what I was before. I have learned about time management and how to plan my time well" Well through the program I realised my weaknesses and how I should overcome them without no one's help and I learned more about myself and where I should stand so that I can reach somewhere some days to come.Challenging steps in life are just like staircase between two floors which helps the user to reach at a certain point. Sol leant how to face the challenges"	(4.8) C;6;1;1-147
31	1	"I feel confused because my dream is to be a doctor but the subjects which I am taking right now does not allow me to go in that way so it gives me more difficulties on what I can do to reach my dreams. I was surprised to be selected in arts subjects (HGL) while I passed all science subjects with credit C except for Physics and	(4.5) B4;31;1;1-212

		Mathematics	
	2	"I appreciate your support because personally I benefited a lot and I have find out that I am strong enough to face challenges in life"	(4.7) F;31;2;1-224
	2	Through this counselling my dreams have changed because I was still hoping to go into medicine so I can focus on something else"	(4.8) E;31;2;1-86
24	5	"You can help me by giving me advice about the career which I can be employed easily. My parents do not have enough money to support my studies that's why up to now I am not sure about my career decision because am not sure if I can get a job easily. I need to support my parents	(4.6) B4;24;5;1-212
	7	"I have twice or triple decision on my career that is I want to be either an accountancy, marketing manager or a teacher but I don't have confidence with all my choice	A;24;7;1-307
	1	"I find myself focused on my goals, I will work hardto improve on my confidence and self concept"	(4.8) E;24;1;1-86
2	2	"sometime I also find it difficult because I don't actually know what to choose first between my career or my dream"	(4.5) A;2;1;1-307
	3	"What within me is that I believe that I live for my dreams and I can make it. So I use my career to achieve my dreams"	(4.8) C;2;3;1-147
	3	I enjoyed parts where I had to express myself and have someone to tell my story. Thank you for helping me to learn about myself	(4.7) C;2;3;1-147
	3	"I gained a lot, becoming focused, courage and work hard to achieve my goals. I have determined where I was, where I am now, and where I am heading to. I will keep on knocking hard to reach my goals. I am learning to be independent, I look toward my dreams and I believe that I can make it by any means	(4.8) E;2;3;1-86
19	4	"Giving me the information about career I choose	(4.5)

		and how it relates to the abilities and talents that I have. How if I like two careers, I don't understand which is the most/best career for me, and the two careers sometimes are two quite different to each other. How do the careers relates to the subjects that I take example how my subject combination (EGM) relates to Arts career?	B4;19;4;1-212
	4	I wish the teachers especially subject teachers should use their time to tell their students something about their careers/ future careers because they know them well about their performances in these subjects, talents and abilities sometimes. So I believe that if this could be done it will help us and others in one way or another	(4.6) F;19;4;1-224
	3	"However, this service should be provided frequently because some students are afraid of choosing careers due to their class performance".	(4.7) C;19;3;1-147
		I enjoyed to know what are my talents and why I admire my role models	
4	4	"You can be of help to me by giving me advice on what to do, what I like most in my future. Also by giving me the importance of what I like. I need you to motivate me on what I have selected so that I do not lose hope. Guide me to reach my goals. Give me examples of people with the same views like mine "	(4.5) B4;4;3;1-212
	2	"I know a lot which before I failed to do I managed to know how to manage my time, I failed to manage my time in my studying session. I have got to learn how I should study during the holiday"	(4.8) D;4;2;1-144
	1	About my career I am sure about my career because before I was not sure about it I had a wrong career before the programme but now I have the right one. I am becoming an accountant"	C;4;1;1-147
		"I'm happy that now I can choose my career without hesitation like I was before thanks to this program"	

16	3	"My dream career is to be an artist, especially to be the author of books and to be a poet. Also to be a chef, is my dream career. I get little support from my parents because they don't like my career"	(4.5) B2;16;3;1-212
	3	"I have realised that my career is being a teacher. It is not difficult to choose anymore because I have learned and discovered what I like"	(4.8) C;16;3;1-147
	1	"The counselling sessions were beneficial to me because now I believe in myself that I have the ability to achieve all my goals and I'm sure I will go far. I will walk with my dream and make sure that I achieve my goals"	F;16;1;1-224
12	3	B4;12;3;1-213: "You help me to achieve my goals. I have no idea what it takes one to become a doctor"	(4.5) B4;12;3;1-212
		After being involved in this project, I am now a stronger and more confident; woman with determination to achieve my future goals"	4.8 F;12;6;1-224
8	2	"I need your advise on how I can choose my career and achieve my goal of becoming self employed person. I don't feel motivated to choose because it is confusing"	(4.5) B4;8;2;1-212
	7	" I feel happy to be part of this program it was good. I managed to achieve some of my expectations on career issues such as choosing my career, knowing my identity and my talents"	(4.8) F;8;7;1-224
	4	"In terms of responsibility now I'm aware that there is no magic on success so I must be responsible for my works either in school studies or home and whatever"	C;8;4;1-147
14	4	In my opinion, I see it could be better if I get or acquire different information on how to make career decision. So this will make me to make a good career decision that will help me in my life	(4.5) A;14;4;1-307
	3	"I feel confident about my career. I learned that in order to achieve my goals I must be courageous	(4.8)

	3	and take risks" School should give more opportunities to professionals of various programmesso as to provide serminas of various characteristics of different works or jobs to students thus they can be aware of making good career choice	C;14;3;1-147 (4.6) F;14;3;1-224
34	7	But in my school at morogoro secondary there is no any kind at help either from teachers or school mates But in my community there is one doctor called dr. Ngwegahe usually advices me to study the course of "Bachelor of Science in Health system" which I did not want, so am confused on it because I wish to be a teacher and don't want to stay at home for a long time waiting for employment	(4.6) A;34;7;1-307 (4.5) A;34;7;1-307
	7	"I participated in this service from first time till the end it is useful as now I know what career I am supposed to choose. Before the programme I never took time to think or imagine what my future will look like but this counselling opened my eyes to start looking and think about my future career. Apart from knowing my career, I discovered my strengths and weaknesses and acquired decision skills"	(4.8) F;34;7;1-224
7	5	"I need your help on how I can know my future career because I get difficulties to choose the career that can help me to enjoy future just because the combination subject that I study I don't know if can lead me to the career I want"	(4.5) B4;7;5;1-212
	3	"I'm certain with my decision now. I have discovered that I belong in the social category career. I enjoy working with people especially helping people	(4.8) C;7;3;1-147
	5	"Thanks for this help because I believe I got the help on choosing a best career for my future. I was in total confusion because I did not know what to choose because I was not sure about who I am and what I wanted to achieve in my life"	F;7;5;1-224
1	1	In our school there is no programme that supports to make the career choice over the time. I want to get more training on career choice	(4.6) A;1;1;1-307

	2	<mark>that bring on my future</mark> <mark>This program has helped me to be aware of the career I will choose after finishing advanced level. For example have realised that if I want to become a geologist the subjects I am studying now should correspond to what I wish to do in the future</mark>	(4.8) C;1;2;1-147
25	7	<mark>In our school there is a department dealing with counselling students about behaviour and other issue but not career,</mark><mark>so we experience challenges in making career choice because we don't know the steps to follow to choose career</mark>	(4.6) A;25;7;1-307 (4.5) A;25;7;1-307
	3	<mark>"I enjoyed because the questions that have been asked they reflect my career difficulties that hinder me to know which career is the suitable for me. So through this I enjoyed because I have spoke out my problems or challenges which I never told anyone"</mark>	(4.7) C;25;3;147

DISCRIPTION OF DIFFERENT COLOURS WHICH HAVE BEEN USED TO HIGHLIGHT THE TEXTS.

1. Text highlighted in <mark>YELLOW</mark> indicates career choice-related difficulties experienced by participants due to various reasons
2. Text highlighted in <mark>RED</mark> indicates participants' need for career support (career counselling).
3. Text highlighted in <mark>GRAY</mark> indicates the availability of career programmes in school to support students.
4. Text highlighted in <mark>GREEN</mark> indicates participants' suggestions/recommendations on how they would like the school to support them in their career decision-making process.
5. Text highlighted in <mark>BLUE</mark> indicates participants' views on how they experienced the intervention.
6. Texts highlighted in <mark>PURPLE</mark> indicates the effect or benefits of the intervention on participants.

POST-INTERVENTION FOCUS GROUP INTERVIEW TRANSCRIPTIONS

<mark>What has changed since the beginning of intervention?</mark>

Ah from the starting of this program I have learned many things especially in myself ahh.. let me say this may be I didn't know that what I can do in order to make my future to be better but now I know the things I can do in order to make… may be when I want to become industrialist, the

procedure I have to follow is to find information about industrialists in order to establish my own industry. Another example if I want to be a surveyor I must follow the procedure of finding information about surveyor in order to be a surveyor in the future. So that things which I learned are very very better in my life and my future (participant 08)

First of all I would wish to thank you all ah the interviewers and the interview was somehow kind tough because I learned what I never knew and it made me generous a bit because I did not know who I am but now I get to be focused, and who I'm I going to be   and what should I do immediately after school. I'm ready to leave school after my studies and from to date from now I know where I am going and what I should do the interview changed my life so much it made me confident, and know what should I do to improve and strengthen my ability and attitude and so on (participant 18)

Before this session I was in darkness I did not know where I can go or where I can be after I finish the school. After engaging on this session I learned different things from counselling especially when we did private or individual hmm. Yes I know when I what to be a lawyer there are many things to be done in order to achieve my goals like to engage in different activities that involve my career. Also there are different kind of people I can go and ask about my career for example I want to be a lawyer I must go to ask the lawyers and not ask others because they have no information or details about the lawyers and or ask the people who belong to your career in order to achieve your goals. Because when you ask some one who is not in the career they may discourage you or disappoint you that you cant be like that or like this because the combination that you learn does not allow you to go in that direction. So after knowing that I am able to stand on my career that I wish to be and to do the different things which will make me achieve my goals (participant 15).

First I never thought that there could be somebody who can listen to my career what I want to be but I found one fortunately and I always wished to be a designer that's my dream since I was somehow young something like that. Ah I was asking myself so many questions in my mind how can I be a designer looking the situation that we are having in our country that is the development of designing sector. I was told that everything is possible and being a designer is possible also and I started asking so many questions about the designer thing how can I cope out with it then in my mind I thought that may be becoming a designer I should study in order to become a lawyer first then I will go in the other countries and express out my talent or something like that. But I'm told by the career people who interviewed me I'm told that everything is possible I can go being a designer directly without passing through anything and that's where my dreams came I see my future right now I see my dream well I don't have to pass though things I never wanted to. I am able to know that I'm courageous I can do it without even having something else inside me, learning to be independent and all that things. With them I can see my future now on my way thank you participant 02)

First honestly speaking this career thing it was difficult until reaching this moment because every time I did the activity it was tiresome honest so it was like oh again career thing but now I am thankful and I think I'm learning from my mistakes this was a mistake and now I know my mistakes I know how I did them and I think I love my mistakes because I'm learning from them. And this thing have helped me because I know who I am I know what I will do and I love what I will do and yah that's all I think. And I am thankful because you took time with us and it has helped me know what I will do I wanna be an economist and fashion designing and I think I won't have trouble choosing or picking what I will do or may be let me do something then this will come out of this one I think I will just go straight to my career. And so this thing has been

like a mirror like I said yesterday it has reflected who I am so I love the piece of how you have been doing it and I think I don't want other people to be like me in the past I think the thing is good and for advice I think I will advice other people to take this career thing seriously so they should focus on what they have already started and giving up is a sin. So lastly I think I am so much grateful thank you (Participant 09).

On my side through this programme I have get to know a lot I realised the destination which could help me to reach my destiny. I know a lot which before I failed to do I managed to know how to manage my time, I failed to manage my time in my studying session. I can do something special so someone can depend on me so that I can help someone to move from one side to another. I have got to learn how I should study during the holiday, I should take risk and so on. About my career I am sure about my career because before I was not sure about it I had a wrong career before the programme but now I have the right one. I am becoming an accountant (Happiness Marco: 04).

In this session I learned lot of things, I am now courageous and I am confident to stand on what I what to be and I will try to advice others on what they want to be. And the skills which I have get here I will use it to advice others not to give up on what they want to be. And I got the skills that I can have different careers and all this that I did not realise that I can do (participant 13)

First of all I am thankful to be selected in this programme because it helped me more than much at the first time I didn't know who really I am and I had difficulties to choose whom I want to be but after this session I have come to know that everything is possible under the sun I can be anyone I want to be and I can do anything and make people wonders so I'm it help me to manage my time. I have become aware all the people belong to all kind of career. There is no specific career for women and men all people can manage. At first I thought that secretary is suitable for only women but not true. In this programme I have learned and I think I'm grateful to be chosen in this programme I have learned many things even my friends tell me that I have changed thank you for this. And I wish when I will fulfill my dreams to do as you are doing now because I want others to become aware about them and achieve their dreams. Thank you for this (participant 11).

Yea of course I'm up to this point from the beginning, the problem with me to choose a career was that I had a lot of careers to choose and all of them I took them as the best ones so there is where the problem came but the most one which I'm up with is the career which I was or my path was heading to both of them had the same root that my aim or my history or my characteristics was to opt for something certain and that is social care if you remember in those questionnaires that part that social care something like psychologist so all my careers were falling in one group and the more difficult thing was that if I take one career I will have to foregone the others but after the session I realised that choosing a career and for gore one career is not a burden but how you play part in each of the careers. I'm doing this but my hobbies are this one perhaps the careers I was just taking them as a matter of studying that I will take a certain course when I'm in university for career and forgone which the others while those other careers were not a career to take me to university they are my hobbies. But now I understand I know that if I take this career still I will be in the same arena of what I like of what my hobbies are okay. Moreover I like the counselling you know I like speaking to people this and this, counselling I used to speak to my friends but now even someone who can ask me I can express what I feel I can listen to others that I know this and this…joking with them perhaps ...but now even I, I have been counselled. I'm happy with the session indeed only that (Innocent Francis:05).

By my side in fact from the beginning of time up to this time something which has been bothering me is the issue of time of course. Madam here you said I have got a lot of things to do of course the routine especially on Monday. Of course by nature I don't like the routine I like to be free (participant 05)

On my side since the beginning of this programme there was nothing that I didn't like. I liked everything about the programme. Counselling is a good job and I wish to be a counsellor when I finish my training. Thanks for the programme it has made us aware of our career with what we should do in order to be someone (participant 08)

In this programme I didn't like filling that book let it was too long. What I liked is the one to one session because someone can be free telling his or her problems (participant 11)

In this section what I didn't like is also filling that thing actually I was finding somebody to express what I haven't I knew that it was like taking a lot of time that is what I didn't like. What I liked about the session is knowing myself better knowing that my dreams are nearby me and I can do it all (participant 02).

What I didn't like is that the time when we were called in here and you find there are people who did not finish their task while I finished and I just stayed idle like I didn't know what to do and when I had time to do something else then you are here it was kind of disturbance. Okay what I have learned is that I found who I am and I would like others to find who they are. And about the one and one counselling it was a bit difficult but I had to put courage in me and express myself so there I found out who I am (participant 09).

Well what I didn't like it is that when I received the questionnaires in that booklet and without prior explanation so it was sometime cumbersome for me to attempt those questions. What I liked is you know in a group of people is difficult for someone to express his or for herself so calling one by one it was very good and very impressive so I liked that. About counselling it a matter that it was very good and pleased to everyone because I got to know who I am and what I should do and it is the best we should keep in mind and keeping it forever. Thank you (participant 18).

The thing that I have liked from this session is that I know the direction which I can go in order to reach my goals. The most things that I didn't like in this career programme is the timetable on Friday. The time that I wanted to attend to religion session is the time that you called us to sit here and discuss different questions. As a leader of religion different things depend on me so I was missing religious sessions in order to be here to discuss (participant 15)

To me I hated nothing. I like the knowledge which I gained something good in which I can be able even myself to conduct the research to someone else through the questions which I answered and so on (participant 11)

The things I didn't like is to fill that booklet but the thing that I loved most is to sit here and to express my feelings in this session and also in direction to increase myself confidence to sit here and express my feelings (participant 13)

During the counselling session of one to one session what I experienced is the space to speak about myself clearly, freely you know yes sometimes. the other times telling people about my history or something this you why I'm like this.. It's because of this and that they just take a story. But at that time I knew that I am speaking this because it has something which may be a

driving force to my career the way you did the part that this is connection of your story to your career so I believed everything that I passed through that this one was leading me to a certain career. During the session I was open and free because I knew that I was close to a certain career (participant 05)

CIP DATA TRANSCRIPTIONS

You can help me by showing me the ways on how I can enter in the military works (soldier) and being one among the soldier because I will help my family and also I will bring respect to my family because others see us as poor people and disrespect us. So I need your help to achieve my dream of becoming a soldier and I will bring respect to my family I want to be a greatest soldier in my country and Africa. Also I want to show others that they can and they don't need to give up (participant 26).

First I am confused in making a decision on what I will do when I complete high school education. I feel that many career I wish to work in it does not offer job opportunities because I see a lot of people jobless. I hope can get the counselling on some career that I never heard about it (part 4:participant 32)

I feel confused because my dream is to be a doctor but the subjects which I am taking right now does not allow me to go in that way so it give me a more difficulties on what I can do to reach my dreams.I Was surprised to be selected in arts subjects (HGK) while I passed all science subjects with credit C except for physics and mathematics (CIP ZuhuraAbdallah.For the first time I did not choose the correct career which may help me in a future, therefore I get a lot of difficulties because I went against what I want most. So I do not like to see others go through it because it hurts (CIP part 4 participant 31)

My dream career from my heart is to be a business woman because it makes me feel strong understand that I can do anything to help my family. Also being a business woman makes me feel proud to be born. I like to be a makeup artist and a tailor in which I can a fashion designer (CIP Part 2: participant 21)

In my course it is so difficult to decide which career I have to choose because I said about career that I like they laughed and said that it will be difficult to achieve my dream. Others said that that career are for famous people it does not make sense to me. This made to be heartbroken .sometimes it make me cry.But all in all I know that by advise I can get the strength on how I can achieve my goals (CIP part 4:21)

My dream is to become a great business woman this it's just because I want to be independent in future life and help the others who also will be having the desire like what I had. I would like to get more details on what I shall do so that I can achieve my goals in the future life because I don't know where to begin until now (CIP Part 2: participant 04)

You can be of help to me by giving me advise on what to do, what I like most in my future. Also by giving me the importance on what I like. I need you to motivate me on what I have selected so that I do not lose hope. Guide me to reach my goals. Give me examples of people with same views like mine (CIP part 4:participant 04).

It's true that I have difficulties in my career. But the thing which has created the wall for me to reach my destiny is what I am studying now. I am studying (EGM) as my subject combination, all this is due to the school which I am studying it doesn't have science subject and all my dreams failed from the time I was told that the post of A LEVEL are out but my parents need to see me reach my goals. Now I don't know how I will reach the goal. I cant be a doctor with EGM subjects(CIP part 4 participant 06)

Favorite motto or saying

    i.   A tree with a strong roots laughs at storm
    ii.   I trust the next chapter because I am the author
    iii.   Your dream doesn't have an expiration date. Take a deep breath and fly again

Your story could be the key that unlocks someone else's prison (participant 06)

I want to be an accountant but I don't know which course to learn and which university to apply Also some relatives tells me that accountancy is a hard job but me I like it. My brother tells me to study PCB but me I am not interested with PCB . Help me what course to choose and the university that I can study (CIP part 4: participant 29)

Some time I lose hope to my career decision because I lack support from my parents. Because my career decision is to be soldier. I wish to be a soldier and I like it. And I need someone to help me to give me hope about my career decision I want you to support me in my dream s or future plan which I planned in my life especially in case of education and decision making (CIP part 4 participant 28)

For me I facing a lot of challenge on how to choose most /best career for my life and the one through which is helping me to achieve my goals. One of the problem I think that I have a lot things that I have ability to do such as entrepreneurship and sports. I need advisor who can help me to choose good career (participant 22)

I think you can give me advise on how or what should I take according to assessment you have done. But also as an experienced person you can advise more in details about the career I prefer most and their moralities and benefits as well as their challenges (CIP 4:participant 05)

I need your advise on how I can choose my career and achieve my goal of becoming self employed person. I don't feel motivated to choose because it is confusing (CIP 4:participant 08)

I want you to help me in the issues of choosing my career which is suitable for me and it will make me to be comfortable. Also for the issue of how to prepare for future life. I want to know if there are principles or basic things that are necessary to follow or not (CIP part 4 participant 20)

I need help on choosing a good career. I am not sure if the subjects I am studying now are the right choice for me (CIP part 4: participant 17)

I enjoyed the section of career category for choosing my occupation which I prefer. I did not enjoy some parts of the questions as it demanded a lot of explanation it was difficult to answer (CIP part 4 section c: participant 17)

From the bottom of my heart my most dream career is to be a business man at the same time working on financial institution especially bank as an accountant. I like business issues but I lack support from my family (CIP Part 2: participant 30)

For my benefit and future success I want you to help on what can be the best career to specialise according or relating to my details provided to you, I need to know details and information about my best career (on what way it will be interested to me). Also employment market about my career. Also business management and control Advise how I can manage and control my own business despite that I will be employed, so I need your advice on what career I am belong to and , what will be my responsibilities for better success and achievement (CIP part 4 participant 30)

My difficulties are to select which is a best career. I have more than one career but I get challenge which one will be my career and I'm not sure if the subjects I study now are related to what I want (CIP Part 4: participant33).

My dream career is to be a lawyer, but due to the life situation to find employment is challenging (CIP part 2). I did not enjoy some parts of the questionnaire because there are many questions which is difficult to answer (CIP Section c:participant 35)

My difficulty is the career that I want and the combination (subjects) is HGK and others says I can not be as I want, also other matters to career making is more information about different jobs. I am concerned with (teacher, doctors, lawyers, tourism and hotel management. But I don't have the knowledge about the different jobs…and in that case I don't know who am I (CIP part 4: participant15)

I enjoyed to discuss myself and know who I am and where I am going. But I did not enjoy some questions because they caused to remember the painful situation I experienced(CIP Parr 4 section c:participant 15

My dream career is to be an artist, especially to be the author of books and to be a poet. Also to be a chef, that is my dream career I get little support from my parents because they don't like my career. May be you can support me by motivating me (CIP Part 2: participant 16)

I need advice to choose a career which can be good to me and match with my interest and skills (CIP part 4: participant16).

You help me to achieve my goals. I have no idea what it takes one to become a doctor. I want to be the commissioner of natural resources because I like the wild and other nature resources available in the forest so I need to protect them. Help me how I can achieve my dream because I have no idea (CIP part 4: participant:12).

I wish my career could be the one given priority in our country. I wish to go direct to my career but because of some circumstances I have to get a job which pays much so as I could get some money and then help myself getting a place where my career fits. A help from my counselor is that she/he could at least even connect with some of the career opportunities in designing that are found places that they do well. At least that will do because I won't have to pass through something else to get my dream but go straight to it (CIP part 4: participant 02)

I have two dream careers option one is to be a teacher because I have the ability to make a person understand and the other is being a lawyer but the problem is that there is no one I can consult to confirm my choice (CIP Part 2: participant 18

I need the help and assistance on how I can be strong and confident in deciding what is right for me. I am very shy and coward when standing in front of people. I also think that my choice are not right especially in the careers I ever choose because am not worldwide exposed with the career I choose. I am very weak and easily heartbroken, I am prone to the disappointment of small issues and things (CIP part 4: participant 18)

You can help me by advising about which career is good nowdays, means in getting the employement and what is not good in our todays life. When I get the help from you I will be happy and my life will succeed a lot and help my family. As I said early my problem is in choosing the career and how my future life will be (CIP part 4: participant 34).

All I need is you to advice me whether to choose the career basing with my talent or my subjects in class. Which one is the best that could suit my future. I feel like I would go astray with what I will choose and maybe I won't succeed in one way or another. Because I'm always afraid of regrets and finding out that time I spent was all a waste of time (CIP part 4: participant 09).

I don't know how I will choose the right career which will suit me. When I'm about to choose the right career I face difficult to decide because my mind tells me that 'no' you will not manage the career you are trying choose (CIP part 4: participant 23).

At first my dream career was to be a doctor but when I was in form three my dream was destroyed because I found difficulties in science subjects especially physics. But now I don't have exactly a dream career (CIP Part 2: participant 23).

My dream career is to be an accountant, and it is the most career which I can do for my future, so I think I will go for it (CIP Part 2: participant19)

Giving me the information about the career I choose and how it relates to the abilities and talents that I have. How if I like two careers, I don't understand which is the most/best career for me, and the two careers sometimes are two quite different to each other. How do the careers relates to the subjects that I take example how my subject combination (EGM) relates to Artists career (CIP part 4: participant 19).

I need you to help me in making good decision and also to be able in choosing a good job which can make me comfortable (CIP part 4: participant 11)

You can be of use to me since you can lead me to the career that is suitable I think I like law as my career or journalist or fashion model. But I get difficult because my parents and

relatives they advice me to study about international relation. So I find it difficult. Also I evidenced someone failed badly in studying law so I'm scared of the career but I really like it (CIP Part 4:participant 13)

I enjoyed the session since made me to state about my favourate career and internal feelings (CIP Part 4 section c: participant 13)

The difficulties I have in choosing my career is that I am not sure of what I like. The most career that interest me is journalism but at the same time I think of being a lawyer but there are many people within the same career struggling for the job. I don't want to choose a career which will not offer me job opportunities (CIP Part 4:Jesica participant 20:)

I did not enjoy some of questions because are more critical they need much attention and be specific for the answers which it had cost me to use a lot of time (CIP section c: participant 20).

You can be of help to me by providing information of different careers and how I should go about choosing the right career for me (CIP Part 4: participant 24).

I need your help on how I can know my future career because I get difficulties to choose the career that can help me to enjoy future just because the combination subject that I study I don't know if can lead me to the career I want (CIP Part 4:participant 07).

My dream career is to become an accountant who can work with the BoT (Bank of Tanzania). But my subject combination is HGL (History, Geography and Language) which will not allow me to be as I want. But I wish to become a big person like a lawyer (CIP part 2:participant 10)

On the career decision I have a lot of problem just only because I have not been counselled about career I need to reach far away. So I know you can help me by giving information on which career should I choose based on my subject combination and challenges that I will face and how to overcome them (CIP Part 4: participant 10)

The difficulties that face me is lack of enough information that can help me in choosing my career, also I need to know what things am I supposed to do in order to achieve my goals. I need to know what careers found in university (CIP Part 4: participant 03)

You can help me by giving me advice about the career which I can be employed easily. My parents do not have enough money to support my studies that's why up to now I am not sure for my career decision because am not sure if I can get a job easily. I need to support my parents in the future (CIP part 4: participant 24)

I need your support by giving advice about my career. I am not aware of many things about choosing career. What should I do to choose the right career that will not make me regret my decision? (CIP Part 4: participant 27)

STUDENT'S JOURNAL ENTRY TRANSCRIPTIONS

In this career program, I learnt different things including how I can achieve my goals because before I didn't know how to start or where to start to achieve my goals but now I can and I do. Also I learn different skills on matter of studying thus it can improve my performance in my subjects. Also the other thing I learnt is how to search for information about career options so as to help others to know their right choices so as to follow them. Like me my career is to become the high level soldier so as to defend my country and even to bring respect to my family members so as they will be proud of me (participant 26)

At the beginning I did not know where I was heading to but now at least…well I can figure out what my future will be. The story of my life has helped me discover who I am and that the choice I have made has been influenced by my past experiences. I thank you for coming to help us discover new things about our career (participant 32)

Through this research I have been able to change the ideas I had in the past and be able to open a new way for me to achieve my goals. I have learned that people change according to the environment and time. Through this study we learned that people need to have the right choices in advance and realize where we can go based on the real environment in which we live. Effort and goals are the most important things in achieving dreams. we should not give up and lose the light of our dreams especially for us young people who are in school as we have more time to make the right choices. Thank you so much for helping me realize who I am and the right way to achieve my career dreams
(participants 31)

All I can say is that I am thankful that you opened my eyes about who I am. My challenges I have experienced has been changed to hope. I'm not stuck with my past anymore but I look forward for the future. I enjoyed that I shared my sadness with you and I think that my pain is healed I have realised that I am a strong girl (participant 21)

I'm happy that now I can choose my career without hesitation like I was before thanks to this program (participant 04)

Actually in this program I leant a lot in which before I never thought of. Through the program I met many questions which I had ever met them before. Through this program I managed to plan my time and use it well compared to what I was before. I have learned about time management and how to plan my time well. Also I recognise what to do so that I might achieve my goals no matter the obstacles in front of me. Challenging steps in life are just like staircase between two floors which helps the user to reach at a certain point. So I leant how to face the challenges.
Well through the program I realised my weaknesses and how I should overcome them without no ones help and I learned more about myself and where I should stand so that I can reach somewhere some days to come. Conclusively, I return my regards to one who proposed the idea of conducting the program because he/she save us in one way or another. I believe a lot of us are now healed from career problems. Also may my Almight living God bless those who conduct and support the program (participant 06)

What I can say is thank you so much for helping me confirm my career choice. I am now certain that I want to be an accountant and own a personal business. My confusion is now cleared (participant 29).

I was amazed to discover who I am through my story. I mean my personality, interests and other things. Imagine the people I have admired in my life reflect who I am (participant 05)

Thank you for this at least I can see the light now about my future career. I feel comfortable with my decision. Now that everything is clear I will focus on achieving my goals (participant 22)

This program has helped me to be aware of the career I will choose after finishing advanced level. For example have realised that if I want to become a geologist the subjects I am studying now should correspond to what I wish to do in the future (participant 01)

I am very happy because I don't doubt in my heart anymore about my decision of becoming an accountant. This program helped me to confirm my choice (participant 17)

I enjoyed different parts of the questions asked in the questionnaires. It made me discover my personality and character. Before I did not know that those who I admire as my role models reflect who I am (participant 30)

I have learned a lot of things like career selection. I now know that I have to explore different career options that suits me according to my interests and my personality. Everything is possible for me I can be employed and at the same time run my business. (participant 30).

Before I was confused because I had several career options in my mind and I didn't know which one Is good for me. After engaged in different sessions of this program I am sure of who I want to become (participant 33)

Before counselling about my career, I had different questions that confused and made me stand on unknown position, who I am in the future, what and where I could be. The mostly confused are the combination that I have and the career I wanted. After counselling now I am able to know what I want to do and what I don't want to achieve my goals. I am becoming a lawyer and I will engage in activities involved in my career. I need to study hard and make effort than before because no sweet without sweat. I know who I am I have realised that no one can identify me than myself (participant 15)

I have realised that my career is being a teacher. It is not difficulty to choose anymore because I have learned and discovered what I like (participant16)

I enjoyed the questions asked in this interview I am now aware about my future career. Some questions were difficult to answer and consumed a lot of time (participant 14).

My dream career is to become an international designer if there could be only that subject in our school then I could have got it as soon as possible. What within me is that I believe that I live for my dreams and I can make it. So I use my career to achieve my dreams (participant 02).

I enjoyed parts where I had to express myself and have someone to tell my story Thank you for helping me to learn about myself (participant 02)

I enjoyed your presence and the interview at large. I did not enjoy some of the questions in the questionnaire because they were tough and strange to me (participant 18)

From the whole session we did together I understand about many things as a boy I can do. Firstly I determine what my future career will be and I am comfortable with it. Also I am now motivated to study hard to achieve my goals (participant 34).

The career program has helped me benefit from it. It has proved to be a good mirror that has reflected the true me. Because I wasn't so much sure on what I wanted to do but recently I know who I am, I love what I will do, and I like the piece of how I will do it. This program was a bit tiresome, and I thought it was of no help but now it has proved that my thoughts were all wrong. I now know my mistakes , I love my mistakes because I learn from my mistakes. In that case I am not afraid of doing mistakes as it help me figuring out who I am.. I would love to give advice to others who don't take this program seriously to take it into consideration because it is helpful (participant 09).

From this program I have learned about myself. I realised that I lacked confidence about myself and that is what made me confused with what I wanted to be. Nothing is difficult you determine yourself to do it. What is needed is to work hard and put more efforts (participant 23)

I enjoyed to know what are my talents and why I admire my role models (participant 19)

I enjoyed to fill this since made me to state about my favourite role models and internal feelings. I know myself better and what I want to do in future than when we started this program (participant 13).

I'm certain with my decision now. I have discovered that I belong in the social category careers. I enjoy working with people especially helping people (participant 07)

I enjoyed because the questions that have been asked they reflect my career difficulties that hinder me to know which career is the suitable for me. So through this I enjoyed because I have spoke out my problems or challenges which I never told anyone (participant 25)

I have learned about my strengths and weaknesses. I also gained a lot of information about different categories of careers. My story has helped me to know what I want in the future (participant 11)

Many things have changed since we started this session. I think the difficult for not choosing my career is because I did not know my life story. Everything is clear now I mean there is a connection of my story with the career I want (participant 22)

Since when I filled the questionnaire up to this time, my ideologies has been changed. I have been changed from thinking about to be employed by someone up to be self-employed. In terms of responsibility, now I'm aware that there is no magic on success so I must be responsible for my works either in school studies or home and whatever. Now I know that, in order to be someone maybe a industrialist I must learn and find information about specific kind of a person who I want to be and to work with (participant 08)

In this programme from the day we started I have gained knowledge like the knowledge of choosing a career, studying hard inorder to get the achievement in my future dream. This programme has helped me to be comfortable with my decision. I have got some skills on how to conduct research (participant 28)

(POST-INTERVENTION INTERVIEW) TRANSCRIPTIONS

The sessions was helpful to most of us who participated, even my friends have noticed the changes in me they keep asking what we are doing. So I think it is a good thing for students

The school should introduce the special counselling program that would help the students who face the problem on what career to choose. Usually the program can create the friend relation with students. The program can be the same as this. Also this school should add new combination that would give the students the great arena to choose what they want concerning to their career (participant 13).

What I can say, the activities we engaged in was like exploring new options for our career choice, and it was really good for me because It build my confidence. Teachers should introduce clubs which train students on how to accomplish their task after finishing in their education in order to be different people in the society with others who are not educated (participant 02).

I say thank you for give us education on how to choose our career decision. Through your help we were able to solve our problems about our career decision, as you gave us methods and ways on to our decision. If possible we need this kind of programme to be provided to other schools and the students to know what will do after school and about our future. For me I can advise my fellow students on how to make decision and to be committed on his/her future and how to solve the problems that face them about their career.

I say most welcome to other time when get chance, we will be able to participate with them (participant 27).

The counselling session was beneficial to me because now I believe in myself that I have the ability to achieve all my goals and I'm sure I will go far. I will walk with my dream and make sure that I achieve my goals. This service was good and also the school should invite the teacher and all professor which have professional of career decision making (participant 16).

My opinion is , I beg you to continue this program and conducting research among students in various level even advanced level because there are many students they study but they still not aware and not know their career and what occupation they will like to be in their future life and also in ordinary levels since many students they fail to find the way to pass and get combination that he/she wants to study and other they don't know at all when he or she/he pass to join on advanced level which combination he/she will study (participant 20).

I appreciate your support because personally I benefited a lot and I have find out that I am strong enough to face challenges in life. I must admit that it was difficult for me to tell my personal story in a group I was a bit shy to express myself Also the school should provide counselling to the students so as to be aware about the abilities they have and their future (participant: 31).

When I was told to remember about my past experience it was like opening my wound again I didn't want to remember that painful story. But this program on career decision making is very essential for the students for their future expected life. Many people fails to success on what they plan, so the school government must ensure that the students are aware on their career through the establishment of counselling on decision making (career decision making department) as to help students to know what career each individual belong to. Finally thank you very much for support and inspiration (participant 30).

I am happy that now I have a clear choice of my career what is left for me is to work hard and achieve my goals. Above all I advise the school administration to conduct a certain timetable for these program so that it might favour others who were not able to join us in the research at the moment. Also if possible a club should be created for future generation (participant 06).

I advise that in our school there should be an organization of teachers themselves that they should make sure they make students as their friends. They should be closer to student by doing so even the students will be able to express their feelings and problems that they have rather than to be so angry to them. Also this will help even to increase performance to the students because they were free to say the problem they are going through (participant 21).

I thank you for coming to help us and I'm glad that I participated in the program, at the beginning I thought you are wasting our time but I realised it was not true. I advise the school to introduce guidance and counselling concerning about career decision in order

to help students in career decision making and to help students to know and choose the best way of their life (participant 29).

I think it will be better for school to introduce different projects about career as to have the permanent cabinet dealing with decision making and counselling. This will help to reduce the problem of career and decision making to students (participant 15).

I wish my school could provide education of self employment so that can help to remove mentality of students to be employed after finishing studies. This will help students to know their natural ability which will enable them to employ themselves even and after missing to be employed maybe by government or personal organization (participant 25).

To be honest, I didn't believe in myself that I am capable of fulfilling my dreams but through this counselling I found that I have what it takes to achieve my dreams. I strongly believe in myself I can do it. Also I wish all students and other people will get the knowledge. But I wish my school will bring the professional people who will advise us at school about the good decision. (participant 28).

I advise that in schools different exercises and skills such as football or army skills in order to make one perfect because in schools also have people who believe in sports and games in making their lives better. Also starting different competitions programs like perfoming or gathering skills with different schools (participant 26).

Thank you very much you have helped me to have confidence about my career (fashion designer). On my opinion I think that the schools should add on more clubs like the MHT club which deals with people's talent. One can get difficulty in showing the talent that he or she got in the majority of dancers, singers, etc. There should be a specific club in designs with the singers separately and also the dancer separately. At the end of the day there should be a talent day whereby any one from the club will organize on what to present (participant 02).

When we started It was like I didn't understand myself better but now I am grateful to discover myself especially who I am and what I will do after school (participant 32)

On my side I thank you because you helped me on how to have my career and understand on what to do about my future. Also I suggest that the school should establish more things concerning the career choice of the student including the provision of advise to them. Thank you very much for your help to me you opened the closed eyes (participant 04).

School should give more opportunities to professionals of various programmes so as to provide serminas of various characteristics of different works or jobs to students thus they can be aware of making good career choice (participant 14).

I think the program helped me a lot. I was afraid of my future but now I can face the future with more confidence because I'm sure of what I like and what I will do. I wish this career thing to be introduced in our school to help other students (participant 17).

From this programme I have benefited more than much on how should I do in order to choose my career. Apart from this I should advise the school to allow this programme to be done every year in orde to solve the problems that students face concerning their career (participant 23).

In general I learned that in order to succeed I must work very hard to improve my performance and also explore different career options that align with my subjects. I am determined to work hard and I will not give up like before. Career counselling should be established in the schools because it make students aware of their career instead of being in the darkness about career. This programme help me to choose the career which I would live for it. Also help me to solve different problems which I faced to choose my career (particiiipant 33).

The career choice program was very advantageous to me because I can see the better future. Therefore, I would wish that you may influence the school organisation and administration at large to establish such kind of system at school just because it will motivate and open students' understanding towards their future work. It will also be a right direction of hope towards students. Thank you so much, may God bless you (participant 18).

I wish the teachers especially subject teachers should use their time to tell their students something about their careers/ future careers because they know them well about their performances in these subjects, talents and abilities sometimes. So I believe that if this could be done it will help us and others in one way or another. However, this service should be provided frequently because some students are afraid of choosing careers due to their class performance(participant19).

My view is that many young people do not know and make the right choices early because they lack knowledgeable people so that they can give advice to students. Therefore, every school should have special teachers who can provide training or advice on the relevant options according to each specific situation (participant 35).

Thanks for this help because I believe I got the help on choosing a best career for my future. I was in total confusion because I did not know what to choose because I was not sure about who I am and what I wanted to achieve in my life Also the schools leaders should choose a best counsellor that can help other students who failed to choose a best career for them (participant 07).

Before I was so confused because I was not clear with myself what I liked in terms of career it was like being in darkness. This programme helped me a lot because I gained more knowledge about myself, like I have discovered my personality and my interests. This is very important because when you know your interests and personality you can easily choose a career which match your personality. It would be good if the school management can introduce this kind of service at our school (participant 03.

To be honest the programme especially the CIP activities were very demanding it was difficulty to answer some questions. I took a lot of time to think to come up with the

answer. Despite all this I realised that it helped me a lot to gain understanding of who I am. On my own way I like to ask the school to have programme which may help students to have good career decision making . Eg the programme of welcoming different university professionals or guest speakers who will influence students on what to choose for the future (participant 24).

I enjoyed sharing my story because through it I discovered what I never thought of… mh like I did not know that my past experiences are connected to my future career. I am now confident and courageous to face any challenge that will come on my way just to fight for what I love to do. I will never give up my dreams . Honest speaking, this programme of career discussion created awareness to me and also to my fellow students because it remove some of obstacle to the student during their decision making on career. Also teacher should provide all courses that found on university and the division needed to each career one want on his future. Thank you for your cooperation and may God bless you (participant 10).

This career decision making program has helped me a lot because I have advanced from a nobody to someone who knows where I should be focused to. I acquired information about myself, different occupations and even the university requirements about the career I want. I consider myself in control of my career without hesitation. The program should be also taken to other students with the same problem so that they can be helped to realize their goals. Generally the program has been almost a blessing to many of us. I think our school should help students come across different career options available through counselling that can make students choose their careers that they have interest (participant 09).

At the beginning I thought this programme is demanding too much time that interfered with my personal timetable but I was amazed to learn different things that enabled me to explore my career. What I wish is that my school could initiate programmes which reflect the career choice like frequent dialogues and debates, counselling sessions and talent classes through which we can participate and get to experience what we may do with our career in the future participant 05).

The sessions were helpful to me as I discovered my interests and talents, thank you. I did not have confidence with what I wanted to do but now I am certain with my choice. My future success depends on my effort to work hard. School can help other students who did not involve in the program in making a good career decision through giving students enough time to discuss about their good choices and help them in making a good decision so that we can prepare for our future participant 11).

First of all I would like to say thank you for your good service to us. There is a big change in me after being involved in this project. I can now stand with much confidence about my career. I am now a strong woman with determination to achieve my future goals. I would like to asking this service to our fellow form five in other schools so as to have knowledge concerned about their career (participant 12).

Generally, I enjoyed the programme because it helped me a lot to become aware about my abilities and I wish this service may be introduced at our school because is so important for students. Students must get and be aware about this issue. So government and non government organization supposed to introduce this services in all schools at least at all advance schools, because students or many students in secondary and other schools (advanced schools) lack this kind of services, thing which cost them on choosing inappropriate career. So this is important service at our school (participant 22).

I participated in this service from the first time till the end it is useful as now I know what career I am supposed to choose. Before the programme I never took time to think or imagine what my future will look like but this counselling opened my eyes to start looking and think about my future career. Apart from knowing my career, I discovered my strengths and weaknesses and acquired decision skills. In my school this service should be provided either in counselling office so as to prepare the students to choose well (participant 34).

I feel happy to be part of this program it was good. I managed to achieve some of my expectations on career issues such as choosing my career, knowing my identity and my talents. Although the programme was demanding but I enjoyed the fact that I learned about my weaknesses and my strengths as well as my abilities. I suggest our school should also think about introducing the same program to help students solve their career problems (participant 08).

PRE-INTERVENTION INTERVIEW TRANSCRIPTIONS

In our school there is no programme that supports to make the caree choice over the time. I want to get more training on career choice that bring on my future **(Participant 01).**

Am a HGL taker, I wish to have my career in order to achieve my dreams. The dream that I all study for.While filling this informations I had felt good because it reminded me on what am here for once again. The main aim of I writing this or taking this career isn't all about a thing of my choice but a thing that will act as a bridge for me to have my dreams along.Actually, here in school, I saw no supporting programs concerning my career but on the other had I saw something leading me to my dreams. Sometimes I also find it difficult because I don't actually know what to choose first between my career or my dream.

Also, I find the questionare helping because it brought about awareness inside me and take measures on as soon as possible since my future is near and not as far as I thought it is **(participant: 02)**

The career that I could like to study when will be in university is about Education in special needs. In our school there is club that teach about sign language that enspire

me. In my home also my sister finished her first degree concern the education in special needs.

Education in special needs is the only course that I know that found in universities **(participant: 03)**

About my career decision's at school nobody has motivated me. This means that there is nobody no any program going on that would help me emphasize on making decision of my career. Well I felt good when I was answering the question asked within the questionnaire because it made me aware of the challenge to me because I was still hanging on what I want to be come. All of the above I thank you for coming at our school to give us what you have and from the heart I like what your doing. You had struggle a lot till to the point you have reached KEEP IT UP and congrants **(participant: 04)**

Here at school there are programmes for career decision such as clubs which mainly concern with entertainment careers the music, journalism and others. These programmes particularly for me do not entertain my career choice but I find easy since my career is totally concerned with people and life and through interactions with my fellow students I get the courage to hold on to my choice. This makes me feel great because I get to practice what I wish to do in the future and whenever I practice it to my fellows I get a positive appreciation of course I'm really motivated here at school. After answering this questionnaire I'm deeply happy and I feel really amazed since the questionnaire has pieced to where my difficulty and ease are. I wish that I could get someone with whom I can share what I have seen in the questionnaire orally and have a deep conversation and advice I'm really happy. Thank you so much **(participant: 05)**

Feeling special to fill the form because many of us seek for the chance but they fail to have it in choosing careers someone like I, I had a dream of being a doctor (specialist) but due to employment opportunity I found myself falling into economic sector which is not my choice so I found myself lost totally I'm afraid to look at another side and to select another career. Even if I got it but still my I have the feeling of reaching my goals.

Actually in our school I haven't seen any teacher motivating us about careers. Everyone is busy with what has brought him/her here but there is a teacher of general study form v madam Anita because of the subject that is teaching us she sometimes advise us on those issue although not deeply but somehow. Also there is a certain club which is about to start this year also helps us about career issues. Finally just returning my regards to the carbinet and which came up with such kind of thought to help us upcoming university material to understand what we do before the time. As school thank you a led and welcome again **(participant 06)**

Am very happy when I was answering the questions that's make me to feel proud of myself that my problems are going to be solved also to know how to make my decision making in my life. Finally I am physically and mentally fit and confident on this. Truly there is no any programme that helps us in career decision making **(participant 07)**

There is no known program that advise me no what career decision would I make but some teachers are using some of their session to advise me in little words. I feel good to be choosen to this program because I would learn on how to choose good career choices (participant 08).

1. There's nothing here at school that can help to improve my career. Because am not even sure if the career I feel like taking, whether It exists or not. In that case I want to do something that is in my thoughts and I don't even know its name. Though I'm this kind multipurpose because am sure I can do a lot of things basing on my talent (fashion designing) also other factors because I plan to do a lot apart from the career (participant 09

2. I feel good, because I believe I'm getting some help that can help build my future and fulfill many dreams in my life and finally get successful (participant 09).

I don't have the confidence to decide because I'm not sure. I think I have a big problem about career decision. But in our school there are some teacher who are there for the help of student about the career decision but never go (participant 10).

I find difficult in making career decision because myself I don't know how to make a good career decision and I don't have knowledge on this I need some people who will support me in choosing a good career that will make me comfortable in the future. Therefore I would like to get support from different people like my parents, my friends and counsellors (professional). I am happy that you are here to help us (Participant: 11).

In our school there is no program that guide us concerned about career decision making skills. So as your professional teacher please just help us to solve this problem. Best wishes (participant 12)

Really I find difficult to make the career decision because in this school there is no career decision program to assist us on career rather than I used to tell my siblings about the career I want to choose but themselves they made me give up on what am interested to (participant 13).

In my opinion, I see it could be better if I get or acquire different information on how to make career decision. So this will make me to make a good career decision that will help me in my life.

Also I was feeling happy when I was feeling this form because I think that you will help me in making a good decision making (participant 14)

I did not get any advice on what career suits me, at school and even at home, any decision is my only way and ability.

I think I need the help of career counsellor in order to make good career decision because in our school we don't have counsellors. I need to know what it takes to make a good decision like information about different options. Who had no a perfectly

decision that can me, also I feel I had to find and to learn more about career decision making **(participant 15)**

Sometimes I get confused about the career I want and its because I don't have people to help me choose here at school or at home. I'm not motivated at all that's why I have not made my choice. Now that you are here you can help me. **(participant17)**

To be honest I think the problem of not choosing my career is because I have never been confident with my decision what if I make a wrong one. My hope is to get help from qualified people or counsellors. I expect that through them I'm going to discover a career which can help me to be comfortable with my future **(participant 16)**.

In my school teacher are the one who motivate me to engage in different career but they are only insist me to study hard because they said at the end my result is the thing that could determine my future expectation, so through that makes me to still being confused **(participant 32).**

I have never been guided about the career I want to take and I really love it which is all about laws (especially economic laws). But my close people they usually say or advise me that it takes many years to complete the studies. So I really need your advices too **(participant 20).**

- Here at school there is a special club for the talent participation but there is lack of support from within schools and from other people we live with them.
- For my side I have not seen any teacher who is capable of guiding us for the career decision making. Hence it can be the reason of why I'm not sure of my decision making about career I felt so good when answering the questionnaire because it has showed me the light toward my future decisions on my career choice. Thank you very much **(participant 20).**

Sometimes there are some people who let me down when I face them to assist me about my choices in future like here at school when I go to the teacher for guidance they only discourage me instead of helping me I do not know what should I do about the choice that can I make now. If someone prefer to help me and that, I think my difficults will be solved because I want to be and to walk with my dreams **(participant 31).**

In general for me until now my ability of making my career decision is low and I think is because of inadequate information on the process of making my own career decision for future success. So only I need you if possible to give me help on how I can make the correct or the best career decision your help please **(participant 30).**

1. In our school there is no any program concerning with career decision
2. When filling this questionnair I fill proud that there is people want to guide me in career decision
3. Also in school my general study teacher sometimes cancelling us about career decision **(participant 29).**

I am so happy to do this questionnaire. But in our school here there are no any programs which help me especially in a career decision making. So if there is some one who can help or ask or request when can helped me on this programs. And at the end of this session I hope my request will considered thanks **(participant 27).**

Well I can't say that I don't face difficulties no one here at school have guided or advised us on career issues. I just realized my difficult when I was filling this questionnaire so you have to guide and show us the way **(participant 28).**

When I was filling these questions I was asking myself what will happen to me in the future because it is really that for me it is difficult to choose a career. In our home my parents always support me for all good things I do as my career in the future like being a soldier. But I'm always ask myself who I'm going to be in the future because until now I don't know how and what to decide **(participant 26)**

After finishing this questionnaire am happy at all. But in my school at morogoro secondary there is no any kind at help either from teachers or school mates. But in my community there is one doctor called dr. Ngwega he usually advices me to study the course of "Bachelor of Science in Health system" which I did not want, so am confused on it because I wish to be a teacher and don't want to stay at home for a long time waiting for employment **(participant 34).**

Here at school there is no service to enable us students in our career choices as a results students enter form six without knowing what to choose when they go to university. My request is that we ask people who can support us to know we are going to study so that we can achieve our goals. I feel happy that you are here because I believe that you will help us**(participant 35).**

In our school there is a department dealing with counselling students about behaviour and other issue but not career, so we experience challenges in making career choice because we don't know the steps to follow to choose career **(participant 25)**

I have never been guided by any person before on career decision making neither school nor other places it might be the reason why it is difficult to choose. I have twice or triple decision on my career that is I want to be either an accountancy, marketing manager or a teacher but I don't have confidence with all my choice I need your guidance so I don't make a mistake. I felt so confused when am starting to answer the questionnaire but later I felt happy as I become aware of my problem, thank you **(participant 24).**

1. Inside the school there is a department which deals with different activities (guiding and counseling). They advice students who face problems in their studies. This department helps us to solve our career problems also. But instead of having guidance and counseling I still confused on what career should I choose for my better life; I still need some advice in order to choose the right career.

2. I feel very happy to answer the above questions because I think I will get advice and I will choose the right career for my better life **(participant 23).**

Firstly I get difficult of choosing the career which I will go to study because I don't know which career will give me employment as it is difficult to find a job nowdays. So I need your help.

Also in choosing the work or the thing which I will go to study after finishing the A-level. In our school there is a office which deal with guiding and counseling which helps us in difficulties or challenging which we get in our studies like making career **(participant 33).**

At our school there not any kind of people who helping us on how to make career decision. So many of students in our school fail to choose better career choice due to the lack of motivation and advise from teachers. So there not any kind of program which existed in our school for the reason of motivating and educating the schools in our school on how to choose better and best career decision.

Initially I wanted to be an accountant sadly I was selected to study(HGL) which I'm not sure if it can lead me to the career I want. I fail to be who I wanted because the marks I got in ordinary level did not suit me to be where I wanted therefore I need the help from people like you **(participant 22).**

In my side about career I have tried many time to share with my parents and friends some of them they said it does not suit me for real I like to be an accountant but my relative said it difficult for me to get a job it worries me much but also they said I have to be a doctor and now I studying EGM it worries me sometimes but I think I will be an accountancy and sometime I said what happen if not and tried me feels better gives me hurt of fight cause I know I will win no matter how difficult it is. Also in our school there is no any program which help us to make a right decision about career.We expect teachers to give us the support about our career instead of stressing us. All in all teacher have to give us support and listen to our problems before doing other things **(participant 21).**

Usually teachers are the one who advice us to choose the teaching career because we can easily get a job. But it becomes difficulty to me because they only suggests to choose their career especially of education which I don't like

Im very happy to express my own difficulties and I hope something will be done to help me when I am going to make the career choice. Thank you **(participant 19).**

The school has no programme that would assist we students in the matter of career choice. Frankly we've club (subject clubs) but mostly with poor organization which in turn do not help us anymore but just entertains us.

- We also have guiding and counseling committee that consist number of teachers but hardly ever insisted us and consulted us on the issues of career decision.

- Major thing that also becomes a set back to my career choice is that I acquire support but very low from my guardians and parents perhaps due to the low level of education they have in other hand no critically evidence and support ever been given other than looking my appearance and my education performances to comment an describe the cane or I should do.

- Now I feel a bit happy and consider myself prestigious because I think that this will help me to describe what career is suitable to me. I need more help and support. Thanks **(participant 18).**

APPENDIX L: CD CONTAINING QUALITATIVE DATA

Relevant data were submitted to the supervisor.