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Path to Higher Education

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Path to Higher Education

by

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An Honors Thesis in partial fulfillment

of the requirements for the degree

Bachelors of Science in Business Administration

in Accounting

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Path to Higher Education

Introduction

Students graduating this May from universities in South Africa will be the first class that has grown up in the new South Africa. Since the fall of the apartheid regime in 1994, government policy on education has been reformed across the entire country and has seen tremendous results. For instance, grades 1 through 12 in public schools are now free for all students, whereas they had not been before. However, the hurdles that must be overcome by black students in South Africa are still unbelievably high, and the standards for education in poor areas are unbelievably low.

This study focuses on a small, impoverished area in Cape Town, which is located on the Western Cape of South Africa. Those who are familiar with Nelson Mandela and his role in the anti-apartheid movement might recall that off the coast of Cape Town is where he spent 27 years in the Robben Island political prison. Cape Town's cultural history is rich and violent. The effects of apartheid are felt on a daily basis, especially within the townships, where our research was conducted. A "township" is an informal living community in which the inhabitants live in crudely constructed shacks; in the United States it would be called a shantytown. 13.5 percent of the Cape Town population live in the townships; 94 percent of that population is black (City of Cape Town, 2011).

Because these areas are culturally quite separate from the metropolitan city of Cape Town, we focused our study on the township of Philippi. Philippi was formed in 1974 at the height of apartheid when many black South Africans were forced to flee from the city to escape political conflict. According to a study conducted in 2014, the Philippi population is approximately 191,025 people, with 94.1 percent of that population being black (Anderson et al. 2009). The official language is Xhosa, one of South Africa's "click" languages. In 2001 it was reported that the annual average income for a resident of Philippi was 16,718 South African Rand, which translates to about $3,024 (City of Cape Town, 2011).

The public schools in Philippi have been rebuilt by the government and are nice facilities, especially when compared to the surrounding area. Students are required to wear uniforms, different colors for different schools; but other than that there is little order when school is in session. Many times class does not start on time, there are no bells, and the walls reverberate every loud noise, creating a chaotic environment for learning. According to JM Smith of The DG Murray Trust, "There is also a strong tendency towards early drop-out from the educational system" (Smith, 2011, p. 7). Problems in the Philippi school system are prevalent with the simple quality of education hindered by the years of apartheid.

The South African Education and Environment Project (SAEP) was formed in 1994 following the end of the apartheid era. The organization was formed to allow supplemental education of both academics as well as the beautiful environment in Cape Town, to flow into the emerging school system. Beginning as a small, US-based non-profit, the organization has flourished over the last 20 years, now occupying two floors of an office building in Cape Town with a full-time staff of over 50 people. As it grew alongside the new South Africa, it morphed and reformed to meet the needs of the city and continually pursue its mission:

Prepare and motivate children and youth from under-resourced communities to thrive, through education, life skills and psycho-social support (SAEP, 2016).

Today SAEP operates with a holistic structure, providing programs for students from pre-school through college. They also provide psycho-social programs for parents in Philippi.

One of the most important divisions within SAEP is the Impact Centre. Started in 2013, the Centre employs 5 men and women whose function is to provide support to all of the other programs. They develop website content, work with teachers on program development, provide career counseling, and most importantly, conduct research. This project's research team was brought in to meet the needs of the middle school and high school programs at SAEP: The Hope Scholars and ADT Teach (named after ADT

Company, who fully funds the program), respectively. The Hope Scholars Program (grades 8 and 9) strives to help students "identify and close educational gaps in key subjects so that they can excel in later grades" (SAEP). ADT Teach (grades 10-12) is "an information and communications technology (ICT) computer literacy programme" (SAEP, 2016). Both programs are headed by a small group of teachers that struggle to keep up with the amount of students enrolled each year.

Students experience extreme obstacles when attempting to further their studies. It is because of these obstacles to higher education that SAEP began to offer career counseling to their students. By the spring of 2015, this counseling had been provided to students in both programs for multiple years, yet no one had collected any data or followed up to track the effect of the counseling. As a result, the development of SAEP students after graduation was widely unknown by SAEP staff, making it difficult to understand how to improve the programs. Thus, this study focuses on understanding the career aspirations of teenage SAEP students living in the impoverished township of Philippi. This was the first of hopefully many surveys on student's goals for the future, creating a baseline for future study. The ultimate goal was to provide SAEP program teachers with substantial data on their students' career goals, thereby allowing them to better plan career-focused curriculums. In short, a path to higher education.

Literature review

In the Path to Higher Education research project, the research team sought to understand students' career and education aspirations, what influenced those choices, and what, if any, access students had to quality advice and information. The process of the literature review took place over the course of two months prior to arrival in Cape Town. At a foundational level, the team relied on secondary sources to inform understanding of the school system in Cape Town townships. *Growing up in the New South Africa* especially helped explain the challenges Philippi students face: their home lives, their secondary school and classroom experiences, and how they view their education (Bray, 2010). Though this book was about other townships in Cape Town, much of the book's conclusions applied to Philippi as well. SAEP's Philippi profile applied to the Philippi context (Anderson, 2009).

Shaping the Future of South Africa's Youth: Rethinking Post-School Education and Skills Training provided an in-depth look at how South Africa's higher education system (qualifications, application process, etc.) works. The "complexity of the qualifications system" for tertiary institutions contributes to students and parents' confusion over "where best to invest their very scarce resources in post-school education or training in order to access the labour market" (Perold, 2012, p. 187). As resources are slim, students and their parents are obligated to make decisions about tertiary education without much help. Additionally, the complexity of these decisions is not aided by clear guidance or information. *Skills for Inclusive Growth* indicated that little is known about why people choose particular courses of study and reinforced the assumption that students made such decisions "based on hearsay, on incorrect information, and on pressure in the family or from peers" (DBSA, 2010, p.35). *Connecting Young South Africans to Opportunity* outlined the current research on students' "lack of information, guidance, and job search capability" (Smith, 2011, p. 34).

This lack of or misinformation manifested in a variety of places. *Skills for Inclusive Growth* also suggested that students "arrive at institutions, wanting to do a particular course of study but do not have the school subjects required. They dropout because they do not have information on what courses require and are unable to decide for themselves what course of study to pursue" (DBSA, 2010 p. 36). Additionally, *Connecting Young South Africans to Opportunity* outlined the hurdles facing youths' efforts to achieve employment, including a lack of education, foundational skills, and high rates of high school drop-out (Smith, 2011). This paper asserted that, though a matric pass is the first step to gainful employment, it is not a ticket to higher education. The assumption was that most students believed this to be true.

Finally, the literature provided useful insight into what influences students' decisions. Mark Watson et al found that more than 80 percent of surveyed students in grades 5 and 6 aspired to high status occupations (Watson et al., 2010). In *From School to Higher Education: Factors Affecting the Choices of Grade 12 Learners*, Michael Cosser and Jacquers Du Toit found 14 separate factors influencing students,

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with enhancing employability, interest in a field of study and if it leads to higher income as the top three (2002).

The creation of the research tool was influenced by many sources. Thompson et al discusses the factors that contribute to career decision self-efficacy in young people in the article *The Relation of Social Status to the Career Decision-Making Process*. The ultimate conclusion of this study was that, while highly predictive of career decision self-efficacy, social status is not the only factor at play. Rather, *perceived* social status is more important for young people (Thompson 299). In that sense, the survey prompts were that of a qualitative nature, intended to pull out students' thoughts on their own social status, as well as to understand cultural norms with respect to higher education. Additionally, Mark Watson's *Occupational Aspirations of Low Socioeconomic Black South African Children* was highly enlightening, due to its uncanny resemblance to this project. Within the small scope of this study, the team was able to use Watson's research findings to enhance the survey questions, specifically in developing hypotheses. He found and provided a list of most popular jobs among students (Watson et al., 2010). These jobs were corroborated by a target group of recently graduated Philippi students enrolled in SAEP's Bridging Year program. Watson et al also found that "the majority of the children aspired to occupations of a higher status level than they are likely to achieve if one considers South African labor statistics" (Watson et al., 2010, p. 728). This finding is reflected in our list of hypotheses:

H_1: *The students lack clear guidance or knowledge about tertiary education.*
H_2: *The students maintain false expectations for their career goals.*
H_3: *The students' career goals are motivated by a desire for high status and respectability.*
H_4: *The students have lofty goals for their future careers.*

The students enrolled in SAEP programs, as well as all other students in the townships, are severely debilitated by the South African school system. Although progress has been made in the last 21 years, the system is far from perfect; and the students in the townships must work harder to be successful.

The JM Smith in *Connecting Youth South Africans to Opportunity* cites multiple reasons for the lack of opportunity for students, including lack of entrepreneurship, lack of work-related capabilities, and early school drop-out (Smith 6-8). In addition to these things, it seems that the most important factor is the lack of available higher education. In an article entitled *Pathways Through the Education and Training System: Do We Need a New Model?* the author Cosser discusses research conducted by the Human Sciences Research Council (HSRC) on this matter by suggesting that "colleges have been closed down and for a variety of reasons… universities loom disproportionately large in the post-school learner imagination" (Cosser, 2011, p. 71). The lack of availability, as well as poor advertising, have led students in poor areas to imagine that university is their only option, when in fact, community colleges and technical school are sometimes even more reliable options (Cosser, 2011).

<u>Methodology</u>

With these resources in hand, the process of creating a proper research tool began. Due to the severe time constraints on the project, it was decided that a survey should be administered to as many students as possible. The final participant demographics are displayed are displayed in Table 1. The survey started as a two-page document, featuring an extensive Likert-scale questionnaire and other qualitative prompts (Exhibits 1 and 2). Over a period of four weeks, this survey changed drastically with help from SAEP staff members, as there were many issues to address.

The most time-sensitive issue was *when* to administer the survey. Upon arrival into the country, the students were entering their system's equivalent of finals season. For three weeks, all students were busy "writing exams" and so were not available for survey-taking. It was determined that the most convenient time for ADT Teach students was directly following exams, during SAEP's week-long holiday program. The Hope Scholars would take it the following week. That timeline left roughly four weeks to revise and pilot the survey.

Table 1: Participant Demographics

	Male	Female	TOTAL
Grade 9	15	24	**39 (22%)**
Grade 10	18	38	**56 (31%)**
Grade 11	23	35	**58 (32%)**
Grade 12	7	20	**27 (15%)**
TOTAL	**63 (34%)**	**117 (66%)**	**180 participants (100%)**

The survey questions themselves were developed by extensive discussion between the Impact Centre staff and the research team. As previously mentioned, the research tool needed extensive revising from the original document. The hope was to obtain narrative responses from the students for a more complete set of information; however, after consulting SAEP staff and local Xhosa speakers, it was determined that the survey needed to be more broken up, with short responses required for each prompt, in order to facilitate understanding.

Throughout the process of making revisions, the language barrier presented the most complications. The high school ADT Teach students were more than capable of completing the survey in English; however, the middle school aged Hope Scholars were not as experienced in their second language. The team consulted an SAEP staff member who had knowledge of translating English to Xhosa, and it was advised that the team revise the Hope Scholar survey to more remedial English, so that it could be better understood. The translation process from English to Xhosa is extensive, as the two languages are not similar in structure. The rewording of the Hope Scholars survey allowed for more efficient analysis, as well as providing practice in English for the younger students.

The final issue that needed to be addressed was the vocabulary used in the survey. After many revisions, the surveys were presented to a native Philippi Xhosa speaker, who informed the team that the word choice was skewed toward American English, rather than South African English. For this reason, some parts of the survey were rephrased to be more easily understood, especially within the Hope

Scholars survey (see Exhibit 2). The survey was also piloted to a small group of students in the days prior to administration in order to make final adjustments based on phrases they found difficult to interpret. Minor phrasing changes were made, and the students in the ADT Teach program that volunteered to pilot the survey were excluded from the final results. The administration of the survey was over a period of two weeks. Both ADT Teach students and Hope Scholars took the surveys during SAEP program time, so that at least 3 adults were available for help. It was necessary to clarify the more complex prompts prior to the students beginning the survey. A perfectly controlled environment could not be obtained, but overall the environment for administration was a typical classroom setting, with no more than 20 students participating at one time. Survey results were collected, coded into Microsoft Excel, and analyzed using Excel's pivot table function.

<u>Results</u>

Students were asked to indicate what job they wanted. 60 percent of all participants listed a job that is considered high profile (doctor, chartered accountant, and engineer). 36 percent listed a mid-profile job (e.g., journalist, manager, and teacher). 1 percent listed a low-profile job (e.g., personal assistant, and security guard). The number of students who wanted a high profile job had a negative relationship to the student's grade: 69 percent of ninth graders listed a high profile job, while only 44 percent of twelfth graders did. In contrast, the number of mid-profile jobs had a positive relationship to grade: 28 percent of ninth graders indicated a mid-profile job, while 56 percent of twelfth graders did. See Graph 1.

Students were asked which factors they found most important when choosing a job. 62 percent (88 students) marked enjoyment/skill as the most important factor in their choice. When split up by grade, this number decreased as grade increased. There was no significant difference between males and females. 17 percent (24 students) marked that the job is high paying as most important. 11 percent marked that people respect people who do that work, and 9 percent marked the job's accessibility. Concerning respectability, 34 percent listed respect of the job as the least important factor to their decision. This number was decidedly higher for respondents in the twelfth grade: 59 percent listed respect as least

important to their decision. However, in another survey question, 91 percent of students stated that it was important that people respect what they do in their future career.

*Graph 1: Percentage of job profiles of students' aspirations by grade*
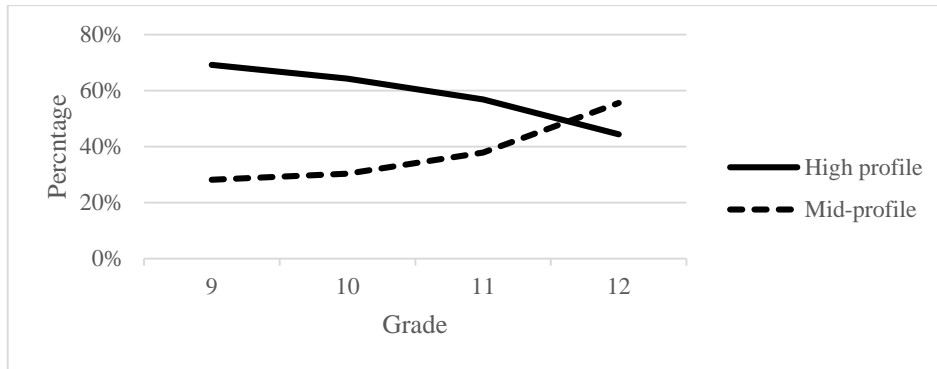
Students were asked which jobs they believed were respected within the community, as well as which jobs they would consider. The list of jobs on the survey was pulled from Watson's *Occupational Aspirations of Low Socioeconomic Black South African Children* (2010, p. 727). Graph 2 shows student responses about the listed jobs. Graph 3 shows the percentages of students who said they thought a job was respected and that they would consider that job, as well as the opposite pairing; it is intended to show the positive relationship between respect and consideration by the students.

Many survey questions were geared toward learning about students' personal spheres. 56 percent of students did not know anyone who had the job to which they aspired. The majority of relationships were casual or non-acquaintances, e.g. a family member's employer, someone met through a career fair, or a person seen on TV. The ADT Teach students were also asked if they had ever spoken to the person they knew. Of these students, only 39 percent had spoken to the person they knew about their job.

Graph 2: Students' perception of respected jobs v. jobs students would consider
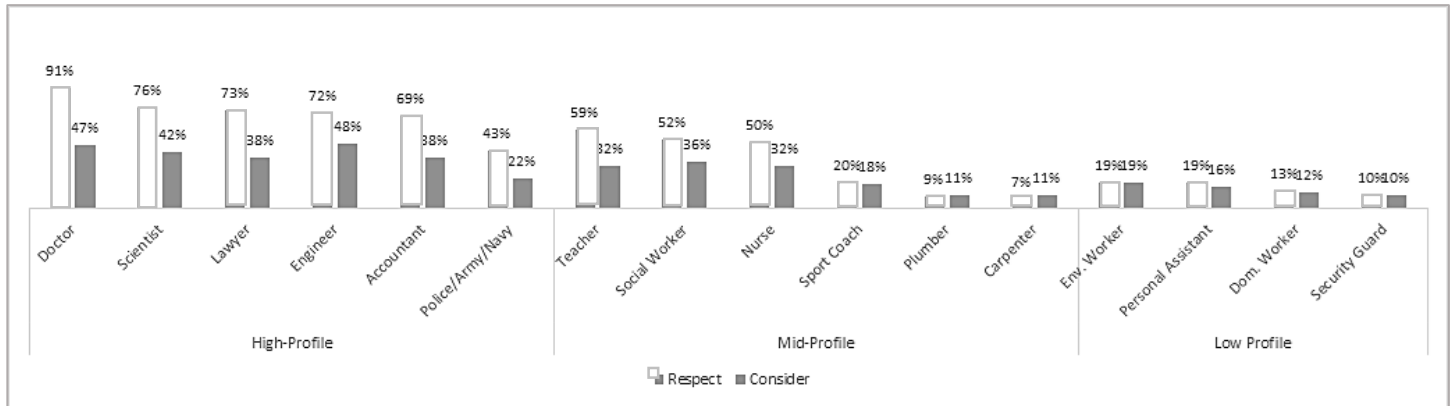

*Graph 3: Jobs students respect and would consider v.
jobs students do not respect and would not consider*
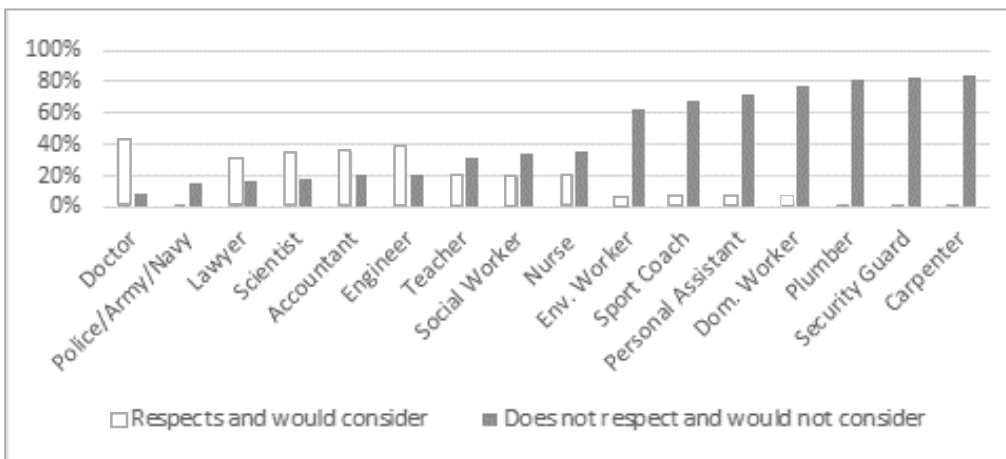

<u>Expectations</u>

Students also had high expectations for their classmates in the ADT Teach program. 86 percent responded that the students in ADT Teach were most likely to study at a university after they left high school. In contrast, only 44 percent of respondents thought students in their school as a whole would study at a university (see Charts 1 and 2).

Chart 1: What students believe their ADT Teach classmates will do after high school
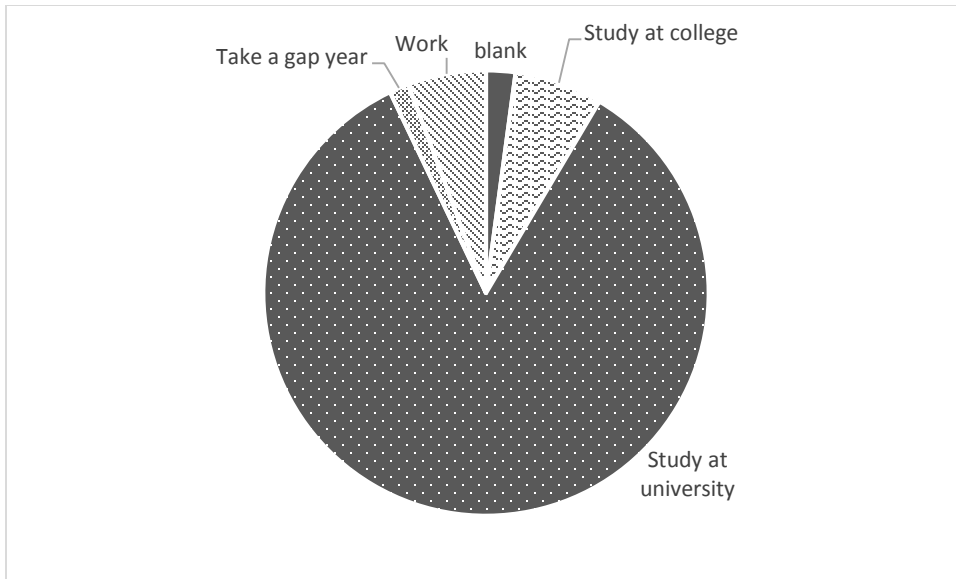
Chart 2: Students' responses to what they believe their schoolmates will do after high school
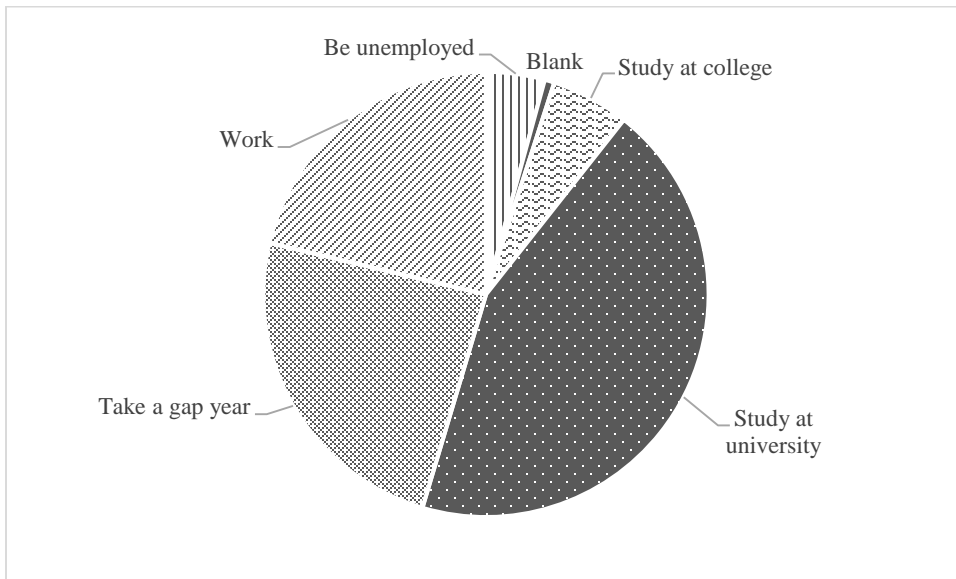

High School Subjects and University Requirements

ADT Teach students were asked to indicate what subject or major they would need to study to get the job they wanted. 46 percent (65 students) did not know or gave a vague answer (e.g., "university" or "I plan to study whatever that goes with my career"). 31 of these students were in the 10th grade, 29 were in the 11th grade, and 15 were in the 12th grade.

The entire sample was asked if they believed their high school courses would allow them to pursue their career, and were then prompted to circle the courses they were currently taking (or planning to take if a Hope Scholar). 69 percent said they believed their high school courses would meet the minimum requirements for their intended area of study at college or university. However, only 57 percent of those who believed this actually had subjects that matched an intended area of study. 26 percent said they do not know if their high school courses will meet minimum requirements – 19 in the 10th grade, 15 in the 11th grade, and 3 in the 12th grade. See Graph 4 in the appendix. 54 percent of students listed an actual area of study, as opposed to the vague "university" answers. Of those, 92 percent also were taking subjects that would qualify them for their intended area of study. 79 percent of respondents said that passing matric guarantees their acceptance at a university. While passing matric certainly qualifies them to apply, there is no guarantee of acceptance; and students did not seem to realize this. Students were then asked which factor they believed was most important in choosing the right course of study. These results were widely varied, with the majority of students (26 percent) believing that learning which subjects would most help them in their area, as well as understanding the minimum requirements, were most important (see Graph 5 for all responses).

Graph 5: Students' responses about which factor was most important for choosing the right course of study
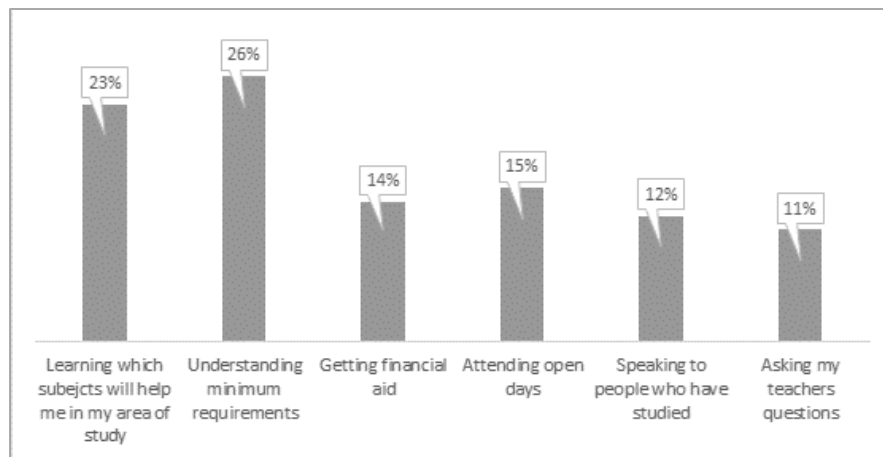
<u>Influences and Advice</u>

Students gained information from many sources, but two sources were chosen as most trusted: Teachers and the Internet, 34 percent and 30 percent, respectively. Chart 3 displays the total responses of sources most trusted by the students. 69 percent of ADT Teach students listed parents as a source of information, but only 38 percent of students stated that the opinions and desires of their parents affect their education and job decisions. 37 percent said their parents' opinions had no factor and 25 percent were neutral. Graph 6 in the appendix displays the breakdown of all career information resources listed by students.

Chart 3: Students' responses to most trusted source of information
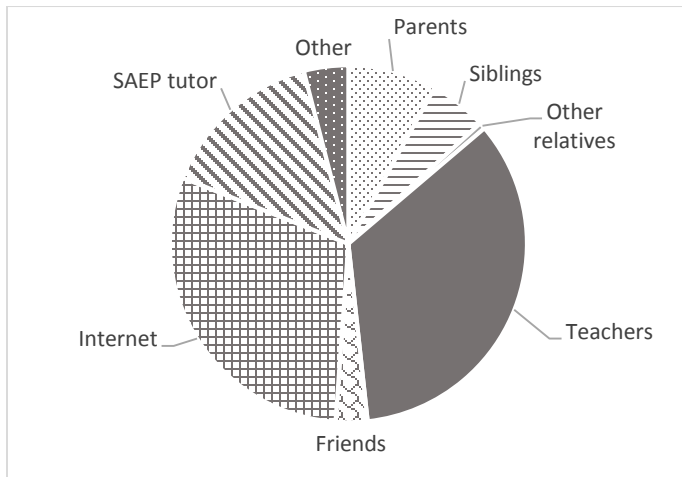
<u>Applying to University</u>

The majority of students intended to move on to higher education. 98 percent said they planned to continue their education after high school, and 88 percent strongly agreed that attending university or college was important to them. Students also had an idea of which universities or colleges they would apply to. 57 percent agreed or strongly agreed with such a statement; 16 percent disagreed and 28 percent were neutral. However, they had many questions about applying to university, with 91 percent saying they wished they knew more about the process of applying to university or college. Students were asked

to write out which aspects of the application process they wished they knew more about. The results were varied, but common themes were expressed by the majority of students. The summary of these responses is represented in Table 2.

Table 2: What students wished they knew more about

The application process	Financing education
How to apply	How to get bursaries (financial aid)
How to apply online	Financial aid options
Fees, deadlines, marks requirements, pass rates	Cost of tuition
Where to apply & necessary documents	

Students' questions grew more specific the older they were:

Grade 10

1. How and when to apply
2. What marks they needed and "how to be accepted"
3. How much everything costs
4. What university life is like

Grade 11

1. What documents are needed when applying
2. Requirements for being accepted
3. Application and tuition fees
4. How to get a bursary (government financial aid)

Grade 12

1. Requirements for being accepted
2. How to apply online
3. How to get financial aid
4. Course fees and details
5. What happens if they are not accepted?

When asked if they were worried about how they would be able to pay for college or university, 76 percent agreed with that statement. Even so, students intended to apply to universities, and usually prestigious ones. 74 percent of ADT Teach students said they would rather attend a university than a

college, and only 9 percent said that people would respect them if they went to a college. When ADT Teach students were asked to mark the two places they were most likely to apply to, 74 percent of the respondents chose at least one high profile university: University of Cape Town (UCT) or Stellenbosch University. 84 percent chose only universities for both of their responses, and did not indicate a community college or technical school option. Graph 7 displays the results of post-school options chosen. When ADT Teach students were asked to indicate the most important factor in being accepted to that institution, 61 percent responded that understanding the minimum requirements was the most important. See Graph 8 for the breakdown of responses.

Graph 7: Students' responses about where they intended to apply
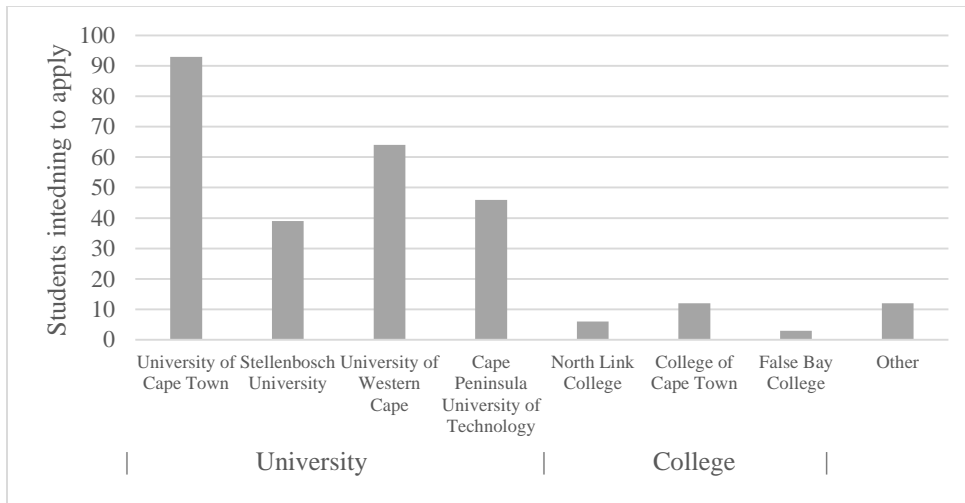
Graph 8: Students' Responses to which factor is most important for being accepted to a university or college
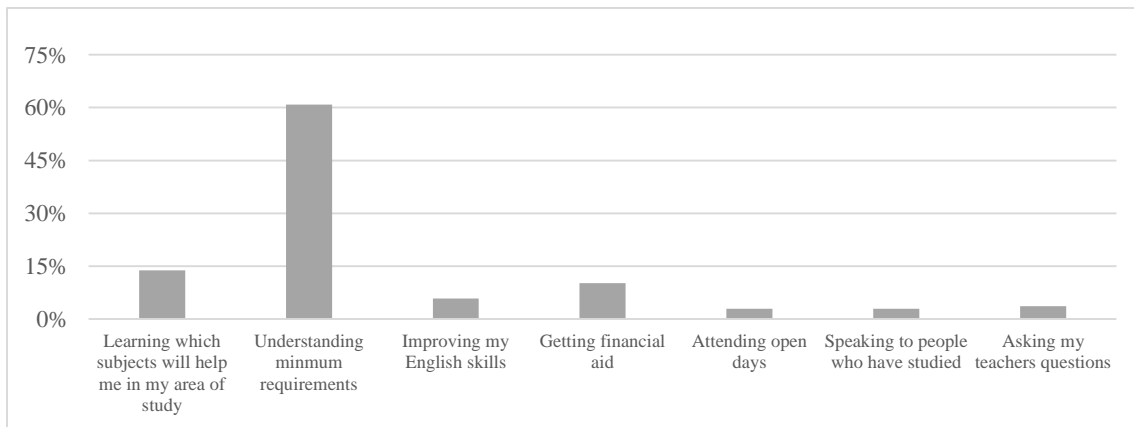
Discussion

It is important to note that the students in both the Hope Scholars and ADT Teach programs are not a random sample of all students in Philippi schools. Though these students are not necessarily selected based on their grades, it is possible that students who apply to these programs are potentially more motivated than the average Philippi student. However, as the goal of this study was to develop a baseline for SAEP staff about the knowledge of their students, the results confirmed many worries.

The students had high expectations of themselves. The majority of participants wanted to pursue a high-profile career: jobs that require high levels of schooling, are high paying, and generate respect, such as a doctor or a chartered accountant. The pressing issue became whether students are qualified to pursue these jobs, either because of their marks or because of the high school courses they have chosen. Though SAEP did not want students to be discouraged from their goals, there was a risk of setting them up for disappointment if they made plans for a career that they simply will not be qualified to do. Additionally, most students planned to apply to high-profile universities, as opposed to colleges and technical schools. These lofty goals were often coupled with a lack of real knowledge or understanding of what it will take to get there. The majority of students did not personally know anyone who has the job they want, they lacked concrete career or education advice, and they indicated that they have many unanswered questions about applying to universities and colleges.

Which Jobs Students Wanted and Why

The information displayed in Graph 1 shows a negative relationship between grade in school and the profile of jobs students aspire to. This relationship indicates that as students move into higher grades, their expectations get lower, whether from change in taste or perhaps a more realistic outlook. One of the hypotheses of the study was that students would be more motivated by the respect of their job aspiration, leading them to highly competitive fields. The results showed that most students did want a high profile job. However, the majority of students' career aspirations were motivated not by respect, but by what they

enjoy or are skilled in, despite having no experience in the more popular, professional fields such as medicine, law, and accounting. Graphs 2 and 3 also revealed that students would not necessarily consider a job just because it was highly respected. For high, mid, and low profile jobs, students marked whether they thought people respected the job and whether they would consider the job. Though the percentages of respect marks varied widely, the percentages of considerations stayed in the mid to low range. For future studies, Graph 2 also provided a solid baseline for what students consider to be high, mid, and low profile jobs.

Lack of Information

Very few students saw people in their personal spheres acquire the jobs they wanted. And even if they did, the majority of those had never spoken to that person about how they had done it. Though students can certainly be successful in their goals without knowing someone in their intended profession, this lack of familiarity could indicate a lack of real knowledge about what the job entails and what it will require to procure it.

The results showed that students feel less pressure from their friends or parents than hypothesized, citing teachers and the internet as their most trusted sources of information. However, the results also indicated that students often made plans either with misinformation or a lack of information, so it is possible that students felt more pressure than they admitted. While students indicated that their parents were sources of information about post-school options, very few students said that their parents' wishes were important to their decision-making, instead relying on advice from others. Students also did not have meaningful advice readily at hand. When asked to write the most useful career advice they had received, the great majority of the students wrote what could be considered obscure, trivial advice, e.g. "to work hard" or "to do what you love." Very few students wrote concrete advice that would make the process of applying to university or choosing a job easier. Of course, students are self-selecting what advice they think is most useful; but the vast number of students who wrote trivial advice indicates that they lack clear guidance.

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Making plans for the future

The results clearly showed that students are not making the vital connection between their subject choice and career goals. Instead, they operate under common misconceptions, such as erroneously believing that passing matric (the final exam to complete high school) would ensure acceptance at university. Unfortunately, because of the restrictive nature of the South African school system, students must choose their high school subjects carefully. They must choose either a medical/science tract or a business tract; and those courses dictate which major they are able to choose in university or college. If a student takes the business tract in high school, it is nearly impossible to be accepted to a scientific college program. Nearly half of the ADT Teach students did not know what they needed to study in order to get the job they wanted, so because they did not consider their course of study when choosing their high school subjects, their efforts could be severely hindered later on.

Despite these results, many students were confident that their high school subjects would enable them to get the degree and the job they wanted. However, those students who had a plan were likely to be taking the correct high school subjects. These students also provided legitimate advice from their trusted sources and had the correct course of study listed to get the job they wanted. As far as applying to schools, the results confirmed SAEP staff's fears that the students were generally not planning to apply to any affordable options, choosing instead the most expensive: UCT and Stellenbosch. Additionally, the questions that students listed, especially grade 12, were worrying, as they did not seem to be knowledgeable about many crucial to do items, such as applying for financial aid. And although many students acknowledged that understanding minimum requirements for acceptance is very important, they were not aware what the requirements are. Overall there was an unmistakable lack of important information.

<u>Moving Forward</u>

These results were presented to the SAEP program directors and staff at the end of the project. While the overall state of the students' career plans was disappointing, the staff was thrilled to know that students did not seem to feel daunted by the obstacles in their way. The value of the project was that it provided the staff a concrete baseline for creating new approaches to career counseling. They will also be able to use these surveys in the future to track progress over time. As that was the goal of the project, it was a success.

Unfortunately, on a larger scale, what remains to be solved is the general state of educational reform in Cape Town. The system still fails to cater to the needs of those who come from lower socioeconomic places. While the reform has resulted in new buildings, equipment, and playgrounds in the townships, the real problem is the *quality* of education. Teachers are not incentivized to go above the call of duty, and students are rarely rewarded for hard work and diligence. Instead, they must make these career decisions earlier than they arguably should have to. Should this study be conducted again in the future, there should be more information collected about students' perceptions of their role in society and whether they feel that they can be successful in this system. The goal of SAEP's career counseling is to provide students with realistic information about how to get where they want to go, while also making sure they are aiming high and staying encouraged. It is a fine line between dreaming and the awareness of reality. The South African Education and Environment Project is working hard to make sure their students walk as close to that line as possible. It was a pleasure to aid them in that initiative.

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Appendix

Graph 4: Students who indicated they did not know what course to study
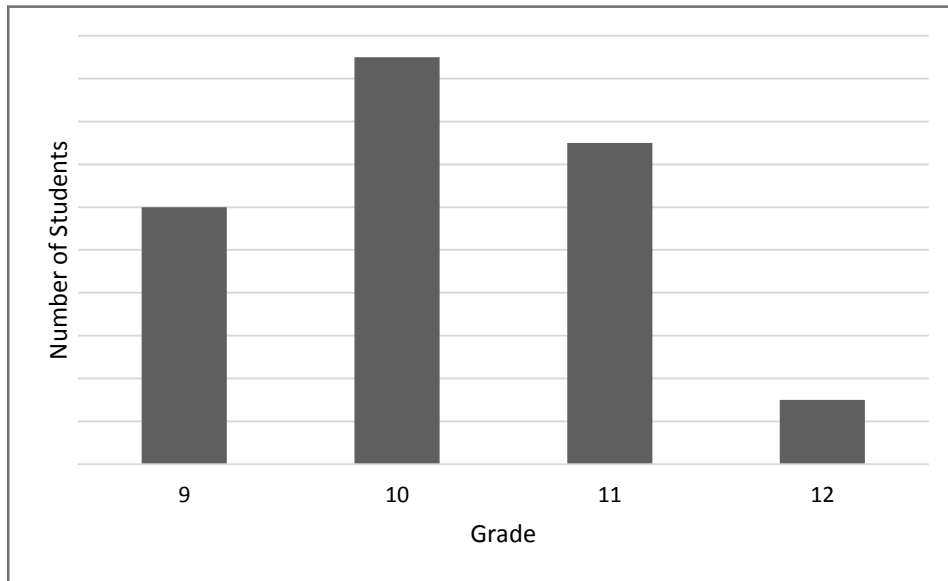
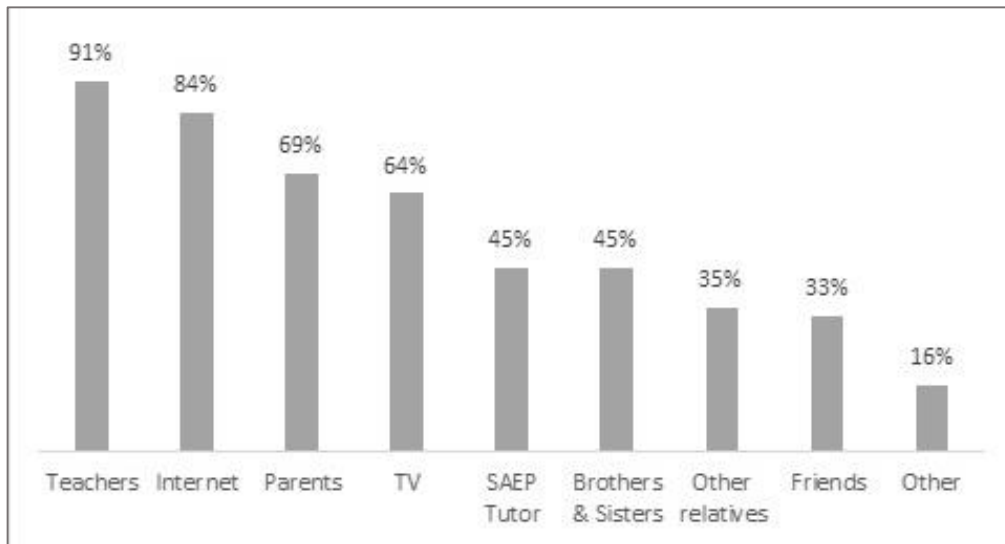*Graph 6: Students' resources for career information*

Exhibit 1: ADT Teach final survey

Gender: M   F   Grade: 10   11   12

School: Intsebenziswano   Sophumelela   Zisukhanyo

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1) Mark one box for each statement.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I plan to continue my education after high school.					
Attending university or college is important to me.					
Attending a college will help me get a good job.					
I have decided what I will study in college/university.					
I know which universities or colleges I will apply to.					
I wish I knew more about the process of applying to university or college.					

2) What job do you plan to get after you finish all of your education?

3) Why do you want this job? There are four reasons listed. Please rank them from Most Important to Least Important. Place the letters (A, B, C, D) in the blanks **in the order you feel about them**.

Place the letter of the reason that is **most important** to you in Blank #1. Place the letter of the reason that is **important** to you in Blank #2. Place the letter of the reason that is a **little important** to you in Blank #3. Place the letter of the reason that is **least important** to you in Blank #4.

A. I enjoy and/or am skilled in this area of study.   1. Most important   _____
B. People respect people who do this work.   2. Important   _____
C. Jobs in this area are high paying.   3. A little important   _____
D. It is easy to find a job in this area   4. Least important   _____

4a) Do you know anyone who has this kind of job? How do you know this person?

4b) Have you ever discussed with them the steps they took to get that job?

5) In order to get this job, what do you plan to study at university or college?

6) Circle the **six** school subjects you are taking.

I don't know	English	Mathematics
Accounting	Geography	Mathematical Literacy
Business Studies	History	Physical Sciences
Consumer Studies	Hospitality Studies	Tourism
Economics	Information Technology	Xhosa
Engineering Graphics and Design	Life Sciences	Other _____

7) Will the subjects you have selected allow you to meet the minimum requirements for your intended area of study at college or university?

Yes   No   I don't know

8) Please circle the **two** colleges or universities you are most likely to apply to.

University of Cape Town	Cape Peninsula University of Technology
Stellenbosch University	Northlink College
College of Cape Town	False Bay College
University of Western Cape	Other _____

9) Mark one box for each statement.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would rather attend a university than a college.					
People would respect me if I went to a college.					
It is important to me that people respect what I do in my future career.					
The opinions and desires of my parents affect my education and job decisions.					
I am worried about being able to pay for my university or college education.					
Passing matric guarantees my acceptance at a university.					

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10) What people and places have provided advice or information about jobs, careers, and education after high school? **Please mark all that apply.**

Parents	
Brothers or sisters	
Other relatives	
Teachers	
Friends	
TV	
Internet	
SAEP Tutor	
Other (Please write what this is in the space below)	

11) **In the table above, draw a circle** around the **one** option that you trust the most for advice and information.

12) Write the most useful career advice you've received. Who told you this?

13) Applying to a university or college can be confusing. What are some things about applying that you wish you knew more about?

14) Which task is the most important **for choosing the right course** or university for you? Please circle one.

Learning which subjects are needed for different areas of study at university

Understanding minimum requirements (how I will get accepted into university)

Improving my English skills

Getting financial aid to pay for my unvirsity or college

Attending open days

Speaking to people who have studied

Asking my teachers questions about university

15) Which task is the most important **to being accepted** to a university? Please circle one.

Learning which subjects are needed for different areas of study at university

Understanding minimum requirements (how I will get accepted into university)

Improving my English skills

Getting financial aid to pay for my unvirsity or college

Attending open days

Speaking to people who have studied

Asking my teachers questions about university

16) What do you think the other students **in your school** are most likely to do after they leave school? Please circle one.

Work   Take a gap year   Study at university

Be unemployed   Study at college

17)What do you think the students in the **ADT programme** are most likely to do after they leave school?

Work   Take a gap year   Study at university

Be unemployed   Study at college

18) Place a mark next to the jobs you respect in the "I respect this job" column. Please place a mark next to the jobs you would consider in the "I would consider this job" column. **Mark all that apply.**

	People respect this job.
Doctor	
Carpenter	
Teacher	
Environmental Work	
Domestic Worker	
Social Worker	
Security Guard	
Engineer	
Accountant	
Sports Coach	
Lawyer	
Plumber	
Police/Navy/Army	
Nurse	
Scientist	
Personal Assistant	

	I would consider this job
Doctor	
Carpenter	
Teacher	
Environmental Work	
Domestic Worker	
Social Worker	
Security Guard	
Engineer	
Accountant	
Sports Coach	
Lawyer	
Plumber	
Police/Navy/Army	
Nurse	
Scientist	
Personal Assistant	

Exhibit 2: Hope Scholars final survey

Gender: M   F   Grade: 8   9

School: Zisukhanyo   Sophumelela

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1)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I plan to continue my education after high school.					
Attending a tertiary institution is important to me.					
I need to go to a tertiary institution to get the job/career I want.					
I have decided what I will study at a tertiary institution.					
It is important to me that people respect what I do in my future career.					
I am worried about being able to pay for my tertiary education.					
I want to know more about how to apply to tertiary institutions.					

2) What job/career do you want to have?

3) Do you know anyone who has that kind of job/career? How do you know that person?

4) Why do you want this job/career? There are four reasons listed. Please rank them from Most Important to Least Important.

Place the letter of the reason that is **most important** to you in Blank #1. Place the letter of the reason that is **important** to you in Blank #2. Place the letter of the reason that is a **little important** to you in Blank #3. Place the letter of the reason that is **least important** to you in Blank #4.

A. I enjoy and/or am skilled in this area of study.   **1.** Most important   _____
D. People respect people who do this work.   **2.** Important   _____
E. Jobs in this area are high paying.   **3.** A little important   _____
F. It is easy to find a job in this area.   **4.** Least important   _____

5) Do you think you will change school when you get to grade 10?

        Yes   No

6) What school subjects will you take in high school?

I don't know

Accounting	English	Mathematics
Agricultrual Sciences	Geography	Mathematical Literacy
Business Studies	History	Music
Consumer Studies	Hospitality Studies	Physical Sciences
Dramatic Arts	Information Technology	Religion Studies
Economics	Life Orientation	Tourism
Engineering Graphics and Design	Life Sciences	Xhosa

7) Will your subjects allow you to meet the minimum requirements for tertiary study?

        Yes   No   I don't know

8) When selecting your school subjects, which of these is most important to you? **Circle one answer.**

Selecting subjects that I am good at

Selecting subjects I enjoy

Selecting subjects that will get me into the university/college qualification I want

Selecting subjects that will help me get the job/career I want

Selecting subjects that my friends are taking

Selecting subjects my teachers encourage me to take

I don't really have a choice. Someone else will choose for me.

9) What people and places have provided advice or information about jobs, careers, and education after high school? **Please mark all that apply.**

Parents	
Brothers or sisters	
Other relatives	
Teachers	
Friends	
TV	
Internet	
SAEP Tutor/Class	
Other (Please write what this is in the spaces below)	

10) In the table above, **draw a circle** around the **one** option that you trust the most for advice and information.

11) Once you turn 16 or finish grade 9, what can you do? **Mark all that apply.**

Continue at school   _____

Work   _____

Go to college   _____

Go to university   _____

12) Which of these tasks do you think is the most important to getting the job/career you want? Draw a circle around that one task.

Selecting the correct school subjects.

Improving my English skills.

Attending a college

Attending a university

Speaking to people who have that job

Asking my teachers questions about jobs and education

13) What do you think the other students **in your school** are most likely to do after they leave school? **Please circle one.**

      Work   Study at university   Join family business

      Internship/Learnership   Study at college   Be unemployed

      Take a gap year   Open their own business   I don't know

14) What do you think the students in the **HSP programme** are most likely to do after they leave school? **Please circle one.**

      Work   Study at university   Join family business

      Internship/Learnership   Study at college   Be unemployed

      Take a gap year   Open their own business   I don't know

15) How many people do you think who pass matric at your high school go to university?

          Most   Several   A few   None

16) Please place a mark next to the jobs you respect in the "I respect this job" column. Please place a mark next to the jobs you would consider in the "I would consider this job" column. **Mark all that apply.**

	People respect this job.
Doctor	
Carpenter	
Teacher	
Environmental Work	
Domestic Worker	
Social Worker	
Security Guard	
Engineer	
Accountant	
Sports Coach	
Lawyer	
Plumber	
Police/Navy/Army	
Nurse	
Scientist	
Personal Assistant	

	I would consider this job
Doctor	
Carpenter	
Teacher	
Environmental Work	
Domestic Worker	
Social Worker	
Security Guard	
Engineer	
Accountant	
Sports Coach	
Lawyer	
Plumber	
Police/Navy/Army	
Nurse	
Scientist	
Personal Assistant	