Career Exploration in Mozambique: Exploratory Study with Secondary Students
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Abstract
This paper is part of a larger research project on the evaluation of career counseling services in Mozambique. The study explored the career exploration process of Mozambican students attending the 11th grade. The results of the construct validation and exploratory analysis of the Career Exploration Scale (CES; Storm, Crist, & Hartman, 1993) are discussed, in light of the career exploration theories and methods, namely the career exploration process developed by the CES original authors. Implications for the design of career interventions in Mozambican school context are also draw.

Key-words: Career exploration, career intervention, adolescence, secondary education.

Introduction
Even with the scientific advancements of recent decades, career guidance creates a challenge to society as a whole. Whether the focus is on individual or population levels, there are still many unresolved issues when the focus is on the development of career intervention in such settings (Grigsby, 1994).

In Mozambique, the social recognition of many children and young people's role is a relative issue. The national school system, which starts at primary level, is the only source for the career guidance and career development of students. In this context, the voluntary occupation of Vocational Rehabilitation Officers for career guidance in secondary schools has been necessary to be made. Boundaries of their work have to be established, based on the results and integrates insights and reflects findings on the vocational guidance of the national population, as well as on the national school system's models and methods of career intervention (Taveira & Ussene, 2004).

The main objective of this study is to be able to reach a group of people that have not been reached from previous researches. To this end, a career exploration scale has been questioned, even on the type of training that the adolescent in psychology has, to understand the challenges of the work, and the development of a more efficient career intervention in Mozambican schools. A career exploration scale was used in an exploratory study as the main tool to assess career choice and career intervention in the population of public schools.

The present study aims at analyzing the overall validity and the reliability of the Career Exploration Scale (CES; Storm et al., 1993), and the characteristics of the career exploration process of Mozambican 11th grade students, in order to define possible areas for career intervention in schools.

Method
Subjects
The subjects of this study were 111 Mozambican students of both sexes. These students were selected from the 11th grade of four secondary schools in the capital Maputo and Mafeteng City. Only 10% were from a sample of the student population, but having previously received career guidance. The sample group included students on their second year in secondary school. These students were distributed across three different schools, and were identified as students who had previously taken the career guidance program.

Procedure and Instrument
The subjects completed an individual form ensuring the research goals and completing the requirements of the researchers. The Career Exploration Survey (CES; Storm et al., 1993, adapted by Taveira, 1995). The CES is an 80-item instrument that allows students to work with others, where knowledge about adolescent career exploration (KACE) and the awareness of the CES is broad. The CES was used to evaluate the quality of the career exploration work in the 11th grade, and the quality of the overall work with the students in the secondary school. The CES is an instrument that allows students to work with others, where knowledge about adolescent career exploration (KACE) and the awareness of the CES is broad.

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Results and Discussion
In the present study, the reliability of the CES was further examined for construct validation and the internal consistency of the instrument. The reliability of the CES was further examined for construct validation and the internal consistency of the instrument. The reliability of the CES was further examined for construct validation and the internal consistency of the instrument. The reliability of the CES was further examined for construct validation and the internal consistency of the instrument. The reliability of the CES was further examined for construct validation and the internal consistency of the instrument. The reliability of the CES was further examined for construct validation and the internal consistency of the instrument. The reliability of the CES was further examined for construct validation and the internal consistency of the instrument.

The total sample groups and gender differences for CES dimensions are presented in Table 1. The reliability of the CES dimensions are above 0.50 of the alpha (α; Pol, Ernst, and Taveira, 2003) These values indicate that, in general, the students' responses to the CES were consistent and reliable. The results for the construct validation and the internal consistency of the instrument are presented in Table 2. The results for the construct validation and the internal consistency of the instrument are presented in Table 2. The results for the construct validation and the internal consistency of the instrument are presented in Table 2. The results for the construct validation and the internal consistency of the instrument are presented in Table 2. The results for the construct validation and the internal consistency of the instrument are presented in Table 2. The results for the construct validation and the internal consistency of the instrument are presented in Table 2.

Table 1: Career Exploration Scale dimensions and their respective means and standard deviations

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Number of Items</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>47.66</td>
<td>11.33</td>
</tr>
<tr>
<td>Knowledge of the World (KWE)</td>
<td>15</td>
<td>45.00</td>
<td>12.25</td>
</tr>
<tr>
<td>Awareness of the Career Exploration Process (ACE)</td>
<td>20</td>
<td>46.00</td>
<td>11.25</td>
</tr>
<tr>
<td>Social Skills in Career Exploration (CSCS)</td>
<td>25</td>
<td>47.00</td>
<td>11.00</td>
</tr>
<tr>
<td>Personal Skills in Career Exploration (CSCP)</td>
<td>20</td>
<td>48.00</td>
<td>10.75</td>
</tr>
</tbody>
</table>

The first cluster, named Challenges Exploration, classifies a subgroup of 50 (16%) subjects, mainly girls aged 16 to 17 years old, who register the lowest means in external systematic exploration (above the sample mean valus). Moreover, the levels of exploration and decisional stress registered by this subgroup are higher than the sample mean values, while the levels of external exploration instrumental and of importance of career preference are lower. The levels of exploratory behavior registered were above the sample mean values. This subgroup of students may require more appropriate support in their career exploration and decision activities from career practitioners, teachers and parents. This involves providing the students with well-structured experiences based on indous and outcomes career exploration activities, and on concrete experiences of self-confidence, critical thinking and questioning, in a nurturing but secure and reassuring helping context, where they feel accepted and valued, and helped in moving towards the achievement of their life-career aspirations.

The second cluster, named Activation of Career Exploration, classifies a subgroup of 45 (14%) subjects, mainly girls aged 16 to 17 years old, who register the lowest levels of instrumental and descriptive stress when compared with the sample mean values. These students would benefit from brief-structured career interventions, seeking to promote more intentional present-focussed exploration, oriented on life management and gender and societal issues, as a means for advancing in proximal career decision-making and in vocational identity construction.

The third cluster, named Compromised Exploration, classifies a subgroup of 64 (20%) subjects, mainly girls aged 16 to 17 years old, who register the lowest levels of external instrumental and descriptive stress and the highest levels of external systematic and decisional stress and, at increased levels of environmental and decisional stress when compared with the sample mean values. Students of this cluster would benefit from brief-structured career interventions, oriented on promoting knowledge and expected career decision-making and life-design processes.

The fourth cluster, named Eager Exploration, classifies a subgroup of 65 (21%) subjects, mainly girls aged 15 to 17 years old, who register the highest levels of external instrumental and descriptive stress and the highest levels of external systematic and decisional stress, and the highest levels of environmental and decisional stress when compared with the sample mean values. These students would benefit from brief-structured career interventions, oriented on promoting knowledge and expected career decision-making and life-design processes.

Conclusions and Limitations
The study of the cultural validity of CES constructs and measures for use in Mozambican educational context needs further developments. Attention to individual characteristics in career exploration contributes to the design and implementation of effective career interventions in school settings.

Bibliography