



Vocational guidance for professional choice for students in the 9th class of the LBDF School Complex

Orientação vocacional para escolha profissional dos alunos da 9ª classe do Complexo Escolar LBDF

Orientación vocacional para la elección profesional de los alumnos de 9º grado del Complejo Escolar LBDF

Nsamu Manuel Quiala – Instituto Superior de Ciências de Educação do Sumbe, Angola, nsamukiala1@gmail.com - Mestre, Professor Assistente Estagiário. Instituto Superior de Ciências de Educação do Sumbe. Angola. ORCID: <https://orcid.org/0009-0007-9261-7911>

António Zinga – Instituto Superior de Ciências de Educação do Sumbe, Angola, nadelizinga@gmail.com - Professor Doutor, Professor Associado Jubilado. Instituto Superior de Ciências de Educação do Sumbe. Angola. ORCID: <https://orcid.org/0000-0001-5225-1176>

Lussoci Nzongo Ngonga Francisco – Instituto Superior de Ciências da Educação do Sumbe, Angola - Mestre em Ciências da Educação pelo Instituto Superior de Ciências da Educação do Sumbe, Angola. ORCID: <https://orcid.org/0009-0007-9261-7911>

Abstract:

The present labour aims to analyze the vocational guidance for the professional choice of students in the 9th grade of the LBDF School Complex. Our theoretical reference is from Savickas on Career Construction, which advocates human development as subjective and self-determined by each individual, and careers as personal, anchored as subjective life narratives, formed both by adaptation to the environment and by the maturation of internal structures. In this way, it is based on the following propositions: developmental contextualism, vocational self-concepts, development tasks as the nexus of career construction. The present study is descriptive. To carry out this research, the quantitative approach model was chosen, with the application of the Career Maturity Inventory. The research was carried out with a population made up of 40 students belonging to the same 9th-grade class, due to the fact that they were finishing the first cycle of secondary education and preparing for the second cycle of secondary education, bearing the responsibility of making a professional choice. The technical procedure of action research was chosen and an intervention plan was drawn up, aiming to achieve change according to the results obtained through the use of SPSS software based on the Wilcoxon test, with a positive result of 1.6611 compared to the previous average of 1.4844, which indicates a change in career maturity and vocational guidance for the professional choice of 9th-grade students at the LBDF Private School Complex.

Keywords:

Vocational guidance; professional choice; student.

Resumo:

O presente trabalho tem como objectivo analisar a orientação vocacional para a escolha profissional dos alunos da 9ª classe do Complexo Escolar LBDF. O nosso referencial teórico é de Savickas sobre Construção de Carreira, esta preconiza o desenvolvimento humano como subjectivo e autodeterminado por cada indivíduo, e as carreiras como pessoais, ancoradas como narrativas subjetivas de vida, formadas tanto por adaptação ao ambiente quanto por maturação das estruturas internas. Desta forma, a assenta nas seguintes proposições: contextualismo desenvolvimentista, autoconceitos vocacionais, tarefas de desenvolvimento como nexos da

construção de carreira. O presente estudo é descritivo. Para a realização desta pesquisa optou-se pelo modelo de abordagem quantitativa, com aplicação de Inventário de Maturidade de Carreira. Para a realização da pesquisa trabalhou-se com uma população composta por 40 alunos pertencentes a mesma turma da 9ª classe, pelo facto de estarem a terminar o I Ciclo do Ensino Secundário e se preparando para o II Ciclo de Ensino Secundário, recaindo sobre eles a responsabilidade de fazer a escolha profissional. Optou-se para o procedimento técnico de pesquisa-acção e traçou-se um plano de intervenção, com vista a alcançar uma mudança de acordo com os resultados na utilização do software (SPSS) com base no teste de Wilcoxon, tendo como resultado positivo de 1,6611 ao contrário da média anterior 1,4844 que significa uma mudança sobre a maturidade de carreira e sobre a orientação vocacional para escolha profissional dos alunos da 9ª classe do Complexo escolar Privado LBDF.

Palavras-chave:

Orientação vocacional; escolha profissional; aluno.

Resumen:

El presente trabajo tiene como objetivo analizar la orientación vocacional para la elección profesional de los estudiantes de 9º grado del Complejo Escolar LBDF. El referencial teórico proviene de las concepciones de Savickas sobre la construcción de carreras, que defiende el desarrollo humano como un proceso subjetivo y autodeterminado por cada individuo, y las carreras como una elección personal, ancladas en narrativas subjetivas, formadas tanto por la adaptación al entorno como por la maduración de las estructuras internas. De esta manera, se fundamenta en las siguientes proposiciones: contextualismo desarrollista, autoconceptos vocacionales y tareas de desarrollo como nexo de construcción de carrera. El presente estudio es descriptivo. Para realizar esta investigación se optó por el enfoque cuantitativo, mediante la aplicación del Inventario de Madurez de Carrera. La investigación se realizó con una población compuesta por 40 estudiantes pertenecientes al mismo grupo de 9º grado, debido a que se encontraban finalizando el primer ciclo de educación secundaria y preparándose para el segundo ciclo de educación secundaria, recayendo sobre ellos la responsabilidad de realizar una elección profesional. Se optó por el procedimiento técnico de investigación-acción y se elaboró un plan de intervención con el objetivo de alcanzar un cambio de acuerdo con los resultados obtenidos mediante el uso del software SPSS basado en la prueba de Wilcoxon, obteniendo un resultado positivo de 1,6611 frente al promedio anterior de 1,4844, lo que representa un cambio en la madurez profesional y en la orientación vocacional para la elección profesional de los estudiantes de 9º grado del Complejo Escolar Privado LBDF.

Palabras clave:

Orientación vocacional; elección profesional; alumno.

INTRODUCTION

Currently, with an excess of courses available to students, specializations emerging all the time, professions changing, and an increasingly demanding and diverse job market, vocational guidance emerges as a fundamental alternative that aims to assist students in the process of choosing a profession.

Vocational guidance is a personal and social process of individual development. Analyzing studies in this area chronologically, it is observed that they have been ongoing since



the first decade of the 20th century. Vocational guidance arose from the need to prepare young people for the societal changes caused by the rapid transition, in Europe and North America, from a predominantly agricultural society to one increasingly dominated by the demands of the Industrial Revolution (Herr, 2008).

The challenges facing vocational guidance in the 21st century: we are currently living through times of social change that have been accelerated by the economic crisis affecting the Western world and our country in particular. From an era of stability and economic growth, in which careers could be predicted, we have moved to an era of uncertainty regarding the job market and individual career paths (Barros, 2010).

Given this scenario of demands, selectivity, and competitiveness in the job market, it is necessary to broaden and deepen the study of the relationship between the job market and the education system within the scope of vocational guidance, including the pedagogical preparation of students for professional choice, aiming to better understand their situation, as many students still struggle to choose among the various courses offered by the Angolan education system.

More than ever, it is necessary to develop new perspectives that hold individuals accountable for managing their careers (Savickas, 2005). Therefore, as advocated by Savickas (2008), the emerging concept of work in the postmodern era is characterized by a shift from career development to career management, moving away from discussions of universal and well-defined periods or phases of development. According to the same author, workers today must actively plan and implement self-management behaviors, seeking to build a better future throughout their lives, assuming the role of main actors in their careers, defining objectives and managing their own professional paths.

When a student faces the choice of a profession, not only are their interests and aptitudes at stake, but also how they see the world, how they see themselves, the information they possess about professions, and the external influences from their social environment, peers, and especially their family. In this sense, it is important that teachers and pedagogical coordinators are able to conduct this process within their schools in order to work with their students on the issues inherent in the difficult phase of choosing a profession.

Guidance, as a generalizing action, has an eminently educational character and is aimed at providing specialized help and support in professional and personal growth and decision-making. Guidance as a function is much debated because it reflects heavily on the field of psychology; therefore, some authors separate psychological guidance, which should be carried out by a psychologist as a qualified specialist, from pedagogical guidance, which can be carried

out by a teacher. Among the guidance actions that typify it as a professional pedagogical function are, among others: guidance on study activities, vocational or professional guidance, and pedagogical guidance for the family, so this function has interdependent relationships with the teaching-methodological and interactive function of education.

According to Ribeiro (2011), it complements and enriches the understanding of this process by considering that vocational guidance is a mediating and cooperative assistance process between a theoretically and technically prepared professional with the basic skills required and developed for a vocational counselor and a subject or group of subjects who need assistance in developing and achieving their professional/occupational life project with all the aspects involved in their vocational behavior (knowledge of their choice process, self-knowledge, knowledge of the world of work and models for developing projects).

In general, neither children nor adolescents know how to choose, nor do their families. Choosing a profession is an important act ; however, almost every individual proceeds haphazardly in this matter, or according to their illusions and ignorance. When children and adolescents say they want to be doctors, teachers, engineers, priests, etc., they almost always say so unconsciously. When they learn about these professions, even if they express a liking for them, the following questions arise: will they have the aptitudes? Will they have the intellectual capacity? Will they have the physical and mental conditions for the professions they aspire to?

In the search for the international theoretical background and foundations of this problem, one can refer, among others, to authors such as:

Super (1953), Holland (1996), Savickas (2005), Gonçalves (2006), da Costa (2020), Ambiel (2014), Silva (2000), Ribeiro (2021). At the level of the African continent, specifically the PALOP countries (Portuguese-speaking African countries), precedents can be referenced such as: Ribeiro (2011), Chibemo and Canastra (2017), Vieque (2021).

In Angola, one can refer to precedents such as: Zassala (2003), Savilombo (2018), Chocolate (2011), Tchipesse (2021). The theories presented by the referenced authors constitute basic foundations for this research.

The school needs to understand and guide the teaching staff, families, and community on the fact that children and adolescents are inexperienced; they deceive themselves and others. And since it is complicated to distinguish between false and true vocations, between ignored vocations and simple desires or whims, the answers that children give us are not always sincere. Therefore, they need vocational guidance. Regarding the choice made by families, it also generally does not offer a guarantee of relative security. It is the primary, secondary, or high

school and the university that are responsible for carrying out this delicate mission. But even in this case, this problem presents serious difficulties.

Currently, we follow the Basic Law of the Education and Teaching System (LBSE), No. 32/20 of August 12 and LBSE No. 17/16 of October 7, which does not specifically refer to the activity of vocational counselors and also does not present specific functions regarding their role in secondary schools. This law only mentions the existence of educational psychologists in schools and does not impose specific duties on them.

The findings made during the exploration phase of the problem, through contacts with the management, teachers, and some students of the school complex under study, based on the application of the career maturity inventory related to vocational guidance for 9th-grade students regarding professional choice, allow us to determine that, despite the political will of the employer and the disposition and motivation of the school complex's teaching staff for change and differentiation in the quality of the teaching-learning process in diversity, some shortcomings are still observed regarding vocational guidance for professional choice, such as:

- Lack of a vocational counselor to help students choose a profession;
- Extracurricular activities that promote vocational guidance for students are not offered from the time they enter the 9th grade onwards;
- Lack of a vocational guidance action plan for students to help them make decisions in a specific professional area;
- Lack of a vocational guidance office;
- Uncertainty on the part of students when choosing a course for high school.

scientific problem arose : What is the influence of vocational guidance on career choices among 9th-grade students at the LBDF Private School Complex?

Based on the scientific problem, the **General Objective was formulated:** to analyze the vocational orientation for professional choice of 9th grade students at the LBDF School Complex.

To confirm or refute the hypothesis as an anticipated response, we formulated the following short- and medium-term actions as **specific objectives** :

To determine the theoretical contributions that support vocational guidance for professional choice in students.

To identify the actual state of vocational guidance for career choice among 9th grade students at the LBDF School Complex.



To develop a system of intervention actions on vocational guidance for the professional choice of 9th grade students at the LBDF School Complex.

To evaluate the results of the final diagnosis after the implementation of vocational guidance intervention actions for the professional choice of 9th grade students at the LBDF School Complex.

This study is believed to be extremely relevant and useful for the workplace, social environment, and global context, as it can bring innovations that encourage a closer look at vocational guidance for the appropriate choice of future professions for 9th-grade students, considering that we live in an increasingly competitive society today. Therefore, vocational guidance for professional choice is considered an unavoidable and mandatory pedagogical factor for all schools from primary education onwards, with greater emphasis in the first cycle of secondary education. It is important to note that this work serves precisely to raise awareness among pedagogical teams (directors, teachers, and students) in secondary education institutions about the need to promote and participate in vocational and professional guidance actions through methodological procedures that favor and encourage the creation of motivational foundations in 9th-grade students for the appropriate choice of future professions.

METHODOLOGY

It is important to note that the methodology used in the empirical part of this study is described, including the measurement instruments and the procedures for data collection, analysis, and interpretation.

Before addressing methodological options, it is necessary to state that research is the formal and systematic process of developing the scientific method and aims at producing new knowledge. According to Fragata (1980), research is a reflective, systematic, controlled, and critical procedure that allows the discovery of new facts or data, relationships, or laws in any field of knowledge.

TYPE OF SEARCH

This study is descriptive in nature, given its objective. It allows for the detailed recording of a specific problem situation or fact, in order to list and relate the variables that interfere in its relationships, without manipulating them or making value judgments about them.

Descriptive research aims to describe the characteristics of a given population or phenomenon, or to establish relationships between the variables involved in the population under study. It is limited to the use of standardized data collection techniques through questionnaires and systematic observation. This type of research takes the form of surveying the intrinsic aspects of the object of study (Cardoso, 2012).

For this research, a quantitative approach was chosen. The objective of qualitative research is to investigate, in depth, the opinion of a given public regarding a specific subject. Qualitative research is useful for establishing concepts and objectives to be achieved and for suggesting variables to be studied in greater depth (Bogdan & Biklen, 1994). A qualitative approach starts from broader questions or areas of interest, which become more specific as the investigation progresses. Therefore, the dimensions and categories of analysis emerge during the data collection and analysis process (Silvestre & Araújo 2012).

According to Zanella (2013a), a quantitative approach is characterized by the formulation of hypotheses, operational definitions of variables, quantification in the modalities of data and information collection, and the use of statistical treatments.

Regarding its nature, this is applied research because it aims to produce knowledge that can be effectively applied in real life, concerning vocational guidance for career choice , helping to change the current situation that significantly affects students.

As Zanella (2013b, p.32) states, "applied research aims to generate solutions to human problems, to understand how to deal with a problem."

For a substantial change, the action research technical procedure was chosen, which, according to Nunes and Infante (1996), seeks to develop techniques and knowledge necessary to strengthen the activities carried out. Using data/findings from the organization itself and valuing the knowledge and daily practice of the professionals involved, combined with the theoretical knowledge and experiences acquired by the researchers, this methodology will constitute new knowledge that points to proposed solutions to the diagnosed problems. In Tripp's view (2005, p. 447), action research "is a form of investigation that uses established research techniques to inform the action that is decided to be taken to improve practice".

From this perspective, Thiollent (1986) says, "it is necessary to define precisely which action, which agents, their objectives and obstacles, what knowledge is required to be produced in relation to the problems encountered in the action or between the actors in the situation" (p. 16).

Action research requires establishing a relationship between the researcher and the researched, from the perspective of collective involvement. The researcher's actions must be



explained in terms of using strategies necessary to obtain feedback and active participation from the target population of the study, as it is not simply a matter of data collection.

JUSTIFICATION FOR THE USE OF RESEARCH METHODS, TECHNIQUES AND DATA COLLECTION INSTRUMENTS

Action research was the chosen research method in accordance with the principles advocated by authors in this line of thought and because it corresponds to the perspective aimed at resolving the problem raised. However, action research was chosen because the research arose within the context of a supervised internship based on the shortcomings observed in the school targeted by the research. According to Pereira et al (2018, p. 48), "schools are favorable environments for the use of action research".

The field of action was the LBDF School Complex located in the province of Cuanza-Sul, in the municipality of Sumbe. Therefore, the aim was to intervene so that students attending the 9th grade could make professional choices that correspond to their socioeconomic context, interests, and skills, aligning with their actual capabilities according to the courses they intend to pursue in the second cycle of secondary education.

To carry out the research, considering the involvement of the researcher and the researched in changing the lived reality, we began with the diagnostic (exploratory) phase, where we gathered evidence, identified shortcomings, and subsequently developed an action plan and implemented the necessary intervention, with the objective of solving the problem found. In the first phase, we conducted a pre-test to gain insight into the real situation, and after the intervention, we conducted a post-test to verify the change in the problem. According to Cohen and Manion (1994), an action research project can be implemented through the following steps:

1. Identifying, evaluating, and formulating a problem;
2. Preliminary discussion and negotiation between the parties involved;
3. In some situations, this may involve a literature review to find points of convergence with other studies;
4. It involves a modification or redefinition of the initial problem;
5. This may relate to the choice of research procedures: samples, instruments, resources, etc.

6. This relates to the choice of assessment procedures. It is necessary to take into account that the assessment should be continuous;

7. Project implementation. Includes data collection;

8. It involves interpreting the data, drawing conclusions, and providing an overall evaluation of the project.

Based on the author's idea, the researcher conducted action research with students at the LBDF Private School Complex on vocational guidance for career choice.

1. Written contact was made with the management of the LBDF Private School Complex to express interest in working at the institution and consequently obtain authorization to carry out the study. (appendix 1).

2. Acceptance by the management of the LBDF Private School Complex regarding the request to undertake the internship.

3. The fourth step allowed for the application of the career maturity inventory to students in order to diagnose their current state related to the problem under study. (Annex 1).

4. The fifth step was to upload the career maturity inventory data applied to students at the LBDF Private School Complex to the matrix for analysis.

5. The sixth step, based on the results of the career maturity inventory applied to students at the analyzed LBDF Private School Complex, and the results showing an average career maturity score of 1.4844 using SPSS software and the Wilcoxon test.

6. The seventh step led the intern to prepare for interventions according to the themes to be addressed, based on what the literature states about the problem under study; thus, the intern created an intervention plan with the following themes: educational and occupational alternatives after the 9th grade in Sumbe, the structure of education in Angola with an emphasis on technical and vocational education, discussing the classification of professions in Angola, and educational opportunities in Cuanza-Sul.

7. The eighth step, after the interventions, was for the intern to reapply the career maturity inventory to determine if there had been a change in career maturity among the 9th grade students at the LBDF Private School Complex. (appendix 6)

8. The ninth step required re-analyzing the data in the matrix to determine if there were changes regarding the career maturity of the 9th-grade students at the LBDF Private School Complex. The result was positive, contrary to the previous average of 1.6611, using SPSS software and the Wilcoxon test. This indicates a change in

career maturity and vocational orientation towards professional choice among the 9th-grade students at the school complex.

Population and sample

For the purposes of this research, the study population consisted of 9th-grade students, as they were finishing the first cycle of secondary education and preparing for the second cycle of secondary education; however, the responsibility for making a career choice rested with them.

The sample determination for the study was simple random probability, in which all elements have an identical probability of being selected in this study. Forty students from the same class participated in the present study; it was preceded by a consent form, which aimed to assure the students surveyed that the completed inventory would only be used for scientific and academic purposes, aiming to help them make an appropriate choice.

Table 1 - Gender of students

Sex	Frequency	Percentage
Masculine	17	42%
Feminine	23	57.5%

Source: Author's own elaboration

Regarding the students' gender, 17, which corresponds to 42%, are male, and 23, which corresponds to 57%, are female.

It is worth highlighting that gender diversity, in a way, allowed for more diverse responses in the Career Maturity Inventories administered to the students.

Table 2 - Age of the students

Age	Frequency	Percentage
14	24	60%
15	11	27.5%
16	4	10%

17	1	2.5%
----	---	------

Source: Author's own elaboration

Of the 40 students surveyed in the Career Maturity Inventory, 24 students, corresponding to 60%, are 14 years old; 11, corresponding to 27.5%, are 15 years old; 4, corresponding to 10%, are 16 years old; and 1, corresponding to 2.5%, is 17 years old. It should be noted that the students' ages correspond to the grade they are attending, which is 9th grade.

Calculating population and sample size

According to Silva and Menezes (2005a), population or universe is defined as "the totality of individuals who possess the same characteristics defined for a given study" (p. 32). Whereas a sample "is a part of the population or universe, selected according to a rule or plan" (Silva & Menezes, 2005b, p. 32) . It is a subset of the population.

The target population of the study consisted of 9th grade students at the school under study, totaling 80 students, and to obtain the results, the career maturity inventory was applied to 40 students, making up 50%.

Table 3 - Sample size

	Population	Sample	Percentage
STU- DENTS	80	40	50%

Source: Author's own elaboration

Data collection techniques

According to Silvestre and Araújo (2012), a questionnaire survey consists of a structured set of questions, previously defined in their order and content, and written on a form.

However, questionnaire surveys aim to collect information when the goal is to obtain data with less depth (than would be obtained through interviews), in an extensive manner



(allowing for the inclusion of a significant number of subjects distributed across a large and/or dispersed geographical area), and that can be compared.

For data collection, we used a questionnaire survey as the data collection technique. The career maturity inventory consists of 24 questions with the options (C) agree and (D) disagree. All collected data were subjected to analysis; hence the need to create a matrix, which was then used to input the data from the career maturity inventory applied to 9th grade students at the LBDF Private School Complex.

Information processing and handling

With the aim of analyzing the data obtained from the collection described above, statistical analysis, coding, tabulation and percentage calculation are carried out for the processing, analysis and interpretation of the data obtained from the instruments applied using the SPSS software based on the Wilcoxon test.

Critical reflection on the methodology used.

The methodology, being a procedure that determines the research, requires the relationship between methods and techniques for identifying the problem, seeking clear paths to solutions to the identified study problem related to the educational process that directly affects the planned objectives. It should be emphasized that these are complex to clarify or explain. Therefore, the methodology used has its limitations. However, we strive to minimize these limitations so that they do not affect the quality of the results.

The limitations of the quantitative approach stem from its focus on numerical data and its failure to explore the respondents' understanding of the problem in greater depth, restricting itself to the questionnaire questions which, to some extent, influenced the results. The research limitations that most affected the study were the unavailability of some students, difficulty understanding certain questions, and the time allocated by the school complex for interventions to implement the entire action plan. Therefore, regardless of these limitations, it allowed for an understanding of the reality and the planning of intervention strategies for substantial change in the students.

RESULTS AND DISCUSSION

This chapter presents the research results obtained from administering questionnaires to 9th-grade students at the LBDF Private School Complex. The primary objective of this research was to gather relevant information to analyze the problem under study.

Presentation of the results obtained through the pre-test applied to the 9th grade students of the LBDF Private School Complex.

The aim was to diagnose this using the Career Maturity Inventory, which consists of 24 dichotomous questions with options (C) agree and (D) disagree for the students; 12 of the 24 questions were selected to present the results of the pre-test.

Table 4 - I know very little about what is required in the professions.

Options	Frequency	Percentage
I agree	21	52.2%
I disagree.	19	47.5%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 21, or 52.2%, say they agree, and 19, or 47.5%, say they disagree.

Table 5 - I have so many interests that it becomes difficult to choose just one professional activity.

Options	Frequency	Percentage
I agree	25	62.5%
I disagree.	15	37.5%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 25, or 62.5%, say they agree, and 15, or 37.5%, say they disagree.

Table 6 - Choosing a professional field is something you do alone.

Options	Frequency	Percentage
I agree	27	67%
I disagree.	13	32.5%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 27, or 67%, say they agree, and 13, or 32.5%, say they disagree.

Table 7 - It seems like everyone tells me something different, so I don't know which career path to choose.

Options	Frequency	Percentage
I agree	14	35%
I disagree.	26	65%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 14, which corresponds to 35%, say they agree, and 26, which corresponds to 65%, say they disagree.

Table 8 - I rarely think about the professional field I want to pursue.

Options	Frequency	Percentage
I agree	14	35%
I disagree.	26	65%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 14, which corresponds to 35%, say they agree, and 26, which corresponds to 65%, say they disagree.

Table 9 – I am having difficulty preparing myself for the professional activity I want to pursue.

Options	Frequency	Percentage
---------	-----------	------------

Options	Frequency	Percentage
I agree	25	62.5%
I disagree.	15	37.5%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 25, or 62.5%, say they agree, and 15, or 37.5%, say they disagree.

Table 10 - I am always changing my career choice.

Options	Frequency	Percentage
I agree	20	50%
I disagree.	20	50%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 20, which corresponds to 50%, say they agree, and 20, which also corresponds to 50%, say they disagree.

Table 11 - I don't know which courses I should choose.

Options	Frequency	Percentage
I agree	19	47.5%
I disagree.	21	52.5%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 19, or 47.5%, say they agree, and 21, or 52.5%, say they disagree.

Table 12 - Sometimes I fantasize about what I want to be, but I haven't decided yet.

Options	Frequency	Percentage
I agree	20	50%



I disagree.	20	50%
-------------	----	-----

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 20, which corresponds to 50%, say they agree, and 20, which also corresponds to 50%, say they disagree.

Analysis and interpretation of data obtained through the pre-test applied to 9th-grade students at the LBDF Private School Complex.

Data analysis is fundamental to this type of study, aiming at interpreting the data to transform reality. The results of the pre-test of the career maturity inventory applied to 9th-grade students at the LBDF Private School Complex will be interpreted.

Regarding the question you raised, I know very little about what is required in the professions. According to the result of the 21 students, which corresponds to 52.2% who agree, it is notable that the majority of students have little knowledge about what is required in the professions; hence the need for an intervention to discuss the classifications of professions in Angola and training opportunities in Cuanza-Sul, giving students the possibility of learning what is required in the professions.

I have so many interests that it becomes difficult to choose just one professional activity. Of the 40 students surveyed, which corresponds to 100%, 25, corresponding to 62.5%, agree and 15, corresponding to 37.5%, disagree. The results indicate that most students are still unsure about the professional activity they will pursue in the future; vocational guidance intervention will be important to help avoid so many professional interests.

Regarding the issue raised, choosing a professional field is something one does alone. 27, which corresponds to 67%, agree, and 13, which corresponds to 32.5%, disagree. According to the results, it is notable that a good portion of the students do not know the role of a vocational counselor, whose purpose is to help young people get to know themselves better, consequently providing them with the resources to make the most appropriate choices.

It seems that everyone tells me something different, so I don't know which professional field to choose. In this question, the results are satisfactory; of the 26 students, which corresponds to 65%, they disagree with the statement that everyone tells them something different, so I don't know which professional field to choose. This leads us to understand that they have an idea of the professional field to choose; they are just not sure if it is the most

suitable, considering their vocations, skills, and educational and occupational alternatives after the 9th grade in Sumbe. Hence the need for vocational guidance intervention so that students can discover their true vocations and skills, and develop certainty about the professional field to choose.

I am having difficulty preparing myself for the professional activity I want to pursue. The results are worrying because, out of 25, which corresponds to 62.5%, they agree. At this point, the school, as the agent responsible for implementing formal knowledge, has a role in carrying out vocational activities so that students can discover their real potential for a successful future career choice throughout their personal lives.

I am always changing my career choice. On this issue, of the 40 students surveyed, which corresponds to 100%, opinions are divided, which corresponds to 50%. This data is certainly worrying, considering the class they are attending; they should have convictions in their career choice. There is a need for vocational intervention to avoid constant changes in career choice.

Regarding this issue, I don't know which courses I should choose. The data shows that there is a considerable number that is noteworthy, with 19 students, corresponding to 47.5%, unsure of which course to choose. This again explores the idea of an intervention to discuss the classifications of professions in Angola and training opportunities in Cuanza-Sul, giving students the chance to acquire the knowledge required for each profession.

Sometimes I fantasize about what I want to be, but I haven't decided yet. According to the question, of the 40 students surveyed, which corresponds to 100%, opinions are divided, which corresponds to 50%. At this stage of schooling, fantasies are constant, where the adolescent wants to be everything or thinks they can be everything. This is a phase of identity construction, as the data itself also shows that 50% disagree that they sometimes fantasize about what they want to be but haven't decided yet. This doesn't mean that disagreement is the appropriate position when discussing the career choice process.

After analyzing and interpreting the pre-test data using SPSS software, based on the Wilcoxon test which resulted in a score of 1.4844, lower than the desired average, it was noted that there is a need for an intervention related to vocational guidance for career choice for 9th grade students at the LBDF Private School Complex.

Intervention Plan

The intervention plan presents the entire intervention process for resolving the problem presented through the analysis and interpretation of the pre-test data. The action plan model was prepared according to the themes to be addressed, based on what the literature states about the problem under study.

An intervention plan was created based on action research with the following themes: focus on vocational guidance, educational and occupational alternatives after the 9th grade in Sumbe, the structure of education in Angola with an emphasis on Technical and Vocational Education, discussion of the classification of professions in Angola, and training opportunities in Cuanza-Sul.

Focus on vocational guidance

Given this theme, it was necessary to create subtopics such as:

- a) Historical evolution of Vocational Guidance Theories;
- b) Definitions and Concepts of Vocational Guidance;
- c) The role of vocational guidance in the student's career choice process;
- d) Career Construction Theory (CCT).

Classification of professions in Angola

The Angolan Classification of Occupations, Revision 1, 2016, abbreviated as CPA-Rev.1, was developed based on the International Standard Classification of Occupations of 2008 (ISCO/2008) by the National Institute of Statistics (INE), with the collaboration of several entities.

Regarding the Angolan Classification of Professions for intervention, in detail there are 10 points classified as follows:

1. Professions specifically related to the military;
2. Representatives of the legislative and executive branches, directors, officers, and executive managers;
3. Experts in intellectual and scientific pursuits;
4. Technical and intermediate-level professions;
5. Administrative staff;
6. Workers in personal services, protection and security, and sales;



7. Farmers and skilled workers in agriculture, fishing and forestry;
8. Skilled workers in industry, construction, and crafts;
9. Plant and machine operators and assembly workers;
10. Unskilled workers.

The structure of education in Angola with an emphasis on technical and vocational education.

To discuss the structure of education in Angola, it was necessary to refer to the framework law of the education system.

Structure of the Education System

ARTICLE 10

(Structure)

Education is carried out through a unified system, consisting of the following educational subsystems:

- a) Preschool education subsystem;
- b) General education subsystem;
- c) Technical and vocational education subsystem;
- d) Teacher training subsystem;
- e) Adult education subsystem;
- f) Higher education subsystem.

Educational and occupational alternatives after the 9th grade in Cuanza-Sul

Regarding educational and occupational options after the 9th grade in Cuanza-Sul, there is a set of secondary education institutions located in the municipalities of the Cuanza-Sul province, namely:

- a) Sumbe Teacher Training School;
- b) Sumbe Technical School of Health;
- c) Sumbe Polytechnic Institute;
- d) Padre César Viana Polytechnic Institute of Quibala;
- e) Waco-Cungo Agricultural Polytechnic Institute;
- f) Sumbe High School;

g)National Petroleum Institute.

Presentation of the results obtained after the intervention classes applied to the 9th grade students of the LBDF Private School Complex.

Following the intervention of classes with various themes related to vocational guidance for career choice, the Savickas Career Maturity Inventory was applied again to assess whether there had been changes according to the pre-test results. In the first instance, the students were asked to participate again, and the importance of applying the Career Maturity Inventory again was explained, given that it would differ according to the pre-test data, with the same students participating. After the application and collection of the surveys, it was necessary to re-enter the data into the matrix for analysis to determine if there had been changes regarding the career maturity of the 9th-grade students at the LBDF Private School Complex.

Table 13 - I know very little about what is required in the professions.

Options	Frequency	Percentage
I agree	0	0%
I disagree.	40	100%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, they say they disagree.

Table 14 - I have so many interests that it becomes difficult to choose just one professional activity.

Options	Frequency	Percentage
I agree	0	0%
I disagree.	40	100%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, they say they disagree.

Table 15 - Choosing a professional field is something you do alone.

Options	Frequency	Percentage
I agree	40	100%
I disagree.	0	0%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, they say they agree.

Table 16 - It seems like everyone tells me something different, so I don't know which career path to choose.

Options	Frequency	Percentage
I agree	0	0%
I disagree.	40	100%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, they say they disagree.

Table 17 - I rarely think about the professional field I want to pursue.

Options	Frequency	Percentage
I agree	0	0%
I disagree.	40	100%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, they say they disagree.

Table 18 - I am having difficulty preparing for the professional activity I want to pursue.

Options	Frequency	Percentage
I agree	6	15%
I disagree.	34	85%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, 6, which corresponds to 15%, say they agree, and 34, which corresponds to 85%, say they disagree.

Table 19 - I am always changing my career choice.

Options	Frequency	Percentage
I agree	0	0%
I disagree.	40	100%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, they say they disagree.

Table 20 - I don't know which courses I should choose.

Options	Frequency	Percentage
I agree	0	0%
I disagree.	40	100%

Source: Author's own elaboration.

Of the 40 students surveyed, which corresponds to 100%, they say they disagree.

Table 21 - Sometimes I fantasize about what I want to be, but I haven't decided yet.

Options	Frequency	Percentage
I agree	6	15%
I disagree.	34	85%

Discussion of the results

Regarding the issue, I know very little about what is required in certain professions. Of the 40 students surveyed, 100% disagree. Comparing this to the pre-test results, 21 (52.2%)

agreed and 19 (47.5%) disagreed. According to the results, the students' understanding of what is required in certain professions has changed noticeably. Schools, during the first cycle of secondary education, especially public schools in Angola, should create more spaces for activities focused on students' professional choices. However, this space should be prioritized since students are in adolescence, searching for their identity, which involves the development of self-knowledge. Students should perceive the school as a facilitating factor in the professional choice process, avoiding the appearance of contributing to the crystallization of prejudices and stereotypes surrounding certain professions.

The process of choosing a profession includes a process of self-discovery, which, to some extent, can cause discomfort. It is during adolescence that a period of transition begins to be perceived, in which questioning and challenges are present in numerous experiences of searching for identity. This search for professional identity has been understood as a "need" by the family, society, and the adolescents themselves (Lucchiari, 1993, cited by Noronha et al., 2010, p.2).

Regarding the question, I have so many interests that it becomes difficult to choose just one professional activity. Of the 40 students surveyed, which corresponds to 100%, they disagree. The results show that there were changes after the intervention on training and occupational alternatives after the 9th grade in the province of Cuanza-Sul, which constitutes a set of secondary education institutions, a satisfactory result in contrast to the results of the pre-test, where 25, corresponding to 62.5%, said they agreed and 15, corresponding to 37.5%, said they disagreed. It is necessary for a vocational counselor to provide assistance to students or those being counseled when they have so many interests that it becomes difficult to choose a professional activity, bringing together vocational techniques and procedures for students to identify their real aptitudes in a particular area or career they should pursue. According to Brott (2005), vocational guidance helps adolescents make more informed choices, recognizing the influences that may be interfering with the feasibility of their career plans, and providing moments of reflection based on past and present experiences. From Imaginário's (2004) perspective, making the right decision requires considering the individual's values, interests, skills, and experiences—in short, their individual characteristics—but it is equally necessary to identify and problematize the influences on their vocational development, which include the economic structure, professional and employment opportunities, social class, peer group, and family dynamics.

Regarding the question of choosing a professional field, 100% of the 40 students surveyed agreed. The results reflect the impact of the intervention; the students learned that choosing



a professional field is not something done alone, but rather that one must consider their true vocations and the educational and occupational alternatives available after the 9th grade. This contrasts with the first instance of the pre-test, where 27 (67%) agreed and 13 (32.5%) disagreed. It should be emphasized that the process of choosing a professional field always belongs to the student. Therefore, understanding their skills, personal interests, values, family and social influences, and expectations is essential for making the right choice. In the professional choice process, the focus is on the student, not the advisor. Everything worked on during vocational guidance aims to lead the person being guided to put their protagonism into practice regarding self-knowledge and knowledge of reality, enabling them to make reflective decisions, giving them greater autonomy by taking into account social circumstances and their own psychic determinations (Silva & Becker, 2007). In the view of (Lucchiari, 1973, cited by Nérice, 1978), vocational guidance aims to facilitate the moment of choice for young people, helping them to understand their specific life situation, which includes personal, family, and social aspects. It is from this understanding that they will be better able to define the best choice, the possible choice in their life project.

Regarding the question, it seems that each person tells me something different, so I don't know which professional area to choose. Of the 40 students surveyed, which corresponds to 100%, they disagree. The 14, corresponding to 35%, who previously stated that they agreed, after the interventions, according to the results, managed to become aware of the professional area to choose. Counseling sessions were necessary, with the application of vocational testing, allowing students to present their academic history, as well as their life projects. The counselors in this process gave students opportunities to get to know themselves, their aspirations, their strengths and weaknesses, their skills, and to find out which areas most attract their attention or with which they have more ease in choosing a profession. According to Savickas (2005), regarding vocational self-concepts, people differ in their vocational characteristics, such as: abilities, personality traits, and self-concepts. Before these characteristics are expressed in a professional activity, they are rehearsed and tested in other activities carried out by individuals, namely, household chores, *hobbies*, and reading. By analyzing these tasks, it is possible to understand which vocational patterns each person fits into at a vocational level.

Regarding the issue, I rarely think about the professional field I want to pursue. Of the 40 students surveyed, which corresponds to 100%, those who disagreed, after the students learned about the classification of professions in Angola and the educational and occupational alternatives after the 9th grade in Cuanza-Sul during the interventions, the 14, corresponding to 35%, stated that they agreed that they rarely thought about the professional field they want to

pursue. Based on the results, they began to think about the professional field they want to pursue, envisioning a future with a professional area that is suitable for their potential. For Cardoso (2013a), cooperation on the part of teachers can manifest itself in various areas, but one of them is precisely in striving for an organized school from which a culture based on values emanates. In this line of thought, we again invoke Cardoso (2013b), who argues that in the teaching profession, there should be a cooperative approach among peers and within the school itself. Teacher training is fundamental, as it provides what is called professional induction.

Regarding the issue, I am having difficulty preparing for the professional activity I want to pursue. Of the 40 students surveyed, which corresponds to 100%, 6, corresponding to 15%, agree and 34, corresponding to 85%, disagree. The results reflect significant changes compared to the pre-test results, where 25, corresponding to 62.5%, agreed and 15, corresponding to 37.5%, disagreed. With the intervention, the students were able to overcome difficulties in preparing for the professional activity they want to pursue. Knowing that the activities that students should pursue are their own choice, this avoids future consequences related to academic and professional adaptation, which in Angolan reality has sometimes happened in the opposite way, with parents/guardians choosing the professional activities of their children. In this sense, we agree with Valore's (2010) point of view when he states that the central objective of vocational guidance is "to provide tools for the choice and construction of professional identity through self-knowledge and the articulation between knowledge of the aspects involved in the world of work and the subjective universe of each person being guided" (p. 68).

Regarding the question, "I am always changing my career choice," of the 40 students surveyed, which corresponds to 100%, stated that they disagree. These results show that the students are certain about their career choice; however, looking at previous data, 20, which corresponds to 50%, stated that they agreed, and 20, which also corresponds to 50%, stated that they disagreed. This reflects the changes in some students after the intervention. The 20 who agree, in our opinion, are students who still believe that the best guidance comes from their parents, facts that characterize ingrained concepts that may take some time to change. The idea that the role of parents in this career choice process is to assist and not to determine the area their child should choose may change. The new challenges of Vocational Guidance increasingly involve less linear attention to the content of choices, but also a focus on personal development processes that allow the individual to adaptively confront the changes and transitions that shape their life path (Guichard, 2003).

Regarding the question, "I don't know which courses I should choose," 100% of the 40 students surveyed disagreed. The pre-test showed that 19, or 47.5%, agreed. This demonstrates

that the intervention classes on the classification of professions in Angola, the educational and occupational alternatives after the 9th grade in Cuanza-Sul, helped to change this situation. In reference to this issue, it was noticeable that a portion of the respondents did not know which course to pursue, claiming during the intervention that they would choose any course that might appear. After the intervention, the knowledge about existing courses and their respective functions and importance in society led the students to link their individual skills and aptitudes to educational and occupational alternatives after the 9th grade, resulting in a cognitive shift regarding the course they should choose. According to Herr (2008), the National Vocational Guidance Association defines vocational guidance as the process of helping a person develop and accept an integrated and adequate self-image and transform that image into a reality, deriving satisfaction for themselves and for society, or as a facilitating means, helping young people to know themselves better, consequently providing them with the means to make the appropriate choice.

Regarding the question, sometimes I fantasize about what I want to be, but I haven't decided yet. Of the 40 students surveyed, which corresponds to 100%, 6, which corresponds to 15%, said they agreed, and 34, which corresponds to 85%, said they disagreed. The previous data leads us to affirm that the intervention was significantly successful, because of the 20, which corresponds to 50%, said they agreed, and 20, which also corresponds to 50%, said they disagreed. At this stage, fantasies appear, because it is an age range of adolescence where students are discovering their identity. It is necessary, first of all, that the family, in conjunction with the school, help students overcome these fantasies, recognizing that they are characteristics of this period of life. Savickas (2012) says that "a career is not a sequence of different jobs throughout life or promotions in the same job, but rather a constructive process of adaptability, personally and socially, through the meanings attributed to the professional choices made" (p. 19).

Scope

The Wilcoxon test is a non-parametric hypothesis test used when comparing two paired samples (pre-test and post-test), related samples, or repeated mean ranks (MRk) in a single sample to assess whether population mean ranks differ.

Furthermore, the Wilcoxon test aims to compare the performances of each subject or pair of subjects, in order to verify if there are significant differences between their results in the two situations.

Problem

We intend to verify whether vocational guidance for students, measured on an ordinal scale of 2, with dichotomous options (C) agree and (D) disagree, regarding career choice, differs according to pre-test and post-test data.

However, it appears that students rate vocational guidance for career choice at a minimum of 1.13 and a maximum of 2.29. The median values range from 1.4 (pre-test) to 1.6 (post-test), respectively.

Table 1 - Descriptive Statistics

	N	Mean	Standard Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pretest	40	1.4844	,20986	1.13	2.29	1.3333	1.4583	1.6146
Post	40	1.6611	08040	1.58	2.13	1.6250	1.6667	1.6667

Technical specifications

Was vocational guidance provided to students for career choice successful across all interventions? It was measured on an ordinal scale (Likert type), (C) agree and (D) disagree.

Justification

Since vocational orientation for professional choice among students is a quantitative variable measured on ordinal scales, and the aim is to verify whether the data from the pre- and post-test samples are different, the Wilcoxon test for two paired samples is applied.

Implicit condition

Paired samples

Verification of the implicit condition

Since the results of the pre- and post-tests regarding vocational guidance for students' professional choices are being compared, there is a relationship between the samples (the distribution of one is influenced by the distribution of the other; that is, it is from vocational guidance that the procedures for students' professional choices are developed), therefore the condition of sample matching is verified.

Then we can perform the Wilcoxon test for two paired samples.

Test hypothesis

Ho: The average of the vocational guidance rankings for career choice of students in the pre-test is equal to (or higher than) the average of the rankings in the post-test. (MRK pre-test = MRK post-test).

Ha: The average of the vocational guidance rankings for career choice among students in the pre-test is lower than the average of the rankings in the post-test. (MRK pre-test < MRK post-test).

Alternatively, the test hypotheses could be:

Ho: both samples come from a population with the same distribution.

Ha: the two samples come from populations with distinct distributions.

MRK of positive ranks < MRK of negative ranks

Table 2 - Ranks

	N	Mean Rank	Sum of Ranks
Post-test – Pretest Negative Ranks	6 ^a	13.25	79.50
Positive Ranks	32 ^b	20.67	661.50
Ties	2 ^c		
Total	40		

a. Post < Pretest

b. Post > Pretest

c. Post = Pretest

Table 3 - Test Statistics



	Post - Pretest
Z	-4,225 ^a
Asymp. Sig. (2-tailed)	,000

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

MRK of positive ranks 20.67 < MRK of negative ranks = 13.25
Therefore, H_0 is rejected, meaning H_a is accepted.

Interpretation

The results show that the average ranking of students' vocational guidance for career choice in the pre-test is lower than the average ranking in the post-test. (MRK pre-test = MRK post-test, $p < .001$).

Conclusions / relationship between the data

We observed that the students' results before the intervention did not correspond to their career choice; therefore, they did not know which career path to choose due to a lack of vocational guidance. This was verified during the application of the Career Maturity Inventory to the students (pre-test). This deficiency changed after the intervention on vocational guidance for career choice.

CONCLUSIONS

Upon completion of this research, it is necessary to describe the data in accordance with the proposed objectives and the results achieved.

To determine the theoretical contributions that support vocational guidance for professional choice in students, based on the concepts of various authors on vocational guidance for professional choice, highlighting Savickas's career construction theory, which advocates human development as subjective and self-determined by each individual, and careers as personal, anchored as subjective life narratives, formed both by adaptation to the environment and by the maturation of internal structures. Thus, it is based on the propositions of



developmental contextualism, vocational self-concepts, and developmental tasks as the nexus of career construction.

The actual state of vocational guidance for career choice among 9th-grade students at the LBDF School Complex. Based on the results of the pre-test of the career maturity inventory applied to students, analyzing the results using SPSS software based on the Wilcoxon test, and with an average career maturity score of 1.4844, it can be determined that despite the political will of the employer and the disposition and motivation of the teaching staff, some shortcomings are still observed regarding vocational guidance for career choice, such as: the absence of a vocational counselor to help students in their career choice; the lack of extracurricular activities that favor the vocational guidance of students from the time they enter the 9th grade; the absence of a vocational guidance action plan for students to make decisions in a specific professional area; the lack of a vocational guidance office; and uncertainty on the part of students in choosing a course for secondary education.

This study develops a system of intervention actions on vocational guidance for the professional choices of 9th-grade students at the LBDF School Complex. The entire intervention process for resolving the problem presented is presented through the analysis and interpretation of pre-test data. The researcher prepared an action plan model according to the themes to be addressed, based on what the literature states about the problem under study. An intervention plan was created based on action research with the following themes: focus on vocational guidance, educational and occupational alternatives after the 9th grade in Sumbe, the structure of education in Angola with an emphasis on technical and vocational education, a discussion of the classification of professions in Angola, and educational opportunities in Cuanza-Sul.

The final diagnosis after implementing the vocational guidance intervention actions for the professional choice of 9th-grade students at the LBDF School Complex involved reapplying the career maturity inventory to verify if there had been a change concerning vocational guidance for professional choice among the 9th-grade students at the LBDF School Complex. It was necessary to re-enter the data into the matrix and analyze the results using SPSS software based on the Wilcoxon test, resulting in a positive score of 1.6611, contrary to the previous average of 1.4844, which signifies a change in career maturity regarding vocational guidance for professional choice among the 9th-grade students at the LBDF Private School Complex.

REFERENCES



Ambiel, RAM, & de Campos, MI (2014). *Career adaptability: a historical approach to concepts, models and theories*. *Psico-USF, Bragança Paulista*, v. 22, n. 1, p. 133-145.

Angola (2016). Law 17/16 of October 7, 2016. Basic Law of the Angolan Education System No. 17/16 . Official Gazette of the Republic of Angola: Series I. No. 170 , 6241-6251. Luanda, National Press-EP.

Barros, AF (2010). *Challenges of vocational psychology: models and interventions in the age of uncertainty* . *Brazilian Journal of Vocational Guidance* . 11, 165-175.

Bogdan & Biklen (1994). *Qualitative research in education. An introduction to theory and methods* . Porto Editora.

Brott, P. E. (2005). A constructivist look at life roles. *The Career Development Quarterly* . 54, 138-149.

Cardoso, JR (2013). *The Teacher of the Future*. Lisbon: Guerra e Paz.

Cardoso, VT (2012). *Research methods and techniques*. (3rd ed.). São Paulo: Editora Atlas.

Cohen, L., & Manion, L. (1994). *Research Methods in Education* . London: Routledge.

Chibemo, JT, & Canastra, F. (2017). *Vocational and Professional Guidance in Mozambique: Perceptions of Educational Actors* . *Revista de estudios e Investigación en Psicología y Educación* eISSN: 2386-7418, 2017, Vol. Extr., No. DOI <https://doi.org/10.17979/reipe.2017.0.03.2960> .

Chocolate, FAM (2011). *Professional Choice of Pedagogy Students from Two Higher Education Institutions: Angola and Brazil*. (Master's Dissertation). Fieo University Center.

Da Costa, MACM (2020). *Vocational Guidance Intervention Project with 4th Grade Students: Editing My Vocational Path*. (Master's Dissertation) . Faculty of Psychology and Educational Sciences, University of Porto.

Fragata, Júlio SI (1980). *Notions of methodology: for the elaboration of a scientific work* . 3rd ed. Porto.

Guichard, J. (2003). Career counseling for human development: An international perspective. *The Career Development Quarterly* . 51, 306-321.

Gonçalves, CM (2006). *The family and the construction of vocational projects by adolescents and young people*. (Doctoral Thesis). Faculty of Psychology and Educational Sciences, University of Porto.



Herr, E. L. (2008). *Career guidance and counseling across the life span. Systematic approaches (6th ed)*. New York: HarperCollins.

Holland, J. L. (1996). Exploring careers with a typology: What we have learned and some new directions. *American Psychologist* . 51(4), 138-397.

Imaginário, L. (2004). *Systematic Help with Vocational Decision-Making in the 9th Year of Schooling*. Psychological Consultation Notebooks. 1, 117-130.

Nérice, I. (1978). *Introduction to Educational Guidance* . São Paulo: Atlas.

Noronha, PL, Ambiel, AM, Frigatto, V., & Toledo, CC (2010). *Relationships between Interests, Intentions and Criteria for Professional Choice. Interdisciplinary Studies in Psychology* . London.

Nunes, JM, & Infante, M. (1996). *Action research: a consulting methodology* . Fiocruz Publisher, Brazil.

Pereira, A., Shitsuka, D. & Parreira, FJ (2018). *Scientific research methodology* . 1st Edition. UAB/NTE/UFSM.

Savickas, M. L. (2005). The theory and practice of career construction. In SD Brown, & RW Lent (Eds.), *Career development and counseling: Putting theory and research to work*. New York: John Wiley.

Savickas, M. (2008). History of the guidance profession. In J. Athanasou & R. Van Esbroeck (Eds.). *International handbook of career guidance* (pp. 97-113). New York: Springer Science.

Savickas, M. L. (2012). Life Design: A Paradigm for Career Intervention in the 21st Century. *Journal of Counseling & Development* , 90, 13-19. doi: 10.1111/j.1556-6676.2012.00002.x.

Savilombo, AT (2018). Potentialities that the classroom offers for career guidance. *Revista Órbita Pedagógica* (Instituto Superior de Ciências de Educação do Huambo). ISSN 2409-0131

Silvestre, HC, & Araújo, JF (2012). *Methodology for Social Research*. Lisbon: Escolar Editora.

Silva and Mendes (2005). *Research methodology: Course in psychopedagogy and educational guidance* . Rio de Janeiro.

Silva, ALS & Becker, LS (2007). *Vocational Guidance. EducationalStrey et al* . 5, 134-120.

Super, DE (1953). A theory of vocational development. *American Psychologist* . 8, 185-190.



Silva, LLM (2000). *Intervention in vocational/professional guidance: evaluating results and processes*. (Doctoral dissertation). Faculty of Philosophy, Sciences and Letters of Ribeirão Preto, University of São Paulo.

Thiollent, M. (1996). *Methodology of action research* . 2nd Edition. Cortez publisher. São Paulo.

Tripp, D. (2005). *Action research: a methodological introduction* . Murdoch University. Education and Research, São Paulo.

Tchipesse, MF (2021). *Vocational Guidance: a Pedagogical Perspective for the Psychological Development of Students in the Second Cycle of Secondary Education in Luanda* . *Revista Primeira Evolução* . São Paulo, Brazil, v. 1, n. 18, p. 35 – 45, 2021.

Valore, M. (2010). *Early intervention in vocational development*. *Psychology: Theory, Research and Practice* , 4, 173-190.

Vieque, CJR (2021). *Analysis of the Role of the School in the Vocational and Professional Guidance Process for Students in the First Cycle of General Secondary Education, 10th Grade: The Case of Josina Machel Secondary School*. (Monograph). Faculty of Education, Eduardo Mondlane University. Maputo .

Zassala, C. (2003). *School and professional guidance in Angola* . Publisher : Kulonga Editions, Luanda.

Zanella, LCH (2013). *Research Methodology*. 2nd ed. Reprint. – Florianópolis.