

Abstract

The primary aim of the research was to examine the ways in which Psychology Honours students interactionally made sense of their career choices. In addition, the research examined how these students interactionally made sense of psychology as a discipline and field of study, particularly in the context of discussions of career choices. The participants were selected for inclusion into the study (through purposive sampling) if they were currently in their psychology honours year. An interview schedule that contained open-ended questions and prompts was used to guide the focus groups. The findings showed that the participants were contextually creating meanings of career choice and psychology as seen by the acknowledged, additive or at times challenged responses, statements, descriptions etc. in the focus groups. Further research could be performed on students from other disciplines to see if the meanings of 'psychology' and 'career choice' vary or are similar across disciplines. This would provide the field of psychology with a better understanding of how it is perceived and might provide some constructs that have not been considered yet, with regards to career choice.

Keywords: career choice, psychology, meanings, negotiations, interactions, agency