GRADE NINE LEARNERS' EXPERIENCES OF CAREER COUNSELLING AT SCHOOL

by

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submitted in part fulfilment of the requirements for
the degree of

MASTER OF EDUCATION - WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF E PRINSLOO

NOVEMBER 2006

DECLARATION

I declare that Grade Nine Learners' Experiences of Career Counselling at School is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signed:
Student Number: 31918611

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ABSTRACT

This study aimed at exploring the grade nine learners' experience of career counselling at school in order to determine their ability to make informed subject and career choices. The literature review explored career education programmes and the changing world of work in South Africa. The importance of knowledge about career possibilities, personal values, personality traits and individual interests and abilities was highlighted. Qualitative research involved grade nine learners and Life Orientation teachers in individual and focus group interviews. Data analysis led to the following conclusions:

- Life Orientation teachers are not adequately informed about the purpose and aim of the career counselling process.

- Most teachers do not have the necessary knowledge and skills to support learners to make informed subject and career choices.

- Career counselling in grade nine does not meet the needs of the learners.

Key terms

Career counselling; subject and career choices, grade nine learners; Career front in South Africa; personal values; personality traits; individual interests and abilities.

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ABBREVIATIONS USED IN RESEARCH STUDY

OBE – Outcomes-based education
NCS – National Curriculum Statement
FET – Further Education and Training
SETA – Sector Education and Training Authority
RNCS – Revised National Curriculum Statement
NQF – National Qualifications Framework
GET – General Education and Training
SAQA – South African Qualifications Authority
CV – Curriculum Vitae

ANNEXURE

CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1   INTRODUCTION

The South African Constitution of 1996 initiated curriculum transformation and development in the new education dispensation in South Africa (Clitheroe & Dilley 2006: 5). Curriculum 2005 was the start, and outcomes-based education (OBE) is the foundation of this curriculum (Department of Education 2006: 12). The new Revised National Curriculum, now referred to simply as the National Curriculum Statement (NCS) retain the following elements of the OBE Curriculum 2005

- Critical and developmental outcomes

- Eight learning areas (Department of Education 2006: 14).

The National Curriculum Statement adds:

- Learning outcomes

- Assessment standards

The fifth Learning Outcome for the area Life Orientation deals with orientation to the world of work. Learners should be guided towards informed decisions about further study and career choices (Department of Education 2004: 203).

Learners should be aware of various career options and implications of choices. Learners should have a realistic understanding of their own abilities, interests and aptitudes in order to choose a career. In Grade nine learners need to choose between continuing with formal schooling the following year, entering the workplace or studying through Further Education and Training (FET) institutions other than school. It is therefore important at this stage that learners are made aware of the implications of each one of the options, the financial implications of further study as well as training and education in the workplace such as SETAs (Sector Education and Training Authorities).

Learners should also research study and career funding providers. These include banks, government bodies, scholarships and merit awards as well as SETAs. Learners should practise calculating the costs of studying in different ways, as affordability will probably influence their decisions about post-Grade 9 study or work options.

At some stage all learners will hopefully enter the workplace. The work environment can offer varied opportunities for growth and development, for example, learning new skills, management styles or technological applications. Learners must also investigate and report on opportunities in the workplace. Charland (1996: 133) states that lifelong learning is a way of living fully in our time. Lifelong learning forms an essential part of the lives and careers of learners who should realise that missed educational opportunities can often be taken up in later years.

Learners should already be familiar with the notion of rights and corresponding responsibilities. Specific rights and responsibilities apply in the workplace that learners must examine and evaluate in various work environments.

The South African economy has become a major obstacle to providing sufficient jobs and reducing the high unemployment rate, (South African Institute of Race Relations 1999: 305). It is essential that learner's are well informed at school regarding career and subject choices to make informed decisions at school to overcome this major obstacle. The right to work is a fundamental right as entrenched in the Constitution, Law No. 108 of 1996.

The principles of the curriculum according to the policy document Revised National Curriculum Statement Grades R-9 (Department of Education 2004: 5 – 6) states:
- Social justice, a healthy environment, human rights and inclusivity
- Outcomes-based education
- A high level of skills and knowledge for all
- Clarity and accessibility
- Progression and integration

The Critical and Developmental Outcomes are written into the new curriculum and are embodied in the content and activities across all the Learning Areas. They describe the knowledge, skills, values and attitudes that the learner in the new education and training system should acquire (Department of Education 2006: 73).

Critical Outcomes aim to develop learners who are able to:
- Identify and solve problems, make decisions using critical and creative thinking.

- Work effectively with others as members of a team, organisation and community.

- Organise and manage themselves and their activities responsibly and effectively.

- Collect, analyse, organise and critically evaluate information.

- Communicate effectively using visual, symbolic and language skills in various modes.

- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

- Demonstrate an understanding of the world as a set of related systems, by recognising that problem solving contexts do not exist in isolation. (Department of Education 2004: 4).

Developmental Outcomes aim to develop learners who are able to:
- Reflect on and explore a variety of strategies to learn effectively.

- Participate as responsible citizens in the life of local, national and global communities.

- Be culturally and aesthetically sensitive across a range of social contexts.

- Explore education and career opportunities.

- Develop entrepreneurial opportunities.

- Analyse problems (Department of Education 2004: 5).

The Learning Outcome for the Orientation to the world of work states that the learner will be able to make informed decisions about further study and career choices (Department of Education 2001: 4).

1.2 ANALYSING THE PROBLEM

In spite of the clarity and aimed effectivity of the new curriculum, grade nine learners are not currently equipped to make informed decisions regarding subject and career choices (Akhurst & Mkhize 1999: 169). Various reasons contribute to this problem. Due to the recent changes that took place in the Further Education and Training phase, learners are not aware of the subjects that the different schools offer and what the subjects entail. The grade nine learners are not familiar with the National Curriculum Statement. They are not informed about the various learning fields and the subjects associated with each field of study. Many teachers do not have enough knowledge about all the changes to the learners. Schools were given different subjects in an area that

learners could make subject choices from. This could be done according to the subjects that they require and not according to the reputation of the school.

It is essential that Grade nine learners are equipped to make informed subject and career decisions. At the same time as South Africans are transforming the education system, there are big changes taking place in education in other parts of the world. Technology is advancing very fast and there is a growing demand for young people to emerge from school knowing how to build their knowledge and skills throughout their lives – that is lifelong learning. OBE aims to help learners achieve, and does this by setting the outcomes to be reached at the end of the learning process. This encourages a learner-centred and activity-based approach to education.

OBE is designed in such a way that teachers in the area of Life Orientation can develop their learners' knowledge as well as their skills, values and attitudes. It guides and prepares learners for life and its possibilities (Department of Education 2001: 6). This will enable young people to take an active part in our changing economy and build our democracy. It seems that working co-operatively together prepares individuals from teamwork which is at the heart of most jobs in the world of work (Szul 1995: 25).

It seems, however, as if these outcomes are not always reached in many schools in the country since grade nine learners repeatedly complain that they do not know what subjects to choose nor do they have knowledge of their own potential or the possibilities in the world of work to choose a career path. Collin and Young (1986: 847) caution that during the processes of career development, the interactions between people and their environments are not ones of finding careers but rather of making careers. "Careers are not out there somewhere, waiting to be found by prying clients. In attempting to make our careers, we are inevitably involved in self-development, which forms an integral part of career counselling" (Maree 2002: 9).

1.3 STATEMENT OF THE PROBLEM

The Life Orientation area with specific reference to the Grade 9 level does not adequately support the learners to make informed decisions regarding subject choice and career development.

In view of this, the following research questions are posed:

1.3.1 Are learners adequately informed and do they have the knowledge regarding Career Counselling Programmes in the National Curriculum Statement for Grade 10 to 12 to choose learning fields and subjects?

1.3.2 Are there enough resources available to assist learners to take more responsibility in making informed subject and career choices?

1.3.3 What is the level of information that the Life Orientation educators have about the Career Counselling Programmes in the National Curriculum Statement regarding learning fields, subjects and where various careers fit in?

1.3.4 Are all Life Orientation educators informed enough to give the learners knowledge and information about the Career Counselling Programmes in the National Curriculum Statement in order to make informed subject and career choices?

1.4 AIM OF THE STUDY

Primary Aim: To determine grade nine learners' experience of the adequacy of career counselling at school .

Secondary Aim: To develop guidelines to train and empower teachers with the necessary knowledge and skills to enable learners to make informed subject and career choices.

1.5 RESEARCH METHODOLOGY

The research problem was investigated by means of a literature review and an empirical investigation.

1.5.1 Literature review

The research is undertaken against the background of investigations, journals and laws pertaining to the world of work in South Africa namely:

- The Constitution of the Republic of South Africa Law 108 of 1996.
- The Basic Conditions of Employment Act, 1997.

- Skills Development Strategy for Economic and Employment Growth in South Africa (Department of Labour 1997).

- National Qualifications Framework (NQF) Department of Labour 1995.

- South African School law, Law No 84 of 1996.

- Curriculum 2005 Department of Education 1997.

- National Curriculum Statements.

Relevant and recent research findings on the world of work in a new millennium and the content and importance of career counselling at school were also investigated

1.5.2 Empirical study

The approach that will be used in conducting the empirical research will be qualitative in nature. According to Fouche (2002: 79) the qualitative researcher is concerned with understanding, natural observation and the subjective exploration of reality from the perspective of an insider. Essentially in qualitative research, the researcher would like to examine the qualities, characteristics and properties of a phenomenon so that this can be better understood and explained (Henning, Van Rensburg & Smit 2004: 121). In a qualitative study the variables are usually not controlled because it is exactly this freedom and natural development of action and representation that should be captured. The idea is to understand and explain, with an argument, by using evidence from the data and from the literature, what the relevant phenomena are about (Henning et al 2004: 3 - 4).

Detailed, in-depth data collection methods namely questionnaires and interviews, will be used. In gathering data for the research, the researcher will be using semi-structured interviews with a number of Life Orientation educators. Focus group interviews will take place with groups of learners following questionnaires in which preliminary probing of their level of knowledge of the world of work will be done. The researcher will also make use of artefacts such as Life Orientation assessment activities from the world of work. It is important to do the kind of research that will provide the best evidence about what works (Oakley 2000: 21).

1.5.3 Area of research

The research is focused on three different types of school in one district. Schools will be purposefully selected to include an affluent school, a medium economic school and a school from an economically challenged area.

1.5.4 Limitations of the research

Due to practical reasons and because of the limitations of such a short research project only three schools in one district will be investigated. The results of the study can therefore not be generalized for the whole country. However, the findings will give a clear indication of the nature of the problem.

1.5.5 Ethical considerations

The identified research problem is formulated in such a way that the study will be to the benefit of all grade nine learners and their educators.

Consent has been required and received from the Department of Education and Principals of the three schools to conduct the research in their schools. Schools and respondents will be protected by a strict rule of confidentiality and anonymity.

1.6   CLARIFICATION OF CONCEPTS

1.6.1 Learners

The focus will be on grade nine learners throughout this study. A person who is gaining knowledge or a skill.

1.6.2 Career counselling in grade nine

The counselling process in the Life Orientation classes where learners in Grade nine are educated in choosing subjects towards eventual career development.

1.6.3 The learning programme

A series of learning information programmes developed for learners to provide information on careers, possibilities of employment in this country and training institutions.

1.6.4 Career development

A process or discovery of ways to make a living which corresponds with a learner's interest and ability.

1.6.5 Apprenticeship

Period during which an apprentice agrees to work for an employer in return for being taught his trade or craft.

1.6.6 Bursaries

Funding of studies, which normally requires the student to work back a period of time for the funding company.

1.6.7 Casual work

A maximum of 24 hours work per month as a teller, shop assistant, fruit picket, etc.

1.6.8 Internship

Period of training following the completion of studies, in order to qualify (e.g. as a doctor or a psychologist).

1.6.9 Job shadow

To accompany someone in the workplace to see what the career you are interested in involves.

1.6.10 Multinational companies

A company based in several countries (e.g. BP, Nestlè).

1.6.11 Learnership

A type of funded study programme. A structured, occupationally based learning programme.

1.6.12 Scholarship

Funding of studies that generally does not have to be repaid, unless the student fails or does not complete their studies.

1.7 RESEARCH PROGRAMME

The dissertation is organised in the following way:

Chapter 1: Introductory orientation, problem analysis, statement of the problem, aim of the research, definition of concepts and research programme.

Chapter 2: The changing scene on the career front: Career education and career guidance programmes in South Africa.

Chapter 3: The research design and implementation.

Chapter 4: Analysis and interpretation of the findings.

Chapter 5: Summarised findings, conclusions and recommendations.

In the following chapters, the world of work and the career guidance programmes in South Africa will be discussed.

CHAPTER TWO

CAREER EDUCATION AND PREPARATION FOR THE NEW WORLD OF WORK IN SOUTH AFRICA

2.1 THE CHANGING SCENE ON THE CAREER FRONT

Global competition and the advent of multinational networks have contributed to a more integrated world economy (Whitaker 1992: 194). This has an impact on the world of work and career choices also in South Africa. The career realities of the late twenty first century reflect international trends that must be taken into account when considering a career. Killeen (1996:15) describes the way in which careers are evolving as moving away from the previous "primary labour market" bases of job stability and security into the hierarchies of big corporations and government. Existing and developing careers must keep abreast of the latest changes in technology. Careers such as blacksmiths have disappeared to make room for technological careers and production methods. New careers are created, for example, website designers, computer graphics artists, computer software developer, computer systems analyst, multimedia developer and network controller. Modern society is becoming increasingly dependent on information technology. This ensures a great demand for skilled manpower in the computer field. Due to the vast changes and improvements in technology, new careers have developed that never existed before, thus changing the mindset of the world. There is no longer the guarantee that a worker stays in his career for the rest of his life. Rapid changes are made and people can change careers as often as technology demands.

We are now in what is sometimes termed a post-modern work environment, in which organisations become smaller, jobs are lost, contract workers are in demand and specific skills are required for short periods. Most surviving and thriving organisations have realised that the only realistic adaptation is to live with change. They have accepted permanent internal organisations as a way of life. "Instead of looking up, employees are being taught to look over at colleagues and to move diagonally across departments" (Savickas 2000: 57 – 58).

"The new career realities ….. are uncertainty, unpredictability, insecurity, reduced likelihood of promotion, increased likelihood of mobility out of one's initial

occupational field, non-standard employment contracts, and other non-standard working conditions" (Killeen 1997: 17). In short, he states that career education will need to prepare learners of today for insecure employment. The need for entrepreneurship where knowledge and skill are required is vital in the twenty first century. It is estimated that less than ten percent of matriculants will find employment in the formal sector after graduating in their first year (Clitheroe, Dilley, Engelbrecht, Falken & Lundall 2006: 123). Entrepreneurship is the solution to this situation because owning a business can be created without involving the formal sector

In a globalised "smaller" and "faster" world, today's workers need knowledge and skills that are quite different from those required of workers in the past. Education and career education in particular plays an important role in preparing a person for the new world of work.

2.2 CAREER EDUCATION AND CAREER GUIDANCE PROGRAMMES IN THE NEW CURRICULUM IN SOUTH AFRICA

2.2.1 Aim of career counselling in the learning area Life Orientation

Career counselling does not happen in a vacuum. By its very nature, it is a process of helping learners to connect their actual capacities – their physical, cognitive, emotional and social strengths and weaknesses – to the realities of the world of work and further study, and the opportunities which might be available to them (Donald 2002: 254).

Creating an interactive climate in the classroom is recognised as a basic and important means of facilitating learning. In addition, through engaging in interactive and democratic processes, learners acquire skills of negotiation, social problem solving and interpersonal responsibility, which are in themselves important life skills that prepare them for the world of work.

The twenty-first century is characterised by a growing awareness of the complexity of human life, human strife and human survival. Changes in social, cultural and economic

relations are part of the emerging twenty first century (Department of Education 2001b: 4). It is not enough only to acquire skills but these skills should become a part of an internalised system of competencies that enables individuals to assimilate and use what they experience, know or learn, and what they think, feel and believe. It must include the ability to process, challenge and act in multiple ways to know what to do, how to do it and when it is appropriate to do it (Rooth 1999: 6). Career education today is concerned with preparing the person for the choices and transitions which life presents (Stead & Ngweni 1999: 166). Educators should become care-givers again to help learners cope with the demands of their current and future worlds.

2.2.2 The importance of knowledge about personal values, personality traits, individual interests and individual abilities in the career counselling process

2.2.2.1 *Values*

Career choice is without doubt one of the most significant decisions learners have to make. The life of all adult breadwinners revolves around their careers. Most of our waking time is spent at the workplace. We do not work merely to make money but also to experience a sense of self-fulfilment (Lamprecht 2002: 120). People do the same job for different reasons and they get a different kind of job satisfaction from doing this. People differ in their values, some need money and status, some feel job satisfaction is more important. Whatever a learner's personal values are, it is important to choose a career that supports or suits his/her values (Hattingh & De Jong 2005: 5). If a learner chooses a career that goes against his/her values, he/she could land up feeling very unhappy and dissatisfied. The school and its counsellors are partially responsible for ensuring that the learner is aware of his own value system. Information on a learner's value system can be obtained by using questionnaires. On the other hand some schools might prefer to apply qualitative methods or a combination of psychometric tests and qualitative methods within the context of career counselling. Assessment can be defined as a systematic process of identifying and illuminating the personal characteristics of a client by means of psychometric tests and other techniques. Assessment is an inherent part of career counselling and career counselling cannot be carried out without it. People are able to make accountable career choices having gained deeper insight into their

personal profiles (Lamprecht 2002: 120). The role of values in career decision making is often neglected (Brown1990: 351).

An example of a values worksheet is illustrated on the following page. The worksheet highlights values in the work place and the aim of the worksheet is for learners to know their own values. When learners have established their values they are more informed to choose a suitable career. The worksheet was developed by the Department of Education in 2005. It is available to all Life Orientation educators and the values for the five point scale are given. Learners can confirm their standards and make suitable choices regarding career options.

Values – Worksheet

Rate your personality by making a cross in the appropriate box on the 5-point scale. The following meanings may be attached to the 5-point scale.

1. NOT IMPORTANT   2. MINIMALLY IMPORTANT
3. PARTIALLY IMPORTANT 4. VERY IMPORTANT
5. EXTREMELY IMPORTANT

	1	2	3	4	5
Use what I know I am good at					
Get recognition for my efforts					
Advance quickly in my career					
Help people with problems					
To be in a position of authority at work					
Make my own decisions					
Research and design new things					
Feel accepted at work as a member of my cultural group					
Make a lot of money					
Have job security					
Do my own thing					
Become the person I want to be					
Be physically active in my work					
Do work that uses my abilities					
Work with or do dangerous things					
Work in a group					
Do things with people I like					
Be able to improve society					
Have pleasant working conditions					

Those values which you have marked 4 and 5, describe your values most accurately.

2.2.2.2 *Personality and characteristics*

A person's career choice is an expression of his or her personality type. The differences in personality traits originate in the patterning of early satisfactions and frustrations (Roe & Lunneborg 1990: 75). Roe believes that our genetic make-up and childhood environments lead to the development of specific personality types and that, together, these influences lead to the choice of careers. Each career requires a unique pattern of personality traits if a person is to perform satisfactorily in that occupation (Brown 1990: 351).

Career stereotypes have reliable and important meanings, both psychologically and socially. Hence the validity of interest inventory scores is based on the validity of popular perceptions of various careers such as the idea that scientists are intelligent and analytical, journalists are curious and creative or salespeople are persuasive (Holland cited in Steadman & Watson 1999: 48).

Congruence between personality and work environment is the determining factor for career satisfaction, stability and achievement. Holland (in Stead and Watson 1999: 48) notes that just as one is more comfortable among friends whose style, talents and values correspond with one's own, so a person will perform better in a career field to which he or she is psychologically suited. An example of a personality versus job questionnaire is illustrated on the following page. The questionnaire gives learners the opportunity to mark their personality traits and establish their type of work environment. The questionnaire gives learners a clear indication of their personality traits and the working environment that is suitable for such traits.

Personality vs. Job questionnaire

Instructions for this Questionnaire

o On the next page are 20 blocks containing four statements each. Read the four statements in each box and circle the number to the left of the one that applies best, or most, or most often to you.

For example, if you choose "keep my feelings to myself" in the first box, circle 2 to the left of this statement.

You may only choose one option in each block. You may only put one circle for each set of statements. You may not leave any out. You must have 20 numbers circled at the end.

o Add the numbers you have circled in each column in the space provided.

o Find your total for the column in the table on the following page and read the description next to it.
For example, if your total for the first column is 20, this is in the range 19 – 21. Find the block headed 19 – 21 **_Your score is 4_**

o Read the description of what this score means, then transfer the number given as your score to the relevant block at the top of the list of fields, environments and duties. You will compare your scores to the ideal score patterns for each field, environment and duty. (**Questionnaire developed by L. Holman in 2005**)

1. Stand back from others, distant 2. Keep my feelings to myself 4. Pay attention to others, considerate 5. Interested in everything about others	5. Make people laugh 2. Am quiet because I think a lot 4. Do things without thinking 1. Can be very serious in company	5. Believe society needs to change a lot 4. Willing to try new ideas 2. Obey the law at all times 1. Follow traditions and customs	1. Make sure all details are right 5. Daydream a lot 4. Have clever and original ideas 2. Prefer facts to ideas and theories
5. Usually laugh and smile 4. Usually contented and happy 2. Moody and quick tempered 1. Usually feel unhappy	4. Accept helpful criticism and opinions 2. Feel unsure of myself when criticized 5. Proud of myself 1. get into arguments often	2. Will change my mind if I am wrong 1. Believe that people are honest 4. People are only out for themselves 5. Only trust my friends	5. Will show affection in public 4. Don't mind physical contact 1. Prefer to handle my problems alone 2. Enjoy spending time by myself
4. Accept the mistakes of others 5. Don't stay cross for long 2. Ignore people who behave badly 1. Don't mind criticizing others	4. Enjoy speaking to strangers 1. Don't like meeting many new people 5. Ensure everyone pays attention to me 2. Prefer my friends to strangers	5. Not easily hurt by what others do 1. Always obey orders 2. Keep out of trouble 4. Reject untrue criticism	1. Face facts and am realistic 5. Come up with new ideas 2. Make logical, unemotional decisions 4. Believe in my instincts
1. Prefer others to make decisions 2. Don't argue with those in authority 4. Make sure I get credit for my ideas 5. Take charge of groups	4. Independent and do things alone 2. Change my plans to fit in with others 5. Usually get my own way 1. Allow others to make my decisions	5. Always manage to say the right thing 4. Say nice things to get what I want 2. Never tell a lie or untruth 1. Speak without thinking	4. My emotions affect what I do 2. Argue logically 5. Believe in love and romance 1. Believe most rules make sense
2. Prefer not to ask for help 1. Spend most of my time alone 4. Enjoy company 5. Enjoy praise and attention	1. Usually quiet and calm 5. Talk a lot 4. Enjoy conversations 2. Think carefully before speaking	5. Am important in my group 4. Do things that I enjoy 2. Behave politely 1. Tell others when they are wrong	5. Have new and exciting ideas 4. Think about many things at once 1. Keep my room and workplace tidy 2. Believe most rules make sense
Add the circled numbers in this column. ____ +____ + ____ + ____ + ____ + = ____ This is a measure of how much you need to work with people around you. How would you react if you had to work in a team or group? Find your total score in the table below and read the description next to it. Then transfer your score (1, 2, 3, 4 or 5) to the top of the pages listing the categories.	Add the circle numbers in this column. ____ +____ + ____ + ____ + ____ + = ____ This is a measure of how much you would like to make decisions and take the blame if anything goes wrong. Find your total score in the table below and read the description next to it. Then transfer your score (1, 2, 3, 4 or 5) to the top of the pages listing the categories.	Add the circled numbers in this column. ____ +____ + ____ + ____ + ____ + = ____ This is a measure of how much you need freedom at work. Will you accept rules, regulations and "the usual way of doing things?" Find the total score in the table below and read the description next to it. Then transfer your score (1, 2, 3, 4 or 5) to the top of the pages listing the categories.	Add the circled numbers in this column. ____ +____ + ____ + ____ + ____ + = ____ This is a measure of whether you need to work with ideas and concepts, or whether you prefer to be more practical. Find the total score in the table below and read the description next to it. Then transfer your score (1, 2, 3, 4 or 5) to the top of the pages listing the categories.

People orientation	Braveness for decisions and taking responsibility	Need for freedom at work	Need to work with ideas or to be practical
22 – 25 **Your score is 5** You should work with many people around you. You need approval and to talk about what you are doing all the time. Dealing with other people and their reactions challenges you. You are very sensitive to what other people say or think about you, and may take everything personally.	21 – 25 **Your score is 5** You enjoy challenges, physical danger and having to make quick decisions. Given the right training and experience, you can handle risky problems, even life and death emergencies. You will take responsibility for your decisions and anything that goes wrong as a result.	21 – 25 **Your score is 5** You enjoy negotiations, organizing and manipulating others to get them to change. You do not like giving in to other people. You would find it hard to work for a boss you disliked or if you thought you could do his or her job better. You like being with open-minded people who accept new ideas easily.	21 – 25 **Your score is 5** You enjoy working with theories, ideas and concepts. You like to rely on your intuition and enjoy dealing with feelings and emotions. You consider yourself polite and refined and do not like being with people you judges as being coarse or rough.
19 – 21 Your score is 4 You enjoy being with other people and quite sociable. You can also be objective about what they say and how they react to you. You insist on what you want while keeping the respect of others and can motivate, control and develop people.	18 – 20 Your score is 4 You enjoy making decisions and taking risks, and will take the blame if things go wrong. You cold be your own boss or in charge of a team. You do not like having to explain your ideas before you act on them.	17 – 20 Your score is 4 You need to work where there are changes all the time, where no one has a chance to make rules and regulations. If you have a problem, you will try to improve the situation to best look after your own interests. You may enjoy criticizing and winning against others.	17 – 20 Your score is 4 You enjoy talking about ideas, either your own or those of other people. You support new ways of doing things. You would find laid-down procedures frustrating because they prevent your from being creative.
17 – 18 Your score is 3 You enjoy the company of other people but don't mind being alone. As long as you have some contact with other people, perhaps in a team, you would not mind getting on with your work by yourself.	16 – 17 Your score is 3 You would enjoy a job where most decisions are routine. You are unlikely to take risks or do anything your boss would not like. As you get to know your job, you will solve more problems on your own	15 – 16 Your score is 3 You do not like rules but will accept them if necessary. If you are unhappy in your job, you probably react by trying to get your co-workers to agree that you all have a reason to be unhappy. You are uncomfortable with competition and nastiness at work.	15 – 16 Your score is 3 You need some routine, but don't mind having to find new ways to do things. You do not mind having to arrange you own time and work. You like to feel you have produced something worthwhile and enjoy finishing one job at a time.
13 – 16 Your score is 2 You prefer to work alone. You avoid asking other people for advice or help unless necessary. You don't like having to explain yourself and prefer not to argue or compromise.	12 – 15 Your score is 2 You enjoy procedures and routine work. Faced with an unusual problem, you ask everyone's opinion or refer to your boss for help. You could be happy in the same job, with the same people, for a long time.	11 – 14 Your score is 2 You will accept any working conditions. You like to know exactly what is expected of y0ou, to do your job without arguing with other people and to avoid power plays at work. You do not like conflict.	10 – 14 Your score is 2 You enjoy making things and basing your actions on logic and common sense. Committee-work will suit you, where everyone's views have to be taken into account and where you can play devil's advocate.
5 – 12 Your score is 1 You prefer working alone. You do not want to giver orders or be a part of a team. You do not need other people to tell you that you are doing well. If someone does not do a job as well as you do, you will take it over rather than tell the other person what they are doing wrong.	5 – 11 Your score is 1 You prefer to be left to get on with your work. You need someone else to make decisions for you. You can be crushed by any criticism or blame. You should do routine work that does not involve any unexpected crises, emergencies or frustrations.	5 – 10 Your score is 1 You work under any conditions without complaint. A job with a lot of structure, where every action and response is covered by a rule, will suit you. You like to see that everyone does only what is allowed and are upset by changes to rules.	5 – 9 Your score is 1 You are suited to working with practical things and being with down-to-earth people. You do not like having to deal with emotions or anything vague or idealistic. You are very practical and like to be able to see a practical result from your hard work.

Holman (2005:11-13)

The personality versus job questionnaire ensures that the learner gains knowledge of the type of career that will suit his/her personality.

2.2.2.3 Interests

It is important to match the likely demands of the career and study choices that a learner is interested in with a learner's own personal characteristics and qualities (Clitheroe, Dilley, Engelbrecht, Falken & Lundall 2006: 126). A person will probably spend many years working to earn an income, so it is important to enjoy what you are doing. Most people spend about one third of each day at work. If a person is interested in and enthusiastic about the activities you do every day at work, you are likely to find fulfilment in your chosen career. "When choosing a course, choose something that you are interested in and good at" (Department of Education 2005: 47). Choose things that would interest you in a career one day and not as a hobby (Hattingh & De Jong 2005: 23).

The career choice process flows from the goals and activities that develop out of personal interest. People are likely to set career-related goals and pursue career-related activities in the fields in which they are interested (De Bruin 1999: 95). The following table illustrates fields of interest and comprises of careers suitable to each field.

Fields of Interest	Suitable Careers
• Realistic: you like working with tools and machinery and you like electrical or technical challenges.	Engineer, project manager, architect, agriculturalist
• Investigative: you like systematic investigation of physical, biological and cultural phenomena.	Mathematician, physicist, biologist, anthropologist
• Artistic: you like working creatively in a free environment.	Actor, linguist, interior designer, actor, musician, journalist, photographer
• Conventional: you like ordered activity that includes manipulation of data and routine tasks.	Accountant, administrator, business person, data manager
• Enterprising: you like influencing people and often take the lead and take risks.	Lawyer, politician, salesperson, data manager, entrepreneur, business man
• Social: you like working with people and have good interpersonal and educational skills.	Psychologist, social worker, doctor, nurse, educator

The following questionnaire with focus on interests was developed by the Department of Education and is a valuable tool in the counselling process in the career guidance classroom.

❁ __INTERESTS__ ❁

Since getting to know yourself and what you really want in life is really important, the following questionnaires will help you gain further insight into yourself.

Rate your interests by making a cross in the appropriate box on the 5-point scale. The following meanings may be attached to the 5-point scale:

✖1. NOT AT ALL INTERESTED   ✖2. MINIMALLY INTERESTED
✖3. PARTIALLY INTERESTED   ✖4. VERY INTERESTED INTERESTED
                ✖5. EXTREMELY INTERESTED

	1	2	3	4	5		1	2	3	4	5
Learning about the sea						Reading / writing original essays					
Horse-riding						Debating					
Listening to friends' problems						Playing sport					
Acting in plays						Organising sport					
Mathematics						History					
Crafts						Buying and selling					
Art						Waitressing					
Designing clothes						Learning a new language					
Designing interiors						Learning about other people					
Pottery						Architecture and art					
Accounting						Training dogs					
Geography						Motor mechanics					
Bird-watching						Computers / IT					
Game-watching						Listening to music					
Hiking						Organising people					
Working with animals						Influencing people					
Gardening						Politics					
Collecting insects						Learning how people think					
Aerobics						Cycling					
Body building						Being at the seaside					
Working with your hands						Boating					
Fixing things						Swimming					
Biology						Thinking of business ideas					
Physical Science						Making money					
Doing experiments						Helping poor people					
Running						Doing paperwork					
Doing crossword puzzles						Visiting art galleries					
Socialising						Visiting museums					
Learning how a hotel works						Learning about antiques					
Cooking						Helping people					
Entertaining						Raising funds for charity					

When choosing possible careers, remember to take into account those interests which you have marked 4 or 5. These choices describe your interests most accurately.

Department of Education (2005d: 53)

2.2.2.4 *Abilities*

Abilities are activities that a person can do well. They are sometimes called one's skills or strengths. Different kinds of work require people to have different abilities. The fact that a person has certain abilities means that he/she will be good at certain types of work (Euvrard, Findlay & Nduna 2006: 79). It is important that learners should come to know their own strengths, to develop them and to be proud of them.

The abilities/talents questionnaire on the following page is an example of the way in which learners can assess themselves.

Abilities / Talents – Worksheet: Mark "Yes" or "No' for each separate ability

WORKING WITH FIGURES?		Yes	No
Work methodically	1		
Neatly	2		
Accurately	3		
Good with figures	4		
Logical	5		
Makes mistakes easily	6		
Precise	7		

SOLVING PROBLEMS?		Yes	No
Logical	1		
Use common sense to think things through	2		
Good reasoning ability	3		
Analyse data	4		
Use principles to solve problems	5		
Scientific	6		
Use imagination	7		

PRACTICAL WORK?		Yes	No
Enjoy doing hard work	1		
Practical	2		
Creative	3		
Make or alter clothes	4		
Repair engines	5		
Repair radios and watches	6		
Good at cooking	7		

ARTISTIC WORK?		Yes	No
Design articles / objects	1		
Create new things / ideas	2		
Use imagination	3		
Original	4		
Expressive	5		
Sensitive	6		
Intuitive	7		

SPEAKING AND WRITING?		Yes	No
Ability to communicate well	1		
Act with self-confidence	2		
Can influence other people	3		
Can debate well	4		
Can solve disputes between people	5		
Write creatively	6		
Use original ideas	7		

DEALING WITH PEOPLE?		Yes	No
Friendly	1		
Persuasive	2		
Helpful	3		
Give advice	4		
Train or educate	5		
Discipline	6		
Give love	7		

2.3 RELATION ASSIGNMENTS FOCUSSING TOWARDS CAREER MATURITY

The advent of curriculum 2005 has resulted in career education becoming examinable as part of Life Orientation, outcome, "World of Work". This has created a need for career information resources and curriculum-based materials that are both structured and flexible in meeting the prescribed assessment standards.

The exercises and assignments contained in the file are designed as a self-exploration exercise to be completed by the learner with assistance from an educator who has been trained in the use of the materials contained in this file. Teacher knowledge and skill matters a great deal in student learning (Donovan, Wigdor & Snow 2003: 90).

The exercises and assignments in the mentioned file are designed to encourage learners to self-explore as part of their own self-development. As such the process encourages the learner to take responsibility for their own career planning in line with the principles of life-long learning.

The aim of the self-exploration exercise is to make career information available to learners in discreet quantities. By researching their highest interest fields first the learner is exposed to careers within these fields and related aspects of work environment, job description, subject requirements, where to study, personality requirements and employment opportunities. The learner is then able to make a more realistic decision on which career path is suitable for him/her.

The ability of learners to make accurate, informed, and realistic career and subject related decisions is a direct result of their career maturity levels. The greater a learner's career maturity levels the more likely is there to be an informed career decision-making process.

Career maturity like emotional and intellectual maturity is a process, and is therefore time related. To initiate a career maturation process at the beginning of high school is simply no longer adequate in terms of the time required to develop learners career maturity to a level where they are able to make accurate, informed, and realistic career and subject related decisions. It is for this reason that curriculum 2005 incorporates the outcome World of Work within the Life Orientation learning area as early as the 'Foundation Phase'. The exercises contained in the revised National Curriculum Statement are designed to assist the learner in making informed subject choices or career related decisions in line with the Life Orientation curriculum, Learning Outcome 5, "Orientation to the World of Work". The outcome statement reads as follows.

"The learner will be able to make an informed decision about further study and career choices. Whilst study and work ethics are addressed in the earlier phases, in the Senior Phase the learner needs to make choices for further study or the world of work. In order to achieve this successfully, the learner needs a realistic understanding of own abilities, interests and aptitudes. The learner should be aware of various career options and the implications of choices. The learner needs to be informed about a range of options for further study, and orientation to the world of work."

This is known when the learner:
- Researches study and career funding providers;
- motivates own career and study choices;
- critically reflects and reports on opportunities in the workplace;
- discusses rights and responsibilities in the workplace; and
- outlines a plan for own lifelong learning.

2.4 RESOURCES

2.4.1 Self Exploration Exercises

The self-exploration exercise may be used to assist learners to research careers relating to their interests and abilities in both senior phases at General Education and Training Certificate (GETC) level and Further Education and Training (FET)

phases. In the senior phases the exercise is designed to assist learners in meeting the assessment standards for Life Orientation outcome World of Work.

- The self-exploration exercise is not designed as a "test" but as a streaming tool. The learner is streamed based on their response to the questions and during this process they "measure" themselves against career information and make decisions based on consideration of available alternatives. The validity of the questionnaire lies in the process of researching career fields and related careers as part of the process of determining a realistic career path.

- The self-exploration exercise does not replace the support of trained career counsellors or psychologists. The exercise makes information available to help the learner answer questions for themselves and in so doing to make more time available for counselling.

- In order to ensure that the exercise is used properly and responsibly all educators who use this exercise are required to be trained on the programme.

2.4.2 Importance of the questionnaire

Learners read each of the 105 statements in the questionnaire and tick the statements that they would like to do as part of their work. They leave blank the statements that they would not like to do as part of their work.

Learners add up their scores for each of the 21 fields and place the total out of five for each field in the space provided at the bottom right of the block. The name of the career field scored highest in the questionnaire should be written in the space marked No. 1 at the top of the bar chart. The name of the second highest career field should be written in the second row, the third highest in the third row, and so on. The graph should be drawn using pen or pencil to colour in the columns 1 up to 5 depending on the score. The bar chart should look like a graph from highest to lowest.

If there are two or more career fields that have the same score the learner may choose a "preferred" career field to go above the other(s) on the chart.

The resources in the World of Work should be used as reference materials in assisting learners to meet the outcomes specified in the orientation to the world of work regarding the following:

Curriculum Vitae (CV)

Basic conditions of employment

Contract of employment

Job advertisements

Cover letter

Interviewing skills

A CV is a complete record of all a person's personal, educational and career related data. It provides the employer with a comprehensive "picture" of the person. Learners should be able to complete a CV in a neat, accurate and a structured format. The reason for this is that the CV is often the first contact that an employer has of the learner. It should be well structured with clear headings. This is because most employers only have time to scan a CV for the most relevant information. A CV is important even though a person does not have any work experience, because it gives the person who might employ another person a quick picture of the other person, (Foster 1988: 30).

All learners will at some stage enter the "world of work". To prepare them adequately for this they need to understand their rights as employees as well as the rights of the employer. The exercise aims to create an awareness of the Basic Conditions of the Employment Act.

In the contract of Employment, the terms and conditions will constitute the employee's contract with the company. Where a basic condition of employment is not specifically mentioned, the relevant legislation will be applicable namely the Basic Conditions of Employment Act, Act 75 of 1997 and the Labour Relations Act, Act 66 of 1995.

One of the common means of finding employment is to search through job advertisements in newspapers, magazines and billboards. It is important to be able

to identify realistic and suitable job adverts and to identify relevant information provided in the job advert.

Writing a cover letter is one of the most basic skills required of a learner leaving school. Learners need to be able to write a formal cover letter whilst at the same time; they should learn how to make their letter stand out from the rest of the applicants.

As an activity learners should select a job advertisement from the classified job advertisement section of the newspaper and write a letter of application for the position advertised. Within groups, learners should read at their letters of application and choose one letter from each group that stands the best chance of getting the job or interview. The learners must state the reasons that made the good letters stand out from the rest.

The telephone is often the first contact that an applicant has with an employer. This is because very often a job seeker is responding to an advert that was placed in the newspaper. A personnel agent is the person that the employer uses to screen and choose the final number of applicants for the job. Learners should understand the importance of telephone contact as the first contact with the employer. They should practice speaking clearly and concisely providing only the necessary information that is required.

In order to adequately prepare for the job interview the learner is required to understand its purpose in the employment process. Preparation includes knowing what questions to expect and how to go about answering the questions, how to dress and how to prepare.

2.5 LEARNING FIELDS AND SUBJECT CHOICES

South Africa has a diverse array of exciting industries offering challenging and rewarding career opportunities. In 2008, South Africa will have a new school-leaving qualification in Grade 12 that will replace the Senior Certificate or what has come to be known as "matric". It will be called the National Senior Certificate. The certificate is based on a new curriculum. The new curriculum for

grades 10 to 12 takes into account the knowledge and skills young people need in a fast changing world with specific reference to South Africa. It is important that education keeps up with global changes, therefore, what schools teach here and elsewhere in the world needs to change continuously. The curriculum and the new certificate are combined in what is a National Curriculum Statement. This statement describes the subjects of the new curriculum and what is studied in each subject. The diagram that follows shows how many subjects a learner has to do and the minimum requirements to achieve the National Senior Certificate (Department of Education 2005a: 50 – 51).

SCHOOL SUBJECTS AND MINIMUM PASS REQUIREMENTS

SUBJECTS	MINIMUM REQUIREMENTS

4 Compulsory Subjects

SUBJECTS	MINIMUM REQUIREMENTS
Two official languages: • the language of learning and teaching at your school • one other official South African language	Obtain at least 40% in the required official language on home language level. Obtain at least 30% in the other required language on the first additional language level
One of these must be on the home language level (currently called first language level) and the other on the first additional language level (currently second language level).	
Mathematics or Mathematical Literacy	Obtain at least 30%
Life Orientation	Obtain at least 40%

+
3 CHOICE SUBJECTS

SUBJECTS	MINIMUM REQUIREMENTS
Any three other approved subjects	Obtain at least 40% in one of the choice subjects. Obtain at least 30% in the remaining two choice subjects.

The Subjects and Learning Fields of the New Curriculum

The diagram below illustrates all the subjects that make up the new curriculum and their organisation into eight learning fields. Different schools offer different subjects and should offer different options, including the option of going to a university.

LEARNING FIELDS	SUBJECTS
Languages	11 Official and 13 Non-official languages
Human and Social Studies	Geography History Life Orientation Religion Studies
Arts and Culture	Dance Studies Design Dramatic Art Music Visual Arts
Services	Consumer Studies Hospitality Studies Tourism
Business, Commerce and Management Studies	Accounting Business Studies Economics
Agricultural Science	Agricultural Sciences Agricultural Management Practices Agricultural Technology
Engineering and Technology	Civil Technology Electrical Technology Engineering Graphics and Design Mechanical Technology
Physical, Mathematical, Computer and Life Sciences	Physical Sciences Mathematics Mathematical Literacy Computer Applications Technology Information Technology

Subjects are offered at one level, there will no longer be standard and higher grade differentiation. Access to the opportunity for further study will be determined by how well a learner does, rather than the grade at which the learner has taken the subject.

An important requirement of the new curriculum is that all learners do either Mathematics or Mathematical Literacy, two official languages and Life Orientation. The new requirement is in line with the demands of the 21st century world – both in relation to furthering your studies and entering the world of work.

These changes were made because globalisation and the ICT revolution have dramatically changed the way the world works. The changes in the new curriculum mean that learners should now be prepared with knowledge and skills that are required for the fast changing world. For the world of work it means that organisations should learn new or better ways of doing business. This should lead to improved efficiency, exposing outdated or less efficient managerial practices and should empower individuals with many diverse skills. It can also have negative effects such as large-scale job losses or companies being forced out of business. Certain industries such as the textile manufacturing industry is in decline or closing down. These industries cannot compete with cheap imports from countries such as China. The result is that many lower skilled workers suffer job losses. It is, therefore, imperative that learners should realise that a life long attempt to acquire new skills is necessary in the times we live in.

The problem of lower-skilled careers can be overcome by means of further education. Tertiary education, provided by universities, gives individuals the opportunity to expand their minds and acquire skills for the workplace, but it also drives a country's economic and social growth and development. Universities are knowledge production centres – powerhouses of research innovation and drivers of growth. Universities produce the skilled people that are crucial to the economic growth that South Africa needs if all citizens – not just graduates – are to enjoy a high quality of life, good health, education and access to jobs, which will relieve poverty.

South Africa's strong higher education system, consisting of 23 universities, challenges minds, skills and drives development. More students than ever enroll at higher education institutions.

Before subject choices need to be made for Grade 10 to 12, a learner will need to work out their interest, abilities and hopes for future study directions. The National Senior Certificate will become the new school-leaving qualification in 2008. Based on a new curriculum for grades 10 to 12, the certificate requires learners to think carefully, critically and systematically about what they learn. To qualify for the certificate, a learner requires seven subjects – four compulsory and three of a learner's own choice. Many secondary school learners have made irreversible decisions by taking the wrong high school curriculum; they have thus closed the door to further education or to vocational fields that would have been suitable for them (Strang & Morris 1964: 111).

Higher education generates a sizeable chunk of the research the country needs in order to produce the new products and technology that drives our economy and makes it competitive. Researchers are continually probing for solutions to the challenges we face, everything from HIV/Aids vaccine to improving education or delivering better services to the poor. Many of South Africa's academics are known around the world for their knowledge in specific fields. Places to study are given below with different options.

2.6   TRAINING OPTIONS

After choosing your field of study, it is important to determine where and how to choose the most suitable institution for training.

University: Degrees – Higher education institution, largely academic with little practical training.

University of Technology: National Diplomas and BTech Degrees – Academic and Practical training, which includes compulsory experiential education in the practical industry.

Technical College: Diplomas, Certificated and Skills Programmes Vocation specific tuition with a great deal of practical tuition.

Distance Learning: Obtaining your degree or diploma through correspondence institutions, allows you to study at your own time, or whilst you are working.

Private Provider: Both Further Education and Training and Higher Education providers must be accredited with the national authorities – The Higher Education and Quality Committee, UMALUSI or the relevant Sector of Education and Training Authority (SETA).

On-the-job-learning: Work and study at the same time.

Not everyone goes to university. There are options outside higher education. There are 50 public further education and training (FET) colleges. While public and private FET institutions offer technical training, leadership means that you can "earn while you learn". Starting with a persons own business or taking a "gap year" to research the world of work, are other alternatives.

2.7   CAREER EDUCATION AND CAREER GUIDANCE IN THE NEW CURRICULUM IN SOUTH AFRICA

New subjects and the new National Senior Certificate mean that there are new entry requirements for universities and other training facilities. For a place at university and in the study programme of a learner's choice, he/she will need the required grade 10 to 12 subjects, achieve well enough in them and make sure that he/she links to the career he/she wants to pursue.

The advent of the National Curriculum Statement (NCS) has highlighted the growing need for a comprehensive career guidance programme that can satisfy the outcomes for the Life Orientation outcome "World of Work" that deals with orientation to the world of work to guide learners towards informed decisions about further study and career choices.

PACE Career Centre together with the Department of Education has developed materials to assist educators in delivery of the new curriculum at both General

education and Training (GET) phase and Further Education and Training (FET) phase.

What is of concern is the in-service training of new qualified graduates. The great training debate investigates why, on the one hand, the engineering fraternity are crying out for suitably qualified engineers to fill vacant posts, and on the other hand graduates in the field claim they cannot find employment. It concludes the problem lies mainly in the lack of proper in-service training of newly qualified graduates, and the racial differences in lifestyle young people and the historically disadvantaged have experienced when compared with the background of those in more senior positions (Imiesa 2004: 11).

Guidelines should be given to learners to make the right career choice which should include requirements and include international standards (Jollivet 2002: 28). A major concern is that candidates are not correctly qualified and lack skills. Reports state that information technology jobs are much harder to come by than two years ago, although the demand for Information Technology labour remains solid, it highlights that skills are in demand (Bowen 2002: 17).

Learners are not well informed at school regarding career choices and what type of learning institutions to choose. Most young people will leave with a sigh of relief when their school years are over, but for the career-conscious, education is really only just the beginning (Shaw 2002: 70).

Unfortunately, the increase in the available workforce is not being matched by demand for labour. This is particularly so in respect of the shortage of skilled labour in South Africa. For example, only one in five South Africans can perform "highly skilled" work and less than four per cent of the work force comprises professionals (South African Institute of Race Relations 1999).

2.7.1 Tertiary Study

Tertiary education should prepare learners to be the only long term generalists (Charland 1996: 132). Over the past few years there has been a dramatic restructuring of our tertiary study institutions through mergers and incorporations. These include:

- The reduction in the number of FET colleges to approximately 50 administrative clusters.
- The merger and incorporation of a number of universities of technology to create new institutions of higher learning.

Although many of the names of the institutions have changed, these sites of learning will remain the same. All degrees, diplomas and certificates remain essentially the same now.

2.7.1.1 *Universities*

While there are many different degrees available at universities, most careers can be followed via a primary field of study (degrees) at a university.

- BA (Arts)
- BCom. (Commerce)
- BSC. (Sciences)
- BEd. (Education)
- Building Science (Including Architecture)
- Agriculture
- Medicine

For entry into a university one needs to have a university pass. Entry into university is also dependent on acceptance by the specific universities determined by the point entry requirements (also known as an M-Score).

It is very important to choose the correct university course. Choosing your university course should be a direct continuation of choosing your career (Lindhard 1974: 70).

2.7.1.2 *Universities of Technology (Technikons)*

Technikons have traditionally been known for their career-focused, hands on approach to education and training. Their interface with industry has enabled them to structure courses with practical applications and to deliver graduates with knowledge that is career-focused and immediately relevant in the workplace. The newly formed Universities of Technology offer degree, diploma and certificate courses in 6 major fields:

- Applied engineering

- Biological, chemical and physical sciences.

- Applied commercial sciences

- Humanities

- Arts

- Teacher education

The entry requirement for a national diploma course (3 years) is a senior certificate. However, each faculty may have additional specific subject entry requirements. Most Technikons also offer degree programmes in various fields of study. There is a world wide shortage of skills, so obtaining a technical qualification through a technicon almost guarantees that a person will always have a job and earn a good salary (Holman 1992: 284).

2.7.1.3 *FET Colleges*

The importance of FET Colleges to employment creation in South Africa has long been under-emphasised. FET Colleges offer hands-on vocationally directed skills with close links to industry. FET Colleges offer a variety of national accredited qualifications in the following streams:

- Technical Stream (Engineering).

- Vocation Streams (Including various services and areas of business study).

- Practical Courses.

The minimum entry requirement for a FET College is usually a grade 9 certificate. A great advantage of public FET colleges is that they are located in all provinces, in both urban and rural areas and charge relatively low basic fees (Department of Education 2005a: 34).

2.7.1.4 *Private Colleges*

Private Colleges are profit-making organisations and therefore market a range of degree, diploma and certificate courses. Entry requirements therefore vary widely between fields of study.

2.7.1.5 *Financial Aid*

For many young people the cost of studying after school is too high because of pressing financial needs at home. In the world of work areas, educators offer guidance on financial aid and opportunities for financing further study after school. This includes creative ways of easing the sacrifice that comes with furthering ones education. Education gives one status as well as security in times of hardship (Lindhard 1978: 103).

2.7.1.6 *Bursaries*

A bursary is an amount of money granted to a student for the purpose of study. Bursaries are granted on the basis of academic performance, financial need and other requirements. They are usually not paid directly to students because they are often administered by a trust or body set up for this purpose. Minimum requirements for bursaries are high for instance there is often a minimum prerequisite of 60% for mathematics on the higher grade. Education is never really "free". It is expensive and somebody pays (Elder, Brewer & Elmer 1966: 305).

2.7.1.7 *Scholarships*

In South Africa we understand the term scholarship to mean an opportunity where an amount of money is granted to a learner on the basis of outstanding academic achievement in a defined field of study. Scholarships are in most cases provided by overseas institutions.

2.7.1.8 *Incentives*

Many institutions offer incentive schemes in order to attract learners with high academic, sporting and leadership potential. Academic incentives are provided on the basis of school marks as determined by the institution's points system (sometimes known as the M-Score).

2.7.1.9 *Loans*

Loans are offered to students by banking institutions for the purpose of paying for studies. The only condition of a loan is that it must be paid back with interest and can only be signed for by a person over the age of 21. This means that a parent or

family member of the student is usually required to stand surety the loan on the student's behalf.

Loans are difficult to obtain for the first year of study and banks providing the loan usually have very strict surety requirements. Bank loans are required to be paid back once a person has started with their students.

Recently the government set up a funding scheme for academically deserving and financially needy students. The fund offers students access to a loan part of which can be converted to a bursary. A marked feature of university study in South Africa is the large number of persons of advanced age who attend part-time or full-time courses in order to equip themselves better for their daily task (Education and Careers in Southern Africa 1980: 133).

2.7.1.10 *Learnerships and Skills Programmes*

A learnership is a structured learning programme, which includes practical work experience, and leads to an occupationally-related qualification registered by the National Qualifications Framework (NQF).

A skills programme is a learning programme that is occupationally based and for which a learner may obtain a credit towards a qualification registered on the NQF, once the skills programme has been successfully completed.

The department of labour through the South African Qualifications Authority (SAQA) have set up a number of learnerships aimed specifically at school leavers. The learnerships take the form of in-house learning at various employers with the aim of proving the learner with practical experience and skills and the possibility of increased future employment.

2.7.1.11 *Creative ways of financing one's studies*

Many people work before studying or work part time to pay for their studies. Part-time study includes working on weekends, in the holidays and in the evenings. Other people work full-time and study part time to pay for their studies. Part-time studies means that you must attend lectures in the evenings or during weekends.

State sponsored institutions are usually cheaper than private colleges. Some institutions have subsidies programmes and creative ways of offering tuition, i.e. CIDA City campus in Johannesburg.

By applying to study at more than one institution you ensure that you open your options for better opportunities that may be available. For instance each institution has its own incentive options for further study. Similarly, it is wise to apply for as many bursaries as possible. A person must meet the minimum requirements specified on the bursary.

Having a clear study goal is an important first step. There is evidence to suggest that those who have clearly defined and realistic career goals have a better chance of succeeding than those who do not.

2.8 CONCLUSION

This chapter consists of an overview of the new world of work in South Africa, with a focus on the changing scene on the career front and career education in grade nine. Career education and career guidance programmes in the new curriculum in South Africa were discussed in detail. The following chapter concerns itself with the research design, paradigm, methodology and ethical considerations.

CHAPTER THREE

The Research Design and Implementation

3.1 INTRODUCTION

The focus of this chapter is on the research design applied in the study. A research design is similar to an architectural blueprint. It is a plan for assembling, organising and integrating information (data) and it results in a specific end product (research findings). The selection of a particular design is determined by the way in which the problem is shaped, by the question it raises, and by the type of end product desired (Merriam 1991: 6). This study focuses on a qualitatively based research design in the exploration or in-depth analysis of a bounded system. According to Cresswell (1998: 61), a study can be bounded by time and/or place. A case study of three schools is used to determine grade nine learners' ability to make informed subject and career choices.

In gathering data for the research, the researcher used semi-structured individual interviews with five Life Orientation educators. Focus group interviews took place with three groups of ten learners each. Preliminary probing was done in the form of questionnaires. The aim was to determine their level of knowledge of the world of work and of their own interests and abilities. The researcher also made use of artefacts such as Life Orientation assessment activities from the world of work.

3.2 AIM OF THE RESEARCH

The primary aim of this study was to determine grade nine learners' experiences of the adequacy of career counselling at school. An investigation was done of how informed grade nine learners are making subject and career choices. The Life Orientation Educators and grade nine learners were also questioned about their knowledge of the National Curriculum Statement and the variety of careers available. According to the results, there were limitations that contribute to the development of the grade nine learners' ability to make timeous subject and career decisions. A further aim was to gather information to achieve new insights to improve educational practices of the institution.

3.3 RESEARCH DESIGN

Qualitative researchers develop their own designs as they go along, using one or more of the available strategies or tools as an aid or guideline (Fouche 2002: 271). Mark (1999: 225) prefers the term methods, when discussing the way a researcher goes about developing rich insights. Babbie (2001: 281) talks about paradigms, when referring to basically the same thing, i.e. the approach the researcher selects to study a particular phenomenon.

Henning et al (2004: 142) call it the management plan for the study. According to Leedy and Ormrod (2001: 91) it provides the researcher with a structure for

- the procedures that the researcher plans to use,
- the data that should be collected, and
- the data analysis that the researcher undertakes.

The continuation of the research design for the study will be further explored below.

3.3.1 Research Paradigm

A paradigm is a system of interrelated ontological, epistemological and methodological assumptions. A paradigm acts as perspective that provides a rationale for a research project and directs the particular method of data collection namely observation and interpretation (Terre Blanche & Kelly 2002: 123 – 146). In this study the point of departure is an interpretative approach since the researcher believes that the reality to be studied (grade nine learners' experience of career counselling) consists of the learners' and educators' subjective experiences of the career counselling process. The methodology of the study was based upon interviewing and participant observation. The researcher aimed at explaining the subjective reasons and meanings that lay behind the interaction in the career counselling classroom.

The data was collected in the natural environment of the grade nine learners and the Life Orientation educators. The researcher used multiple methods of data collection, namely questionnaires, individual interviews and focus group interviews.

3.3.2 Methodology

Qualitative Process

The methodology in qualitative research describes the design of the study, including the selection and description of the site, the role of the researcher, initial entry for observation, the time and length of the study, the number of participants and how they are selected, as well as the data collection and analysis strategies (McMillan 1997: 59). The research that was done was qualitative in nature, using case studies for the research design. The case studies were done at three different sites using three schools from three different socio-economic backgrounds in one education district. The researcher's role was that of participant observer.

Consent had been requested and received from the Department of Education and Principals to conduct the research in the three schools. The three schools were purposefully selected to represent three different types of schools, namely: an affluent school, a school in the middle income bracket and a school from an economically challenged area. Focus group interviews with a schedule took place with learners. In each school one group of ten learners participated. The learners were selected on a voluntary basis consisting of five males and five females in each group. They were interviewed on the school premises at a time that was convenient to each school in every case. Individual interviews were conducted with the Life Orientation educators to determine their knowledge of the National Curriculum Statement and their knowledge and skills to support learners towards subject and career choices. These case studies were used to investigate the experiences of the learners and the aptitude and knowledge of the educators.

3.3.3 Case Study

The definition of a case study according to Babbie and Mouton (2001: 640) is an intensive investigation of a single unit. Case study design, because of its flexibility and adaptability to a range of contexts, processes, people and foci, provides some of the most useful methods available in educational research (McMillan 1991: 394). Merriam (1992:

9) states that a case study is an examination of a specific phenomenon, such as a program (guideline) event, process or social group. The case study in this research correlated with Merriam's (1991: 11) suggestions on the main aspects of a case study, namely that:

- A case study is particular – the focus of the case study is on a particular situation (subject and career choices), particular students (grade nine learners) in a particular situation (career guidance class).

- A case study is descriptive – the end product of the case study is a "thick rich" description of the phenomenon. The grade nine learners' relatedness to subject and career choices is richly described and explained in Chapter Four.

- The case study is heuristic – bringing about new understanding, new meanings or confirming and extending what is known. The verification of the process data enables the researcher to bring about new understanding of how adequately grade nine learners are able to make informed subject and career choices.

In this study a collective case study was designed (three schools were targeted). It was kept in mind that because of the qualitative analysis of the results, these results can not be generalised as applicable to the entire country.

3.4 INFORMATION SOURCES

3.4.1 Questionnaires

Steenekamp (1984: 1) notes that the first issue on which clarity must be obtained before a questionnaire can be compiled is the purpose of the questionnaire. The questionnaire was administered as preliminary probing of the level of knowledge of the grade nine learners to make informed subject choices with a view on preparation for the world of work.

Oppenheimer (1966: 3) states the case as follows:
"We cannot judge a questionnaire as good or bad, efficient or inefficient, unless we know what job it was meant to do." The questions in this questionnaire were structured (closed questions). Structured questions are formulated to accommodate a fixed range of specific categories of responses from which the respondent has to select the category that suits him/her best (Schnetler, Stoker, Dixon, Herbst & Geldenhuys 1989: 45). The advantages to be gained from structured questions are that it is easier, as well as more

economical and less time consuming to administer questionnaires consisting of precodified questions.

The questionnaire was designed against the background of the information gleaned in the literature study and is attached in Appendix A.

3.4.2 Focus Group Interviews

The grade nine learners were invited to participate in a focus group interview on subject and career choices. Kreuger (1988: 124) defines a focus interview as "a carefully planned discussion designed to obtain perceptions on a defined area". In Kvale (1983: 176) in accordance states that "a qualitative focus interview is focused on certain themes of the life world of the interviewee". In this case learners shared their experience on the world of work and on making informed subject and career choices. The verbal data collected were tape recorded and later transcribed into written texts before being processed. The aim of the interviews was to determine grade nine learners' experience of career counselling to enable them to make informed subject and career choices. Insight into their perceptions was gained as the students articulated their knowledge of the National Curriculum Statement and their choices of careers.

The focus group interviews served as a rich source of data, providing access to the learners' own knowledge on subject and career choices.

3.4.3 Semi-Structured Interviews

The Life Orientation educators were interviewed individually. They were made to feel comfortable and at ease before the interviews started. The aim of the semi-structured interviews was to gain an understanding of their knowledge of and involvement in the National Career Counselling Programme as well as their information on the career front in the 21st century. In this relationship, the participant can be perceived as an expert on the subject and should therefore be allowed maximum opportunity to tell his story (Smith, Harrè & Van Langenhoven 1995: 9). The verbal data collected were tape recorded and later transcribed into written texts before being processed.

3.5 CONSIDERATIONS OF VALIDITY

Validity refers to the degree to which the explanations of phenomena match the realities of the world. In qualitative research claims of validity rest on the data collection and analysis techniques. Qualitative researchers commonly use a combination of any nine possible strategies to enhance design validity: prolonged field work, participant verbatim language, low-inference descriptors, mechanically recorded data, participant researcher, member checking participant review and negative cases (McMillan & Schumacher 1997: 404). The following arguments will be presented to show that the data collected in this study shows agreement on the description of phenomena between the researcher and the participants, thus proposing that the study is valid.

3.5.1 Prolonged and Persistent Field Work

Participant observation and in-depth interviews were conducted at the three different schools at times that were convenient to them to reflect the reality of life experience more accurately. The lengthy data collection period of 100 minutes for each interview provided opportunities for interim data analysis, preliminary comparisons and corroboration to refine ideas and to ensure the match between research-based categories and participant reality.

3.5.2 Participant Language and Verbatim Accounts

Informant interviews, phrased in the participants' language of learning namely English, were used for better understanding and to increase the validity of the study. Verbatim accounts of conversations, transcripts and direct quotes from documents are highly valued as data.

3.5.3 Low-Inference Descriptions

Concrete, precise descriptions from field notes and interview elaborations are the hallmarks of qualitative research and the principle method for identifying patterns in the data (McMillan & Schumacher 1997: 406). Tape recordings have been transcribed verbatim. Observations include precise descriptions of actions and non-verbal language of the grade nine learners' and Life Orientation educators.

3.6   CROSS VALIDATION

Cross validation comprises of a number of research methods and is acknowledged as one of the best ways to ensure validity and reliability in qualitative research (Babbie &

Mouton 2001: 275). It entails the collection of data in different ways and from different sources (Terre Blanche & Kelly 2002: 128). Denzin (in Babbie and Mouton 2001: 275) states that "by combining methods and investigators in the same study, observers can partially overcome the deficiencies that flow from one investigator and method. We can triangulate according to paradigms, methodologies, methods, researchers, etc." (McMillan & Schumacher 2001: 408).

Duffy (cited in De Vos 1998: 359) distinguishes between four guidelines for triangulation. In this study two of these guidelines are applicable.

- Observer triangulation where more than one observer/interviewer is used in a specific study. The planning of the study, data collection and themes that were selected during data analysis by the researcher were presented to a second educational psychologist for verification and commentary.
- Methodological triangulation refers to more than one method of data collection. McMillan and Schumacher (2006: 411, 412) are of the opinion that prejudice from the researcher is limited by making use of multiple data collection techniques. During this study the researcher used interviews,questionnaires and focus group interviews. Themes that came out during the individual interviews were presented to the focus groups consisting of ten members for further confirmation and investigation.

Jick (1983: 145 – 147) discusses the following advantages of using triangulation in qualitative research:

- It allows researchers to be more confident of their results. This is the overall strength of the multi-method design. Triangulation can play many other constructive roles as well. It can stimulate the creation of inventive methods and new ways of capturing a problem to balance with conventional data collection methods.
- It may also help to uncover the deviant or off-quadrant dimension of a phenomenon. Different viewpoints are likely to produce some elements that do not fit a theory or model. Thus, old theories are refashioned or new theories developed. Moreover, divergence results from multi-methods and can lead to an enriched explanation of the research problem.

- The use of multi-methods can also lead to a synthesis or integration of theories. In this sense methodological triangulation closely parallels theoretical triangulation, i.e. efforts to bring diverse theories to bear on a common problem.

Triangulation may also serve as a critical test, by virtue of its comprehensiveness, for competing theories (De Vos 2002: 342). The validity and reliability of the collection of data was increased by the role of the researcher that elicited cooperation, trust, openness and acceptance. According to McMillan and Schumacher (2001: 411) interactive research depends on the interpersonal skills of the researcher to create skills namely trust with the respondents, good relations and not to be biased in their actions.

3.7 RELIABILITY

Qualitative researchers don't place a high premium on reliability because the goal of qualitative studies is to describe a specific phenomenon in detail. This viewpoint is substantiated by Cresswell (2003:195) and Willig (2001:17).

3.8 DATA PROCESSING

The raw data, collected by means of semi-structured interviews, focus group interviews and questionnaires, need to be processed before being analyzed. The aim of processing data is to see what is similar and which things go together and which do not (Miles & Huberman 1994: 249). The raw data therefore needed to be refined from written text, tape recordings, notes and interviews into written transcripts in order to be processed and analyzed.

According to Poggenpoel (1998: 334) data management consists of the activities in systematic collection, storing and recycling of data as a goal. This contributes to high quality, easy availability of data, and documentation from data analysis that was done and ensures easy recovery of data and relevant analysis after the study has been completed.

Mouton (2001: 104) recommends that all data collection processes must be done accurately with the specific detail. All the information regarding dates of interviews, duration thereof, location, information relating to participants, the number of refusals of participants including any factors that could possibly have affected the results must be

kept. Mouton gives the following reasons (that connects to Poggenpoel's statement as discussed in the above paragraph):

- To compile a historic record that can be referred to later on when needed.
- As a form of quality control.

After all participants were informed about the use of the tape recorder, permission was obtained to record interviews. This enabled the researcher to have a comprehensive record of the interviews, without being hindered in the recording of notes (Terreblance & Kelly 2002: 129).

3.8.1 Transcripts

Transcripts were made of all data collected from the semi-structured interviews and the focus group interviews. Despite the different forms of data collected, they all share common features – they focus on subject choices and careers. In order to process the raw data, the "verbal formulations of the subjects have to be treated as an appropriate substitute of actual behaviour (Heritage cited in Silverman 1993: 116).

Heritage (cited in Silverman 1993: 118) notes the gains of working with transcripts as:

- Providing the researcher with more detail
- Allowing the reader and researcher to return to the exact extract to either analyze or refer back to
- Permitting the researcher to have direct access to the data

Transcripts were made after the interviews took place. During the process of transcription analytical notes were made of the contents of each interview. A file was opened containing data (transcribed interviews and other notes that were gathered were kept.)

The transcribed verbatim raw data were processed by making use of contextual and chronological clustering techniques. LeCompte (cited in Miles 1994: 249) views clustering as a process of seeing "what things are like each other, and which go together and which do not". The aim of clustering the data was to "understand the phenomenon better and then conceptualizing the objects that have similar patterns" (Miles 1994: 249).

Clustering data is thus the process of "inductively forming categories and their interactive sorting of things" (Miles 1994: 250).

3.8.2 Recording observations

Frequent interim analyses during data collection took place. Interim analysis serves two purposes: to make decisions in data collection and to identify emerging topics and recurring patterns (Mc Millan 1997: 507).

All data was scanned for possible topics to gain a global perspective of the range of data topics. Another strategy that was used in this study was to look for recurring meanings that may become themes or patterns. Some patterns, i.e. regularities and clusters of meaning, were discovered through late analysis.

3.8.3 Artefact collection

The aim of the artefacts in this study was to assess how well the learners used the resource material for research for the world of work research assignment. Mc Millan (1997: 457) states the collection and analysis of artefact requires five strategies.

1. Location of artefacts begins with mapping the field and continues during residence.
2. Identification of artefacts requires placing the artefact in retrievable form and cataloguing for access.
3. Analysis of artefacts requires descriptive data about the production or acquisition of the artefact by the group. Important questions are who uses it, how is it used, where is it used and the purpose of its use.
4. Criticism of artefacts is the determination of its authenticity and accuracy to identify the meaning of the artefact in the social setting.
5. Interpretation of artefact meanings must then be corroborated with observation and interview data. Artefact interpretation for subtle meanings depends on the social context and other data.

3.9   ETHICAL CONSIDERATIONS

The concept of ethics can be defined as a set of moral values and rules according to the expectations of appropriate behaviour displayed towards the respondents who are taking part or being affected in a research study (Strydom 1998: 24). The researcher used guidelines as posed by Durrheim and Terblanche (2002: 66 – 70), Leedy and Ormrod (2001: 107 – 110) and Cresswell (2003: 62 – 67) combined for the implementation of this study that are briefly discussed.

Ethical considerations were based on the respect for privacy and anonymity of learners, teachers and schools because that was the focus of the study. Permission was obtained from the Gauteng Department of Education and the relevant schools before commencing data collection (see Annexure A and B). The daily work functions of the institutions where the research took place were respected to minimize the disruption in the daily functioning of the institutions.

Before interviews took place with the respondents, the following was explained.
- Participation is voluntary and respondents are entitled to withdraw from study at any time.
- All the information was treated confidentially.
- The limitations of reliability were explained and it was clearly stated that the results of this study would be made public.
- The identity of the participants were protected.

Only relevant data pertaining to the study was collected to prevent the disclosure of participants' privacy. No participant was harmed by participating in the study.

Procedures were executed by competent persons and valid, reliable techniques were applied. The information obtained from the study is important to grade nine career counselling.

The data analysis and interpretation thereof is discussed in the next chapter.

CHAPTER FOUR
Data Analysis and Interpretation

4.1 INTRODUCTION

Analysis begins by going back to the purpose of the study. In this case it is to determine grade nine learners' experience of the adequacy of career counselling at school. A second purpose was to develop guidelines, to train and empower teachers with the necessary knowledge and skills, to fulfil their task in the career counselling process successfully. A key principle is that the depth and intensity of analysis are determined by the purpose of the study (Krueger & Casey 2000: 127). The questionnaires in this chapter consist of the analysis and interpretation of the focus group discussions and the semi-structured interviews. The consolidated data were interpreted and conclusions are drawn in Chapter Five.

4.2 DATA ANALYSIS

The data analysis was done by analysing the contents of interviews and focus group interviews. Content analysis is described by Leedy and Ormrod (2001: 114) as a detailed and systematic examination of a particular body of material for the purpose of identifying patterns, themes or biases within the material.

The content analysis of the Life Orientation educator interview is attached as Appendix B.

Qualitative phases of data collection and analyses are interactive research processes that occur in overlapping cycles. The qualitative data in this study is based on the phases of qualitative research according to MacMillan and Schumacher (1997: 402).

The model comprised of five phases:

Phase 1: Planning

Phase 2: Beginning data collection

Phase 3: Basic data collection

Phase 4: Closing data collection

Phase 5: Completion

Each phase is discussed individually:

4.2.1 Phase 1: Planning

Analysing the problem

Various reasons contribute to the supposition that the grade nine learners are not currently equipped to make informed decisions regarding subject and career choices. Due to the recent changes that took place in the FET phase, learners are not aware of the subjects that the different schools offer and what the subjects entail. Learners are not familiar with the National Curriculum Statement. Learners are not adequately informed about the various learning fields and the subjects associated with each field of study. Many teachers do not have enough knowledge about all the changes in the curriculum to inform the learners.

Schools were given different learning areas so that learners could make subject choices according to the subjects that they require and not according to the reputation of the educational institution.

In view of this the following research questions are addressed in this study:

- Are grade nine learners adequately informed and do they have the knowledge regarding the National Curriculum Statement for Grade 10 - 12 to choose learning fields and subjects?
- Are there enough resources available to assist learners to take more responsibility in making informed subject and career choices?
- What is the level of information that the Life Orientation educators have about the National Curriculum Statement regarding learning fields, subjects and where various careers fit in?
- Are all Life Orientation educators informed enough to give the learners knowledge and information about the National Curriculum Statement in order to make informed subject and career choices?

4.2.2 Phase 2: Beginning data collection

The study started with a literature search and a questionnaire that was designed against the background of the information gleaned from the literature study.

4.2.3 Phase 3: Basic data collection

Tentative data analysis begins with mentally processing ideas and facts while collecting data. Initial working conceptualizations and descriptions were transformed and summarised. Ideas and facts were identified which need corroboration in the closing phase.

4.2.4 Phase 4: Closing data collection

Ending data collection is related to the research problem and the depth and richness of the data collected, McMillan (1997: 403). Attention was given to possible interpretations and verification of the emergent findings with key informants, the remaining interviews or documents.

4.2.5 Phase 5: Completion

Completion of the active data collection phase blended into formal data analysis and the construction of meaningful ways to present the data. Initial diagrams were reconstructed to synthesize a holistic sense of the "totality" the relationship of the whole. A range of questions were asked from the recorded data to make possible interpretations. Data analysis was essential before interpretations could be made.

4.3 DATA CONSOLIDATION

The vast amount of data collected from the various data collection techniques needed to be consolidated in order to arise at categories determining the knowledge that grade nine learners have to make informed decisions in terms of subject and career choices. The final categories were obtained by taking the recurring patterns that arose in each observation. A consolidated matrix of the data collected after it was categorised is illustrated in tables 4.1, 4.2 and 4.3.

TABLE 4.1
Matrix of the consolidated data of school one (affluent school)
All the grade nine learners in the school were involved in the study

Categories	Questionnaires (Learners)	Focus Group Interviews Learners	Semi-Structured Interviews Educators	Artefacts – world of work exercise	Researcher's Interpretation
Career Counselling	Completed. Yes to most questions. Thorough research was done.	"Felt more secure" "Knowledge was conveyed"	"Definitely beneficial. Learners need to be informed to make suitable decisions."	Learners doing the necessary research. Appears keen and interested. Five learners share a file.	The learners' experiences were positive and they did positive research during observation. The educator stated that career counselling was beneficial.
Subject Choices	Learners are aware of the different fields of study and what each entail.	"I know exactly what I'm taking next year"	"Have explained the National Curriculum Statement in detail. Most learners will be able to make informed decisions"	Learners are made aware of the different options. Asked a lot of questions.	Learners knew exactly what subjects to take for the next year. During observation a lot of questions were asked. The educator was of the opinion that learners will be able to make informed decisions.
Excursions	Not included in the questionnaire.	"Well worth it, especially if you are uncertain"	"Totally, it opens up opportunities to a lot of learners" "We actually get guest speakers"	Not dealt with but gave information on all the tertiary institutions.	The learner felt it was well worth it. The educator explained that it opened up opportunities to learners.

TABLE 4.1
Matrix of the consolidated data of school one (affluent school)
All the grade nine learners in the school were involved in the study

Career Decisions	Completed. Yes on doing research on careers most suitable to the learners.	"I did lots of research and I know what is required"	"I really hope so after we have done all the research and went on-line"	The learners were enthusiastic and anxious and made notes on possible careers.	Learners were extremely positive. They know what is required for the different careers. The learners were enthusiastic during the observation. The educator expressed hope that is was the case after all the work was put into it.
Criticism	Not included in the questionnaire.	"Perhaps do career shadowing in grade nine already"	"I think it gives the learners knowledge and skills"	Learners seem to enjoy the exercise and working in groups, sharing information.	Learners made suggestions for career shadowing to take place. Learners enjoyed doing the exercise. The educator had no criticism against career counselling.
World of work exercise	Completed. Affirmative that the world of work exercise was done.	"It was well worth it, especially the thick file"	"We actually have enough resource material at our disposal"	The learners were excited and happy to do research.	Learners felt it was well worth it and during observation the researcher noted that the learners were excited and happy to do the research. The educator stated that the world of work exercise was outstanding.

TABLE 4.2

Matrix of the consolidated data of school two (middle income school)

All the grade nine learners in the school were involved in the study

Categories	Questionnaires (Learners)	Focus Group Interviews Learners	Semi-Structured Interviews Educators	Artefacts – world of work exercise	Researcher's Interpretation
Career Counselling	Completed. Yes to almost half of the questions.	"Well, I like it cause they are making it their job to help us to see what's going on"	"Their vision is broadened – they become more focused"	Varied. Not enough resource material. 15 learners per file.	The learners' experience was that they like career counselling. The learners, however, stated that there was not enough resource material. The educator felt that learners became more focused.
Subject Choices	Completed. Yes to knowing the different fields of study.	"It shows me what I must do in life to have brighter future"	"Not always – some do tend to change afterwards"	Learners are told about the New Curriculum. They were shown the poster, but most looked confused.	The learners knew that the correct subject choice goes with a brighter future. During the observation most learners look confused. The educator noted that learners are not always informed.
Excursions	Not included in the questionnaire.	"I have learned that I must work harder to have a proper job"	"Yes, they are then more knowledgeable"	Not dealt with, but were made aware of places to study.	The learner expressed that he needs to work hard to secure a proper job. Language barrier could have been a barrier that the question was not interpreted properly. The educator expressed that learners are more knowledgeable when excursions take place.

TABLE 4.2
Matrix of the consolidated data of school two (middle income school)
All the grade nine learners in the school were involved in the study

Career Decisions	Completed. Mostly yes on doing research on careers most suitable to learners.	"Not yet, but I have gone to the library but not the whole information"	"Fairly well informed"	Because learners need to share resources files in such large groups. Most are chatting.	The learner expressed that he has not made a career choice yet. During the observation period it was noted that most of the learners were chatting. The educator was not certain and stated that the learners were fairly well informed.
Criticism	Not included in the questionnaire.	"By helping them to know about the world of work exercise"	"Can be more informed, always room for improvement"	Mixed reaction. Learners who are working seem keen, while the rest are talking.	Learners are uncertain about the world of work exercise, they wanted to know more. The learners displayed a mixed reaction during observation because some were working while the rest were talking due to insufficient resource material. The educator stated that learners can be more informed expressing that the learners do not have access to all the knowledge.

TABLE 4.2
Matrix of the consolidated data of school two (middle income school)
All the grade nine learners in the school were involved in the study

World of work exercise	Completed. Mostly yes that the world of work exercise was done.	"Yes a lot because it explains to us as learners each career you choose in life"	"Their horizons are broadened to a greater extent"	The lack of resource material is quite evident.	Learners are aware of the relevance to the world of work exercise because they do realise that each career is fully explained. It is noted, however, during the observation period that there is a lack of resource material. The educator also realises the relevance of the world of work exercise by stating that the learners' horizons are broadened to a greater extent. It is evident that the value of the research is known but that the lack of resource material prevents learners from making a thorough research on relevant careers.

TABLE 4.3

Matrix of the consolidated data of school three (economically challenged school)

All the grade nine learners in the school were involved in the study

Categories	Questionnaires (Learners)	Focus Group Interviews Learners	Semi-Structured Interviews Educators	Artefacts – world of work exercise	Researcher's Interpretations
Career Counselling	Completed. Almost no to most questions that a thorough research was done.	"No, it didn't change that much because I know for a long time what I want to do"	"Some learners are still very confused about deciding which careers to follow but at least they see the light"	Learners are slow to work. Not enough resources. 20 learners per file.	The learners' experience expressed that they know from an early age already what career they want to do in future and that the research in the class had no influence on that. It can be the case that not enough research was done to influence their opinions. It was evident during the observation period that the resource material was not enough. The educator expressed that the learners were still confused and therefore uncertain.

TABLE 4.3
Matrix of the consolidated data of school three (economically challenged school)
All the grade nine learners in the school were involved in the study

Subject Choices	Completed. Mostly no to the fields of study.	"Yes, because they didn't only tell or teach you about jobs, but also motivated you to make the right choice"	"Not yet, there is still a long way to go. In fact they need more professionals to visit schools to tell them more about the new subjects"	Resources and information is lacking. Not enough to work in small groups.	The learners seemed uncertain because they need to be motivated by the educator to make the right subject choices. It was noted during the observation period that the resource material was insufficient to work in small groups. The educator also expressed her concern stating that there was still a long way to go for learners to make informed subject choices.
Excursions	Not included in the questionnaire.	"It benefits learners, lovely environment and teachers are very good"	"Yes, it is done every year. This exposes them to the outside world"	Not dealt with – but learners were informed of possible places to study.	Emphasis was placed on excursions because both the learners and educators expressed the value thereof.

TABLE 4.3
Matrix of the consolidated data of school three (economically challenged school)
All the grade nine learners in the school were involved in the study

Career Decisions	Completed. Mostly no on doing careers most suitable to the learners.	"No, but as far as I know it is as much as I want to take it – step by step"	"Number one – they don't know which career to follow as they are faced with pleasing their parents, educators and peer group. Most parents choose careers for their kids"	Very few learners are working because of the lack of resource material.	The learner is uncertain, wants to take it step by step. Very few learners were working during the observation period due to a lack of resource material. The educator felt that learners are uncertain and that they choose careers based on the decisions of the peer group, parents and educators.
Criticism	Not included in the questionnaire.	"Yes, they can come and teach the children to choose their right studies and know their career"	"Firstly, learners didn't even understand the stream of the school but after career counselling they are able to choose proper subjects"	It is evident that the numbers of learners per class is far too great for the resource material	The learners feel that career counselling is relevant to choose the right studies and career. Once more it is noted during the observation period that there is a lack of resource material. The educator states that career counselling is relevant because firstly the learners did not understand the stream of the school an after career counselling they could choose proper subjects.

TABLE 4.3

Matrix of the consolidated data of school three (economically challenged school)

All the grade nine learners in the school were involved in the study

World of work exercise	Completed. Mostly yes that the world of work exercise was done.	"Yes, because they don't choose what you should do, they encourage you to be passionate of what you want to do as your career job"	"There is lots of information about career choices but learners seem to ignore them. This is the most difficult part for learners"	Few of the learners have the opportunity to do research.	Learners see the research exercise as a motivational tool because it is expressed that it encourages learners. It was noted during the observation period that very few learners have the opportunity to do thorough research. The educator is of the opinion that learners have the information but that they seem to ignore it. This can be due to insufficient resource material that learners don't get the opportunity and time to make use of the very few books that exist.

4.4 INTERPRETATION

4.4.1 Career Counselling and Tertiary Study

4.4.1.1 *Data gathered at school one*

Many South African learners are first-generation learners aspiring to tertiary education because their parents did not have access to universities, technikons or colleges. Thus, many learners have little or no idea of what to expect at a university. Learners coming from disadvantaged educational backgrounds may also fear that they are not adequately prepared for the demands of tertiary education. The counsellor should possess a wide range of career information to be able to supply it directly and accurately during the lesson. The implication of this is that the counsellor should have memorized at least the basic aspects of information about the world of work and be able to readily produce the information when required. According to Nel and Prinsloo (Steadman & Watson 1999: 120) it is impossible for a counsellor to have all the information readily available and inadequate information can indeed jeopardise the career counselling process. Under no circumstances must incorrect information be given. It was evident from the focus group interview at the affluent school that adequate information was given to the learners. They stated "positive, felt more secure, knowledge was conveyed." Learners seemed to be more confident in making subject and career choices. It highlights the importance of career guidance, particularly in South African schools, as well as what career guidance programmes should consist of. This is backed by Mwamwenda (1996: 473), when he states that African children come across many people who are engaged in various occupations. In the process they develop attitudes, values and preferences, which influence some of their occupational decision-making. This is both advantageous and disadvantageous for learners. It is advantageous in that learners at the affluent school are exposed to a variety of careers. In the case of the affluent school being researched the learners are able to gain more knowledge and develop certain values and attitudes. However, learners who are not given all the information during career guidance may be restricted by the values and attitudes of their parents and these may not be relevant or satisfying for the learners. The parents' socio-economic status acts as a limitation on occupational choices by learners. This limitation can be reduced by career education and career guidance programmes, begun early in adolescence (Gibson & Mitchell 2002: 218).

4.4.1.2 *Data gathered at school two*

It was evident that the three Life Orientation Educators held similar opinions regarding the National Curriculum Statement and subject choices. When the educators were asked how informed they are of all the learning fields and of all the subjects that fall under each field, they stated that they are not well informed due to frequent changes of prerequisites. The learners held a similar opinion that they have not yet finished school and will only really know when they start working.

4.4.1.3 *Data gathered at school three*

When the Life Orientation educator from the economically challenged school was asked to describe what he/she thinks the learners experience after career counselling has taken place. The educator stated that "some learners were still very confused about deciding which careers to follow, but at least they saw light."

The learners in the focus group gave the impression that career counselling meant a lot to them but they stated that they already knew what they wanted to do before they received career counselling. Most of the learners were interested in becoming famous actors in television. It was clear to the researcher that the learners were unaware that in most cases tertiary education is necessary to obtain a job in an acting career.

4.4.2 Subject Choices

4.4.2.1 *Data gathered at school one*

Important educational decisions are taken at the end of grade nine when subject choices have to be made. The learners at the affluent school had the advantage of doing the research because only five learners share a file and each got an opportunity, shared information and enjoyed the research exercise.

4.4.2.2 *Data gathered at school two*

At age 14 to 15, many learners are still at the beginning of the career exploration phase. Their decisions are often taken for reasons that are not informed by future career planning. A learner from the middle income school stated that he/she was taking the subject because of a particular teacher and because her/his friends are making a particular choice. There are additional challenges where customs and attitudes differ between teachers and learners. At the middle income school, the Life

Orientation educator agreed that learners are uncertain, stating "Not always – some do tend to change afterwards. There are many schools where learners underachieve or where education is not prized by the family."

4.4.2.3 *Data gathered at school three*

It was clear to the researcher that the learners were uncertain about subject choices. The Life Orientation educator at the economically challenged school stated "Not yet, there is still a long way to go. In fact they need more professionals to visit schools to tell them more about the new subjects." According to Akhurst and Mkhize (Steadman & Watson 1999: 168), rural areas pose their own special problems in terms of accessibility and poor economic conditions. In some communities there is little support for prolonged education owing to economic pressures. This was evident with the world of work exercise at the economically challenged school where it was observed that 20 learners share one file and few learners had the opportunity to do the research. The learners at the economically challenged school were not as fortunate as the learners at school one with their resource material. In a class of 45 learners, there were only three files which were shared among 15 learners. Some learners took advantage of using the resources while the rest were bored. It seemed that within the low socio-economic area, learners lack knowledge to make informed subject choices.

4.4.3 Excursions

4.4.3.1 *Data gathered at school one*

One of the best ways of obtaining career information is to get hands-on experience. Visits to training sites, for example, tertiary institutions, may be very valuable. Preparations for the visit as well as the follow-up are important considerations. It was clear from the study that the affluent school was positive towards excursions. The learners explained "Well worth it, especially if you are uncertain."

4.4.3.2 *Data gathered at school two*

The educators said that the excursions also made a positive impact on the middle income school. The learner stated "I have learned that I must work harder to have a proper job."

4.4.3.3 *Data gathered at school three*

At the economically challenged school affirmation of how valuable excursions are, were explained by the learners "It benefits learners, lovely environment and teachers are very good." From this analysis, it is evident that excursions are effective at a basic level, for example, by providing descriptions of career training routes and entry qualifications.

4.4.4 Career Decisions

Career decision-making presupposes choice. The scarcity of formal work in what is currently an unfavourable economic climate leads many people to apply for any available job or for some to resign themselves to unemployment. According to Harren (1979: 124– 125) decision-making styles refer to the individuals characteristic mode of perceiving and responding to decision-making tasks, or the manner in which the person goes about making decisions. He identifies three career decision-making styles: Rational, Intuitive and Dependent.

4.4.4.1 *Data gathered at school one*

Harren's first career decision making style characterises school one:
- Rational: this style is characterised by a time perspective. The individual uses sufficient and accurate information, decides in a rational and logical manner, anticipates the need for future decision-making and accepts responsibility for the consequences of decisions made. This was evident at the affluent school where learners were of the opinion that they did adequate research and knew what was required to select a career.

4.4.4.2 *Data gathered at school two*

Harren's second career decision making style characterises school two:
- Intuitive: The adherents of this style also accept responsibility for decisions made but focus more on present feelings, fantasy and emotional self awareness when making decisions. A decision is made based on the intuitive belief that it is a good decision, even though the individual cannot explain how the decision was reached. The learner at the middle income school stated "Since I was five I knew exactly what I wanted to be one day." This is a concern because when the

researcher asked the learners questions, it was evident that research was not done in this regard.

4.4.4.3 *Data gathered at school three*

Harren's third career decision making style is applicable to school three:

- Dependent: This style is not characterised by responsibility for the decisions taken. The individual relies on the views and expectations of authorities and peers. It is reflected in passivity and compliance when decisions need to be reached. The Life Orientation educator at the economically challenged school stated "Number one – they don't know which career to follow as they are faced with pleasing their parents, educators and peer group. Most parents choose careers for their kids". Career decision-making processes are essential skills and counsellors need to be able to assist learners in learning these processes. If learners have difficulty in making career decisions it can ultimately hinder them from attaining their goals.

4.4.5 Criticism

4.4.5.1 *Data gathered at school one*

The New National Curriculum Statement career education forms part of one of the eight learning areas, namely Life Orientation. The implication is that career education should be integral to every school programme and that it can potentially have a far more central role. According to Ackhurst and Mkhize (Stead & Watson 1999: 114) however, the current crisis in education, the slow implementation of the new curriculum and moratoriums on the writing of new textbooks, the risks are that school guidance and particularly career education, will again collapse. As a result, another whole generation of learners will have minimal exposure to career education as education is reorganized as the process will need to start again. It appears that a great deal will depend both on the extensive re-training of educators, which will be necessary to enable the successful implementation of the National Curriculum Statement, and also on the skills of the material developers. Akhurst and Mkhize (Stead & Watson 1999: 174) explain that "it is likely that the small initiatives in individual schools and circumscribed localities by motivated and concerned

educators with vision, will be the reality of career education for the next few years". This is evident in the affluent school where the criticism was "Perhaps learners should do career shadowing in grade nine already." There are already ways of involving industry and commerce with career shadowing that occurs in grade 11.

4.4.5.2 *Data gathered at school two*

The learners wanted workshops based on different careers so that they could understand what is available and what each career requires.

4.4.5.3 *Data gathered at school three*

The funding and staffing of organised labour in career education programmes can be further explored as stated by the economically challenged school. "Yes, they can come and teach the children to choose their right studies and know their career." It was evident from the study that information and resources were lacking at the economically challenged school.

4.4.6 World of Work Exercise

4.4.6.1 *Data gathered at school one*

Career information research exercises have a vital role to play in each learners career development, namely in the exploration phase, in developing and investigation, and in making career decisions. The complexity of up-to-date career information is challenging because there is one constant factor, namely that the career world is constantly changing. It is therefore necessary for providers of career information to develop systems that can be expanded and are sufficiently flexible to assist learners adequately. Most learners interviewed were positive about the world of work exercise. The affluent school explained "well worth it, especially the thick file."

4.4.6.2 *Data gathered at school two*

The resource material lacked because 15 learners were sharing a file during the observation phase. The value of the world of work exercise was important to the learners. The focus group stated "Yes, a lot because it explains to us as learners each career you choose in life.

4.4.6.3 *Data gathered at school three*

It was observed that learners were slow to work during the observation period because 20 learners shared one resource file. The learners did however feel that the world of work exercise was important.

The focus group stated "Yes, because they don't choose what you should do, they encourage you to be passionate about what you want to pursue as a career." The world of work material is process and content orientated and is designed to take the learner through steps in the career education and decision-making process. The material includes self-assessment exercises and various suggestions regarding information seeking and help in searching for jobs. The world of work exercise proved to be valuable to most of the learners, however, the lack of resource files prevent the exercise from being successful in most schools.

4.5 SUMMARY

Extracts from the raw data collected were presented to give the reader a view of the process of data analysis. A consolidation and interpretation of the data were, illustrated by representations of the consolidation process. In the last chapter the conclusions and recommendations will be discussed.

CHAPTER FIVE

Conclusion of the Research

5.1   INTRODUCTION

The research study was done qualitatively within the social context of three schools, thus limiting the generalisability of the research. However, the research gives indepth, insight into the empowerment of the learners with knowledge to make informed decisions in terms of subject and career choices. It aims to further develop guidelines to train and empower teachers with the necessary knowledge and skills to enable learners to succeed in making informed subject and career choices. In view of this aim the following research questions were posed:

- Are learners adequately informed and do they have the knowledge regarding the National Curriculum statement for grade 10 - 12 to choose learning fields and subjects?
- Are there enough resources available to assist learners to take more responsibility in making informed subject and career choices?
- What is the level of information that the Life Orientation educators have about the National Curriculum Statement regarding learning fields, subjects and where various careers fit in?
- Are all Life Orientation educators informed enough to give the learners knowledge and information about the National Curriculum Statement in order to make informed subject and career choices?

Chapter One focused on the changes that took place in the Education system and which specifically are related to the National Curriculum Statement. In grade nine, learners need to choose between continuing with formal schooling the following year, entering the workplace or studying through a FET institution. It is therefore important that learners are adequately informed to make informed subject and career choices. The problem was analyzed and aspects which currently contribute to the problem were highlighted.

Chapter Two is the literature review that deals with career education and the preparation for the new world of work in South Africa. Emphasis was given to the

changing scene on the career front and career guidance programmes in South Africa. The importance of knowledge about personal values, personality traits, individual interests and individual abilities in the career counselling process was also explored.

Chapter Three comprises of the research design. This qualitative study was done by means of a case study comprising of three schools from different socio economic backgrounds. The research was done according to an interpretative paradigm. The selection of participants was discussed and questionnaires, structured interviews and focus group interviews were done. By means of field notes and a reflective journal, records were kept of the researcher's own experiences pertaining to the collected data and research process. A content analysis was done of the accumulated data and data were interpreted. Cross triangulation was implemented to increase the validity of the results. The researcher constantly remained sensitive in her role and ethical matters were kept intact during the execution of this study.

Chapter Four consists of the data analysis and interpretation. An outline of the research results is given. The report is concluded with summarized findings, conclusions and recommendations.

5.2   SUMMARY OF THE STUDY, FINDINGS AND CONCLUSIONS

The purpose of the study was to devise ways and means to empower learners with knowledge to make informed decisions in terms of subject and career choices. The problem was addressed firstly, by doing a literature review in order to be updated on the topic of the research. Secondly, the empirical research was done to investigate the state of affairs of the research topic.

The summary, findings and conclusions emanating from the literature study, the empirical study as well as the comments and interpretation of the research will be summarised in table 5.1.

TABLE 5.1

Findings from the study	Findings from the empirical research	Comment and interpretation
1. Global competition requires that today's workers need knowledge and skills for global competition. Moreover the advent of multinational networks have contributed to a more integrated world economy, Whitaker, (1992: 194).	Most learners lacked knowledge on skills associated with various careers.	Education and Higher Education must prepare learners for the new world of work.
2. Job security and stability is lost. The South African economy has become a major obstacle in providing sufficient jobs and reducing the high unemployment rate (SA Institute of Race Relations 1999: 305).	Learners are aware of the high unemployment rate. They lack the knowledge and skills to choose subjects to ensure that they will have employment.	No longer job for a lifetime. Unemployment is rife. Learners need to be innovative in creating their own opportunities for work.
3. Changes in new curriculum to adapt to technological and global changes are necessary. It should guide and prepare learners for life and its possibilities, Department of Education (2001b: 6).	Learners are not all fully informed and guided to make subject choices from the National Curriculum Statement.	It is vital that these changes were brought in order to keep abreast of technology and global changes. It was noted that more professionals are required to visit schools and tell learners about new subjects
4. The growing need for a comprehensive career guidance programme is highlighted. Career education will need to prepare learners of today for insecure employment, (Killeen 1996: 17).	Some learners are uncertain due to a lack of adequate information and excursions to promote career development.	Learners need to have knowledge and be informed to make informed decisions regarding subject and career choices.
5. Problem with the in-service training of new qualified graduates were identified. The problem lies mainly with the lack of proper in-service training of newly qualified graduates, Imiesa (2004: 11).	Learners are not aware of the different options available to further their career experience.	Learners are not adequately equipped today with knowledge.
6. The need for entrepreneurship is necessary for the 21st century. It is estimated that less than ten percent of matriculants will find employment in the formal sector after graduating in their first year (Dilley, Clitheroe, Engelbrecht, Falken & Lundall 2006: 123).	Most learners at the economically challenged school were under a misconception that glamorous employment can easily be obtained as actors and singers. Emphasis was not placed on experience and employment that is needed.	Learners should develop skills and opportunities to create their own employment.

7. Learners making the wrong subject choices have limited career choices and opportunities for further education. Many high school learners have made irreversible decisions by taking the wrong high school curriculum, they have thus closed the door to further education or to vocational field that would have been suitable for them (Ackhurst & Mkhize 1999: 168).	Learners are not always sure about subject choices. Learners expressed uncertainly about their choice of subjects.	Learners need to be educated and informed about the new curriculum and possible careers should be investigated in order to make informed decisions regarding subject choice.
8. Guidelines should be given to students to make the right career choice which should include requirement and include international standards, Jollivet (2002: 28).	Few of the learners have the opportunity to do thorough research due to the lack of resource material.	Learners should be adequately prepared to investigate different careers and the requirements involved with the different careers. Learners should be guided by the educator with ample information and resources to access all career possibilities.
9. We are now in what is sometimes termed as a post-modern work environment in which organisations become smaller, jobs are lost, contract workers are in demand and specific skills are required for short periods, Savickas (2000: 57 – 58).	Learners seem to ignore skills that are required in constant changing working environment.	Workers in South Africa are in a technological work environment involving contract workers for short periods of time with definite skills required for specific jobs. Change is inevitable and South Africans should keep abreast of change by becoming highly skilled.
10. Only one in five South Africans can perform highly skilled work and less than four percent of the work force comprises professionals, South African Institute of Race Relations (1999).	Parents choose glamorous careers for their children instead of careers such as artisans	The increase in the work force is not matched by the demand for labour that is highly skilled. There is a bottleneck effect in South Africa with too may unskilled workers and too few professional workers.
11. Choosing your university course should be a direct continuation of choosing your career, Lindhard (1974: 70)	Learners are not adequately informed and guided on career choices that are associated with particular universities.	It is extremely important to choose the correct university course to pursue your career. Learners should have a goal and plan especially for tertiary education.
12. Career education is today concerned with preparing the person for the choices and transitions which life presents (Stead & Ngweni 1999: 166).	"Firstly, learners didn't even understand the stream of the school but after career counselling, they are able to choose proper subjects." Learners choose subjects for now and not necessary for future career prospects.	Total change in the perception of career education today as in the past where educators were seen as supporters. Career guidance should help prepare learners to cope with the demands of their future worlds.
13. Whatever a learner's	Most learners were not given	People do jobs for different

personal values are, it is important to choose a career that supports or suits their values, (Hattingh & De Jong 2005: 5).	guidance on the relevance of their personal values in order to select a suitable career.	reasons and values should play an integral part in deciding what career to take. The role of personal values in career decision-making is of the utmost importance for job satisfaction.
14. People are able to make accountable career choices after having gained deeper insight into their personal profiles, (Lamprecht 2002: 120).	At most schools career counselling was done without informing the learners of the need and importance of a personality assessment to match suitable careers.	Assessment is an integral part of career counselling and career counselling cannot be carried out without it. If the career that the learner chooses goes against his values, career satisfaction will be limited.
15. A person will perform better in a career field to which he or she is psychologically suited (Stead & Watson 1999: 48).	It was determined with the questionnaire at most schools that significance was not given to the personality profile that is associated with each career choice.	Congruence between personality and work environment is the determining factor for career satisfaction, stability and achievement. Learners should be exposed to personality versus job questionnaires to be informed to make the correct career choices.
16. It is important to match the likely demands of the career and study choices that a person is interested in with a person's own personal characteristics and qualities (Clitheroe, Dilley, Engelbrecht, Falken & Lundall 2006: 126).	The importance of self interest in career choices was not adequately dealt with at most schools.	If a person is interested and enthusiastic about their career, the person is likely to find fulfilment through his / her chosen career. Learners should be exposed to interest questionnaires to establish what types of career will interest them and to gain further insight into their own talents and short comings.
17. The fact that a person has certain abilities will mean that they will be good at certain types of work (Euvrard, Finlay & Nduna 2006: 79).	Most learners are not aware of their own abilities and short comings and the relevance of a career that suit them best	It is important that learners should know their own strengths, develop them and be proud of them in order to choose a career. Self - knowledge and assessment should improve learners' abilities to make informed career and subject choices.

18. Learners should be adequately informed and they should have the knowledge regarding the National Curriculum Statement for grade 10 to 12 to choose learning fields (Department of Education 2005a:3).	Learners are aware of the change in the National Curriculum Statement. Learners from the affluent school gave a clear indication on the questionnaire and during the focus group interviews that they were well informed. With regards to the medium economic school and the economically challenged school the learners lacked information	Where there is a lack of funds and especially resource material, learners don't have an equal opportunity to gain enough knowledge regarding learning fields and subject choices
19. There should be enough resources available to assist learners to take more responsibility in making informed subject and career choices (Nel & Prinsloo 1999:119).	The resource material for the affluent school was adequate – 5 learners shared in a group. At the medium economic and economically challenged school this was not the case	The lack of resource materials was the cause of a huge problem conducted in this study. Too many learners were sharing resource files and they didn't get the opportunity to conduct a thorough investigation
20. Educators should have information about the National Curriculum Statement regarding learning fields, subjects and where various careers fit in (Department of Education 2005a:59).	The Life Orientation Educators from the affluent school were very well informed and quoted learning fields and subjects that their school offers. The Life Orientation educators from the medium and economically challenged school stated that more should be done to inform them because their knowledge is limited in that regard	More can be done from the education department in the form of resource material to inform educators with enough knowledge to guide learners
21. Life Orientation educators should be informed enough to give the learners knowledge and information about the National Curriculum Statement in order to make informed subject and career choices? (Department of Education 2006:15).	At the affluent school the Life Orientation educators guided the learners in their research with their subjects that it matched their choice of career. At the medium economic school and the economically challenged school needs were expressed to have professionals coming to the school because the educators' knowledge was limited	The education department should provide Life Orientation Educators with adequate training to ensure that learners make informed subject and career choices.

5.3   RECOMMENDATIONS

5.3.1 Life Orientation educators should be qualified and well informed

Very few of the Life Orientation educators were qualified to teach the subject. Little emphasis is given to the importance of Life Orientation as a subject. This viewpoint needs to change dramatically to ensure that learners are equipped with skills and knowledge to set future goals especially regarding subject choices and careers. Accredited training courses need to take place where attendance should be compulsory. Facilitators need to visit schools on a regular basis to ensure that standards are kept to ensure that educators are well trained and informed to carry out their work.

5.3.2 Improved resource material to schools

It is recommended that the number of resource files provided to schools must increase - the ratio should be 5 learners to 1 file. Suitable worksheets should also be forwarded to schools in the forms of questionnaires with the resource material. Learners should be able to do ability/talents, personality and interest assessments before they select a career. The researcher recommends further that thorough information should be forwarded to schools in grade eight already, based on the changes on the National Curriculum Statement.

5.3.3 Institution of Internet access at school on careers

Although internet access was not addressed in the research design, the researcher would like to recommend that thorough investigations on the internet should be done by learners on new and existing careers. Learners should keep abreast of technology and the global trends in the world of work. Schools should be quipped to facilitate this necessity in all learning areas, but especially in Life Orientation, in order for the learners to be more informed to make well informed subject and career choices.

5.3.4 Better rapport between parents and teachers

As result of the lack of resource material at school and learners not having adequate knowledge to make informed subject and career choices, there is an increasingly urgent need for educators and parents to communicate with each other more frequently about the future of learners. Parents should have the opportunity to conduct regular interviews with educators after personal assessments have been done in order to have a better understanding of suitable careers for their children and subjects to accommodate those specific careers.

5.3.5 Grade nine discussion groups and training

Discussion groups for teenagers are a new phenomenon or trend that is cropping up everywhere in South Africa. In these discussions career topics can be dealt with under the guidance of a specialist. It is recommended that adequate training should be given to grade nine group leaders to ensure that learners are thoroughly informed of new development in the curriculum with regards to subject choices and the latest careers.

5.4   MAIN CONCLUSIONS OF THE RESEARCH

Findings according to the research questions:

1.   Are grade nine learners adequately informed and do they have the knowledge regarding career counselling programs in the National Curriculum Statements for grade 10 - 12 to choose learning fields and subjects?

- Most of the learners at the affluent school stated that they were well informed.

- During the observation phase with the learners at the middle income school it was clear that they were confused. The learners stated that they saw the poster that showed the National Curriculum Statement but that they didn't really know what it was all about.

- It was evident at the economically challenged school that the learners didn't have any idea of the National Curriculum Statement. A definite language barrier

seemed to exist because the learners didn't understand the question and an answer was given that was totally irrelevant to the question.

2.   Are there adequate resources available to assist grade 9 learners to take responsibility in making informed subject and career choices?

- The Life Orientation educator at the affluent school was of the opinion that the resources are outstanding and that they had enough resource material at their disposal. It was also observed that the learners were excited and happy to do the research because there was enough research material to keep the learners busy and interested.

- It was quite evident that resources were lacking at the middle income school because 15 learners shared one file. Although the resources were lacking, the Life Orientation educator was positive about the material because it was stated that the learners' horizons were broadened to a greater extent.

- At the economically challenged school, it was clear that the learners were bored due to a shortage of resource materials. Groups of 20 learners had to share one file. Poor economic conditions hampered the learners from getting the opportunity to do the research on suitable careers.

3.   How informed are Life Orientation educators about the Career counselling programs in the National Curriculum Statement regarding learning fields, subjects and the requirements of various careers?

- The Life Orientation educator at the affluent school is of the opinion that the National Curriculum Statement was explained in detail and that most learners will be able to make an informed decision.

- At the middle income school the Life Orientation educator explained that he/she wanted to be more informed about the National Curriculum Statement because there was always room for improvement.

- The Life Orientation educator at the economically challenged school stated that there was still a long way to go and that the learners needed more professionals to visit schools and to tell them about the new subjects. It was evident that the educator didn't feel competent enough to supply the learners with the relevant information.

4.   Are Life Orientation educators adequately trained to give the learners knowledge and information about career counselling programs in the National Curriculum Statement in order to make informed subject and career choices?

- The Life Orientation educator of the affluent school stated that a week's training was held during the June/July school holidays and that the facilitator was competent and supplied the educators with the relevant information.

- The Life Orientation educator at the middle income school explained that he/she could not make the training during the holidays but that all the information was given to the school. It was however evident that more training should be given during school hours and not holidays.

- At the economically challenged school the Life Orientation educator stated that an effort was made from the Gauteng Education Department but that he/she felt the training was not enough to help the learners in their choice of subjects and careers.

5.4.1 Contribution of the Study

It is astonishing that in this day and age there is still not enough information available to learners regarding subject and career choices in some schools, considering the media and the internet is readily available with a wealth of information on different careers in South African schools.

In this research an effort was made to lend prominence to grade nine learners. Particular emphasis was placed on the urgent need of relevant information and adequate research material in order for learners to make informed decisions regarding subject and career choices. The researcher is hopeful that the present research will render a contribution to the benefit of its area of inquiry. Hopefully it will create awareness among parents, educators and learners of the relevance of adequate information to gain knowledge in order to make informed subject and career choices.

5.4.2 Limitations of the Study

Due to practical reasons only three schools were investigated. The research followed a qualitative design and the results can not be generalised. However, the findings indicate the nature and extent of the problem in these schools and suggest necessary

strategies to empower Life Orientation educators and grade nine learners in all schools.

5.4.3 Ethical Considerations

When the interview plan has been finalised the process of ethical clarification can begin (Kvale 1996: 109). The respondents, namely the grade nine learners and Life Orientation educators, gave their consent to participate. The participants were fully informed about the research in which the interviews were going to be used. Participants were given the assurance that their privacy and sensitivity would be protected and what was going to happen with the information after study. Relevant research methods were identified and implemented on a consistent basis. During the interpretation of the date, the context in which the grade nine learners were placed was considered. Findings were accurately given.

5.4.4 Matters Requiring Further Research

The following recommendations are given for further research in the field:

- The extent to which career education is integrated into other educational programmes should be given a higher priority.
- The level of qualifications and competency of Life Orientation educators should be standardized.
- Ways and means in which Life Orientation educators can be empowered with the necessary knowledge and skills to support learners adequately, should be investigated.

5.4.5 Final Comment

Career counselling is both general and specific in nature. On the one hand it calls for general counselling skills that are used in most counselling interactions. On the other hand, it also represents a specific type of counselling that calls for a more directed, information-driven process. Career counselling is all about choice, and choice implies the making of decisions. The extent to which there are choices available and the nature of such choices are defined by the context in which the learner lives. In an environment of high unemployment and low educational achievement, choices about future work become limited. Choice is best made based on sufficient and relevant information. Thus career counselling is also about information: self-information

about the individual who must make a decision and career information about the options he/she is considering. More emphasis on career information and relevant resource material should be given in career counselling to grade nine learners to make informed subject and career choices.

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APPENDIX A

GRADE 9 LEARNERS' EXPERIENCE OF CAREER COUNSELLING AT SCHOOL

* *
QUESTIONNAIRE
* *

Tick the applicable blocks

1. Have you done a personality versus job questionnaire?

2. Are you aware of the different fields of study?

3. Do you know what field you fall into?

4. Are you aware of the different lists of environments in the job markets?

5. Do you know what type of environment is applicable to you?

6. Do you know what duties are associated with each field of study?

7. Have you filled in a questionnaire regarding the list of environments that are most suited to you?

8. Have you done a choice of subjects related to the field you are interested in?

9. Have you filled in a list of duties regarding each field that is most suited to your personality type?

10. Have you done the self exploration exercise in the World of work?

11. Have you done the research on careers most suitable to you?

12. Have you done the correct format to draw up your own curriculum vitae?

13. Are you familiar with the "Basic Conditions of Employment?

14. Do you know what entrepreneurship entails?

15. Are you familiar with all the costs required to attend a tertiary institution?

APPENDIX B

EXAMPLE OF THE TRANSCRIPT OF THE INTERVIEW WITH ONE OF THE LIFE ORIENTATION EDUCATORS (FROM THE MIDDLE INCOME SCHOOL)

Researcher	Respondent	Patterns Identified
1. In what way has career counselling influenced the learners in your class concerning the subject choice decision-making process after career counselling?	Their vision is broadened – they become more focused.	Focused.
2. What do you think learners experience when faced with making career or subject choice decisions before the experience of career counselling?	They are driven by choices made by parents.	Parents.
3. Describe what you think the learners' experience of making career and subject choices has been, after career counselling has taken place.	They are motivated and eager to make selections.	Motivated, eager.
4. What are the benefits in getting speakers from various tertiary institutions?	Enlightenment; knowledge increases.	Enlightenment knowledge.
5. How do you feel about various tertiary institutions that market their institution at your school?	Good, gives opportunities to learners. Time, however, is a constraint.	Opportunities.
6. Do you feel the learners have gained enough knowledge to make informed decisions regarding their subject choices? Motivate your answer.	Not always – some do tend to want to change afterwards.	Change afterwards.
7. How familiar are you with the requirements of the National Curriculum Statement?	Aware but not too familiar.	Not too familiar.
8. How informed are you of all the learning fields and all the subjects that fall under each field?	Not too well informed – due to frequent changes of pre-requisites.	Not too well.
9. What do you do with the learners, regarding the financial aspect of tertiary studies?	Inform them of financial support available.	Inform them.
10. How well informed do you think the learners are after being exposed to the World of Work to make informed career decisions?	Fairly well-informed.	Fairly well.

APPENDIX C

EXAMPLE OF THE TRANSCRIPT OF THE INTERVIEW WITH ONE GRADE NINE FOCUS GROUP LEARNERS (FROM THE ECONOMICALLY CHALLENGED SCHOOL)

Researcher	Respondent	Patterns Identified
1. In what way has career counselling influenced your subject decision making process?	"In staying away from bad things." "It has not influenced me at all. I know what career I am going for."	Staying away – bad things. Hasn't influenced.
2. What did you experience when faced with making career or subject choice decisions before your experience of career counselling?	"It was not as bad as I thought it will be." "Yes, the compulsory subjects are maths and I don't know what else."	Not as bad. Don't know what else.
3. Describe your experience of making career choice and subject choice decisions after career counselling	"It did not make a difference." "It was clearer to me because I understand it much better now. I know what I want to become."	No difference. Understand much better.
4. What do you think of the speakers from various tertiary institutions that inform you of all their requirements and what they offer?	"That they can speak to us so that we can learn from it." "Yes, I have learned something from it."	Learn from it. Have learnt.
5. What benefits are there in excursions to various tertiary institutions?	"That we can see what they have to offer us." "It will make myself more comfortable to see what is in store for me."	What they offer. More comfortable
6. Do you feel you have gained enough knowledge from career guidance that you can make informed decisions regarding your subject choice for next year? Motivate your answer.	"No, so we can think about it and do my dancing afterwards." "Yes, I do know. I would take technical drawings, maths, history and geography."	Think about it. Yes I do.

7. Have you done enough research in career guidance that you can make informed decisions regarding career choices? Motivate your answer.	"No, not yet because I still want to do it." "No I haven't, but there is obviously a lot of jobs out there."	Not yet. No I haven't.
8 How do you plan to pay for your tertiary studies?	"I am using all the money I get every month." "My brother is going to paying to pay for my studies." "My parents are going to save money."	Using all the money. Brother paying. Parents are paying.
9. What more can be done in Grade nine career counselling to prepare learners to make informed decisions about their subject and career choices?	"To have more fun subjects for us." "They can inform the learners more about other careers by convincing them."	More fun subjects. Inform more – convincing.
10.Do you think the world of work exercise has exposed you enough to be able to make informed decisions? Motivate your answer	"No not yet, but they should make us do it a lot so we can see where our choices lead us." "No, I don't think it is enough. We need to do some more work about the world of work."	No, not yet – do it a lot more. No, not enough – some more work.