

**PERCEIVED INFLUENCE OF INEQUALITY ON
THE CAREER DEVELOPMENT OF EMERGING
ADULTS IN SOUTH AFRICA**

by

ADRIAAN FREDERIK SMITH

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SUPERVISOR: DR. A VAN NIEKERK

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DECLARATION

I, Adriaan Frederik Smith, student number 50752960, for the degree, Master of Commerce, declare that

“Perceived influence of inequality on the career development of emerging adults in South Africa”

is my own work, and that all sources that was used and quoted in the dissertation have been indicated in the text and acknowledged by means of a complete reference list.

I declare that ethical clearance has been obtained from the College of Economic and Management Sciences Ethics Research Committee at UNISA (Annexure C) at the University of South Africa and that informed consent (Annexure A) was given by all participants to conduct the research.

SIGNATURE

DATE

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SUMMARY

PERCEIVED INFLUENCE OF INEQUALITY ON THE CAREER DEVELOPMENT OF EMERGING ADULTS IN SOUTH AFRICA

by

AF Smith

Degree: Master of Commerce (Industrial and Organisational Psychology)

Supervisor: Dr A van Niekerk

After the transition from the Apartheid government to the first democratically elected government of South Africa in 1994, massive challenges of inequality had to be addressed. The career development and ability of those individuals who were discriminated against, to participate economically, are still a challenge today which indicate that past inequalities have not yet been addressed. The study aimed to gain a deeper understanding of how inequality influence the career development of emerging adults in South Africa. The findings indicated that the legacy of inequality in South Africa is still a highly influential factor in the career development of emerging adults with regards to the lack of mentorship and access to information experienced. The inability of South Africans as a collective to address the legacy of inequality also influence prospects for career development with regards to emerging adults not being financially able to gain access to career development opportunities.

KEY WORDS

Inequality; career development; emerging adulthood; organisational psychology; career psychology; social constructionism; previously disadvantaged; black tax; thematic analysis; qualitative research.

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CHAPTER 1

SCIENTIFIC ORIENTATION TO THE RESEARCH

The dissertation explores the perceived influence inequality has on the career development of emerging adults in the specific context of South Africa. Chapter one formulates the background and motivation for the study which serves as foundation for the exploration of the problem statement and research questions which follow. The general and specific aims of this study is described in theoretical and empirical outcomes. The described paradigm perspective discussed in this chapter forms the guiding framework which lead to the development and structuring of the research design and research methodology defined. An overview of the chapters in this dissertation is presented which concludes with a summary at the end.

1.1 BACKGROUND AND MOTIVATION

The South African socio-economic context is characterised by great inequality between the select few who have been able to monopolise the South African economy to a certain extent and the majority of the nation who are playing catch up in a game where the goal keeps on moving further and further away (Albien & Naidoo, 2016). Despite various attempts by the post- apartheid government to rectify the inequality by means of the National Skills Development Strategy and correctional policies (Abrahams, Jano, & Van Lill, 2015), the inequality gap keeps growing (Albien & Naidoo, 2016).

Inequality by implication has definite influences on the general development of the majority of the country (Adegun, 2013) and mostly the black population of South Africa (Theron & Theron, 2014). On the grounds of this inequality, the ability for emerging adults to join and compete in the workplace is restrained (Posthumous, 2013) and therefore the career development of emerging adults in South Africa faces unique and contextual influences (Mudhovazi & Maree, 2012).

In the contextual framework of the South African society, the majority of citizens could be classified as previously disadvantaged (Goodman & Tredway, 2015). Previously

disadvantaged individuals in the South African community are those who were discriminated against in the apartheid era from 1948 to 1994 (Goodman & Tredway, 2015) by means of withholding specific racial groups from development and participation in economic activities (Abrahams et al., 2015). The lack of developmental opportunities for previously disadvantaged groups caused the career development of these individuals to be limited to very specific blue collar professions (Posthumous, 2013). The inequality that was created by discrimination in terms of career development, has been inherited by the current generation that is entering the workplace (Albien & Naidoo, 2016). By implication, inequality is not only evident in career development; the inheriting nature thereof also sustains itself (Posthumous, 2013).

Currently, there is a massive skills shortage in terms of emerging adults entering the workplace (Van Aardt, 2012). This implies that there are certain expectations regarding the employability of emerging adults in the workplace that are not met, indicating a gap in the career development process and opportunities available to emerging adults (Ismail, Ferreira, & Coetzee, 2016).

The current focus on the employability of emerging adults emphasises the adaptability and development of career meta- capacities in an emerging adult's career development (Ismail et al., 2016). The question therefore becomes not only how do we address that lack of career adaptability, but also, if the expectations of the workplace is relevant for emerging adults from a disadvantaged background, and considerate of the influence that inequality has on emerging adults' career development (Albien & Naidoo, 2016)?

Albien and Naidoo (2016) argue that the influences of inequality are not taken into consideration in the expectations of the South African workplace which results in a dissonance in the career development of previously disadvantaged emerging adults. The implication of this problem in the world of work is therefore threefold: Firstly the career development opportunities of previously disadvantaged individuals are not considerate of, and informed by the influences of inequality (Albien & Naidoo, 2016), secondly workplace expectations and demands are not met by the supply of emerging adults (Ismail et al., 2016; Kraak, 2015) and lastly, the information gap in the career

development process of previously disadvantaged emerging adults and the influence of inequality does not inform and rationalise the expectations of the workplace (Albien & Naidoo, 2016; Goodman & Tredway, 2015). In an attempt to address the gap between the career development of emerging adults and the expectations of the workplace, the influences inequality has on the career development of emerging adults has to be identified (Albien & Naidoo, 2016; Mudhovazi & Maree, 2012).

Albien and Naidoo (2016) concluded that more qualitative investigation is required to determine the influence previously disadvantaged emerging adults experience in their career development in the uniqueness of the South African context in terms of its inequality. Albien and Naidoo (2016) also concluded that typical career development theories such as Super's developmental stages and trait- and- factor approaches such as Holland's career development theory does not inherently attend to the identified gap between the career development of emerging adults in an unequal society and the expectations of the workplace. Social Cognitive Career Theory (Brown & Lent, 2016) however, includes different social influences and takes the individual's context into consideration (Brown & Lent, 2016). Still Albien and Naidoo (2016) argue that practical real- life career development does not include a consideration of the influences perceived by previously disadvantaged individuals.

There is also a general gap in research that specifically describes social influences perceived by black emerging adults (Abrahams et al., 2015; Mudhovazi & Maree, 2012) and the research that currently exist focus primarily on black university students (Swanson, 2016). The exclusion of social influences regarding inequality in career development could be related to the low scores in career maturity that black students recorded in several studies (Albien & Naidoo, 2016; Coetzee, 2012; Geldenhuys, 2015; Krieshok, Motl, & Rutt, 2011; Mudhovazi & Maree, 2012). There is a gap in research that makes the link between black emerging adults and the expectations of the workplace (McKeever, 2017; Mudhovazi & Maree, 2012; Seider et al., 2018). It is therefore recommended that further research is done to understand, address and eventually redefine the nature of this dysfunctional relationship from a developmental perspective in South Africa (Mudhovazi & Maree, 2012).

Inherent to research that addresses social influences is the dynamic nature of social contexts (Domene, Landine, & Stewart, 2015; Maree, 2015), implying that the perception of influences perceived by individuals is not static and fixed (Young, 2013). The dynamic nature of career development (Myburgh, Watson, & Foxcroft, 2015) indicates that constant research is required to record and understand relevant social influences and that repetitive studies over time might yield different results (Shulman et al., 2016).

This study aims to inform the current gap that is evident in research by investigating the current influences of inequality on career development in emerging adults. Developing a framework that informs the influence of inequality in the career development process of previously disadvantaged emerging adults will assist in understanding the identified gap in current research (Albien & Naidoo, 2016). The framework may assist in developing an aligned approach between the expectations of the workplace and the career development of emerging adults in South Africa (Goodman & Tredway, 2015). If the gap between supply and demand in the workplace is not addressed, the social impact of inequality will grow and negatively sustain itself (Posthumous, 2013) and the skills shortages perceived by business will increase (Albien & Naidoo, 2016). Inequality as a social construct cannot be addressed without considering the influence it has on the career development of emerging adults (Abrahams et al., 2015; Albien & Naidoo, 2016; Brown & Lent, 2016; Mudhovazi & Maree, 2012).

1.2 PROBLEM STATEMENT

Inequality in the South African community keeps on growing (Abrahams et al., 2015; Albien & Naidoo, 2016). This could be related to the shortage of developmental opportunities for groups and individuals that have been previously disadvantaged because of apartheid (McKeever, 2017; Mudhovazi & Maree, 2012). With the growing gap between the rich and the poor in South Africa, inequality as a social construct has shown to negatively sustain itself (Oluwajodu, Blaauw, Greyling, & Kleynhans, 2015).

The lack in developmental opportunities for previously disadvantaged individuals in South Africa (Oluwajodu et al., 2015), historically and presently (Mudhovazi & Maree,

2012), constantly contributes to inequality and restrains the ability of previously disadvantaged individuals to participate in the South African economy (Dosunmu & Adeyemo, 2018; Goodman & Tredway, 2015; Van Aardt, 2012). The South African economy on the other hand, is one that embraces the capitalist approach to development (Albien & Naidoo, 2016). Consequently, the workplace developed to an extent where certain skills and requirements which form part of the workplace demand (Ismail et al., 2016) are not met by the majority of emerging adults entering the workplace (Botha, 2014). The dysfunctional relationship between the expectations of the workplace and the abilities of previously disadvantaged emerging adults therefore causes unemployment in emerging adults (Oluwajodu et al., 2015; Van Aardt, 2012).

On the other side of the coin, the shortage of developmental opportunities for previously disadvantaged individuals (Albien & Naidoo, 2016), causes a serious lack in skills required in the workplace (Goodman & Tredway, 2015; Savickas, 2011) and is therefore also to the detriment of the South African economy (Oluwajodu et al., 2015). This results in a situation where both parties lose and again, negatively sustains the influence of inequality (Abrahams et al., 2015; Albien & Naidoo, 2016). The rich and the poor therefore develop and participate in, not only different, but separate contexts, with regards to economic activity which influences on their career development (Albien & Naidoo, 2016; Hamann & Bertels, 2018; Mudhovazi & Maree, 2012).

Derived from the problem stated above two distinct contextual dimensions can be identified: Firstly, the upper class in the South African society who are actively participating in the economy and have access to career development opportunities (Posthumous, 2013). The upper class citizens are also the developers of workplace expectations (Posthumous, 2013) and control the economy along with governmental bodies (Albien & Naidoo, 2016). Secondly, the lower class or previously disadvantaged groups and individuals, who are unable to actively participate in the economy and have limited career development opportunities (Dosunmu & Adeyemo, 2018; Lindstrom, Kahn, & Lindsey, 2013; Nelson, Brooks, Sahaym, & Cullen, 2017; Posthumous, 2013; Potgieter, Coetzee, & Ximba, 2017).

Each of these contextual dimensions could be understood and defined individually (Posthumous, 2013), however, a third contextual dimension could also be identified in literature (Posthumous, 2013). The third contextual dimension deals with the relationship and synergy between the first two contextual dimensions namely the upper class and lower class (Albien & Naidoo, 2016). The identity of the third dimension lies within the influence that inequality has on the citizens of South Africa (Abrahams et al., 2015; Albien & Naidoo, 2016; Mudhovazi & Maree, 2012). The first two dimensions that are identified seem to be out of touch with each other (Abrahams et al., 2015) and it is in the developmental interest of South Africa to develop an understanding of the third contextual dimension, namely the influence of inequality (Albien & Naidoo, 2016).

Should an informed and well defined third dimension be established, new developmental opportunities can be created and the relationship between the upper class and the lower class can become one that is well informed, with the ability to address inequality (Abrahams et al., 2015; Albien & Naidoo, 2016). Specifically to this study, understanding the influences of inequality on career development, might inform the process of assisting emerging adults to become active participants in the economy (P. Botha, 2014) and furthermore assist the economically privileged to understand the career developmental needs inequality has caused (Bunderson & Van Der Vegt, 2018; Lindstrom et al., 2013; McKeever, 2017; Posthumous, 2013). This study therefore looked to inform the third dimension by gaining a deeper understanding of the influence that inequality has on the career development of emerging adults. The research question therefore focussed on exploring the perceived influence inequality has on the career development of emerging adults.

1.3 AIMS

The aim of this research was to gain a deeper understanding of the perceived influences inequality has on the career development of emerging adults in the South African context.

The specific literature aims of the study were to:

- conceptualise inequality and its related constructs;
- conceptualise career development and its related constructs;
- conceptualise emerging adulthood and its related constructs; and
- explore the influence inequality has on the career development of emerging adults.

The specific empirical aims of this study were to:

- gain a better understanding of how inequality influences the career development of emerging adults in the South African context;
- to provide a basic framework of the perceived influence inequality has on the career development of emerging adults in South Africa; and
- to make recommendations to address the perceived influence inequality has on the career development of emerging adults.

1.4 THE PARADIGM PERSPECTIVE

This section describes the paradigms in terms of meta- theoretical concepts and research paradigms that are applicable to this study (Schwab & Syed, 2015). The discussion of the theoretical paradigms describes the presuppositions and theoretical understanding of the theoretical concepts namely inequality, career development and emerging adulthood as it is described from a systems perspective (Tavory & Timmermans, 2009). The discussion on the empirical paradigm describes the presuppositions that guide the research design and explain the social constructivist paradigm (Schwab & Syed, 2015).

1.4.1 Theoretical relationship

The theoretical paradigm is situated within the systems perspective (Cabrera, Cabrera, & Powers, 2015), to describe and understand the disciplinary and psychological paradigm under which the research was conducted. The assumptions underlined in the interaction between different relevant theoretical concepts such as career development, emerging adulthood and inequality, were explored to guide the

approach through which the literature aims of this study were achieved (Annells, 1996; Tavory & Timmermans, 2009).

The interactions between the theoretical concepts in terms of the systems perspective (Schwab & Syed, 2015) guided the epistemological assumptions (Schwab & Syed, 2015) in terms of conceptualisation of literature.

1.4.1.1 Disciplinary relationship

The research was conducted in the field of industrial and organisational psychology and more specifically the sub-fields of career psychology and organisational psychology.

Industrial and organisational psychology can be seen as a discipline within the general discipline of psychology that seeks to understand the behaviour of people with specific reference to their interaction with their working environment (Strümpfer, 2007). The discipline aims to understand multidimensional factors that influence individuals and organisations with the objective to understand current- and predict future behaviour in the work environment and its relation to different social, cultural and environmental factors (Krieshok et al., 2011; Strümpfer, 2007). This study aims to understand the influence of inequality on the career development of South African emerging adults. The influence that inequality has on the career development of emerging adults (Albien & Naidoo, 2016) will therefore be discovered under the assumption that both individual behaviour in terms of career psychology (Maree & Twigge, 2016), and workplace behaviour in terms of organisational psychology, (Geldenhuys, 2015) is affected.

Career psychology is one of the sub-disciplines of industrial and organisational psychology. The aim of career psychology is to understand the career of the individual and of groups and the influence that it has on organisations (Cook & Maree, 2016; Oluwajodu et al., 2015; Schreuder & Coetzee, 2012). Career psychology as a developmental discipline looks at careers as a construct that is evolving in nature and not as a set constant in a person's life (Geldenhuys, 2015). Different developmental theories in this discipline focus on career development and continuously assess changes and influences in the development of individuals careers (Geldenhuys &

Oosthuizen, 2015; Krieshok et al., 2011; Savickas, 2011). In this study, the influence inequality has on the career development of South African emerging adults has been investigated in an attempt to describe the perceived influences on their career development such as education, political factors, sociocultural influences and socio-economic influences (Albien & Naidoo, 2016).

Organisational psychology is a further sub- discipline of Industrial and Organisational Psychology and investigates the relationship between employees and organisations in terms of employee behaviour towards the organisation (Strümpfer, 2007). Organisational psychology uses information from various sub- disciplines in industrial and organisational psychology to gain information of employees and its influences on organisations (Schreuder & Coetzee, 2012). Consequent to the effect that career psychology and development has on organisations, organisational psychology inherently forms a part of the theoretical paradigms of this study as it has a direct impact on organisational development and interventions that organisations might initiate to address these influences (Lucy, Chiapetta, Sabuco, & Murray, 2013; Strümpfer, 2007).

Emerging adulthood (Arnett, 2000) and inequality (Young, 2013) could be described as constructs of social science (Wall et al., 2015), both theoretical concepts will also be discussed as theoretical concepts in the industrial and organisational psychology discipline. Emerging adulthood as developmental phase (Arnett, 2000) with specific reference to career development in the school to work transition (Wall et al., 2015) has been identified as a specific age group, ranging from 18 to 29 (Schwab & Syed, 2015; Shirai, 2012). Inequality has been conceptualised in terms of its socio-economic nature (Posthumous, 2013) and its influence on the world of work (Albien & Naidoo, 2016).

1.4.1.2 *Psychological paradigm*

The interaction between the different theoretical concepts has been conceptualised within the psychological systems perspective (Cabrera et al., 2015). The systems perspective works on the assumption that there are relationships between different variables in a person's life that have an influence on each other and therefore these

variables can be perceived as related variables in the holistic view of human behaviour (Cabrera et al., 2015). This study looks to gain a deeper understanding of the influences of inequality emerging adults perceive in their career development theoretically. There is an assumption that career development cannot be seen as an individual variable that develops without the influence of other variables such as education, political factors, sociocultural influences and socioeconomic influences (Abrahams et al., 2015; Albien & Naidoo, 2016).

Humanism is also used in this study as it indicates the need for development people inherently have and an acknowledgement that different sociological factors plays a role in the determination of human behaviour with specific reference to development (Schwab & Syed, 2015; Wertz, 2005). In this study it is assumed that there is a self-actualising aspect to career development and that different influences such as social expectations and socio-cultural factors determine the developmental perspective of people (Cooper, 2012).

1.4.1.3 *Meta- theoretical concepts*

Emerging adulthood - Emerging adulthood is seen as a transitional phase where insecurity plays a key role (Robinson & McAdams, 2015). Emerging adulthood is also seen as a developmental life stage and is defined as the period between the age of 18 and 29 (Arnett, 2014; Schwab & Syed, 2015; Swanson, 2016). This study gives specific attention to the career development of emerging adults (Maree & Twigge, 2016).

Career development - This study defines career development as an individual's ongoing interaction with influences that determine their behaviour towards the work environment in building their career (Abrahams et al., 2015).

Influences - Influences refers to factors that have an impact on the career development of emerging adults that is true to the South African context (Albien & Naidoo, 2016).

Workplace expectations - Organisations create certain expectations for employees in their recruitment and employment processes. These expectations speak to the expected skills, attributes and knowledge employees have to possess to become active participants in the workplace (Ismail et al., 2016; Van Aardt, 2012).

South African context - The South African context in this study refers to a context where multicultural considerations must be taken into account, the history of apartheid and the consequences thereof, unique political environment and diverse socioeconomic circumstances (Abrahams et al., 2015).

Inequality - Two distinct groups are identified in terms of career development opportunities namely individuals who were previously disadvantaged by Apartheid and those who were not (Albien & Naidoo, 2016), which are described as a dysfunctional relationship between the two identified social dimensions. The inherent nature of these dimensions is seen to foster inequality and negatively sustain the presence and absence of career development opportunities (Mudhovazi & Maree, 2012; Posthumous, 2013).

1.4.2 The empirical paradigm

The basis of the empirical research done in this study is that the South African context is one that is unique in terms of inequality and that individuals that form part of the South African society further have their own unique experiences (Albien & Naidoo, 2016). The research seeks to understand the influences of inequality that emerging adults in South Africa experience on their career development. This study identifies both commonalities and differences in the study sample and the data analysis of the information gathered is interpreted in this way.

The most relevant empirical research paradigm therefore is the social constructionism paradigm. This paradigm is trademarked by the understanding that the world and the circumstances individuals find themselves in are ever changing and unique (Geldenhuys, 2015). The social constructionism paradigm reiterates that there is not one universal truth that can serve as governance (Schwab & Syed, 2015). Social constructionism argues that the development of individuals is related to different

influences in their life-time that shape and defines their understanding of the circumstances (Maree, 2013).

Social constructionism therefore recognises the individuality of influences people perceive (Maree, 2012). With specific reference to the theoretical paradigm of industrial and organisational psychology and career development, social constructionism is discovered as a relevant developmental paradigm in the South African context as it does not inherently generalise (Di Fabio, 2012; Macleod & Howell, 2013). Maree (2013) argues that social constructionism is the most applicable paradigm when researching social influences on career development as it does not generalise, understands different perceptions from similar influences and contextualises unique considerations.

Social constructionism guides this study in achieving the determined empirical aims by enabling the research design to appreciate the unique influences (Maree, 2013) of inequality on the career development of emerging adults in the South African context. This study does not generalise but rather to understand how inequality influence career development of emerging adults in the South African context (Di Fabio, 2012; Macleod & Howell, 2013; Maree, 2013).

1.5 RESEARCH DESIGN

Research design could be defined as the practical steps in obtaining and analysing data that will be guided by the empirical aims and empirical paradigms the researcher has identified for a specific study (Tavory & Timmermans, 2009). Alpaslan (2010) describe research design as the plan set out to conduct the intended research. This study makes use of a qualitative research design and the use of semi-structured interviews where an interview guide is used as research tool (Alpaslan, 2010). Alpaslan (2010) notes that qualitative research design in nature is explorative and descriptive, and that an explorative design sets out to enquire and develop a deeper understanding of new topics or about topics there is little understanding of. The research design therefore follows a qualitative explorative design (Creswell & Creswell, 2017) in order to gain a deeper understanding of the influence inequality has on the career development of emerging adults.

1.5.1 Research approach

A qualitative approach has been followed in this study as it was identified as an appropriate approach based on the grounds that qualitative approaches are used when a phenomenon is investigated objectively by exploring the subjective experience of individuals and groups towards a social or human problem (Creswell & Creswell, 2017). Alpaslan (2010) informs that the most appropriate research approach is qualitative when the purpose of the research is to:

- gain a deeper understanding of the experiences and influences individuals or groups perceive in a specific situation,
- to discover certain properties of a phenomenon and,
- to contextualise the environment in which the phenomenon occurs.

The aim of this study is therefore aligned with the purpose of a qualitative research approach and the identified empirical research paradigm of social constructionism as it recognises individuality in the research process as well as the contextual considerations of the phenomenon (Creswell & Creswell, 2017). Qualitative approaches to research enable the epistemology and ontology of social constructionism (Creswell & Creswell, 2017; Schwab & Syed, 2015) by looking to gain a deeper understanding into a highly contextual (Creswell & Creswell, 2017) and experience driven (Schwab & Syed, 2015) phenomenon namely the influence of inequality on the career development of emerging adults.

1.5.2 Research method

The following section focuses on the methodological approach followed and the subsequent practical applications of sampling, data collection, data analysis, reporting and ethical considerations. The research methodologies used in the practical applications of the research process are aligned with the empirical aims and empirical paradigm of the study (Creswell & Creswell, 2017; Tavory & Timmermans, 2009).

1.5.2.1 Research strategy

The research strategy followed in this study will be inductive in nature and is defined by Travers (2009) as a qualitative study with the aim to understand and develop new theoretical grounds for a specific social problem or phenomenon. The research strategy will also be interpretive in nature as it focusses on exploring the subjective experiences of individuals (Creswell & Creswell, 2017). The nature of inductive research does not test an existing theoretical framework, but rather investigates social experiences of individuals, groups or organisations (Travers, 2009). The inductive research strategy is aligned with both the empirical research paradigm and empirical aims of this study as the identified unit of analysis is the individual (Maree, 2015; Schwab & Syed, 2015; Travers, 2009). The inductive strategy that focusses on the experience of the individual, aims to understand and develop a new theoretical framework (Travers, 2009) about the uniqueness of the influences of inequality on emerging adults as individuals (Schwab & Syed, 2015) in a specified context (Alpaslan, 2010).

1.5.2.2 Research setting

The research focuses on the workplace in general with specific reference to emerging adults active in the workplace in the South African context.

1.5.2.3 Entrée and establishing researcher's roles

Participants were part of the social network of the researcher and were invited by the researcher to participate in the study. The research location was arranged beforehand by the researcher to ensure that interviews with participants happened timeously and at the participant's convenience. The research locations were at private homes.

All participants willing to participate in the study were requested to sign an informed consent form, accessed in Annexure A of this proposal. Ethical clearance was requested from the College of Economic and Management Sciences Ethics Research Committee at UNISA (see Annexure C). Due to the existing personal relationship between the researcher and participants, participants were able to share their

experiences freely and feel comfortable in the interview and with the researcher (Joseph & Murphy, 2013). The researcher indicated that he is biased towards the influence of inequality in terms of career development opportunities that previously disadvantaged individual's experience. The researcher is biased to the extent that creators of the workplace are not contributing to the career development opportunities; and that inequality feeds their personal interest. Researcher bias is mitigated by ensuring quality data (Alpaslan, 2010) and assistance from the research supervisor in pointing out possible subjective deductions and assumptions made by the researcher throughout the research process.

1.5.2.4 Sampling

The target population of a study is referred to by Alpaslan (2010) as the collective of the specific cases that the researcher is interested in researching. The target population of this study is emerging adults that fall between the ages of 18 and 29 (Robinson & McAdams, 2015) who have finished their secondary education and who are employed. The identified target population were also selected in terms of their socio-economic context as previously disadvantaged individuals in South Africa (Abrahams et al., 2015).

The sampling strategy, according to Alpaslan (2010), is the specific technique that is used to meet the empirical aims of the study. Certain selection criteria are therefore identified which leads to the use of purposive sampling (Rabie & Naidoo, 2016). Purposive sampling is a technique used by the researcher to actively select a sample that will best answer the research question (Creswell & Creswell, 2017). This will align with the social constructivism paradigm as the selection criteria for participants was developed with the assumption that there is no universal truth to the specific context (Patton, 2005). Purposive sampling in the current study meets the following selection criteria (Creswell & Creswell, 2017):

- aged between 18 and 29 as an emerging adult (Schwab & Syed, 2015),
- be a part of the previously disadvantage racial groups as per the defined nature of inequality in South Africa (Albien & Naidoo, 2016),

- representative of both male and female gender and,
- exposed to the workplace by being employed.

The sample size consisted of two females and two males equating a sample size of four. An equally representative sample for gender was chosen on the basis that social experiences for woman and men might differ significantly (Jaga, Arabandi, Bagraim, & Mdlongwa, 2017). The sample size guided initial research and was found to be adequate on the level of data saturation that was reached after the coding and thematic analysis of the data (Schwab & Syed, 2015). Data saturation could be defined as the point where information becomes repetitive and no relevant or contributing data is discovered (Alpaslan, 2010).

1.5.2.5 Data collection

For this study semi-structured interviews were used as the most effective data collection method to achieve the empirical aims of the study under the empirical paradigm identified. Alpaslan (2010) indicates that semi-structured interviews which are conducted with the assistance of an interview guide compiled by researcher enables the researcher to gain a deeper understanding of specific themes and influences perceived by participants through probing extensively on certain responses. The guide developed by the researcher as suggested by Alpaslan (2010) indicates initial questions that is predetermined by the researcher, however, leaves some discretion to the interviewer to probe further and react to participant responses. The researcher's discretion to probe further on the initial responses enables the participants to give their subjective view on their experiences (Schwab & Syed, 2015) and therefore collect data contextually (Creswell & Creswell, 2017).

The semi-structured interview therefore guided the researcher to gain a deeper understanding of the influence inequality has on the career development of emerging adults. The semi-structured interview enabled the researcher to reach the empirical aims of the study and apply the contextual and subjective nature of the empirical paradigm and is aligned with the social constructivism paradigm that assumes that the information gathered is highly contextual (Biddle & Schafft, 2015).

1.5.2.6 *Recording of data*

Included in the informed consent form (Annexure A) that was given to the participants, permission to digitally record the interview and for the interviewer to make electronic written notes was obtained. All digital recordings of the interviews were transcribed verbatim (Rabie & Naidoo, 2016) and analysed by the researcher. The researcher chose to transcribe the data himself to assist in the process of becoming familiar with the data as described in step one of the data analysis process below (Clarke & Braun, 2013).

1.5.2.7 *Data analysis*

Alpaslan (2010) defines the analysis of qualitative data as a process that deals with data that is narrative, unstructured and non-numerical. The obtained data must then be divided into units that indicate meaning, identifying certain themes and patterns and discovering what is to be learned (Joseph & Murphy, 2013; Rabie & Naidoo, 2016). The researcher applied the thematic analysis process as suggested by Clark and Braun (2013) as described below:

- the researcher became familiar with the data by transcribing the data verbatim,
- the information was coded into different categories,
- the researcher searched for themes within the data,
- the themes were reviewed and the relation to the codes given was investigated,
- the themes that were recognised were defined and named,
- different sub-themes were identified within the themes and,
- specific properties that was evident in the sub-themes was indicated
- the conclusions were written up (Clarke & Braun, 2013).

Alpaslan (2010) suggests a crucial step before the conclusions are written up, saying that the data analyst should be open to recoding the data and not force themes onto the data that were initially interpreted differently. In some instances, the researcher was forced to reconsider codes as similar themes was derived from the data, but the

contextual application of these themes differed in participant responses. The subjective nature of thematic analysis agrees with the social constructivism paradigm that highlights contextual and individualistic nature of the data gathered (Biddle & Schafft, 2015).

1.5.2.8 Ensuring quality data

Ensuring the quality of qualitative data speaks to the steps that are taken to ensure that the data is credible, transferable, dependable and confirmable (Shenton, 2004; Travers, 2009).

Credibility of the data address the notion that the data that is reported in the findings, is representative of the participant responses and that the overall context of responses is taken into consideration when the data is analysed and reported (Creswell, Hanson, Plano Calrk, & Morales, 2007). Credibility in this study was achieved through transcribing digital audio recordings verbatim and making use of these verbatim quotes in reporting of the findings. Further, the research Supervisor also assisted to ensure that reporting remain contextual to the participant responses.

Transferability in qualitative research aim to determine that a specific form of enquiry, research methodology or the findings of a specific study is applicable or generalisable to different contexts (Thomas & Magilvy, 2011). Although generalisability was not the aim of this study, transferability in this study was not only achieved by making use of well-established research methodologies, but also by a thorough description of the participants in this study. (Thomas & Magilvy, 2011).

Dependability in qualitative research fulfils the role of ensuring that the process that was followed in the data- collection, interpretation, and reporting of findings is well described throughout the study (Creswell et al., 2007; Thomas & Magilvy, 2011). By describing the decision making process thoroughly, the researcher ensured that a "...audit trail..." (Thomas & Magilvy, 2011, p. 153) exist for the reader to follow the research methodology and relate it to the findings.

Achieving credibility, transferability and dependability serves as grounds for achieving confirmability in the study (Thomas & Magilvy, 2011). The researcher made use of the process described below to ensure that credibility, transferability and dependability was established in the study (Shenton, 2004). The researcher also made sure to be aware of personal bias by reflecting on his own preoccupations (Thomas & Magilvy, 2011). The following factors were taken into consideration to ensure the quality of the data as suggested by Shenton (2004):

- The researcher implemented well established research methods such as sampling strategies, data collection, data analysis and ethical considerations that have successfully been implemented in previous studies.
- he researcher made use of his experience and knowledge in the field of industrial and organisational psychology to increase the validity of the data.
- The researcher was wary of the fact that purposive sampling was used and that certain external variables might not be evenly distributed amongst the participants.
- The researcher took responsibility for building a trust relationship with the participants to ensure that honest responses were gathered.
- The researcher made use of iterative questioning techniques to ensure that the data gathered was confirmed and consistent.
- The researcher made use of peer assessment opportunities and allowed scrutiny of the data.
- The researcher assessed and compared the findings to similar studies to determine congruence with previous studies.
- The context of the study was researched comprehensively to credibility and,
- an in-depth methodological discussion was presented to ensure that the study can be repeated to ensure dependability (Shenton, 2004).

1.5.2.9 Reporting

Alpaslan (2010) indicates that reporting of the data must be done in such a way that the empirical aims of the study are met. Sound theoretical foundations were used to conceptualise the theoretical concepts and relate them to the data that was transcribed

verbatim (Joseph & Murphy, 2013). A basic framework was developed to indicate themes, sub- themes and aspect discovered in the data to ultimately represent the deeper understanding that was gained through the analysis of the data (Albien & Naidoo, 2016). Verbatim quotes from the transcribed data were used to portray the unique and subjective nature of the response (Creswell & Creswell, 2017). The researcher wishes to explore literature that inequality has a significant financial, social, educational and developmental (Albien & Naidoo, 2016) influence on the career development of emerging adults and that the South African context is unique in terms of political considerations (Abrahams et al., 2015).

The researcher further looks to explore the lack of synergy in interaction between the previously disadvantaged participants and the upper class of the South African society (Posthumous, 2013). Finally, the researcher also seeks to investigate if there is a lack in career development opportunities because of inequality and in general that career development is a highly subjective process that needs to be contextualised (Brown & Lent, 2016).

1.5.3 Ethical considerations

The ethical process that this study followed was included in the consent form that participants were requested to sign (Annexure A). Every possible effort was made to ensure no harm was done to the participants and that any possible risks were minimized regarding participation in this research. The researcher took full responsibility for ensuring that all practices were ethical and that all the persons involved in the study behaved themselves in an ethical way. Ethical clearance was requested from the College of Economic and Management Sciences Ethics Research Committee at UNISA (see Annexure C). The research ensures the confidentiality and anonymity of all biographical and collected data of the research participants by storing it electronically and destroying any hard copies of data collected.

1.6 RECOMMENDATIONS

Recommendations made in this study mostly relate to replicating the study over an extended period to ensure that contextual changes in the South African socio-

economic sphere is integrated. This study looks to inform that field of Industrial and Organisational Psychology and specifically the sub-fields of career psychology (Maree & Twigge, 2016) and organisational development (Lindstrom et al., 2013). Therefore, it was recommended that the framework derived from the qualitative research be used to develop an Afrocentric and contextual model for career development that will serve to inform both career development initiatives for pre- emerging adulthood youth in South Africa and emerging adults in the workplace (Schreuder & Coetzee, 2010).

Finally, the findings indicated that the social nature of career development in South Africa which lead to the recommendation that sociology and social psychology should be explored further as sub-fields of career psychology in the Industrial and Organisational Psychology field (Meyers & Vallas, 2016). The possible findings in the above mentioned research could assist in understanding the complex social dynamics of the South African context in terms of the influence of inequality on career development (Ferreira, 2016).

1.7 LIMITATIONS

The possible limitations of the study can be found in the subjective nature of the research (Creswell & Creswell, 2017). The empirical research paradigm, social constructionism, inherently points to the discovery of subjective information. This points various limitations out. The findings of the study will not be able to be used as generalisable theory without further research into the discoveries such as quantitative validation of the findings in larger samples (Creswell & Creswell, 2017); which does not fall into the scope of the current study. Further specific limitations are pointed out in Chapter 3 and Chapter 4 of this dissertation.

1.8 CHAPTER LAYOUT

The chapters and their layout followed in this dissertation is presented and described below:

Chapter One: Scientific orientation to the research

Chapter one focused on the background and motivation for the study which serves as grounds for the problem statement described. The problem statement was then translated into the different literature aims of the study, focussing on the contextualising and investigating theoretical concepts relating to the influence of inequality on the career developments of emerging adults in South Africa. The empirical research aims were then stated which guided the research paradigm and research design to investigate the influence of inequality on the career development of emerging adults. The chapter then concluded with limitations and recommendation for future research and the layout of the chapters to follow.

Chapter Two: Literature review

Chapter two is a literature review that seeks to achieve the specific literature aims described in chapter one. Firstly, inequality is described in the South African context and its relations to this study as a social construct. This is followed by an exploration of career development and its related constructs within the South African and global context. Emerging adulthood and its related construct are then discussed. Literature on the influence of inequality on the career development of emerging adulthood is then reviewed.

Chapter Three: Article

Chapter three is developed as per the instructions given by the South African Journal of Human Resource management for writing an academic article. Chapter 3 however, was not written with a page limit. In chapter three, the background and motivation to the study is stated as an introduction which is then followed by the research problem and potential value add of the study. The research design is then discussed in depth by referring to the research methodology and how the research was conducted. Finally, the findings of the study are presented by discussing the various themes, sub-themes and properties derived from the data which is then depicted in a framework to explain what perceived influence inequality has on the career development of emerging adults.

Chapter Four: Conclusions, limitations, contributions and recommendations

Chapter four of this dissertation concludes the study with the results that was obtained from the empirical research. Conclusions from the results are described by a reflection on the contribution this study made by describing figure 4.1. Limitations to the study is then described with reference to the results that is discussed. Recommendations are then made to the field of industrial and organisational psychology. Recommendation include both information yielded from the results described and possible direction for future research.

1.9 CHAPTER SUMMARY

Chapter one described the specific scientific orientation to the research this study took by firstly stating the background and motivation for the study and the problem statement. Both the literature and empirical aims that was formulated from the background, motivation and problem statement was then depicted. The aims of the study were followed by a description of the paradigm perspective which informed the research design that follows. After the research design was described by focussing on the research approach, research strategy and research method that was followed, specific limitations and recommendation was discussed. The chapter concluded with a chapter layout of what is to be expected in the chapters to follow.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The literature research aims stipulated as the conceptualisation of inequality, career development, emerging adulthood and its related constructs are explored in chapter two. In summation, this chapter links theoretical concepts to forms an understanding of the influence inequality has on the career development of emerging adults in South Africa.

In guidance towards the integration of the literature summarised, the theoretical paradigm namely the systems perspective and humanism (Cabrera et al., 2015) was used to interpret and understand theoretical concepts such as inequality, career development and emerging adulthood. The systems perspective served as an enabling paradigm to guide the assumption that the theoretical concepts are systematically linked, indicating a systematic influence of the various theoretical concepts on each other (Morgan, 1980; Schutte & Steyn, 2015).

In restriction of the researcher's possible bias and pre- development of expected responses in the interview process of the study, the full literature review was conducted after the data collection phase (Barnes, 2012).

In conceptualising inequality, specific attention is given to the manifestations of inequality within the South African context, relative to the political narrative. Furthermore, the multi- dimensional nature of inequality is explored as a concept that does not only hold economic consequences but also social realities (Lawler, 2011). Career development was investigated as a socially dependent construct which is influenced from a young age (Albien & Naidoo, 2016). In line with perceived influences of inequality, emerging adulthood is explored as a specific life phase which has unique challenges as a transgressional phase in adolescence (Jablonski & Martino, 2013).

In conclusion the theoretical concepts are discussed systematically, attempting to recognise differences and similarities to discover the theoretical influence inequality has on the career development of emerging adults in South Africa (Van Aardt, 2012).

2.2 INEQUALITY

Inequality could be considered as a very broad term which is difficult to define without context as it could be described as the distribution of a valuable commodity within many settings (Ferreira, 2016). The most frequent and general use of the term inequality is in the economic sphere where, by general definition, inequality indicates a significant gap between two owners of a tangible economic resource or collective resources (Triegaardt, 2006). From the general definition stated above it is evident that inequality in the economic sphere does not only refer to a measurement of resources but takes the owner of that resource into a comparative measurement with another individual (Leibbrandt, Woolard, McEwen, & Koep, 2010). Income inequality seems to be one of the most often referred to understandings of inequality and is universally recognised as the general measurement term for inequality (Acemoglu, Naidu, Restrepo, & Robinson, 2015; Alvaredo, Chancel, Piketty, Saez, & Zucman, 2017; Pickett & Wilkinson, 2015).

Although income inequality is the most pertinent form of inequality discoverable in literature (Alesina, Michalopoulos, & Papaioannou, 2016; Genicot & Ray, 2017), inequality remains highly contextual as the unit of measurement might differ situationally and by implication, inequality is manifested in many forms other than income inequality (Baldry, 2016; Ferreira, 2016). The reason for the strong focus on income inequality could be attributed to its foundational nature for other inequalities to evolve from income inequality (Triegaardt, 2006). Income inequality is described as a global issue not only in capitalist market countries but also in countries where socialistic economics rule (Milanovic, 2016).

From the above mentioned generalisations of inequality specifically pertaining to the economic sphere it is evident that different societal sectors are involved in the creation and determination of inequality as inequality ultimately reflects on the measurement of resources of one collective or individual in comparison to another (Acemoglu et al.,

2015; Alvaredo et al., 2017; Leibbrandt et al., 2010; Milanovic, 2016; Triegaardt, 2006). It is therefore important to qualify the nature of inequality specific to the South African context and its origin for this study.

2.2.1 Inequality in South Africa

The narrative of South African politics is undoubtedly the most significant factor in understanding the manifestation of inequality in South Africa (Triegaardt, 2006). For a substantial part of the 20th century (1948-1994) South African politics was ruled by the apartheid Government which deliberately implemented a socio-political structure that discriminated against specific racial groups who were not white by definition (Ferreira, 2016). The implementation of the apartheid system immediately manifested a structural inequality by means of racial discrimination (Ferreira, 2016). This created the elite white minority who benefitted economically from political policies and the non-white, also recently described as the previously disadvantaged groups (Baldry, 2016), who were marginalised and deprived of basic human needs and economic resources in general (Triegaardt, 2006).

Along with the definition of inequality described earlier South Africa was split into two distinct groups which lead to inequality, implying that there was a measurable difference between the ability and opportunity of the two groups to obtain not only economic resources but also basic needs (Albien & Naidoo, 2016). The South African political narrative initially implemented a system of racial inequality which lead to the manifestation of the more often used term to describe inequality known as income inequality (Baldry, 2016). The realisation of income inequality, derived from racial inequality implied that specific racial groups did not have access to equal income in comparison to the white monopolised minority and lead to the previously disadvantaged groups incapability to participate economically (Albien & Naidoo, 2016). By implication various inequalities such as educational inequality and developmental inequality were manifested (Baldry, 2016; Leibbrandt et al., 2010) Developmental inequalities in this instance refers to a lack of access to opportunities, information and resources which restrained economical- personal- and educational development (Alvaredo et al., 2017).

The two distinct groups in South Africa can further add to the understanding of inequality in terms of the extent to which they were dependent (Acemoglu et al., 2015). The lack of access to resources inherently indicates dependence in the group who does not have control or ownership over the resource required and similarly independence is attributed to the group who are in control and owns the resource (Acemoglu et al., 2015). The importance of understanding dependency in the South African context is vital to this study as it speaks to the continuous inability of the dependent party to overcome the structural inequality enforced on them (Genicot & Ray, 2017). Dependency through inequality as described above was the norm for the majority of South Africans and mostly still is today (Albien & Naidoo, 2016). Dependency derived from inequality in the context of this study serves as a key theoretical concept as it directly relates to the economic participation of previously disadvantaged individuals (Schreuder & Coetzee, 2010).

The structural inequality described above could be understood as a historic inequality which by no means implies that this inequality has been overcome, but more accurately has evolved and sustained itself in the post-apartheid era after 1994 (Albien & Naidoo, 2016). After 1994 various policies, developmental initiatives and structural changes have been implemented (Albien & Naidoo, 2016). Massive strides have been made to overcome the dreadful past of South Africa, however, the majority of South Africans still live in extreme inequality which in turn perpetuates the dependency of previously disadvantaged South African citizens (Albien & Naidoo, 2016; Ferreira, 2016; Hamann & Bertels, 2018; Leibbrandt et al., 2010).

2.2.1.1 Inequality vs poverty in South Africa

Literature on inequality in South Africa often use poverty and inequality as interchangeable concepts and although there is a definite relationship between the two constructs, the difference should be understood to enable an accurate theoretical definition of inequality (Ferreira, 2016). Poverty is often defined in terms of income per individual which indicates a specific Rand value (Macleod & Howell, 2013; Posthumous, 2013; Triegaardt, 2006). For example, an individual who earns less than a certain amount of Rand, stipulated at R 531.00 per month in 2017 (Wilkinson, 2018), in South Africa would be classified to live in poverty and therefore the so called

“poverty line” (Macleod & Howell, 2013, p. 234) serves not only as a global but also a local definition of poverty (Lindstrom et al., 2013; Macleod & Howell, 2013). Poverty however is not a comparative construct and can therefore not conceptualise distinct groups in relation to each other (Triegaardt, 2006). In the context of South Africa and with an interest in economic participation through career development, inequality enables a comparative understanding, where poverty would only refer to one group of the population, where inequality can exist in the absence of poverty (Ferreira, 2016).

2.2.2 The social nature of inequality

The field of sociology has made significant efforts to describe inequality as a construct that is social in nature due to the different role players who partake (Bunderson & Van DerVegt, 2018; Kenworthy, 2007). The economic nature of inequality expressed earlier often serve as the origin of inequality. However, the manifestation of various inequalities could be described as social in nature as inequality mostly makes reference to a collective of specifically identifiable group within a social setting (Kenworthy, 2007; Meyers & Vallas, 2016).

Understanding inequality as a social construct enables a description of inequality with reference to specific social identities (Albien & Naidoo, 2016). Two social identities which could be attributed to inequality that was found in literature is the inheritability of inequality and the self- sustaining perpetuating nature of inequality (Alesina et al., 2016; Bunderson & Van DerVegt, 2018; Kenworthy, 2007; Williams & Moore, 2016).

Inequality as a inheritable construct, contextual to South Africa, is described to be one of the most significant social identities related to the manifestation of inequality (Posthumous, 2013). In the South African context, the so called “born free” (Mattes, 2012, p. 139) generation is still very much influenced by the inequalities of the past as their dependence on parental income, education, and lack of developmental opportunities are still a reality (Albien & Naidoo, 2016). Previously disadvantaged groups did not suddenly become a part of the active workplace after 1994 which implied that the children that were born from these previously disadvantaged households still had a lack of basic needs such as food, water, sanitary resources, basic education and general income distribution (Leibbrandt et al., 2010).

This contributed to the perpetuation of inequality in their growth and development from their birth which constantly reinforced and even enhanced the inequality gap (Ferreira, 2016). Genicot and Ray (2017) begs the question, how is an individual supposed to be able to compete if there is a complete lack of understanding on what the competition is? From the question posed, inequality establishes itself as a negatively self-sustaining concept which grows exponentially as the privileged who have economical- personal- and educational development opportunities, and the competitive advantage keep accelerating in their accumulation of wealth and therefore moving the goal- post for those who need to catch up further and further away (Acemoglu et al., 2015; Ferreira, 2016; Genicot & Ray, 2017; Leibbrandt et al., 2010; Triegaardt, 2006) Referring to the distinction made between poverty and inequality, the reality and significant impact of inequality becomes more and more clear as the South African socio- economic development system does not support and enable a narrowing of the gap between the rich and poor but rather focusses on minimum wage and provision of basic needs (Habib, 2016). Strictly speaking, South African policy needs to focus on closing the inequality gap rather than prioritising the eradication of poverty. Resolving inequality will assist with poverty but overcoming poverty will not influence widespread inequality (Habib, 2016).

The socio- economic challenges in South Africa with regards to youth unemployment is also significant as a lack in employment opportunities in general further contributes both to poverty and a shortage of career development opportunities (Coetzee & Esterhuizen, 2010; Oluwajodu et al., 2015; Van Aardt, 2012). More career development opportunities might create more independent individuals through entrepreneurship initiatives which could address unemployment and poverty (Adegun, 2013; Mahadea & Kaseeram, 2018). Skills shortages can also be related back to youth unemployment in dualistic relationship. Current skills development initiatives do not provide the required skills for the workplace and in turn, unemployed individuals do not have access to learning and experience building opportunities (Mahadea & Kaseeram, 2018).

2.2.3 Inequality in this study

For the purpose of this study, inequality will be understood as a highly contextual factor that is in sorts a measurement term that serves as a comparative indication between different groups (Hart et al., 2016; Mhlongo, n.d.; Parchment, Small, & Osuji, 2016; Theron, 2016). In accordance with the systems perspective paradigm under which the literature is conducted, inequality will assume the role of a systematic social influence which is specific to the South African context (Leibowitz, Bozalek, Schalkwyk, & Winberg, 2015; Naidoo, 2017). These social influences will include the assumption that inequality is inheritable, negatively self-sustainable and a social reality that has to be considered in a wider context than simply income and economic inequality, such as career development (Dass-Brailsford, 2005; Habib, 2016; Naidoo, 2017; Young & Collin, 2004). Humanism will also guide the assumption that people have a self-actualising need and that social circumstances determine human behaviour in striving for self-actualisation (Joseph & Murphy, 2013). The empirical paradigm used in this study is also supported by the described definition of inequality above as social constructionism (Sgourev & Althuizen, 2017; Young & Collin, 2004) contributes to the understanding of inequality as a unique and highly contextual influence (Theron, 2016).

In the following section of the literature review, specific attention is given to the understanding of career development as a sub field of Industrial and Organisational Psychology and how it is applicable in the South African context as a dependent theoretical and practical construct in the lives of emerging adults in South Africa. The last section of the literature review then aims to indicate the systematic influence of inequality on the career development of emerging adults.

2.3 CAREER DEVELOPMENT

Career development in the South African context is a pressing concern for national development on an economic and social level (Kraak, 2015; Van Aardt, 2012). South Africa is one of the countries in the world with the highest youth unemployment rate which implies that there is a systematic dissonance between the expectation of the workplace and the availability of skills in the youth of South Africa (Mahadea & Kaseeram, 2018; Oluwajodu et al., 2015; Sehunoe, Viviers, & Mayer, 2015). It is currently reported that in South Africa, of individuals that are between 15 and 34 who

is classified as youth, the unemployment rate is at 38.2 % in the first quarter of 2018 (Statistics South Africa, 2018).

This section of the literature review aims to define career development as a theoretical construct and further its applicability to the South African crises of youth unemployment. In line with the definition of inequality in this study, career development will be described in the context of South Africa and its political narrative and social influences.

2.3.1 Defining career development

Career development has undergone significant theoretical evolution over the past few years as a concept that was historically seen as a one-dimensional construct and further developed into a multi-dimensional construct (Savickas, 2011). The National Career Development Association (2008) gives the following comprehensive definition of career development: “the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual” (p. 2).

In the above definition of career development by The National Career Development Association (2008), career development is evidently seen as a multi-dimensional concept which is a compilation of numerous factors. Arthur (2014) however goes further and explains that career development is an economical system and has two very specific role players in the process namely the individual and the organisation. By referring to the organisation, the employer that the individual engages with, and by implication the workplace demand is brought into the equation of defining career development (Arthur, 2014; Dosunmu & Adeyemo, 2018; Potgieter et al., 2017). General definitions of career development are aiming towards the ongoing interaction between the development of an individual with regards to internal factors and external influences to establish themselves as a valuable commodity, increasing their ability to successfully compete and participate in the workplace (Arthur, 2014; Dosunmu & Adeyemo, 2018; Duffy, Blustein, Diemer, & Autin, 2016)

On the basis of these definitions of career development, it should be added that career development is a dynamic process and that it does not complete or end at a certain point in a person's career (Schreuder & Coetzee, 2012). This could be derived from the notion that the demands of the workplace is constantly changing and even more so in recent years (Dosunmu & Adeyemo, 2018; Spurk, Kauffeld, Barthauer, & Heinemann, 2015). The dynamic nature of the economic sphere in which organisations compete directly impact the demand to which employees must rise to enable organisations to be competitive (Botha & Coetzee, 2017; Kang, 2015; Martins & Coetzee, 2007). The exploration of career development trends in literature regarding career development is therefore essential to this study as it assists in understanding of how various career development practices and theories contribute to a person's ability to successfully compete in the workplace.

2.3.1.1 Career development theories

Since the beginning of the 20th century, a variety of career development theories were developed (Del & Rehfuß, 2011). Although there are multiple career development theories to date, the theories of Holland, Super and Bandura is believed to be seminal in the field of career psychology as the foundations of their theories have served as developmental grounds for various other theories (Krieshok et al., 2011; Maree & Twigge, 2016).

A short discussion will follow on each of the three theories to serve as theoretical foundations further in the literature review. Super's career development theory was developed in the 1950's and is based on the notion that career development takes place over the total lifespan of an individual. The lifespan of an individual is divided into various stages where certain benchmarks are set that must be accomplished before moving on for example to the third phase, which is the establishment phase. This phase is categorised by crystallising one's career identity and finding a permanent field of work (Super, 1953). Developmental task that must take place throughout an individual's career include crystallisation, implementation, specification, stabilisation and consolidation (Super, 1953). Super's theory is still being used today and has been further developed with many variations such as Savickas' career construction theory.

Holland's theory describes the degree to which career development takes place and is dependent on the congruency between an individual's personality and job environment (Reardon & Lenz, 1999). This suggests that Holland's career development theory links positive and active career development, if there is an alignment between the requirements of a job and an individual's personality preferences focussing on realistic, investigative, artistic, social, enterprising and conventional relations between personality and careers (Reardon & Lenz, 1999).

The last theory is that of Bandura which described that career development is related to self- efficacy. According to Bandura (1989) career development is directly related to the extent to which an individual's career is aligned to their personal self-efficacy. By implication, individuals are seen to not only choose, but most likely excel in career they perceive themselves to be competent in (Betz & Hackett, 2006).

The following section investigates more recent trends in career development from literature to further define career development as a multi- dimensional construct and inform the dynamic nature of the relationship between the individual and the demands of the workplace.

2.3.2 Career development in the 21st century

Career development interventions and research has made a significant shift in the past 20 years (Coetzee, Ferreira, & Potgieter, 2015; Ismail et al., 2016). It is generally understood in career development literature that the traditional career does not exist anymore in the 21st century because of the ever changing nature of the workplace (Sehunoe et al., 2015). Integral to the definition of career development, is the interaction between internal and external variables and the individual's ability to navigate themselves between their personal interests, attributes, personality type, psychological resources and the contextual factors that create the platform for the individual to express themselves (Buyukgoze-Kavas, 2016; Savickas, 2011). When stating that the traditional career is dead, how do individuals then equip themselves to be active on the created platform?

Savickas' (2011) notion that career development does not refer to the development of individuals with the goal to obtain a job, but rather to the development of people to be employable in various contexts which allows them to adapt to the changing workplace is still widely acknowledged in career research today (Duffy et al., 2016; Kovalenko & Mortelmans, 2016; Maila & Ross, 2018). Employability has become the core focus of career development implying a movement away from a specialised career within a specific organisation (Hirschi & Valero, 2015; Maree, 2015).

Employability in the 21st century does not refer to the development of hard skills alone anymore, on the contrary it could be said that the ability of a person to adapt their career in various jobs has become synonymous with employability (Cook & Maree, 2016). Career adaptability is considered to be a collective of skills that are both practical and psychological in nature to insure that a person can be effective in their career development (Ismail et al., 2016; Savickas, 2011). Career adaptability is considered to be an attribute which can be developed and therefore focus predominantly on intentional life- long learning (Savickas, 2011).

In the development of career adaptability there are various psychological career meta-capacities which contribute to an individual's career adaptability which could include for example: self- efficacy, diligence, emotional intelligence, conflict handling, internal locus of control, confidence, leadership and agreeableness (Coetzee, Ferreira, et al., 2015; Coetzee & Harry, 2015; Coetzee & Veldsman, 2016). The development of these career meta- capacities is strongly aligned with and individual's career adaptability (Ismail et al., 2016) implying that career development in the 21st century is strongly related to the development of these competencies. Career adaptability and the development of career meta-capacities assist individuals in their career development as it builds up an individual's resilience towards external factors (He & Van de Vijver, 2015; Theron & Theron, 2014). It could therefore be derived that an individual who has high career adaptability through the constant development of career meta- capacities (Coetzee, Ferreira, et al., 2015), will be more resilient to external factors such as the demands of the workplace (Buyukgoze-Kavas, 2016) and consequently have a successful and positive experience in their career development (Savickas, 2011).

Dependency once again becomes a natural outflow of the theoretical grounds career development in the 21st century is defined in. By implication career development and the relationship between internal and external factors in career development could be expressed in terms of the environmental dependency on each other (Spurk et al., 2015). Individuals who have strong career adjustability moves towards less dependency or independence (self-control over career development), implying strong internal career development capabilities and little dependence on the external environment (Cooper, 2012). Individuals who have low career adjustability then then show less resilience to external factors that influence their career development and are therefore more dependent on their external environment (Albien & Naidoo, 2016; Slaten & Baskin, 2014).

The South African youth unemployment dilemma forces research to investigate the influences that create this dependency and the role that the external environment plays in debilitating career development. In the next section, a suggestion of career development theory in the South African context will be discussed to understand the contextual factors which increase youth dependency on the external environment in their career development.

2.3.3 The social nature of career development

Congruent to the movement that took place in career development toward career adjustability, career construction theory has also evolved to effectively assist individuals in their career development (Beck, Billing, & Carr, 2016; Lawler, 2011). In the development of career construction theory, the consideration of how social factors influence employment changed drastically since the industrial period (Savickas et al., 2009). In the past, the social influences on career development was interpreted by scholars to be set and very much interest driven, where career development was based on theories such as Holland's and Super's career construction theories (Abrahams et al., 2015; Mudhovazi & Maree, 2012; Schreuder & Coetzee, 2012) which focused predominantly on person- environment fit (Savickas, 2011).

With a new social context that developed with the rise of the technology driven era and globalization, the assumed alignment between the person and environment

changed, which inherently implied that career construction became more socially dependent (Maila & Ross, 2018; Savickas, 2011). In reaction to the increase of social influences, a move towards more qualitatively informed career construction theory, which specifically focused on the contextual social factors that are present in career development, took place (Abrahams et al., 2015). To this extent social influences is currently more central to career theories than ever before, however, Abrahams et al (2015) notes that the extent to which social influences are researched, still does not adequately capture the social context of South Africa. Research predominantly focusses on the career development of individuals where the social influences on career development are discovered but not the socio-economic sphere wherein these social influences were experienced (Abrahams et al., 2015).

It could therefore be argued that the external influences on career development is threefold towards the internal influences in the life- long learning process. The first external influence, very specific to this study, would be the socio-economic status of the individual referring to their holistic social environment and circumstances (Abrahams et al., 2015). Secondly the socio-economic status of an individual creates the frame of reference wherein the individual will experience external social influences which guides the development of internal influences which is career development specific (Savickas, 2011; Schreuder & Coetzee, 2012; Young & Collin, 2004). The second external influences include factors such as information technology, education, interests, personality, cultural and parental influences and the development of career adaptability (Coetzee, Oosthuizen, & Stoltz, 2015; Maila & Ross, 2018; Savickas, 2011; Savickas et al., 2009). The third external influence then stands in relation to the manifestation of the internal influence which could be described as the influence of the demand created by the workplace on the career development of individuals (Oosthuizen, Coetzee, & Mntonintshi, 2014).

2.3.4 Career development in this study

Career development in this study, on the grounds of the above stated theory and definitions, is defined as the active relationship between the internalisation of life-long social external context and influences expressed by individuals towards their active participation in the workplace.

2.4 EMERGING ADULthood

Emerging adulthood is a term coined by Jeffrey Arnett in the beginning of the 21st century (Arnett, 2000). The concept of emerging adulthood speaks of a definite development phase in the lives of young people that is specifically applicable from the late teens through the twenties (Arnett, 2000; Maree & Twigge, 2016). Most often the specific ages allocated to the emerging adulthood theory ranges between 18 and 29 (Arnett, 2014).

The concept of emerging adulthood came into being from the theoretical understanding that young adults go through a significant transition between the ages 18 and 29, specifically focussing on developmental dimensions that young people have to deal with (Swanson, 2016). These developmental dispositions refer to identity development, becoming responsible independent adults and establishing relationships (Arnett, 2000).

2.4.1 Defining emerging adulthood

Arnett (2000) defines emerging adulthood as a specific developmental age where transition takes place from adolescence to adulthood. This is signified by a individual moving from a dependent state of being to an independent state of being (Arnett, 2000; Jablonski & Martino, 2013; Schwab & Syed, 2015; Swanson, 2016).

In the development stages of emerging adulthood theory, Arnett (2000) mentions that emerging adulthood is more likely to occur in industrialised countries where access to economic growth are possible for individuals. Arnett (2000) further describes emerging adulthood as a life stage which is trait marked by possibility, explorations, future options and ambitions and where personal freedom is higher than any other stage of an individual's life. Thus, emerging adulthood could be defined as the process in which an individual move from dependence to independence by becoming economically active and taking responsibility for themselves and their relationships (Arnett, 2000, 2014; Syed & Mitchell, 2013).

2.4.2 Adolescence vs emerging adulthood

The development of the emerging adulthood theory is highly related to how adolescence was understood before Arnett (2000) suggested the concept of emerging adulthood. Arnett (2000) strongly suggest that adolescence, that is also seen as an identity forming phase in an individual's lifetime (Jablonski & Martino, 2013; Swanson, 2016), is a separate part of development then what is experienced in emerging adulthood. To this extent, emerging adulthood, different to adolescence, is not only the further clarification of an individual's identity, but also the exploration of that specific identity in a variety of social contexts (Abo-Zena & Pavalow, 2016; Arnett, 2000; Jablonski & Martino, 2013).

In this study, it is therefore important to link this important development phase, emerging adulthood, of young people to a specific social context. The following section will critically discuss the socio-economic nature of emerging adulthood.

2.4.3 The socio-economic nature of emerging adulthood

As suggested by Arnett (2000), the emerging adulthood phase may not be globally applicable to all individuals between the ages of 18 and 29. Emerging adulthood is linked to socio-economic circumstances of which the individual form part of. (Arnett, 2000). Highly industrialised economies where individuals typically finish high-school and then develop independence by taking responsibility for themselves enables individuals to enter the emerging adulthood phase (Arnett, 2000). Embracing emerging adulthood between the ages of 18 and 29 is enabled by an individual's ability to form relationships, explore their interests and achieve financial independence by discovering and establishing career options (Ismail et al., 2016; Maree & Twigge, 2016). Arnett (2000, 2014) acknowledges that emerging adulthood is mostly validated as a developmental phase in Western- economies and states that emerging adulthood in developing countries is much more contextual.

From the above, it is therefore of fundamental value to the study to understand the socio-economic and cultural circumstances that is true to the South African context and emerging adulthood. When the essence of emerging adulthood, becoming an

independent individual by taking responsibility of your personal development (Arnett, 2000), is taken into consideration, the South African context presents various cultural and social class related inconsistencies to the emerging adulthood theory (Arnett, 2016). These inconsistencies could be specified in the South African context by referring to for example: adult initiation of young men at a young age and the lack of opportunity and developmental prospects for young adults in South Africa (Mhlongo, 2013). The perceived lack of opportunity for individuals and culturally diverse perspective on adulthood is argued to be contradicting to Arnett's (2000) emerging adulthood theory (Arnett, 2016). The theory of emerging adulthood has been widely criticised for not taking cultural differences and social class into consideration (Domene et al., 2015; Lindstrom et al., 2013; Swanson, 2016; Syed & Mitchell, 2013). Arnett (2016) defend his theory by stating that, although he does not disagree that the initial theory of emerging adulthood focusses on more developed countries, more recent research suggest that information technology and globalisation increases the need for low income social classes in developing countries to become active in the Western capitalist economy (Arnett, 2016). What does this imply for South Africa? How does the expectation that is created for previously disadvantaged individuals influence the prospects of their career development in the socio-economic context of South Africa?

Both questions stated above indicate a lack of knowledge on both the influence of socio-economic circumstances such as inequality and possibly a lack of Afrocentric career development research and more specifically in the South African context. As stated above, the information technology developments of recent years and the effect of globalisation (Arnett, 2016) has to a certain extent, led to the acculturation of specifically African races in South Africa (Ferdman & Savig, 2012; Matthews & Bower, 2013). By implication, it should be stated that there is a more developed understanding that emerging adulthood in developing countries should not be generically understood (Syed & Mitchell, 2013). The socio-economic nature of emerging adulthood encourages a broader understanding which allows for the contextualisation of individuals from specific socio-economic circumstance pre emerging adulthood (Paterson & Uys, 2005; Schwab & Syed, 2015; Syed & Mitchell, 2013).

2.4.4 Emerging adulthood in this study

Given the literature explored in this study and how emerging adulthood is defined and should be questioned in the South African context, this study will focus on Arnett's (2000) initial definition of individuals moving from a dependent state of being to an independent state of being by taking responsibility. Emerging adulthood is however, in alignment with the criticism with regards to socio-economic circumstances and cultural perspective (Ferdman & Savig, 2012; Syed & Mitchell, 2013), not seen as an assumption, but rather as a reference to a developmental phase in the lives of young people (Arnett, 2016).

In the following section, the three main dimensions of this study will be discussed in terms of theoretical commonalities, namely: inequality, career development and emerging adulthood.

2.5 THE INFLUENCE OF INEQUALITY ON THE CAREER DEVELOPMENT OF EMERGING ADULTS IN SOUTH AFRICA

It is widely recognised in South African literature that the Apartheid regime created the severe inequality that is still present in the South African socio-economic context (Di Fabio & Maree, 2016; Hart et al., 2016; Mhlongo, 2013; Posthumous, 2013; Sabat et al., 2014). The following section will focus specifically on the influence inequality historically had, and currently has on career development in South Africa. Further, the link between the South African socio-economic context and emerging adulthood will be discussed. Finally, the influence of inequality on the career development of emerging adults in South Africa will be explored.

2.5.1 Inequality and career development

As discussed earlier in this chapter, career development has been a dynamic concept in the field of industrial and organisational psychology (Savickas, 2011). Career development with regards to the prospect of constantly developing a higher level of employability, has developed into a socially influenced construct that needs to be understood contextually (Coetzee, 2015; Maree & Twigge, 2016; Savickas, 2011).

Inequality as a contextual social influence has significantly influenced the career development prospects of previously disadvantaged groups in South Africa (Biddle & Schafft, 2015; Theron, 2016b). Career development within the context of inequality could be divided into two distinct groups that is identified in literature (Abrahams et al., 2015; Bunderson & Van DerVegt, 2018; Meyers & Vallas, 2016; Seider et al., 2018). The first noteworthy influence is with regards to the effect that historic inequality has on career development.

Multiple sources suggest that the greatest effect of the Apartheid regime in South Africa is demonstrated in the current inequality that is still experienced (Leibowitz & Bozalek, 2014; Mattes, 2012; Sabat et al., 2014). The lack of career opportunities for discriminated groups that fell under the Apartheid regime prohibited these groups from becoming economically active (Leibbrandt et al., 2010). This structural inequality precipitated the inequality the born-free generation (post 1994) inherited from historic inequality (Di Fabio & Maree, 2016; Mattes, 2012).

Specific examples of inherited inequality for the born-free generation with regards to career development mainly focussed on the lack of economic resources that influence the ability of previously disadvantaged individuals to gain access to education (Di Fabio & Maree, 2016). As a result, various studies suggest that the ability of previously disadvantaged individuals to adapt to the requirements of the workplace and enhancing their employability in the labour market is influenced negatively through historic inequality that is inherited (Abrahams et al., 2015; Ismail et al., 2016).

The knock on effect of historic inequality as an influence on career development then seems to perpetuate which leads to the second noteworthy influence of inequality namely the continued inability of previously disadvantaged individuals to access career development opportunities (Abrahams et al., 2015). The fact that previously disadvantaged individuals grew up in the disadvantaged spectrum of inequality due to historic political influences (Mattes, 2012), continuously influence their career development as the inequality gap between rich and poor is not breached by becoming employed.

With relation to the understanding of career development stated earlier, individuals thus stay dependent for longer (Theron & Theron, 2014) as they do not necessarily have the means to become independent because of limited career development opportunities, lack of economic resources and career guidance information (Abrahams et al., 2015; Theron, 2016). The ability of individuals to become resilient in their career development by achieving independence and becoming employable is therefore strained not only by the historic nature (Mattes, 2012) of inequality but also by the perpetuated presence of the influence the historic inequality has in their lives (Di Fabio & Maree, 2016; Mhlongo, 2013; Posthumous, 2013; Sabat et al., 2014). An example of perpetuated inequality is access to education where an individual does not have a good primary and secondary education because of inequality and then does not qualify for tertiary education which might affect their ability to become employed and financially independent (McKeever, 2017). The synonymous nature career development has with moving from dependence to independence implies that inequality could be seen as a crutch for future development as it preserves developmental dependence as described above (Biddle & Schafft, 2015; Dass-brailsford, 2005; Theron, 2016b). The conclusion drawn above shifts the focus of this study to emerging adulthood in the socio-economic context of South Africa. The notion that emerging adulthood attends to the establishment of independence in the phase after adolescences (Arnett, 2000) closely relates to the theoretical grounds of career development as described above. The next section will focus on how career development and emerging adulthood in South Africa are interlinked theoretically.

2.5.2 Emerging adulthood and career development

From the definitions of both emerging adulthood and career development as stated above, certain theoretical links indicate that a relationship exist between the two concepts. The most significant similarity between the two concepts is the notion that it could be seen as developmental phases in a individuals life (Arnett, 2014; Ismail et al., 2016). An integrated discussion of the theoretical relationship will follow.

Both developmental phases speak to the transition between dependence and independence. Career development in terms of becoming resilient in one's career and thereby becoming independent (Theron, 2016) and emerging adulthood in terms of

taking responsibility for personal financial welfare and the establishment of relationships (Arnett, 2000). Although career development is seen as a continuous and dynamic process (Savickas, 2011) and emerging adulthood is a more specific phase, it could be derived from literature that these concept and life- tasks collide at some stage of an individual's life (Goodman & Tredway, 2015; Łaba & Venter, 2010; Shulman et al., 2016). This might pose a very specific challenge for young individuals specifically those that come from a historically disadvantaged family (Abrahams et al., 2015). By implication, the stage of an individual's life before entering emerging adulthood, must be taken into consideration when the collision of emerging adulthood and career development is investigated (Acemoglu et al., 2015). This will assist in determining the time the collision between emerging adulthood and an individual's career development take place by acknowledging the transition from dependence to independence as per the theoretical relationship established above.

As mentioned by Arnett (2000), contextuality should be integral to understanding emerging adulthood as this would enable research to acknowledge different starting points of the transitional phase. An interesting remark that was made by Arnett (2016) is that one should also take into consideration what the end goal of emerging adults in developing countries are as this would inform the embarkment and completion of emerging adulthood. This statement again moves away from a globalised understanding of emerging adulthood, however, information technology and globalisation once again plays a role in setting a generic measurement for success with regards to, not only individual's careers, but also with regards to how subjective fulfilment is understood (Di Fabio, 2012; Kraak, 2015; Mhlongo, 2013; Rabie & Naidoo, 2016). The point where career development and emerging adulthood collide is therefore contextually dependent on the establishment of both concepts simultaneously in terms of transition from dependence to independence (Bosch, Serido, Card, Shim, & Barber, 2016; Goodman & Tredway, 2015; Jablonski & Martino, 2013; Łaba & Venter, 2010; Syed & Mitchell, 2013). This study therefore needs to contextualise the relationship between emerging adulthood and career development in the South African context to understand how the influence of inequality should be understood in relation to career development and emerging adulthood which is described below.

2.5.3 Inequality's influence on career development in emerging adulthood

It has been established that inequality is a very harsh reality for the majority of South African youth who grew up in poverty and has to navigate the effects the Apartheid regime had in their lives (McKeever, 2017). Various studies point out how family income and historic inequality that resulted in poverty had a negative influence on the career choice of low-income family youth (Mahadea & Kaseeram, 2018; Maila & Ross, 2018; Posthumous, 2013). Posthumous (2013) found that low family income resulted in individuals feeling that they had limited career information to inform their career choice and that multiple careers such as engineering, and accounting was perceived to be out of their reach because of financial circumstances. Maila and Ross (2018) found that youth from disadvantaged backgrounds perceived their financial resources, peer pressure and their ability to apply themselves in their studies to be hindering factors with regards to accessing tertiary education. Furthermore, linguistic skills development in primary education and career guidance in secondary education would assist in bridging the gap between secondary and tertiary education (Maila & Ross, 2018).

Mahadea and Kaseeram (2018) found that there was a positive relationship between income growth in poor areas to the encouragement of entrepreneurship and also that unemployment moderately encourages entrepreneurship. Albien and Naidoo (2016) found that the transition to a western economy seems to be the most challenging factors for young black individuals who come from rural areas. Previously disadvantaged individuals career choice was also found to be dependent on their subjective view of personal, linguistic and financial abilities rather than personal aspirations, creating more dependency by forcing individuals to take whatever job they can get (Abrahams et al., 2015). It could therefore be derived that inequality in South Africa has a significant influence in the career development of young people as they are constantly dependent on social and socio-economic factors which limit their ability to become independent in their career development. Specific factors that hinders the transition to independence is the availability of personal development resources, financial resources and access to information with regards to career guidance (Abrahams et al., 2015; Albien & Naidoo, 2016; Maila & Ross, 2018).

From the theoretical relationship between career development and emerging adulthood established above, it can be derived that inequality also influence the beginning point of the transitional emerging adulthood phase (Adegun, 2013; Arnett, 2016; Bosch et al., 2016; Botha, 2014; Lindstrom et al., 2013; Syed & Mitchell, 2013). Although the theoretical relationship between career development and emerging adulthood was not found to be sufficiently reported in literature, the common influence of inequality was established to be a constraint on the developmental tasks of taking responsibility to become financially independent and establishing meaningful relationships (Arnett, 2000; Botha, 2014; Goodman & Tredway, 2015; Ismail et al., 2016; Shulman et al., 2016). Botha (2014) found that youth heading households establish themselves in adult roles much earlier, however, this in turn might stagnate personal growth and development. The lack of financial resources and the effect it has on individual's ability to become financially independent in emerging adulthood is also linked to socio-economic circumstances and inequality by Bosch et al. (2016). The deduction could therefore be made that inequality in South Africa has a very distinct influence on the career development of emerging adults.

2.6 CHAPTER SUMMARY

The literature review research aims of this study was reached by defining inequality and its related constructs in the South African context, by referring to the social nature of inequality and by describing how inequality will be understood in this study. Literature was reviewed and discussed pertaining to career development. A definition was derived from literature and seminal career development theories was discuss. Career development was then described within the context of the 21st century as well as how career development is social in nature and how career development will be defined in this study. Emerging adulthood was then reviewed from literature by defining emerging adulthood, distinguishing between adolescence and emerging adulthood, the socio-economic nature of emerging adulthood and how emerging adulthood is understood in this study. The chapter concluded with an integration of how inequality influence the career development of emerging adults by reflecting on literature regarding inequality and career development. The theoretical relationship between emerging adulthood and career development was then described and finally

studies that investigate the influence of inequality on the career development of emerging adults were reviewed.

CHAPTER 3

ARTICLE

PERCEIVED INFLUENCE OF INEQUALITY ON THE CAREER DEVELOPMENT OF EMERGING ADULTS IN SOUTH AFRICA

ADRIAAN FREDERIK SMITH

Department of Industrial and Organisational Psychology

UNISA

SUPERVISOR: Dr A Van Niekerk

ABSTRACT

Orientation: The South African economic sphere is under severe pressure to create employment for the youth of South Africa. With the strong influence that inequality has on most of the South African emerging adults' career development, inequality becomes a fundamental issue that should be investigated in the specific context where it is manifested. Understanding the influence of inequality on the career development of emerging adults in South Africa will inform career development and employability interventions that seek to bridge the inequality gap.

Research purpose: The purpose of this research was to gain a deeper understanding of the influence of inequality on the career development of emerging adults in South Africa.

Motivation for the study: The inherent nature of inequality in the South African work context and the resulting lack of career development opportunities for previously disadvantaged emerging adults, amplifies the need to close the knowledge gap. The knowledge gap refers to the breach between the requirements of the workplace and

the ability of South African emerging adults to successfully participate in the South African economy.

Research design, approach and method: The study was conducted within the social constructionism paradigm, which resulted in a deeper understanding of the contextual influence of inequality on the career development of emerging adults from a qualitative research approach. The sampling was done based on set criteria for emerging adults which was directed by purposive sampling. Semi-structured interviews were conducted after which the data was analysed using a thematic analysis approach.

Main findings: The findings of this study indicate that the legacy of inequality in South Africa, that was manifested through Apartheid, still serve as the contextual circumstances in which previously disadvantaged individuals are brought up. The socio-economic circumstances compounds to the extent that the career development of individuals is influenced mostly with regards to not having access to developmental resources and a lack of mentorship. The findings indicate that social circumstances should be fundamental to understanding career development in South Africa.

Practical implications: This study can provide insight to the influence inequality has on the career development of emerging adults and the relationship that exists between the different influences perceived to influence emerging adults.

Contribution/value-add: The findings of this study could assist in closing the knowledge gap between the expectations of the workplace and current career development initiatives. Further, developmental needs for individuals influenced by inequalities can be identified and addressed.

Key words: Inequality; career development; emerging adulthood; organisational psychology; career psychology; social constructionism; previously disadvantaged; black tax; thematic analysis; qualitative research.

INTRODUCTION

Key focus of the study

The increasing inability of emerging adults to develop their career, to eventually be able to compete in the workplace, is a constant issue in the socio-economic transformation of South African citizens (Albien & Naidoo, 2016). This is mainly due to the historic influence of inequality on the developmental opportunities of South African emerging adults (Ismail et al., 2016), along with the current failure of transformative career development initiatives for the masses of South African emerging adults (Abrahams, Jano, & Van Lill, 2015). This research explored the perceived influence of inequality on the career development of emerging adults in South Africa. The knowledge gap between the expectations of the workplace and the ability of the youth to participate in the economy must constantly be informed to ensure that mass poverty and career development of previously disadvantaged individuals can be addressed (Goodman & Tredway, 2015). It is therefore of vital importance to understand the influence individuals perceive inequality to have on their career development.

Background to the study

Inequality could be described as one of the most hindering socio-economic factors in the South African developmental context due to its historic influence which was inherited from the apartheid era (Albien & Naidoo, 2016). Inequality is characterised by the disparity between the extremely rich select and the masses who live in extreme poverty (Posthumous, 2013). Due to the inheritable nature of inequality, the existing gap between the rich and poor keep on growing and by implication, the ability of emerging adults, from a disadvantaged background, to compete in the current workplace, keeps being challenged by unique contextual factors (Genicot & Ray, 2017; McKeever, 2017; Mudhovazi & Maree, 2012).

Significant research on the employability and career adaptability of emerging adults has been done recently (Coetzee, 2012; Ismail et al., 2016; Kovalenko & Mortelmans, 2016), indicating that rather than specialising in a specific field or career path, the dynamic nature of the workplace (Van Aardt, 2012) requires individuals who are able

to adapt and frequently develop (Goodman & Tredway, 2015). The unique contextual factors present in the career development of emerging adults in South Africa (Mudhovazi & Maree, 2012) therefore implies a threefold reality in the current South African workplace.

The three realities which were derived from the dissonance between the expectations of the workplace and the ability of emerging adults to participate therein could be stated as: Firstly the influences of inequality on the career development of previously disadvantaged emerging adults are not thoroughly considered in the career development initiatives presented to emerging adults (Albien & Naidoo, 2016). Secondly the current supply of skills available from emerging adults does not meet the demands set by the workplace (Ismail et al., 2016; Kraak, 2015) and lastly the knowledge that contributes to the development of workplace expectations and career development initiatives do not sufficiently focus on the influence of inequality on the career development of emerging adults (Albien & Naidoo, 2016; Goodman & Tredway, 2015).

The general development of the South African economy and by implication the financial welfare of South African citizens strongly depends on the recognition of the influences of inequality (Abrahams et al., 2015; Brown & Lent, 2016). Even though inequality and the effects thereof have been blatantly acknowledged and scrutinised in the post-apartheid era (Abrahams et al., 2015; Mudhovazi & Maree, 2012), poverty, unemployment and the dissonance between the supply and demand of skills remain a major concern for the South African socio-economic sphere (Abrahams et al., 2015). This could directly be linked to the career development of emerging adults in South Africa as inequality causes a disparity in the developmental opportunities, such as access to quality education, financial welfare, career guidance and access to career information (Baldry, 2016).

Research purpose

Social and anthropological research has been done extensively over the past two decades in an effort to understand the influences of inequality (Abrahams et al., 2015). In terms of career development of emerging adults however, there seems to be a

shortage in literature that informs the identified gap between workplace expectations and skills available (Mudhovazi & Maree, 2012) with specific reference to qualitative research (Cook & Maree, 2016). Furthermore, the ongoing influence of inequality on the career development of emerging adults indicate the dynamic and contextual nature of the construct and implies that continuous research is required (Oluwajodu, Blaauw, Greyling, & Kleynhans, 2015; Posthumous, 2013). The purpose of the research was therefore to gain a better understanding of the perceived influence of inequality on the career development of emerging adults in South Africa both from literature and empirical research. The findings of the empirical research were depicted in a basic framework that discuss the findings of the influence of inequality on the career development of emerging adults in the South African context.

The aim of this research was to gain a deeper understanding of the perceived influences inequality has on the career development of emerging adults in the South African context.

The specific literature aims of the study were to:

- conceptualise inequality and its related constructs;
- conceptualise career development and its related constructs;
- conceptualise emerging adulthood and its related constructs; and
- explore the influence inequality has on the career development of emerging adults.

The specific empirical aims of this study were to:

- gain a better understanding of how inequality influences the career development of emerging adults in the South African context;
- to provide a basic framework of the perceived influence inequality has on the career development of emerging adults in South Africa; and
- to make recommendations to address the perceived influence inequality has on the career development of emerging adults.

TRENDS FROM LITERATURE

Inequality could be described as a social phenomenon where the measurement of distributed resources between different groups and individuals are compared between each other and the difference between the measurements are inequality if there is a great disparity in the measurement (Seider et al., 2018).

In South Africa inequality is one of the most significant social issues that government currently must deal with. Inequality as a social phenomenon must be interpreted in the social context where it is manifested to gain an accurate understanding of how it influences the individuals and groups affected by it (Milanovic, 2016). In the South African context, the establishment of inequality could be linked to the apartheid era (1949- 1994) which deliberately distinguished between different races in the country and withheld various economic resources and basic needs from all non- white groups (Abrahams, Jano, & van Lill, 2015). This created a massive inequality between cultural and racial groups as the white minority monopolised economic resources for their own gain, leaving all other racial groups without access and the ability to obtain necessary resources (Mahadea & Kaseeram, 2018). In this setting, those who were therefore affected by inequality become more dependent on those who were not affected by the inequality (Mattes, 2012).

In this social context, career development becomes an even more dynamic factor. Career development could be defined as the interaction between personal traits, skills and abilities and various social factors such as economic, educational and the requirement of the workplace (Lindstrom, Kahn, & Lindsey, 2013). From this definition, it is clear that there is a social influential component to career development which indicate that to some extent an individual's career development is dependent on external factors (Savickas, 2011).

Career development after school in the early twenties could be seen as a transitional phase where individuals form and express their identity by becoming more independent from external factors (Savickas, 2011; Super, 1953). This notion once again amplifies the socially dependent nature of career development. In the 21st Century, career development has become synonymous with employability, career

resilience and career adaptability (Botha & Coetzee, 2017; Del & Rehfuß, 2011; Lindstrom et al., 2013). The three-constructs named above are all factors which increase an individual's independence from external factors giving that individuals more control over their employment and career development (Hart et al., 2016; Seider et al., 2018).

It could therefore be stated that individuals who are not able to develop their employability, career resilience and career adaptability are more dependent on external factors which determine their career development (Ismail, Ferreira, & Coetzee, 2016; Maree & Twigge, 2016). In the South African context, there has been serious limitations to the ability of individuals to access their career development needs and therefore dependence is created through inequality in their career development. This indicates that, congruent to the massive youth unemployment in South Africa (Statistics South Africa, 2018), to many young people are dependent on external factors for their career development.

Emerging adulthood, similarly to career development, is a transitional phase from the ages of 18-29 where an individual attempts to become financially independent by taking responsibility for themselves and for their relationships (Arnett, 2000). There is therefore also a move from dependence to independence again reflecting on how dependent an individual is on the external factors that influence their personal growth (Arnett, 2016).

On the basis of the definitions of the constructs defined above, it is evident that inequality, career development and emerging adulthood is influenced by social factors (Bunderson & Van DerVegt, 2018; McKeever, 2017; Seider et al., 2018) It could therefore be derived from literature that inequality as a social phenomenon is highly influential on the career development of emerging adults in South Africa. Posthumous, (2013) found that individuals from low family income structures are likely to be limited in their career choice due to a lack of information and career guidance as well as the financial means to obtain tertiary education. Previously disadvantaged individuals were also found to be highly dependent on job opportunities for the sole purpose of surviving rather than self-actualisation and out of necessity as suggested by Abrahams et al., (2015). It is therefore imminent that the presences of inequality have

a significant influence on the career development of emerging adults in South Africa by increasing their dependence on external social variables which are not in their control.

RESEARCH DESIGN

A research design could be described as a road map for the process and specific research techniques that will be used to conduct the research (Creswell, 2009). In the following section, the research approach, methodology and research strategy are described.

Research approach

The study was conducted within the paradigm of social constructionism which reiterated the understanding that there is no single truth in the world that can serve as a generalisable directive in understanding and exploring human behaviour (Geldenhuys, 2015). Social constructionism naturally leans towards qualitative research as it does not generalise, can look at different perspectives under the same influence and lastly interpret different considerations as highly contextual (Creswell & Creswell, 2017; Di Fabio, 2012; Maree, 2013).

Qualitative research has significantly contributed to the investigations of social structures and occurrences and is in line with the empirical aims of this study as it aims to inform a deeper understanding of influences and experiences social beings find themselves in. Qualitative research further aims to identify certain characteristics of a social phenomenon through discovery and lastly the appreciation of the contextual nature of social phenomenon (Alpaslan, 2010). Qualitative data is usually rich and expressive which leads to original research and in-depth understanding of the social phenomenon (Schwab & Syed, 2015). The highly contextual nature of inequality in South Africa (Ferreira, 2016) was explored qualitatively to ensure a deeper understanding of inequality as a social phenomenon, and how it influence the career development of emerging adults (Creswell & Creswell, 2017).

Research method

The research method describes the practical steps that was taken in this study to ensure that the empirical aims can be reached (Alpaslan, 2010). The practical steps in this study includes the research strategy followed, the research setting, sampling method, data collection method, data analysis method and process, strategies to ensure quality data and how the findings were reported (Creswell & Creswell, 2017). The next section with discuss the different research methods and procedures that was used in the empirical study.

Research strategy

The study was interpretive which is aligned with the empirical paradigm of social constructionism and the qualitative research methodology (Travers, 2009). Semi-structured interviews was conducted with the participants to ensure that the personal interpretations, perceptions and experiences of individuals serve as the basis for data collection (Travers, 2009). The semi-structured interviews enabled the researcher to make use of an interview guide (Alpaslan, 2010). This enabled the interviewer to further probe specific responses of the participants and to explore the unique contextual experiences of the participants (Creswell & Creswell, 2017). The interview guide (Annexure A) served as initial guideline to questions after which the researcher probed into more specific experiences and perceptions held by the participants. The unit of analysis was emerging adults in the South African work context (Alpaslan, 2010).

Research setting

The research was situated in the general South African workplace (Theron, 2016) and included both employers and employees and therefore also organisations in general (Geldenhuys, 2015). Specific focus was given to emerging adults (Ismail et al., 2016) from disadvantaged backgrounds who have entered the workplace (Abrahams et al., 2015). The participants were all interviewed in unique spaces that was private and ensured, that their responses remained confidential and that the participants anonymity was honoured (Creswell et al., 2007).

Entrée and establishing researcher roles

The researcher depended on his experience as an interviewer gained from his occupational skills and academic background (Alpaslan, 2010). The researcher approached the participants individually and explained what the research aims were, and how the study will be conducted (Alpaslan, 2010). The researcher requested participants who agreed to participate in the study to sign the informed consent form (Annexure A). Times and dates were set with each participant individually. The interviews were conducted with each participant in a place that was private to ensure that their anonymity and participation in the study was guaranteed (Travers, 2009). The researcher was constantly responsible to ensure that ethical research principles was adhered to.

Sampling

In accordance with the social constructionism paradigm, purposive sampling was chosen as the contextual nature of inequality in South Africa seeks to understand participants from a very specific setting (Terre Blanche, Durrheim, & Painter, 2006). Participants were chosen with the specific focus of investigating the influence of inequality on the career development of emerging adults. Therefore, four participants from the researcher's personal network were approached who all were:

- between the ages of 18 and 29,
- form a part of a social group that was affected by inequality,
- is currently engaged with the South African workplace and
- equally representative of both males and females to ensure that possible gender inequalities can be discovered.

The initial sample size was found to be adequate by the researcher as data saturation was reached (Alpaslan, 2010) after the initial coding phase (Braun & Clarke, 2006) of the data analysis process was completed. Other than the specific dimensions mentioned above, that guided the purposive sampling, biographical information was

also obtained and is depicted in table 3.1 below. The biographical information was used to create descriptive pseudonyms for the participants in the findings.

Table 3.1

Biographical information of participants

Participant Number	Age	Race	Gender	Years of Employment
1	28	Black	Male	7
2	24	Black	Male	4
3	27	Black	Female	3
4	25	Black	Female	3

Data collection methods

The social constructionism paradigm of the study prompted for semi- structured interviews to be used as method of data collection (Terre Blanche et al., 2006) as it allowed for the researcher to use his discretion in certain instances where the individuality and contextual nature of the influence of inequality was visible, thus enabling the researcher to gain a deeper understanding (Schwab & Syed, 2015). The researcher made use of an interview guide (Alpaslan, 2010). The interview guide consisted of primary questions and further probing questions aligned to the aim of this study (Alpaslan, 2010). This enabled the researcher to explore the various influences that inequality has on the career development of the participants (Travers, 2009). The researcher found the interviews to be very interactive and that subjective agreeance with the participants fostered an environment of trust and openness (Proctor, Tweed, & Morris, 2015).

Following the first interview, a verbatim transcription was analysed with the assistance of the research supervisor to ensure that the interview guide was effectively aligned with the empirical aims stated above. The interviews duration varied from 45 minutes to 60 minutes.

Recording of data

After obtaining informed consent (Annexure A) from the participants, the researcher recorded all the interviews digitally and made electronic notes as agreed to by the participants (Creswell & Creswell, 2017). The interviews were then transcribed verbatim by the researcher (Rabie & Naidoo, 2016). The process of transcribing the data helped the researcher to become familiar with the data (Clarke & Braun, 2013). The data was stored and protected electronically, and password protected. All participants signed an informed consent form which depicted that the protection of all data gathered is the responsibility of the researcher and that no information that could compromise the participant's anonymity will be disclosed to any person other than the researcher. The informed consent further indicated that data will be used for the purpose of this study only and that any breach in confidentiality and anonymity will be reported immediately.

Data analysis

The analysis of qualitative data is characterised by narrative data that is not structured and unquantifiable (Alpaslan, 2010). Data that was obtained during the data collection processed was therefore analysed by making use of thematic analysis as suggested by Clarke and Braun (2013):

- The researcher ensured that he became familiar with the data by transcribing the data verbatim,
- the information was then coded into various themes,
- different sub-themes and properties were then identified within the themes,
- the themes were then reviewed and the relation to the codes was investigated to ensure the contextuality of the responses was accurately presented,
- the recognised themes, sub-themes and properties were then defined and named and,
- the conclusions were written up (Braun & Clarke, 2006; Clarke & Braun, 2013).

After this process was followed, a basic framework was then developed, indicating the findings of the research (Alpaslan, 2010). The researcher made use of his personal notes to ensure that a reflective presentation of the interviews was achieved (Braun & Clarke, 2006). The researcher also consulted with his research supervisor to ensure the identified themes was aligned with the initial codes given and that the themes were properly and contextually substantiated through evidence in the verbatim transcripts.

Strategies employed to ensure quality data

The quality of the data was ensured by confirming that the data was credible, transferable, confirmable and dependable (Shenton, 2004). Firstly, credibility was achieved by ensuring the findings of the study reflects truthfully on the experiences portrayed by the participants (Creswell et al., 2007). Credibility in this study was achieved by making use of verbatim transcriptions from the participants (Thomas & Magilvy, 2011). Further, the researcher constantly engaged with his research supervisor to ensure that the data analysis process was followed in a way that honoured the participants voices and that verbatim quotes used to substantiate finding are used contextually (Thomas & Magilvy, 2011).

Transferability in this study was ensured by making use of well-established research methodologies to ensure that the research process followed is generalisable in different contexts (Thomas & Magilvy, 2011). The researcher also ensured that a thorough description of the participants was done to enhance the transferability of this study (Creswell et al., 2007).

To ensure dependability, the researcher included a descriptive process of how the study was conducted by explaining the research design that was followed (Thomas & Magilvy, 2011). This enabled the researcher to leave a reviewable trace for the research process followed which can be related to the findings and conclusion of the study (Creswell & Creswell, 2017).

Lastly, the researcher made sure to establish confirmability through ensuring that credibility and transferability was reached by understanding the context in which

information was gathered with regards to his relationship with the participants (Shenton, 2004).

The researcher also ensured to write down and acknowledging his personal biases and preoccupation toward the aims of the study and also in the data analysis and reporting process (Thomas & Magilvy, 2011)

Methods to ensure ethical research principles

The researcher obtained ethical clearance from the university's College of Economic and Management Sciences Ethics Research Committee at UNISA to proceed with the research. Upon approval by the ethics committee the researcher ensured that all participants gave informed consent to participate and adhered to the suggested ethical guidelines (Mertens, 2016). The ethical guidelines in the informed consent form and throughout the research process was guided by the notion that all participants partake in the study voluntarily and that they were allowed to withdraw at any stage (Mertens, 2016). All precautions were taken to ensure that participants remained anonymous by making use of biographically descriptive pseudonyms and removing any identifiable information (Creswell & Creswell, 2017).

The researcher took full responsibility for the data that was collected and acknowledges his future obligation toward the participants and the management of the data (Terre Blanche et al., 2006). The information of participants is kept confidential by ensuring the electronic data is stored in a secure location that is password protected and only available to the researcher. Furthermore, all verbatim transcripts, digital recordings and identifying data will be destroyed five years after this study was submitted. The researcher took great care to ensure that the quality of the data was upheld and constantly requested assistance and guidance from his supervisor with regards to any possible issues or difficulties experienced. The researcher further committed to ensuring that now harm is done during or after the research process was completed by ensuring quality data as mentioned above (Thomas & Magilvy, 2011).

Reporting

The findings of the study are reported to ensure that the empirical aims of this study are reflected (Alpaslan, 2010). Firstly, a discussion of the findings will be presented to indicate the results of the data analysis process (Braun & Clarke, 2006). The aim of the discussion research is achieved and depicted in table 3.2 by means of presentation of the themes, sub-themes and properties of the perceived influence of inequality on the career development of emerging adults (Creswell & Creswell, 2017). The themes, sub-themes and properties will be discussed in more detail and substantiated with verbatim quotes from the semi-structured interview transcripts (Alpaslan, 2010). After each verbatim quote used to substantiate the themes, sub-themes and properties in table 3.2, a descriptive pseudonym is used to indicate which participant's response is referred to. Participants Participant 1AM, Participant 2AM, Participant 3AF and Participant 4AF was allocated the beforementioned pseudonyms in the following manner:

- A number is allocated to each participant to indicate the chronological order the participants were interviewed in. For example, in participant Participant 1AM, the 1 will indicate that it was the first participant to be interviewed.
- Secondly the race group of the participant will be indicated. For example, in participant Participant 1AM the A will indicate that the participant is part of the African race.
- Lastly, the gender of the participant will be indicated by adding either an F (female) or an M (Male) at the back of the pseudonym.

A basic framework will then be presented to indicate the findings by presenting the interactive dynamics of the themes, sub-themes and properties (Alpaslan, 2010). This is followed by a detailed discussion of the basic framework integrated with literature. Reporting will focus on recommendations on how to address the perceived influence of inequality on the career development of emerging adults (Creswell, 2009). A conclusion of the findings as well as limitations to the study and recommendations for future research will conclude the reporting.

FINDINGS

In the following section an in-depth discussion of the empirical results of this qualitative study is formulated through thematic analysis within the social constructionism paradigm.

Themes were derived from the different codes given to the data after the initial coding phase (Braun & Clarke, 2006). Themes, sub-themes and properties are grouped together in Table 3.2 to indicate findings. Each of the themes, sub-themes and properties are then discussed in their groupings.

Table 3.2

Themes, sub-themes and properties of the perceived influence of inequality on the career development of emerging adults.

Themes	Sub- themes	Properties
Legacy of Inequality	Social Experiences	Presence of Inequality
	Snowball Effect	Reinforcement of Inequality
	Career Development	Mentorship
		Access to Resources
Cultural Heritage of Black Tax	Family Expectations	
	Developmental Dispositions	
Workplace Bias	Social Predispositions	Social Comparisons
		Racial Comparisons
		Competitive Disadvantage
Individual vs Institutional Responsibility	Ownership	Individual Responsibility
		Institutional Responsibility
	Dependence	Institutional Interventions
		Societal reform

Legacy of inequality

All four participants were asked to describe the influences inequality had on them from an early age and it was evident that the legacy of inequality played a significant role in how the participants experienced the influence of inequality.

Social experiences

The first sub- theme that emerged was the social nature of the experiences participants had regarding the influence Apartheid had on them. The social experiences of the participants manifested the presence of inequality in the participant's upbringing. The presence of inequality will be described as a property of the sub-theme, social experiences, below:

Participant 1AM referred to his basic needs that had to be prioritised because of a financial and basic needs shortage and how it influenced him in comparison to individuals who had access to basic resources. Participant 1AM referred to various experiences of the presence of inequality in his life, however, the verbatim quotes from Participant 1AM below is highlighted as it reflects the presence of inequality that is unique to him in comparison to the other participants.

'There were many times in my life that I could not go to school because as I got older, I had to make a plan to get food for my family. That becomes a problem because people who do not have to worry about food can focus much better in school.' (Participant 1 AM)

Both Participant 2AM and Participant 3AF specifically referred to their parent's past and the implications of inequality on their and how their parent's experiences of the past manifested the presence of inequality in the lives of these participants.

The statement below made by Participant 2AM showed his perspective of how the inequality young black people's parents and grandparents experienced was transferred to them by their parents which not only established the presence of inequality in his life but was also stated to have shaped him negatively. The presence of inequality in the parents lives also manifested the presence of inequality in the lives of young black people.

'I think as I already stated earlier on, particularly for Black people, in a lot of our cases our parents and grandparents' past has negatively shaped us in terms of inequality. On top of that, oppression itself.' (Participant 2AM)

Participant 3AF also refers to her parents but rather states that her experiences are like those of her parents and acknowledges the presence of inequality in her life by highlighting that she did and is still experiencing similar influences of inequality that her parents did.

'I'm obviously not saying that inequality doesn't influence me anymore because when I was young and had to learn to become an adult, all the same challenges my parents faced was there for me too and I think it still influences me today in my job' (Participant 3AF)

For Participant 4AF, the inequality she experienced was racially related and she experienced it through her participation in sports. She described herself as a promising athlete who still felt the presence of inequality on a racial level in terms of the opportunities afforded to her.

'I still remember there was this one time where we ran a race, right? And myself and this other girl, a White girl, we apparently finished at the same time, right? But it was like just before provincial level, it was like regionals and stuff like that. And they only take one candidate to provincials. And we finished the same time, but they placed her as number one and me as number two.' (Participant 4AF)

Snowball effect

The legacy of inequality theme was also evident in the participant responses with regards to the snowball effect they experienced. The snowball effect sub- theme refers to the continuous and growing effect inequality had on their lives. The reinforcement of inequality is described below as a property of the snowball effect. The participants responses indicated that the reinforcement of inequality they experienced in their lives

contributed to the continuous and growing influence inequality had on them, which contributed to the snowball effect described earlier.

Participant 1AM, Participant 2AM and Participant 3AF described that they experienced a variety of inequalities and how these inequalities are all inter-linked. This meant that these three participants interpreted the inequalities they experienced as different types of inequalities that negatively interlink with each other with the effect of one inequality reinforcing the other. The reinforcement of the inequalities experienced compounded the effect of inequality in the sense that one kind of inequality led to another type of inequality.

'There's many events I can recall. But then, ultimately, it affects your end goal and how you progress in the next year, and the next year after that. So, ja. There's surely a lot of inequalities that are there.' (Participant 1AM)

'So, ja. As I've touched on it before, it...it seems as though various types of inequalities compound and one will always have to catch-up or play a catch-up game to get to be on par with certain people.' (Participant 1AM)

'That our parents' own lack of financial planning is going to keep affecting the next generations up until something changes. It's kind of, you know, it's just a general comment, kind of two arrows going in two different ways. The one keeps multiplying and the one keeps dividing itself.' (Participant 2AM)

'We had so many struggles which I feel still haunt me today. I constantly think that if I was only... if we had better health services I would not have been sick so much and I could have become something else.' (Participant 3AF)

It is noteworthy however that Participant 1AM constantly referred to the snowball effect of inequality and how it affected him throughout his life and not just in his upbringing. He referred to important things that he understands to be socially important to have or do. These are external expectations which he interpreted to define him from his subjective view, as being successful, such as buying a car and getting married.

'So, you realise that I will sacrifice buying a car. Let me put away money to study, you know? To get ahead.' (Participant 1AM)

'I'll push away marriage for...future. Maybe after 10 years. Right now, let me establish myself...and make sure that I get ahead in my career. So, all these things now make you realise...the moment you think you have arrived, you haven't arrived. But once you're pushing everything away, something happens that is natural out there. When you were thinking of buying a car a year ago, it was R150,000.00 or less. Now, by the time you think you're ready to buy a car, because you had to stall, because at the time you didn't have money. By the time you realise, it's now R400,000.00.' (Participant 1AM)

'So, because the base of inequality has not been...solved, and because others are way ahead of us, that's why these prices will keep going higher. That's why you will find that a lot of people will keep working, and working, and working, and not get to a certain point.' (Participant 1AM)

Participant 4AF also reiterated the reinforcement of inequality but spoke more to the South African society than she did to her own experiences. Participant 4AF specifically focused on how a lack of financial resources reinforces other types of inequality. The lack of financial resources expressed by Participant 4AF is also aligned to the experiences of Participant 1AM, where he expresses the influence the restricted access to financial resources had on him as indicated above.

'I feel like there isn't like a set equation that will work for every person, so it's like...for some people the answer is psychology. Like, they need to learn to think a particular way in order for them to grow. For some other people, they've got the mind. The mind is strong, but their inequality is not just having access to funding or education. Like, I just feel like everybody is...we have to define which inequality are we trying to address in order for us to try figure out a solution. Like we said, we realise that from one we've stemmed into ten. It's been a snowball of ten, so do we...how do we try to fix these ten? It's not by

fixing this one, because this one is going to take a lot of years, but then, how do we try curb the other ten rivers that have flowed from it?’ (Participant 4AF)

‘It’s like that...I don’t know, is it an analogy of 10 little fires, or whatever? Like, you’re trying to put this one out, but then another one starts. It really does feel like that. You know? We can’t ignore the fact that...money really holds the key to inequality, really. Like, it really does.’ (Participant 4AF)

Participant 4AF further expressed how she experienced individuals to be forced on a specific career path because of the lack of financial resources that limited future educational options.

‘Now you get forced in a career path that wouldn’t have been your first choice, and probably wouldn’t have been your fifth... But because that is the only thing that you could potentially study because it is on a bursary, just for you to get an education and end up embarking on that journey, and then...yes. So, now you...so, you see, it’s a snowball effect.’ (Participant 4AF)

Career development

Another sub-theme that emerged from the data speaks to the influence the legacy of inequality had on the participant’s career development. Under the sub-theme of career development, the property of mentorship emerged. All four participants felt that they would have benefited substantially from mentorship in their career development.

Participant 1AM mentioned that he did not have access to a specific mentor in his desired career path and that it was difficult for him to find a mentor who was accessible to him.

‘The lack of mentorship was one of the biggest issues for me. If you had to look for one, it’s someone somewhere in a different neighbourhood that is not within yours. And...they also might not be willing or keen to assist you in that regard.’ (Participant 1AM)

Participant 2AM referred to the value she puts on having a mentor in the work place who can give her both guidance and support especially when faced with challenging situations.

‘But I think mentorship is so crucial, and just having direct relationships with people that are put in charge of you, is so important in just giving you a constant point of reference. Sometimes the going gets tough, and days get dark. And the worst thing is not really knowing who to turn to, you know?’ (Participant 2AM)

Participant 3AF, similarly to Participant 2AM referred to someone that can guide you, however, Participant 3AF did not necessarily refer to the work place and mentioned that she did not feel that her parents could take up a mentorship role because of conflicting understandings about Participant 3AF’s support needs.

‘Yes, it’s very important to have someone that talks to you, someone that guides you, someone that puts you in line when you...and it’s not necessarily our parents. Parents never understand.’ (Participant 3AF)

Participant 4AF highlighted the importance of having a mentor and that she understands mentorship to assist in personal development in a way a textbook can’t. She also refers to similar experiences to those of Participant 2AM which is workplace related and expressed the lack of mentorship she experienced there.

‘So, mentorship is key. I think it helps to mould and shape the way that you think, perceive and do things, because the textbook can only take you so far. And even if I look at now...I started at this company, the first three months were really hard for me. I didn’t have mentorship, I didn’t have somebody showing me the ropes or explaining to me why we do things this way.’ (Participant 4AF)

Further to career development, participants also highlighted that the lack of access they had to resources influencing their career development. The resources referred to by the participants, other than financial resources, include access to information

technology such as computers, a variety of media streams and very prominently to access they had to career guidance and information to guide career decisions. Access to resources is therefore discussed as another property of the sub- theme career development. Participant 1AM, Participant 3AF and Participant 4AF referred to information sharing that was not the same for different schools, specifically career guidance information.

‘So, let alone the money issue and all that, I think information...the sharing of information in our schools also, was not as effective as...as it was to other schools.’ (Participant 1AM)

Participant 3AF compared the opportunities she had to that of her cousin and mentioned that she did not perceive her cousin to have had the same opportunities she had. The opportunities mentioned had an influence on her cousin’s career development.

‘I have a 30-year old cousin that’s just got a job now, she’s never worked her whole life and she’s 30. She’s never had the same opportunities that I’ve had.’ (Participant 3AF)

Participant 4AF strongly related the access that she had to career guidance information to guide her career decision making to, not only her personal career development prospects, but also in general to previously and still disadvantaged people from her subjective view. Participant 4AF also goes further to state that she feels that access to career guidance as a resource for career development is lacking in South Africa and that internet related media streams informed her of many different career options.

‘So, first of all, the inequality of information is also a big thing, I would say. Especially to previously and still disadvantaged people, in the sense that maybe that school has only taught them about X, Y, Z careers, and then what? What if you don’t fit that mould, right?’ (Participant 4AF)

'It's also one thing that our country I feel, really lacks. It's career guidance. I'm so grateful for things like social media now, because they're really opening up...not just social media, actually, the internet as a whole. I think if I had known about all the opportunities out there, it would have been possible for me to make better choices in my career so far. I did not know about all the different things that you can study at university, so I just did what I was able to do with my bursary.' (Participant 4AF)

Participant 1AM then goes further to indicate that although the access to career guidance resources was limited in his school, he did receive a wonderful opportunity which was life changing for him. Participant 1AM mentioned that Star Schools was an external opportunity he had that developed him further than he was able to develop with the resources he had access to in his school.

'In my own personal experience, when I was at school, I was in...I had an opportunity to join the Star Schools who was presented...or, headed by Mr Smith, who used to teach Maths on TV, on SABC3.' (Participant 1AM)

'That was something that...that was an effort that was given to us, an opportunity. And if...if I had given...had gotten that earlier, that would have meant I would have focused more earlier in my life and I would have, you know...pushed better. But that boosted where I am, basically.' (Participant 1AM)

Participant 3AF referred to how access to more media related resources influenced her variety of career choices when she moved from her township school to a Model C school. The increased access to information she experienced was attributed to greater access to information technology and media streams Model C school children had access to, compared to her township school.

'Most good schools at that stage had computer labs and access to internet. We did not have the same information to make choices with. When I went to an Afrikaans high school, a whole world opened up to me because I watched movies with my friends that showed me very interesting options. My friends that

stayed in the township school did not know about all of these things.'
(Participant 3AF)

Participant 4AF also referred to specific development opportunities such as extra classes and coaching that could serve as a resource for career development. Participant 4AF however indicated that the lack of these opportunities in her context, compared to other schools, limited her career exploration opportunities which heightened her experience of inequality.

'When I got to university and I made some white friends, I realised that I have missed out on a lot of things that I never knew existed. My white friends had extra math classes and special coaches for the sports they played. Some of them went to schools where they had art classes and they were able to compete in art competitions and things. If I had that I would have maybe become an artist or a dancer, you know.' (Participant 4AF)

Participant 2AM Specifically referred to favouritism as another resource which impacts on inequality. Rugby players, in the Model C school Participant 2AM went to, was perceived to have received more opportunities and had access to more resources because of the rugby culture the school had. Soccer as a sport and, the people who played soccer did not receive as much opportunities and attention from teachers.

'So, if you look at those examples now of being a rugby player in such a school that I was in versus being a soccer player, and the kind of flight path that is put ahead of you, in terms of your life, one is speaking...is breathing confidence into you by making you believe that you can become something, that you've got what it takes. It's coaching you almost, it's taking time to develop you and so forth, whereas on the other end, if you're a soccer player, you are kind of made to feel irrelevant and you are made to feel as a nobody, and so forth.'
(Participant 2AM)

'It should be equal in school in terms of who gets what opportunities, and I don't think currently we are experiencing that.' (Participant 2AM)

'But you're not seeing the same efforts being put into soccer playing pupils, for example. So, already that's now robbing them of an opportunity.' (Participant 2AM)

Cultural Heritage of Black Tax

The second major theme that emerged from the data was related to the participants cultural heritage of black tax. All the participants evidently saw their cultural heritage to have an influence on their career development because of black tax.

Family expectations

The first sub-theme emerging from the data as voiced by the participants is family expectations. For all four of the participants family expectations meant that their families expected financial support from them when they became employed.

'Ja. So, now your family thinks hey, this person is now working. So, we expect him to support us. So, some of the burdens that your parents have, they shift towards you, right?' (Participant 1AM)

'But my uncle happened to lose his job last year, and he was unemployed for almost a year. And in that year, before then, I was already sending money to my grandparents and my dad to support them each month.' (Participant 2AM)

'Then you are the only one that is working. So, they expect you to...as a thank you, you have to pay back...you know, we've taken you through school. Even if you got a bursary, they don't care. We've taken you through school, so it's your turn now; take care of us.' (Participant 3AF)

'I must now pay for my education that I had, and I have constantly pay for my family and parents while my... people who are the same age, does not have to pay for their parents because it is not expected from them.' (Participant 4AF)

Developmental disposition

On the basis that Black tax was an issue for all four of the participants, further exploration into the theme lead to a second sub-theme emerging, namely the developmental disposition, which captures the participants feeling that although they understand why they should pay their black tax, they also see it as a factor that hinders their personal growth and career development.

'Already, the burden of supporting my family already shifted to me. I had to send money at home to support them and all that. That meant that money was supposed to even be used for studying further, you know? But...but being the person I am, I had to now recognise that I needed to...you know, go back and assist at home' (Participant 1AM)

'It becomes unbearable. So, it had an immense influence on my life. And now that I'm having this interview with you, it becomes real for me. Because that's the actual life I lead.' (Participant 1AM)

'So, once my uncle lost his job, it was a case of now I am also assisting him financially. He's got 5 kids of his own, he's got responsibilities, and so forth. So, I did that with a very good heart, I don't regret it at all... But at the same time the reality of it is that it has kind of set me back a bit in terms of my personal finances, and so forth. And where I could have been in terms of securing my own future, and so forth.' (Participant 2AM)

'...then you've got your own responsibilities, but you still have to take care of everybody at home.' (Participants 3AF)

'I've got so much pressure from home, at work I'm trying to get ahead, and I feel like they're holding me back because they have to put Marietjie in that position or put Jude in that position. I can't get ahead, because I want to get ahead so that I can maybe take care...you know, more money...the more money I get, the more I'm able to provide for myself and my extended family, in most cases. So, then it brings...I'm trying to climb...you know? You...yes.' (Participant 3AF)

'Now, this child is going to try and get a job, work and maybe study through correspondence as well, but now you've got this factor of you're working and trying to pay for your family. Maybe you're the sole provider in the family. Yet, you must still find a career and all of that.' (Participant 4AF)

Workplace Bias

All participants were asked to specifically refer to inequalities that they might have or currently are experiencing in the workplace. Through the participant voices, it was evident they experienced various types of bias in their workplaces or situations in these workplaces they encountered.

Social predispositions

Bias seems evident through social predispositions. Participants indicate instances where they experienced such bias themselves and even displayed bias themselves.

The first property emerging from social predispositions is the social comparisons that the male participants constantly made. The comparisons were mostly made to individuals the participants perceived to be different from them in terms of their personal and historical social context.

Participant 1AM specifically indicated a bias in the workplace from other staff members which indicated that different individuals are perceived to come from the same circumstances. This leads to the social predisposition of different individuals being given the same opportunities where the history of other individuals may have developed them to make better use of that opportunity. Both Participant 1AM and Participant 2AM refers to a level platform of opportunities in the workplace. Participant 1AM suggests that a level platform for development does not necessarily translate to equal opportunity as the personal circumstances of individuals are not perceived to be considered in the workplace.

'Because when we're all sitting in the workplace, in our workstations, in our boardrooms, we're all the same. We're basically co-workers, and we're perceived to be going through the same challenges. I don't think there is a level platform for individuals because we all come from a different place and that is not considered. So, that in itself, I had to really adjust to it very quickly, and I had to put in more time, more effort, to sort of...you know, cover that.' (Participant 1AM)

Participant 2AM indicated that he does not feel that there is a level platform for individuals but attributed it to the social predispositions certain managers might have towards certain individuals in terms of favouritism. This creates social comparisons between employees in the sense that employees that are less favoured than other by management, do not have the same opportunities in the workplace from his perspective.

'I think I would almost kind of put it out as people not necessarily being allowed a level platform of opportunities within the workplace. So, I guess it would come in various forms. In some instances, favouritism could play a part where maybe managers favour certain individuals over others, so it's already blocking off an opportunity for another person.' (Participant 2AM)

A further social comparison made by Participant 2AM referred to social circumstances that he perceived to be different for individuals, influencing their ability to apply themselves at work.

'In some instances, certain personal pressures that people also tend to have does kind of create a sense of inequality, I feel; be it their shortage in being able to apply themselves to work as much as they'd like, for whatever reason. Having worked in retail myself, for example, I know...I've obviously worked with people who have no dependants, such as myself. But some of my colleagues have been parents, or wives in some instances. And in the example where there'd be days where we would have stocktakes, where we'd have to work through the night kind of thing, it would prove to be a very big issue for them.'

So, already their personal side of their lives is almost already affecting or hindering their own career development, and so forth.' (Participant 2AM)

Differently from the other participants, Participant 2AM also refers to the other side of the coin and mentions that certain individuals in his experience also use general social predispositions to create these social comparisons as an excuse for not performing well at work.

'Once again, you will find that people...others will try and create personal issues for themselves in order to get to knock off work or leave earlier than they're supposed to.' (Participant 2AM)

'So, it's almost like they are now once again creating a misfortune or situation for themselves that kind of...prevents them from having to come in to work.' (Participant 2AM)

Both female participants continuously compared themselves racially to other individuals in terms of their experiences of inequality in the workplace. The racial comparisons made was linked to the social status and history of the black race in South Africa specifically. The experiences of Participant 3AF and Participant 4AF links to the sub-theme of social predispositions as they referred to a broader social context than their personal working environments where they experience bias. This differs distinctly with the social comparisons that was made by the male participants at stated above. The next property that emerged from the data is therefore the racial comparisons the two female participants made.

'And I felt unequal in terms of...okay, just being Black, being the only Black person, seeing other Black people come for interviews but never getting the positions. It seems like you can only go so far in terms of promotions and so forth. When you achieve a certain level, you have to be satisfied with your role because promotions are not given to black people when it comes to management level.' (Participant 3AF)

'But I kind of feel like everybody else wants to oppress Black people, even in the workplace. Whereas in...they would rather hire a fellow Indian person instead of a Black person, promote an Indian person instead of a Black person, or even promote a Chinese or a Coloured person before they promote a Black person.' (Participant 3AF)

'So, you'll have...it's like multiracial when it comes to maybe the junior management level, and then the management level. Then maybe senior management level. But the minute it starts going into exec level and higher, very few Black people, if any at all. So, it's almost like, your growth is stunted to a particular point. After that, I don't know. I won't say that it's really hard to maybe go beyond that point, but currently what I'm seeing right now is, it literally stops at that point.' (Participant 4AF)

The third property emerging from the data analysis which relates to social predispositions, speaks to the competitive disadvantage which the participants experienced. Competitive disadvantage must be understood as; influences of inequality that stunted their career growth and limited their opportunities to develop, and therefore compete effectively in the workplace. It is also a natural flow from the first and second property, social and racial comparisons as the competitive disadvantage was continuously expressed in comparing the participants personal context to individuals from other races, socio- economic status, culture and types of workplace behaviour.

Participant 1AM experienced the socio- economic circumstances that inequality caused in his life to prohibit him from competing in the work environment the way he would have wanted to.

'Myself, I have to leave work...I had to, at the time, leave work at...earlier than I was supposed to. Because I'm also catching up with the public transport. So, those are the challenges that one face. So, you were not able to compete...in my bosses...me leaving earlier, was perceived not to be putting in the work. So, how that was then sort of...an attitude, or perceived attitude at work towards

my seniors. That meant this person is not really determined as they should.'
(Participant 1AM)

Participant 2AM first referred to White people who he experiences to generally be in better financial positions. He explained that Black people are often in a situation where the gap between the resources of White people and Black people are so big that the ability of black people to compete in the workplace as well as achieving Participant 2AM's subjective career success, is much more difficult. Participant 2AM mentions that the reality of this gap is true for the masses of black people when he refers to the influence of Black tax, however, the comment below fits into both the theme of cultural heritage of Black tax discussed above and the developmental disposition the participants experienced as is the case below.

'Black children are unfortunately born into debt, or they inherit debt, which is very true. In most cases, with the White people that I know, you will often find that by the time the parents die, the parents have set up their lives well enough for them to be able to sustain and sort of take things forward, whatever direction that may be for them. But you will very rarely hear, at least up to now, you will rarely hear of similar stories amongst Black people. It becomes impossible to compete because you never reach the same level as your peers. You are pressured by your peers to buy a car or a house, but you still have all this debt you have to and now you make more debt.' (Participant 2AM)

2 AM also referred to the experience he had with management at work which led to him feeling that he is not able to grow and compete because of the workplace bias manifested by his organisations management.

'My biggest thing is that I feel that I have been set up for failure you know? I did not receive the same attention from management as some of my colleagues so how am I to advance and do well at work if I... you know?' (Participant 2AM)

Participant 2AM, once again also looking at the other side of the coin, described individuals who make use of social predisposition as an excuse. Participant

2AM states that some individuals in effect create the social comparison by behaviour that disables their competitive advantage by using stereotypes of their social group as an excuse for their behaviour. He also attributes the dysfunctional behaviour, such as creating personal problems for themselves, to the generation of young South Africans as a general concept.

'Once again, you will find that people...others will try and create personal issues for themselves in order to get to knock off work or leave earlier than they're supposed to. So, I think everything just needs judgement at the end of the day, and...yes.'
(Participant 2AM)

'I don't know how it was with previous generations, but within our generation it's a definite. I've seen it far too often where people will go out, for example, have a hectic night, be lazy to wake up the next morning and then call in sick to work, even though all they're really dealing with is a hangover from last night. So, it's almost like they are now once again creating a misfortune or situation for themselves that kind of...prevents them from having to come in to work and realising their potential. I'm speaking of... of grabbing opportunities which can develop them to match or grow past their peers.'
(Participant 2AM)

'There are too many people getting fake sick notes from doctors, or made sick notes from doctors, and so forth' (Participant 2AM)

'So, I think it indicates that our generation is too quick to fall victim to their culture although it was created by themselves.' (Participant 2AM)

Again, with regards to the bias experienced in the work environment, the two female participants reflect on how they have a competitive disadvantage because of the social predisposition that goes along with their race, being Black. Both Participant 3AF and 4 AF refer to the working environment as specifically being discriminative against the black race in their experience which influences their opportunities and possibility for growth.

'And I felt unequal in terms of...okay, just being Black, being the only Black

person, seeing other Black people come for interviews but never getting the positions. It seems like you can only go so far in terms of promotions and so forth. When you achieve a certain level, you have to be satisfied with your role because promotions are not given to black people when it comes to management level. Also, in terms of pay, my salary, it was different when compared to my colleagues who was doing the same exact role that I was doing, but I'm a bit more educated than they were, I think. And I think I also worked a bit more than they did.' (Participant 3AF)

Participant 4AF shared extensively in when reporting on the general competitive disadvantage she experiences black people to have. She explained that the BBEE concept in South Africa creates a social predisposition which influences her ability to compete. She felt that it was important that merit plays the biggest role in obtaining opportunities in the workplace that enables you to grow instead of the social predispositions that goes along with her race. Participant 4AF also explicitly expresses how discouraging the presence of her competitive disadvantage is.

'I have to work like ten times harder than my counterpart who is not Black to grow and compete with her or him, you know? In order for me to gain the respect that I actually do deserve this role, I'm not here just because of maybe a BEE quota or something of the sort. I'm actually here based on merit. So, it's just in situations like that where I've seen that things tend to fall through the cracks. And also, personally...and you know what's funny, right? It's not even a Black and White thing anymore, it's just...I feel it's a Black thing alone, where even if my boss is Indian, she herself still has that perception of me as a Black child, you know, I'm probably filling this role because...she doesn't first respect me based on qualifications, work experience or anything like that. It's almost like that first perception that people will have about you as a Black person, where you come into the workplace and that...okay, we have to fill the numbers, we have to look multiracial and stuff like that...previously disadvantaged individuals include Coloured and Indian people, right? But it seems that my organisations would rather employ any other race than black people which is very discouraging.' (Participant 4AF)

Individual vs Institutional Responsibility

The last theme that emerged from the data relates to the questions that the participants were asked; how do we as South Africans overcome inequality, specifically in career development?

Individual vs institutional responsibility was a very significant reference point for all the participants as the question asked prompted them to assign responsibility, not only for possible role players in the future, but also the role players of the past which includes pre- and post-Apartheid role players. The responsibility, for taking ownership and overcoming inequality, assigned to individuals or institutions was reported by the participants with regards to overcoming the inequality they expressed in the first three themes above.

Ownership

The first sub- theme that emerged was ownership. Ownership was reported by all the participants as individuals or institutions which either had or was expected to take ownership in the past as well as those who need to take ownership in the future with reference to overcoming inequality.

The first property that was evident was individual responsibility. Individual responsibility refers to instances where participants either expected specific individuals to take responsibility and also instances where participant's felt that taking responsibility for inequality, historically or in future, is not the responsibility of individuals.

Participant 1AM strongly indicated that he understands the establishment of inequality to be attributed to individuals who caused inequality by monopolising resources. Participant 1AM then goes further and looks at the same individuals to contribute to solving inequality.

'But in the truest essence of inequality, you'll see that it's coming...it comes down

to the individuals. Without the colour. Leave that aside. It comes down to the individuals, and how they want to have more. And how they're selling the racial to us. No, because you are like this, this one is like that. So, to divide...to shift us away from the core focus of those who have power. And that is what it is. And if we can now tell the truth, even politicians are not telling the truth about why they are doing what they're doing.' (Participant 1AM)

In Participant 1AM's view that certain rich individuals should contribute, he specifically refers to the monopolisation of natural resources in South Africa and mentions that natural resources belong to everybody. This notion by 1 AM indicates that he wants the individuals who benefited from pre- and post-apartheid to contribute to benefit the masses.

'So, it's only fair for all of us to recognise that actually, if we all claim this is our country, let's contribute to it positively. Let's say, this is what I have. I can offer you this. No one is saying, give everything back. Or...do this and that and that. Abdul, you stole...yes, we agree. Bring, how much can you put in, you know?' (Participant 1AM)

'And Patrice Motsepe, you have...we don't know how you've got to be a billionaire, but we don't care about that, but can you bring a percentage to the table, so we can solve the problems that we have, you know? And then we can then say, we are moving forward as a nation.' (Participant 1AM)

Participant 2AM expressed a very different definition of individual responsibility. Participant 2AM, throughout his interview, did not refer to specific individuals but to all South Africans as individuals who should take responsibility. His interpretations of individual responsibility refer to himself and everyone who is part of the history and future of South Africa. He even mentions that individuals that have been negatively affected by apartheid and currently live in inequality should take responsibility. Participant 2AM mentions at the end of the interview that the only way South Africa will be able to overcome inequality is by everyone taking individual responsibility.

'You will not really be able to escape inequality completely because of your family, but if you take responsibility, you can manage it.' (Participant 2AM)

'So, I think overall, the change will only come through people just taking responsibility for the past, whether or not you were liable, and collectively we just make the decision to kind of bring about the change.' (Participant 2AM)

'So, in terms of where my own life ends up, in as much as I might come from a position of not having it all, me taking responsibility of the fact that my family hasn't had it all and putting it on myself to ensure that my future generation has it better than I did, has already worked out positively for me. I can see progress in my own life in ways that perhaps my dad has not had to sort of experience. So, in terms of responsibility, I think it is the key to everything at the end of the day.' (Participant 2AM)

Participant 4AF also referred to individual responsibility by suggesting that people who is today still influenced by inequality, should not look for the government for a solution.

'So, there is always a way to kind of elevate yourself. It's just, are you willing to do what you need to do in order for you to get there? So, don't look to the government to be your solution. Yes, it's great. There's a lot of opportunities now, there's a lot of funding now. But they also don't just happen like this, you know? So, I would really just encourage the disadvantaged, if I should say, to be willing to get your hands dirty. It will pay off at some point.' (Participant 4AF)

The next property which falls under the sub- theme ownership is institutional responsibility. All participants referred to institutions as an organisation that acts as a collective or represent a group of people. These institutions mostly referred to the government of South Africa. However, reference was made to private sector companies as well. Institutions were discussed by the participants in terms of their responsibility for the manifestation, reinforcement and solution with regards to inequality. These responsibilities were discussed specifically in the context of South African youth and their career development.

Participant 1AM and Participant 3AF specifically referred to the South African government and indicated that there should be a realisation of the effect inequality has on the country from their part which, if not attended to, could be detrimental to South Africa. They therefore place the responsibility of future and current interventions to overcome inequality on the government.

‘If the Government ignore the situation as it is, they are creating a potential danger for themselves wherein they can’t fix it anymore, you know?’ (Participant 1AM)

‘They have a lot of people who know what they need to do, but because they are leaders and they are on their higher seats, they don’t know what they actually need to be doing. If they knew, they would know how to bring all these things together and bring them into our country. And have our youth...you know, get involved in the economy.’ (Participant 1AM)

‘We were happy, we have freedom, the ANC government now has access to Treasury, where they also provide for themselves. But they didn’t investigate or find ways on how they would improve our lives now.’ (Participant 3AF)

‘Yes, so that’s why we have...we’re sitting now with a problem where unemployment is high, crime is high, Black people are now blaming the ANC government, the ANC government is trying to...’ (Participant 3AF)

‘Okay, it’s trying to, you know, they...Jacob Zuma is trying to take his family forward, the rest of us have nothing.’ (Participant 3AF)

In contrast to participants Participant 1AM and Participant 3AF above both Participant 2AM and Participant 4AF expressed, by presenting possible solutions to overcome inequality, that government is not the answer and individuals should not place the responsibility on the government but rather in themselves.

'Hence, I think before the government and organisations front, it will have to start from how people are being raised.' (Participant 2AM)

'So, don't look to the government to be your solution.' (Participant 4AF)

Participant 3AF also specifically questioned the current South African government's instability and mentioned that the government's inability to provide security, affects her future career development plans. Uncertainty about the future makes her hesitant to start her own business.

'Like, you look at things, like what is going around. No one knows what 2018 and 2019 is going to be like in this country. We don't know whether we will have a new government, maybe Julius will come and say everybody work for government.' (Participant 3AF)

'We don't know whether we will become a North Korea. And then you look, maybe the DA will come into power and then, you know, what will happen to...oppression? It's...if you're a Black person...' (Participant 3AF)

'Or you don't know if the ANC will continue eating...like...so, it's a...I think it's very unstable times' (Participant 3AF)

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'Like, I would love to go into business, but I'm scared to, because I don't know what the future holds.' (Participant 3AF)

'For me, in this country. So, it's uncertain times.' (Participant 3AF)

Dependence

The last sub- theme which also falls under the theme of individual vs institutional responsibility speaks to the dependence. Participant expressions in terms of a solution to overcome inequality and eventually the influence it has on the career development of both youth and emerging adults are described with regards to who they depend on to solve the problem of inequality.

Three of the participants strongly indicated that they felt there is some form of dependence on institutional interventions which was the first property that was evident. Institutions in this property is used as a collective for any governmental, organisational or structured collective as described below in the participant responses.

Participant 1AM expressed that government should realise their role in solving inequality as the nation and economic growth depend on the government being effective in solving inequality.

‘So, something very decisive needs to be...needs to be taken. Whether the Government needs to be involved, to be involved in us as people trying to catch up, we need to have our voices raised and get ahead. And also, others who are also in a different position needs to realise that hey, wait a minute, there was an imbalance of some sort. Because...if we ignore it for a very long time, we will even make those who are ahead uncomfortable at their own space. If the Government ignore the situation as it is, they are creating a potential danger for themselves wherein they can’t fix it anymore, you know?’ (Participant 1AM)

Participant 3AF also mentioned that she felt that there was a dependence on government in the Apartheid transition which was not successful and therefore did not address the need of young black children in terms of inequality.

‘So, I think if the government had maybe done a case study, or some...something...for the economics, they could have invited countries and try to find solutions on how we’re going to economically change the country, because I feel like nothing was done for the Black child.’ (Participant 3AF)

For future solutions to addressing inequality specifically in career development, Participant 3AF mentioned that career guidance and mentoring could play a key role in overcoming inequality. She mentioned that this intervention could be within the private sector where companies take initiative to assist in career development guidance and mentorship.

'So, a long-term solution, if we have companies that adopt...especially...not private schools or Model C schools, previously Model C schools, but private schools, villages and whatever. That companies take time to, you know, adopt schools to check on the progress, to check on the kids, to mentor, the whole process of mentoring. And maybe that will make a difference.' (Participant 3AF)

Participant 4AF also spoke to institutional interventions in the form of gaining access to career guidance and mentoring. She described that individuals can only aspire to become something they know about. She placed the dependence of young people who need career guidance on individuals but also on structured institutional interventions with regards to funding.

'Where do we start? For me, maybe because I'm really passionate about it, career guidance. And it's something that I personally also just wanted to work. It's one of the things I still want to do in my life. Even if I start like a small mentorship program or something, but literally going to schools, exposing and educating kids of what's out there for them.' (Participant 4AF)

'There is...the distribution of wealth is becoming better and how we said that...in all honesty, money plays a big role in all of this as well. So, it will allow for people to go to better schooling, it will allow for...through the better schooling, having better insights.' (Participant 4AF)

Participant 2AM once again differed from the rest of the participants by not specifically referring to external interventions or institutional interventions. Participant 2AM mostly mentioned solutions that has to do with taking personal responsibility and therefore did not place dependence on overcoming inequality on institutional interventions. When Participant 2AM was prompted about dependency by the interviewer, he responded in agreement that people who are less dependent on their circumstances by taking responsibility could be a solution to solving inequality. This links to the property of individual responsibility described above but is included under dependency as the response below was specifically

aimed at prompts the interviewer made regarding dependency. The verbatim quote of the interviewer's question is also included below.

'But if I speak about responsibility, do you think if people aren't so dependent on their circumstances, in other words, they're taking responsibility, do you think that will be a possible solution?' (Interviewer)

'No, most definitely. I think a very typical picture that I can paint to answer that is...so, I come from a family...I mean, we don't...we've just had enough to get by month to month financially. I can't say there's money waiting for me someday, I don't believe that's the case. I wouldn't say we were poor, but we've just had enough to get by. So, in terms of where my own life ends up, in as much as I might come from a position of not having it all, me taking responsibility of the fact that my family hasn't had it all and putting it on myself to ensure that my future generation has it better than I did, has already worked out positively for me. I can see progress in my own life in ways that perhaps my dad has not had to sort of experience. So, in terms of responsibility, I think it is the key to everything at the end of the day.' (Participant 2AM)

The last property that was evident from all four participants is the perspective that the practical solutions that was given by the participants is dependent on societal reform in some way.

Participant 1AM calls for collective action from South Africa as a nation to overcome inequality. Participant 1AM goes further to state that race is being used by influential people to divide South Africa and that a realisation of this deliberate racial division is required to effect change.

'So, if you can...if we can all as a nation agree that there needs to be decisiveness and...let's just all of us try and elevate this inequality, then you will see a lot of progress, you know?' (Participant 1AM)

'Race has always been used to divide us. But in the truest essence of inequality, you'll see that it's coming...it comes down to the individuals. Without the colour.'

Leave that aside. It comes down to the individuals, and how they want to have more. And how they're selling the racial to us. No, because you are like this, this one is like that. So, to divide...to shift us away from the core focus of those who have power. And that is what it is. And if we can now tell the truth, even politicians are not telling the truth about why they are doing what they're doing.' (Participant 1AM)

Participant 2AM also speaks about a collective effort that needs to be made for inequality to be addressed. Participant 2AM specifically refers to a collective effort to except the past and start looking at future perspectives. He mentions that the same energy that is being put into specifically racial hatred should be applied to changing our situation.

'But my whole thing with this is, the most important for everyone to actually do, is come to a point where we accept the past as the past and we start kind of applying ourselves with as much energy and vigour as we choose to hate people. Start applying ourselves with that same energy to actually accept and trying to change our situation. I think the only person...it's not even a case of being the only person, but the way that things are eventually going to change is if we collectively all put the past behind us. Inequality is there, there's no doubt about it.' (Participant 2AM)

Participant 3AF does not specifically mention societal change in terms of a mind shift that is required. She mentions that the current societal context of black people is not favourable for addressing inequality. She made mention of the influence parents and black tax has on the future generation of children. She mentioned that only individuals who have overcome inequality can raise their children without the pressures of black tax. She expresses hopes that time will assist in mitigating the process of transferring inequality to younger generations. Societal change for Participant 3AF links to not passing the financial burden down to the next generation which will assist in solving inequality.

'Maybe things will change with time. It's now...when I am going to be the parent, so now that helps. Maybe we'll do things different with our kids. We still have

people my age who...I will have kids...they're not where I am now, so they're still stuck, you know?' (Participant 3AF)

'Yes, so I'm fine, I can maybe change things with my children. But what about that other 28-year old who has four kids by now, probably working as a maid?' (Participant 3AF)

'She is going to put the same pressures on her kids that...it's difficult to break that chain.' (Participant 3AF)

Participant 4AF mentions that she is seeing change in the dynamics of the nation which is societal reform in terms of people who are embracing multiculturalism. She mentions that information sharing across races, cultures and generations could assist society to gain insights from each other.

'So, it will allow for people to go to better schooling, it will allow for...through the better schooling, having better insights. It will also allow for...because it's very multiracial now, it will allow for me to be able to sit at a dinner table with Adriaan, and I can also get insight from his dad, and he can get insight from my mom. You know?' Participant 4AF

'So, things like that. The fact that we're evolving as a nation, it's also allowing for a lot of insights to be shared across the board.' Participant 4AF

DISCUSSION

Main objective of the study

The general aim of this study was to explore the influence of inequality on the career development of emerging adults specific to the South African context. The literature review focussed on addressing the specific literature aims which was to conceptualise inequality, career development and emerging adulthood and their related constructs. The final specific aim was set to meet the general aim of this study by investigating literature on the influence of inequality on the career development of emerging adults.

The empirical aims of the study were to gain a better understanding of how inequality is perceived influence the career development of emerging adults in the South African context. The second specific aim was to create a basic framework that displayed the perceived influence inequality has on the career development of emerging adults. Lastly recommendations were made on how to address the perceived influence of inequality on the career development of emerging adults in the South African context.

Main contributions of the study

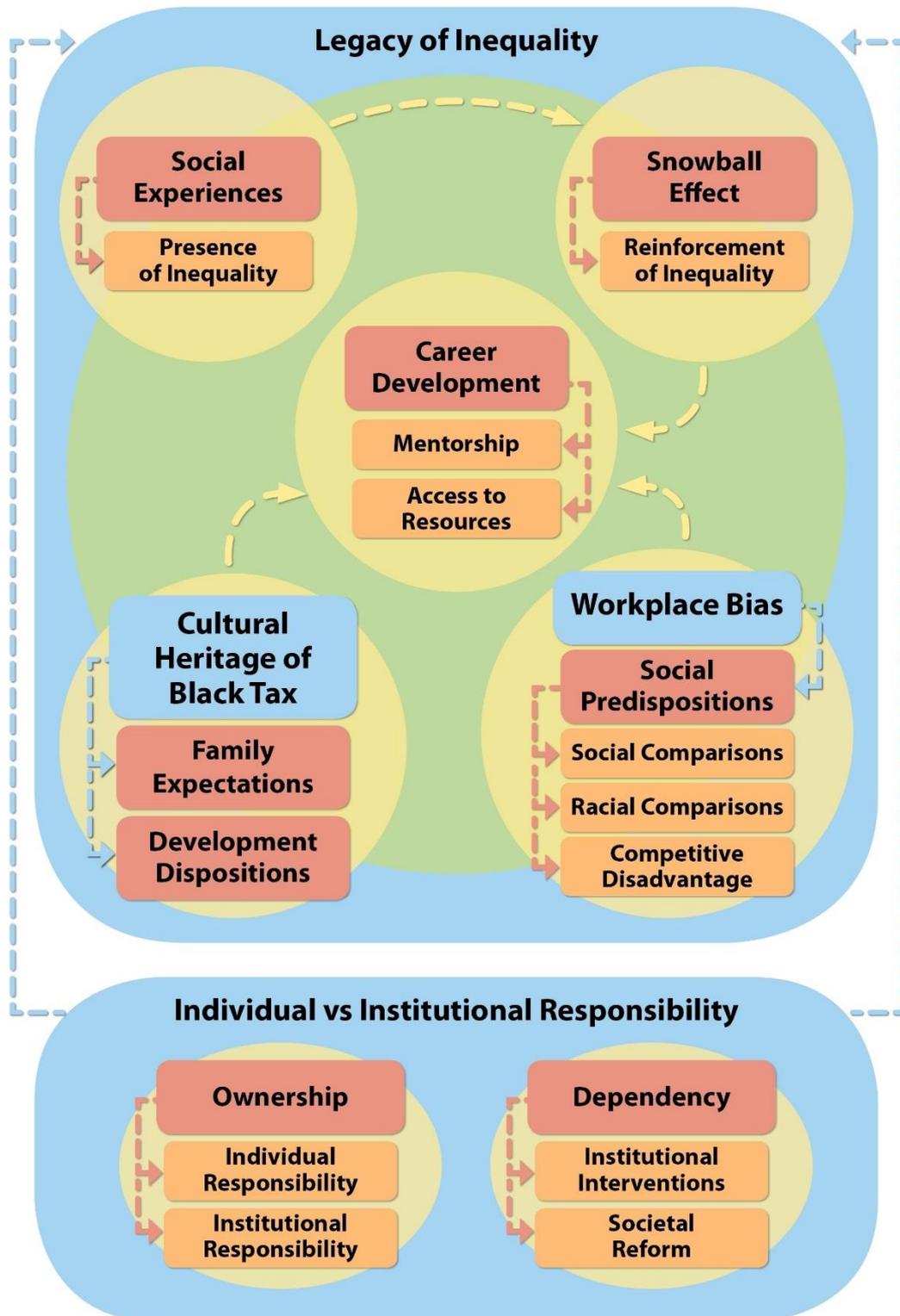
In the current South African workplace and socio-economic environment that is characterised by inequality (Acemoglu et al., 2015; Meyers & Vallas, 2016), it is important to understand the influence of inequality in general. Inequality is manifested in a variety of social and economic contexts under which the workplace, youth unemployment and skills shortage is predominant areas of concern (Acemoglu et al., 2015; Baldry, 2016; Van Aardt, 2012). From understanding the influence inequality has on the career development of the youth up to their emerging adulthood life-stage, career development interventions and initiatives can be contextually informed to enhance effectiveness (Abrahams et al., 2015). The study made a new contribution to the field of industrial and organisational psychology by developing a framework (Figure 3.1) which depict the influence of inequality on the career development of emerging adults in South Africa which can inform the knowledge gap between the requirements of the workplace and the ability of emerging adults to successfully participate.

Integration of findings with literature

The findings suggest that the influence inequality is perceived to have on the career development of emerging adults is based in the legacy of inequality that was caused by the Apartheid system in South Africa. The legacy of inequality is still a foundation for emerging adults in South Africa (Baldry, 2016; Triegaardt, 2006) which influence their general upbringing, developmental opportunities and social conditioning (Abrahams et al., 2015).

Figure 3.1

The influence of inequality on the career development of emerging adults.



The legacy of inequality was therefore found to be a holistic social context that influence the social experiences of especially previously disadvantaged races in South Africa who fell victim to inequality (Lieberman, 2013). The findings therefore suggest that within the contextual framework the legacy of inequality that has been created in South Africa, previously disadvantaged emerging adults are exposed to their social experiences (Seider et al., 2018).

Social experiences were found to be a significant role player in understanding how the legacy of inequality was manifested for emerging adults (Albien & Naidoo, 2016; Macleod & Howell, 2013; Oz, 2015; Pickett & Wilkinson, 2015). In alignment with literature, the research found social experiences to manifest the presence of inequality in the lives of previously disadvantaged emerging adults with specific regards to inequality experienced by their parents and also in terms of developmental opportunities (Hamann & Bertels, 2018; Kenworthy, 2007; Seider et al., 2018). The presence of inequality in the lives of previously disadvantaged emerging adults was found to have a snowball effect in the sense that one inequality served as the cause for another inequality which lead to inequality being constantly reinforced. Multiple studies indicate that, congruent to the findings, inequality is inheritable in nature and negatively sustains itself with a growing gap between individuals and groups who have access to resources and those groups and individuals that don't (Diemer, Rapa, Park, & Perry, 2017; Kwenda & Ntuli, 2018; Mcmillan, n.d.; Parchment et al., 2016; Theron & Theron, 2014). This snowball effect was found to have different inequalities that are interlinked relationally to each other implying that one inequality, for example financial inequality causes educational inequality and that educational inequality can increase financial inequality. This interactive nature of inequality causes the snowball to both sides of the inequality spectrum as the rich get richer and the poor becomes poorer (Kwenda & Ntuli, 2018; Potgieter & Moosa, 2018)

The study then found that the snowball effect of inequality also creates inequalities that influence the career development of emerging adults exposed to inequality. These inequalities where identified as the lack of mentorship with regards to career guidance and access to resources such as education, developmental activities and career information. The influence of inequality is widely recognised in literature with reference to the developmental opportunities individuals received (Baldry, 2016; Kwenda & Ntuli,

2018; Seider et al., 2018; Theron & Theron, 2014). The inequality in developmental opportunities is seen to limit the ability of individuals to become resilient in their careers, enhance their employability and develop their psychological career resources which directly influence their career development (Abrahams et al., 2015; Botha & Coetzee, 2017; Ismail et al., 2016; Maree & Twigge, 2016; Mhlongo, 2013; Theron, 2016a).

Within the social experiences of previously disadvantaged emerging adults, the study also found that the cultural heritage of black tax is perceived as an inequality. Black tax is referred to in the study as the cultural notion that young adults that leave the household should financially support the family that brought them up (Di Fabio & Maree, 2016; Hamann & Bertels, 2018; Jaga, Arabandi, Bagraim, & Mdlongwa, 2017). The study found that there is certain family expectation that are placed on young adults to financially support their family which in turn was experienced by the participants to create a developmental disposition. The developmental disposition was once again experienced as an inequality that influence the career development of the previously disadvantaged emerging adults as their financial resources cannot be used to obtain developmental opportunities, but rather to support their families. The developmental opportunities were mostly linked to their ability to gain access to resources as described previously. The influence of black tax specifically is a new contribution made by this study as previous literature does not make this association, however, this could be theoretically linked to the notion that inequality negatively sustains itself by increasing the gap between the rich and poor (Maila & Ross, 2018; Matsolo, Ningpuanyeh, & Susuman, 2015; Ndofirepi, Rambe, & Dzansi, 2018).

The next finding of the study which also related to social experiences of the participants and relates to workplace bias. The workplace bias experiences relate to social predispositions for groups on both sides of the inequality spectrum implying that pre-determined ideas about certain racial groups are present in organisations. The study found that the predisposition towards black individuals was experienced to be negative which mostly spoke to an assumption of incompetence. Literature mostly refers to this as discriminatory practices that are present in the workplace which is, similarly to the findings, mostly racially related (Jaga et al., 2017; McKeever, 2017; Meyers & Vallas, 2016; Seider et al., 2018). Interestingly, the study found racial

inequality to be a more significant influence in female participants than gender inequality. The social predispositions indicated by the participants was found to cause social comparisons which were race and social-class related and further was found to cause a competitive disadvantage for black individuals in the workplace.

The workplace bias was therefore once again found to be an inequality that influence career development as developmental opportunities were perceived to be limited, stagnating career development specifically for black emerging adults. An abundance of congruent literature acknowledges racial discrimination that takes place in the workplace with the collective view that racial discrimination has a moderating effect on growth, job satisfaction, internal motivation, and self- efficacy (Nielsen, Berrey, & Nelson, 2018; Potgieter & Moosa, 2018; Potgieter, Coetzee, & Ximba, 2017). All of the moderating effects above could be directly related to negative influences on career development (Albien & Naidoo, 2016; Coetzee, 2015; Maree, 2016).

The last section of the finding moves outside of social experiences of the participants and looks at how participants assigned the responsibility of the establishment of inequality and the solution to the legacy of inequality. This section of the findings was investigated by requesting participants to come up with a solution to solve the legacy of inequality. Findings indicate that participants felt that there is both individual and institutional responsibility to be taken for the historic establishment of inequality and future initiatives to overcome inequality. Although institutions were mostly assigned ownership for the establishment of inequality, both individuals and institutions were assigned ownership for solving inequality experienced by individuals. Although multiple resources acknowledge the Apartheid regime as the cause of inequality in the South African context (Mahadea & Kaseeram, 2018; Maila & Ross, 2018; Mattes, 2012; McKeever, 2017), no research seems to be available speaking to individuals taking responsibility in their private capacity to overcome their personally perceived inequalities in terms of developing their employability and therefore their career development in terms of overcoming inequality (Coetzee, Ferreira, et al., 2015). The closest research in this regard that was found relates to Arnett's (2000) emerging adulthood theory, however, as explored earlier, the theory is mostly aligned with Westernised developed economies with different socio-economic context to South Africa.

The finding that the participants also indicated that their personal role in overcoming inequality is significant in this study as it, not only emphasizes the fact that institutional initiatives are not enough, but also that the participants are acknowledging the importance of independence (Arnett, 2000). This leads to the final finding in the study where participants acknowledged that there is, aside from responsibility, a certain level of dependence on external factors. This statement agrees with the definition of career development and emerging adulthood as social constructs where there is interaction between different parties (Maree & Twigge, 2016).

The findings indicate that the participants are dependent to some extent on institutional interventions which can assist with their career development, especially in the form of mentorship. Mentorship was found to be a significant need in the lives of the participants. Mentorship was perceived to be a source of information that could assist the participant in exploring different career paths and gaining experience from mature individuals (Abrahams et al., 2015; Posthumous, 2013). In the same context, participants also felt that the inequality experienced by their parents, cause limited opportunities for parents to act as mentors. Thus, mentorship is constantly referred to as an external or institutional intervention that must take place. Although the mentorship of parents or relatives is not specifically defined in literature as limited because of inequality, parental influences were found to play a role in career choice (Mattes, 2012; Penner, 2001; Schoon, 2004)

The final finding in this study also speaks to the acknowledgement that there is a certain dependence on societal reform in the general South African population. The societal reform referred to, makes the notion that society must make a collective mind shift towards affirming a developmental approach and prioritising the future of South African citizens instead of clinging to the past. There is specific reference made by the participants, to racial integration that should take place so that there can be a collective effort to solve inequality.

Although the findings are described under the sub-theme of dependence, this narrowly links to the cultural concept of Ubuntu which translates into the notion that an individual's existence simply is because of the presence of the collective in their lives

(Muchiri, 2011). Ubuntu relates to interdependence which implies that further than being an independent individual, the cultural concept also embraces the give and take relationship between people (Muchiri, 2011) The relation between the participants dependence on societal reform and ubuntu is evident, which, different than western career development theories, specifically those of Holland and Super, (Abrahams et al., 2015; Posthumous, 2013; Schreuder & Coetzee, 2012), relies on the collective interdependence and not merely the individual's independence. The societal reform the participants described to be dependent on, was, rather than contrasting to the individual responsibility participants described as a solution, found to be integral. By implication, participants expressed that individual responsibility must be taken to ensure societal reform which in turn could assist with addressing the influence of inequality in career development

Mainly, the general finding of this study was that the socially contextual nature of career development in South Africa must serve as foundation for future developmental initiatives in career development for emerging adults (Bunderson & Van DerVegt, 2018; Hamann & Bertels, 2018; Kwenda & Ntuli, 2018; Mahadea & Kaseeram, 2018; Maila & Ross, 2018; E. Potgieter & Moosa, 2018; Seider et al., 2018).

Recommendations

The findings indicate that the legacy of inequality that was established through Apartheid in the South African context is still a reality for individuals effected by inequality. The presence of inequality in the participants lives negatively influence their career development in comparison to individuals who was not affected by inequality. In this context, the following recommendations are made.

The first recommendation is that studying influence if inequality on the career development of emerging adults should be repeated on a regular basis as the findings are highly contextual and dynamic in nature. Repetitive studies will assist in constantly informing the developmental needs of previously disadvantaged emerging adults. In turn, developmental needs will guide institutional career development initiatives.

The second recommendation speaks to the awareness organisations, governmental institutions and individuals that were not previously disadvantaged should have with regards to assisting development and growth. This recommendation might sound patronising to individuals effected by inequality, however, the findings indicate that there is some form of external dependence that should be recognised and addressed pro-actively.

The third recommendation is that individuals should take personal responsibility for their own and other people's growth as suggested in the Afrocentric philosophy of ubuntu and move toward an interdependent state of being. This will enable collectives to share access to resources and develop mentorship opportunities. By enabling the before mentioned, the employability and career resilience of previously disadvantaged individuals can develop. Career information and mentorship opportunities that take place at a younger age could enhance career prospects.

The fourth recommendation is for industrial and organisation psychology to recognise the social nature of career development in academics as well as career guidance, career counselling and theoretical research and development. This could assist in understanding and developing contextually relevant, Afrocentric career development initiatives that could address the issue of youth unemployment in South Africa.

The final recommendation is for future research to focus on individuals without formal or tertiary education, who are unemployed and live in rural segregated areas in terms of possible career development initiatives which will assist them to overcome external and institutional dependence. Redefining employability, resilience and Eurocentric vs Afrocentric expectations of career success for future generations in a South African context to ensure that diversity is embraced rather than acculturation taking place could encourage economic transformation and participation. The advancement of an Afrocentric career development model could therefore be seen as an intrinsic requirement for economic development.

Conclusion

In conclusion, Figure 3.1 illustrates that inequality is still a reality in the lives of the majority of young South Africans (Abrahams et al., 2015). The legacy that inequality created serves as a contextual framework which creates a variety of inequalities through its reinforcement. The reinforcement of inequality was discovered to be negatively compounding, specifically with regards to financial welfare. The different inequalities experienced by the participants was found to influence their career development with specific reference to the availability of mentorship and access to resources. Participants indicated that career guidance would have assisted them in making an informed career choice which would increase their general career satisfaction. Cultural factors such as black tax was also perceived to create further inequalities and developmental dispositions as financial support for families was both a duty that is understood by the participants but also a burden they felt privileged individuals do not have to deal with. Existing bias in the workplace, specifically towards black people was also found to influence career development. Feelings that discriminative practices with regards to growth opportunities in organisations and socially racial generalisations with regards to competence was expressed by the participants. With regards to the establishment and solution to inequality, participants indicated that responsibility should be taken by both individuals and institutions and that the participants are dependent on institutional interventions and societal reform to take place for the legacy of inequality to be overcome.

Limitations of the study

The general limitation of qualitative studies applied as the findings of the study cannot be generalised for the total South African context and all emerging adults. Furthermore, the nature of the social constructionism paradigm that led the empirical study implies that findings will be highly contextual. This might have led to the researcher not exploring and comparing a variety of cognitive and emotional factors as well as generalisable career development influences that might have been relevant. The researcher also acknowledges his bias towards the exploration of the topic as he is inherently critical about certain aspects of current social situations in South Africa. The bias might have also come forward in the purposive sampling strategy that took place where the researcher involved participants from his personal network. Although the bias is acknowledged toward the sampling method, the researcher's personal

network allowed the participants to share details that is intimate because of an existing trust relationship. There are however limitations in the sample used as the researcher's objectivity towards experiences the participants shared might have been affected through his bias toward the influence inequality had on these participants lives and the presence of his "white guilt".

Future research

The findings of the research are, as previously stated, very dynamic in nature which leaves the possibility for both a replication or a longitudinal study to better understand development that takes place in South African career development initiatives and how inequality will influence it in the future.

The study focussed purely on individuals effected by inequality. Future research might look to add perceptions of individuals on the other side of the scale to understand how they experience inequality and how it might affect their career development. The study also only focussed on employed individuals in a certain age range. Future research can be done with both younger and older individuals to get a comprehensive overview of the influence of inequality on career development. The findings of the study could also be used to inform research about possible interventions that might contribute to addressing the influence of inequality on the career development of emerging adults.

Lastly, the findings of this study could be used to create a quantitative survey which will enable the findings to be generalised and the relationship between emerging adulthood, career development and inequality to be proved empirically and not only theoretically. This research might assist in developing a more Afrocentric outlook on career development and South African career development theory.

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CHAPTER 4

CONCLUSIONS, LIMITATIONS, CONTRIBUTIONS AND RECOMMENDATIONS

In this chapter the conclusions, limitations, contributions and recommendations will be described as derived from the findings. The conclusions will be assessed against the aims of the study as formulated in Chapter 1. Limitations for both the literature review and empirical study will be discussed and the contribution towards understanding the influence of inequality on the career development of emerging adults will be evaluated. Finally, recommendations for future research and practical applications in the field of industrial and organisational psychology will be made.

4.1 CONCLUSIONS

In this section, the aims of the study as described below will be assessed in terms of the literature review and empirical findings of the study.

4.1.1 Conclusions drawn from the literature review

The aim of this research was to gain a deeper understanding of the perceived influences inequality has on the career development of emerging adults in the South African context.

The specific literature aims of the study were to:

- conceptualise inequality and its related constructs;
- conceptualise career development and its related constructs;
- conceptualise emerging adulthood and its related constructs; and
- explore the influence inequality has on the career development of emerging adults.

A detailed discussion on the aims of the literature review will follow.

4.1.1.1 Conceptualising inequality

In defining inequality it was understood from literature that such a broad term must be contextualised to the specific setting of the study which is the South African socio-economic sphere (Ferreira, 2016). The distribution of resources between people is comparatively measured and if one group or individual has a lot and another group or individual has little, the gap between the two could be defined as inequality (Alvaredo et al., 2017). It was found in literature that the people the resources are distributed between, form part in the understanding of inequality as they are active role players in the process of creating inequality (Seider et al., 2018). Inequality in general could be applicable to various circumstances and it is therefore important to contextualise the term.

In the South African context, literature indicate that the establishment of the massive inequality that exist between the rich and the poor could be directly related to the Apartheid era (Triegaardt, 2006). The deliberate racial oppression that deprived all non-white racial groups from actively taking part in the economy and their access to basic human needs caused a distinct inequality between white and non-white racial groups (Albien & Naidoo, 2016) Due to the snowball effect of inequality where one inequality often leads to another inequality, non-white races faced a variety of inequalities such economic, racial, educational, information and importantly a lack of developmental opportunities (Botha & Coetzee, 2017; Matsolo, Ningpuanyeh, & Susuman, 2015; Nelson, Brooks, Sahaym, & Cullen, 2017; Van Aardt, 2012). The inheritability of inequality caused a knock on effect which perpetuated inequality to the extent that the current youth of South Africa is still effected by the structural inequality established by Apartheid (Abrahams et al., 2015).

Literature also indicated that the different role players in the spectrum of inequality gives inequality a social identity (Alesina, Michalopoulos, & Papaioannou, 2016; Kenworthy, 2007; Williams & Moore, 2016). Due to the social influence of inequality, the relation between the groups and individuals effected by inequality towards the rich is defined by dependency (Triegaardt, 2006) The lack of economic resources and limited access to basic needs restricts those effected by inequality to become financially independent and to take responsibility for their personal development

(Mattes, 2012; Van Aardt, 2012). Inequality in South Africa was therefore found to be a highly influential factor with regards to groups and individual's ability to participate in the economy.

4.1.1.2 Conceptualising career development

Career development was found in the literature to be a dynamic construct which constantly changes and develops and are influenced by a variety of factors such as psychological, sociological, educational, physical, economic and change factors throughout an individual's life (The National Career Development Organisation, 2008). In alignment with the definition of career development, career development theories and trends have also changed significantly over the past few decades to adapt to the requirement of organisations with which individuals are in relation to (Coetzee, Ferreira, & Potgieter, 2015; Kovalenko & Mortelmans, 2016). Various career development theories have been developed to depict the dynamics of career development such as Super's theory which focusses on career development as a lifelong process (Super, 1953), Holland who links career development to personality preferences (Reardon & Lenz, 1999) and Bandura's theory who links career development to self-efficacy (Bandura, 1989). Although these theories were developed a long time ago, they could be considered as seminal as their principles are still relevant (Arthur, 2014; Maree, 2015).

On the basis of the above mentioned notion that career development has transformed with the requirements of the workplace, employability, career adaptability and career resilience has become synonymous to career development (Kovalenko & Mortelmans, 2016; Rabie & Naidoo, 2016). The interaction between the external environment and internal competencies requires that individuals become more employable by being able to adapt in their career and become resilient to change (Botha & Coetzee, 2017). This notion led to the conceptualisation that career development could also be described in terms of dependence. Individuals with little marketable skills and low employability will be more dependent on external factors than individuals with high employability who will be less dependent on external factors (Hirschi & Valero, 2015).

As such, careers are no longer seen as one-dimensional pathways but rather as the dynamic transactional interaction between the requirements of the workplace and the ability of individuals to apply themselves (Botha & Coetzee, 2017). Because of this dynamic relationship, it was derived that career development also has a social identity like the social identity of inequality as referred to above. By implication, it is derived that social factors influence career development congruent to the conception that more recent career development theories focus on social contextual factors (Cook & Maree, 2016; Savickas, 2011)

The South African context presents significant social challenges with regards to the development of employability and therefore career development (Abrahams et al., 2015). With extremely high youth unemployment and shortages of quality education, young people's career development is severely influenced by social contexts which makes employability development a very difficult task (Oluwajodu, Blaauw, Greyling, & Kleynhans, 2015). This causes South African youth to be much more dependent on external factors and the development of internal career resources very limited (Abrahams et al., 2015; Ismail et al., 2016).

4.1.1.3 Contextualising emerging adulthood

Emerging adulthood was found to be the transition of a young person from being dependent on other and external factors to becoming independent by taking responsibility for themselves (Arnett, 2000). The development of independence entails becoming financially independent, and taking responsibility for establishing relationships (Bosch, Serido, Card, Shim, & Barber, 2016; Slaten & Baskin, 2014).

The definition of emerging adulthood that was derived from literature was associated with socio-economic circumstances. To describe the ability of individuals to move from dependence to specifically financial independence, social context and socio-economic circumstances of these individuals has to be considered (Arnett, 2016). Literature indicate that the original theory of emerging adulthood was based on highly industrialised economies and not necessarily on developing economies (Arnett, 2016; Shulman et al., 2016). With the South African setting taken into consideration, relating emerging adulthood within the socio-economic sphere of inequality, the ability of an

individual to become independent can be understood contextually (Adegun, 2013; Arnett, 2016). The development of independence in this life phase was found to be significant in this study as it serves as the common theoretical relation towards career development and inequality.

4.1.1.4 Exploring the influence of inequality on career development of emerging adults

The literature review found that dependency was the common construct present in inequality, career development and emerging adulthood which indicated that there is a theoretical relationship between the three concepts (Arnett, 2000; Baldry, 2016; Maree & Twigge, 2016). Individuals effected by inequality are more dependent on external factors then those who are not affected by inequality (Acemoglu, Naidu, Restrepo, & Robinson, 2015).

The presence of inequality in the South African context indicate that there is a lack of resources such as financial, access to information and education and basic human needs (Triegaardt, 2006). The lack of these resources in turn, was found to influence career development as individuals influenced by inequality was found not to have the means to develop their employability which again, increases these individual's dependency on employers (Mahadea & Kaseeram, 2018; Maila & Ross, 2018). The influence inequality has on career development that is established through dependency also influence the transition in the emerging adulthood phase as a lack in career development opportunities debilitates an individual's capacity to become financially independent, again increasing the dependence individuals have on external factors (Adegun, 2013; Bosch et al., 2016; Botha, 2014)

The study also found that there is a socially contextual and socio-economic presence in understanding inequality, career development and emerging adulthood (Arnett, 2016; Savickas, 2011; Seider et al., 2018). Inequality in the setting of South Africa could be described as a social context to which people are exposed to and influenced by (Kenworthy, 2007). Career development which is inherently socially dependent (Maila & Ross, 2018; Savickas, 2011) is therefore influenced by the presence of inequality which manifest itself as a holistic social context (Kenworthy, 2007). The ability of individuals to become financially independent is related to socio-economic

circumstances and therefore influenced by inequality as social context for individuals who are effected by inequality (Bosch et al., 2016). On the grounds of the theoretical relationships established above, the study found the inequality is a significant influence on the career development of emerging adults.

4.1.2 Conclusions drawn from the empirical study

The specific empirical aims of this study were to:

- gain a better understanding of how inequality influences the career development of emerging adults in the South African context;
- to provide a basic framework of the perceived influence inequality has on the career development of emerging adults in South Africa; and
- to make recommendations to address the perceived influence inequality has on the career development of emerging adults.

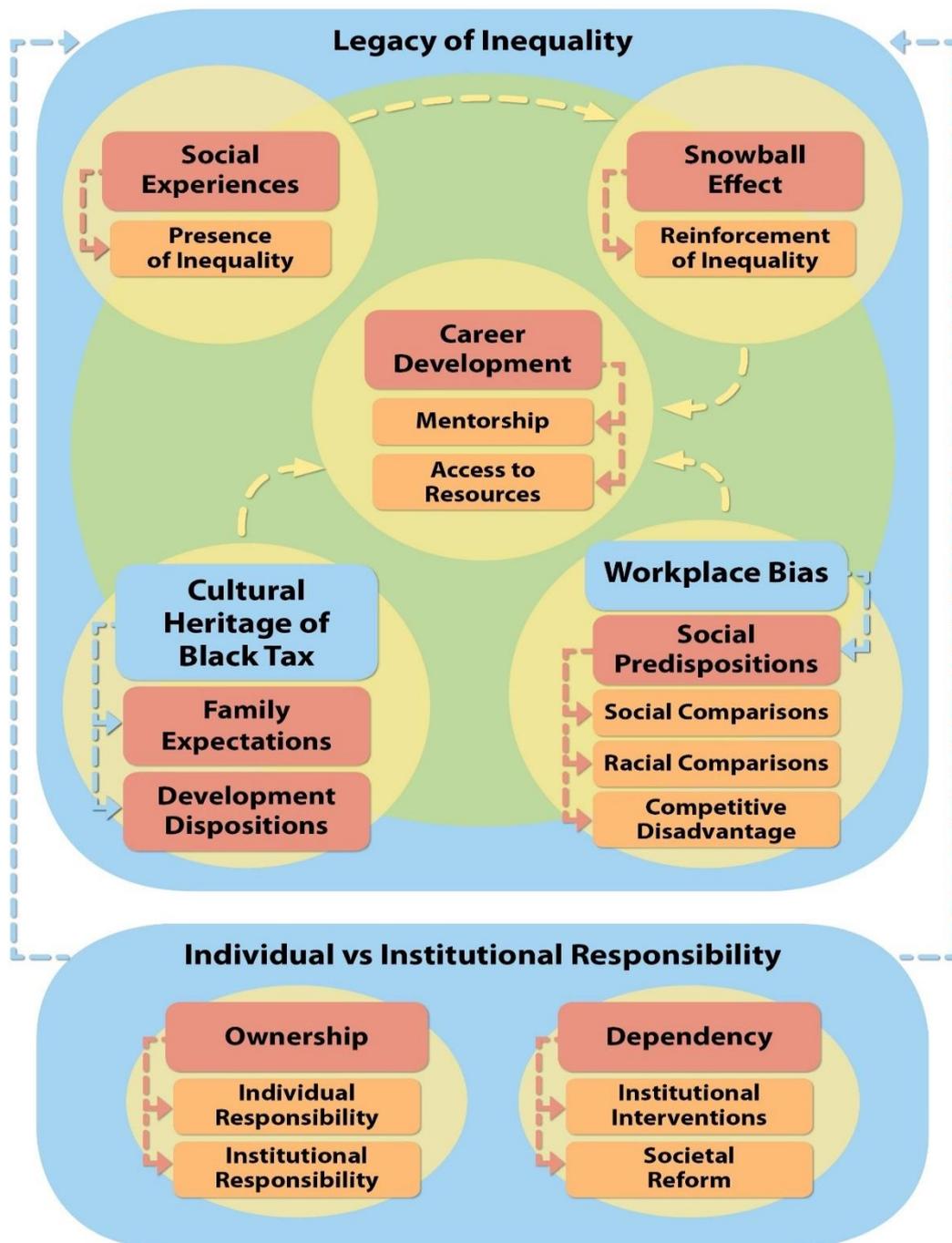
The study successfully achieved the three specific aims. A deeper understanding of the influence inequality has on the career development of emerging adults was achieved through the process the researcher embarked on with regards to the literature review done and the empirical study. This enabled the researcher to create a basic framework (see Figure 4.1) of how inequality influence career development of emerging adults as set out below. Further, the research included participants view of recommendations to address the perceived influence of inequality on the career development of emerging adults which enabled the researcher to achieve the third aim. These recommendations are also included in the basic framework that was created. Below, a discussion on the basic framework that was created will follow.

4.1.2.1 Legacy of inequality

The legacy of inequality was seen to be a holistic social context in which individuals who are affected by inequality form and shape their frame of reference towards their participation in the South Africa economy. The legacy of inequality was seen to be

present in emerging adults to this day even though inequality was derived from the establishment of the Apartheid era (1949 - 1994) (Abrahams et al., 2015).

Figure 4.1: The influence of inequality on the career development of emerging adults in South Africa



The legacy of inequality was found to influence and create social experiences which confirmed the presence of inequality in the lives of the participants. The experiences included the perception that the participants did not have enough resources for them to become independent individuals which lead to them experiencing the disparity in South Africa between the rich and the poor (Bunderson & Van Der Vegt, 2018).

The experiences of inequality the participants perceived to have was then found to have a snowball effect of inequality in their lives. This implied that the participants often perceived the presences of one inequality to establish the presence of another inequality and the other way around. For example, the financial inequality which indicate a lack of financial resources will cause educational inequality as the participants will not have the means to obtain their desired education. Congruently, a lack of education was perceived to influence the participants ability to become financially independent as they felt that it influenced their ability to participate in the economy (Abrahams et al., 2015; Ismail et al., 2016; McKeever, 2017). The snowball effect of inequality was therefore perceived to reinforce inequality in the participant's lives and manifest itself in multiple instances in their lives.

Because of the widespread influence inequality was perceived to have on the lives of emerging adults, inequality was also found to have a influence on the career development of emerging adults as inequality would cause the participants who are influence by inequality to have a lack of access to mentorship who could assist in their career development as well as limited access to resources which could assist in their career development such as quality education, financial resources, limited access to information with specific reference to career guidance information. These inequalities experienced were all perceived to influence their career development from a young age as the legacy of inequality was present from birth (Hamann & Bertels, 2018; McKeever, 2017).

4.1.2.2 The cultural heritage of black tax

The cultural notion of black tax where individuals who leave their households to seek employment and has to financially support their families at home, as expected from them, was also perceived to create further inequality. Black tax was perceived to

influence the ability of individuals to become financially independent as they were not able to use the economic resources they obtained to develop themselves as they had to support their families causing a developmental disposition in the participants. This in turn again influenced their career development as the participants were not able to prioritise their own further education and development at the cost of supporting their families.

4.1.2.3 Workplace bias

The final theme that was found in the research was workplace bias the participants perceived to create an inequality in developmental opportunities. The workplace bias specifically had to do with racial and social comparisons individuals experienced to be present especially comparisons made towards black people. These comparisons made was found to be perceived as a limiting influence which create an inequality in the workplace with regards to the way black people was perceived to be appointed in their jobs and not based on merit. The participants experienced this inequality to create a competitive disadvantage for them in their careers because other races and social classes was perceived to be advantaged in their ability to obtain developmental opportunities, in comparison to individuals exposed to inequality. In turn this inability of emerging adults to obtain access to developmental opportunities was found to influence their career development because of social and racial comparisons that are present through workplace bias (Baldry, 2016; Bunderson & Van DerVegt, 2018).

4.1.2.4 Institutional vs individual responsibility in overcoming inequality

With regards to addressing the influence inequality has on the career development of emerging adults, the participants felt that both individuals and institutions have to take responsibility for the establishment and future initiatives to overcome inequality. Firstly, there must be ownership assigned to individuals and institutions to ensure that inequality is overcome. Ownership will ensure that well directed plans and initiatives are developed so that a collective effort is made to overcome inequality. This leads to the second required step found in participant responses which could be described under the umbrella of dependency. Participants acknowledged that they are dependent on institutional interventions as well as societal reform to overcome

inequality. Both institutional interventions and societal reform linked to information that should be shared to ensure that there is equal access to information from institutions with regards to career guidance and workplace expectations. Societal reform would also enable different cultures and races to learn from each other through sharing information. This will assist in overcoming inequality by those who are not affected by inequality to understand the influence it has and those affected by inequality to understand developmental requirements and opportunities.

4.1.3 Hypothesis resulting from the empirical study

The following hypothesis was derived from the study:

From the data analysis and the subsequent development of the basic framework which depict the themes, sub-themes and properties of how inequality influence the career development of emerging adults, it is evident that inequality has a very distinct influence on the career development of emerging adults.

The foundation of this findings lies within two common factors that were found to be present in inequality, career development and emerging adulthood in the empirical study and supported by the literature findings namely dependency and social context.

The common grounds that is created through the presence of dependency and social inequality, career development and emerging adulthood therefore suggests an interactive relationship between these three constructs which implies that social influence in one of the constructs will also reflect as influential in the other two constructs.

Subsequently this study indicated that the presence of inequality in the lives of those affected by it in their social context, will have an influence on their career development in the emerging adulthood phase of their lives through social contextual factors which create greater dependence on external factors

influencing the ability of these emerging adults to become independent individuals.

The secondary hypothesis, resulting from the interactive relationship established in the first hypothesis is that inequality can only be overcome by the establishment of interdependence by individuals and institutions taking responsibility. The acknowledgement of interdependence will serve as a moderating factor on the influence of inequality by sharing information between groups and individuals.

The final hypothesis from the findings, in support of both the first and secondary hypothesis is:

- The legacy of inequality is a social context which influence the lives of most emerging adults in South Africa.
- The legacy of inequality is manifested through social experiences which perpetuates itself by being reinforced as various inequities.
- This interactive nature of inequality causes inequality to also influence career development of emerging adults.
- Due to the dependency created by inequality, external factors such as black tax and workplace bias also perpetuates the affect of inequality and influences the career development of emerging adults.
- To move from a state of dependency, interdependence should be acknowledged as the bridge that can overcome the influence of inequality on the career development of emerging adults in South Africa, established through ownership, institutional initiatives and societal reform.

4.2 LIMITATIONS

In this section the limitations of the literature review and empirical study will follow.

4.2.1 Limitations of the literature review

Although inequality, career development and emerging adulthood is extensively researched and described, the influence of inequality on the career development of emerging adults in South Africa is limited.

4.2.2 Limitations of the empirical study

The general limitation of qualitative research applied to this study as the findings can not be generalised to all emerging adults in South Africa as the findings should be interpreted as highly contextual.

The sample of the study was limited as purposive sampling was used to explore the influence of inequality on the career development of emerging adults only. The study indicated that influences of inequality perceived in the pre-emerging adulthood phase was significant to the current career development and that their current circumstances will affect participant's future experiences of inequality and therefore a more comprehensive study sample of age groups before and after the emerging adulthood phase will assist in developing a more integrated picture of the influence inequality has on career development. Further, the social constructionism paradigm that guided the assumptions in the study might have not only created bias toward, but also limited the findings to social influences.

Although the bias of the researcher is acknowledged, bias may still have influenced the interpretation of the study as the researcher might have been selective, subjective and overly sympathetic in his interpretations of the data.

4.3 CONTRIBUTIONS

The contribution of this study to the researcher, emerging adults, career development specialist, organisations and society as a whole will be discussed in the following section.

4.3.1 Contributions of the findings to the researcher

The study provided the researcher with information that assisted him to better understand the influence of inequality on the career development of emerging adults in South Africa. This made the researcher aware of his own bias with regards to understanding the nature of this social issue and the possible role he must play in addressing the issue.

The researcher also realised how this important social issue influence his role and social duty as a prospective industrial and organisational psychologist in terms of constantly being aware of how social contexts influence career development. The researcher found that the findings assisted him in dealing with his personal feelings of “white guilt” and how he can assist in taking responsibility to help moderate the influence of inequality on the career development of emerging adults.

4.3.2 Contributions of the findings to emerging adults

The findings might assist in helping emerging adults to realise the role they have to play in their personal career development by becoming less dependent on external factors and taking responsibility for their career development. It might also assist emerging adults in addressing the influence inequality will have on the career development of their children by ensuring that social influences are mitigated to the best of their ability for future generations.

4.3.3 Contributions of the findings for career development specialist

The findings might assist career development specialist in recognising the influence of social factors on the career development of emerging adults by constantly enquiring and adapting to the developmental needs of the masses. This might also assist career development specialist to understand the significant role information sharing between different groups in the spectrum of inequality has on career development and they might act as facilitators in this process. Career development practitioners might act as the catalyst who ensure that a framework of interdependence is established between the rich and poor in South Africa. Finally, it is of vital importance for career development specialist to understand the role that mentorship can play in progressing the careers of previously disadvantaged emerging adults.

4.3.4 Contributions of the findings to organisations

Once again, the findings that an interdependent relationship between those effected by inequality and those who are not, could help address inequality, could assist in organisations realising their role and responsibility towards addressing this social issue. This could also assist in informing organisations about workplace bias that is perceived to create a competitive disadvantaged to create moderating and developmental initiatives that will address this issue. Thee findings of the study will also give organisations specific guidelines to understanding the developmental needs of their staff who are affected by inequality. The social responsibility of organisations in South Africa can be prioritised and contextually informed.

4.3.5 Contributions of the findings to society

The findings indicated that societal reform is required to address the influence of inequality on the career development of emerging adults. These findings could initiate dialog and establish role and responsibility in society which might increase the sharing of information across cultures and races. If society can become interdependent on each other, the massive youth unemployment, stagnant economic growth and general influence of inequality could be addressed to ensure a better and more equal opportunity South Africa for all.

4.4 RECOMMENDATIONS

In the following section the recommendations derived from the findings will be discussed.

4.4.1 Applications of the findings to organisational practices

The following recommendations are made with the findings considered, for future research and organisational practices:

- Organisations should ensure that they are well informed on the social context of their employees and how they are influenced by their social settings.
- Any developmental initiatives should be informed contextually to ensure that an inclusive approach to development is taken and that
- The findings of the study could be researched on a longitudinal basis to ensure that various influences of inequality are identified which could also give a more comprehensive outlook on career development initiatives.
- The findings of the research could also be validated in a larger sample by conducting quantitative research to make the findings generalisable if the sample is representative of emerging adults in South Africa.
- The findings in this study can also be used to ensure that organisations realise their social role in terms of an interdependent society where information sharing will be key in overcoming the influence of inequality on the career development of emerging adults.
- Mentorship programs should be implemented as career development interventions for previously disadvantaged emerging adults to ensure that qualitative career related knowledge is transferred on a narrative and intentional basis.

4.4.2 Recommendation for future literature reviews and empirical studies

Based on the findings of this study the following future research recommendations are made:

- Literature reviews on the specific influence the absence of information sharing has on the career development of individuals affected by inequality.
- Further qualitative studies are necessary to inform career development initiatives that are based on Afrocentric social realities and how the acculturation of the western world might affect the establishment of inequality and its influences.
- Due to the nature of the sample compared to the reality of the problem inequality creates, research should be done of regarding influences that can be mitigated at a much younger age for individuals affected by inequality.

- Further research into the development of a Afrocentric informed career development model will be beneficial to the field and also complimentary to the findings of this study.
- Lastly, this study can be repeated on a regular basis as the socially dependent nature of the findings indicate that there might be development in the field soon, that must be understood and contextualised at that moment.

4.5 CHAPTER SUMMERY

This chapter stated the conclusions and limitations of the literature review and empirical study in comparisons to the aims of this study as stated in chapter one. Further the contributions and recommendations of the study was described by indicating how understanding the influence of inequality on the career development of emerging adults will assist organisations and how it might guide future research.

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ANNEXURE A: INFORMED CONSENT

Letter of consent

I, _____, agree to take part in the research project conducted by Adriaan Smith as part of the requirements for his master's degree in Industrial and Organisational Psychology at the University of South Africa (UNISA). I understand the inclusion and exclusion criteria for the specified study and why I have been requested to participate. I agree to be interviewed by the researcher and my role in the study has been explained to me.

This data may also be used in the analysis required for the publishing of journal articles and the researcher's dissertation. I understand that the information that I will supply will be confidential and will not be disclosed to anyone, and that it will only be used in summary form in the research findings. The researcher will protect my identity and hence ensure my privacy and anonymity. I understand that the interview might take up to 1h30min and that the completion of the total study could take one year. I understand that the study might assist in understanding the contextual nature of the South African workplace and that it might be beneficial to myself and other participants.

The researcher has explained that this is a minimal risk study and that he will take all necessary precautions that no injury or harm is done before, during or after the study. I understand that I will not be compensated for my participation but that cost such as travel will be reimbursed to me.

The information that I provide will be held securely until the research has been completed (for a period of 5 years) after which it will be destroyed. The information that I provide will not be used for any other purpose and no paper-based records will exist. I agree that the interviews may be recorded electronically and transcribed by the researcher. I understand that paper-based records refer to printed material and acknowledge that any printed material will not have any personal or identifying information included with specific reference to information disclosed in summary form. The researcher will ensure that all electronic data is password protected and that any

information bridge will be communicated to me immediately. Information that are disclosed (in summary form) in the dissertation and journal article (which will also serve as feedback) from this study will be done anonymously.

I have been informed that my participation is voluntary and that I may withdraw from this study at any time and that any information that I have supplied will then not be used and any records held relating to my contribution will be destroyed.

Signed on this _____ day of _____, 2017

SIGNATURE OF PARTICIPANT

SIGNATURE OF RESEARCHER

ANNEXURE B: INTERVIEW GUIDE

1. What do you perceive as inequality in the place of work?
2. Is there any specific time, event or feeling you recall which made you aware of the influence inequality has on your career development?
3. When looking back at your career development to where you are now, how do you perceive the influence inequality had on you?
4. What opportunity, assistance or guidance would have assisted you in your career development today?
5. What is your perspective on the broader influence of inequality on the career development of the youth of South Africa
6. Do you have a proposed solution for assisting future youth to overcome the influences you perceived?

ANNEXURE C: ETHICAL CLEARANCE



CEMS/IOP RESEARCH ETHICS REVIEW COMMITTEE

15 May 2017

Dear Adriaan Smith,

Ref #: 2016_CEMS/IOP_097
Student #: 50752960
Staff #: N/A

Decision: Ethics approval

Cell no: 084 944 45477
E-mail: adriaans@read.co.za

Supervisor: Mrs A van Niekerk Co-supervisor: N/A

Proposal: Perceived influences of inequality on the career development of emerging adults in South Africa

Qualification: Postgraduate degree/Non-degree output/Commissioned research

Thank you for the application for research ethics clearance by the CEMS/IOP Research Ethics Review Committee for the above mentioned research. The resubmitted application was reviewed in compliance with the Unisa Policy on Research Ethics by the committee.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the CEMS/IOP Ethics Review Committee.*
- 3) An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*
- 4) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Note:

The reference number **2016_CEMS/IOP_097** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the CEMS/IOP RERC.

Kind regards,



Dr Sonja Grobler

Chair: IOP Research Ethics Committee

Department of Industrial and Organisational Psychology

College of Economic and Management Sciences

AJH van der Walt Building, Room 3-76

Tel : +27 (0) 12 429 8272



Prof M T Mogale

Executive Dean

College of Economic and Management Sciences

AJH van der Walt Building, Room 05-04

Tel: +27 (0) 12 429 4805

