GA-RANKUWA SECONDARY SCHOOL STUDENTS' AWARENESS OF CAREER COUNSELLING AND FACTORS INFLUENCING CAREER CHOICES

by

TABEA MMASEBEDISE LETLAPE

submitted in accordance with the requirements for
the degree of

DOCTOR OF PHILOSOPHY

in the subject

PSYCHOLOGY

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR JACK MATOME MASHIAPATA

NOVEMBER 2019

DECLARATION

Name:	Tabea Mmasbedise Letlape
Student number:	45774986
Degree:	Doctor of Philosophy in Psychology (PhD)
Title:	**Ga-Rankuwa Secondary School students' awareness of career counselling and factors influencing career choices**

I declare that the thesis referred to above is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete list of references.

I further declare that I submitted the thesis to originality checking software, and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it for examination at Unisa for another qualification, or at any other higher education institution.

Signature: _____ Date: 23 July 2020

ACKNOWLEDGEMENTS

Firstly, I would like to thank the Lord, God, Almighty; for His direction, goodness, grace and guidance throughout my studies. I am grateful for His presence and assistance that enabled me to complete this study successfully.

I would also like to thank my family, specifically for their love, encouragement, and support throughout the course of my studies.

I would also like to appreciate my research supervisor, Dr Jack Matome Mashiapata. It has been a long journey, but I am thankful for his guidance and patience throughout this study.

I would also like to acknowledge and appreciate the Department of Education for allowing me to do the study, as well as the support they offered me during the research – and not forgetting the actual participants for their time, patience and participation in the research.

I also appreciate my Editor Gadi Malatsi. You are "the professional's professional", and I am thankful for your diligence, knowledge in the field of editing and your great spirit.

I would also like to thank Mr Andries Masenge, for the statistical analysis done on the research. I appreciate your time and the precious work you have done.

God bless you all!!!

DEDICATION

I dedicate the thesis to my family, in particular my husband Ashley, and my daughters Reolebogile, Reitumetse, and Tokelo for their love and encouragement.

ABSTRACT

The fundamental aim of education is to empower learners to succeed in their career path and, as such, the future of South African learners depends on the quality of decisions and the progress made by them in respect of their personal and career development needs. The focus of the study was on investigating the awareness of guidance and counselling in Ga-Rankuwa secondary schools, and explore factors influencing career choice. The total number of secondary schools that participated in the study were seven (7), and all public schools from the disadvantaged context, in the Tshwane West Education District. The study was a descriptive survey, and the target population consisted of 859 participants. The data were collected, using two questionnaires; namely the Career Development Questionnaire (CDQ), and the Self-structured Questionnaire (SSQ). The Statistical Package for Social Sciences (SPSS) was used to generate data, which were used as descriptive statistics of frequency table, percentages and cross-tabulation to "raise awareness on the status of career guidance and counselling in Ga-Rankuwa secondary schools"

The findings of the study showed that career guidance and counselling was not effectively implemented in schools, and that inadequate career education was offered to learners during Life Orientation classes. From the findings, it was discovered that learners did not have the accurate, sufficient, informed and practical knowledge to help them make sound career decisions, and that learners' levels of career maturity were very low. It was evident from the findings that age, gender, parents/guardians educational background did not have any significant influence on learners' career choices. The researcher, therefore, recommends that Life-Orientation teachers be exposed to extensive career guidance and be offered training in career counselling, and that there should be adequate and accessible career guidance and counselling facilities for learners – and that career guidance strategies and policies should be reviewed.

KEY TERMS

Career, career choices, career counselling, career decision, career guidance, career maturity, Ga-Rankuwa, Life Orientation and secondary school.

Table of Contents

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1:
ORIENTATION OF THE STUDY

1.1. INTRODUCTION

Career guidance in South Africa is not fully implemented in all public schools (Mahlangu, 2011) – although it has been regarded as a fundamental subject for Grade 10 to 12 (Du Toit, 2005). Most learners do not receive career guidance in their schools and end up not having a clear understanding of their promising careers (Maree, 2012). The career that many high school learners ultimately follow have not been given a thought – in most cases they are rushed and influenced by external circumstances (Dabulo & Makura, 2013). The absence of career guidance in schools leads to major problems for learners who enter post-secondary institutions (Dabulo & Makura, 2013). The less-informed learners are likely to drop out of tertiary institutions more often than learners who are well informed in tertiary institutions (Wright & Maree, 2007). Woosley and Shepler (2011) indicate that South African students in tertiary institutions are faced with challenges, which are similar to those experienced by learners in the United States that include the lack of preparation, academic stress, unclear educational goals, low academic expectation, and lack of commitment.

Another indication that learners do not have access to career guidance and counselling is evidenced by their preference (which is not directed by any form of guidance) to enrol at universities and overlooking Further Education Training (FET) colleges, which made it challenging for FET colleges to reach the target set for them by government to enrol one million learners by 2015 (Mhlanga, 2011). Media reports have attributed this state to the lack of career guidance and counselling in South Africa, especially following the stampede at the University of Johannesburg (Modiba, 2012).

The Department of Education is particularly concerned about the lack of trained and competent staff in guidance and counselling in schools. According to Mahlangu (2011), the schools and the school districts respond to guidance and counselling only when there are problems due to the lack of human resources in schools. Mahlangu (2011) further indicates that the issue of lack capacity in human resources in schools is evident in District 15 of Gauteng Province. By 2011,

District 15 had 11 staff members responsible for managing 140 schools – out of the 11 staff members, two were psychologists, two were student psychologists and one was a counsellor. The eleven staff members were expected to provide guidance and counselling to these schools. This posed a huge challenge for the department as there were inadequate number of qualified career counsellors to assist in the district. There is a great need for Non-Government Organisations (NGOs) to intervene by providing fulltime counsellors and psychologists to help improve the challenge of lack of guidance and counselling in schools.

Hypothesis

Most learners in secondary schools in Ga-Rankuwa have little information about career guidance and counselling, and might not be exposed to career guidance to assist them in making career decisions crucial for their career development.

This study therefore, aimed to investigate the awareness of Grade 12 learners of career counselling, as well as the factors influencing their career choices.

1.2. RESEARCH PROBLEM

Career guidance and counselling is an important educational tool for schools because it prepares learners for career and personal decision making and development, and it makes leaners competent for the future (Khan, 2018). Career counselling and guidance is among the top school educational services to providing learners with the assistance to enable them to become what they are capable of becoming (Davidson & Davidson, 2004). The school is expected to do more than just offer lessons to learners. The school ought to provide career development services to learners of all ages, from foundation phase (Grade R-3) upwards. Career guidance is expected to be implemented in Grade 9 when learners choose subjects, Grade 10 to 11, when learners make career choices and Grade 12, when learners prepare for post-school education, or prepare to enter the job market (Department of Higher Education and Training & South African Qualification Authority, 2012).

Career counselling in schools is very critical because it ensures that there is an understanding of what courses to take and if capabilities match interests (Gupta, 2017). Career guidance

programmes are expected to be effectively planned and organised in schools with the aim of encouraging the principle of all-time learning. During their high school years learners seek career information and become aware of their career or occupational interests (Stringer, Kerpelman & Skorikov, 2011). There is a preoccupation on improving matric results in South Africa, while little attention is given to career guidance (Mhlanga, 2011). Learners in many previously disadvantaged secondary public schools neither receive career guidance from teachers, nor post-secondary education advice (Maila & Ross, 2018). For career counselling to be relevant to learners, it is important to have an understanding through appropriate career measures, of learners' knowledge and their perceptions about occupations – because when learning is not connected to how learners see their future, they lose interest quickly.

Career counsellors are very important to the education system and to the overall development of the learners' journey to a successful life. Career Guidance Helpline is an initiative of the National Government, managed by the South African Qualification Authority (SAQA) in South Africa (Department of Education, 2002). The career guidance helpline is intended to provide support to all citizens concerning relevant and high-quality career information, and assist individuals to direct and manage their own transition between work and study for meaningful living. There are multi-channel career development services from the helpline, accessible by means of career resource and information website, a drop-in service, telephone, text messages, email, twitter, Facebook, post and fax (Department of Education, 2002). Although SAQA has introduced a relevant and much needed initiative, it seems as if, the Career Guidance Helpline service still needs to be publicised extensively, especially in remote areas. Advocacy for this initiative is important, to address the need for career information and knowledge to ensure optimum career progression and goal realisation.

1.3. BACKGROUND

According to Eyo, Joshua and Esuong (2010), the goal of career guidance and counselling is to support and empower learners to develop accurate career knowledge to assist them in realising their potential. The goal is to further bring awareness among learners, with the hope that they will receive the new information with an open mind and make meaningful career choices (Feller, 2003). Obiunu and Ebunu (2010) define career counselling as a field of counselling, which provides information to individuals, not limited to learners, regarding different careers, and it supports and empowers individuals in their career development.

Career education in South Africa is complex because it is addressed in the fundamental learning area of Life Orientation (LO) (Ebersöhn & Mbetse, 2003). LO is in the General Education Training (GET) band, and is compulsory for all learners in senior and further education. It focuses on health promotion, social development, personal development, physical development and movement and orientation to the world of work (Department of Education, 2002). According to Pillay (2012), LO equips learners to acquire the knowledge, skills, attitudes and values to develop their confidence in order to become responsible citizens. The limited number of trained teachers in career guidance, and the allocation of LO to unqualified teachers compromise career education (Ebersöhn & Mbetse, 2003). Subject knowledge is a fundamental component that ensures that teachers are successful in their teaching (Palmer, Stough, Burdenski & Gouzales, 2005) – hence the need for specialists in the area of LO.

The career guidance professionals appointed by the Department of Education do not assess and evaluate learners' career development directly; they train teachers to assist learners informally to make career choices (Roux, 2002). The Gauteng Department of Education appoints Educational Psychologists to deal with learners with social and scholastic problems, and to train teachers in career guidance (Mahlangu, 2011). Because there is a shortage of Educational Psychologists in the Department of Education, teachers who have been trained in counselling and guidance, remedial education, and special needs education are used to support learners with career guidance (Mahlangu, 2011). A study by Jacobs (2011) found that LO as a subject may not be as significant in changing the attitudes and behaviours of the learners, as it was anticipated by the Department of Education, because learners regarded LO as unnecessary, boring and irrelevant.

Where it is available, career counselling in South Africa involves psychometric assessments as its components that are used to guide individuals to make responsible career choices and decisions (Maree & Beck, 2004). The challenge however, is that career counselling can only be accessed by those who are able to afford these services, as they come at a high cost, and are not readily available to the numerous South African population that urgently requires them (Lamprecht, 2002). Another challenge is that few psychometric tests were not designed to address the specific needs of the South African multicultural population, making them inaccurate for the diversity of South African ethnic groups (Eisman, Dies, Finn, Eyde, Kay, Kubiszyn, Meyer, & Moreland, 2000). At times career assessment results is often exaggerated,

regarded as the sole career information that excludes learners from the decision making process (Maree & Beck, 2004).

According to Barlin and Hirschi (2010), there is still paucity of literature on the extent to which learners seek career counselling services. Most learners believe that career planning is something that begins once they have entered college (Eisman et al., 2011). According to Whiston (2003), learners in developing countries lack career planning skills and are not in tune with their own interests, aptitudes, education and employment options, as well as the ability to plan for their future. The final school years for learners are vital because that is when they start to plan, explore and make decisions about employment or further studies (Arrington, 2000). Learners from disadvantaged schools are educationally oppressed because they find themselves in geographical locations that are under-resourced, and as a result, they find it difficult to have access to educational facilities and infrastructure (Maila & Ross, 2018). These young people may in most cases, be motivated but lack opportunity to empower them on how to choose careers wisely (Bimbrose, 2012). Therefore, career guidance is a critical component for learners, as it has a positive effect on the learners' willingness to access institutions of higher learning in order to attain their career goals (Cosser, 2002).

Career development needs to be re-conceptualised if we as a nation would like to see the programme running to its full potential, more so, taking into consideration the ongoing changes in work, employment, technologies, social life and the vision of the international organisation for future development (Jenschke, 2004). Challenges experienced regarding the implementation of guidance and counselling programmes needs to be addressed urgently by all relevant stakeholders, specifically, the effective training of teachers in career guidance and counselling, the provision of facilities and funds to support career guidance and counselling and the appointment of fulltime career guidance and counsellors in schools (Boitt, 2016). Recognising where change needs to be effected, is the beginning phase for accomplishing the intended purpose of career guidance and counselling in schools.

1.4. OBJECTIVES OF THE STUDY

The main aim of the study was to investigate learners' awareness of career guidance and counselling, and factors influencing career choices among Grade 12 in secondary schools in Ga-Rankuwa, north of Pretoria, and to ascertain whether learners have the necessary information to help them make career choices. It is the hope of the researcher that the findings of the study will raise awareness of the status of career guidance and counselling in secondary schools, specifically in Ga-Rankuwa.

The following were the specific objectives of the study:

- To investigate whether career guidance and counselling is implemented in the schools
- To ascertain the level of awareness of career guidance and counselling in schools
- To investigate the factors influencing learners' career choices
- To ascertain the learners' understanding of the benefits of career counselling and guidance
- To ascertain the learners' level of career maturity and readiness to make career decisions
- To assess the career development needs of learners
- To assess the learners' perception of LO as a learning area
- To investigate the influence of age, gender, parental occupation and parents' educational background on learner's career choices

1.5. LITERATURE REVIEW

1.5.1. The Importance of Career Development in Schools

The guidance and counselling programmes are intended to bring an understanding of the educational, vocational and social information to learners required to help them make proper and wise choices (Oye, Obi, Mohd, & Bernice, 2012). Career development is also regarded as the process of taking control of learning, work, leisure, and changes throughout life to help individuals in shaping their future in the labour market (Reddan & Rauchle, 2012). Magnuson

and Starr (2000) indicate that career development is an enduring process and argue that a person cannot reach full development in any particular period, but rather that development is a continuous process that takes place over the course of one's life. The process is determined by the role that the learner play in ensuring that they attain the development goals in their lives, as well as the setting and circumstances surrounding the learner, which often leads to learners being career conscious (Magnuson & Starr, 2000). Career development is regarded as self-development, and the intervention to improve the effectiveness of career development can help learners identify relevant social, interpersonal and work-related skills in which they are lacking (Rivera & Schaefer, 2009). The guidance and counselling programmes aimed at school learners can have a considerable influence on improving chastisement problems, school grades, social skills, and helping learners to make good decisions on their career development and pertinent choices for further learning (Alemu, 2013).

Learners' engagement in career development at an early age is of paramount importance. It is very crucial to take into cognisance that when learners are given a chance to partake in career development programmes that identify their interests, skills, and aspirations, they advance in decision-making skills; understand the values of their decisions and are able to have an understanding and are able to accomplish their short and long-term goals (Rivera & Schaefer, 2009).

1.5.2. Factors influencing career choices and aspirations

Career aspirations and choices are considered fundamental to appropriate career decision making, because through career aspirations an individuals' perception of their idealised self can be revealed (Savickas, 2005). To better accomplish the goal of assisting learners to thrive in their educational and career goals in today's social, economic and cultural setting, career and guidance counsellors need to be adequately informed about factors influencing learners' career choices, and the approaches to follow in facilitating learners' career decision making (Tang, Pan & Newmeyer, 2008).

The availability of a respectable role model for learners is a major influence on career aspiration. Many learners from disadvantaged backgrounds do not have opportunities to form career identities, because they have limited role models in their midst for different careers

(Rowland, 2004). A study by Perrone, Sedlacek and Alexander (2001) found that support offered by roles model, and the quality of relationship between the role model and the learner contribute significantly to the career choice of the latter.

Shumba and Naong (2012) indicate that families, parents and guardians play an important role in the career choices and goals of their children. The reason is that children require parental approval and support for their careers. Families in most cases, unconsciously influence the careers of their children, and play a role in shaping their children's personalities, choices, sense of what is right and wrong, and perspectives on occupations (Whitaker, 2007). People tend to choose careers that allow them to satisfy unfulfilled childhood needs and follow dreams passed on to them by their family (Pines & Yanai, 2001). Children from families with a particular preference for a certain occupation are likely to choose that occupation (Udoh & Sanni, 2012). The findings of a study by Bojuwoye and Mbanjwa (2006) on the influence of family on South African learners' career choices found that parents, specifically mothers, have a major influence on the career decisions of their children. Modisaotsile (2012) indicates that families understand their children and can contribute towards their success or helplessly leave their children without any form of support.

Parents' educational level is another factor that sparks the vocational interests of leaners. According to Udoh and Sanni (2012), parents with adequate levels of education often get decent employment, and with the level of income and experience, they are motivated to provide better educational support for their children and discuss job opportunities, which encourage their children to develop better career awareness than children who are not exposed to this kind of information. Learners from low-income homes finds it hard to develop interest in vocational growth, because of the educational inadequacies of their parents (Udoh & Sanni, 2012). Some parents do not understand the importance of higher education and therefore, are unable to assist their children decide on career and institution choices, and are also, unable to support the educational difficulties experienced by their children (Timmey & Chapman, 2012).

Many parents have been unsuccessful in assisting their children to make informed career choices, as they were the ones who have put pressure on their children to pursue careers that they would have loved to pursue (Ongubowale, 2013). In other instances, parents have put pressure on their children to pursue careers that they think, due to their inadequate scope of knowledge and exposure, are most profitable and of high prestige (Ongubowale, 2013).

Usinger (2005) indicates that learners from impoverished school districts are raised in a non-directive environment, where they are neither encouraged nor discouraged to follow certain careers; that is, the parents have little to say about their children's career development.

Personality is another variable that has a direct influence on career choice. Personality is the total sum of an individual beliefs, perceptions, emotions, attitudes, and may include behaviour (Brown, 2010). The aim of personality assessments is to identify individuals' personality traits and match these characteristics to the requirements of the job (Foxcroft & Roodt, 2009). Some careers demand that individuals have the personality to match the qualities of the occupation (Salami, 2008). For instance, people in public relations must be outgoing to be able to meet the demands of the job role.

Young people are easily influenced by their peers because they rely on their opinions for career planning and development (Mudhovozi & Chireshe, 2012). Young people form part of peer groups and identify with these groups by participating in their activities of daily living in order to be accepted. A peer is a great source of influence during adolescence (Chauhan, 2007). Bojuwoye and Mbanjwa (2006) report that peers are marginally influential on the career decision making of university learners.

Another variable associated with career choice is the nature of social roles that are gender specific, according to various cultures (Dias, 2012). The career preferences of men and women continuously follow a similar pattern (Fernandez, Castro, Otero, Foltz & Lorenzo, 2006). A study by Duffy and Sedlacek (2007) on what is most important to learners' long term career choices, found that men place greater emphasis on making money, whereas women place greater emphasis on working with people and contributing to society. The domination by males in fields such as technology and the preference of women in careers in the social sphere remain a reality, with a strong influence based on the relationship between job reputations and its masculinity or femininity (Dias, 2012).

The City of Tshwane, Ga-Rankuwa being one of the locations, has a high level of poverty, inequality and youth unemployment (Chatindiara, 2019), and Sultana and Watts (2008) believes that rural poverty has an influence on learners' career choices, primarily because learners in rural communities are disadvantaged and do not have opportunities – they have

limited access to education, may be restricted to a range of occupations to choose from, and may regard working as a form of economic survival rather than as self-development.

The living conditions in Ga-Rankuwa is poorer as compared to Pretoria, with only 16.1 percent of the population with higher education and 16.9 percent with no income (Safi & Nasrallah, 2017). The financial difficulties encountered by learners, specifically from disadvantaged communities in South Africa, hinder their quest to strive for a better future. The majority of these learners would not chose careers that require longer periods of training that they would not afford (Ngesi, 2003). Dias (2012) indicates that career choice is influenced by the learner's perception of own level of intelligence, and whether they have what it takes to succeed in a particular training or job.

1.5.3. Career guidance and counselling challenges

The current traditional approach to implementing guidance and counselling in South African schools is faced with numeral difficulties (Maree & Beck, 2004). Traditional career counselling is based on career assessment, whereby the values, interests and abilities of individuals are considered central in choosing a career that is stable, productive and satisfying (Maree & Beck, 2004). The assessment techniques include paper-and-pencil inventories and exercises, computer-administered tests, and online inventories that are self-administered (Brown, 2010). In order to address these challenges successfully, a combined effort between the Department of Education, private sectors, teachers and parents is indispensable.

South Africa is a middle-income country, characterised by unschooled, impoverished black majority people (Flederman, 2011). The unemployment of learners after secondary and even after further training is a big concern for the education system (Horn, 2006). Ways to improve the employability skills of learners remain a critical need. Horn further indicates that the dilemma of unemployment is typically blamed on two factors - namely teachers and schools, for not offering learners specific skills required for specific occupations; and the South African economy for not creating sufficient job opportunities. A study by Mbetse (2002) highlights the challenges experienced by learners in the rural communities of Limpopo. The study revealed that learners from Limpopo lack the career maturity, and that many drop out of school and are

unemployed. This is because, according to the findings of this study, learners in Limpopo have limited access to career information.

Lack of entrepreneurship education in South African has been identified as one of the prime aspects restraining economic development (Fatoki & Garwe, 2010). It is therefore, recommended that entrepreneurial skills be integrated in the school curriculum in order to foster the culture of entrepreneurship in learners. The education system can assist learners to focus specifically on critical areas such as self-confidence regarding the ability to start a business, understanding of financial and business issues, as well as the desire to start their own businesses. The majority of South Africans are from homes which offer little or no exposure to business innovation and entrepreneurship, and as a result, they do not see themselves as resource creators (Horn, 2006). A lot of South Africans consider it is very safe not to risk of starting up businesses, but would rather, acquire jobs with financial and job security, pension, medical and other benefits (Horn, 2006). Therefore, counselling should focus on empowering and affording individuals the capability to create and apply their own plans (Maree & Beck, 2004).

The National Plan for Higher Education (NPHE) indicates that there is inconsistency between the results obtained from higher education and the needs of a developing nation, as well as shortages of highly-trained graduates in fields such a sciences, engineering technology and commerce, essential for social and economic development (Maree & Beck, 2004). The new economy requires learners to have new skill sets, to be self-driven, and to work independently (Horn, 2006). These skills include expertise in mathematics, computing, reading, writing, reasoning, interpersonal skills, the ability to understand systems and master technology, as well as the ability to cope with changes in the workplace (Horn, 2006).

Dissatisfaction, frustration and employees' poor job performance are challenges that career development need to address. People change careers often during their career lives (Mullin, 2009). Many people are stuck in careers that do not resonate with them, which can lead to low morale, de-motivation, frustration, work-related stress, and poor performance (Mullin, 2009). According to Creed, Patton and Bartrum (2004), lack of self-confidence and low motivation are the inner obstacles that affect the achievement of career goals.

The unavailability of teachers with expertise to offer career guidance and counselling is another concern and a major challenge in the effective implementation of guidance and counselling programmes in schools. Lack of knowledge in presenting career education and a limited number of trained teachers is a challenge for schools (Ebersöhn & Mbetse, 2003). Career counselling and guidance is now increasingly recognised as a speciality that requires expertise in three areas: personal counselling, career counselling and career assessment (Brown, 2010). A study by Chisholm, Hoadley and wa Kivilu (2005) found that teachers suffer from low morale due to their increased stress level, which is triggered by the increased workload, which is not in proportion to class sizes, too many departmental requirements, the Integrated Quality Management System (IQMS), the new curriculum, as well as too many learning areas for which there are no resources or teachers. Horn (2006) regards this situation as a possible challenge for the education system, as teachers' low morale make it impossible for them to motivate and assist their learners to gain the necessary knowledge required in the job market, and to improve their skills so that they are employable.

Prinsloo (2007) maintains that teachers responsible for LO in rural schools do not have the required expertise for career guidance, and are not formally trained to offer guidance counselling. Geldenhys and de Lange (2007) suggest that the Department of Education retrain a limited number of teachers specialising in guidance counselling in order to equip them with social, career development and educational skills to cater for the needs of the learners, and that funding for guidance training be prioritised.

Another challenge is the accessibility of career development interventions for all citizens; irrespective of race, age, gender, and social background. Ebersöhn and Mbetse (2003) maintain that there is limited access to career education services in South Africa. For career education intervention to be valuable, it must address the status and needs of diverse populations, where social and economic barriers prevent individuals from reaching career progression (Brown, 2010). Because of the limited career counselling service in disadvantaged communities, learners in rural areas travel for long distance to access these service (Maree & Beck, 2004). Career counselling in South Africa is available primarily to people who are able to afford, and this is a drawback for the many who are financially deprived (Maree & Molepo, 2007). It is a privilege to access career counselling, whereas, this should be a right for all. The Department of Education need to ensure that the service is accessible to all learners.

1.5.4. Trends in Career Development

There are several trends in career guidance and counselling that are followed by different countries. It is essential to learn and seek to understand how particular strategies are implemented in other countries, in order to develop better frameworks that are based on the effectiveness of the programmes. Following the example of other countries will enable us to develop our own framework regarded as the sole, tailor-made to our unique environment, needs and cultural background. The discussion that follow focuses on career guidance and counselling practices in Singapore, Nigeria, Malaysia and Finland. The practices followed in these countries are regarded successful in career guidance and counselling.

Tan (2002) describes four new millennium strategies used in Singapore for school guidance programmes that have proven to be effective: (1) The National Institute of Education introduced a diploma programme consisting of eight modules in pastoral care and career guidance to prepare career guidance teachers in schools, (2) The Advanced Programme in guidance and counselling was introduced in January 2001 to replace the in-service Diploma, which included course work and practicum, (3) The Ministry of Education in Singapore launched a "teacher-in industry" project in 1992, through which teachers were seconded to business companies to have first-hand experience of the work settings to better prepare their learners for the transition from school to work, and (4) A computer software was introduced in Singapore to enhance career guidance practice in schools, called JOBS (Jobs Orientation Backup System). This system has been designed to provide up-to-date occupational information, and to facilitate the self-assessment of career interest, vocational aptitude and work values. The traditional concept in career guidance was revised to highlight the importance of lifelong learning. The term "career" was redefined to mean the individual's all-time development in learning and work.

Oye et al. (2012) describe the strategy implemented in Nigerian schools to address the need of career guidance and counselling: A well-defined educational system was introduced to improve the national development programme and make education relevant to the needs of the individuals. This was done by incorporating the environment and the realities of the modern world and the rapidly-changing society. Guidance and counselling was absorbed into the school system to eliminate the overwhelming unawareness of many young people regarding career choices and personality instabilities. Career officers and counsellors were appointed full-time

in schools to take the responsibility of making learners aware of the need for effective career choices. The Nigerian National Educational Policy (2004) stipulates that counselling services should be rendered to learners in schools. The problems affecting guidance and counselling in Nigeria include the following: drug addictions, failure of the parent-teacher association (intended to be joint intervention between parents and teachers to monitor the career development of learners), the influence of peer groups, and the inadequacy of guidance counsellors in secondary schools.

The guidance and counselling model practised in Malaysian schools (Rahman & Atan, 2013) is as follows:

The initial focus of career guidance and counselling was on vocational guidance, but later transformed into fostering learners' personal growth by enhancing personal development and the implementation of developmental programmes on guidance and counselling. The development of teachers was planned strategically to take place over a period of 25 years. The first 10 years of training focused on the teachers' capabilities as school counsellors, and the additional 15-year training was broadened to cover overcoming social problems that could result in top societal disharmony, such as drug abuse and ill-discipline. The Ministry of Education proposed that the counsellor ratio be one counsellor per 500 learners, and a total of 1400 secondary schools in Malaysia were provided with full-time counsellors. Guidance and counselling was also offered at primary schools, and there was a total of 3 400 full-time counsellors for primary school learners. The purpose of having these counsellors in primary schools was to ensure success in transforming the young minds. One of the compulsory programmes in guidance and counselling is personality and emotional development. In April 2013 the services provided by the guidance and counselling teachers were re-engineered to focus on learners' personality development and discipline, aimed at developing learners who are knowledgeable, skilled, humane in nature, with a sense of moral values.

Finland has a well-developed career guidance service (Chireshe, 2012). Vuorinen (2010) describes the career and guidance practices for Finland: the main objective of Finnish education policy is to ensure that education is equally accessible to all citizens regardless of age, domicile, financial situation, social or mother tongue. Education is the fundamental right of all citizens. There are two established guidance and counselling systems; namely the guidance and counselling provided by education and training institutions, responsible for learners and the educational and vocational information services provided by employment administration,

intended for those outside education and training. Everyone in Finland is entitled to guidance and counselling, irrespective of whether they are studying, working, unemployed, or those not looking for employment. Learners receive guidance and counselling throughout their basic education; and all pupils are entitled to two hours a week of guidance and counselling. Student welfare and support services have been emphasised in the development of education and training for primary and secondary schools to help pupils with learning and study difficulties.

Guidance and counselling cover study skills, self-knowledge, further education and training options, occupation sectors, and the world of work. Towards the end of their basic education, pupils spend one or two weeks on work environment. According to the provisions of the (Act 55) Education Act (1996), after completing their compulsory basic education, young people can receive additional basic education for one year. This is done to cater for those who did not secure a place in institutions of higher learning. The goal is to help the young people to plan their careers and improve their chances of entry into institutions of higher learning. The preparation of training and guidance for young people with special needs and vocational rehabilitation for disabled learners was also introduced to help learners with special educational needs (due to disability, illness, late development and emotional problems) to access vocational training in order to prepare them for the world of work. School counsellors, the majority being teachers specialising in guidance and counselling have to complete an extra specialisation module over 35 weeks.

1.5.5. Lessons for South African

Drawing from the international best practices, it becomes possible to identify some of the mandatory approaches for the successful implementation of career counselling and guidance in South African schools.

Quality Teacher Education – Teachers responsible for career counselling and guidance require extensive development in career guidance and counselling. The development must not only be theoretical, but also practical; that is teachers need to be exposed to different industries to enable them to have an idea of what a specific career entails. At the end of the training, teachers should have further knowledge on how to implement career guidance and counselling to assist young people and learners.

The Appointment of Full-time Career Counsellors in School - The appointment of full-time career counsellors is crucial as it will ensure the implementation of career counselling and guidance in schools. Learners will have the concentrated exposure to career counselling and guidance, which will result in proper talent being nurtured.

Personality and Emotional Development to be incorporated into Career Development- The purpose of incorporating personality and emotional development in career education is to ensure that learners understand themselves better, are able to make realistic career choices, and are equipped with coping strategies for any challenging situation.

Development of a Career Development System – The system will help all citizens to have access to career information at any given time, and to facilitate their own career assessment on interests, aptitude and work values. Career information and self-knowledge will become reachable at all times.

Life Skills Training to be applied to address challenges in the Implementation of Career Development in schools – Given the challenges experienced by Nigeria in the implementation of career development programmes, such as drug addictions and peer influence, life skills training for learners becomes a fundamental issue. Learners will be empowered through life skills training to deal with every day social dilemmas facing many communities.

1.6. RESEARCH METHODOLOGY

The study followed a quantitative descriptive methodology. This approach was found to be the best for this study, because the primary objective of the study was to describe, investigate, and understand the status of career guidance and counselling awareness, and its effectiveness in high schools. Descriptive research was found to be the best approach as the purpose of the study was to collect the data to answer questions pertaining to the current status of career counselling and guidance in secondary schools in Ga-Rankuwa. A descriptive design involving two questionnaires was used to collect the data regarding the knowledge and experiences of learners in relation to career counselling and guidance. The advantage of following a quantitative research approach is that the approach ensures that the findings of the study are unbiased and realistic (Creswell, 1994) – and the information collected can be used to inform policy and planning to direct the effective implementation of career guidance and counselling initiatives in schools.

1.7. THE RESEARCHER'S ROLE

In this quantitative descriptive study, the researcher's goal was to use arithmetical data to answer questions on the current status of the state of affairs under investigation (Creswell, 1994). The objective of the researcher was to uncover the existing reality by studying the situation as is (Bryman, 2012). The researcher took a neutral stance from the research subjects, and did not interact with them, except when she administered the questionnaires. As a result, the findings of the study were free from bias, as participants were free from the influence of the researcher (her values, feelings and experiences) (Leedy & Ormrod, 2010). The researcher's role was that of an observer and facilitator, ensuring that the learners understood the context of the study, the procedures followed, as well as how to complete the questionnaires.

1.8. SAMPLE POPULATION

Ga-Rankuwa is a large black township situated in the North-western part of Pretoria. The township falls under the City of Tshwane Metropolitan Municipality. The area, which is regarded as peri-urban, was formally a rural area that is now directly in the path of being urbanised, as a result of the rapid expansion of South Africa's metropolitan areas and major towns (Thornton, 2008). There are seven secondary schools in Ga-Rankuwa; H.L. Setlalentoa, L.G. Holele, Mapenane, Modiri, N.M. Tsuene, Rantailane, and Tebogwana. These secondary schools are situated in different zones: H.L. Setlalentoa is situated in Zone 5, L.G. Holele and Modiri in Zone 2, Mapenane in Zone 16, N.M. Tsuene in Zone 3, Rantailane in Zone 4, and Tebogwana in Zone 7. The majority of learners in these schools are African, from grade 8 to 12. These students reside in Ga-Rankuwa and the neighbouring townships. The population for the study consisted of all Grade 12 learners who were currently studying at these secondary schools. The study excluded Grade 9, 10 and 11 learners. This is because the researcher aimed at assessing the level of awareness of career guidance and counselling among Grade 12 learners. More so, the researcher wanted to understand the Grade 12 learners have the pertinent knowledge, expected attitudes and behaviours required to succeed in tertiary education.

Eight hundred and fifty nine (859) Grade 12 learners enrolled across the seven secondary schools in 2016. This is considered a sufficiently small and manageable sample. Thus, a census

of the Grade 12 learners was to be conducted. A census is a procedure of systematically acquiring information on members of a given population (Creswell, 2009). The key advantage of a census is that the data are collected from each and every member of the population. This method yields more accurate and reliable results (Kothari, 2004). The main disadvantage of a census is the considerable cost involved in collecting the data, the turn out of the participants on the day the data are collected, and the subsequent compilation of all the data collected (Kothari, 2004). Due to unforeseen circumstances, a convenient sampling method was used because it became impossible to include every subject of the population. A convenient sampling methodology involves using a non-random sampling where members of the target population meet the criteria and are available at a given time (Etikan, Musa & Alkassim, 2016). All research subjects available on the day of the administration of the questionnaires were used for the study.

1.9. DATA COLLECTION

Data were collected using two questionnaires, a structured questionnaire and a psychometric test; namely the Career Development Questionnaire (CDQ). The CDQ examined five dimensions of career maturity; that is self-information, decision-making, information on the occupational world, integration of on the self-information with the information on the occupational world, and career planning (Langley, 1990). A structured questionnaire was developed according to the objectives of the study to obtain accurate and relevant information pertaining the study. The participants were required to rate a response that best described their opinions, thoughts or feelings. The biographical information formed part of the structured questionnaire, and consisted of information on gender, age, home language, postal address, parent's educational qualification, and parental occupation.

1.10. DATA ANALYSIS

Data was analysed, using the Statistical Package for the Social Science (SPSS). Descriptive statistics was used to report test scores on both the structured questionnaire and the CDQ. The primary reason for using descriptive statistics was that it would be easy to describe and discuss statistical information more generally and conveniently, than would be possible using raw data

alone (Howell, 2004). For the analysis of the structured questionnaire each score was compared to the total of the tests that would be taken, and the scores were analysed to discover the mean scores, standard deviation, frequencies and percentages. CDQ was analysed by comparing the mean scores and standard deviations of the five subscales. The cross-tabulations were used to examine learners' report on variables influencing their career choices.

A correlational analysis was used to quantify the degree to which variables are related (Senthilnathan, 2019). A correlation of the variables under investigation (career guidance and counseling awareness and factors influencing career choices) were compared to examine the relationship between these variables. The inter-scale correlation analysis was used to investigate the relationship between the subscales and the cross-tabulation analysis was used to analyse relationship between different variables. A correlation range from +1 to -1. A correlation of +1 indicates a perfect positive association, that both variables move in the same direction, whereas a correlation of -1 indicates a perfect negative association, when one variable goes up the other goes down, and a zero correlation indicates no relationship between variables (Leedy & Ormrod, 2010).

1.11. ETHICAL CONSIDERATIONS

The research proposal was submitted to the Ethics Committee of the Department of Psychology at the University of South Africa for ethical clearance. The purpose of the study, data collection methods, and the expectation of the researcher were thoroughly explained to the research participants. They were informed that participation was voluntary; and that they could withdraw from the study anytime without fear of reprisal. Regarding feedback of the research findings, the participants were informed that these would be communicated to the schools and the authorities at the Department of Education. The researcher would have liked to communicate the findings of the study to the learners, but because the study was conducted for Grade 12 leaners, it would have not been possible because the learners would have completed matric and left the respective schools.

According to Burns and Grove (2005), confidentiality refers to the research management of private information divulged by the participants. The participants were informed that no person would be linked directly to a particular completed questionnaire, and that no person would be identified in the research report. According to Polit and Hungler (1997), anonymity means that the information collected cannot be linked, even by the researcher, to a particular respondent.

1.12. BENEFITS OF THE STUDY

The main aim of the study was to investigate the awareness of high school learners regarding career counselling and factors influencing their career choices. High quality education and guidance is a crucial part of schooling. Career education and guidance plays an important role in the curriculum that supports learners' interests, strength, aspirations and achievements (Khan, 2018). The two key components of career guidance and counselling are career education (developing knowledge, skills, and attitudes through a planned programme), and career guidance (assisting learners to make educational, training and occupational choices and to manage careers) (Boitt, 2016). Africa Check reports that out of the 1 155 629 pupils who started Grade 1 in 2006, only 34.7% obtained matric pass in 2017 (Carroll, 2018). The effective implementation of career guidance and counselling from the foundation phase of learning is of paramount importance because it can assist learners to develop positive self-image and assist them in actualising their adjustment needs for meaningful living (Egbo, 2015). For this reason, we are compelled, as a nation, to identify areas that need to be addressed that will enable our learners to excel in both their studies and careers.

It is the researcher's desire that this study persuade learners to engage more on issues of career counselling and guidance, with the aim of encouraging them to increase their knowledge and understanding of career counselling and guidance. Therefore, a study of this nature will shed some light on the current state of career guidance and counselling in schools, and enable the Department of Education to review the current strategies in order to further develop career programmes to address the needs of learners in relation to career guidance and counselling. The information obtained from the study will also assist the Department of Education to develop policies to effectively implement career guidance and counselling in schools. The information will also assist teachers on how best to deliver career guidance and counselling to learners. Most importantly, the findings will provide feedback on the usefulness of current initiatives implemented to address career guidance and counselling in schools.

1.13. LIMITATION OF THE STUDY

The only limitation constraint for this study is that the study covered secondary schools in

Ga-Rankuwa only. Therefore, the findings of the study may not be generalised to the entire Tshwane West District of Education and all provinces in South Africa. However, the findings will illuminate the nature of the problem.

1.14. CHAPTER OUTLINES

Chapter 1 **Introduction: Orientation of the Study**

Chapter 2 **Literature Review**

Chapter 3 **Career Development in South Africa: Challenges and Strategies**

Chapter 4 **Research Method**

Chapter 5 **Data analysis and interpretation**

Chapter 6 **Conclusion, Limitations of the Study, and Recommendations**

1.15. CONCLUSION

This chapter introduced the entire study. The context of the study, the objectives, benefits of career counselling, challenges around the implementation of career guidance, what influences career decision making, and the research methodology for the study were discussed. The researcher concludes that for career guidance and counselling to be effective and relevant to learners in this continually-changing world, career guidance programmes should offer facilities that develop career management skills, rather than just helping learners to make immediate decisions. The programmes planned need to seriously broaden learners' access to career guidance by extending access throughout their lifetime. Career guidance should empower young people to make effortless adjustment from all educational levels and all stages of work.

CHAPTER 2:
LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 highlights the opinions and concepts, advanced by different experts in the field of career development. This chapter also focuses on the factors that influence career choice, the pragmatism of LO in schools, career guidance and counselling interventions, as well as the different theories of career development.

Education is a development of learning, where learners are supported and guided to reach their highest level of potential, maturity and functioning in a specific cultural context (Hartel, Mosia & Steyn, 2013). The aims of education have drastically moved to include non-academic subjects in the school curriculum to address and respond to the needs of diverse school populations (Fin, 2006). Career guidance was introduced in the South African schools' education system in order to assist learners to make informed educational, training and occupational choices, and to plan and manage their careers (SAQA, 2009). Stakeholders at the Department of Education decided to integrate career guidance into the LO syllabus (Department of Education, 2002).

In order to better achieve the mission of helping learners achieve their educational and career goals, the school, the government, the family, and the counsellors need to be proficiently up-to-date about the factors influencing learners' career choices, and the methods that would best facilitate learners' career decision-making process.

2.2 FACTORS INFLUENCING CAREER CHOICE

In many instances, learners in socially disadvantaged township schools in South Africa receive mediocre education (Smith, Wood & Neethling, 2015). The Minister of Basic Education (Motshekga, 2010:1) also highlighted that "An African child is in a crisis", specifically in relation to career development. The findings of a study of college alumni in the United States of America reported that college alumni, who were very sure of their career choices were more likely to earn degrees in their field of interest than those who did not choose their careers

carefully (ACT, 2008). Development is influenced by a wide range of factors – such as family and parents, social practices, religious persuasion, economic climate, and political ideology. These influences create an atmosphere within the context in which attitudes and opinions are formed about different careers. A career is a person's progress in a chosen profession, which includes progress through life and development in vocational areas of life (Isaac & OyakaMopelola, 2014).

Chen (2008) indicates that the school and society should be supportive of disadvantaged youths, who often, do not have access to the necessary and adequate resources to enable them to live a healthy and optimal lifestyle. Chen (2008) refers to these disadvantaged youths as risk-learners. He further suggests that risk learners are those who have had limited access to educational and occupational opportunities, as a result of political, economic, social and cultural circumstances. The disadvantaged youths are further compromised by inadequacies such as, poverty, volatile family structures, and antagonistic school environments. Occupation direction towards a specific job involves many factors; including ambition, and self-aspiration to pursue the job, the responsibility to gain an in depth understanding of what the job entails and adopting the values and principles integral to the job (Algadheeb & Abdulrahman, 2015).

The six factors that specifically influence career choice – that is academic achievement, social factors, culture, gender, economic, and family factors are discussed below in brief, to create an awareness, and share information concerning career development challenges faced by learners.

2.2.1 Academic Achievement

Academic achievement in high school has proven over time, to be a strong predictor of post-secondary qualification attainment (ACT, 2008). Education is perceived by some learners as a means of achieving personal prestige – meaning, the higher the income, the more power and authority, and the more satisfying and interesting life becomes. This encourages learners to excel and achieve good grades in school. A major challenge facing adolescent students is choosing appropriate and relevant subjects that would ensure that they secure admission into institutions of higher learning, finding a satisfactory job after they have obtained their qualifications (Obiunu & Ebunu, 2013).

The choice of a subject/s for a student at secondary school is influenced by his/her personal circumstances, the school system, socio-economic factors, and societal perception (Adeleke, Binuomote & Adeyinka, 2013). The findings of a study conducted by ACT (2009) revealed that excelling in class, certainty that the subject/s chosen will enable them to secure employment as well as college readiness, influence the learner's subject choice. This in turn, leads to job satisfaction. Irrespective of the level of study, or the personality traits of an individual, aptitude plays a significant role in the career choices of students, in and out of school (Adeleke, Binuonote & Adeyinka, 2031).

Choosing a subject in Grade 10 is an important decision, as it affects the learner's entire future. It is not an easy task, because at that time learners are around 18 years of age and are subjected to peer and parental pressure. In South African Secondary school learners are required to make subject choices for grade 10 towards the end of their Grade 9 year, and they should choose from the Department of Education's designated list (Department of Basic Education, 2016). The learners in Grade 9 are required to include at least seven subjects in their subject package for Grade 10, four being compulsory subjects, which include, home language, first additional language, mathematics or mathematical literacy and LO. A list of the school subjects from which a learner may choose is made available by the school. If there are subjects that the learner is competent at, and are not available at school, the learner is expected to substitute and choose the subjects on the list. If learners do not choose the right combination, they may be denied access to some higher or further educational institutions.

Choosing the right subjects is the first step to gaining access to tertiary institutions. This is because students' ultimate choices are determined by their academic performance in those subjects. If a learner does not perform well in a subject, he/she will not be allowed to continue with the subject. For example, if a learner does not perform well in mathematics, he/she will be expected to choose mathematical literacy for Grade 10. Choosing mathematical literacy suggests that the learner cannot pursue physical science and accounting, but history, business and economics. This imply that the learner cannot follow a career for which he/she aspires to follow, where mathematics is required, thereby limiting their career accomplishment. But again, this is not done to disadvantage the learner, it makes him/her aware of his/her potential and competence in school subjects. Thus, the learner will be required to consider careers in the fields that do not require mathematics. Moreover, learners must also meet certain requirements in terms of what they have achieved in the specific subjects in order to gain entry into tertiary

institutions. Universities, Universities of Technology and Technical Vocational Educational and Training institutions use a rating system, based on learners' academic performance to measure their potential. All qualifications require that learners achieve well in their matric subjects.

The benefit of attending private schools is that learners get to complete vocational assessments that best measure their personality, interests and abilities. The combination of the vocational assessments and academic performance can best indicate or predict scholastic achievement and the possibility of learners pursuing the right career paths and making accurate career choices and decision making, a benefit that learners in disadvantaged communities do not enjoy.

The school as an agent of education has a vital role to play in developing the career interests of students, specifically the choice of the field of study. For students to make realistic career decisions, they need to have the ability to value education and invest in endeavours that would promote their scholastic or educational achievement (Osa-Edoh & Alutu, 2011). The school must continue giving guidance to learners on how to choose relevant subjects, as this can result in accurate and informed educational and training choices for learners.

2.2.2 Social Factors

According to Burns (2014), individuals make meaning of life through social experiences. He further argues that individuals' interests are motivated by the social and environmental systems and are not a result of internal processes. The societal influences that affect career development include peer groups, role models, mentors, social networks, socio-economic status of parents and the family (Obiunu & Ebunu, 2010). Youths from low socio-economic backgrounds are not exposed to things necessary to assist them build important resources, and as such, they end up being disadvantaged as far as educational success and professional ambitions are concerned (Mutekwe & Modiba, 2012). Social condition of an occupation in a society is also one of the main factors affecting career choice (Karpenko, 2013).

Smith, Wood and Neethling (2015) are of a strong opinion that socio-economic adversity has a huge bearing on the lives of youth living in poverty. They further suggest that an increase in positive coping strategies, through the development of stable coping skills is of great

importance as it encourages individuals to rise above all odds. According to these scholars (Smith et al., 2015), limited focus should be placed on providing knowledge about different courses and how to apply for further studies – rather, more focus should be on developing resilience and problem-solving capabilities to assist individuals from disadvantaged and marginalised communities to develop solutions that will help them deal with challenges they are facing in order to achieve their future goals.

According to Tang, Pan and Newmeyer (2008), as well as Olaminde and Olawaiye (2013), the objective and perceived aspects of the environment may have a direct bearing on career decision-making. The objective environmental factors are unprejudiced and are dependent on the quality of educational experiences and the support available to the individual, whereas, the perceived environmental factors are observed, and influenced by the individual's analysis of their environment. A person living in a disadvantaged community is likely to be acquainted with more failure than success, relative to career achievement. This might be true to learners from disadvantaged communities, who might be exposed to negative occurrences such as suicide, crime, teenage pregnancy, drug abuse (specifically *nyaope*), alcohol abuse, and domestic violence. In their study, Buthelezi, Alexander and Seabi (2009) reported a low-self efficacy or inadequacy belief, lack of motivation, lack of confidence, and a sense of hopelessness among students from disadvantaged communities. Thus, it becomes the responsibility of parents, teachers and counsellors, as well as non-profit organisations (NPOs) that work with disadvantaged communities to make learners see beyond their circumstances, and believe that working hard can mitigate the adverse conditions that they find themselves in.

2.2.3 Culture

The cultural transmission theory by Sustein (2005) indicates that from birth to death, the social environment associates boys and girls differently. This, in turn leads to the perception that men and women are different, in terms of certain aspects of life. The social environment promotes congruity to cultural classifications of behaviour and pressures associated with masculine and feminine roles (Mutekwe & Modiba, 2012). Adolescents will then, assume different roles that limit their abilities and potential by locking themselves into a gender-classified occupational world.

Maree (2010) believes that culture prepares its adherents to approach life in a certain manner, and that the connections and experiences that people have with members of a specific culture influence their perception of career development. There are three belief systems that have emerged in different cultural contexts regarding education, career choice and job satisfaction (Arulmani, 2008). These are:

- The proficiency belief, which is based on the importance attributed to obtaining a qualification and skills that will improve and develop a person's expertise for an occupation before entering the world of work. In contrast to this belief system, are beliefs, based on the unemployment rates in South Africa, that education is a waste of time, and that it does not guarantee an outcome of a job.
- The control and self-direction belief suggests that the situation and experiences an individual comes across throughout life can influence his/her opinions about a career. This belief system also reflects how vital it is for a person to have self-control over his/her life situation. This belief system also advocates that a person's mind-set is linked to career beliefs. This means that people can deal with the demands of life as long as they belief they can overcome whatever obstacle coming their way. For example, some people may believe that they will not make it in life, because they come from a disadvantaged background, and that there is no escaping from that kind of a situation. On the other hand, some people might look at their circumstances and see them as a stepping stone to their ideal future. What we feed our mind daily surely determines the course of our lives.
- The last belief is the persistent belief, which indicates that individuals' determination to work towards a future goal cannot be disturbed, despite challenges encountered during the process of career preparation. This belief system should be used as a motivation in the school, using role models who are successful and coming from disadvantaged backgrounds. These role models can also be used to teach survival strategies and the development of a positive mind-set in learners. All learners need constant motivation, and this belief system can work wonders in school, as it can inculcate positive thinking in learners, and enable them to reach their goals, in spite of the obstacles they are facing. All learners need a sense of meaning and decision-making to move towards positive outcomes in the future.

2.2.4 Gender

Gender is a substantial aspect that influences the career choice of senior secondary school students (Durosaro & Adebanke, 2012). Gender can influence career-related attitudes, behaviour and outcomes, as well as career choice, career experiences and work attitudes (Powell, 1999). Those who are involved in children's social environments reinforce what is expected according to gender. From childhood boys and girls are regarded differently – boys are expected to be more physically active, while girls are expected to be sensitive and sociable. From the age of 13 to 14 adolescents develop two cognitive competencies that are related to career development – that is self-concept and perceptions about occupations (Gottfredson, 2005). During adolescence learners already understand the gender aspect and prestige level of occupations (Ogunsanwo, 2000; Salami, 2004; Gottfredson, 2005), and they start to show interest in occupations that are either perceived as feminine, such as being a nurse or social worker, and more masculine, such as engineering (Gottfredson, 2005).

School books used in the education setting often represent men and women in stereotypical occupations and social roles; with men represented as doctors and women as nurses, as well as men as working fathers and women as stay-at-home mothers. This socialisation experience influences both genders negatively, specifically girls, as it limits and restricts their options and achievements more than boys (Barnett & Hyde, 2001; Durosaro & Adebanke, 2012). Socialisation experience refers to the lifelong social learning experiences gained from interacting with parents, siblings, teachers, adult role models, peers, and the media (Greenhaus, 2002). Men are commonly motivated to pursue careers in engineering, business and science, whereas women are motivated to pursue careers in social and helping occupations (Barnett & Hyde, 2001; Obura & Ajowi, 2012).

Career-related self-capability perception is another factor for male-female differences in career choice (Barnett & Hyde, 2001; Obura & Ajowi, 2012). As Barling and Beattie (1983) assert:

Self-efficacy refers to people's opinions about their capabilities to perform particular assignments. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the probability that they will be accomplished.

Self-efficacy is developed by looking up to certain people who are regarded as role models, through being encouraged by other people, and being exposed to tasks and being able to master these tasks (Buser, Niederle & Oosterbeek, 2014). These scholars further suggest that low self-efficacy can lead to occupational segregation according to sex, as individuals are less likely to pursue certain jobs if they believe that they will not be successful in them (Bender, 1994). For example, women might choose not to follow male-dominated careers, and as a result, deprive themselves of essential practices for developing strong beliefs in their abilities to master male-specific tasks, and be competent in male-dominated careers such as engineering or architecture.

According to the findings of a study conducted by Luca (2011) on gender differences in education, career choice and labour market outcomes, the main differences in career choices between men and women are that women acquire limited tertiary education than men, and are further absorbed in the first level of tertiary education such as Bachelor's degree (BA) than in the second level of education such as Master's degree. The study further reports significant differences in the choice of career by gender, and found that women mostly graduate with degrees in education, humanities and health, whereas, the majority of men graduate with degrees in engineering and architecture. The significant differences between men and women at tertiary level are not in relation to the level of education acquired, or in their performance, but in the field of study chosen.

Therefore, leaners should be encouraged to pursue careers that they are passionate about, and for which they have the aptitude – any gender-stereotyped courses may affect career choice negatively, which might lead to career dissatisfaction and unhappiness (Durosaro & Adebanke, 2012).

2.2.5 Economic factors

Economic factors that affect career development include poverty, needs, wants, demands and economic activities in the community (Obiunu & Ebunu, 2010). Lack of adequate finances for previously disadvantaged learners has a significant bearing on career choice (Bojuwoye & Mbanjwa, 2006; Ngesi, 2003). As a result of poverty, learners have limited resources at their disposal to be successful at school (Olaminde & Olawaiye, 2013). This, in turn, creates occupational deprivation as these learners are unable to pursue further studies, and further have

to find employment to support their families. Watson (2010) reports that South African learners from families with limited economic resources and low levels of parental education are more likely to drop out of school.

The findings of a study by Ngesi (2003) have revealed that learners from disadvantaged communities experience financial difficulties, which determines the career they ultimately choose. His research further indicates that students from low socio-economic backgrounds are not able to make autonomous decisions regarding the careers they want to follow, because they find themselves having to choose careers that are affordable, which is one of the reasons for the high drop-out and failure rates among students in South African universities. For some learners it would be valuable and practical, especially if they are from disadvantaged family backgrounds, to make calculations on whether they want to pursue careers that will provide employment as soon as possible to ensure financial sustainability. The employability and availability of jobs in the future has a considerable impact on career choice (Pascual, 2014).

A study by Shuell (1996) on the socio-economic background of students reports that students from high-income households assume they would go to universities, and those from low-income households tend to think in terms of obtaining vocational training, and do not have higher career aspirations. Osa-Idoh and Alutu (2011) study on parents' socio-economic status and its effects on students' educational values and vocational choices reports that students from high economical context wish to continue with their studies, have high educational aspirations and the necessary finances to further their studies. The study also reports that students from low socio-economic background do not wish to continue with their studies due to lack of finances and ignorance on the part of their parents.

Another study by Kintrea, St-Clair and Houston (2011) reports a significant relationship between aspirations and enhanced outcomes, both vocationally and educationally. The scholars further indicate that low aspirations can result in low achievement. Learners from poorer backgrounds have depressed aspirations, which affect achievements and job prospects. These scholars believe that raising aspirations can help break the cycle of poverty and might lead to improved social and economic outcomes for young people from disadvantaged backgrounds. Information and requirements for qualifying for financial assistance should be made available to learners on time, and outstanding performance in their matric subjects should also be emphasised as a pre-requisite for financial assistance.

2.2.6 Family

Isaac and AyokaMopelola (2014) indicate that the prerogative of the individual is an important factor in career choice, as it establishes the family, race, nationality, social class, residential district and cultural and educational opportunities for a person. Families, parents and guardians play a significant role in the occupational aspirations and career development and goals of their children (Shumba & Naong, 2012). The family is the first point of contact for the child, before they are exposed to the outside world. As a result of the interactions the child has with parents, guardians and siblings, he/she internalises certain values and norms that can be translated into a sense of a career for him/her.

In most instances, learners seek parental approval or support, and will be reluctant to pursue or even explore different career options, unless these are endorsed by parents. Learners respond positively to their parents' advice (Pascual, 2014), and choose occupations within the choice acceptable to their parental values, expectations and social class (Isaac & AyokaMopelola, 2014). A learner might develop interest in a career just because his/her parent laid a good foundation for him/her to excel in a specific subject, or it may be that his/her parents are very successful and influential, and this may influence them to also pursue such a career, because of their preconceived idea/s. The breakfast/dinner-table effect, in the form of family conversations, influences the children's interest, values and a need to pursue the same careers as their parents. For example, if the father is a farmer, the son will most likely be a farmer.

The influence and impact of the family origin, which can include family composition such as the number of members and structure of the family; parental style such as parental involvement in the lives of the children; personal credentials of every family member, such as the seniority of occupation and level of education; and family patterns such as the number of siblings, birth order, and gender has an influence on the career development of children (Bates, 2015). Keller (2004) advice for parents is that they should enhance the career development of their children by expressing their interest in various teenage issues important to their children, and also tell them that they as parents have high expectations of them regarding their careers, support their children's own decisions, let them know how proud they are of them, expose them to vocational assessments, and help them interpret the results of the assessments they have taken.

Parents have a tendency of pressurising their children to pursue certain careers against their wishes and capabilities. This may be that they want their children to maintain the same standards as theirs or live the life they would have loved to live. Parents should receive information and training on how to support their children's career choice. They should also be made aware of the disadvantages of putting pressure on their kids' career choices and be encouraged to attend career counselling sessions with their children. This will ensure that they play a meaningful part in the career development of their children.

Understanding the factors affecting career choice equip us with the knowledge on how children's career choices are subject to many influences. The combination and relationship of various factors that influence career decision-making are unique to an individual and his/her situation. It is important that strategies to assist learners to overcome career development challenges be designed and implemented at an early stage to enable learners to be well prepared and equipped to manage their own career choices and decision making when they are about to enter institutions of higher learning.

2.3 LIFE ORIENTATION

Subsequent to the end of apartheid in 1994 in South Africa, the Department of Education has redesigned the school curriculum, with the aim of providing quality education to all learners, specifically those from disadvantaged areas (Buthelezi et al. 2009). The aim of restructuring the school curriculum was to rectify the disparities created by the past apartheid policies and to equip learners with information that will enable them to make informed career decisions (Department of Education, 2001). The transformation process brought about the development and implementation of the LO learning area in all schools.

LO is a learning area compulsory for all learners in the Senior and Further Education and Training phases of the Basic Education (Department of Education, 2002c). LO is the study of the self in relation to others and to society (Department of Education, 2003). It aims to develop learners on a personal, psychological, neurocognitive, motor, physical, moral, spiritual, cultural, socioeconomic and constitutional level (Department of Education, 2008). The teaching of LO is meant to prepare learners to deal with the demands and responsibilities of life. LO was developed within the Education curriculum, primarily to integrate the knowledge,

values, skills and processes found in different disciplines such as Sociology, Psychology, Political Science, Human Movement, Science, Labour Studies and Industrial Studies (Department of Education, 2003).

There are four focus areas in the LO programme; namely wellbeing, citizenship education, physical education, as well as careers and career choices (Department of Education, 2008). The primary aim of focusing on these four areas is to promote mental health and to prevent psychological problems. The learning outcome for careers and career choices in LO is that the learner must be able to indicate the knowledge that proves an understanding of oneself and the ability to make informed decisions regarding further study, career fields and career paths.

LO has been introduced in schools with the aim of assisting learners to achieve the following attributes at the end of the programme: positive self-esteem and self-understanding, healthy relationships, interpersonal respect, healthy balanced lifestyle, informed and responsible decision-making skills, independence, critical and creative thinking skills, devotion to lifelong learning, internal locus of control, adequate motivational levels, and confidence to face life challenges and the realisation of personal potential (Department of Education, 2008).

The subject area careers and career choices enables learners to reflect on their own interests, abilities, and entrepreneurial options as they approach further education (Department of Education, 2003). This means that learners should have the opportunity to receive information and resources that will assist them make choices regarding their careers. The Department of Education decided to integrate career guidance into the LO syllabus, which constitutes 20 percent of the curriculum – this limits its potential impact (Maree, 2009). Sedibe (2011) argues that for the achievement of good quality education, resources need to be adequately and equally distributed, and that there should be sufficient references. Teachers cannot be the only source of information. A competent and consistent career development support is very essential to all learners to ensure that they manage career transition more effectively throughout their lives (Cook & Maree, 2016).

A study by Rooth (2005) has revealed that LO still requires a clear definition, and that it has not been allocated the recommended time in many schools. Allocating the recommended time would enable teachers sufficient time to cover all topics in a meaningful way. LO is allocated only two hours per week in the school time-table, and one of the two hours is dedicated to

physical education (Department of Education, 2008). Besides active learning such as group work and presentations, the school system needs to expose learners to actual experiences for learners to have first-hand experiences to personal wellbeing, diversity, careers and healthy physical life. Teachers must be as creative as possible to control what is being taught and learnt in order to achieve the desired outcomes. Smith et al. (2015) indicate that most schools use a uniform approach; whereby career guidance is used as a platform to provide information on the different careers available.

The effectiveness of LO in its current state is debatable, especially the question on whether the Department of Education is succeeding in achieving the educational objectives set in LO. Numerous factors affect the successful teaching of LO as well as its effectiveness; and will continue to do so even in the future (Rooth, 2005). Many questions need to be answered regarding LO as a subject area in schools – for example, *Can LO enable learners to apply the knowledge gained? Is the LO teacher able to do research on what is currently happening that is relevant to the current economic market and provide information that learners will be able to relate to? Is the time allocated to LO sufficient, given the fact that there are four focus areas to be covered in the learning area?*

A study by Jacobs (2011) that focused on LO as experienced by learners in North-West Province reports numerous difficulties in the practice of LO education. Many learners see LO as unnecessary, boring and irrelevant and failing to accomplish its aims as laid out in the national curriculum statement. Another study by Hartel et al (2013) on secondary school teachers understating response to and implementation of LO, reveals that many teachers lack the knowledge and understanding of the learning area, and that this causes feelings of incompetence and disempowerment. In addition to being unqualified, the fact that LO is not regarded as an important subject as well as the lack of support at district levels result in teachers responding negatively to the implementation of the learning area, which in turn, compromises the implementation of LO subjects. More research on LO is essential to ensure more clarity on whether or not LO is achieving its intended purpose for learners.

2.4 BEST PRACTICES IN CAREER INTERVENTION

Career development specialists base their intervention on methods and materials that were developed gradually over time, through practice. According to Wood and Dahl (2015), school to work transition (STW) is a critical time for learners, as they are required to show competencies and skills that will enable them to make proper decision-making and career planning to assist them when they enter the workplace or post-secondary training. There is no one-size-fit-all approach to career development – therefore, career caretakers or counsellors must conduct research on their own needs and those of the learners in order to inform the approaches for service delivery (Wunderlich, 2006). Career guidance and counselling interventions must be designed to meet the needs and the socio-economic conditions of the learners.

The five best practices; that is vocational assessments, career guidance, career counselling, online career development services and assets approach to career development are discussed below:

2.4.1 Vocational Assessments

Vocational assessment is the process of determining an individual's interests, abilities, aptitudes, and skills to identify strengths, needs and career potential (Cook & Maree, 2016; Obiunu & Ebunu, 2015). Employing vocational tests can assist an individual to define his or her preferred self and preferred work environment to create their preferred future (Brown, 2012). Career counselling interventions are guided by various assessments that measure variables such as the clients' interests, beliefs, maturity levels, skills, aptitudes, abilities and personalities (Stauffer, Perdrix, Masdonati, Massondi, & Rossier, 2013). Traditional vocational assessments are expensive and limiting in that they are only available to a selected group of individuals and lack diversity (Cook & Maree, 2016).

Vocational tests have been used since the early 20th century and were originally used in the field of educational psychology (Zunker, 2016). Vocational tests are standardised. The standardised vocational tests are objective and are based on the researched methods of gathering information about a trait. These tests are used to measure individuals' attributes, such

as personality; intelligence; interest, aptitude; values and abilities; in order to provide information that will guide career choice and development (Brown, 2012). These attributes form part of the reasoning and mind-set of an individual. For instance, a persons' values may influence a person's decision not to choose a particular career. Vocational tests are also used to assess history, education, and employment background of an individual; psychosocial strengths and development; independent living skills; literacy, knowledge of the world of work; and generic work behaviours (Gottfredson, 1999).

The benefits of participating in vocational assessment in career development is that a person can get a more complete picture of who they are, and also enables the counsellor to create more effective discussions, and identifies developmental opportunities and strengths to support development and training. As such, vocational tests are the best method of measuring and providing information on self-knowledge, and a suitable occupation to pursue, the two factors that are important determinants in career decision making.

2.4.2 Career Guidance

Through career guidance, an individual is able to experience increased prosperity, as a result of a better match between the supply and demand of skills, and an experience of a positive outcome in life (Sultana, 2014). Career guidance contributes to individualised career plans (ICP) for learners to help them have a proper plan for post-secondary education. An individualised career plan (ICP), known as a student educational-occupational plan, refers to a process where students and their parents are encouraged to participate in planning for the post-secondary education of the students. Students are required to conceptualise their education and career goals, which is followed by a written plan that indicates their goals before and after completing high school (Fellar & Piela-Shuster, 2012). The individualised career plan is the outcome of a school guidance and counselling programme (Wood & Dahl, 2015). Career guidance in schools is centralised on career teaching that provides information on courses, occupations and career paths, as well as information on labour market (Loan & Van, 2015). Research by Euvrard (1996) reports that 70 percent of learners that received career guidance in high school all has a desire to enter higher education.

Career guidance activities under the framework of mentorship and career coaching can be beneficial for learners and can have a significant effect on learners' career pathing (Amundson, 2006). Good role models can be used to accelerate career progression for individuals, they help by inspiring and providing the needed confidence that will support individuals to visualise their intended success (Uviebinene, 2020). The reason for considering mentoring and coaching in a school setting is that these methods are more problem and task orientated, and often functions outside the outdated counselling boundaries, thereby encouraging openness and active role participation. The only criticism to the approach is the lack of a professional relationship based on ethical standards and boundaries. A safe relationship cannot be guaranteed, and when working with children, a safe environment needs to be guaranteed.

As part of career guidance, the school should introduce career week project to address learners' personal career development. Obiunu and Ebunu (2010) suggest that the career week project should be scheduled as follows: one or two days in a week should be dedicated to introducing senior learners to career options by a seasoned professional in the community; and the rest of the week be dedicated to assessments to explore interests, values, strengths and weaknesses. Once learners have explored various career options and completed career development assessments a career development interview should be scheduled between the school counsellor and the learners to fully explore and discuss career options and make decisions about the career path to pursue. Resources should be made available to ensure a steady start to learners' path to personal career development.

2.4.3 Career Counselling

Counselling is a one-on-one process where a counselee is helped by the counsellor to develop and develop full understanding to enable him/her to have the capability to solve problems (Obiuu & Ebunu, 2010). Career counselling is defined as a composite of counselling methods that are related to a person's choice of and preparation for a career; that includes interviews, interests, questionnaires, aptitude tests, and personality tests (Stauffer et al., 2013). Francis (2010) defines career counselling as a field of counselling that gives relevant information about different careers that involves self-analysis, occupational analysis and true reasoning to relate personal and occupational information. The goal of career counselling is to assist individuals make sound choices relating to education, training and future occupations. Career counselling

in schools is aimed at holding one-on-one or small groups interviews that focus on the different career issues faced by students, such as career education and decision making (Loan & Van, 2015).

Savickas (2011) contends that career counselling needs to be reassessed, primarily because counsellors need to acquire the ability to address the needs of all clients, and specifically understand the different backgrounds from which their clients come. If the counsellor cannot relate to their clients, they need to refer the client to a counsellor who would understand the client's background. It is very crucial that methods used in career counselling address the diverse needs of all learners, and ensure that needs are relevant to the modern world we live in. Career counselling efforts should be designed in a way that can assists a client to manage repeated life transitions and enables clients to define their priorities and discover meaning in their lives (Cook & Maree, 2016). Career guidance in secondary schools is extremely important for learners and the Department of Education; therefore, it should be given more attention and be made accessible to all learners.

2.4.4 Online Career Development Services

The progression and advancement of technology makes it possible to have a variety of online student services, which is appealing to all students (Smith, 2005). Career services offered through the internet have significantly gained popularity (Oliver & Whiston, 2000). The advantage of online career services is that they are convenient and accessible, making it possible for students to balance life and work (Venable, 2007). They can be accessed anytime, anywhere, and as such offer options for students. Updating computerised programmes and web pages is also easy. Online career services can link and refer students to other relevant service organisation – more so, they are student centred – that is students have ownership of the entire process (Smith, 2005).

Integrated websites in career centres can assist learners supplement services such as resume writing, career exploration and assessment, provide educational and employment information, provide links to private and non-private enterprise resources and services (Sampson, 1999). The online career development method can assist learners to access web counselling and information that is locally grounded (Amundson, Harris-Bowlsbey & Magnusson, 2005).

There are also disadvantages in using online career services – as these services do not always meet the needs of individual learners, and navigating the system can be problematic, because of the difficulties associated with technological use and human contact (Venable, 2007). The other challenge to using online career services is that feedback is not provided, and privacy and confidentiality can also be compromised.

A study by Amundson et al. (2005) reports that internet-based career guidance is consumed by people who have high levels of education and internet access. The study further revealed that there is a general concern regarding the use of internet-based career guidance in a timely and efficient manner, because it can be time consuming to navigate, especially if one does not have the technological know-how to manoeuvre through the site. The Department of Education has also moved from using textbooks to using tablets. The use of online career services should be encouraged, as most schools have the resources in the form of tablets and free Wi-Fi and most communities have access to free Wi-Fi offered by the government, and this should assist learners to access the free online career services during their spare time. The online career services should exist in the context of career support programme and should not be viewed as a replacement for professional career guidance, but rather functions that provide career information, online automated interactions and communication (Vigurs, 2017).

2.4.5 Assets Approach to Career Facilitation

The assets approach was developed by Kretzmann and MacKnight (1993). The main purpose of this approach was to encourage communities to use assets in coping with demands. The scholars opposed the conventional ways of addressing rural problems and concluded that the best assets within communities can be used as building blocks. Assets are "skills talents, gifts, resources, capacities and strengths that are shared with individuals, families, schools, institution, associations, the community and organisation" (Ebersöhn & Eloff, 2003, 14). This approach strongly emphasises a shift from a need- based approach to assets-based approach.

The visual representation of assets and barriers is one intervention that still needs to be investigated further for its effectiveness in addressing complex career development paths for career seekers (Cleland & Wyborn, 2010). This notion holds that when a person visualises where they want to be and where they are at the particular moment, they can contextualise

relevant knowledge about how to get to an end, and the kind of resources required to get to an end (Cleland & Wyborn, 2010).

Smith, Wood and Neethling (2015) also advocate for the use of an assets-based approach in dealing with career development. The scholars believe that learners need to acknowledge their social context and identify attributes that assist them in dealing with demanding conditions and use the identified qualities as resources to strengthen their coping abilities – this in turn, promotes resilience. One of the participants in the research done by done by Smith et al. (2015) on the use of an assets-based approach in career development, used a photo with many hundred rand notes to create positive meaning to his barriers. One of the things that stood out for me that the participant reportedly said was that he mentioned that the photo tells his story, it shows the money his parents do not have, and that he desperately must work hard to obtain money, in order to break the circle of financial lack.

According to Suegnet, Wood and Neethling, (2015), the use of participatory visual strategies such as mind maps, photo voice and group discussions in LO can help improve the teaching of career guidance and ensure that the subject becomes more relevant to the lives of the learners. The exercise enables learners to identify barriers inherent in their career development and visualise their goals and think about what they are visualising – so that they are able to put more effort to ensure that they achieve these goals. This kind of approach can be beneficial in a classroom setting, primarily to equip learners with strategies to use assets to deal with obstacles in career development.

For career development intervention to make an impact and be effective, there are activities that should be given priority and be taken into consideration in school, that being, making the classroom as practical as possible, teaching productive work habits, helping learners understand career application of the subject matter, and emphasising career awareness and reducing bias in career awareness (Obiunu & Ebunu, 2010). The challenge that South Africa is faced with is helping learners develop strategies in education that will enable them to meet academic requirements, develop interpersonal skills and attitudes that are typically learned in an applied context (Maarman & Lamont-Mbawuli, 2017). Learners must be made aware of the assets that they can use as survival techniques to encourage and apply to their challenging and demanding context. By so doing, they will be able to handle their challenges more efficiently.

2.5 CAREER DEVELOPMENT THEORIES

The career development theories to be discussed have contributed significantly in providing the basis for research in vocational behaviour. Career development theories can be formulated from many different perspectives. The purpose of discussing these theories is to illustrate that career development has an effect on the methods used in counselling and guidance. These career development theories do not form the basis for a step-by-step process to be followed in addressing counselling and guidance, but rather provide guidelines for guidance and counselling procedures and interventions.

Four theories will be discussed; namely the Trait-orientation theories, Social learning and cognitive theories, Life-span Life-space theory, and the Person-in-environment theories. From each theory, a set of concepts, propositions and ideas about the process of career guidance and counselling practice will be discussed. These theories can help frame our understanding regarding why and how things happen. The main objective of discussing the above-mentioned theories is to illustrate how the study of career development has influenced the methods used in career counselling and guidance.

2.5.1 The Trait-orientation theories

The Trait-orientation theories are the first-generation group of theories that advanced in the 20th century, rooted in Parson's vocational counselling model (Parsons, 1909). The study of work adjustment and job satisfaction was informed by the Trait-orientated approach (Zunker, 2016). These theories emphasise the use of standardised tests and the magnitude of selecting suitable measuring instruments. There is a consensus by the theories that human traits such as aptitude, interests, and personality can be matched with certain work environments to find congruence and fit (Zunker, 2016). According to these theories' individuals are enticed to a work-related atmosphere that relates to their personal needs, and that gives them satisfaction. The aim of this theory is to assist individuals to make wise, objective and informed career decisions that are based on assessment tests (Zunker, 2016).

2.5.1.1 The Trait and Factor theory

This theory was developed by Parson (1909), who maintained that vocational guidance has an impact on the lives of individuals. Parsons believed that to make vocational guidance meaningful one must first study the individual, survey the occupation and match the individual with the occupation (Zunker, 2016). According to Parsons (1909), there are three elements that should form the basis for vocational guidance. The first is a perspicuous comprehension of an individual's abilities, values, interests, ambitions, resources and personality, second is the knowledge of the world of work; and lastly, the relationship between self-understanding and the knowledge of the world of work.

This theory is guided by the assumption that individuals have unique abilities and/or traits that can be studied accurately and that connects with various job types (Zunker, 2016). The theory further suggests that the more pertinent the correlation between a person's attributes and the attributes requirements of that person's occupation, the greater the probability for successful job performance and personal satisfaction (Lounsburg, Steel, Gibson & Drost, 2008). Thus, besides higher educational achievement, personality traits are significant in determining career satisfaction (Yean & Yahya, 2011).

Williamson (1949) is a prominent champion of trait-and-factor counselling. His approach to counselling involves six steps; namely analysing the individual, linking all elements that comes out of a discussion, diagnosing the subject under discussion, projecting the probable progress or outcome, counselling based on the analysis, and linking all elements together, then diagnosing the problem, projecting the future and following up with the client to find out how they are coping. It is on the basis of this context that the implementation of career guidance and counselling in schools is of outmost importance.

2.5.1.2 Person-Environment Correspondence theory

This theory was developed by Rene Dawis, George England and Lloyd Lofquist during the mid-1964 (Cronin, 2015). According to the Person-Environment Correspondence (PEC) theory, work is more than a step-by-step task orientation process – it includes human interaction, sources of satisfaction or dissatisfaction, rewards, stress, and or many other

psychological variables (Zunker, 2016). Zunker (2016) indicates that for PEC counselling to be effective presentation of assessment information should be customised to fit the client's abilities, values and style, and that information should be presented in a meaningful way. Career planning should be conceptualised to be more relevant and meaningful by determining whether the client is achievement orientated or more self-fulfilled orientated (Zunker, 2016).

As the theory was developed further, it was later referred to as the Theory of Work Adjustment (TWA) in the early 1990s (Zunker, 2016). This theory suggests that the more interrelated a person's abilities (skills, knowledge, experience, attitude, behaviour) correspond with the requirement of a role or the organisation, the more likely a person will perform well in a position or job, and the likely that the employer will be satisfied (Winter, 2009). The basic assumption of the TWA is that people have two types of needs; that is biological needs such as the need for food and psychological needs such as the need to be socially accepted. These needs give rise to the motivation to fulfil goals that are beneficial to individuals' lives, which in turn, might influence the inner power of an individual to make their own decisions and choices (Brown, 2012).

According to this theory, it is important that counsellors are aware that individuals are faced with constant changing work environments, and that they must be encouraged to learn new skills and develop relevant work habits that match the needs of the changing work environment. This is to ensure that the satisfaction level is maintained. In the context of this study one of the objective is to ascertain the level of awareness of career guidance and counselling in schools. This would encourage the introduction of skills and learning areas important for the learners' career development later. There are different inventories and tests that can be used in the application of TWA theories; namely the Minnesota Satisfaction Questionnaire and the Minnesota Satisfaction Scales used to measure satisfaction; the Minnesota Importance Questionnaire to measure need preferences; the Minnesota Ability Test batteries used to measure aptitudes, and the Occupational Reinforces Patterns for measuring preferences for patterns of reinforces (Brown, 2012).

2.5.1.3 Holland's Theory of Vocational Choice

This theory was founded by John Holland (1992), who suggests that individuals are fascinated to a specific career because of their personalities and other variables that form part of their background. There are various assumptions that are based on Holland's Theory (Brown, 2012): an individual's personality is the primary predicator of vocational choice, interest inventories are personality inventories, individuals develops stereotypical views of occupation that play a major role in occupational choice; daydreaming about occupations often indicate an interest in an occupation and the ultimate choice; identity realisation of goals and personal characteristics are related to focused vocational goals, and to be successful and satisfied in one's career there must be a match in terms of occupation and personality. It is on the basis of this that the school system should be able to afford learners an opportunity through some form of formal learning such as in LO to start exploring and dreaming of the career, hence one of the objectives is to look at their perception of this learning area.

Four basic assumptions underlying Holland's (1992) theory:

- Most people are identified as one of the six types personalities: realistic, investigative, artistic, social, enterprising or conventional;
- There are six kinds of work environments: realistic, investigative, artistic, social, enterprising or conventional;
- People pursue work environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles; and
- A person's behaviour is determined by the interaction between their personality and the characteristics of such an environment.

The Trait-orientation Theory has been widely criticised because it has never been properly understood by many researchers (Brown, Brooks & Associates, 1990). Sharf (1997) believes that it is static than developmental, and does not account for how interests, values, aptitude, achievement and personalities grow and change. The theory is too constricted in scope to be considered a major theory of career development, and it predicts the success of a client, based on the interpretation of the test data that is based on observed similarities to current workers in a career field rather than the current information of a client (Zunker, 2016).

It should be arguable that an individual is not suited to one job only. If this is the case, then people might be limited in how they think and in choosing occupations. It is rather safe to say that any job can suit a person if it matches their passion, profile and proficiency. There are people who identify their talents and pursue new careers later in life. Some would want to pursue different careers having reached saturation in a particular career. More consideration needs to be given to work assimilation, job satisfaction and problems faced by individuals in career transition (Zunker, 2016).

2.5.2 SOCIAL LEARNING AND COGNITIVE THEORIES

Social learning theories focus on variables that affect career choice and career maintenance over time (Zunker, 2016). These theories suggest that social acclimatisation, social location and life events significantly influence career choice, with the key element of the influence being problem solving and decision-making skills (Brown, 2012). Career choice also involves the interaction of cognitive and affective processes, an ability to process information effectively and rationally (Zunker, 2016; Zunker, 2012).

2.5.2.1 Krumboltz's Learning Theory of Career Counselling

A social-learning theory approach to career decision making was first developed by Krumboltz, Mitchel and Gelatt (1975). The learning theory differs from the trait-orientation theories in the sense that it is not concerned about traits in decision making, such as interests and values – rather its focus is on the learning process that leads to self-efficacy, and the impact it has on career decision-making process (Brown, 2012). This theory suggests that career preference is based on people's life events, such as genetic attributes and special talents, environmental circumstances and occurrences, learning experiences and task approach skills (Brown, 2012, Krumblotz, 2009 & Zunker, 2016).

From a social learning perspective people observe, imitate and model the behaviour of others (Deaton, 2015). Individuals are born with certain genetic characteristics such as race, gender, physique and special abilities and disabilities, and as time goes on individuals encounter environmental, economic, social and cultural events and conditions, which form part of their

learning experiences, which in turn, build self-observation and task approach skills normally applied to new events and encounters (Brown, 2012).

John Krumboltz developed a career choice-making theory that highlights the importance of behaviour and cognition in making career decision (Sharf, 1997). This theory differs from other career development theories in the sense that its focus is on teaching people career decision-making methods and helps them to use these methods effectively in selecting career alternatives (Ireh, 2000). The assumption drawn by the social learning theory is that one's career preferences are a result of prior learning experiences, which have a direct effect on career choice (Ireh, 2000).

Other observations, based on this theory, which are relevant to career counselling are that career decision-making is a learned skill; and that any person who claims to have finalised his/her career choice might still need assistance to validate the precision of their career choices (Krumboltz, Mitchell & Gelatt, 1975). According to Guichard (2009), an emphasis in career choice is irrelevant in this modern world, as individuals find themselves either in businesses, whereby they capitalise on their experiences and have a need to identify future career prospects. There are also individuals who can cope with the many transitions they face in their lives without any need to have a definite career choice to follow (Cook & Mareer, 2016).

Guichard's opinion is disconcerting, because an informed career choice is necessary to determine leaner's career success and career satisfaction. Career success, in relation to career decision-making, is measured by the individual's possession of decision-making skills. Individuals must be concerned if they are unsure of the career they want to pursue. Again, no occupation must be regarded as the best for any one individual (Krumboltz et al., 1975). There is no time for trial-and-error in career development. According to Brown (2012), Krumboltz approach to career counselling has considerable merits; particularly to deprived and relegated groups in communities as it links people's experiences to career decision-making.

2.5.2.2 The Social Cognitive Information Processing (CIP) Theory

The social cognitive information processing theory was developed by Peterson, Sampson and Reardon (1991). This theory emphasises the use of career information in career problem

solving and decision making (Zunker, 2012). According to this theory, career problem solving is a cognitive process that can be improved through a process known as communication, analysis, synthesis, valuing and execution (CASVE) (Peterson et al., 1991; Sampson, Reardon, Peterson & Lenz, 2004; Brown, 2012).

Career problem solving starts with an individual realising that there is a problem that needs to be solved and communicate the problem with the relevant person, usually a career counsellor or guidance teacher. The individual then identifies the specific problem and conceptualises it in a structured way. A course of action is formulated, through the help of a counsellor, the action plan is evaluated and measured to determine the possibility of its success and failure, before the action plan is implemented (Peterson et al., 1991; Sampson et al., 2004). The information processing domain such as self-knowledge, occupational knowledge and decision-making skills are very important for career problem solving (Zunker, 2012).

One of the main concerns that career counsellors and counselling psychologists have are clients who are not good at decision making (Brown, 2012). Individuals are confronted daily by many decisions. Some people are able to make decisions easily, while this may not come naturally for others. Oztemel (2016) believes that the majority of people will experience difficulties and encounter indecisiveness that would require professional assistance. Indecisiveness is an individual's amount of persistent struggle and delayed decision making (Patalano & LeClair, 2011). There are two types of career indecisions; namely developmental and chronic indecision (Beheshtifar, Esmaeli & Hashemi-Nasab, 2012). Developmental indecision refers to a lack of information about self and the world of work, whereas chronic indecision is a persistent inability to decide about one's career.

The application of CIP begins with assessing an individual's readiness to make well-reasoned career choices, which includes the use of their cognitive and affective capabilities to make those choices (Brown, 2012). Brown (2012) further emphasises that decision making is also based on the level of readiness of an individual – and that to assess the level of readiness, a high level of self-knowledge, willingness to explore the world of work, a motivation to learn and engage in decision making process, as well as and an awareness of negative thought patterns and how these hinder problem solving is of outmost importance.

One of the greatest strengths of this theory is its practical application in solving career problems (Zunker, 2012; Krumboltz, 1992; Gelso & Fretz, 2001). In my opinion this theory, if applied in the school setting, can best address the career development needs of learners. This is because without career information learners cannot have career knowledge, which is beneficial for reliable career decision-making.

2.5.3 The Life-span, Life Space Theory

Donald Super (1957) designed a developmental model, which puts emphasis on the interaction between personal experiences and occupational preferences in the development of one's self concept (Betz, 1994). The progression of this approach to developing careers can be traced in its name change from the original Career Development Theory to Developmental Self-Concept Theory, to the current Life-Span, Life-Space Theory (Savickas, 1997). The work of Super includes three interrelated theories; the life-span theory, life-space theory and self-concept theory.

2.5.3.1 Self-Concept Theory

According to Super, self-concept changes over time and is born out of experience – as a result, career development becomes a continuous life-long process (Super, Savickas & Super, 1996; Helwig, 2008). Super influenced the idea that developing a sense of self and realising that people develop and transform over time is important when planning a career. Self-concept has to do with how individuals see themselves (Super, 1957) – it is defined as "the constellation of self attributes considered by the individual to be vocationally relevant" (Super, 1963, p. 20). Vocational self-concept develops through physical and mental growth, observations of work, identification with working adult, general environments and general experiences (Super, 1990). Perceptions of one's persona may influence confidence about occupation, which would allow for the realisation of self-concept (Giannantonio & Hurley-Hanson, 2006).

Internal and external situational conditions largely determine the development of self-concept (Brown & Brooks, 2002). The assumption of this theory is that the more an individual's self-concept is in line with the chosen career, the more he/she will attain job satisfaction. Career counselling would then be relevant if it assists the client to look ahead and do a thorough

introspection of the self, to develop the self and choose suitable and viable opportunities to become the person he/she would want to become.

2.5.3.2 Life-Space Theory

According to Super, there are different areas or life spaces that help make a person who they are, and that situate an individual according to a his/her social context across the life span (Super, 1990). Super proposed nine main life roles as most common; namely parent, homemaker, worker, citizen, leisure, child, spouse, student and pensioner (Super, 1990). He suggests that these roles are being played out in the home, community, school and workplace. The life space concept suggests that people involved in our lives have a great impact on who we are. This theory provides that people make career decisions, based on the many roles they occupy at any given stage in their lives. A job as a hairdresser might have a different meaning for an unemployed young adult, who play significant roles that include homemaker, parent and spouse – relative to the meaning it may have to a graduate, whose significant roles include student, child and entrepreneur. Many people assume more than one core roles which are fundamental to life-satisfaction and personal identity. An understanding of roles, including the identification of important roles assumed at a given point in time is crucial in understanding how the social context impacts on career development.

2.5.3.3 Life-Span Theory

Super's theory proposes that individual progress is measured through five stages of career development across one's life span (Super et al., 1996; Zunker, 1998). These life stages are not biologically determined but are influenced by social and psychological factors (Super, 1990). The stages are aligned with chronological age; which includes growth (birth to 14 years), exploration (14 to 25 years), establishment (25 to 45 years), maintenance (45 to 65 years), and disengagement (65 years and above). With each stage there are developmental tasks to be completed – failure to do so might lead to disruption at a later stage.

Super (1951) asserts that career maturity is measured by a mastery of developmental tasks across the five stages of career development. He further suggests that career maturity is more

related to intelligence rather than age. Career maturity refers to an individual's preparedness to make well-versed, age appropriate career decisions (Savickas, 1994) – decisions that are both logical and dependable over time (Levinson, Ohler, Caswell & Kiewra, 1998). It also refers to the ability to develop successful career plans (Super, 1980) and to manage a career (Talib, Salleh, Amat, Ghavifekr & Ariff, 2015). Career maturity is one concept that is of high importance in the field of vocational psychology. Super (1951) points out the various traits of career maturity as planning, accepting responsibility and awareness of various aspects of a preferred vocation. Super's (1951) study that investigated the career maturity of the ninth-grade students found that vocational maturity of the ninth grade students was based on their knowledge of an occupation, planning and interest on the career, and these factors made the ninth-grade student more successful as young adults.

There are six dimensions relevant and appropriate for career maturity development in adolescents (Super, 1974): these include orientation to vocational choice, information and planning regarding future career decisions, consistency of vocational preferences, crystallisation of traits, vocational independence, as well as knowledge of vocational preferences. The nature of the career pattern is determined by the socioeconomic level of the individual, mental ability, education, skills, personality characteristics and career maturity, as well as opportunities to which he or she is exposed (Brown, 2012). The factors we often have no control of determine the course of our lives; although anyone can attain any goal if he or she tries hard enough. Success in coping with demands at any given time in one's life career stage depends on the readiness of the individual to cope with the demands (Brown, 2012). Brown further suggests that this theory can be used as a basis for career counselling, with the focus on the development of career maturity.

From all these theories we learn that assessments are crucial in the discovery of self and in providing information about self. The personality, work environment, learning experiences, career information of an individual must be linked to career choice to ensure accurate self-knowledge and career satisfaction. Also, the important lesson from these theories is that understanding our current roles, and our life stages shapes the career decision we make. Positively developing career self-concept through role models currently in the working world, observations, mental and physical growth can lead to positive career outcomes.

The career development theories discussed has shed some light on career choice and development from different perspectives. No one theory gives a comprehensive explanation of career development. It becomes the responsibility of teachers, practitioners, policy makers, and curriculum developers to find ways to make career development inclusive and comprehensive.

2.6 CRITICAL ANALYSIS OF THE LITERATURE REVIEW

Career choice decision making is a one of the critical skill that every learner needs to possess, as it affects a learner's life. It is also the biggest challenge facing learners because a wrong career decision can lead to failure and disappointment. According to Kazi and Akhlaq (2017), as well as Kaneez and Medha (2018), a crucial influence in career decision making is the home environment – because it is an underlying source of a child's personality. The choices that individuals make are influenced by two factors – the social factors (parents, family, history and environment), and psychological factors (perceptions, beliefs, ideas and personality) (Ahmed, Sharif & Ahmead 2017). The literature review suggests that the family is a significant factor in determining career choice (Shumba & Naong, 2012), as well as parental influence (Khoo, Ban, Neng, Hooi, & Joan, 2015), academic achievement (Kaneez & Medha, 2018), decision making, personal interest, peer influence (Quona, Torre, Japita & Moneva, 2019), culture (Akosah-Twuwasi et al.., 2018), the level of social class, and financial resources (Ahmed, Sharif & Ahmad, 2017).

LO was implemented in South African high schools to guide learners to make informed choices about their health, environment, subject choices, further studies and careers (Department of Basic Education, 2011). LO has the potential to be significant in shaping the future of leaners, but it does not receive the attention that it deserves. LO has both positive and negative aspects that should be scrutinised; it is a remarkable idea in theory, and is faced with several challenges that hinders its effectiveness; such as the learning area, which is broad in scope, it is scientifically difficult to measure its outcomes, and it has limited time and resources (Allers, 2018). More so, there is a need for better training of teachers, motivating teachers and imparting a stronger personal value in learners (Prinsloo, 2007).

The literature review on career development comes from three theories: The trait orientation theories, the social learning and cognitive theories, and the life-span and life-space theories.

The trait orientation theories suggest that individuals and occupations have distinctive characteristics and career satisfaction comes when there is a good match between the individual and the occupation. The theory suggests that for career decision making to be accurate and effective, the three processes must be applied – firstly, the examination of personality traits, secondly, the inventory of character traits; and lastly, the assessment of personality traits of the individual against the traits required for a specific job. The social learning and cognitive theories base their ideology on two aspects; namely the importance of social learning and cognitive information processing. The social learning theory assumes that the learning process is influenced by heredity, environment, and that the learning experiences influence behaviour and career choice. The cognitive information processing theory, on the other hand, suggests that the individual's thought patterns influence decision making, and the confidence the individual has of his/her ability to succeed in a specific situation determines the motivation with which he/she will pursues a career path. The life-span, and the life space theories emphasise the importance of positive self-concept and the recognition that self-concept evolves over time. The readiness to adapt and change throughout one's career life stages is crucial for career success.

Career development interventions are activities that empower learners to make, implement and benefit from career decisions (Miles, 2017). The most common career development interventions include career guidance and counselling, vocational assessments and computer-assisted career guidance systems. The assets approach to career development, which has not been widely used emphasises the importance of moving away from traditional career counselling to facilitating counselling for committed learners in order to make them responsible for the career decisions they make. This approach can be effective, because we live in a world where a few of the learners are ahead of their teachers in term of technology and intellectual capacity. According to Whiston, Goodrich and Wright (2017), the three critical career interventions that are of great impact to learners are counsellors' support, values clarification and psycho-education (exploring the process of making and working towards decisions).

2.7 CONCLUSION

In an attempt to find a solution, and to ensure that learners place more value on education and make realistic and more relevant occupational choices, the study investigated the influences of career choices for students; and also investigated whether learners understand the concepts and are aware of career guidance and counselling interventions that will guide them in making proper career decisions.

CHAPTER 3:
CAREER DEVELOPMENT IN SOUTH AFRICA: CHALLENGES AND PRACTICES

Career guidance can perform a valuable role in raising the aspirations of the disadvantaged and individuals in poverty by making them aware of opportunities and supporting them in securing entry to such opportunities (World Bank report, 2014)

3.1 INTRODUCTION

The previous chapter presented an exposition of the literature review and some career development theories. This chapter presents the South African perspective and attempts to explore the context, challenges and current practices. Career Development plays a vital role in education, the labour market and society at large. Career development does not only benefit the individual – but also benefit the country at large. According to the Department of Higher Education and Training (DHET) (2017), the South African education, as well as the training and skills development systems need to be strengthened in order to eradicate poverty, unemployment and inequality. A clear approach or strategy that addresses career development is required, not only to address the socio-economic needs of the people, but to take into consideration their educational needs.

This chapter discusses the concepts career development, career development policies, and strategies used by the South African government to implement career development, the career development of an adolescent from a South African context, factors constraining the transition of disadvantaged learners from secondary school to tertiary institutions, youth development initiatives in South Africa, and the changing approach to career guidance and counselling in a disadvantaged context.

3.2 CAREER DEVELOPMENT IN SOUTH AFRICA

Career development in a South African context is defined as a lifelong process of learning, which starts from childhood and spanning through to old age (DHET, 2017). The concept career development is associated with a person's occupational life, and focuses on a persons'

professional and developmental processes over time, to a lifelong process (McKillop & Moorosi, 2016). McKay (2018) defines career development as a process that structures a person's work identity, which forms a crucial part of their development, and continuing for the rest of their lives.

Rivera (2016) describes career development as a progression of a career, informed by:

- The exposure within a specific discipline of interest;
- Realisation of each stage of development;
- Educational achievement equivalent to each developmental stage;
- Communication; and
- The understanding of career development as a clear and simple process.

According to Greenhaus, Callan and Godschalk (2010), career development is a continuing process, where individuals progress through a sequence of stages (occupational and organisational choice, early, middle and late career) – where each stage is related to a specific task challenge at a specific age period, and is measured against the work setting, family and positive self-development. Career development is a process of managing development that can either be positive, unique, or open in a learning and work environment (DHET and South African Qualification Authority (SAQA), 2012).

3.3 CAREER DEVELOPMENT POLICIES AND SERVICES IN SOUTH AFRICA

There are numerous career development policies and services established by the South African government, to benefit the learners, the schools, higher learning institutions and South Africans at large. Active promotion of these policies, strategies, as well as consultation with relevant stakeholders becomes crucial if the goals intended are to be realised and be relevant to the needs of South Africans. A key challenge experienced by the Department of Education is the improvement of these career development services that are planned and coordinated (DHET, 2017).

3.3.1 The Framework for Cooperation in the Provision of Career Development Services in South Africa (DHET, 2012)

The Department of Higher Education developed a framework that provides the basis for a

foundation for the collaboration and co-ordination of career development services. The main objective of the policy is to get stakeholders, such as government, professional bodies, non-profit organisations, statutory and non-statutory bodies to work together to make the provision of career development services a reality for all citizens in South Africa.

The policy also aims to achieve partnership in the delivery of career information, advice and guidance services in South Africa.

The Framework endorses the roles and responsibilities (DHET and SAQA, 2012) as presented in Table 3.1 below;

Table 3.1: The roles and responsibilities

SECTOR	CORE RESPONSIBILITY FOR CAREER SERVICES AT NATIONAL AND REGIONAL LEVELS
Children and youths at school	DHET with its institutions and entities
Post-school youth in education and training institutions entities	NYDA with DHET through (SETAs) together with Business and Employers
Persons in the job market (Unemployed and underemployed)	Department of Labour (DoL) with DHET through (SETAs) together with Business and Employers
Citizens of all ages in Correctional Facilities	Department of Correctional Services (DCS) with DHET through (SETAs) together with Business and Employers

3.3.2 The National Policy for an Integrated Career Development Services and Career Information in South Africa

The career development services are stipulated in the framework for partnership in the delivery of career development services. The career development services were developed for the DHET to achieve its strategic goal of providing information that is relevant, consistent, complete, accurate, easy to understand and accessible (Du Toit, 2018). The vision of the career development services is that "*All people of all ages have access to quality and differentiated career information and career services throughout their lives, so that they are able to make*

better and more informed career choices that deliver high levels of employment and help to increase sustainable economic growth in the country" (DHET, 2017).

The policy aims to improve career development services for young people, adults, ageing population, parents/guardians and caregivers, as well as vulnerable groups (DHET, 2017):

- In the school sector - career development services focus on childhood development, up to the end of the schooling phase.
- Foundation and intermediate phases – Career Development Services (CDS) to assist learners to be aware of occupations and inspire learners to pursue careers.
- Further Education and Training (FET) - CDS are employed to promote comprehensive career planning and decisions, based on well-versed career choices about post-school education and training opportunities, as well as timely applications for admission to relevant programmes.

The key components of the Career Development Services (DHET, 2017) are:

- **National Career Advice Portal (NCAP)** - This is an online self-help tool designed to facilitate career development, study and decision making.
- **Khetha Career Web and Mobile Site** – this is a walk-in-centre in Pretoria that provides information, advice and guidance to individuals. It also provides support to walk-in-centres in libraries, Technical and Vocational Education and Training (TVET) Colleges and Thusong centres.
- **Khetha Radio Programmes broadcasting on National and Community Radio Stations** - This is a live broadcast that provides career information and discusses career-related matters to the public. Khetha radio programme is presented in the following radio stations- Ikwekwezi, Ligwalagwala, Umhlobo Wenene, Thobela, Motsweding, Ukhozi, Mughana Lonene, Phalaphala and RSG.
- **Multi-Channel Career Advice Helpline** - This service is provided by career development practitioners to assist the public with career-related information, advice and guidance. It facilitates assistance to students, to help them make informed career decision and subject choices.
- **Central Career Development Service Information Hub** - This is an information platform and professional development network for career development practitioners.
- **Printed Publications** - The printed publications are resources that provide information and

highlight the importance of subject choice. These publications encourage learners to make early applications for tertiary studies and provide guidance on learning opportunities. The information is presented in booklets, and post-school career guides.

- **Career Exhibitions and National Campaigns**-These are festivals and other gatherings that bring communities, both urban and rural together to share career development information, and advocate and communicate career development services.
- **National Multi-Channel Career Development Services Delivery** – This is a government initiative to advance and promote different techniques for career development service delivery through incorporating technology – that is supported services such as (websites, SMSes, e-mails, telephones, social network, etc.), walk-in-centres, exhibitions, festivals and other forms of gathering.

3.4 CAREER DEVELOPMENT OF A DISADVANTAGED ADOLESCENT FROM A SOUTH AFRICAN CONTEXT

After the transition to democracy the South African education system was expected to develop a strategy that would bring about a turnaround in the education system, and foster nation building to promote democracy and eliminate poverty among the poor (Taylor & Van der Berg, 2011). South Africa has a high number of unemployed people, is contending with poverty, and has a huge number of unskilled people (Yu, 2013). The school system has transformed since the advent of democracy. Black learners, who were previously marginalised, have since started attending private schools – however, the majority of learners are still attending schools in townships and in rural areas. Most schools in South Africa are considered dysfunctional (Steyn, 2018); and have been declared a national crisis and disaster by the Department of Basic Education (Nkosi, 2016; Moeketsi, 2013). Because of its socio-political history, South Africa has inherited employment and educational inequalities of the past, which she continues to grapple with and affects the practice and theory of career development (Watson, McMahon & Longe, 2011). To this end, Hughes asserts that:

Undoubtable young people from disadvantaged backgrounds are at a distinct disadvantage as compared to those who attend self-governing schools where investment in career education is of precedence. More needs to be done urgently to rectify this situation in the schooling system (Hughes, 2016). Schools in disadvantaged communities in South Africa do not provide

effective career guidance programmes to learners (Maree & Beck, 2004). Career guidance, particularly at previously-disadvantaged schools, continues to have inadequate services and is overlooked (Abrahams, Jano & Van Lill, 2015). Schools in socio-economically disadvantaged communities are staffed with teachers who do not have adequate specialisation in career guidance, and LO lessons are not taken seriously by teachers and learners – because unlike other subjects, LO is not examined externally (Ngoepe, Mojapelo, Ngoepe & Van der Walt, 2017). Marks allocated to LO comes from school-based assessments of assignments and projects, there are no written exams and it is not included in the point system required for the university entrance (Masuku, 2018).

The challenges facing the Department of Basic Education in most poor communities include poor school management, less teaching resources, inadequate provision of career counselling, less time spent at school by both teachers and learners, and ineffective communication among members of management (Legotlo, 2014). According to Moeketsi (2013), schools situated in low socio-economic contexts are challenged by the systematic inefficiency and dysfunction – that is 80 percent of schools in black townships, rural and farm areas do not have basic services such as clean water, electricity, decent classrooms, well-resourced libraries, adequate number of qualified teachers, or functioning school-governing bodies.

Mokeki (2018) further asserts that the challenges facing career development services in the education system are:

- Unequal access to quality career information and government support services;
- Lack of adequate career services within the schooling system;
- Poor quality of services and lack of professionalism; and
- Lack of teacher training and intermediaries resourcing.

Career guidance in schools from disadvantaged communities in South Africa is important, particularly to learners whose parents are unemployed, and with limited formal education. The biggest challenge that South Africa is currently facing is breaking these intergenerational trends (Makoni, 2010). Learners from disadvantaged communities do not have access to information, due to the unavailability of libraries and lack of access to internet services – as a result, these learners rely on information provided by their teachers, relatives, and family members for their career choice (Ngoepe, et al., 2017).

The disadvantaged contexts that leaners find themselves in constrain their career development and impact negatively on their self-efficacy, and limit opportunities that they would otherwise seize. Therefore, this leaves these adolescents with a negative attitude towards work and role models in their communities (Seabi, Alexander & Maite, 2010). Self-efficacy refers to a person's beliefs about his/her ability to organise and execute actions required to achieve a particular task (Artino, 2012).

Inadequate parental involvement in learners' career development is a challenge that most learners contend with, as these leaners are not privy to the necessary information, guidance and financial support that would encourage them to further their career aspirations. The findings of a study conducted by Costa and Faria (2017) on parenting and parental involvement in the activities of their secondary school learners have shown that the demands of education is high, and parents' do not have enough time to monitor the activities of their children, and as a result learners' independence and self-determination proved to be challenges affecting learners' activities in school.

Another pressing issue affecting adolescents from low socio-economic communities is the dysfunctional beliefs or ideas that these adolescents hold on career development, known as career myths, which are informed by inaccurate information. Dysfunctional beliefs are beliefs that constrain career decision making as a result of unfavourable consequences (Krumboltz, 1990). Career myths can have negative consequences on career development and career decision-making – to implement career development effectively, learners' beliefs about career decision-making must be identified, questioned and confronted (Albein & Naidoo, 2017).

A study conducted by Albein and Naidoo (2017), on addressing the career myths held by adolescents from disadvantaged contexts in South Africa identified the following levels of career myths:

1. Individual-level career myths - The adolescents believed that an individual's characteristic should be paired to an occupation through assessments. There were five misconceptions at individual level:

- The study participants had an expectation to be told what they needed to know (a belief in what they know) – instead of engaging in the process of self-exploration;
- The participants presented information on application procedures, and believed that one should take enough time to make a career choice, before submitting an application,

because no changes would be accepted by the institutions once the application has been processed;

- The participants believed that waiting for the improved final examination mark before applying to tertiary institutions, will increase their chances of being accepted;
- The participants believed that their application would still be considered even after the closing date;
- The participants believed that one must apply his/her mind before applying at tertiary institutions, because choosing a career is a life-time decision, that once made, cannot be changed. Changing careers was associated with failure.

2. Social-level career myths - The participants in the study believed that social standards are more important when choosing a career. The financial, security, materialistic status were linked to the self-beliefs of participants.
- The value of a career, for participants, was not based on interests, abilities and aptitude, but by the amount of money that an individual would earn.

3. Environmental-societal level career myths - The participants believed that environmental factors act as barriers that make it difficult for them to make wise career choices.
- The participants believed that western lifestyle will make them forget their tradition and cultures, and that their morals will be destroyed.

According to Robinson and Diale (2017), it is important to consider the environmental context of an individual, which includes their socio-economic status such as being poor and the level of education, as these serve as barriers for learners to pursue their career aspirations. Career aspiration is defined as the individuals' hopes and dreams to pursue a career in a certain field (Robinson & Diale, 2017). In South Africa there are two key social factors that have a bearing on the career aspirations of learners from disadvantaged backgrounds (Watson, McMahon & Longe, 2011):

- Family - learners choose occupations that are consistent with those of their parents, or to please their parents.
- School - the schools are in a good position to promote the career ambitions of learners through the application of curriculum and career guidance programmes. The schools

can also invite respected role models to come and address the learners.

The barriers to the career development of learners from disadvantaged contexts include limited self-awareness, owing to lack of access to career guidance and counselling, services to career information, and the lack of exposure to the world of work (Albein & Naidoo, 2017). Shefer (2011) regards social influences such as negative peer pressure (e.g. involvement with gangs, substance abuse, and risky sexual behaviour) as barriers to career development for learners in deprived socio-economic contexts. Taking into consideration the township context – that is the location that is under-developed and occupied by predominantly black occupants, career development might not be linked to positive values, such as working hard to achieve one's career goals – because in such contexts, crime seems to be a lucrative business that is easy to conduct (Albein & Naidoo, 2017). A key challenge in career development is improving services that are planned and facilitated between government and non-government organisations, such as education, labour and various educational sectors (DHET, 2017).

3.5 FACTORS AFFECTING THE TRANSITION OF DISADVANTAGED GRADE 12 LEARNERS TO TERTIARY EDUCATION

Tertiary education, for most first-year students, is challenging and these students find it difficult to succeed in their post-school learning (Van Zyl, 2016). In South Africa, university students come from diverse backgrounds, both socially and culturally. Education in South Africa gets a bigger allocation of government funds – 20 percent of the total national spending (Matsolo, Ningpuanyeh & Susuman, 2018). Through the funds allocated for education, many disadvantaged students can have access to institutions of higher learning, and this can reduce poverty and increase the skills base of South Africa. The biggest challenge for a black student entering the higher learning environment is that scholarships are awarded, based on merit, and not only financial need or level of poverty, whereas the financial need for state allowances such as bursaries are mostly needed by poor students from working-class families in townships, informal settlements and dysfunctional schools (Chetty, 2014).

In spite of a successful demographic transformation, the transformation process at most higher education institutions in South Africa is slow, and this may have a detrimental effect on students from disadvantaged backgrounds, who wish to further their studies (Cornell & Kessi,

2016). The number of black students entering institutions of higher learning is increasing, but the number that graduates within the set time frame, as well as the number that continues to post-graduate studies is low (Cornell & Kessi, 2016). According to Motala and Vally (2010), there is evidence of an increasing social division, perpetuated by the current education system, which results in inferior education for black students, who, even if they manage to graduate, they do so with national certificates. The Business Report (22 November, 2017) indicates that the graduation rate in South Africa is one of the lowest in the world, out of a total of 975 837 students enrolled in higher education institutions in 2016, 203 078 (21%) graduated. The number of graduates in South Africa is on the rise, although not considered a good rise, as compared to 165 995 (17%) in 2012. In most cases, these students would not have a good pass in mathematics – and this would make it impossible for them to pursue careers in the sciences, medical and engineering fields. Students who are able to secure admission at universities and complete the degree programmes, still have lower chances of securing employment, which further discourages others from completing their studies (Motala & Vally, 2010).

Most students from low socio-economic backgrounds struggle with low confidence and self-esteem when they get to universities (Pym & Kappa, 2013). To this end, career indecision has been a challenge affecting university students, especially those from poor socio-economic backgrounds (Ngoepe, et.al, 2017). The findings of a study conducted by Pather, Norodien-Fataar, Cupido and Mokonto (2017) have shown that family support, financial status of the family, and the level of education of family members, especially parents, are key factors that motivate students to take part in various engagements at universities. Participating in such activities boost the students' confidence and makes them determined to succeed in their studies. The findings of a study conducted by Nondo (2017) on reclaiming the self in a historically-white university have shown that a strong relationship exists between a strong sense of self and feeling comfortable within the institution and academic success.

Competency in a language and the dispute regarding the language policy has, for a long time, been a matter of concern for policymakers in higher education (King, 2016). Academic literacy and quantitative literacy tests are employed by institutions of higher learning to determine the readiness of Grade 12 learners – through the National Benchmark Tests (NBTs). These tests are employed to determine whether students will be able to cope with high levels of reading skills required for academic texts, and whether these learners will be able to produce well-structured assignments when required (Bohlmann, Prince & Deacon, 2017). These tests are

administered for diagnostic purposes rather than admission purposes (Jacobs, 2015). The Department of Education report on the 2015 Grade 12 examinations results, identified poor reading skills, inability to interpret examination questions accurately, and the inability to express thoughts systematically as factors that affected the performance of Grade 12 learners during the final examination in 2015 (King, 2016).

Tutorial systems in tertiary institutions, whereby, a small group, one-on-one, online or a class is facilitated by a more experienced student to help first year students to adjust to the new learning environment or discipline in a structured way has benefited many students from disadvantaged backgrounds (Fouche, 2011). The findings of a study conducted by McKay (2018) have shown that tutors and tutorial lessons play an important role in promoting the academic success of first year students – more so, disadvantaged black South Africans.

Another challenge facing institutions of higher learning is the high enrolments and drop-out rates of students in universities in Gauteng Province (Matsolo et al., 2018). According to the findings of Matsolo et al. (2018)'s study, the enrolment rate in institutions of higher learning in Gauteng leaves much to be desired, and the main factors contributing to this undesirable situation was found to be financial constraints, orphan-hood, learners lack of access to transportation to higher education institutions, as well as unplanned pregnancies. The latter, however, occurs at a lesser rate. "The university community needs to be conscientised about the experiences of black students and how dominant and institutionalised discourses and practices continue to exclude black students from successful outcomes" (Cornell & Kessi, 2016).

The findings of a study by Cornell and Kessi (2016) on the experiences of black students regarding transformation at a South African university (University of Cape Town) have indicated that black students have experienced transformation in three main ways:

- Black students' experiences are those of an untransformed university – that is transformation was mostly at policy level. Furthermore, black students contended with stereotyping to the effect that they were unintelligent and lazy. They experienced the curriculum mainly from a western perspective, and preferred African articles. There are few black academic staff, and the colonial symbol around campus was regarded by students as a symbol of oppression (The statue of Cecil John Rhodes).
- Effects of radicalised campus experience by students – one of the damaging

consequences of internalising and accepting norms and values is self-doubt. Students reported that this internalisation has resulted in feelings of inferiority, low self-estem, alienation and poor performance (Cronell & Kessi, 2016).

- The students' coping mechanism to institutionalised whiteness and racial discourse - the students attempted to proof their worth by academic achievement and hard work.

The increasing number of black students who are admitted in historically-white institutions will require the propensity to transform and reconcile, which will take time, and will continue to be a challenge (Nondo, 2017). In order for students' academic work to improve, the institutions academics need to perceive that there are some gaps between students understanding of the university learning context and university requirements, and expectations from the students. It is very crucial for universities to address under-preparedness in students from disadvantaged backgrounds, who lack the skills, knowledge and language proficiency to progress and succeed in higher education, if they are to be progressive and successful in their studies (Jaffer & Garraway, 2016). To address all these challenges, the higher learning institutions should be accommodating and provide relevant support in the teaching and learning of these students (Nondo, 2017).

3.6 YOUTH DEVELOPMENT INITIATIVES IN SOUTH AFRICA

Currently, South Africa has 10. 3 million persons aged between 15 and 24 (Stats SA, 2018). Of the 10.3 million, 32.4 percent (which is approximately 3.3 million) of young people are unemployed and not attending educational or training programmes (Stats SA, 2018). For young people to be successful in life, they need tertiary education to increase their knowledge and skills, as well as a range of emotional and social skills (Waller, Wheaton & Asbury, 2016). The non-cognitive competencies that are crucial for the success of young people include persistence, self-control, curiosity, conscientiousness, grit and self-control (Tough, 2012).

The youth of South Africa (14-35 years) are confronted with many difficulties, such as unemployment (currently standing at 52.4%), deficient foundation and lack of service delivery, violence, substance abuse, crime, as well as the insufficient education (Stats SA, 2018). Youth leadership development is a possible strategy that could be adopted to address problems at community level, and develop young people's skills, for them to make a positive contribution

to society (Waller, Wheaton & Asbury, 2016).

3.6.1 Opportunities for youth empowerment in South Africa

The youth are future leaders and when given the tools to contribute to the economy, their financial position and standard of living may improve. The youth empowerment is critical for the national development as well as the personal development of individuals. The empowerment programmes are aimed at encouraging the young people to better and improve their lives through training, skills development and financial assistance. Through the national youth policy 2020, the government commits to advancing youth development through:

- Bursaries, internships and learnerships;
- Career Development Services; and
- National youth development programmes.

3.6.1.1 Government support programmes and strategies to support youth empowerment

1. **Msanzi Golden Economy Strategy** - this strategy targets women and youth through craft, music, minerals, clothing, textile, footwear and leather (Msanzi Golden Economy, 2016).
2. **The Indoni, my heritage, my pride** - The programme provides young people, between the ages of 12 and 25, with life skills training, education and encouragement, throughout the public-school holidays (Ka Mhlanga, 2015).
3. **Trendsetter Initiative** - The programme encourages youths to participate in arts to contribute to the development of their communities. This is a 12-months apprenticeship and trade skills programme to support youths in arts, culture and heritage sector (Department of Arts and Culture, 2012).
4. **Public Art Programme** – This programme aims at skilling young people and employing them to showcase their artistic abilities (Public Art Development Programme, 2016).
5. **Design Indaba Emerging Creative Programme** - The programme provides support, education and mentoring to South African future designers. Opportunities are given to 40 young designers to showcase their designs alongside established designers at the Design Indaba in Cape Town (Department of Arts and Culture, 2005).
6. **Expanded Public Works Programme** (EPWP) - This programme affords young people

an opportunity to be involved in the renovation, recuperation and upkeep of community infrastructure across South Africa (Growth and Development Summit agreement, 2003).

7. **National Rural Youth Service Co-operative Programme** - The programme aims at improving skills development to youths in rural areas, by giving them opportunities to work in their communities and be trained to provide the necessary services for local socio-economic development (Comprehensive Rural Development Programme, 2012).
8. **Sector Education and Training authorities** - The programme provides learnerships and internships to young people to improve skills capacity (Basic Guide to Sector Education and Training Authorities, 2014).

3.6.1.2 The National Youth Development Agency

According to the National youth policy (2020), the role of the National youth development agency is to facilitate, initiate, implement, co-ordinate and supervise youth development initiatives aimed at reducing youth unemployment. The policy situational analysis goes:

"The challenges facing the youths are unemployment and joblessness, high drop-out rates and inadequate skills development, inadequate framework for youth work, poor health, high HIV/AIDS prevalence, high rates of violence and substance abuse, lack of access to sporting and cultural opportunities, lack of social cohesion and volunteerism, and disability of young people" (National Youth Policy 2015-2020, pp. 10-15).

The following are initiatives by NYDA to address youth unemployment in South Africa (2015-2020):

1. **Interventions for job preparedness and placement-** The aim is to provide youths with technical and non-technical skills, that is, leadership, community service, numeracy and literacy skills to empower them to be able to integrate in the economy through job placement or business development. The total number of youths to benefit from this initiative is 335,998 within five years.
2. **Making scholarships available for those who excel in their studies** – The NYDA will support 2,414 young people through scholarship programme. The Solomon Mahlangu Scholarship assist youths from disadvantaged context, excelling in their studies to

access further education.

3. **Establishing youth building projects** - This programme targets 12,077 youth aged 16 to 24 to work full-time for 6 to 24 months towards a General Education Development Certificate, while learning job skills through building affordable community housing project.
4. **Increasing second chance opportunities for matriculants** – This project aims to assist 22, 192 youth to upgrade their matric results specifically, in Mathematics, Science and Accounting, in order to assist them to further their studies and increase their chances of being employed.
5. **Intensifying career guidance programmes** – This programme aims to support 4, 882, 168 young people with individualised and group career guidance information and services, to help them make informed career choices
6. **NYDA Grant Programme** – This programme aims to encourage and support young people for a period of 12 to 24 months to be entrepreneurs and open up small businesses. The grant is referred to as financial support given to youth owned businesses in a form of funding.

3.6.1.3 My Future My Career Programme

According to Brand South Africa (2012), Nedbank, one of the four major banks in South Africa, has launched a career guidance initiative for underprivileged high school learners called ‘‘My Future My Career Programme’’. The project is meant to benefit 40 000 learners in grades 9-12 across South Africa. It promotes 100 career choices across 14 industries, thus enabling learners to discover the academic and personality requirements of each career. Nedbank has invested more than 5 million to this project.

3.6.1.4 The Nelson Mandela Career Guidance Campaign

The campaign targets students in rural areas and provide them with information relating to tertiary institutions, courses, training opportunities and information in respect of where to obtain financial aid and bursary schemes (Makoni, 2010). The aim of the campaign is to break the inter-generational trend of low exposure to career information for learners who live in

townships and rural areas. The campaign also tries to close the gap between learners who apply late for admission in higher learning institutions by assisting these learners to apply on time, so that they don't have to enroll for any course available, just because applications have closed

3.7 CHANGING THE APPROACH TO CAREER GUIDANCE AND COUNSELLING IN A DISADVANTAGED CONTEXT

Extensive research has demonstrated that the traditional approach to career counselling is not effective in South Africa (Maree & Molepo, 2007; McMahon, Watson & Patton, 2015). In order for us to address effectively the role of career guidance and counselling for learners, we need to understand where learners are coming from, the changes they are grappling with in today's society, as well as challenges they are faced with (McMahon et al., 2015). The biggest challenge in this regard, is to provide support as far as career guidance and counselling are concerned, and to be able to promote diversity in career development.

Career development should be analysed from a systems-theory perspective if it is to be relevant and effective – and all social, personal, and economic situational elements within which an individual operate should be analysed (McMahon et al., 2015; Nkoane and Alexander, 2010). Duarte (2017) emphasises "cultural contours" as being important in career counselling – that is the need for professionals to understand the cultural factors and their implications, as well as the life themes and contexts in which they manifest. Maree (2018) believes that career development should be introduced in the early years of learners' schooling, and that the developmental tasks should be implemented and be successfully completed in childhood to enable learners to set realistic goals that have been well thought out, and will "narrate " their career-life stories.

Rawatlal and Pillay (2017) share the same sentiments about career development being a life-long process - meaning that for career guidance and counselling to be effective, support to learners should be a provided according to the life space and life span processes - more so, the support should take into consideration building learners' self-concept, helping learners understand their specific situation. The focus should, therefore, be on how individual development can influence their different life roles and career decision-making. A well-structured and well-managed mentorship programme is the next generation approach to the

career development of learners, employees and academic staff in tertiary institutions, and depends on the careful matching of the mentor and mentee's personality and finding a proper mentoring system to support both the mentor and mentee (Ndebele, Van Heerden & Chabaya, 2013).

According to DuToit (2018), career development is evolving, and as such, one needs to take into account the realities of the 21st century, which are that:

- Work is shifting in response to political, economic, social, environmental and technological influences;
- Today's changes must be built around business models, automation, outsourcing and demographic shifts, if we are to be relevant; and
- Time honoured in career strategies, such as pursuing recognised qualifications no longer rewarding and should not be over emphasised.

3.8 CONCLUSION

The career development of learners from disadvantaged backgrounds continues to pose a challenge for the Department of Education. Learners from low socio-economic backgrounds are more likely to be uncertain about the qualifications they need to pursue in order to follow their chosen careers, and to amass the skills they need, due to the fact that these services are inaccessible in most schools. It is clear that the department has policies and strategies in place to address the career development needs of the learners, but these policies are not accurately implemented as intended.

According to Makwakwa (2017), South Africa is failing to bring an improvement in the lives of its youth, who are perpetually being exposed to dangerous activities, such as drug abuse, prostitution, criminal activities, are contending with poverty and high unemployment, whereas, all what government officials do is attend "official" meetings, go for spar treatments, attend gala dinners and loot resources meant for the poor.

For career development to be a reality, provisions of government policies must impress on individuals that they are the drivers of the change that they want to see – because the concept of schooling can be a designed system – whereas lifelong learning cannot be designed, but can

only be acquired over time (Watts & Dent, 2008). Therefore, the future of South African learners will depend on the quality of decisions and the progress made by them regarding their personal and career development needs.

After numerous and extensive research that has been done in the past on career guidance and counselling in South Africa, the matter remains a poorly applied capability in South Africa. Evidence suggest that the benefits of career education, policies, strategies and interventions may be under-realised and failing to reach those that are in need. The government policies and strategies lack the voice of the learners and the students, specifically from disadvantaged background. As a result, young people continue to suffer the consequences of not making informed career choices, which leads to low morale, disinterest and demotivation, lower course satisfaction, increased dropout rates which in a long run translate to bad service level in the workplace. A structured career guidance programme in our education system and a well promoted government strategy on youth empowerment will go a long way in achieving the need to raising champions in every family and every community.

CHAPTER 4
RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter 3 discussed the theoretical frameworks relating to career development as advocated by various authors. The chapter also presented the literature review that summarised the findings of different studies on factors affecting career choice, LO as a learning area in schools, and the different career development interventions.

In line with the research objectives, the study aimed to:

- To investigate whether career guidance and counselling is implemented in the schools;
- To ascertain the level of awareness of career guidance and counselling in schools;
- To investigate the factors influencing learners' career choices;
- To ascertain the learners' understanding of the benefits of career counselling and guidance;
- To ascertain the learners' level of career maturity and readiness to make career decisions;
- To assess the career development needs of learners;
- To assess the learners' perception of LO as a learning area; and
- To investigate the influence of age, gender, parental occupation and parents' educational background on learner's career choice.

This chapter outlines the quantitative research methodology applied in the study; the research design, the area of study, the research setting, data collection instruments, methodology used, the validity and reliability of the data collection instruments, administration of the questionnaire, as well as the data analysis.

4.2 RESEARCH APPROACH AND DESIGN

4.2.1 Quantitative Research Design

A quantitative research design was used in the study because the aim of the research was to measure and analyse large amounts of data and to provide predictions on the learners' awareness of career guidance and counselling in Ga-Rankuwa Secondary schools. According to Creswell (1994), a quantitative research design is a type of research that explains a phenomenon by collecting calculable numbers that is analysed using statistical methods. A quantitative study seeks explanations and predictions that demonstrate, support or authenticate relationships and/or generalisations that will contribute to existing theories (Leedy & Ormrod, 2010). Quantitative research methods strive to measure the data and typically apply numerical analysis (Bryman, 2001). Quantitative research puts emphasis on formalised standard questions and predetermined response options to questionnaires administered to a large number of participants. This type of research focuses on static data and detailed, convergent reasoning, rather than conflicting reasoning (Babbie, 2010).

According to Black (1999), as well as Cohen, Manion and Morrison (2000, the advantage of using quantitative methods of research to study social science research problems are as follows:

- They make it possible to conduct an extensive survey that involves a greater number of subjects, therefore, allowing for the generalisation of the results;
- They ensure better equitableness and truthfulness of the results;
- The research can be reproduced, data analysed and compared to similar studies;
- Personal preconception can be avoided by keeping a distance from the participants; and
- The methods also provide insight related to relationships between phenomena.

The central objective of a quantitative research study is to organise and calculate components, and build a statistical paradigm to explain what has been observed (Babbie, 2010). The researcher had intended that the information obtained from the study to provide specific facts that can guide policy makers to make an informed decision regarding career guidance and counselling in schools, specifically in Ga-Rankuwa Township.

Quantitative research methods also have limitations:

- Quantitative data is good at testing hypothesis, but might miss contextual details;
- The development of structured questions by the researcher might lead to unfairness and false representation, because the data might actually represent the view of the researcher and not those of the participants;
- Results do explain the behaviour, attitudes and motivation of participants; and
- Information collected might be inconclusive and sometimes consist of superficial data set (Babbie, 2010).

4.2.2 Descriptive Research Design

A quantitative descriptive design was employed in the study. A descriptive research design is a scientific method, which ensures that the behaviour of the subject is analysed without any predisposition (Karthwohl, 1993). Descriptive research methods are used to determine the frequency with which incidences occur, as well as the relationship between variables.
A descriptive study is conducted for three reasons: that is to describe, explain, and validate the findings (Karthwohl, 1993). According to Jackson (2009), educational research can be classified into four categories:

- Descriptive – The researcher focuses on describing the natural educational phenomenon of interest to policy makers and educators.
- Predictive – The researcher focuses on predicting an educational phenomenon in order to determine if certain learners are at risk of not having the knowledge to make appropriate career decisions, and if teachers should use different techniques to instruct the learners.
- Improvement – The researcher focuses on improvement and ask whether a certain technique has an effect in ensuring that learners understand better what they are being taught, and whether certain interventions can be improved.
- Explanation - The findings of the research are used to explain a set of phenomena that lead to our ability to describe, predict and control phenomena with a very high level of correctness.

Descriptive studies are employed to answer the “what is” of the phenomenon under investigation (Jackson, 2009). Therefore, the descriptive research design was employed in this

study to gather the data in order to explain the objectives of the study and tabulate, depict and analyse the data collected in order to draw conclusions (Omair, 2016). The findings of the study will be used to describe, explain and give guidance on how to best implement career guidance in schools.

4.2.3 Convenience Sampling Methodology

The initial plan for the research was to use a census survey research method. A census survey is the total process of collecting, compiling, evaluating, analysing and publishing data pertaining to all persons in a population (Creswell, 2009). No sampling method is used in a census because information is gathered from every member of the population. All members participate in the study and the data collected is regarded as an accurate and detailed representation of the entire population. Due to the challenges experienced concerning non-response from some research participants based on their unwillingness to participate in the study, their absence on the day of the administration and lack of parental consent, the researcher then opted for a convenience sampling. Choosing a convenient sampling was based on the fact that it became difficult to enumerate all units of the population within the given time. More so, the school setting made it challenging for the researcher to constantly disrupt classes because a student sample is usually available on the same day and one cannot push for more time than the one agreed on. It becomes a matter of taking what you can get.

A convenience sampling is a non-probability sampling method of data collection. The sampling method makes it impossible to specify the probability of any population element being selected for the sample (Leiner, 2016). It is an opportunity sampling where members of a target population meet the reasonable criteria such as geographical closeness, the convenience of the researcher, availability at a given time or are willing to participate (Dornyei, 2007). The most criticism about the method is that it is bias and not representative of the entire population (Etikan, Musa, & Alkassim, 2016). According to Leiner (2016), a convenience sampling have proven sufficient to test psychological theories. The advantage for the study is that the initial plan was to include all elements of the population in the study and most of the learners participated. The research participants were adequate for the analysis, and the findings obtained can be deemed as reliable and generalisable to the entire population.

4.3 RESEARCH SETTING

The research setting refers to the point of the data collection. In this study, the data were collected in Ga-Rankuwa Township, situated north of Pretoria, in Gauteng Province. The data were collected from all seven secondary schools in Ga-Rankuwa. The seven schools are located in different zones in Ga-Rankuwa.

Table 4.1: Research Areas in Ga-Rankuwa

NAME OF SCHOOL	AREA
H.L. Setlalentoa Secondary School	Zone 2, Ga-Rankuwa
L.G .Holele Secondary School	Zone 5, Ga-Rankuwa
Mapenane Secondary School	Zone 16, Ga-Rankuwa
Modiri Secondary School	Zone 2, Ga-Rankuwa
NM Tsuene Secondary School	Zone 3, Ga-Rankuwa
Rantailane Secondary School	Zone 4, Ga-Rankuwa
Tebogwana Secondary School	Zone 7, Ga-Rankuwa

4.4 RESEARCH POPULATION

The research population is a huge collection of individuals that is of interest to the researcher, and is the main focus of a scientific study (Burns & Grove, 2005). A population refers to all members of a group with shared characteristics (Creswell, 2009).

4.4.1 Sample Population

The sample of the study consisted of the Grade 12 learners in the seven secondary schools in Ga-Rankuwa. The size of the sample was categorised relative to the administration of the two questionnaires. When administering the CDQ the total sample was 755 and for the self-structured questionnaire the sample was 573. The learners' ages ranged from 16 to 22.

Table 4.2: The actual population of the study

NAME OF SCHOOL	GRADE 12
H.L. Setlalentoa Secondary School	111
L.G. Holele Secondary School	99
Mapenane Secondary School	74
Modiri Secondary School	191
NM Tsuene Secondary School	71
Rantailane Secondary School	128
Tebogwana Secondary School	185
Total Participants	859

As the researcher employed the census method, it would have been ideal for information to be gathered from every member of the population. The setting of the study was the school setting, and although the researcher would have preferred to follow the research plan and get the participation of all Grade 12 learners from all the secondary schools in Ga-Rankuwa, this proved to be difficult. Babbie (1990) refers to the refusal to participate in the study as non-response. Non-response can have a negative effect for the study. One effect of non-response is that it reduces the sample size (Tomaskovic-Devey, Leiter & Thompson, 1994). This can be problematic; as the statistical result are affected. This also contributes to an increased sampling variance, because the size of the population is reduced from the one that was originally sought, causing bias of estimates (Fowler, 1993).

The reduced sample size might not lead to inconclusive results, but the precision of estimates might be smaller and the margin of error larger (Tomaskovic-Devey et al., 1994). A more serious consequence for non-response is that the findings derived from the selected sample; that is, specific groups might be under-or-over represented, causing estimates to be biased. Different factors lead to non-response: For example when the researcher is not physically accessible during the research, or does not have contact with the study population. Non response can also arise when the researcher cannot make contact with the units selected in the survey (Babbie, 1990). Secondly, when the testees' are unable to participate in the study due to, for example, illness or family commitment, and when participants refuse to participate, due to parental non-consent, or they simply have no interest in participating in the study (Groves, 2006). The researcher in the current study could not reach the population as she has intended,

because some participants refused to participate in the study. Some did not want to give consent to participate in the study, and when asked for reasons, they indicated that their parents did not give them permission to participate, or that the study would not assist them personally, so they had no reason to participate. The researcher had to respect their rights and continue with the study.

Therefore, some learners were absent on the day the researcher went to administer the CDQ and were not able to participate in the study, due to unforeseen circumstances. This was the case for all the schools. The schools were notified of the date and time well in advance, but still, some learners were absent from school on the day the researcher was coming to administer the questionnaires. What the researcher could not establish was whether their reasons were valid or not. As explained earlier, this had a bearing on the number of participants the researcher had intended to use for the study. Another challenge was that the researcher could not complete the two questionnaires at once, due to the fact that the learners became tired, and the researcher was concerned about their concentration levels. The questionnaires were administered on two separate days. A suggestion was made to the effect that the structured questionnaire be administered after school, but it was clear that this was not a viable option, as learners were picked up by, busses and other modes of transport, at specific times.

The researcher then arranged with the teachers in charge that the second round of questionnaires be given to leaners as homework, as the schools could not afford time to the researcher to administer the second set of questionnaires during school hours. The school administrators argued that giving more time to the researcher could cause learning disruptions and cause delays in the completion of the school curriculum as planned. The researcher had no choice but to give the structured questionnaires to all learners as homework. As indicated earlier, lack of contact with the participants can lead to non-response, as participants can choose not to return the questionnaires, misplace them, and not handle them with a sense of urgency that they deserve. Thus, the researcher was not available to make contact with the participants, or administer the structured questionnaires by herself; hence, some participants did not respond. To ensure that learners have an understanding of the instructions to complete the questionnaire, information on the questionnaire was first explained to the LO teacher, who then explained the instructions from the questionnaire by going through all the sections with the learners. With regards to the administration of the CDQ, arrangements were done with the principals of the seven schools that the researcher will use the LO double classes to administer

the questionnaire. It took an hour, fifteen minutes to explain the instructions and forty five minutes for the learners to complete of the questionnaire.

As mentioned earlier, the administration of the two questionnaires was done on different occasions, and as a result, the response rate was better when the researcher administered the CDQ personally, and not so good when the structured questionnaire was given as home work. The total number of participants differs according to the two questionnaires. The total number of participants who completed the CDQ is 755, whereas the number of participants who completed the Self-structured questionnaire is 573. The margin of error caused by non-response in the study is acceptable

4.5 DATA COLLECTION

4.5.1 Data Collection Instruments

The researcher administered two questionnaires to collect the data for the study. A questionnaire is a device used to collect and record information on an occurrence of particular interest to him/her (Oppenheim, 1992). It comprises of a list of questions with clear instructions. It has a section where participants are asked open or closed-ended questions. Most importantly, a questionnaire should always have a definite purpose that is in line with the research objectives (Leedy & Ormrod, 2010).

4.5.1.1 Career Development Questionnaire

The CDQ was one of the instruments that the researcher used to collect the data. The CDQ was developed by Langley (1990) – the primary purpose of the questionnaire is to determine the level of readiness of adolescents and young adults in making career decisions. The questionnaire is also used to determine the level of career development of individuals (Langley, Nolan, Nolan, Norman & Provost, 1996). The aim of administering a questionnaire is also to help the researcher to establish areas where learners are experiencing problems as far as making a career choice – with the aim of taking corrective actions. Although the questionnaire as a data collection tool was developed in 1990, it is still relevant, and is currently used by many researchers to investigate career maturity levels of learners from historically-disadvantaged

communities in South Africa (Barendse, 2015; Grossen, Grobler &Lacante, 2017; Hoorn, 2013; Miles, 2017).

The questionnaire examines five dimensions of career development – namely Self-Information, Decision-Making, Career Information, Integration of Information on the self with career information, and Career Planning (Langley, 1990). The questionnaire consisted of 100 items that represent the five dimensions mentioned above. An individuals' response to the statements presented on the CDQ is a choice between True and False. Administering questionnaires is easy and forthright, and requires a certain level of proficiency in English to interpret the instruction and statements that are being made.

The CDQ is a psychometric assessment – A psychometric assessment is used to measure psychological characteristics such as personality attributes, behavioural approach, intellectual abilities and motivations (Foxcroft, 1997). The assessment will generally use a questionnaire-format, asking the test testees to rate their agreement levels with certain statements, or indicate their predominant mood (Foxcroft, 1997). The psychometric questionnaire is done by a Psychologist or a Psychometrist, registered with the Health Professions Council of South Africa (HPCSA). The CDQ can be administered within 20-30 minutes (Langley, 1990); but can take longer in some instances, more than 30 minutes. Some participants ponder on one statement for a long time, which can be time-consuming.

Table 4.3: CDQ SCALES

CAREER DEVELOPMENT SCALES		
SCALE	DESCRIPTION	ITEMS
Self-information (SI)	Refers to the testee's knowledge of such things as the importance of life roles, work values, and occupational interests.	Items 1–20
Decision-Making (DM)	Refers to the testee's ability to make effective decisions.	Items 21-40
Career Information (CI)	Refers to the testee's knowledge of the world of work.	Items 41-60

Integration (I)	Refers to the testee's ability to integrate relevant information on him - or herself with information on the world of work.	Items 61-80
Career Planning (CP)	Refers to the testee's ability to make career decisions and to implement a career plan.	Items 81-100

According to Langley (1990), the CDQ can be scored manually or by means of an optical reader. An optical reader is a device that is found in most computer scanners that capture and translate images into digital information that the computer is then able to interpret (Franklin, Powell & Workman, 1998). A total score for each scale of the CDQ is 20 - these scores indicate career maturity. The guidelines for interpreting the CDQ scores are as follows (Langley et al., 1996):

1. **Self-Information**
   - A score of 15-20 – The testee has adequate self-knowledge.
   - A score of 11-14 – The testee's self-knowledge can be improved.
   - A score of 7-10 – The testee's self-knowledge is inadequate.
   - A score of 0-6 – The testee has little self-knowledge.
2. **Decision Making**
   - A score of 15-20 – The testee has the ability to make decisions.
   - A score of 11-14 – The testee's ability to make decisions can be improved.
   - A score of 7-10 – The testee's decision-making skills are inadequate.
   - A score of 0-6 – The testee has little knowledge of decision making.
3. **Career Information**
   - A score of 15-20 – The testee has adequate career information.
   - A score of 11-14 – The testee's knowledge of careers can be improved.
   - A score of 7-10 – The testee's career information is inadequate.
   - A score of 0-6 – The testee has little knowledge of careers.
4. **Integration of Self Information and Career Information**
   - A score of 15-20 – The testee adequately integrated self-information and career information.
   - A score of 11-14 – The testee's integration of self-information and career information can be improved.

- A score of 7-10 – The testee's integration of self-information and career information is inadequate.
- A score of 0-6 – The testee's self-information and career have not been integrated.

5. **Career Planning**
    - A score of 15-20 – The testee has adequate knowledge on career planning.
    - A score of 11-14 – The testee's ability to plan a career can be improved.
    - A score of 7-10 – The testee's ability to plan a career is inadequate.
    - A score of 0-6 – The testee does not have the ability to plan a career.

4.5.1.2 Self-Structured Questionnaire

A self-structured questionnaire was also used to collect the data from the learners. The purpose of using a structured questionnaire as part of the data collection was to get information from the learners that would best describe their opinions about career guidance and counselling. The structured questionnaire was also used to get information from learners about LO as a learning area offered in the school curriculum. The intention was to get as much information as possible that would complement the information received from CDQ, and also, to allow learners to openly express their opinions regarding career guidance and counselling in school.

When developing the structured questionnaire the researcher considered the objectives of study to ensure that the main aim of the research is addressed. In order to ensure the relevance of items on the questionnaire, the researcher did a literature review on the subject, consulted with experts on the field of study and administered the questionnaire on a sample of Grade 10 learners to ensure that the content, wording, questions and language used is not unfair to the respondents. The questionnaire consisted of six sections:

- **Section A**- Examined the information on participants' demographics. It specifically looked at variables such as gender, race, age, home language, guardians' highest qualification and occupation, as well as the home environment.
- **Section B** - Looked at the learners' level of awareness of career guidance and counselling in schools, based on the opinions of the testees'.

- **Section C**- Sought to answer questions relating to the testees' understanding of the benefits of career guidance and counselling. The testees' knowledge of self-understanding crucial to career choice and decision making was examined.
- **Section D** – Explored the career development needs of the testees'. It examined the testees' current and future development needs.
- **Section E** – Sought to answer questions relating to the testees' perception of LO as a learning area in career guidance. Testee's opinions of how effective LO is, and how well career guidance information is handled in LO was also examined.
- **Section F** – Sought to establish the source of information for trustees regarding the career knowledge of testees, and identify the person they regard as their role model. It also sought to establish what the learners' plans are after completing matric.

4.6 RELIABILITY AND VALIDITY OF THE RESEARCH INSTRUMENTS

The reliability and validity of a psychological measure is important to present and communicate the permanence of the research process and the trustworthiness of the research findings (Roberts, Priest & Traynor, 2006). Reliability refers to the consistency with which the measuring mechanism yields the same results, when employed by different people at different times (Leedy & Ormrod, 2010). A measure is considered reliable if the instrument is administered consistently, and the standardisation of the instrument is used from one situation or person to the next, and the specific criterion has been established to inform the kind of judgement the researcher makes (Leedy & Omrod, 2010). Research assistants should be well trained and informed regarding the administration of the questionnaire before they can use the instrument, in order for them to maintain the same standards as those of the researcher.

Validity of a measurement instrument refers to the extent to which the instruments measures what it is supposed to measure (Roberts et al., 2006). There are two broad measures of validity; that is external and internal validity. External validity refers to the ability to apply with assurance the outcomes of the study and its representativeness to the situation and the time the results are to apply (Black, 1999). Internal validity of a study addresses the reason for the

outcome of the study through the content, criterion and the construct of the research instrument (Leedy & Ormrod, 2010).

4.6.1 Reliability and validity of the Career Development Questionnaire

Extensive research was done on the reliability and validity of CDQ as a measurement instrument. Langley, Du Toit & Herbst (1996) did research, using a national sample of 5 350 high school learners and four first-year university students. The CDQ has suitable psychometric properties for all major languages and cultural groups in South Africa (Langley, 1990). Langley et al. (1996) conducted research on a national scale, which involved 1 795 learners who spoke African languages, 1 843 who spoke English, and 1 712 Afrikaans in 1988, as well as 1 418 first-year learners from the former Rand Afrikaans University (RAU), and 539 the University of Zululand (UZ) in 1989. The results were used in developing the questionnaire. The psychometric properties of CDQ are suitable for use on high school learners and tertiary learners (Langley et al., 1996).

4.6.1.1 Reliability of the Career Development Questionnaire

The internal consistency reliability coefficients for the five 20 items sub-scales for the three language groups (English, Afrikaans and African languages) ranged from 0.66 to 0.82, and for first-year university students from RAU and UZ ranged from 0.7 to 0.83 (Langley et al., 1996). According to Langley et al. (1996), the reliability coefficients are satisfactory if used for guidance purposes.

Table 4.4: Reliability Coefficients of the CDQ for Language Groups (1988)

Scale	English (N=1843)	Afrikaans (N=1712)	African Languages (N=1795)
Self-information (SI)	0.76	0.78	0.71
Decision making (DM)	0.79	0.79	0.74
Career information (CI)	0.82	0.82	0.66
Integration of Self information with Career Information (I)	0.77	0.79	0.73

Career Planning (CP)	0.82	0.79	0.79

Table 4.5: Reliability Coefficients of the CDQ in respect of First-Year University Students (1989)

Scale	University of Zululand (N=539)	Rand Afrikaans University (N=1418)
Self-information (SI)	0.57	0.69
Decision making (DM)	0.72	0.76
Career information (CI)	0.79	0.83
Integration of Self-information with Career Information (I)	0.72	0.75
Career Planning (CP)	0.79	0.71

4.6.1.2 Validity of Career Development Questionnaire

According to Langley et al., (1996), only content validity of the CDQ was addressed as follows:

- Face validity was used to carefully examine items;
- A group of experts were responsible for examining the wording of the questionnaire;
- The item scale correlation were examined.

4.6.1.3 Inter-correlations of Scales

The inter-correlations of the five sub-scales was expected to be high – it was assumed that a person with a certain level of career maturity in one measurement would have similar levels of career maturity in another (Langley et al., 1996), implying that all five scales have a common universal influence.

Table 4.6: Inter-correlations of the scales of the CDQ in respect of High School Pupils (N=5350) and First-Year University Students (N=2345)

Scale	Correlation Co-efficients				
	SI	DM	CI	I	CP
Self-information (SI)	1.00				

Decision making (DM)	0.60	1.00			
Career information (CI)	0.50	0.59	1.00		
Integration of Self-Information with Career Information (I)	0.53	0.59	0.58	1.00	
Career Planning (CP)	0.45	0.53	0.65	0.54	1.00

4.6.2 Reliability and Validity of the Self-Structured Questionnaire (SSQ)

The validity and reliability of the structured questionnaire was evaluated in order to ensure that data from the structured questionnaire were internally invariable and logical for analysis.

4.6.2.1 Validity of the Self-Structured Questionnaire

The content was analysed to ensure the validity of the structured questionnaire:

- **Content validity**- Content validity assesses whether the questions in the questionnaire cover all aspects being studied (Drost, 2011). It assesses the extent to which a measuring instrument represents the content being measured (Leedy & Ormrod, 2010). The researcher consulted two experts, the statistician and her supervisor, and asked them to analyse and evaluate the content of the questionnaire. The evaluation was based on the wording of the questions, the appropriateness of the content, the complexity of the language used, whether questions were clear, self-explanatory, and were not too long. The reason the researcher requested the experts to evaluate the content of the questionnaire was to ensure that ambiguity was eliminated, to remove or revise questions that were not clear, to evaluate if questions reflected the concepts and the scope to be studied, and to examine if the length and the structure of the questionnaire was acceptable. After incorporating the recommendations from the experts the questionnaire was ready to be piloted.

- **Face validity** refers to what the test appears to measure (Drost, 2011). The researcher, with the help of a fellow researcher, observed face validity when the questionnaire was administered to the five Grade 10 learners, who were requested to participate in the

pilot study. According to their observation, the face validity of the instrument was satisfactory.

4.6.2.2 Reliability of the Self-Structured Questionnaire

- Test reliability was determined to ensure reliability of the structured questionnaire: The **test-retest reliability –** This **is** the extent to which a single instrument produces the same results for the same people on different occasions (Leedy & Ormrod, 2010). The five Grade 10 learners participated in the pilot test. The five learners volunteered to be part of the pilot study. They were asked to complete the questionnaire on two occasions under the same conditions. The volunteers completed the questionnaire at a location in Pretoria, and were requested to complete the same questionnaire at the same location. The five learners were not included in the research sample. The aim was to ensure that the participants understood the questions and were able to identify possible challenges regarding the completion of the questionnaire. A brief discussion was held with participants to establish if there were any challenges experienced with completing the questions, and whether the instructions were clear. Minor challenges were identified and the questionnaire was revised accordingly:

    - **Section C; C4** (Explanation of the term "Personality" was added), **C6** (Explanation of the term "Abilities" was added), **C7** (Explanation of the term "Values" was added).
    - **Section F; F6** (An extra column, "other" was added as it was noted that the list provided was not enough).

The reliability coefficient was used to measure the reliability of the questionnaire. The tests yielded the same results for the five participants on different occasions. The researcher was satisfied with the reliability of the questionnaire.

4.7 ETHICAL CONSIDERATIONS

The research proposal was submitted to the Ethics Committee of the Department of Psychology at the University of South Africa for ethical clearance. Permission to conduct the study was

first requested in writing from the Gauteng Department of Education (GDE) authorities. Immediately after the permission was granted the researcher made an appointment with the responsible manager at Tshwane-West District Education, to request permission to conduct the research at the seven Secondary Schools in Ga-Rankuwa. A formal letter requesting permission was handed in on the day of the appointment, and within two weeks the researcher was granted permission from the Tshwane-West District Education.

Subsequent to this, the researcher arranged meetings with the seven principals of the secondary schools to further request permission to conduct the study at their schools, and to introduce the study, explain the benefits of the study and to arrange the logistics for the research. During the meetings with the principals, the researcher was requested to produce the approval letters from GDE and Tshwane-West District. It was agreed at the meetings that the researcher be allocated a LO teacher to assist with logistics for administering the test. Permission was further requested from the parents of the learners to allow their children to participate in the study. A consent form was handed at the schools a month before the administration of the test. The researcher explained in the consent form the purpose of the study, the benefits thereof, and why it was important for learners to participate in the study. The researcher emphasised that participation was voluntary. Parents were requested to read through the consent form and indicate whether they allowed their children to participate or not. The majority of the parents retuned the consent forms and gave permission for their children to participate in the study. The learners whose parents did not give consent were excluded from the study.

On the day the questionnaire was supposed to be administered further permission was requested from the participants. The purpose of the study, data collection method, and the expectation of the researcher were explained in detail to the research participants. The participants were informed that participation was voluntary; and that they could withdraw from the study anytime, without fear of being penalised. According to Burns and Grove (2005), confidentiality refers to how the researcher manages confidential information that participants share. The participants were informed that no person will be linked directly to a particular completed questionnaire, and that no person will be identified by name in the research report.

According to Polit and Hungler (1997), anonymity means that the information collected cannot be linked, even by the researcher, to a particular respondent. Participants were informed that they would not be required to indicate their names on the questionnaire – thus, the responses

to questionnaires would not be linked to any learner. The researcher communicated that she was the only person who would have access to the completed questionnaires, and that once the report has been completed, she would destroy all the questionnaires. The participants were requested to sign the consent forms on the day the questionnaires were administered. The researcher ensured that consent was obtained from all stakeholders, and that stakeholders were provided with enough information to enable them to make informed decisions. Regarding feedback on the research findings, the participants were informed that a copy of the findings would be made available at all participating schools and the Gauteng Department of Education.

4.8 ADMINISTRATION OF THE QUESTIONNAIRES

The CDQ was administered from 27 July 2016 to 4 of August 2016. The arrangement with the school principals was that the researcher would administer the questionnaires during the LO class. The challenge was the duration of a class was about 30 minutes, and explaining instructions to learners and actually administering the questionnaires took about 40 minutes to an hour. The researcher had to ask for extra time from teachers for the next periods to complete the questionnaires without interruptions. This proved to be problematic, as some teachers had already made preparation for the day's work, and this caused interruptions to the lesson planning for the week. All teachers were willing to assist and granted extra time to the researcher to administer the questionnaires. The researcher administered the questionnaires, together with four research assistants, who were carefully trained to ensure that they understood the procedures for administering the test.

Questionnaires were administered and conducted in one day in most of the schools. The researcher and the assistants had to spend time in four classes in a day in a single school in order to cover all the learners, the longest time being six hours. It was only in Tebogwana Secondary School where the research team took three days to administer the questionnaires. This was because in Tebogwana the LO classes were not offered on the day of the data collection. The research experience was worth it, as the researcher was able to gain an understanding of the school settings, the behaviour of the learners at school on a daily basis, the culture of each and every school, as well as the challenges that the learners and teachers experienced on a daily basis. At the end of it all, the researcher managed to collect the data as planned.

4.9 ANALYSIS OF THE QUESTIONNAIRES

The answer sheets for both questionnaires were scored manually. Each answer sheet was allocated a number for control purposes. The responses of the 755 participants on the CDQ was captured on the excel spreadsheet, as well as the responses of 573 participants on the structured questionnaire. The responses captured on excel were later transferred to the Statistical Package for the Social Science (SPSS) for further analysis. The SPSS is a window-based programme that can be used to perform data acquisition and analysis, and is capable of handling large amounts of data, and can perform all the analysis required (Arkkelin, 2014).

The data was analysed using the Statistical Package for the Social Science (SPSS). Descriptive statistics was used to report test scores on both the structured questionnaire and CDQ. The primary reason for using descriptive statistics was that it would be easy to describe and discuss the data set more generally and conveniently, than would be the case with raw data alone (Howell, 2004). Descriptive statistics also helps to summarise and support the facts, and it is easier to comprehend. It also includes useful technique for summarising the data in visual form. According to Agarwal (2006), descriptive statistical analysis can present invalid findings if not analysed properly, and can have limitations when samples and populations are small.

For the analysis of the self-structured questionnaires, the relative frequency statistics was used, whereby, the total number of responses were calculated and then divided by the totals in numbers in each category (Creswell, 2009), and the scores analysed to discover the mean scores, standard deviation, frequencies and percentages. The CDQ was analysed by comparing the mean scores and standard deviations of the five subscales. The cross-tabulations was used to examine learners' reports on variables influencing their career choices. A correlation of the variables under investigation (career guidance and counseling awareness and factors influencing career choices) was compared to examine the relationship between these variables. Chi-square was used to investigate the association between variables.

4.10 CONCLUSION

This chapter provided clarity on the methodology used in the study. The chapter also discussed the research design and the rationale for selecting the design. The researcher also explained the

basis for selecting the subjects. The instruments used and the reliability of the questionnaires were also discussed. A description of the data analysis method was explained.

Chapter 5 presents the findings of the study, focusing on data analysis and interpretation of the findings.

CHAPTER 5:
DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

The main objective of this study was to investigate Grade 12 learners' awareness of career guidance and counselling, as well as factors influencing their career choices. The data presented in this chapter include an overview of the research participants, their demographics, how they responded to questions, and the conclusion. The chapter is divided into two sections of data analysis and interpretation – that is data presentation of the CDQ, and data presentation of the Self-Structured Questionnaire (SSQ).

5.2 RESPONSE RATE

Although the researcher had intended to include all Grade 12 learners in the seven secondary schools in Ga-Rankuwa, it became impossible for the researcher to reach all the learners. Some learners were absent on the day the she collected the data, some blatantly refused to participate, indicating that they did not believe they would benefit from the study. The researcher explained to the learners the importance and the benefits of participating in the study, but still, some learners refused to participate. The researcher had to respect the rights of the participants and excused them. The response rate for the two questionnaires was not the same, and as a result, the researcher opted to present the findings separately. Thus, the researcher has presented the results of the data analysed and the interpretation thereof per questionnaire. The researcher is of the opinion that this makes sense, given the circumstances explained, to separate the results of the data analysed, and draw conclusions from the overall analysis.

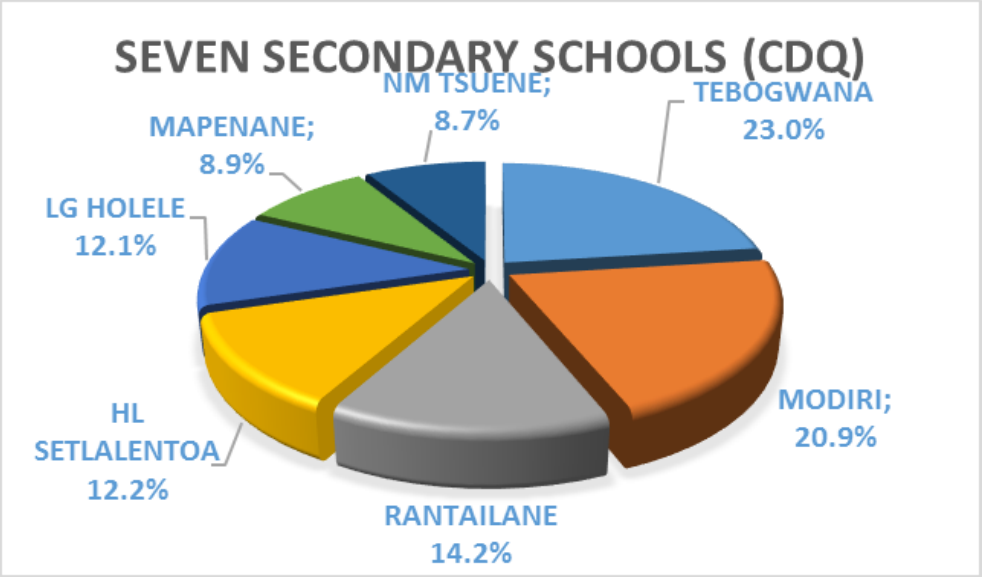
The total number of Grade 12 learners in all seven secondary schools in 2016, at the time the data was collected was 859. The number of participants who completed the CDQ was 755, and the number of those who completed the Self- Structured Questionnaire (SSQ) was 573. The data collected from the research participants were adequate for the analysis, and the findings obtained can be deemed as reliable.

5.3 CAREER DEVELOPMENT QUESTIONNAIRE (CDQ)

5.3.1 Overview of the Research Participants

There were 755 (88% of the total population) research participants from the seven secondary schools in Ga-Rankuwa.

Figure 5.1: Breakdown of the research participants per school



The number of learner participants is shown in percentages for all the seven schools as illustrated in figure 5.1 above. More percentages on the pie chart indicate more learner participation. Almost all the research participants were African (745=98.8%).

5.3.2 Demographic Information

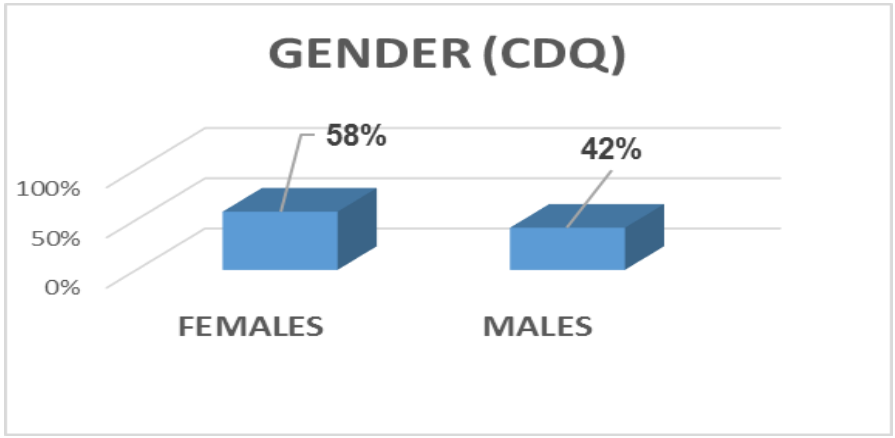
The profile of the sample population is described according to gender, age and home language.

5.3.2.1 Composition of sample population according to gender

Figure 5.2 below indicates the gender distribution of the participants included in the sample. Most of the research participants were females (58%). There percentage of male participants was 42%. Data from Statistics South Africa (2017) suggest that South Africa's population is

predominantly female (51% of the population is female and 49% is male). The data further suggests that South Africa has a sex ration of 98 males per 100 females (Statistics South Africa, 2017).

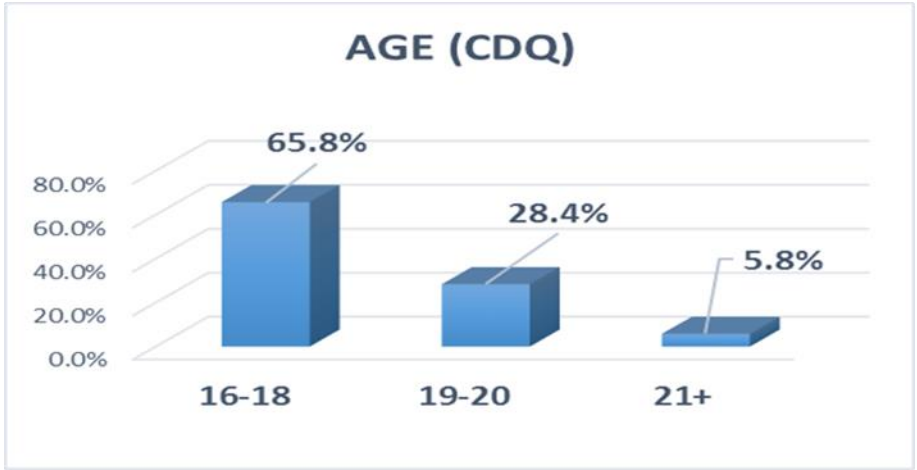
Figure 5.2: Sample Distribution by gender



5.3.2.2 Composition of sample according to age

The Department of Basic Education's age grade standards state that a child should be seven years old when starting school (grade 1). This means that by age 18 most of the learners should be in Grade 12 (Meny-Gilbert, 2018). One can, therefore, argue that from age 16 to18 a learner should be in Grade 12. Most participants who completed the CDQ were between the ages of 16 and 18 (65.8%). A few number of participants were between the age of 19 and 20 (28.4%), and 21 years and above (5.8%). The age range of research participants was, therefore, within the normal range for Grade 12 learners.

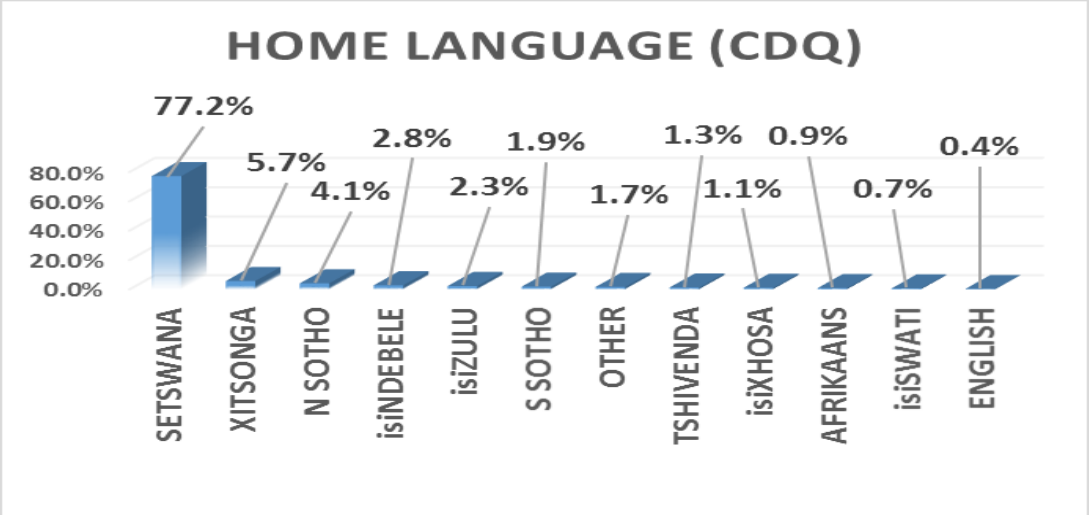
Figure 5.3: Sample Distribution by age



5.3.2.3 Composition of sample by home language

Figure 5.4 below indicates the home language of the study participants. Most of the participants were Tswana speaking (77.2%). This is because Ga-Rankuwa is a black township that was part of the former Bophutatswana, which is predominantly Tswana speaking (Mills, Govender & Hugo, 2015).

Figure 5.4: Home Language Distribution (CDQ)



5.3.3 CAREER DEVELOPMENT QUESTIONNAIRE (CDQ) RESULTS

The results from the CDQ are reported, based on the four dimensions of career development – namely decision-making, career information, integration of information on self with career information, and career planning. Data analysed from the self-information scale was found not to be reliable. Therefore, the researcher decided to do a split-half reliability. Split-half reliability is used to measure the internal consistency of a test by comparing the results of one half of a test with the results from the other half (Drost, 2011). After running the split-half reliability, the constructs were still not reliable. Thus, the information on the self-information scale has not been used in this study or to make generalisation for the entire population. The information presented on the CDQ shows the level of career maturity of research participants.

According to Langley (1990), CDQ consist of 100 items, subdivided into five scales. Each scale has 20 items. Each of these scales relates to one or more career developmental task/tasks that determines/determine the level of career maturity. The maximum score for each scale is

20 – and the higher the score, the more the level of career maturity (Langley, 1990).

Descriptive statistics was used to interpret and analyse the data. The measure of frequency was used to indicate and interpret how often a response was given. This was done to answer the objective of the study, which was "to investigate the career maturity level of Grade 12 learners." Data from all scales were not normally distributed. When data are not normally distributed, one cannot use paranormal results because assumptions will be violated. As a result, the researcher was not able to use T-test, Anova or Kriskal Wallis.

5.3.3.1 Decision Making

Table 5.1 below illustrates the decision-making skills of Grade 12 learners in the sample (n=755).

Table 5.1: Decision-making skills of participants

DECISION MAKING	FREQUENCY	PERCENTAGE
Score of 15-20	275	36.4%
Score of 11-14	263	34.8%
Score of 7-10	185	24.5%
Score of 0-6	32	4.2%
TOTAL	755	100%

Data analysed from the decision-making scale indicate that the first half (item number 21-28) of the scale was not reliable. The researcher then dropped section E item 99 and 100 of the questionnaire to make the construct reliable. Table 5.1 above indicates that 36.4% of the participants had the ability to make decisions, whereas, 34.8% of the participants' ability to make decisions could be improved. On the other hand, 24.5% of the participants' ability to make decisions was considered inadequate, whereas 4.2% of the participants were found to have very limited ability to make decisions.

The results suggest that a few number of Grade 12 learners had suitable proficiencies to make effective career decisions. As a result, the researcher concluded that 63.5% of the learners were not in a position to make appropriate decisions regarding their careers. This is concerning, because decisions that learners make while they are in secondary school often determine

whether or not they will have successful careers in future. Career decision-making is very important for learners' career development. According to the results of the CDQ, only 36.4% of learner's decision-making skills were within the required level of career maturity.

5.3.3.2 Career Information Scale

Table 5.2 below illustrates the career information level of participants in the sample (n=755).

Table 5.2: Career Information level of Participants

CAREER INFORMATION	FREQUENCY	PERCENTAGE
Score of 12-20	452	59.9%
Score of 8-11	217	28.7%
Score of 4-7	76	10.1%
Score of 0-3	10	1.3%
TOTAL	755	100%

Table 5.2 above indicates that most participants have sufficient career information (59.9%) – that is they understand the importance of life responsibilities, work philosophy and occupational interests (Langley, 1990). Meanwhile, 28.7% of the participants' knowledge could be improved, 10.1% of the participants' career information was found to be inadequate, whereas 1.3% of the participants had no knowledge regarding the careers they wanted to follow. According to a study conducted by McNally (2016), most career information interventions are beneficial if they are relevant to the targeted group, are provided to learners at the right time, and are coupled with personal assistance or mentoring.

5.3.3.3 Integration of Self and Career Information

Table 5.3 below illustrates the integration of self and career information level of participants in the sample (n=755).

Table 5.3: Integration of Self and Career Information (n=755)

INTERGRATION OF SELF AND CAREER INFORMATION	FREQUENCY	PERCENTAGE
Score of 15-20	345	45.7%
Score of 11-14	252	33.4%
Score of 7-10	151	20%
Score of 0-6	7	0.9%
TOTAL	755	100%

Table 5.3 above indicates that 45.7% of participants had sufficiently integrated self and career information. They had a clear and accurate perception of their strengths, capabilities, personalities, motivations, weaknesses, and understand the career path they want to follow. On the other hand, 33.4% of the respondent's integration of self and career information could be improved on, whereas, 20% of the participants' integration of self and career information was found to be inadequate; and 0.9% of the participants' self-knowledge and career information had not been integrated. The results suggest that the majority of the learners' knowledge of the self was not effectively developed, and this makes career planning and decision making difficult, if not impossible. It was found that the learners' awareness of the self, relative to their values, interests, shortcomings, lifestyle and ability was not efficiently matched with career information.

5.3.3.4 Career Planning

Table 5.4 below illustrates the career planning level of participants.

Table 5.4: Career Planning level of participants (n=755)

CAREER PLANNING	FREQUENCY	PERCENTAGE
Score of 13-20	339	44.9%
Score of 9-12	209	38.4%
Score of 5-8	109	14.4%
Score of 0-4	17	2.3%
TOTAL	755	100%

The results in table 5.4 above indicate that 44.9% of the participants possessed sufficient knowledge on career planning – and that they were aware of their strengths and abilities, had

career goals, and knew how to go about accomplishing these goals. Meanwhile, 38.4% of the participants' ability to plan their careers could be improved, 14.4% of the participants' ability to plan a career was found to be inadequate, whereas 2.3% of the participants were found not have the ability to plan their careers. The results suggest that most Grade 12 learners (55.1%) did not have adequate ability to plan their future careers, and that they did not have an idea of how they would attain their career objectives. Career planning is a requirement for every learner, because it gives them the essential sense of direction and focus regarding where they see themselves in the future. The findings of the study suggest that most of the learners do not have sufficient career planning skills essential for accomplishing their careers.

5.3.4 Descriptive Statistics for Career Development Questionnaire

The descriptive statistics was used to provide summaries about the sample and the measures, and the mean was used to describe the central tendency of the distribution.

5.3.4.1 Interpretation of the Career Maturity Dimension Means

The four career maturity measures were interpreted against Langley et al. (1996) guidelines.

Table 5.5: Descriptive Statistics for CDQ

CAREER DEVELOPMENT SCALES	MEAN	INTERPRETATION
Decision-making	3.03	The testees have little knowledge of decision-making
Career information	3.47	The testees have little knowledge of career information
Integration of self and career information	3.24	The testees self-knowledge and career information has not been integrated
Career planning	3.25	The testees do not have the ability to plan a career

Table 5.5 above illustrates the mean scores of the four career maturity measures of the CDQ for the total sample. From the results above, one can conclude that the level of career maturity for most Grade 12 learners was inadequate. Langley, Du Toit, and Herbst (1996) define career maturity as the capacity of individuals to complete career development responsibilities and

challenges relevant to their life stage. The researcher suggests that the learners will find it difficult to identify their own talent and make informed career choices. More so, the learners' knowledge of the work setting (requirements for following various careers) and opportunity structure (how to find occupational information) was not sufficiently developed. The results further indicated that the learners were not sufficiently prepared to engage in developmental tasks needed to help them make decisions about their careers.

5.3.4.2 Interpretation of the Career Maturity Standard Deviations

Table 5.6 illustrates how the career maturity dimension means of the total sample was interpreted.

Table 5.6: Interpretation of the Career Maturity Standard Deviations

CAREER DEVELOPMENT SCALES	N	MEAN	STANDARD DEVIATION
Decision-making	755	3.03	0.88
Career information	755	3.47	0.73
Integration of self and career information	755	3.24	0.80
Career planning	755	3.25	0.78

The results in the table above illustrate that most of the Grade 12 learners' career maturity level was not sufficiently developed. The standard deviations for all scales show a low variation in the responses obtained in respect of all variables (decision-making, career information, integration of self and career information, as well as career planning). This confirms the early findings, suggesting that the Grade 12 learners' level of career maturity was significantly low.

5.3.5 Item Analysis of the CDQ

The reliability coefficient measures of the CDQ by Langley (1990) were satisfactory, according to the manual. The reliability of the CDQ is .744 for 100 items. Cronbach Alpha is used to measure the internal consistency of a test, and is expressed as a number between 0-1 (Tavakol & Dennick, 2011). Thus, a score of 0.7 has a high internal consistency.

Table 5.7: Reliability Coefficients for CDQ for Language Groups

CAREER DEVELOPMENT SCALES	ENGLISH	AFRIKAANS	AFRICAN LANGUAGES
	N=1843	N=1712	N=1795
Self-information	0.76	0.78	0.71
Decision-making	0.79	0.79	0.74
Career information	0.82	0.82	0.66
Integration of self and career information	0.77	0.79	0.73
Career planning	0.82	0.79	0.79

5.3.6 Validity of the Career Development Questionnaire

According to Langley et al. (1996), the content validity of the CDQ was addressed by:

- Carefully studying the items for face validity;
- The wording of items, which was scrutinised by experts; and
- Item scales correlations, which were inspected.

5.3.7 Findings from the Career Development Questionnaire

Based on the results from the CDQ, the Grade 12 learners' career maturity level was found to be low. According to the findings 63% of learners have low decision making skills, 40.1% have low career information, 54% have low integration of self and career information, and 55% of learners have low career planning skills. The mean scores for all the items ranges from 3.47 to 3.03, indicating a low career maturity and readiness level for the secondary school learners. For individuals to make suitable and accurate career choices, a high level of career maturity is required. The researcher asserts that the majority of the learners were found to have inadequate abilities to make appropriate career choices, and did not understand the significance of making informed career choices, as well as the ability to determine career choices that are realistic and reliable. In all the four scales; that is decision-making, career information, career planning and integration of self and career information, learners obtained the low means, indicating a low level of career maturity on all four scales. The results suggest that the Grade 12 learners were not ready and would find it difficult to cope with the demands related to future career development.

Even though the results of this study led the researcher to conclude that Grade 12 learners in

secondary schools in Ga-Rankuwa had low levels of career maturity, further research should be conducted to broaden this analysis. The findings were limited to Grade 12 learners in the seven secondary schools in Ga-Rankuwa, and thus, cannot be generalised to other Grade 12 learners. However, this study does provide evidence that the Grade 12 learners from the seven secondary schools in Ga-Rankuwa did not have adequate knowledge and skills to make informed, realistic and appropriate career choices.

5.4 SELF-STRUCTURED QUESTIONNAIRE (SSQ)

The data presented on the self-structured questionnaire include demographics of the participants, how they responded to questions, as well as the conclusion drawn by the researcher. Data were analysed using frequency distributions and tables, cross-tabulations and chi-square. The frequency distributions were used in the study to summarise the values of the variables, based on the frequencies in which they occurred (Cherry, 2018). Cross-tabulation was used to present a summary of the distribution between the two variables, and to offer adequate information about the relationship between variables (DeFranzo, 2012). Chi-square was used to test the statistical significance of the cross-tabulation, in order to test whether or not the two variables were independent or had a relationship (Cherry, 2018).

5.4.1 Overview of the Research Participants

There were 573 (66.7%) research participants of the total population from the seven secondary schools in Ga-Rankuwa, who participated in the Self-Structured Questionnaire.

Figure 5.5: Breakdown of the research participants per school

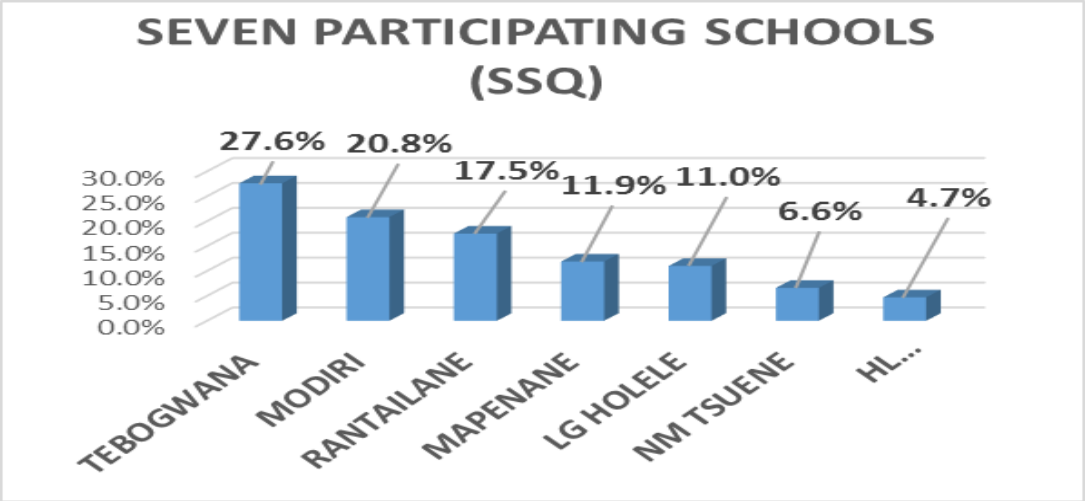


Figure 5.5 above illustrates the number of learner participants per secondary school. Most of the learners who completed the self-structured questionnaire were from Tebogwana Secondary School (27.6 %), Modiri Secondary School (20.8%), and Rantailane Secondary School (17.5%). Learner participation was lower at H.L. Setlalentoa Secondary School (4.7%), NM Tsuene Secondary School (6.6%), L.G. Holele Secondary School (11.0%), and Mapenane Secondary School (11.9%).

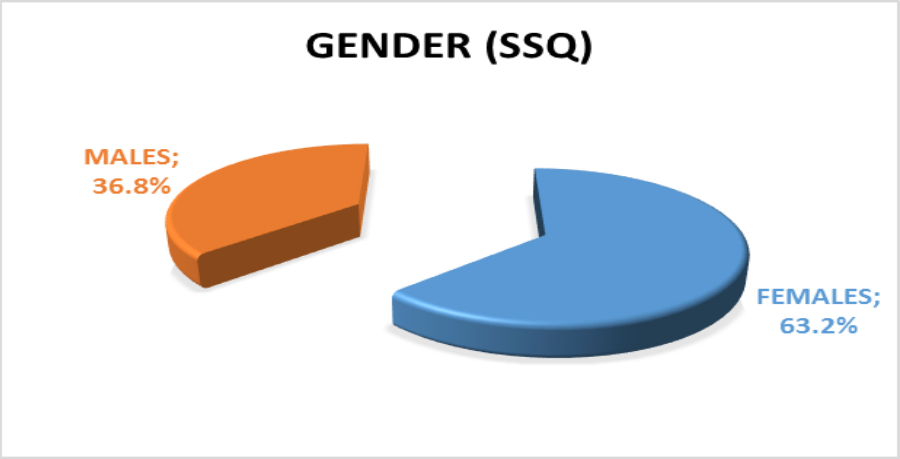
5.4.2 Demographical Information

The sample is described according, age, home language and guardians' highest qualification.

5.4.2.1 The composition of sample according to gender (n=573)

Figure 5.6 below illustrate the gender distribution of the participants. According to the table and figure below, there were more female participants (63.2%) than there were male participants (36.8%) in the sample (n=573).

Figure 5.6: Gender distribution of the sample



5.4.2.2 Composition of the sample by age groups (n=571)

Table 5.8 below indicates the age distribution of the sample, where the majority of the participants were between the ages of 17 and 19 (83%). A few of the participants were 20 years and above (15.4%), and 16 years and below (1.2%). The age range of research participants was within the normal range of Grade 12 learners.

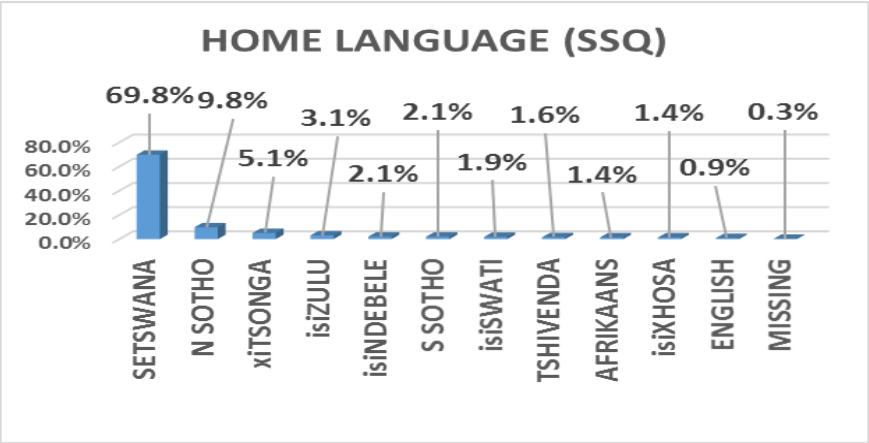
Table 5.8: Age distribution of the sample

AGE	FREQUENCY	PERCENT
16 and under	497	1.2%
17-19	214	83%
20+	44	15.4%
Not Available	2	0.3%
TOTAL	755	100%

5.4.2.3 Composition of sample by home language (n=572)

Figure 5.7 below indicates the home language of the study participants. The majority of the participants were Tswana speaking (69.8%).

Figure 5.7: Home language distribution of the participants



5.4.2.4 Composition of sample by guardian's highest qualification

Figure 5.8: Guardian's highest qualification

Figure 5.8 above shows that the highest qualification of the guardians of most learners was matric/Grade 12 or lower (43.10%). Meanwhile, 27% of the learners did not know their guardians' highest or lowest qualifications, while 22.20% of the learners reported that their guardians had some post-matric qualification (post-graduate degree, bachelors' degree or diploma); and 7.50% of the learners had more than one guardian with a qualification. Studies conducted by Mbagwu and Ajaegbu (2016), as well as by Khan, Igbal and Tasneem (2015), point out that teenagers whose parents have high qualifications do not have difficulties making career choices, as compared with those whose parents have low educational qualifications.

5.4.3 Research results from the self-structured questionnaire

The self-structured questionnaire (SSQ) was designed in such a manner that it would provide answers to the five research objectives:

- The level of awareness and exposure of the learners to career guidance and counselling,
- The career development needs of the learners,
- Learners' perceptions of LO as a subject for career guidance,
- The source of information on career knowledge, and who are the role models for learners, and
- Do biographical variables such as gender, age and guardians' qualifications have an influence on the career choices of learners?

5.4.3.1 Objectives 1 & 2: The Level of Awareness and Exposure to Career Guidance and Counselling in Schools

The results of the SSQ have shown that the majority of learners (61.4%) indicated that they understood what a career is, whereas 38% of the leaners showed little understanding of what a career is, and 0.5% of the learners did not know what a career is. A small number (12.8%) of learners did not understand what career counselling is, as opposed to numerous 42.9% learners who indicated that they had an understanding of what career guidance is. Meanwhile, 78% of the learners did not have sufficient knowledge of what career counselling entails – equally, 57.1% did not have sufficient knowledge of what career guidance is. The fact that most of the learners did not have adequate knowledge of what career guidance and counselling entail spells a disaster – considering that the learners were currently in Grade 12. When asked whether they understood the difference between career guidance and counselling, most learners (52.6%) indicated that they did not know the difference between the two concepts (n=573).

The results also indicated that the majority of the learners (62.8%) did not have access to career guidance and counselling services at schools (n=566). The findings further illustrated that 69.8% of the learners were taught about different career options, how to prepare for a career (62.7%), and how to make decisions regarding careers (68.8%). Further, the majority of learners (76.2%) had not been taught of the importance of career guidance and counselling.

Most learners (65.8%) indicated that they had never attended career guidance lessons. This revelation contradicts the earlier findings that learners they are were told at school about the different career options, how to prepare for a career, and how to make career decisions. The researcher can only infer that either the learners regard the information they received on careers as part of LO, rather than career guidance per se, or that teaching learners about fields of study does not give an assurance that they understand the context of what is being taught. Thus, the majority of these learners (99.5%) indicated that they had never attended career counselling sessions before.

5.4.3.2 Objective 4: The Learners' Understanding of the Benefits of Career Guidance and Counselling

The results indicated that most of the learners had an understanding of the importance of career guidance (64.9%) and career counselling (50.3%). The majority of learners (79.4%) further indicated that they learned in school how specific subjects relate to specific jobs and careers. The findings further revealed that most learners (66.8%) were taught how to identify their career interest, to assess their values (80.6%), how to match interest with career options (60%), as well as ways of searching for information relating to career preparation (60.7%). The results further indicated that most learners (73.3%) knew their strengths and how their strength complemented the different subjects taught in school. Also, 77.8% of the learners were aware of their weaknesses and how these could be turned into strengths, in relation to the different subjects taught in schools, while 56.4% could search for information on career planning. The only area where most learners (57.8%) indicated that they had inadequate knowledge is how to develop an educational plan to help them with their future studies.

The findings suggest that most learners were taught of the benefits of career guidance and counselling, and had (according to the report given by students) the required self-knowledge, and that they were able to match self-knowledge to career development. These findings are puzzling, especially when compared to what the learners had indicated previously, regarding their career knowledge. Therefore, the researcher concludes that information on careers is definitely given at schools, but that the challenge could be that the learners might not have perceived what they had been taught as career guidance.

It is also important to note that the classroom is not the only platform that gives learners information on career-related matters. The interactive multimedia platforms such as Facebook, Twitter, LinkedIn, Pinterest, YouTube and Instagram are part of the communication channels that have essentially provided career-related information to many people, including adolescents (Chen & Bryer, 2012). Thus learners might have obtained the information, not only from school, but elsewhere, possibly from home or from social media platforms. Although the school is supposed to be the primary source of information regarding career-related matters, one cannot be dismissive and suggests that if the school is not able to provide sufficient information on careers, then learners will not have the opportunity to obtain such information.

It is also important to note that some learners may have distorted self-knowledge (Lewine, 2013). Steiner (2014), indicates that without self-knowledge skills, what learners think can be distorted by their own perception. Developing accurate self-knowledge is crucial, especially when one has the ability to discern what elements of self-knowledge are a prerequisite for crucial life decision making. Sometimes individuals get ahead of themselves, as far as seeing clearly is concerned, and this can be a detrimental consequence of lack of self-knowledge. Therefore, it is important for learners to ensure that they have been subjected to scientific career development assessments in order to validate their self-knowledge. It is also important that learners are mentored on how to accurately match self-knowledge and careers, to make self-knowledge practical.

5.4.3.3 Objective 6: Career Development Needs of Learners

The findings have shown that learners had the following career development needs:

- The relationship between educational achievement and career planning (93.7%);
- Visits to workplaces to see people doing different jobs (93.2%);
- To be taught how to identify job trends for the future (92.7%);
- To be taught about the importance of career guidance (92.1%);
- To be taught how to apply for bursaries (91.1%);
- To be taught about the importance of career counselling (90.9%);
- To be taught about different career options (90.8%);
- To listen to guest speakers talking about career choices and options (89.4%);
- To attend different career exhibitions shows (89%);

- To be taught how to identify their interests, strengths and weaknesses (88.3%);
- To be taught how to locate resources for career exploration (87.2%); and
- To apply for admission at tertiary institution studies (86.2%).

The top five career development needs of learners are: to understand the relationship between educational achievement and career planning, to visit work places to see practically what is being done in practice on the job, to identify career trends for the future, understand the importance of career guidance, and to know how to apply for a bursary.

5.4.3.4 Objective 7: Learners Perception of LO

The research findings showed that 69.7% of the learners indicated that the duration of the LO lesson is not sufficient – 27.1% indicated that periods are too short, while 42.6% indicated that more time was needed to cover career related curriculum. Most of the learners (51.1%) indicated that LO classes did not provide them with sufficient information on career information and advice, whereas (6.5%) believed that LO lessons provide no information at all on career advice. When asked whether LO lesson should be a separate subject from career guidance, (55.3%) of the learners indicated that lessons on career guidance should be given during LO, while 44.7% indicate that these lessons should not be part of LO.

Furthermore, the findings demonstrated that the majority of the learners (66.7%) believed that LO classes provide inadequate information on career guidance and advice. According to a study conducted by Jonck (2015), LO can be helpful if continuous teaching is given at school about subject choices and jobs up until a stage where they discover their interests, and what they would like to pursue when they complete Grade 12. The findings of this study further indicated that learners need more information on career-related matters, to be given during LO lessons, to enable them to better understand the content of the curriculum clearly.

5.4.3.5 Objective 3: To Investigate Factors Influencing Learners' Career Choices

The findings have shown that the learners sought advice regarding what they would like to do when they completed high school from parents most of the times (92.2% and, 52.4% respectively). A small percentage (39.8%) indicated that they would sometimes seek advice

from parents regarding the matter under discussion. It was found that the learners also talked to their friends (92%) and siblings (82%) about their career aspirations. Some of the learners (53.9%) indicated that they had never spoken to, or asked advice from teachers regarding their career plans. Most learners (79.4%) indicated that they never had an opportunity to talk to a school career counsellor about career matters or asked for information in this regard.

When asked about who had helped them with their career choice, not all participants replied, but only 75.7% of the learners responded to the question. 32.8% of the learners indicated that family (with mothers being the most person spoken to 21.6%) offered some career guidance. Other learners indicated that they did not speak to anyone (31.4%), while 6.1% of the learners indicated that they spoke to a teacher or school counsellor– whereas 5.4% indicated that they spoke to other people boyfriends, neighbours and uncles. The findings revealed that the learners had different role models, chosen randomly, who have not necessarily followed the careers that the learners aspired to follow. The chosen role models were celebrities from social media and entertainment industries.

According to Buthelezi et al. (2009), celebrity role models may persuade adolescents to focus on their studies, by bearing testimony to the fact that it is possible to achieve career goals that otherwise seem impossible to achieve. The reason why celebrities serve as good role models for education is because they also go through challenges, and most of them never abandon their studies. In terms of their careers, celebrities are popular because they have successful careers and are remarkably doing well in their respective fields of study; they lead vibrant in their lifestyles, they share their personal lifestyles on social media, such as travel, adventures, and partying. They also share tips on fitness, dressing, healthy lifestyle and public speaking, which serve as motivation for teenagers to work harder (Jagran, 2017). A social media role model can either serve as a bad or good example for teenagers – therefore, it is important for role models to have pleasant character traits that learners can emulate and be able to benefit from in the present and in the future.

With regards to learners plans after high school, most learners (64.4%) indicated that they would continue to study at tertiary institutions after high school – 17.1% of the learners indicated that they were undecided about their future plans – 16.2% indicated that they would look for employment – while 2.3% indicated that they had other plans, such as opening businesses, studying part time, applying for learnership programmes that would ensure that

they earn salaries while they study part time.

5.4.4 Cross-tabulation analysis

Objective 8: To Examine Learners' Report on Biographical Variables: Gender, Age, and the Influence of Guardians' Highest Qualifications on Learners' Career Choices

The general information on the participants' gender, age, and guardians' highest qualification was interpreted regarding how they influence career choices of participants.

5.4.4.1 Cross-tabulation between Gender and talk to my parents, friends, siblings/relative, teacher, school counsellor, talk to no-one and who has helped with career choice

A cross-tabulation was analysed to determine a correlation between gender and learners' discussions about career choices to parents, friends, siblings/relatives, school counsellor and no-one.

5.4.4.1.1 Cross-tabulation between Gender and talk to parents about what I would like to do when I complete high School

Table 5.9: Gender: talk to Parents

Gender	Talk to parents about what I would like to do when I complete high School		
Frequency Row Pct	No	Yes	
Male	19 9.00	192 91.00	211
Female	25 6.93	336 93.07	361
Total	44	528	572
			Frequency Missing = 3
Statistic	DF	Value	Prob
Chi-Square	1	0.8110	0.3678
Phi Coefficient		0.0377	
Contingency Coefficient		0.0376	

The analysis indicated that there was a significant association between the two categories – that is, females talked more to their parents (93.07%) than males (91%) did, about what they would like to do when they completed high school. The P-value was found to be 0.3678, which was greater than the 0.05 level. Therefore, the null hypothesis is accepted, and the conclusion drawn is that there was an association between gender and conversations that the learners held with their parents about what they would like to do when they completed high school. The contingency coefficient was found to be C=0.0376, indicating a weak relationship.

5.4.4.1.2 Cross-tabulation between Gender and talk to friends about what I would like to do when I complete high School

Table 5.10: Gender: talk to Friends

Gender	**Talk to friends about what I would like to do when I complete high School**		
Frequency **Row Pct**	**No**	**Yes**	
Male	26 12.32	185 87.68	211
Female	20 5.52	342 94.48	362
Total	46	527	573
			Frequency Missing = 2
Statistic	**DF**	**Value**	**Prob**
Chi-Square	1	8.3419	0.0039
Phi Coefficient		0.1207	
Contingency Coefficient		0.1198	

The findings have shown that there was an association between the two categories – and that females (94.48%) talked more to their friends than males (87.68%) did. The P-value was found to be 0.0039, which was less than the 0.05 level. The null hypothesises is thus, rejected, as there was no association between gender and "learners talk to their friends about what they would like to do when they complete high school." The contingency coefficient was found to be C=01198, indicating a weak relationship.

5.4.4.1.3 Cross-tabulation between Gender and talk to siblings/relatives about what I would like to do when I complete high School

Table 5.11: Gender: talk to Siblings/Relatives

Gender	Talk to siblings/relatives about what I would like to do when I complete high School		
Frequency Row Pct	No	Yes	
Male	45 21.33	166 78.67	211
Female	57 15.79	304 84.21	361
Total	102	470	572
			Frequency Missing = 3

Statistic	DF	Value	Prob
Chi-Square	1	2.7869	0.0950
Phi Coefficient		0.0698	
Contingency Coefficient		0.0696	

The results revealed a significant association between the two variables. More females (84.21%) tended to talk to siblings/relatives than males (78.7%) tended to. The P-value was found to be 0.0950, the null hypothesis is accepted and there was an association between genders and "learners talk to siblings/relatives about their career plans after high school." The contingency coefficient is C=0.0696, indicating a weak relationship.

5.4.4.1.4 Cross-tabulation between Gender and talk to teachers about what I would like to do when I complete high School

The analysis suggested no association between the two categories. Females (53.33 %) talk less to their teachers than males (55.45%). The P-value was found to be 0.6241, and the null hypothesis is accepted and there is an agreement that there was an association between gender and "learners talk to teachers about career plans", with a C=0.0205 indicating no association between gender and talk to teachers.

Table 5.12: Gender: talk to Teacher

Gender	Talk to teachers about what I would like to do when I complete high School		
Frequency Row Pct	No	Yes	
Male	117 55.45	94 44.55	211
Female	192 53.33	168 46.67	360
Total	309	262	571
			Frequency Missing = 4

Statistic	DF	Value	Prob
Chi-Square	1	0.2401	0.6241
Phi Coefficient		0.0205	
Contingency Coefficient		0.0205	

5.4.4.1.5 Cross-tabulation between Gender and talk to school counsellor about what I would like to do when I complete high School

Table 5.13: Gender: talk to School Counsellor

Gender	Talk to school counsellor about what I would like to do when I complete high School		
Frequency Row Pct	No	Yes	
Male	160 75.83	51 24.17	211
Female	295 81.49	67 18.51	362
Total	455	118	573
			Frequency Missing = 4

Statistic	DF	Value	Prob
Chi-Square	1	2.6136	0.1059
Phi Coefficient		-0.0675	
Contingency Coefficient		0.0674	

The findings demonstrated that there was no association between the two categories – females (81.49%) talked less to the school counsellor than males (75.83%) did. The P-value was found to be 0.1059, which was greater than the 0.05 level. The null hypothesis is accepted and there was an association between gender and "learners talk to school counsellor about career plans", where C=0.0674, indicating a weak negative association between gender and "talk to school counsellor about career plans."

5.4.4.1.6 Cross-tabulation between Gender and who has helped learners with career choice

Table 5.14: Gender: person who helped learners with career choice

Gender		Who has helped you make your career choice?		
Frequency Row Pct	Parents	Others	None	Total
Male	50 23.70	86 40.76	75 35.55	211
Female	99 27.35	158 43.65	105 29.01	362
Total	149	244	180	573
				Frequency Missing = 2

Statistic	DF		Value	Prob
Chi-Square	2		2.7593	0.2517
Phi Coefficient			0.0694	
Contingency Coefficient			0.0694	

There was no significant association between the two categories. Female participants (55.5%) reported that they were helped in most instances by other people (43.65%) more than their parents (27.35%) – whereas male participants (45.5%) reported that they received little assistance from other people (40.76%) than they did from parents (23.75). The P-value was 0.2517, indicating an association between gender and the three variables "helped by parents", "others"' and "'no one." The Phi-coefficient was 0.0694, suggesting a weak positive association.

5.4.4.1.7 Cross-tabulation between Age and talk to my parents, friends, siblings/relative, teacher, school counsellor, talk to no-one and who has helped with career choice

A cross-tabulation was analysed to determine a correlation between age and learners' discussions and assistance on career choices to parents, friends, siblings/relatives, school counsellor and no-one.

5.4.4.2 Cross-tabulation between Age and talk to my parents, friends, siblings/relative, teacher, school counsellor, talk to no-one and who has helped with career choice

5.4.4.2.1 Cross-tabulation between Age and talk to parents about what I would like to do when I complete high School

Table 5.15: Age: talk to Parents

AGE	I talk to parents about what I would like to do when I complete high school		
Frequency Row Pct	No	Yes	
<=18	26 7.16	337 92.84	363
>18	17 8.21	190 91.79	207
Total	43	527	570
			Frequency Missing = 5

Statistic	DF	Value	Prob
Chi-Square	1	0.2084	0.6480
Phi Coefficient		-0.0191	
Contingency Coefficient		0.0191	

For the purpose of the analysis, the age variable was grouped into two categories; above 18 and below 18. The analysis revealed a significant association between the two categories. Learners who were below 18 (92.84%) reported that they spoke slightly more to their parents about their career plans than those above 18 (91.79%). The P-value was found to be 0.6480, which was

greater than the 0.05 level. Therefore, there was an association between age and "learners talk to parents about their career plans." The Phi-coefficient was found to be -0.0191, suggesting a weak negative association.

5.4.4.2.2 Cross-tabulation between Age and talk to parents about what I would like to do when I complete high School

There was an association between the two categories. Learners who were below 18 (92.31%) reported that they talked slightly more to friends than those below 18 (91.30%). The P-value was found to be 0.6719, indicating an association between age and "talk to friend about career choice." The Phi-coefficient of -.0891 suggesting a weak positive association.

Table 5.16: Age: talk to friends

AGE	I talk to friends about what I would like to do when I complete high school		
Frequency Row Pct	No	Yes	
<=18	28 7.69	336 92.31	364
>18	18 8.70	189 91.30	207
Total	46	525	571
			Frequency Missing = 4
Statistic	**DF**	**Value**	**Prob**
Chi-Square	1	0.1793	0.6719
Phi Coefficient		-0.0177	
Contingency Coefficient		0.0177	

5.4.2.2.3 Cross-tabulation between Age and talk to siblings/relatives about what I would like to do when I complete high School

Table 5.17: Age: talk to siblings/relatives

AGE	I talk to siblings and relatives about what I would like to do when I complete high school		
Frequency Row Pct	No	Yes	
<=18	55 15.15	308 84.85	363
>18	46 22.22	161 77.78	207
Total	101	469	570
			Frequency Missing = 5

Statistic	DF	Value	Prob
Chi-Square	1	4.5205	0.0335
Phi Coefficient		-0.0891	
Contingency Coefficient		0.0887	

The findings suggested a significant association between the two categories. Learners who were below 18 (84.85%) talked more to siblings/relatives than those above 18 (77.78%). The P-value was found to be 0.0335, which was less than the 0.05 level. The null hypothesis is rejected, and the conclusion is that there was no association between gender and "learners talk to siblings/relatives about career plan." The Phi-coefficient was -0.0891, indicating a weak negative association.

5.4.2.2.4 Cross-tabulation between Age and talk to teachers about what I would like to do when I complete high School

Table 5.18: Age: talk to teachers

AGE	I talk to teachers about what I would like to do when I complete high school		
Frequency Row Pct	No	Yes	

<=18	202 55.80	160 44.20	362
>18	106 51.21	101 48.79	207
Total	308	261	569
			Frequency Missing = 5

Statistic	**DF**	**Value**	**Prob**
Chi-Square	1	1.1191	0.2901
Phi Coefficient		0.0443	
Contingency Coefficient		0.0443	

The findings suggested no association between the two categories. Learners who were above 18 (51.21%) talked less to teachers than those below 18 (55.80%). The P-value was found to be 0.2901, which was greater than the 0.05 level. The null hypothesis is accepted, and the conclusion is that there was an association between age and "learners talk to teacher about career plans." The Phi-coefficient was found to be 0.0443, indicating a weak positive association.

5.4.2.2.5 Cross-tabulation between Age and talk to school counsellor about what I would like to do when I complete high School

Table 5.19: Age: talk to school counsellor

AGE	**I talk to school counsellor and relatives about what I would like to do when I complete high school**		
Frequency **Row Pct**	**No**	**Yes**	
<=18	289 79.40	75 20.60	364
>18	164 79.23	43 20.77	207
Total	453	118	571
			Frequency Missing = 4

Statistic	**DF**	**Value**	**Prob**

Chi-Square	1	0.0023	0.9619
Phi Coefficient		0.0020	
Contingency Coefficient		0.0020	

An association was found between the two categories. Learners who were below 18 (79.40%) talked slightly less to school counsellor than those above 18 (79.23%). The P-value was found to be 0.97, which was greater than the 0.05 level. There was an association between age and "learners talk to school counsellor about career plans." A Phi-coefficient of 0.0020 was found to exist, indicating a weak negative association. The conclusion is that both learners who were below and above 18 do not talk to school counsellor about their career plans.

5.4.2.2.6 Cross-tabulation between Age and who has helped learners with career choice

Table 5.20: Age: person who helped learners with career choice

AGE		**Who has helped you make your career choice?**		
Frequency **Row Pct**	**Parents**	**Others**	**None**	**Total**
<=18	87 23.90	154 42.31	123 33.79	364
>18	62 29.95	90 43.48	55 26.57	207
Total	149	244	178	571
				Frequency Missing = 4

Statistic	**DF**	**Value**	**Prob**
Chi-Square	2	4.1010	0.1287
Phi Coefficient		0.0847	
Contingency Coefficient		0.0844	

A significant association was found to exist between the categories. Learners above 18, as well as those below 18 reported that they did not receive assistance from anyone, parents included. The P-value was found to be 0.1287, indicating an association between age and "people who had helped learners with their career plans." The Phi-coefficient of 0.08, which indicated a

strong positive association between the variables, was found to exist. The conclusion is that there is an association between age and "people who helped learners with career choices.

5.4.2.3 Cross-tabulation between Guardian's Highest Qualification and talk to my parents, teacher, school counsellor, talk to no-one and who has helped with career choice

A cross-tabulation was analysed to determine a correlation between guardians' highest qualification and learners' discussions about career choices to parents, friends, siblings/relatives, school counsellor and no-one.

5.4.2.3.3 Cross-tabulation between Guardian's Highest Qualification and talk to parents about what I would like to do when I complete high School

Table 5.21: Guardian's highest qualification and talk to parents

Guardian's highest qualification	**I talk to my parents about what I would like to do when I complete high school**		
Frequency **Row Pct**	**No**	**Yes**	
Lower than Matric / Matric	18 7.29	229 92.71	247
Post matric qualification	2 1.57	125 98.43	127
Do not know	24 15.48	131 84.52	155
Combined qualifications for more than 1 Guardian	0 0.00	43 100.00	43
Total	44	528	572
			Frequency Missing = 1
Statistic	**DF**	**Value**	**Prob**
Chi-Square	3	23.5861	<.0001

Phi Coefficient		0.2031	
Contingency Coefficient		0.1990	

The findings showed a significant association between the guardian's highest educational qualification and "learner talk to parents about career plans". Over and above, learners reported that they talk to their parents about their career plans irrespective of how qualified their parent are, (98.4% of parents having a post-matric qualification) and (92.71% with lower than matric qualification. The P-value was found to be <.0001, which was lower than the 0.05 level. The full hypothesis is rejected and conclusion is that there was no association between the two variables. There was a Phi-coefficient of 0.2031, indicating a little association between the variables.

5.4.2.3.4 Cross-tabulation between Guardian's Highest Qualification and talk to teachers about what I would like to do when I complete high School

Table 5.22: Highest qualification and talk to teachers

Guardian's highest qualification	**I talk to teachers about what I would like to do when I complete high school**		
Frequency **Row Pct**	**No**	**Yes**	**Total**
Lower than Matric / Matric	123 49.60	125 50.40	248
Post matric qualification	77 61.11	49 38.89	126
Do not know	91 58.71	64 41.29	155
Combined qualifications for more than 1 Guardian	18 42.86	24 57.14	42
Total	309	262	571
			Frequency Missing = 4
Statistic	**DF**	**Value**	**Prob**
Chi-Square	3	7.9842	0.0463
Phi Coefficient		0.1182	

Contingency Coefficient		0.1174	

There was no significant association between the guardians' highest educational qualifications categories and "learners talk to teachers about career plans." Learners who had more than one guardian (57.14%) with qualifications above matric talked more to teachers than those whose guardians had qualifications lower than matric (50.4%), or those who did not know what their guardians qualifications (41.3%), were, as well as those with post-matric qualification (38.9%). The P-value was found to be 0.0463, suggesting an association between the variables. The Phi-coefficient was 0.1182, indicating a little association between the variables. The conclusion is that there was no association between guardians' highest educational qualifications and "talk to teachers about career plans."

5.4.4.3.3. Cross-tabulation between Guardian's Highest Qualification and talk to school counsellors about what I would like to do when I complete high School

Table 5.23: Guardians Highest Qualification and talk to school counsellor

Guardian's highest qualification	**I talk to school counsellor about what I would like to do when I complete high school**		
Frequency **Row Pct**	**No**	**Yes**	**Total**
Lower than Matric / Matric	190 76.61	58 23.39	248
Post matric qualification	104 81.89	23 18.11	127
Do not know	127 81.94	28 18.06	155
Combined qualifications for more than 1 Guardian	34 79.07	9 20.93	43
Total	455	118	573
			Frequency Missing = 2
Statistic	**DF**	**Value**	**Prob**
Chi-Square	3	2.2717	0.5180
Phi Coefficient		0.0630	

Contingency Coefficient		0.0628	

There was a significant association between the guardian's highest educational qualification categories and "learners talk to school counsellors about career plans." Learners who did not know what their guardians' qualifications were talked less to school counsellor (81.94%), than those whose parents had post-matric qualifications (81.89%), those who had more than one guardian with an educational qualification (79.07%), and those whose parents had matric or lower than matric educational qualification (76.71%). The P-value was found to be 0.51.80, suggesting an association between the variables. The Phi-Coefficient was found to be 0.0628, indicating a weak positive association. The conclusion is that most learners did not talk to the school counsellor about what they would want to do when they completed high school, irrespective of their guardians' qualifications.

5.4.4.3.4. Cross-tabulation between Guardian's Highest Qualification and who has helped learners with career choice

Table 5.24: Guardian's highest qualification and a person who helped with career choice

Guardian's highest qualification		**Who has helped you make your career choice?**		
Frequency **Row Pct**	**Parents**	**Others**	**None**	**Total**
Lower than Matric / Matric	73 29.44	110 44.35	65 26.21	248
Post matric qualification	35 27.56	59 46.46	33 25.98	127
Do not know	33 21.29	53 34.19	69 44.52	155
Combined qualifications for more than 1 Guardian	8 17.78	24 53.33	13 28.89	45
Total	149	246	180	575
Statistic		**DF**	**Value**	**Prob**
Chi-Square		6	20.0665	0.0027
Phi Coefficient			0.1868	

Contingency Coefficient		0.1836	

There was no significant association between guardians' highest educational qualifications categories. The learners with more than one guardian with educational qualifications indicated that other people (53.33%) (boyfriends, grandmothers, self, neighbours and uncles) helped them with career choices than their parents did (17.78%). The leaners with parents with post-matric educational qualifications reported that other people helped them (46.46%) with their career choices than their parents did (27.56%). The learners whose parents had matric or lower than matric educational qualifications reported that they received a bit of help from other people (44.35%) than their parents (29.44%). Those who did not know what their parents' educational qualifications were reported that they received help from no one (44.52%), as compared to other people (34.19%) and parents (21.29%). The P-value was found to be 0.0027, which indicated that there was no association between guardians' highest educational qualifications and "people who has helped learners with their career choice." The Phi-coefficient of 0.1868 indicated a little association between the variables.

5.4.3 CONCLUSION FROM THE FINDINGS

The findings revealed that learners from lower socio-economic backgrounds had the least access to career guidance and counselling, as they came from a background where awareness of career choices is restricted. The findings from the self-structured questionnaire revealed that the learners' knowledge on career development is poor. There is, therefore, a need to have career guidance and counselling in schools, as the former is not properly implemented in most secondary schools, against the backdrop that learners need professional facilities to be able to develop their careers.

The findings further showed that Grade 12 learners did not have the appropriate knowledge on career guidance and counselling – and that the schools did not provide career guidance and counselling services to learners. The results revealed that few of the learners had attended career guidance sessions, and most of the sessions attended were not organised by the schools. A large percentage of learners had never been exposed to career counselling services. It is evident that the schools did not provide learners with scientific career development services, as there was no mention by participants of the availability of career guidance or counselling in

any of the schools where data were collected. The information sought from peers and parents might lead learners to make ill-informed choices, which may put the learners' future in jeopardy. Female learners, learners below 18, as well as learners whose guardians had a post-matric educational qualification talked more to parents, friends and siblings about what they would like to do when they completed high school. This association was not significant, as the strength of the relationship was very weak.

The findings of the study further revealed that although career information was given at these schools during LO classes, either the learners did not understand what was being taught, or they lacked the proper application methods and relevant mentors to help them in the application of what was being taught. The learners perceived LO as ineffective in ensuring that they comprehended thoroughly the information pertaining to career types, career planning and career decision making. The findings of a study conducted by Jacobs (2011) indicated that learners benefited nothing from LO – and that for them LO was like a free period, and that nothing significant was being taught during LO lessons. It is thus, important to note that the perceptions of the learners cannot be taken as facts that could be used to argue for or against the efficiency of LO. More research needs to be conducted on the effectiveness of LO, especially in ensuring that career information is adequately taught and understood, and that the needs of learners are factored into the curriculum.

The career development needs of learners include the need to have access to career development information and the practical exposure to work environments, as well as the need to attend events that are of interest to them. According to Galvan and Negrete (2017), the appropriate method for addressing the career development needs of learners is by encouraging career literacy, using internet for career development and engaging the services of mentors to spark learners' motivation and boast their self-esteem. The findings of this study revealed that learners in the participating schools did not have mentors and career guidance teachers to assist them with choosing careers. The findings of this study also revealed that celebrities who are on social media and in the entertainment industry can serve as role models for learners.

CHAPTER 6:
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

"Knowledge is Power, Power provides Information; Information leads to Education, Education breeds Wisdom; Wisdom is Liberation. People are not liberated because of lack of Knowledge." (Israelmore Ayivor, 2013)

6.1 INTRODUCTION

This chapter presents a summary of the study – that is how the study was conducted, and outlines the objectives of the study. The chapter further discusses the findings of the study, the implications that the study is likely to have on the career guidance and counselling of learners, and gives recommendations to improving on the effectiveness of guidance and counselling programmes in schools. Finally, the chapter discusses the limitations of the study and identifies gaps in the knowledge that may require further investigation.

6.2 DISCUSSION OF THE FINDINGS

This study investigated the level of awareness of career guidance and counselling among public secondary school learners in Ga-Rankuwa. The objectives of the study were:

- To investigate whether career guidance and counselling was implemented in schools;
- To investigate the level of awareness for career guidance and counselling in schools;
- To examine the factors influencing learners' career choices;
- To investigate the learners' understanding of the benefit of career counselling and guidance;
- To investigate the learners' level of career maturity and readiness to make career decisions;
- To investigate the career development needs of the learners;
- To investigate the learners' perception of LO as a subject area; and
- To investigate the influence of age, gender, ethnicity, parental occupation and parents' educational background on learners' career choices.

This study was conducted in Ga-Rankuwa, in the Tshwane-West Education District in Gauteng

Province. Initially, the researcher had wanted to follow a census survey method – whereby every member of the population would participate in the study. However, including all elements of the population proved to be a challenge, because of the unavailability of some learners on the day of the data collection, due to unforeseen circumstances. Therefore, the researcher opted for a convenience sampling, and collected the data from the participants who were available at the time the data were collected, as well as those that were willing to participate in the study.

The total number of the research population was 859. Questionnaire on Career Development were given to 755 of the participants, and 573 of the participants were given Self-Structured Questionnaires. Based on the total number of the population, the margin of error was acceptable for both questionnaires, and the findings of the study could be generalised to the entire population.

Based on the analysis and interpretation of the results, the researcher drew conclusions, based on the following, in relation to the stated objectives:

- **To investigate whether career guidance and counselling is implemented in schools**

The findings of the study suggested that career guidance and counselling was not effectively implemented in schools, and that inadequate career guidance education was offered to learners during LO classes. The one-on-one guidance and counselling interaction between the teacher or professional counsellor and the learner was found to be lacking – leading the researcher to conclude with certainty that career guidance and counselling was not offered in schools. This was evident in the amount of career information that learners seemed to possess, which suggested some lack of proper and structured career guidance and counselling services in schools.

A study conducted by Fox and Butler (2007), which focused on learners' access to career counselling services in schools found that the participants had an issue with the kind of guidance and counselling service that were offered in their school, in the sense that the concept, its application, and principle were not widely known. The learners indicated that they have been taught about career options and decision making skills, but the researcher cannot conclude to say that their response indicate that they accurately understand and can apply what they have

learned in class to make career decisions. They also indicated that they don't utilize teachers for career guidance and counselling, and the services are offered privately, outside the school environment. The same was also found to be the case with the participants in this study – a large number of participants had never been exposed to career guidance or counselling, and as such, did not have a clue as to what career guidance and counselling was all about.

The career educational challenges in South Africa are significant and according to these findings, there are many gaps in the implementation of career guidance and counselling in schools. These findings show that there is no comprehensive and systematic guidance and counselling programmes in the secondary schools. However, there are some career information initiatives that are provided to learners but they are not proving to be effective. In the secondary schools there was limited evidence that learners were informed about career option, the importance of career guidance and counselling, how to prepare for a career and how to make career decisions which significantly impacts on the successful implementation of career guidance and counselling. Loan and Van (2015) indicates that the international comparison show that the key difference between guidance system in different countries are related to experiences of economic development, political systems, socio-cultural factors and education and training system. Therefore, the researcher concluded that career guidance and counselling in secondary schools in Ga-Rankuwa was not implemented to assist learners with their career development needs.

- **To investigate the level of awareness for career guidance and counselling in schools**

Career guidance and counselling programmes are aimed at developing proficiency in learners' self-knowledge, education, professional examination and career planning. The findings of this study indicated that learners were not aware of career guidance and counselling services offered by the Department of Education to assist them with the information and guide them in planning and pursuing their studies or careers. Most of the participants did not know the difference between career guidance and counselling, nor did they know what career counselling was – and had never been given the opportunity to attend a one-on-one session with a professional counsellor. The promotion of career guidance and counselling services in schools was found to be lacking, and this was to the detriment of these learners, because they were unaware of services that may increase their career knowledge and readiness that would enable them to pursue careers in line with their capabilities, and that would fulfil their future career aspirations.

Most learners leave school with only a vague understanding of career prospects and with little awareness as to the most appropriate career path for their unique abilities, skills, interests and personality. Not all schools have sufficient career guidance services or support and career education in schools is failing our learners. A study by Zafar (2019) found that information about career guidance has a major importance for career decision making process and that there is a need for awareness of career guidance through workshops, seminars and media for promoting career guidance among learners. Career guidance work fulfilled at school cannot fully meet the need for suitable career choice for tertiary education because of lack of information (Kimova, Budaeva & Dagbaeva, 2016). The findings of the study was that there is low level of career guidance awareness and no awareness of career counselling in the secondary schools.

- **To investigate factors influencing learners' career choices**

The study found that learners valued the opinion of parents, siblings and friends as far as choosing careers was concerned. This can be a challenge, in the sense that the information and advice they get from parents, siblings and friends can be superficial career information, which can be misleading. Information on education and validation of aptitudes and skills must be from reliable sources, and should include a combination of information, assessment and confirmation of skills to support career planning (Bartolo, 2017).

A study conducted by Ahmed, Sharif and Ahmad (2017) indicated that accurate and informed career choices are developed through career counselling sessions and other scientific interventions that provide learners with updated knowledge and information to develop their interest in line with the available career options. The findings of their study revealed that learners' career choices were influenced by the level of the learners' social position, financial means, affordability and future employability. Akosah-Twumasi et al. (2018) indicated in their study that parental influence was significant in a cultural setting – meaning that adolescents value the advices of significant others – especially parents and family members in their career decision-making process. The study also revealed that teachers were inconsequential in the learners' career choices, as they did not assist them in any way in making career choices.

Most learners' career choices were influenced by peers and media which is challenging because there should be a balance between the freedom given to learners to make independent decisions and the expertise of a guidance teacher or parent that is based on their capabilities and interests. The lack of awareness regarding occupations influence career choice because learners have misconceptions about occupations due to lack of information. Learners should consciously choose a profession that meet not only the need for the labour market, the need should be linked to their abilities and inclinations (Kimova, Budaeva & Dagbaeva, 2016). The study concluded that career guidance services are inconsequential in influencing career choice of secondary school learners.

- **To investigate learners' understanding of the benefit of career counselling and guidance**

Although the responses from the participants suggested that they understood the benefits of career guidance and counselling, the researcher was not convinced that this was the case. It was clear from the holistic analysis of the research findings that learners did not have accurate, sufficient, informed and practical knowledge at their disposal to help them make sound career decisions. The learners mentioned that they did not know what career counselling was all about, and had not attended career counselling sessions, and as a result, they could not say they possessed the required knowledge in respect of the benefits derived from career guidance and counselling – especially because they had not been exposed to one-on-one sessions with a counsellor. This finding further confirmed the learners' lack of certainty and knowledge about career counselling and guidance. The unavailability of qualified career counsellors to convey the guidance, to provide comprehensive career information and relate successfully to the learners careers indicates that learners are far from comprehending the benefits of career counselling and guidance.

- **To investigate learners' level of career maturity and readiness to make career decisions**

The findings of the study indicated that the Grade 12 learners' career maturity levels were very low. Career maturity refers to an individuals' readiness, attitude and competence to cope effectively with career development tasks (Katoch, 2016). A career-mature individual is able to make accurate and realistic career choices, as well as appropriate career decisions. Therefore,

the researcher concludes, based on the results of the study, that lack of career guidance and counselling service at schools has a significant effect on the low career maturity and readiness levels of learners. The learners' level of readiness and competence to make career-related decisions was found not to be well developed; therefore, they would find it difficult to cope with the demands of future career development.

The findings of the study reveals that the learners from the secondary schools are confused and do not know how to determine their career pathing. These learners will enter in a decision making phase without having any kind of understanding about themselves or about their career field. They are orientated to find a job in their study related field, without knowing their career abilities or interest. These factors mentioned above may have an impact on them having difficulties in studying, they may be less motivated to pursue their studies and their period of study might become longer (Eliana, Supriyantini & Thapattinaja, 2016).

- **To investigate career development needs of learners**

The findings of the study indicated that the learners did indicate that they have career development needs. These needs would include: understanding the basic concepts of career guidance, to be given an opportunity to practically experience different work environments, where they would be exposed to job-shadowing, career field trips, and career exhibitions and conferences (where they would have the opportunity to listen to career counsellors talking about different career choices and options), to be exposed to career assessments, and to be given information on applying for admission, bursaries and locating resources for career exploration. These findings confirmed the importance of engaging learners as active participants in the development of career-related policies, curriculum and educational services. Therefore, relevant stakeholders need to engage learners in order for them to gain an understanding of pressing issues related to career education.

Career development interventions may be more effective and more appealing to the learners if they make use of technology to allow learners a range of ways to obtain and share information. Computer –assisted guidance system should be used to contribute to career development. It is likely that confidence in computer-based sources of information is increasing and that the use of computer base and online services should be regarded as future intervention for career

development in order to meet the needs for learners.

- **To investigate learners' perceptions of LO as a subject**

The findings of this study indicated that LO was not effective in providing sufficient information on career guidance. The findings of a study by Jacobs (2011), indicated that learners perceived LO as unnecessary, boring and an irrelevant subject. According to Mzindle (2013), the attitudes that learners have towards LO are informed by the context in which they find themselves in. LO could offer great prospects, but its execution has been poor, because it adds little or no value to learners' career path, as it has been designed in such a way that it is easy to pass – and has, as such, attracted negativity to an extent that neither teachers nor learners takes it seriously (De Chazal, 2017). The findings of this study further suggested that LO does not provide learners with relevant career skills that they can apply in their lives. There is, therefore, a need for intervention programmes to be implemented to address the negative perception and experiences learners have of LO, in relation to the intended outcomes of the subject.

The teachers during life orientation spend time on learning and behavioural problems and not so much time on educational and occupational choices (Mzindle, 2013). The focus of teachers when delivering career education is on immediate educational decisions rather than longer career implications (De Chazal, 2017). The challenges in LO are that there are discrepancies between theory and practice, LO may not effect as much meaningful change on learners as anticipated and that LO focuses on health promotion and personal development and not so much on career development (Jacobs, 2011). For careers to be paid proper and adequate attention to and to yield desired objectives, there should be recruitment of willing and motivated teachers who should be professionally trained so that the desired goals and objectives are achieved (Loan & Van, 2015).

Considering the range of challenges learners in disadvantaged communities face, the school guidance teacher should be a major support for learners' career development. The school counsellor in a disadvantaged community should assume multi roles to meet the needs of the learners. From the findings of the study that is not the case, the teachers responsible for career guidance spend less time on the subject than their learners might need and are less experienced to establish appropriate career intervention skills to assist learners in career development. The

researcher, therefore, concludes that LO does not effectively offer career-related education to learners.

- **To investigate the influence of age, gender, parental occupation and parents' educational background on learners' career choices**

The researcher was able to interpret the influence of age, gender and parental educational background on learners' career choices. The researcher decided not to include parents' occupation in her analysis – because nearly all participants did not complete information relating to their parents' occupation status. An analysis of the result from 10% of the study population would not have been significant. It was clear from the findings that age, gender and parents/guardians educational background did not have a significant influence on learners' career choices.

According to Sarwar and Azmat (2013), the socio-economic status of learners, such as current family income and domestic circumstances, socialisers (people who possess the traits that learners admire and want to adopt), and gender stereotyping can affect learners' career choices. The findings of this study indicated that socialisers such as the media and entertainment celebrities have a huge influence on learners, as learners regard these socialisers as their role models. The findings also suggested that an insignificant relationship exist between age, gender and parents' educational background and learners' career choices.

6.3 CONCLUSION OF THE FINDINGS

The researcher drew the following conclusions, based on the findings of the study. The career guidance and counselling services were not implemented in the seven secondary schools in Ga-Rankuwa. The Grade 12 learners were not aware of the career guidance and counselling services offered by the Department of Education, as these services were not being fulfilled effectively in the schools. The Grade 12 learners in secondary schools did not have the basic knowledge on careers, fundamentals for career planning, and career decision-making, which means that these students were not given the necessary career development support which may negatively affect their optimistic outlook on life and their sense of purpose. The variables of age, gender and parents' educational background did not influence learners' career choices and

LO was perceived as ineffective in providing career guidance. The career maturity levels of the Grade 12 learners were found to be extremely low. The learners did not have relevant career information at their disposal, their ability to make age- appropriate planning and decision-making was also low. These learners had specific career development needs that were not taken into considered. The developmental needs of the learners should be taken into consideration to ensure that career guidance is relevant and is able to addresses the specific needs of the learners.

6.4 LIMITATIONS OF THE STUDY

The researcher acknowledges that there were some limitations to this study, based on the following:

- The initial plan was for the researcher to use a census survey research methodology, but due to unforeseen circumstances, she had to use convenience sampling instead. The number of research participants was enough for the research findings to be generalized to the entire population. The study was limited to only Grade 12 learners in Ga-Rankuwa Township. Therefore, the findings cannot be generalised to Grade 12 learners from other areas. The findings would have been more conclusive and significant if the study had focused on Grades 9 and 10 learners.
- The variables of parents' occupation was not explored as initially intended because of low response rate, the majority of participants did not complete the information on parents' occupations.
- The questionnaire was given to participants to complete at home as homework, to avoid respondents fatigue and to also effectively utilise the time allocated to complete the administration, and as a result, a low response rate to the questionnaire was experienced.

In spite of the above limitations, the researcher believes that the findings are representative, and that the information gathered will assist relevant stakeholders to understand the current status of career guidance and counselling in schools in Ga-Rankuwa, and come up with interventions to address the current predicament.

6.5 RECOMMENDATIONS

The researcher recommends the following:

- The Department of Education must revisit the career guidance and counselling strategies and policies, especially in schools situated in low socio-economic areas, and develop plans to ensure that career guidance and counselling initiatives are well- coordinated and accurately implemented to benefit learners in South Africa. The initiatives to be implemented must be relevant to the specific needs of the learners, in order to make career guidance valuable to learners.
- A crucial component of career guidance is the role played by guidance counselling, which should incorporates the four areas of social/personal counselling, vocational guidance counselling and educational guidance counselling. A permanent school career guidance counsellor should be made available for all schools.
- There is a need for early intervention in career development. It is important to understand the timing, formation, and influences on learners' career choices in designing policy to maximise the impact of guidance support. Varied opportunities to engage with the world of work, through career talks, mentoring, and excursions to job sites can be valuable for learners from primary school through to secondary school ensure that learners can make informed decisions about future career pathways.
- One-to-one career sessions should be encouraged in schools because they provide individualised career paths and they are a potential important source of career information and guidance, and involve a guidance counsellor meeting with learners on an individual basis to discuss their potential career, educational, or other options.
- The Department of Education must revisit the LO curriculum to make it more appealing to both teachers and learners, so that the subject must be well-received by learners.
- E-guidance services should be developed for learners to access at any given point in time but online career information should not exist in isolation from existing career guidance services, it should complement the existing career guidance service.
- Community partnership between the non-profit and private sectors could be a potential approach to help meet disadvantaged learners' career development needs.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

- This study was quantitative in nature and gave some insight on the status of career guidance and counselling in secondary schools in Ga-Rankuwa. Therefore, a qualitative study may offer a more detailed investigation of the proficiencies of learners, and may assist in describing specific challenges learners are experiencing in respect of career guidance in schools.
- Further research on the experiences of disadvantaged learners who have access to career guidance and counselling might provide valuable information on whether there is a relationship between access to career guidance and counselling and career maturity level of learners. The research might offer different perspectives that may help bring improvements where needed.
- A longitudinal study should be conducted to examine the long-term effects of low career maturity, and how these can affect an individuals' future career progression.
- Finally, similar research on career guidance and counselling in disadvantaged schools should be conducted in other districts and provinces to provide more insight on this phenomenon. This could also assist in shedding some light on the status of career education nationally.

6.7 CONCLUSION

This study was conducted to investigate the level of awareness in respect of career guidance and counselling, as well as factors influencing career choices among secondary school learners in Ga-Rankuwa. The study focused on seven secondary schools in the area. The main aim of the study was to determine whether career guidance and counselling was implemented in schools, and to determine learners' awareness in respect of career guidance, as well as their maturity level and readiness to make age-appropriate career decisions. The findings established that career guidance and counselling in schools from disadvantaged socio-economic backgrounds presented a predicament for the learners, the schooling system and the country at large, and that the services were not effectively implemented. The learners did not have basic knowledge in respect of career information, career planning and career decision making. Their levels of career maturity were found not to be age-appropriate, and were very low. For instance, learners were not in a position to plan for their future careers.

There are numerous factors that contribute to the lack of career readiness for learners in disadvantaged communities. These learners have fewer opportunities for career exploration activities that are regarded as best practice for career readiness. The school system is also failing learners because they do not have a formative influence on learners understanding of themselves and the world of work. The structural factors such as poverty, parents' education, single parents' families, and the isolated geographical locations of learners communities exerts a major influence on learners' prospect to career and life success and may limit their participation in activities that would expose them to the different occupations.

7 REFERENCES

Abrahams, F, Jano, R, & Van Lill, B, 2015, 'Factors influencing undergraduate career choices in South Africa', *Industry and Higher Education,* vol. 29 no. 3, pp. 209 – 219.

ACT, 2008, 'What we know about college success using ACT data to inform educational Issues', ≤https://forms.act.org/policymakers/pdf>.

ACT, 2009, 'The path to career success: High school achievement, certainty of career choice, and college readiness make a difference viewed 10, August, 2019 ≤http://files.eric.ed.gov?id=506252>.

Adeleke, MS, Binuomote, MO, & Adeyinka, S F, 2013, 'Determinants of students' academic performance in financial accounting among senior secondary school leavers in Oyo Stat', *International Journal of Business and Management Intervention,* vol. 2 no. 5, pp. 48–59.

Agarwal, BL, 2006, *Basic statistics,* 2nd edn, Willey Eastern Limited, New Delhi.

Ahmed, KA, Sharif, N, & Ahmad, N, 2017, 'Factors Influencing Students' Career choices: Empirical evidence from business students', *Journal of Southeast Asian Research,* vol. 1, pp. 1 – 15.

Akosah-Twumasi, P, Emeto, TI, Lindsay, D, Tsey, K, & Malau-Aduli, BS, 2018, 'A systematic review of factors that influence youth career choices: the role of culture', *Frontiers in Education,* vol. 3 no.58, pp. 1 – 15.

Albein, J, & Naidoo, AV, 2017, 'Deconstructing career myths and cultural stereotypes in a context flow resourced township communities', *South African Journal of Education,* vol. 37, no. 4, 1 – 12.

Alemu, Y, 2013, 'Assessment of the provisions of guidance and counselling services in secondary schools of East Harerge Zone and Hareri Region, Ethiopia', *Middle Eastern and Africa Journal of Educational Research, vol. 2*, pp. 28 – 37.

Algadheeb, NA, & Abdulrahman, PNB, 2015, Professional/Career orientation, awareness, and their relationship to locus of control', *Journal of College Teaching and Learning,* vol. 12, no. 1, 3 –38.

Allers, J, 2018, *Preparing learners for the future,* Viewed 26 September 2019, <http://www.ngopulse.org/article/2016/06/02/preparing-learners-future>.

Amundson, NE, Harris-Bowlsbey, J, & Niles, S, 2005, Essential *elements of career Counselling,* Pearson Merrill Prentice Hall, Columbus, OH.

Amundson, N, 2006, 'Challenges for career interventions in changing context', *International Journal for Educational and Vocational Guidance,* vol. 6, pp. 3 – 14.

Arkkelin, D, 2014, *Using SPSS to understand research and Data analysis,* viewed 9 April 2019, <www.cholar.valpo.edu/agi/viewcontent.cgi?article=1000&context=psyh_oer>.

Arrington, K, 2000, 'Middle grades career planning programs', Journal *of Career Development,* vol. 27 no. 2, pp. 103 – 109.

Artino, AR, 2012, 'Academic self-efficacy: From educational theory to instructional practice', *Perspective on Medical Education,* vol. 1, no. 2, pp. 76 – 85.

Arulmani, G, 2008, *The career belief patterns scale,* The Promise Foundation, Bangalore, India.

Ayivor, I, 2013, 'Knowledge is power quotes', Viewed 16 September 2019, <http://www.goodreads.com/quotes/tag/knowledge-is-power>.

Babbie, ER, 1990, *Survey research methods,* Wadsworth, Belmont, CA.

Babbie, ER, 2010, *The practice of Social Research,* 12th edn Wadsworth Cengage, Belmont, CA.

Barendse, T, 2015, 'The levels of career maturity among final year undergraduate students, within a department, at a higher education institution, in the Western Cape', M Com thesis, University of Western Cape, Western Cape.

Barling, J, & Beattie, R, 1983, 'Self-efficacy beliefs and sales performance', *Journal of Organizational Behaviour Management,* vol.5, pp. 41 – 51.

Barlin, E, & Hirschi, A, 2010, 'Who seeks career counselling? A prospective study of personality and career variables among Swiss adolescents, *International Journal for the Advancement of Counselling,* vol. 30, no. 3, 189 – 201.

Barnett, RC, & Hyde, JS, 2001, 'Women, men, work, and family: An expansionist Theory', *American Psychology,* vol. 56, no. 10, pp. 781 – 796.

Bartolo, J, 2017, 'The importance of career guidance and counselling', viewed 26 July 2018, <http://www.timesofmalta.com/articles/view/20170723/education/the-importance-of-professional-career-guidance-and-counselling.653974>.

Bates, CW, 2015, 'The influence of family on the career interests and choices of youth', The *International Journal of Education and Social Science,* vol.2 no. 9, 67 – 72.

Beheshtifar, M, Esmaeli, Z, & Hashemi-Nasab, H, 2012, 'Positive self-concept: A vital factor to overcome career indecision', *Science Series Data Report,* vol. 4 no. 4, 126 – 133.

Bender, S, 1994, 'Factors influencing traditional or non-traditional career related aspirations among female students enrolled in science courses. Summary of graduate Thesis', SSTA Saskatchewan, Research Centre.

Betz, NE, 1994, 'Self-concept theory in career development and counselling,' *The Career Development Quarterly,* no 43, pp. 32 – 42.

Bezanson, L, 2003, 'Connecting career development and lifelong learning: A background factor on the contribution of career development to a productive learning and workforce', viewed 10 June 2019, <http://www.iaevg.org/crc/file/communication_strategy_no.4_bezanson694_2.pdf>.

Bimbrose, J, 2012, 'A longitudinal study of the experience of a career program for rural school students', Australian *Journal of Career Development,* vol.21, no. 1, pp. 22 – 30.

Black, TR, 1999, *Doing quantitative research in the social sciences: An integrated Approach to research design, measurement and statistics,* Sage, London.

Bohlmann, CA, Prince, RN, & Deacon, A, 2017, 'Mathematical errors made by high performing candidates writing the National Benchmark Tests', *Pythagoras, vol. 38, no.* 1, pp. 1 – 10.

Boitt, MJ, 2016, 'Evaluation of the Challenges in the Implementation of the Guidance and Counselling Programme in Baringo County Secondary Schools, Kenya'. *Journal of Education and Practice,* vol. 7, no. 30, pp. 27 – 34.

Bojuwoye, O, & Mbanjwa, S, 2006, 'Factors impacting on career choices of technikon students from previously disadvantaged high schools', *Journal of Psychology in Africa,* vol. 1, pp. 3 – 16.

Brand South Africa, 2012, 'Career guidance initiative launched', viewed 10 January 2018, <https://www.brandsouthafrica.com/governance/youth-andeducation/career>.

Brown, D, 2010, *Career information, career counselling, and career development* (10th edn, Pearson Education, New York.

Brown, D, & Brooks, L, 2002, *Career choice and development: Applying contemporary theories to practice,* Jossey-Bass, San Francisco.

Brown, D, 2012, *Career Information, career counselling and career development,* 10th edn, Pearson Education, Inc, Upper Saddle River, New Jersey.

Brown, D, Brooks, L, & Associates, 1990, *Career choice and development,* 2nd edn. Jossey-Bass, San Francisco, CA.

Bryman, A, 2001, *Social research methods,* Oxford University Press, London.

Bryman, A, 2012, *Social research methods.* Oxford, U.K: Oxford University Press.

Burns, ST, 2014, 'Validity of person matching in vocational interest inventories', *Career Development Quarterly, vol. 62,* pp. 114 –127.

Burns, N, & Grove, SK, 2005, *The practice of nursing research: Conduct, critique and Utilization,* 5th edn, Elsevier/ Saunders, St. Louis.

Buser, T, Niederle, M, & Oosterbeek, H, 2014, 'Gender competitiveness and career choice', *The Quarterly Journal of Economics,* vol. 129, no. 3, 1409 – 1447.

Buthelezi, T, Alexander, D. & Seabi, J, 2009, 'Adolescents perceived career challenges and needs in a disadvantaged context in South Africa from a social cognitive career theoretical perspective', *South African Journal of Higher Education,* vol. 23, no. 3, 505 – 520.

Carroll, J, 2018, 'How dropout rates are diminishing education as a human right', viewed 3 November 2019, <https://www.news24.com/Columnists/GuestColumn/how-dropout-rates-are-diminishing-education-as-a-human-right-20180321. News24>.

Chatindiara, K, 2019, 'The challenges of poverty, inequality and youth unemployment in the City of Tshwane', viewed 18 July 2019, <https://www.researchgate.net/publication/337893768>.

Chauhan, SS, 2007, *Principles and techniques of guidance,* Vikas Publishing House, New Delhi.

Chen, CP, 2008, 'Career guidance for at-risk students via social learning', *Perspectives in Education, vol. 26, no.* 4, pp. 6 – 16.

Chen, B, & Bryer, T, 2012 'Investigating instructional strategies for using social media in formal and informal learning', The *International Review of Research in Open and Distributed Learning,* vol. 13, no. 1, 87 –104.

Cherry, K, 2018, 'Frequency Distribution: How Frequency Distributions are used in Psychology', viewed 19 March 2019, <https://www.verywellmind.com/what-is-a-frequency-distribution-2795187>.

Chetty, R, 2014, 'Class dismissed? Youth resistance and the politics of race and class in South African education', *Critical Arts. A South-North Journal of Cultural and Media Studies,* vol. 28, no. 1, 88 –102.

Chireshe, R, 2012, 'Career guidance and counselling provision at a South Africa University: Career advisors' reflections', Anthropologist, vol. 14, no. 4, 305 – 310.

Chrisholm, L, Hoadley, U, & wa Kivilu, M, 2005, *Educator Workload in South Africa. Final report prepared for the Education Labour Relations Council,* Child, Youth and Family Development Human Sciences Research Council, Pretoria.

Cleland, D, & Wyborn, C, 2010, 'A reflective lens: Applying critical systems thinking and visual methods to Ecohealth research', *EcoHealth,* vol. 7, pp. 414-424.

Cohen, L, Manion L, & Morrison, K, 2000, Research *methods in education,* 5th edn, Routledge Falmer, London.

Cook, A, & Maree, JG, 2016, 'Efficacy of using career and self-construction to help learners manage career-related transitions', *South African Journal of Education,* vol. 36, no. 1, pp. 1 – 11.

Cornell, J, & Kessi, S, 2016, 'Black students' experiences of transformation at a previously "white only" South African university: A photo voice study', *Ethnic and Racial Studies,* vol. 40, no. 11, pp. 1882 – 1899.

Cosser, M, 2002, *Factors affecting students' choice and behaviour in the course of Secondary education with particular reference to entry into higher education,* Pretoria, HSRC Research Report.

Costa, M, & Faria, L, 2017, 'Parenting and parental involvement in Secondary School: Focus group with adolescents' parents', *Paideia,* vol. 27, no. 47, pp. 28 – 36.

Creed, PA, Patton, W, & Bartrum, D, 2004, 'Internal and external barriers, cognitive style and the career development variables of focus and indecision', *Journal of Career Development,* 1 4, 277 – 294.

Creswell, JW, 1994, *Research design: Qualitative and quantitative approaches,* SAGE Publications, London.

Creswell, JW, 2009, *Research design: qualitative, quantitative and mixed methods approaches,* 3rd edn, Sage, London.

Cronin, A, 2015, 'Person Environment Correspondence', viewed 10 June 2018, < https://prezi.com/wjnu9lgytnzb/person-environment-correspondence-theory/ >.

Dabula, P, & Makura, AH, 2013, 'High school students' perception of career guidance and development programmes for university access', *International Journal of Educational Science Research,* vol. 5, no. 2, 89 – 97.

Davidson, J, & Davidson, B, 2004, *Genius denied: How to stop wasting our brightest young minds,* Simon & Schuster, New York.

Deaton, S, 2015, 'Social learning theory in the age of social media: Implications for educational practitioners', *I-managers Journal of Educational Technology,* vol. 12, no. 1, 1–6.

DeFranzo, SE, 2012, The Benefits of Cross-tabulation in Survey Research, viewed 27 January 2018, <https://www.snapsurveys.com/blog/benefits-cross-tabulations-survey-analysis/>.

De Chazal, E, 2017. 'Here's why the Life Orientation syllabus needs a makeover', viewed 19 October 2019, <http://www.huffingtonpost.co.za/emmelie-de-chazal/heres-why-the-life-orientation-syllabus-needs-a-makeover-a-23023643/>.

Department of Arts and Culture, 2005, *Design Indaba Emerging Creative Programme,* Government Printers, Pretoria.

Department of Arts and Culture, 2012, 'Trendsetter Initiative', viewed 10 May 2018, <http://www.dac.gov.za/content/partnership-boost-support-youth-arts-culture-and-heritage-sector>.

Department of Arts and Culture, 2016, *Public Art Development Programme, Guidelines.* Government Printers, Pretoria.

Department of Arts and Culture, 2016, *Mzansi Golden Economy Guidelines,* Government Printers, Pretoria.

Department of Basic Education, 2011, *Curriculum and Assessment Policy Statement Grades 7–9: Life Orientation*, Government Printing Works, Pretoria.

Department of Basic Education, 2016, 'Information for learners: Subject choice and career Pathing', viewed 10 November 2018, <http://www.education.gov.za/Informationfor/Learners/SubjectChoiceandCareerPathing/tabid/980/Default.aspx>.

Department of Education, 2001, *Draft revised National curriculum statement for Grades R-9 (schools),* Formeset Printers Cape, Pretoria.

Department of Education, 2002, *The revised National curriculum statement for Grade R-9 (R-NCS),* Government Press, Pretoria.

Department of Education, 2002b, *Revised national Curriculum Statement Grades R-9 (Schools) Policy Life orientation*, Department of Education, Pretoria.

Department of Education, 2003, *National curriculum statement Grade 10-12. Life Orientation,* Government Printers, Pretoria.

Department of Education, 2008, 'National curriculum statement Grades 10-12 (General): Learning programme guidelines of life orientation', viewed 23 March 2018, <http://www.education.gov.za/Curriculum/FETC/Teachers%20Guide%20Life%20Orientationpdf>.

Department of Higher Education & Training, 2017, 'The National Policy for an Integrated Career Development System for South Africa', viewed 26 October 2018, <http://www.gov.za/sites/www.gov.za/files/40795_gov373.pdf>.

Department of Higher Education & Training & South African Qualification Authority, 2012, *Framework for cooperation in the provision of career development (Information and guidance) services in South Africa.* (Developed by DHET & SAQA, version October 2012).

Department of Labour, 2014, *Basic guide to sector education and training authorities.* Government Printers, Pretoria.

Department of Public Works, 2003, *Growth and Development Summit Agreement,* Government Printers, Pretoria.

Dias, D, 2012, *Students' choice in Portuguese higher education: influences and motivations,* Viewed 4 November 2018 <onlink.springer.com.oasis.unisa.as.za/articles/10.1007/s10212-012-0122-9/fulltext.html>.

Department of Education, 2002, *Revised national Curriculum Statement Grades R-9 (Schools) Policy Life orientation,* Department of Education, Pretoria.

Dornyei, Z, 2007, *Research methods in applied linguistics,* Oxford University, New York.

Drost, EA, 2011, 'Validity and reliability in social science research', Education *Research and Perspective,* vol. 38, no. 1, pp. 105 – 123.

Duarte, ME, 2017, 'Career counselling research-practice disparities: What we know and what we need to know', *South African Journal of Education,* vol. 37, no. (4), pp. 1 – 7.

Duffy, RD, & Sedlacek, WE, 2007, 'What is most important to students' long term career choices: analysing 10-year trends and group differences', *Journal of Career Development,* vol. 34, no. 2, 149 – 163.

Durosaro, I, & Adebanke, NM, 2012, 'Gender as a factor in career choice readiness of senior secondary school students in Ilorin Metropolis of Kwara State, Nigeria', International *Journal of Humanities and Social Science,* vol. 2, no. 14, pp. 109 – 1113.

Du Toit, R, 2005, Review *of labour markets in South Africa. Career guidance and employment services,* HSRC Press, Cape Town.

Du Toit, R, 2018, 'Career information for a changing world. 2nd Annual Career Development Conference: Careers in a changing world, 28-19 June 2018', viewed 29 August 2019, <http://www.cdsstakeholdersonference.weebly.com/uploads/1/1/2/9/112949677.du_toit.pdf>.

Ebersöhn, L, & Eloff, I, 2003, *Life Skills and Assets,* JL Van Schaik, Pretoria.

Ebersöhn, L, & Mbetse, DJ, 2003, 'Exploring community strategies to career education in terms of the asset-based approach: expanding existing career theory and models of intervention', *South African Journal of Education,* vol. 23, no. 4, pp. 323 – 327.

Egbo, JOE, 2015, 'Need for guidance and counselling at the primary school level: Early intervention strategies for school children', *British Journal of Education, vol. 3, no.* 6, pp. 1 – 8.

Eisman, EJ, Dies, RR, Finn, SE, Eyde, LD, Kay, GG, Kubiszyn, TW, Meyer, G. J, & Moreland, KL, 2000, 'Problems and limitations in using psychological assessments in contemporary health care delivery system', *Professional Psychology: Research and Practice,* vol. 3, no. 2, 131 – 140.

Eliana, R, Supriyantini, S, & Tuapattinaja, JMR, 2016, 'Career Maturity Among High School Students in Medan', *Advances in Social Science, Education and Humanities Research,* vol. 81, pp. 231 – 233.

Etikan, I, Musa. SA, & Alkassim, RS, 2016, 'Comparison of convenience sampling and purposive sampling', *American Journal of Theoretical and Applied Statistics,* vol. 5, no. 1, pp. 1 – 4.

Euvrard, G, 1996, 'Career needs of the Eastern Cape pupils in South Africa', *British Journal of Guidance and Counselling,* vol. 24, pp. 113 – 118.

Eyo, MB, Joshua, AM, & Esuong, AE, 2010, 'Attitudes of secondary school students towards guidance and counselling services in Cross River State'. *Edo Journal of Counselling,* vol. 3, no. 1, 87 – 99.

Fatoki, O, & Garwe, D, 2010, 'Obstacles to the growth of new SMEs in South Africa: a principal component analysis approach', *African Journal of Business Management,* vol. 4, no. 5, 729-738.

Feller, RW, 2003, 'Aligning school counselling, the changing workplace, and career development assumptions', *The Professional School Counselling,* vol. 64, no. 4, pp. 262 – 271.

Fernandez, ML, Castro, YR, Otero, MC, Foltz, ML, & Lorenzo, MG, 2006, 'Sexism, vocational goals and motivation as predictors of men's and women career choices', *Sex Role,* vol. 55, pp. 267 – 272.

Flederman, P, 2011, 'A career advice helpline: a case study from South Africa', *International Journal of Education and Vocational Guidance,* vol. 1, pp. 111 – 123.

Fouche, I, 2011, 'The influence of tutorials on the improvement of tertiary students' academic Literacy', *Per Linguam,* vol. 23, no. 1, 45 – 55.

Fowler, J, 1993, *Survey research methods,* 2nd edn, CA: Sage, Thousand Oaks.

Fox, CL, & Buttler, I, (2007), If you don't want to tell anyone else you can tell her: Young people's view on school counselling. *British Journal of Guidance and Counselling, 35*(1), 97 – 114.

Foxcroft, C, 1997, 'Psychological testing in South Africa: perspectives regarding ethical and fair practices', *European Journal of Psychological Assessment,* vol. 13, pp. 229 – 235.

Foxcroft, C, & Roodt, G, 2009, *Introduction to Psychological Assessment: in the South African context,* 3rd edn, Oxford University Press, Oxford, Southern Africa.

Franklin, GF, JD Powell, JD, & Workman, M, 1998, *Digital Control of Dynamic Systems,* Addison Wesley, Reading MA.

Francis, V, 2010, 'A twenty-year review of women's participation within the construction trade sector of the Australian construction industry', viewed 24 July 2019 . <http://www.rics.org/site/download_feed.aspx?fileID=8094&fileExtension=PDF>.

Galvan, AM, & Negrete, A, 2017, 'Responding to Students' Career Development Needs by Promoting Career Literacy', viewed 5 September 2019, <http://www.ncda.org/aws/NCDA/pt/sd/new_article/143755/PARENT/CC_layout_details/false>.

Geldenhys, J, & de Lange, N, 2007, 'Career identities of first year female coloured Students', *South African Journal of Education,* vol. 27, no. 1, pp. 117 – 137.

Gelso, C, & Fretz, B, 2001, *Counselling Psychology,* Wadsworth, Belmont, CA.

Giannantonio, CM, & Hurley-Hanson, AE, 2006,'Applying image norms across Super's career development stages', *Career Development Quarterly,* vol. 54, no. 4, pp. 318 – 330.

Gottfredson, GD, 1999, 'John. L. Hollands' contribution to vocational psychology: a review and evaluation', Journal *of Vocational Behaviour,* vol. 55, pp. 15 – 40.

Gottfredson, LS, 2005, 'Applying Gottfredson's theory of circumscription and compromise in career guidance and counselling', in SD Brown & RW Lent (eds), *Career development and counselling: Putting theory and research to work,* John Willey & Sons, Hoboken, NJ, pp. 71 – 100.

Greenhaus, JH, 2002, 'Career dynamics: comprehensive handbook of psychology', *Industrial and Organisational Psychology,* vol. 12, pp. 519 – 540.

Greenhaus, JH, Callanan, GA, & Godschalk, VM, 2010, *Career management,* 4th edn, Sage, Los Angeles.

Grossen, S, Grobler, A, & Lacante, M, 2017, 'Repeated retention or dropout? Disputing Hobson's choice in South African townships schools', *South African journal of Education,* vol. 37, no. (2), pp. 1 – 11.

Groves, RM, 2006, 'Non-response rate and no-response bias in household surveys', *Public Opinion Quarterly,* vol. 70, no. 5, pp. 646 – 675.

Guichard, J, 2009, 'Self-constructing', *Journal of Vocational Behaviour,* vol. 73, no. 3, pp. 251 – 258.

Gupta, J, 2017, 'Why Career Counselling is important in schools?, viewed 20 October 2018, <https://www.entrepreneur.com/article/288705>.

Hartel, C, Mosia, D, & Steyn, M, 2013, 'Secondary school teachers understanding, to and implementation of Life Orientation', *Journal of Educational Studies,* vol. 12, no. 20, pp. 156 – 172.

Helwig, AA, 2008, 'From childhood to adulthood: a 15-year longitudinal career development study', *The Career Development Quarterly,* vol. 57, no. (1), pp. 38 – 50.

Holland, JL, 1992, *Making vocational choices,* 2nd edn, Psychological Assessment Resources, Odessa, FL.

Hoorn, C, 2013, 'Career maturity among first year university students in commerce faculty at a tertiary institution in the Western Cape, MA mini-thesis, University of Western Cape, Western Cape.

Horn, G, 2006, 'Educational solution to improve the employability of Senior High School Learners', *South African Journal of Education,* vol. 26, no. 1, pp. 113 – 128.

Howell, DC, 2004, *Fundamental Statistics for the behavioural sciences,* 5th edn, Thomson, Belmont.

Hughes, D, 2016, 'The impact of career education and how it shapes young people's academic achievement and employment outcomes', Research Report, University of Warwick's Institute for Employment Research, viewed 28 June 2019, <https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match/>.

Ireh, M, 2000, 'Career development theories and their implications for high school career guidance and counselling', *The High School Journal, vol. 83, no.* 2, pp. 28 – 40.

Isaac, OO, & OyakaMopelola, O, 2014, 'The effects of parental influence on adolescence career choice in Badagry Local Government area of Lagos State, Nigeria', *IOSR Journal of Research and Method in Education, vol. 4, no* 4, 44 – 57.

Jackson, S, L, 2009, *Research Methods and Statistics: A Critical Thinking Approach,* 3rd edn, Wadsworth

Jacobs, A, 2011, 'Life Orientation as experienced by learners: a qualitative study in North-West Province, *South African Journal of Education,* vol. 31, pp. 212 – 223.

Jacobs, M, 2015. 'An investigation of the use of NBTs in the placement of first year students in Sciences', viewed 2 May 2018, <http://www.uir.unisa.ac.za/bitstream/handle/10500/22439>.

Jaffer, F, & Garraway, J, 2016, 'Understanding gaps between students and staff perceptions of university study in South Africa: a case study', *Journal of Students Affairs in Africa, vol. 4,* no. 1, pp. 65 – 76.

Jagran, J, 2017, *Celebrities' Good or Bad Role Models,* viewed 24 October 2018, <http://www.jargranjosh.com/articles/celebrities-good-or-bad-role-models-1504246737-1>.

Jenschke, B, 2004, 'Career guidance challenges for the new century under an international perspective', *International Association Education and Vocational Guidance,* vol. 4, no. 1, 1 – 12.

Jonck, P, 2015, 'Learners' suggestion on improving the subject reference to career guidance: a South African case study', *Mediterranean Journal of Social Sciences,* vol. 6, no. 1, pp. 11 – 19.

Kaneez, BS, & Medha, K, 2018, 'Factors Influencing Grade 10 Students' Career Choice in Mauritius', *International Journal of Academic Research in Progressive Education and Development,* vol. 7, no. 2, 30 – 44.

Katoch, SK, 2016, 'Career maturity among senior secondary school students', *Scholarly Research Journal for Humanity Science and English Language,* vol. 4, no. 24, 6436–6448.

Ka Mhlanga, T, 2015, 'Indoni: my heritage, my pride', viewed 4 May 2017, <www.vukadarkie.com/indoni-my-heritage-my-pride>.

Karpenko, K, 2013, 'New reproductive technologies and politics of choice', The Third International Conference "The Future of Education", 13-14 June, Florence, Italy.

Karthwohl, RA, 1993, *Methods of educational and social science research: an integrated approach,* Longman, White Plains, NY.

Kazi, AS, & Akhlaq, A, 2017, 'Factors Affecting Students' Career Choice', *Journal of Research and Reflections in Education,* vol. 2, pp. 187 – 196.

Keller, BK, 2004, *Parental behaviours that influence adolescents career development,* University of Washington, USA

Khan, A, 2018, 'Career counselling and its importance for school counsellor', viewed 29 March 2019, <https://www.jagranjosh.com/articles/importance-of-career-counselling-and-career-coaching-1492425638-1>

Khan, RMA, Iqbal, N, & Tasneem, S, 2015, 'The influence of parents' educational level on secondary school students' academic achievements in district Rjanpur', *Journal of Education and Practice,* vol. 6, no. 16, pp. 76 – 79.

Khoo, K, Ban, TK, Neng, C Y, Hooi, BK, & Joan, CY, 2015, 'Students Choices of choosing Colleges and Course of Study in Penang', *ABC Research Alert,* vol. 3, no. 1, pp. 1 – 7, viewed 2 June 2018, <http://www.abcreal.weebly.com>.

Kothari, CR, 2004, *Research methodology: methods and techniques,* 2nd edn, New Age International limited, New Delhi.

Kimova, S, Budaeva, B, & Dagbaeva, S, 2016, 'On the High School Career Guidance in Secondary Schools in the Trans-Baikal Territory', *Indian Journal of Science and Technology, vol. 9, no.* 14, pp. 1 – 8.

King, M, 2016, 'From school to university: pupils face critical challenges', *Mail & Guardian 2 March 2016*, viewed 3 August 2018, <https://mg.co.za/article/2016-03-02-from-school-to-university-pupils-face-critical-challenges>.

Kintrea, K, St-Clair, R, & Houston, M, 2011, 'The influence of parents, places and poverty on educational attitudes and aspirations', viewed 12 June 2018, <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/young-people-education-attitudes-full.pdf>.

Kretzmann, JP, & McKnight, JL, 1993, *Building communities from the inside out: a path toward finding and mobilizing a community's assets,* ACTA, Chicago.

Krumboltz, JD, Mitchell, A, & Gelatt, HG, 1975, 'Applications of social learning theory of career selection', *Focus on Guidance,* vol. 8, no. 3, pp. 1–16.

Krumboltz, JD, 1990, 'Helping individuals change dysfunctional career beliefs', Paper presented at the annual convention of the American Association for Counselling and Development. Cincinnati, OH.

Krumboltz, JD, 1992, 'Thinking about careers', *Contemporary Psychology,* vol. 37, p.113.

Lamprecht, C, 2002, *Information given to the authors during a personal communication,* 2002.

Langley, R, 1990, 'The South African Work Importance Study', in. DE Super & B Sverko (eds), *Career development in international perspective*, Jossey-Bass, New York, pp. 62 – 74

Langley, R, Du Toit, R, & Herbst, DL, 1996, *Manual for the career development questionnaire (CDQ).* Human Science Research Council, Pretoria.

Langley, GJ, Nolan, KM, Nolan, TW, Norman, L, & Provost, LP, 1996, *The improvement guide,* Jossey-Bass, San Francisco.

Leedy, PD, & Ormrod, JE, 2010, *Practical research: Planning and design*, 9th edn, Upper Saddle River, NJ: Practice Hall, Upper Saddle River, NJ.

Legotlo, MW, 2014, 'Challenges and issues facing the Education System in South Africa', viewed 3 November 2018, <http://www.ai.org.za/products-page/product-category/challenges-and-issues-facing-the-education-system-in-south-africa\>.

Leiner, DJ, 2016, 'Our researchers' breath lives on convenience samples. A case study of the online participants', *Studies in Communication Media,* vol. 5, no. 4, pp. 367–396.

Levinson, EM, Ohler, DL, Caswell, S, & Kiewra, K, 1998, 'Six approaches to the assessment of career maturity', *Journal of Counselling and Development,* vol. 76, pp. 475 – 482.

Lewine, R, 2013, 'Self-knowledge in the classroom', *Observer Magazine 20 December 2012,* 10 May 2019, <https://www.psychologicalscience.org/observer/self-knowledge-in-the-classroom>.

Loan, DT, & Van, N, 2015, 'Career guidance in secondary schools: a literature review and strategic solutions for Vietnamese rural areas', *American International Journal of Social Sciences,* vol. 4, no. 5, pp. 135 – 143.

Lounsbury, JW, Steel, RP, Gibson, LW, & Drost, AW, 2008, 'Personality traits and career satisfaction of human resource professionals', *Human Resource Development International,* vol. 11, no. 4, pp. 351 – 366.

Luca, F, 2011, *Gender differences in education: Career choice and labour market outcomes on a sample of OECD countries, North Carolina* . World Development Report. Gender equality and Development. Background Paper, 1-39.

Maarman GJ, & Lamont-Mbawuli, K, 2017, 'A review of challenges in South African education and possible ways to improve educational outcome as suggested by decades of research' *Africa Education Review*, vol. 14, no. 3-4, pp. 263 – 289.

Magnuson, CS, & Starr, MF, 2000, 'How early is too early to begin life career planning? The importance of Elementary School Years', *Journal of Career Development,* vol. 27, pp. 89 – 101.

Mahlangu, V, 2011, 'Dilemma of school districts in managing career counselling in South Africa', *Journal of Emerging Trends in Educational Research and Policy Studies,* vol. 2, no. 4, pp. 239 – 245.

Maila, P, & Ross, E, 2018, 'Perceptions of disadvantaged rural matriculants regarding factors facilitating and constraining their transition to tertiary education', *South African Journal of Education,* vol. 38, no. 1, pp. 1 – 12.

Makoni, M, 2010, 'South Africa: Career guidance for higher education', *University World News 58,* 18 July.

Makwakwa, T, 2017, 'Youth unemployment in SA - The curse and the solution', viewed 19 January 2018, <https://www.huffingtonpost.co.za/thabo-makwakwa/youth-unemployment-in-sa-the-curse-and-the-solution_a_23261969/>.

Maree, JG, & Beck, G, 2004, 'Using various approaches in career counselling for traditionally disadvantaged (and other) learners: Some limitations of a new frontier', *South African Journal of Education,* vol. 24, no. 1, pp. 80 – 87.

Maree, JG, & Molepo, JM, 2007, 'Changing the approach to career counselling in a disadvantaged contexts: A case study', *Australian Journal of Career Development,* vol. 16, no. 3, pp. 62 – 70.

Maree, JG, 2009, 'Career Counselling in the 21st century: South African institutions of higher education at crossroads', *South African Journal of Higher Education,* vol. 23, no. 3, pp. 436 – 458.

Maree, K, 2010, *Career counselling: Methods that work,* Juta and Company Ltd, Cape Town.

Maree, JG, 2012, 'Career counselling in South African institutions of higher learning in the 21st century: Rediscovering the potential of qualitative approaches', *South African Journal of Higher Education,* vol. 26, no. 3, pp. 661 – 669.

Maree, JG, 2018, 'Promoting carer development and life design in the early years of a persons' life', *Early Child Development and Care,* vol. 188, no. 4, 425 – 436.

Masuku, S, 2018, 'Motion for Life Orientation to be university credited', *Daily News, 22 March 2018, reviewed* 20 February 2019, <https://www.iol.co.za/dailynews/motion-for-life-orientation-to-be-university-credited-13984208>.

Matsolo, MJ, Ningpuanyeh, WC, & Susuman, AS, 2018, 'Factors affecting the enrolment rate of students in higher education institutions in the Gauteng Province', *South Africa Journal of Asian and African Studies,* vol. 53, no. 1, 64 – 80.

Mbagwu, MI, & Ajaegbu, OO, 2016, 'Influence of Parents Educational Background on career choice of teenagers among senior secondary school students in Owem', *Edorium Journal of Psychology,* vol. 2, pp. 14 – 20.

Mbetse, DJ, 2002, *The development of an intervention strategy for career education in Bushbuckridge,* M Ed dissertation, University of Pretoria, South Africa, Pretoria.

McKay, DR, 2018, 'Career development: What it is and what factors influence it', viewed 28 July 2019, <http://www.thebalancecareers.com/what-is-career-development-525496>.

McKillop, E, & Moorisi, P, 2016, 'Career development of English female head-teachers: influences, decisions and perceptions', *School Leadership and Management,* vol. 37, no. 4, pp. 334 – 353.

McMahon, M, Watson, M, & Patton, W, 2015, 'The systems theory framework of career development: applications to career counselling and career assessment', *Australian Journal of Career Development,* vol. 24, no. 3, pp.148 –156.

McNally, S, 2016, 'How important is Career Information and Advice? Students' Decisions about their Education can be, but are not always, Improved by providing them with more Information', viewed 20 September 2017, <https://wol.iza.org/uploads/articles/317/pdfs/how-important-is-career-information-and-advice.pdf>.

Meny-Gilbert, S, 2018, 'SA Learners too Old for School', viewed 2 June 2019, <https://mg.co.za/article/2010-07-02-sa-learners-too-old-for-school>.

Mhlanga, PP, 2011, 'The significance of career guidance for High School learners', viewed 3 March 2017, <www.ngopulse.org/article/significance-career-guidance-high-shool-learners>.

Miles, J, 2008, 'The impact of a career development programme on career maturity and academic motivation', MA dissertation, Grahamstown Fort Hare University, South Africa.

Miles, J, 2017, 'The impact of a career intervention programme on South African Grade 11 learners' career decision-making self-efficacy', *South African Journal of Psychology,* vol. 47, no. 2, pp. 209 – 221.

Mills, B, Govender, I, & Hugo, J, 2015, 'Experiences of general practitioners in the Ga-Rankuwa and Mabopane areas in dealing with patients who have sexual problems', *African Journal of Primary Health Care and Family Medicine,* vol. 7, no. 1, pp. 1 – 8.

Modiba, M, 2012, 'Imbizo-My Debate: University Stampede Shows Lack of Career Guidance', *The New Age.*

Modisaotsile, BM, 2012, *The failing standard of Basic Education in South Africa,* Africa Institute of South Africa, Pretoria.

Moeketsi, L, 2013, 'South African education has promises to keep and miles to go', *Kappan Magazine, vol. 94, no.* 6, pp. 74 – 75.

Mokeki, L, 2018, 'Career Development Services Presentation, DHET', viewed 3 June 2019, <http://www.bridge.org.za/wp-content/uploads/…/cds-presentation-PSAceess-COP.ppt>.

Motala, E, & Vally, S, 2010, 'Class "race" and state in post-apartheid eduction', in Kelsh, D, Hill, D, & Macrine, S (eds), *Class in Education: Knowledge, Pedagogy Subjectivity,* Routledge, New York, pp. 87 – 107.

Motshekga, A, 2010, 'National Council of provinces debate', viewed 15 July 2017, <http://www.gov.za/address-minister-basic-education-mrs-angie-motshekga-mp-national-council-provices-occasion-debate>.

Mudhovosi, P, & Chireshe, R, 2012, 'Socio-demographic factors influencing career decision-making among undergraduate psychology students in South Africa', *Journal of Social Sciences,* vol. 31, no. 2, pp. 167 – 176.

Mullin, J,2009, 'Career planning second time around', viewed 27 August 2017, <http://www.bls.gov/opub/009/2009/summer/art02.pdf>.

Mutekwe, E, & Modiba, M, 2012, 'An evaluation of the gender sensitive nature of selected textbooks in the Zimbabwean secondary school curriculum', *Anthropologist, vol.14, no.* 4, pp. 365 – 373.

Mzindle, DN, 2013, 'High school learners' experiences of life orientation as a teaching subject with reference to the new curriculum framework', *Online Journal of Educational Research,* vol. 3, no. 2, pp. 29 – 42.

National Treasury 2011, 'Confronting youth unemployment: Policy options for South Africa', viewed 5 July 2019, <http://www.africaeconomicoutlook.org/fileadmin/uploads/aeo/PDF/Confronting%20youth%20Unemployment%20Policy%20Options.pdf>.

National Youth Development Agency 2015, 'National Youth Policy 2015-2020 April 2015, viewed 3 February 2019, <https://www.goc.za/sites/default/files/NationalYouthPolicy.pdf>.

Ndebele, C, Van Heerden, J, & Chabaya, O, 2013, 'Development and implementation of a mentoring programme at a historically disadvantaged South African University', J*ournal of Social Science,* vol. 34. No. 2, pp. 123 – 133.

Ngesi, MJ, 2003, 'A study of systematic processes influencing educational change in a sample of isiZulu medium schools', (PhD Thesis (Unpublished), University of Natal, Pietermaritzburg, South Africa.

Ngoepe, M, Mojapelo, S, Ngoepe, N, & Van der Walt, T, 2017, 'Bridging the information gap through career expos to rural school learners in Makgabeng Village in the Limpopo Province in South Africa', *Innovation,* vol. 55, pp. 26 – 41.

Nkoane, MM, & Alexander, G, 2010, 'Interrogating narrative approaches: Career Counselling in South Africa', Journal *of Psychology in Africa, vol. 20, no.*3, pp. 429 – 436.

Nkosi, M, 2016, 'Is South Africa's education system really in crisis?, *BBC News 29 January 2016,* viewed 2 July 2018, <http://www.bbc.com/news/world-africa-35427853>.

Nondo, G, 2017, 'When you write, you are not expected to come from your home: analyzing fateful moments as a reclaiming of self in a historically white university', *South African Journal of Higher Education,* vol. 31, no. 2, pp. 192 – 210.

Obiunu, JJ, & Ebunu, OR, 2010, 'Factors affecting career development of senior secondary school students in Ethiopa east local government area, Delta State, Nigeria', *Educational Research,* vol. 1, no. 11, pp. 594 – 599.

Obiunu, JJ, & Ebunu, OR, 2013, 'Situational factors as correlates of Secondary school adolescent students' career choice in Ethiope East Local Government are of Delta State', *International Review of Social Science and Humanities,* vol. 5, no. 2, pp. 106 – 114.

Obura, CA, & Ajowi, JO, 2012, 'Students' perceptions of careers: the influence of academic performance and self-efficacy in Kisumu Municipality', *Modern Science Journal, vol. 1, no.* 1, pp. 56 – 93.

Ogunsanwo, MA, 2000, 'The use of occupational information by counsellor', *Journal of Counselling Association Nigeria,* vol. 18, no. 1, pp. 88 – 96.

Olaminde, SO, & Olawaiye, SO, 2013, 'The factors determining the choice of career among Secondary school students', *The International Journal of Engineering and Science, vol.2, no.* 6, pp. 2319 – 1805.

Oliver, LW, & Whiston, SC, 2000, 'Internet career assessment for the new millennium', *Journal of Career Assessment,* vol. 8, no. 4, pp. 361 – 369.

Omair, A, 2016, 'Selecting the appropriate study design for your research: descriptive study designs', *Journal of Health Specialities,* vol. 3, no. 3, pp. 153 – 156.

Oppenheim, AN, 1992, *Questionnaire design, interviewing and attitude measurement,* Pinter Publishers Limited, London.

Osa-Edoh, GI, & Alutu, ANG, (2011), 'Parents' socio-economic status and its effect in Students' educational values and vocational choices', *European Journal of Educational Studies,* vol. 3, no. 1, pp. 11 – 21.

Oye, N,D, Obi, MC, Mohd, TN, & Bernice, A, 2012, 'Guidance and counselling in Nigerian Secondary Schools: the role of ICT', *Journal of Modern Education and Computer Science, vol. 8,* pp. 26 – 33.

Oztemel, K, 2016, 'Five factor personality characteristics and self-esteem as predictors of personal indecisiveness', *I-U Journal of Education,* vol. 31, no. 1, pp. 112 – 124.

Palmer, DJ, Stough, LM, Burdenski, TK, & Gonzales, M, 2005, 'Identifying teacher's expertise: an examination of researcher's decision making', *Educational Psychologist,* vol. 40, pp. 13 – 25.

Parsons, F, 1909, *Choosing a vocation,* Houghton Mifflin, Boston.

Pascual, NT, 2014, 'Factors affecting high school student's career preferences: a basis for career planning programme', *International Journal of Sciences: Basic and Applied Research,* vol. 16, no. 1, pp. 1 – 14.

Patalano, AL, & LeClair, Z, 2011, 'The influence of group decision making on indecisiveness related decisions confidence', *Judgement and Decision Making,* vol. 6, no. 1, pp. 163 – 175.

Pather, S, Noodien-Fataar, N, Cupido, X, & Mkonto, N, 2017, 'First year students' experience of access and engagement at a University of Technology', *Journal of Education,* vol. 69, pp. 161 –184.

Perrone, KM, Sedlacek, EW, & Alexander, MC, 2001, 'Gender and ethnic differences in career goal attainment', *Career Development Quarterly, vol. 50, no.* 2, 168 – 178.

Peterson, GW, Sampson, J P, & Reardon, RC, 1991, *Career development and services: a cognitive approach,* Brooks/Cole, Pacific Grove, CA.

Pillay, J, 2012, 'Keystone Life Orientation (LO) teachers, implications for educators, social and cultural context', *South African Journal of Education,* vol. 32, pp. 197 – 177.

Pines, AM, & Yanai, OY, 2001. Unconscious determinants of career choice and burnout: theoretical model and counselling strategy', *Journal of Employment Counselling,* vol. 38, pp. 170 – 184.

Polit, DF, & Hungler, BP, 1997, *Nursing research: Principles and methods*, 5th edn, Philadelphia, Lippincott.

Powell, GN, 1999, *Handbook of gender and work,* Sage, Thousand Oaks, CA.

Prinsloo, E, 2007, 'Implementation of life orientation programmes in the new curriculum in South African Schools: perceptions of principals and life orientation teachers', *South Africa Journal of Education,* vol. 27, no. 1, pp. 155 – 170.

Pym. J, & Kapp, R, 2013, 'Harnessing agency: towards a learning model for undergraduate students', *Studies in Higher Education,* vol. 38, no. 2, pp. 272 – 284.

Quona, JJV, Torre, JFD, Japitan, WI, & Moneva, JC, 2019, 'Factors influencing on Grade 12 students' chosen courses in Jagobiao National high school – senior high school department', *International Journal of Scientific and Research Publications,* vol. 9, no. 1, pp. 421 – 431.

Rahman, AMA, & Atan, NJM, 2013, 'A guidance and counselling model practiced within Malaysian schools', *International Journal of Education and Research,* vol. 1, no. 4, pp. 1 – 12.

Rawatlal, KV, & Pillay, S, 2017, 'Career counselling intervention efficacy with South African University students', *Journal of Psychology in Africa, vol. 27,no.* 6, pp. 569 – 572.

Reddan, G, & Rauchle, M, 2012, 'Students' perceptions of the value of career development learning to a work integrated learning course in exercise science', *Australian Journal of Career Development,* vol. 21, no. 1, 38 – 48.

Rivera. A J, 2016, 'Management career planning: organisation and methods', viewed 23 March 2018, <http://www.cleverism.com>.

Rivera, LM, & Schaefer, MB, 2009, 'The Career Institute: a collaborative Career Development program for Traditionally Underserved Secondary (6-12) School Students', *Journal of Career Development,* vol. 33, pp. 406 – 423.

Roberts, P, Priest, H, & Traynor, M, 2006, 'Reliability and validity in research', *Nursing Standard,* vol. 20, no. 44, pp. 41 – 45.

Robinson, L, & Diale, B, 2017, 'Through the eyes of children: exploring grade 7 career Aspirations', *South African Journal of Childhood Education,* vol.7, no. 1, pp. 1 – 13.

Rooth, E, 2005, An investigation of the status and practice of life orientation in South African Schools in two provinces', viewed 29 July 2017, <etd.uwc.ac.za/usrfiles/modules/etd/docs/etd-init-1920-117715444.pdf>.

Roux, IE, 2002, 'Effective educators are culturally competent communicators', *Intercultural Education,* vol. 12, no. 1, 37 – 48.

Rowland, KD, 2004, 'Career decision-making skills of High School students in the Bahamas', *Journal of Career Development,* vol. 31, no. 1, pp. 1 – 13.

Rural Development and land Reform, 2012, *Comprehensive Rural Development Programme,* Pretoria: South African Year Book, 2012/2013.

Safi, MA, & Nasrallah, R, 2017, 'Knowledge and attitude of oral health among caregivers in nursing homes for elderly in Ga-Rankuwa, South Africa: a cross-sectional study', viewed 23 November 2018, <http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-36356 .

Salami, SO, 2004, 'A part model to examine factors influencing career orientation of school going adolescents in Nigeria', *International Journal of Advanced Counselling,* vol. 26, no. 1, 79 – 94.

Salami, SM, 2008, 'Roles of personality, vocational interests, academic achievement and socio-cultural factors in educational aspirations of secondary school adolescents in south Western Nigeria', *Career Development International,* vol. 13, no. 7, 630 – 647.

Sampson, JP, 1999, 'Integrating internet-based distance guidance with services provided in career centres', *Career Development Quarterly,* vol. 47, pp. 243 – 254.

Sampson, JP, Reardon, RC, Peterson, GW, & Lenz, JG, 2004, *Career counselling and services: a cognitive information processing approach,* Brooks/Cole-Thompson Learning, Belmont, CA.

Savickas, ML, 1994, Measuring career development: Current status and future directions. *Career Development Quarterly,* vol. 43, pp. 54 – 62.

Savickas, ML, 1997, 'Career adaptability: an integrative construct for life-span, life-space theory', *Career Development Quarterly,* vol. 45, no. 3, pp. 247 – 29.

Savickas, ML, 2005, 'The theory and practice of career construction', in SD Brown & R T Lent, (Eds.), *Career development and counselling: Putting theory and research to work,* Wiley, Hoboken NJ, pp. 42 – 70.

Savickas, ML, 2011, *Career counselling,* American Psychological Association, Washington DC.

Sarwar, A, & Azmat, A, 2013, 'Factors having impact on the career decisions: study of business graduates in Pakistan', *Business Management Dynamics,* vol. 2. No. 7, 9 – 19.

Seabi, J, Alexander, D, & Maite, O, 2010, 'Parental involvement in career development among disadvantaged adolescents', *Journal of Psychology in Africa, vol. 20, no.* 3, pp. 491 – 495.

Sedibe, M, 2011, 'Inequality of access to resources in previously disadvantaged South African High Schools', *Journal of Social Sciences,* vol. 28, no. 2, 129 – 135.

Senthilnathan, S, 2019, 'Usefulness of Correlation Analysis', *SSRN Electronic Journal,* vol. 10, no. 3, 345.

Sharf, RS, 1997, 'Applying career guidance terms. A national vocational guidance association perspective', *Vocational Guidance Quarterly,* vol. 31, pp. 137 – 143.

Shefer, T, 2011, 'Adolescence', in L. Swartz, C. De la Rey, N. Duncan, L. Townsend & V. O'Niel (eds), *Psychology: An introduction* 3rd edn, Oxford University Press, Cape Town.

Shuell, T. 1996, *Teaching and learning in a classroom context: handbook of Educational Psychology,* Macmillan, New York.

Shumba, A, & Naong, M, 2012, 'Factors influencing students' career choice and aspirations in South Africa', *Journal of Social Science,* vol. 33, no. 2, pp. 169 – 178.

Smith, B, 2005, 'Serving students online: enhancing their learning experience', *New Directions for Student Services,* vol. 112, pp. 15 – 24.

Smith, S, Wood, L, & Neethling, M, 2015, 'Helping learners think more hopefully about life after school. The usefulness of participatory visual strategies to make career education more contextually relevant', *Perspectives in Education,* vol. 33, no. 2, 121 – 139.

South African Qualification Authority (SAQA), 2009, 'Career guidance challenges and Opportunities', viewed 5 June 2017, <https/www.saqaorg.za/docs/genpubs/2009/career_guidance.pdf>.

Stauffer, SD, Perdrix, S, Masdonati, J, Massondi, K, & Rossier, J, 2013, 'Influence of clients' personality and individual characteristics on the effectiveness of a career counselling intervention', *Australian Journal of Career Development,* vol. 22, no. 1, pp. 4 – 13.

Statistics South Africa, 2012, *Quarterly Labour Force Survey,* Government Printers, Pretoria.

Statistics South Africa, 2017, *Mid-year population estimates,* Government Printers Africa, Pretoria.

Statistics South Africa, 2018, 'Mid-year population estimates', viewed 7 November 2017, < http://www. stassa.gov.za/publicatons/P0302/P03022018.pdf>.

Steiner, P, 2014, 'The Impact of the Self-Awareness Process on Learning and Leading', viewed 7 July 2017, <http://www.nebhe.org/thejournal/the-impact-of-the-self-awareness-process-on-learning-and-leading/>.

Steyn, G,M, 2018, 'Leading a once underperforming South African School in a challenging community to a successful school', *Gender and Behaviour,* vol. 16, no. 1, pp. 10784 – 10801.

Stringer, K, Kerpelman, J, & Skorikov, V, 2011, 'Career preparation: a longitudinal, process-oriented examination', *Journal of Vocational Behaviour,* vol. 79, no. 1, pp. 158 – 169.

Suegnet, S, Wood, L, & Neethling, M, 2015, 'Helping learners think more hopefully about life after school: the usefulness of participatory visual strategies to make career education more contextually relevant', *Perspectives in Education, vol. 33, no.* 3, pp. 121 – 140.

Sultana, RG, 2014, 'Pessimism of the intellect, optimism of the will? Troubling the relationship between career guidance and social justice', *International Journal of Vocational Guidance,* vol. 14, pp. 5 – 19.

Sultana, RG, & Watts, AG, 2008, 'Career guidance in the Middle East and North Africa', *International Journal of Education and Vocational Guidance,* vol, 8, pp. 19 – 34.

Super, DE, 1951, 'Vocational adjustment: Implementing a self-concept', *Occupations,* vol. 30, pp. 88 – 92.

Super, DE, 1957, *The psychology of careers,* Harper & Row, New York.

Super, DE, 1963, 'Self-concepts in vocational development', in DE Super (ed), *Career development: Self-concept theory,* College Entrance Examination Board, New York, pp. 1- 26.

Super, DE, 1974, *Measuring vocational maturity for counselling and evaluation,* National Vocational Guidance Association Washington DC.

Super, D E, 1980, 'A life-span, life span approach to career development', *Journal of Vocational Behaviour,* vol. 13, pp. 282-298.

Super, DE, 1990, 'A life-span, life-space approach to career development', in D, Brown, L, Brook, et al. (eds), *Career choice and development: Applying contemporary theories to practice,* 2nd edn, Jossey-Bass, San Francisco, CA, pp. 197 – 261.

Super, DE, Savickas, ML, & Super, CM, 1996, 'The life-span, life-space approach to Careers', in D, Brown, & L. Brooks (eds), *Career choice and development,* 3rd edn, Jossey-Bass, San Francisco, pp. 121 – 178.

Sustein, C, 2005, 'Cultural transmission theory and its enculturation effects on children's development of social roles', *Journal of Sociology and Anthropology,* vol. 16, pp. 27 – 31.

Talib, JA, Salleh, A, Amat, S, Ghavifekr, S, & Ariff, AM, 2015, ,'Effect of career education module on career development of community college students', *International Journal of Vocational Guidance,* vol. 15, pp. 37 – 55.

Tan, E, 2002, 'Career Guidance in Singapore Schools' *The Career Development Quarterly,* vol. 50, no. 3, pp. 257 – 263.

Tang, MT, Pan, W, & Newmeyer, MD, 2008, 'Factors influencing high school students career aspirations', *Professional School Counselling,* vol. 11, no. 5, pp. 285 – 295.

Tavakol, M, & Dennick, R, 2011, 'Making sense of Cronbach's Alpha', *International Journal of Medical Education,* vol. *2*, pp. 53 – 55.

Taylor, S, & Van der Berg, RBS, 2011, 'Low quality education as a poverty trap in South Africa. Research Paper', viewed 23 November 2019, <policyresearch.limpopo.gov.za/handle/123456789/795>.

Thornton, RL, 2008, 'The Demand for, and Impact of, Learning HIV Status', *American Economic Review*, vol. 98, no. 5, pp. 1829 – 63.

Timmey, M, & Chapman, V, 2012, 'Career counselling first-generation students at a South African University: Reflections on challenges and successes', viewed 3 March 2017, <http://www.goinglobal.com/articles1177/>.

Tomaskovic-Devey, D, Leiter, J, & Thompson, S, 1994, 'Organizational survey non-response', *Administrative Science Quarterly,* vol. 39, no. 4, pp. 100-104.

Tough, P, 2012, *How children succeed: Grit, curiosity and the hidden power of character,* Houghton Mifflin Harcourt, Boston: MA.

Udoh, NA, & Sanni, KB, 2012, 'Parental background variables and the career choice of Secondary school students in Uyo Local Government Area, Nigeria', *Mediterranean Journal of Social Sciences,* vol. 3, no. 1, 497 – 504.

Usinger, J, 2005, 'Parents/guardian visualisation of career and academic future of seventh graders enrolled in low-achieving schools', *The Career Development Quarterly,* vol. 53, pp. 234 – 245.

Uviebinene, A, 2020, 'The importance of role models in shaping a young professional'', viewed 23 March 2020, <https://www.ft.com/content/80718674-ef38-11e9-a55a-30afa498db1b>.

Van Zyl, A, 2016, 'The contours of inequality: the links between socio-economic status of the students and other variables at the University of Johannesburg', *Journal of Students Affairs in Africa,* vol. 4, no. 1, pp. 1 – 16.

Venable, M, 2007, 'Online Career Services: What college students want and expect?*',* Roundtable session presented at the 23rd Annual Conference on Distance Teaching and Learning. National Career Development Association: Seattle, WA.

Vigurs, K, 2017, 'The evidence base for career website', viewed 23 November 2018, <https://cica.org.au/wp-content/uploads/The-evidence-base-for-careers-webistes-careers-Enterprise-Company-.pdf>.

Vuorinen, R, 2010, 'Career education in Finland – Recent trends and challenges', Paper delivered to a seminar held in Gyeongju, Korea, 20 May 2010.

Waller. C, Wheaton, P, & Asbury, N, 2016, 'Mechanism for inspiring action in South African Youth', *African Evaluation Journal,* vol. 4, no. (1), pp. 1 – 10.

Watson, M, 2010, 'Career psychology in South Africa: addressing and redressing social Justice', *Australian Journal of Career Development,* vol. 19, no. 1, pp. 24 – 29.

Watson, M, McMahon, M, & Longe, P, 2011, 'Occupational interests and aspirations of rural black South African children: considerations for theory, research and practice', *Journal of Psychology in Africa,* vol. 21, no. 3, 413 – 420.

Watts, AG, & Dent, G, 2008, (In press), 'The evolution of national distance guidance services: trends and challenges', *British Journal of Guidance and Counselling,* vol. 36, no. 4, 455 – 465.

Whiston, SC, 2003, 'Career Counselling: 90 years old yet still healthy and vital', *The Career Development Quarterly,* vol. 52, pp. 35 – 42.

Whiston, S. C, LIY, Goodrich Mitts, N, & Wright, L, 2017, 'Effectiveness of career choice interventions: a meta-analytic replication and extension', *Journal of Vocational Behavior,* vol. 100, pp. 175–184.

Whitaker, A, 2007, 'How core values and family of origin impact your career', viewed 28 June 2018, < http://www.counseloncall.com/media/Personal_Vision_Series_Article_6-pdf>.

Williamson, EG, 1949, *Counselling adolescents,* McGraw-Hill, New York.

Winter, D, 2009, 'The theory of work adjustment', viewed 2 March 2018, <https://careersintheory.files.wordpress.com/2009/10/theories_twa.pdf>.

Wood, C, & Dahl, H, 2015, 'Individualised career plans: helping youth create success school to work transitions', in P. Hartung, M. Savickas & B. Walsh (eds), *APA Handbook of Career Interventions,* APA, Washington, DC.

Woosley, S.A, & Shepler, MA, 2011, 'Understanding the early integration experiences of first-generation college students', *College Student Journal,* vol. 45, no. 4, pp. 700 – 714.

World Bank Report, 2014, *World Bank Annual Report 2014.* World Bank, Washington, DC.

Wright, SCD, & Maree, JE, 2007, 'First year Baccalaureate nursing students: reasons or drop-out?' *South African Journal of Higher Education,* vol. 21, no. 5, pp. 596 – 609.

Wunderlich, T, 2006, 'Cyber Career Centre: Putting High-tech and high touch together', Presentation at National Association of Colleges and Employers Webinar.

Yean, T F, & Yahya, KK, 2011, 'Personality traits and career strategies as determinants of career satisfaction', *Journal of Pengurusan,* vol. 33, pp. 53 – 59.

Yu, D, 2013, 'Youth unemployment in South Africa revisited', *Development Southern African,* vol. 30, no. 4, pp. 545 – 563.

Zafar, M, 2019, 'Career guidance in career planning among Secondary school students', *Asian Journal of Education and Social Studies,* vol. *5*, no. 1, 1 – 8.

Zunker, VG, 1998, *Career counselling,* 5th edn, Brooks/Cole, Pacific Grove, CA.

Zunker, VG, 2012, *Career counselling: a holistic approach,* 8th edn, Brooks/Cole, Belmont, CA.

Zunker, VG, 2016, *Career counselling: a holistic approach,* 9th edn, Cengage Learning, Boston, MA.

APPENDIX

8 APPENDIX A
SELF-STRUCTURED QUESTIONNAIR
QUESTIONNAIRE BOOKLET

In this booklet you will find statements people use to describe their attitudes, opinions, interests and other personal feelings.

Read each statement carefully without spending too much time deciding on the answer. Please try to answer every statement, even if you are not completely sure of the answer. Remember that, there is no right or wrong answer; just describe your own personal opinion and feelings.

PLEASE CIRCLE YOUR PREFERRED ANSWER FOR EVERY QUESTION BY USING A PEN.

SECTION A: DEMOGRAPHIC INFORMATION

Please tick next to the answer applicable to you.

Name of School	H.L Setlalentoa Secondary School	1	A1
	L.G Holele Secondary School	2	
	Mapenane Secondary School	3	
	Modiri Secondary School	4	
	NM Tsuene Secondary School	5	
	Rantailane Secondary School	6	
	Tebogwana Secondary School	7	
Gender	Male	1	A2
	Female	2	
Race	African	1	A3
	White	2	
	Coloured	3	
	Asian	4	
	Other Specify:	5	
Age	16 and under	1	A4
	17	2	
	18	3	
	19	4	
	20 +	5	
Home Language	English	1	A5
	Setswana	2	
	Sesotho	3	
	Swati	4	
	Tsonga	5	
	Venda	6	
	Zulu	7	
	Ndebele	8	
	Sepedi	9	
	Afrikaans	10	
	Xhosa	11	
	Other Specify:	12	
Guardian's highest qualification. **If you have more than one guardian, indicate one more guardian. Only**	Lower than Matric	1	A6
	Matric	2	
	Certificate (After Matric)	3	

two guardians required. Indicate next to the response(s) who your guardian(s) is (are).	Diploma (After Matric)	4	
	Degree	5	
	Post-graduate	6	
	Do not Know	7	
Guardian's occupation**. If you indicated more than two responses on A6, indicate occupations of two guardians.**			A7
Home area			A8

SECTION B: <u>THE LEVEL OF AWARENESS AND EXPOSURE TO CAREER GUIDANCE AND COUNSELLING IN SCHOOLS.</u>

INSTRUCTION: PLEASE READ EACH STATEMENT CAREFULLY AND CIRCLE THE NUMBER OF THE RESPONSE THAT BEST DESCRIBES YOUR OPINION.

Do you understand what a career is?	Very much	1	B1
	A little bit	2	
	Not at all	3	
Do you understand what career counselling is?	Very much	1	B2
	A little bit	2	
	Not at all	3	
Do you understand what career guidance is?	Very much	1	B3
	A little bit	2	
	Not at all	3	
Do you think there is a difference between career guidance and career counselling?	Yes	1	B4
	No	2	
	Don't know	3	
Do you have career guidance and counselling at school?	Yes	1	B5
	No	2	
In your school do they teach about the different career options?	Yes	1	B6
	No	2	
In your school do they teach on how to prepare for a career?	Yes	1	B7
	No	2	
In your school do they teach on how to make career decisions?	Yes	1	B8
	No	2	
I have been taught at school of the importance of guidance and counselling.	Agree	1	B9
	Not really sure	2	
	Disagree	3	
Have you attended career guidance lessons before? **<u>If your answer is Yes, specify on 1 where you attended the career guidance lesson</u>.**	Yes Specify:	1	B10

	No	2	
When did you last attend career guidance lessons in your school?	0-3 months	1	B11
	4-6 months	2	
	7-12 months	3	
	Over 12 months	4	
	I did not attend any career guidance lessons at school	5	
Have you attended career counselling session before? **If your answer is Yes, specify on 1 where you attended the career counselling session.**	Yes Specify:	1	B12
	No	2	
When did you attend a career counselling session?	0-3 months	1	B13
	4-6 months	2	
	7-12 months	3	
	Over 12 months	4	
	I did not attend any career guidance lessons at school	5	
I am on the right path of the career I wish to pursue.	Agree	1	B14
	Not really sure	2	
	Disagree	3	

SECTION C: <u>THE LEARNER'S UNDERSTANDING OF THE BENEFITS OF CAREER GUIDANCE AND COUNSELLING.</u>

INSTRUCTION: PLEASE READ EACH STATEMENT CAREFULLY AND CIRCLE THE NUMBER OF THE RESPONSE THAT BEST DESCRIBES YOUR OPINION

I understand the importance of career guidance.	Agree	1	C1
	Not really sure	2	
	Disagree	3	
I understand the importance of career counselling.	Agree	1	C2
	Not really sure	2	
	Disagree	3	
I have learnt how school subjects relate to jobs and careers.	Agree	1	C3
	Not really sure	2	
	Disagree	3	
I have been taught to understand my personality (the way you think, feel and behave that makes you different from other people).	Agree	1	C4
	Not really sure	2	
	Disagree	3	
I have been taught to identify my career interests.	Agree	1	C5
	Not really sure	2	
	Disagree	3	
I have been taught to determine my abilities (talents).	Agree	1	C6
	Not really sure	2	
	Disagree	3	
I have been taught to understand my values (things you believe are important).	Agree	1	C7
	Not really sure	2	
	Disagree	3	
I have been taught how to match my interests with my career options.	Agree	1	C8
	Not really sure	2	
	Disagree	3	
I have been taught ways of searching for information on career preparation.	Agree	1	C9
	Not really sure	2	
	Disagree	3	
	Agree	1	C10

I know what my strengths are regarding different subjects taught in school.	Not really sure	2	
	Disagree	3	
I know what my weaknesses are regarding different subjects taught in school.	Agree	1	C11
	Not really sure	2	
	Disagree	3	
I know how to develop an educational plan to help with my future studies.	Agree	1	C12
	Not really sure	2	
	Disagree	3	
I know how to get information on career planning.	Agree	1	C13
	Not really sure	2	
	Disagree	3	

SECTION D: CAREER DEVELOPMENT NEEDS OF LEARNERS.

INSTRUCTION: PLEASE READ EACH STATEMENT CAREFULLY AND CIRCLE THE NUMBER OF THE RESPONSE THAT BEST DESCRIBES YOUR CAREER NEEDS.

I would like to know the importance of career guidance.	Agree	1	D1
	Not really sure	2	
	Disagree	3	
I would like to know the importance of career counselling.	Agree	1	D2
	Not really sure	2	
	Disagree	3	
I would like to learn about different career options.	Agree	1	D3
	Not really sure	2	
	Disagree	3	
I would like to learn how to identify my interest, strengths and weaknesses.	Agree	1	D4
	Not really sure	2	
	Disagree	3	
I would like to learn about the relationship between educational achievement and career planning.	Agree	1	D5
	Not really sure	2	
	Disagree	3	
I would like to learn how to identify job trends for the future.	Agree	1	D6
	Not really sure	2	
	Disagree	3	
I would like to learn to locate resources for career exploration.	Agree	1	D7
	Not really sure	2	
	Disagree	3	
I would like to visit work places to see people doing different jobs.	Agree	1	D8
	Not really sure	2	
	Disagree	3	
I would like to know how to apply for a bursary.	Agree	1	D9
	Not really sure	2	
	Disagree	3	
	Agree	1	D10

I would like to know how to apply for admission for tertiary studies.	Not really sure	2	
	Disagree	3	
I would like the school to invite guest speakers to talk about topics on careers.	Agree	1	D11
	Not really sure	2	
	Disagree	3	
I would like to attend different career exhibitions (shows).	Agree	1	D12
	Not really sure	2	
	Disagree	3	
Please indicate your other career-related needs , if any:			D13

SECTION E: LEARNER'S PERCEPTION OF LIFE ORIENTATION AS SUBJECT AREA FOR CAREER GUIDANCE.

INSTRUCTION: PLEASE READ EACH STATEMENT CAREFULLY AND CIRCLE THE NUMBER OF THE RESPONSE THAT BEST DESCRIBES YOUR OPINION.

How often do you attend Life Orientation lessons?	Everyday	1	E1
	Twice a week	2	
	Once a week	3	
	Once every two weeks	4	
	Once a month	5	
	Once in three months	6	
	Never	7	
	Other Specify:	8	
What is your opinion regarding the duration of Life Orientation lessons?	Classes are too short	1	E2
	More time is needed	2	
	Classes are too long	3	
	Less time is needed	4	
	Time is just right	5	
Do you think Life Orientation classes provide you with sufficient information on career information and advice?	Very much	1	E3
	A little bit	2	
	Not at all	3	
How often during Life Orientation is career information and advice discussed?	All the time	1	E4
	Most of the time	2	
	Sometimes	3	
	Occasionally	4	
	Never	5	
Career lessons are given enough time during Life Orientation?	Agree	1	E5
	Disagree	2	
Career guidance should be a separate subject from Life Orientation?	Agree	1	E6
	Disagree	2	
Life Orientation has been helpful with my career planning?	Very much	1	E7
	A little bit	2	
	Not at all	3	

SECTION F: <u>THE SOURCE OF INFORMATION ON CAREER KNOWLEDGE AND ROLE MODELS.</u>

INSTRUCTION: PLEASE READ EACH STATEMENT CAREFULLY AND CIRCLE THE NUMBER OF THE RESPONSE THAT BEST DESCRIBES YOUR OPINION.

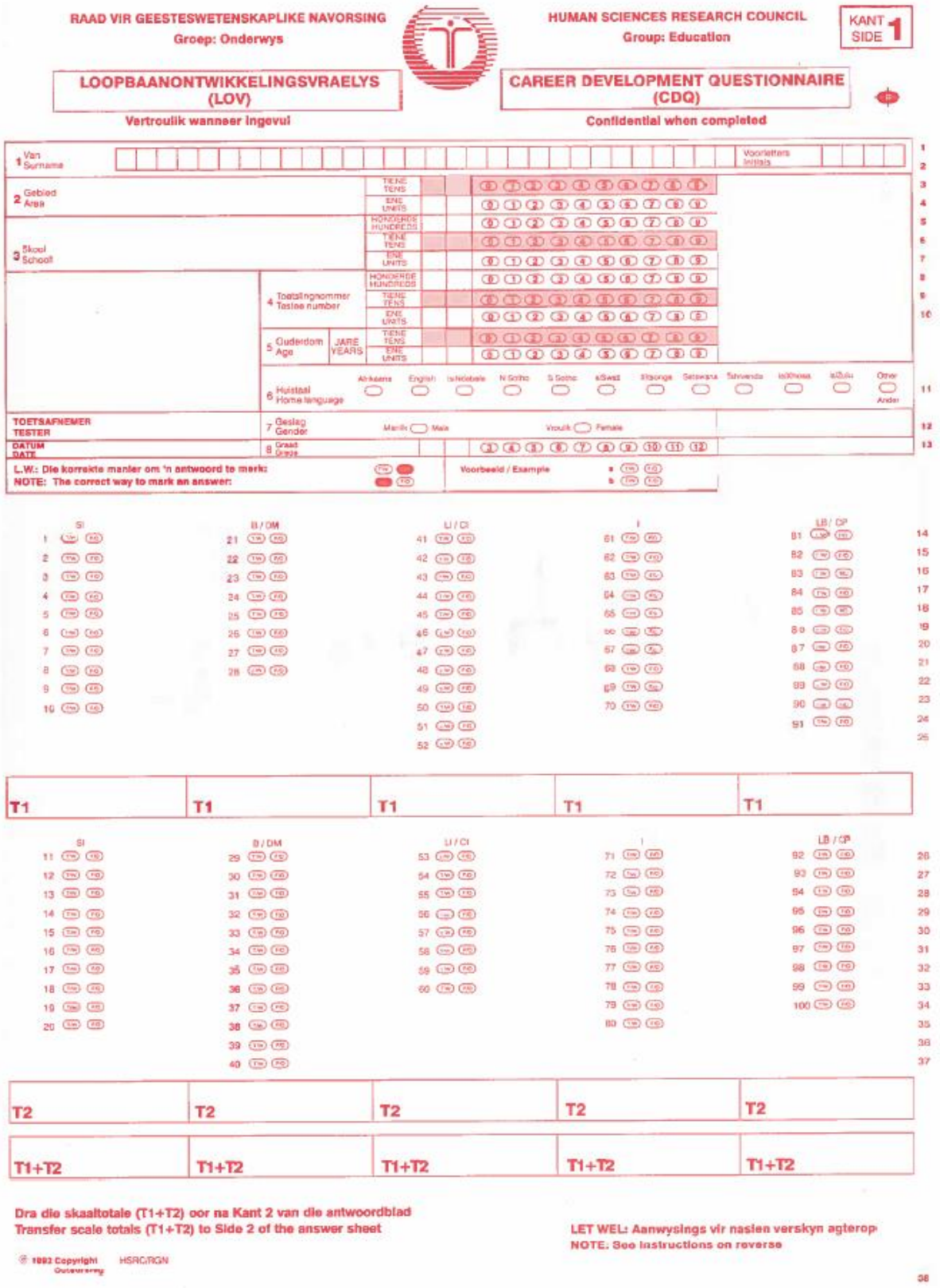
I talk to my parents about what I would like to do when I complete high school.	Most of the time	1	F1
	Sometimes	2	
	Never	3	
I talk to my friends about what I would like to do when I complete high school.	Most of the time	1	F2
	Sometimes	2	
	Never	3	
I talk to my teachers about what I would like to do when I complete high school.	Most of the time	1	F3
	Sometimes	2	
	Never	3	
I talk to my brothers, sisters or relatives about what I would like to do when I complete high school.	Most of the time	1	F4
	Sometimes	2	
	Never	3	
I talk to the school counsellor about what I would like to do when I complete high school.	Most of the time	1	F5
	Sometimes	2	
	Never	3	
Other people that you talk to (Specify):			F6
Who has helped you make your career choice? (You can choose more than one person.)	Mother	1	F7
	Father	2	
	Teacher	3	
	Siblings	4	
	School Counsellor	5	
	Pastor	6	
	No one	7	
	Undecided	8	
	Other (Specify)	9	

Who is your role model, a person you admire and want to be like:			F8
Please elaborate why?			F9
What are your plans after High School?	Continue to tertiary institution	1	F10
	Look for employment	2	
	Undecided	3	
	Other, Specify:	4	

THE END THANK YOU!!!

9 APPENDIX B

CAREER DEVELOPMENT QUESTIONNAIRE



RAAD VIR GEESTESWETENSKAPLIKE NAVORSING
Groep: Onderwys

HUMAN SCIENCES RESEARCH COUNCIL
Group: Education

KANT / SIDE 1

LOOPBAANONTWIKKELINGSVRAELYS (LOV)
Vertroulik wanneer ingevul

CAREER DEVELOPMENT QUESTIONNAIRE (CDQ)
Confidential when completed

1 Van / Surname — Voorletters / Initials

2 Gebied / Area

3 Skool / School

4 Toetsingnommer / Testee number

5 Ouderdom / Age — JARE / YEARS

6 Huistaal / Home language — Afrikaans, English, isiNdebele, N Sotho, S Sotho, siSwati, tiShonga, Setswana, Tshivenda, isiXhosa, isiZulu, Other / Ander

7 Geslag / Gender — Manlik / Male, Vroulik / Female

8 Graad / Grade

TOETSAFNEMER / TESTER

DATUM / DATE

L.W.: Die korrekte manier om 'n antwoord te merk: / NOTE: The correct way to mark an answer:

Voorbeeld / Example

SI / B / DM / LI / CI / I / LB / CP

T1 | T1 | T1 | T1 | T1

T2 | T2 | T2 | T2 | T2

T1+T2 | T1+T2 | T1+T2 | T1+T2 | T1+T2

Dra die skaaltotale (T1+T2) oor na Kant 2 van die antwoordblad
Transfer scale totals (T1+T2) to Side 2 of the answer sheet

LET WEL: Aanwysings vir nasien verskyn agterop
NOTE: See instructions on reverse

10 APPENDIX C

GAUTENG DEPARTMENT RESEARCH APPROVAL LETTER

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2016/0384 A

GDE RESEARCH APPROVAL LETTER

Date:	05 February 2016
Validity of Research Approval:	08 February 2016 to 30 September 2016
Name of Researcher:	Letlape TM
Address of Researcher:	239 Makkie Street
	Tileba
	Pretoria
Telephone Number:	012 394 3523/ 079 421 0208
Email address:	tsheoletm@iburst.co.za
Research Topic:	Garankuwa Secondary Schools Students' awareness of career counselling and factors influencing career choices.
Number and type of schools:	Seven Secondary School
District/s/HO	Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

2016/02/05

1

Making education a societal priority

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

.....

Dr David Makhado
Director: Education Research and Knowledge Management

DATE: 2016/02/05

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

11 APPENDIX D

UNISA CLEARANCE LETTER

UNISA university of south africa

Department of Psychology

Ethical Clearance for M/D students: Research on human participants

The Ethics Committee of the Department of Psychology at Unisa have evaluated this research proposal for a Higher Degree in Psychology in light of appropriate ethical requirements, with special reference to the requirements of the Code of Conduct for Psychologists of the HPCSA.

Student Name: Tabea MMasebedise Tsheole **Student no.: 45774986**

Supervisor/promoter: Dr M J Mashiapata

Affiliation: Dept. Tuition and Facilitation of Learning, Unisa

Title of project:

Ga-Rankuwa secondary school students' awareness of career counselling and factors influencing career choices

The application was approved by the departmental Ethics Committee providing that the required permission for the study is obtained from the relevant Department of Education and that the signed letters of informed consent is obtained from the parents/guardians of the learners participating in the study.

Signed:

Date: 27 February 2014

Prof P Kruger
[For the Ethics Committee]
[Department of Psychology, Unisa]

12 APPENDIX E

PERMISSION TO CARRY RESEARCH AT RESPECTIVE SCHOOLS

239 Makkie Street
Tileba Pretoria-North
01 April 2016

The Headmaster
…… Secondary School
Ga-Rankuwa
0208

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I kindly request permission to conduct research at ……..Secondary School. I am presently registered at the University of South Africa, for a Doctoral Degree in Psychology, under the Supervision of Dr. Mashiapata JM (Directorate for Counselling and Career Development). The title of the research is '**Ga-Rankuwa Secondary School learners' awareness of career counselling and factors influencing career choices'**.

The purpose of the research is to investigate the learners' knowledge and understanding of career counselling. The study intends to report on the current status of career guidance and counselling in schools. The procedure in the study will include the use of a structured questionnaire and psychometric test, Career Development Questionnaire (CDQ). The information gathered will be treated strictly confidential.

There are no medical risks or other discomforts associated with the study. The information from the study will assist the Department of Education to develop, advocate or improve policies and strategies to effectively address issues of career guidance and counselling for learners. The findings will give insight into learners' knowledge of career counselling and the benefits thereof. Most importantly, the findings will provide relevant feedback from learners regarding the usefulness of current initiatives implemented to address career guidance.

Thanking you in advance.

Yours Faithfully
.....
TM LETLAPE (RESEARCHER)

APPENDIX F
CONSENT FORM FOR LEARNERS

TABEA MMASEBEDISE LETLAPE
239 MAKKIE STREET
TILEBA, PRETORIA NORTH 0182

LETTER OF INFORMED CONSENT

I....., the undersigned, agree to participate in the doctoral study to be conducted by Ms TM Letlape, Doctoral student in the Department of Psychology, University of South Africa (UNISA), under the Supervision of Dr. Mashiapata JM. The title of the research is **'Ga-Rankuwa Secondary School learners' awareness of career counselling and factors influencing career choices'**. The purpose of the research is to investigate the learners' knowledge and understanding of career counselling. The study intends to report on the current status of career guidance and counselling in schools. The procedure in the study will include the use of a structured questionnaire and psychometric test, Career Development Questionnaire (CDQ). The information gathered will be treated strictly confidential.

There are no known medical risks or other discomforts associated with the research. I understand that there are no personal benefits for me participating in the study. I have been informed that the results of the study may help researchers, counsellors, teachers and the Department of Education to gain a better understanding on matters affecting career guidance in schools and the learners' knowledge concerning career counselling. I agree to it that there is no financial compensation for participating in this study.

I have been informed that my participation in this study is voluntary and that my decision will not affect my grades, my relationship with the teachers and the school's relationship with UNISA. I was also informed that if I agree to participate, I am free to withdraw at any time. My parents or guardians have been informed of my participation in the study and they have completed the consent form. I agree that the results of this study may be published in professional journals and conferences but the records will not be revealed and the participants will remain anonymous. I have been informed that a copy of the study findings will be submitted to the participating schools and the Gauteng Department of Education. I understand my rights as a participant in this study and I voluntarily consent to participate in this study. I understand what the study is about, how and why it is being done. I will receive a copy of this consent form.

..... (Participant's signature)..... (Date)

..... (Signature of Researcher)

Date..... (Place).....

APPENDIX G
CONSENT FORM FOR PARENTS

TABEA MMASEBEDISE LETLAPE
239 MAKKIE STREET
TILEBA,
PRETORIA NORTH
0182

LEARNER PERMISSION REQUEST LETTER

I....., the Parent/Guardian of ..... grant permission for my child to participate in the doctoral study to be conducted by Mrs TM Letlape, Doctoral student in the Department of Psychology, University of South Africa (UNISA), under the Supervision of Dr. Mashiapata JM. The title of the research is '**Ga-Rankuwa Secondary School learners' awareness of career counselling and factors influencing career choices'.**

The purpose of the research is to investigate the learners' knowledge and understanding of career counselling. The study intends to report on the current status of career guidance and counselling in schools. The procedure in the study will include the use of a structured questionnaire and Psychometric test, Career Development Questionnaire (CDQ). The information gathered will be treated strictly confidential.

There are no known medical risks or other discomforts associated with the research. I agree that the results of this study may be published in professional journals and conferences but the records will not be revealed and the participants will remain anonymous. A summary of the study findings will be posted to the learner's home address. I understand what the study is about, how and why it is being done. I will receive a copy of this consent form.

For more information kindly contact the researcher **(Tabea Letlape) on 079 421 0208**.

..... (Signature of Parent/Guardian)..... (Date)

..... (Signature of Researcher)

Date..... (Place).....