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**YAKWAZULU-NATALI**

**An exploration of barriers faced by Black South African youth's career  
development**

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## DECLARATION

I, *Dirhona Ramjit*, declare that this thesis is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references.

Signature of student:

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Signature of supervisor:



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Date: 2 August 2016

## **DEDICATION**

I dedicate this dissertation to my parents who are my biggest cheerleaders and continuous supporters of all my endeavours. None of this would have been possible without you and I am thankful for you every day.

## ACKNOWLEDGEMENTS

The requirements of this particular Masters course entailed not only the dissertation but also intensive coursework. This meant that there were many added pressures and stressors throughout the year. However, it was an extremely fruitful year.

I do not think that I would have made it to this point without the guidance of God. It has not been the easiest journey, but it has been one of the most rewarding journeys.

I would like to express my gratitude to the following:

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## **ABSTRACT**

This study is exploratory in nature and aimed to look at career development in the South African context. Most theories of career development which are being utilised in the South African context are Westernised in their origins and are not applicable to the unique South African milieu.

This study particularly explored career development amongst historically disadvantaged people in the South Africa who have not completed their secondary schooling (for an array of reasons). The purpose of this study was to receive an insight to the career development in schools; the various influences on career development; and possible career interventions for the given population due to their circumstances.

The study was conducted from a qualitative paradigm and was informed by the Systems Theory Framework of career development (STF). Data was collected by the use of a focus group and semi-structure individual interviews with nine participants who are Black and have not completed their secondary education.

Presented in the results is the inadequacy of career guidance in schools. Furthermore, as there were numerous factors which impacted on career development, this illustrated the complexity of career development and the insufficiency of the individualised Western theories of career development. Lastly, proposed career interventions were exemplified as the purpose of this study is to be used as a vehicle for future career interventions.

It can be concluded that better career interventions need to be implemented at schools by looking at the individual in context through utilizing more holistic theories of career development as opposed to individualised theories which are not applicable in the South African setting. This has implications for career interventions which could possibly be exercised in schools in South Africa.

# CHAPTER ONE: INTRODUCTION

## 1.1 Origin of the study

This South African contextual study is essentially exploratory in nature to inform future interventions on career development among the youth. Research indicates that in the year 2002 there were 1.1 million first grade pupils who entered the schooling system but only five hundred and fifty thousand pupils wrote the final examinations in twelfth grade in 2014 (ENCA, 2015). The reasons are multifarious within the South African educational environment. Some of these reasons are unstable home situations, financial instability and school politics (Rademeyer, 2014). This has invariably created barriers and impacted on the youth's future and their career development (Saddler, Tyler, Maldonado, Cleveland & Thompson, 2011). This study explored how Black<sup>1</sup> youth who have not completed their secondary schooling can be assisted with their career development.

## 1.2 Overview of the chapter

The purpose of this chapter is to provide an introduction to the phenomenon of the study and to deliver a brief summary of the relevant literature. The statement of the problem, the conceptual framework and the purpose of the study will be explicated. Thereafter, the research questions will be demonstrated. A brief summary of the methodology and the significance of the study are detailed. Definitions of key concepts will also be clarified and the structure of the dissertation is explained.

## 1.3 Introduction of the phenomenon and context of the problem

Career development in South Africa is influenced primarily by the career development ideologies of the United States of America due to its origination there (Maree & van der Westhuizen, 2011; Nicholas, Pretorius & Naidoo, 2006). It is noted that both countries shared similarities where they were both affected by global forces such as the social, political and

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<sup>1</sup> In the South African context, Black refers to African, Coloured or Indian people who are South African born or those who are entitled to citizenship (*Broad Based Black Economic Empowerment Act, 2005*).

economic shifts from the nineteenth century and throughout the twentieth century (Herr, 2001; Maree, 2013; Nicholas et al., 2006). South Africa differs in career development because of its historical Apartheid environment.

South Africa's Apartheid policies of ideological foundations of separate development amongst the different racial groups encompass Blacks in particular being greatly oppressed (Mathabe & Temane, 1993). This oppressive ideology imposed by Whites ultimately affected numerous areas of the lives of the oppressed, especially their access to an abundance of resources such as land, educational and occupational opportunities (O'Malley, n.d.). This impacted the country immeasurably in terms of its social, political and economic security and even though the democratic dispensation assisted in overcoming many inequalities which were imposed during the Apartheid era, there are still disparities (Watson, 2010). An area of contention is career development (Mathabe & Temane, 1993; Maree, 2013; Watson, 2009; Watson, 2010). It has been recognized that Blacks in South Africa have been acknowledged as being historically demeaned and few had fair access to certain vocations and education (Maree, 2009; Nicholas et al., 2006). Career development for Blacks was clearly a vehicle to fulfil the ideologies of Apartheid and in terms of career development in schools, this was not implemented properly in Black schools, if at all (Maree, 2013; Maree & van der Westhuizen, 2011).

The South African schooling system which implemented the Outcomes Based Education (OBE) approach found that this educational system was not beneficial to the South African population and hence introduced CAPS which was executed in order to account for learner diversity in the classroom (Department of Education, 2011). CAPS promotes that Life Orientation is a compulsory subject that is implemented in the South African schooling system, however, this is often not implemented correctly and is often taught by teachers who are inadequately trained (Euvrard, 1996; Maree, 2009; Maree, 2013; Watson, 2009; Watson et al., 2011). This is particularly evident in disadvantaged communities where adequate access to career development was unavailable (Maree, 2009; Maree, 2013; Nicholas et al., 2006). The current context of careers in South Africa indicates discrepancies between Blacks and Whites, particularly with the youth, and an example of this can be seen by patterns of careers being skewed more favourably toward the historically advantaged (Maree, 2009). BusinessTech(2015)<sup>2</sup> illustrates how Black Africans in South Africa have the most lowly skilled people and the least amount of skilled people across all race groups in the country. The lack of appropriate career guidance in disadvantaged communities amongst others is attributed

to why there is such a large number of Black unemployed youth in the country (Marock, 2008). Furthermore, many of the unemployed youth have not completed their secondary schooling due to circumstantial reasons such as dropping out or just failing (Bhorat, Papier, Vally, & Robinson, 2006). Spaul (2015) shows how 44% of Black and Coloured youth had obtained a matric as opposed to 83% of Indian and 88% of White youth. This invariably impacts on their ability to progress in their careers.

#### **1.4 Literature summary**

According to Herr (2001), the term *career development* is fairly new in terms of the world of careers. The term *career* was only used after the 1960's and the term *development* was thereafter introduced after the 1950's. What is known as career development presently was historically referred to as vocational development, vocational psychology, vocational guidance, vocational counselling or career guidance. However, these terms are fundamentally career development.

Career development emerged in the United States of America in the late nineteenth and early twentieth centuries (Herr, 2001). The need for career development was a result of the shift in the global economic status from the agricultural era to the industrial era as this shift meant that people needed to vocationally adapt to the new and complex economic situation and the jobs that were created with it (Herr, 2001; Maree, 2013; Sharf, 2010). Frank Parsons is considered to be the pioneer of career development; he was the first to invest in people vocationally by presenting to them how to adapt and prosper as opposed to possibly being exploited (Herr, 2001; Nicholas et al, 2006). This was achieved by introducing career education to people by educating them about job choices that are congruent with their skills and interests and Parsons extended this education to school leavers too (Neuenschwander, & Kracke, 2011; Nicholas et al., 2006). Career development was influenced and shaped by the dynamic social, political and economic forces that were at play during this period of transition and the dynamism of the twentieth century (Herr, 2001; Maree, 2013).

Literature on career development in South Africa seems to suggest a move from Eurocentric career development ideology to a more contextual-based African career development approach (Mkhize & Frizelle, 2000; Watson & Stead, 2002; Watson, Samuels & Flederman, 2014). The Westernised models and ideologies appear contextually irrelevant within the South African

milieu. However, very little action seems to have been taken with regards to a more contextual approach to career counselling for South Africa and its unique population (Maree, 2013). This is pertinent for the previously oppressed Blacks who did not have adequate access to career development resources. There have been a few studies conducted which explore career development contextually of the previously oppressed and currently disadvantaged but many of those that have been conducted are quantitative in nature and therefore do not address the issues of career development comprehensively (Watson, McMahon & Longe, 2011; Watson, McMahon, Foxcroft & Els, 2010).

### **1.5 Statement of the problem**

The above discrepancies in career development in South Africa have led to the motivation for this study. Hence, this study aims to comprehensively explore career development amongst the disadvantaged Black youth in South Africa.

### **1.6 Research questions**

The previous research in the area of career development; the problem area of career development that was identified for this particular study; and the value of the current study has led to the emergence of the following research questions:

- What career development interventions have the disadvantaged Black youth who have not completed their secondary education been exposed to at school?
- What factors have influenced the career development of disadvantaged Black youth who have not completed their secondary education?
- What are some of the strategies that may be implemented in the development of the career paths of disadvantaged Black youth who have not completed their secondary education?

### **1.7 Conceptual framework for the study**

The Systems Theory Framework of career development (STF) is a constructivist paradigm and qualitatively addresses issues of career development, which is appropriate to the South African context (McMahon, 2011). Traditional theories of career development do not consider the

diverse multicultural contextual environment (Arthur & McMahon, 2005; Watson & McMahon, 2009). This is especially pertinent in the South African multicultural context with its differing racial, ethnic and cultural groups (McMahon & Watson, 2009). This study is aimed at exploring how historically disadvantaged youth who have not completed their secondary schooling could be assisted by the implementation of career interventions. Thus, STF was used to conceptualise this study. According to McMahon (2005, p.170), “The Systems Theory Framework of career development was proposed as a meta-theoretical framework that accommodates the contribution of all theories and offers an integrative and coherent framework of career influences” and hence this theoretical framework proved to help understand the various components of career development which are explored in this study. Furthermore, STF has proved to be applicable across diverse countries and cultures, including South Africa (Arthur & McMahon, 2005). Most theories of career development are Westernised and from a positivist paradigm and therefore quantitative in nature (McMahon & Watson, 2009). In contrast, constructivism is a movement from the traditional positivist approach to an approach that considers the uniqueness and dynamism of individuals’ lives (Watson & McMahon, 2009) The assumptions of a constructivist career development model are people cannot be separated from their surroundings; there are no fundamentals with regards to human action, human behaviour can only be understood in context and individuals define themselves within their environments (Brott, 2001; Brown & Brooks, 1996; McMahon & Patton, 2002). Therefore, STF also accounts for the individual and all systems which impact on them and these include the individual, social and environmental systems (Arthur & McMahon, 2005; McMahon & Watson, 2008; McMahon & Watson, 2009). Consequently, this study will comprehensively view the individual within their social and environmental career development. This will allow for an understanding of the context of the sample in the study and the many facets of it that are impacting on their career development.

### **1.8 Purpose of the study**

The purpose of this research is to explore current contextual career development barriers experienced by Black South African youth. The study aims to look at how effective career guidance and counselling can be developed in many realms (school, contextually and interventions), specifically with youth who have not completed their secondary schooling.

## **1.9 Methods**

A qualitative approach was used in the study as most studies on career development have been from a quantitative perspective. This does not disregard the importance of quantitative studies, but rather shows a different and more in-depth and contextual perspective on career development. This is the purpose for choice of a constructivist approach to this study as this helps to understand people holistically in terms of their context (McMahon, Patton & Watson, 2003). The sample consisted of nine participants who are learners at an Adult Based Education and Training class. The sampling was done purposively to be able to meet the requirements of the aims of the study. There was one focus group which was conducted. Thereafter, there were five in-depth individual interviews which were conducted. The focus group and in-depth interviews were guided by a semi-structured questionnaire as this allowed some form of structure but also permitted the participants the freedom to add any other relevant information. This also allowed for the probing of any other relevant information by the researcher. The method of analysis was thematic analysis as this enabled the analysis of the relevant themes which emerged from the focus groups.

## **1.10 Significance of the study**

An ethical consideration when one conducts a study with human participants requires that the study has some form of social value (Wassenaar & Mamotte, 2012). This social value needs to have an effect on the participants, the area of the study and the wider population that the study aspires to target. The findings of this study aims to add social value by contributing to the development of career intervention programmes for those who do not have access to such programmes. The interventions will not be implemented in this particular study due to limited time to conduct this study, however, it is hoped that the findings of the study will initiate the beginnings of career intervention programmes by others. This will help improve career decision-making strategies of the population of the study, in a more contextual manner.

## **1.11 Definitions**

*Career development* – "...the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape individual career behaviour over the life span and the interventions or practices that are used to enhance a person's career

development or to enable that person to make more effective career decisions” (Herr, 2001, p.196).

*Blacks* – In the South African context, the terminology of Blacks encompasses people who are Black, Coloured or Indian of race (*Broad based Black Economic Empowerment Act, 2003*).

*Youth* – The South African National Youth Act of 1996 categorises the youth as being between the ages of 14 and 34, with the age of 15 being the legal age to enter the labour force (du Toit, 2003).

## **1.12 Organisation of the dissertation**

### ***1.12.1 Chapter one: Introduction***

Chapter one introduces the origin of the study and provides an introduction to the phenomena which contextualises the study. A summary of the relevant literature was also provided. This led to the illustration of the statement of the problem. The theoretical framework for the study was also presented. Outlined thereafter was the purpose of the study, research questions, methodology applied in the study, the significance of the study and definitions for the key concepts of the study.

### ***1.12.2 Chapter two: Literature review***

Chapter two gives an in-depth account of the literature in the field of career development. The literature review highlights specifically the implications of career development in the South African context. Furthermore, the context of the study is thoroughly explicated to demonstrate the need for the study. The theory which guides the current study is presented in the literature review and its applicability to the study is indicated.

### ***1.12.3 Chapter three: Methodology***

Chapter three highlights the methodology which was applied in the study. Highlighted in this chapter is the research design, sampling strategy, data collection techniques, instruments and equipment used for the study, the procedure and the data analysis process. Furthermore, the trustworthiness of the data was demonstrated.

#### ***1.12.4 Chapter four: Results and Discussion***

Chapter four presents the results which were obtained in the current study. The findings are also discussed in this chapter.

#### ***1.12.5 Chapter five: Conclusion***

Chapter five concludes the study by presenting the implications of the study. Furthermore, the strengths, limitations and recommendations of the study are also highlighted.

### **1.13 Conclusion**

This chapter provided a background and introduction to the study. It showed the origins of the research and why and how this research was developed. Furthermore, various components of the particular study were introduced. The organisation of the dissertation was also relayed. The following chapter gives an in-depth account of the literature relevant literature in the field.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction and overview of the chapter**

This chapter provides literature that is pertinent to the background and context of the current research. The first major topic which will be addressed is career development. This includes a historical foundation of career development on a global scale as well as the local South African context. Furthermore, theories of career development will be discussed. The relevant theoretical framework of the study and its applicability will be explicated. Finally, a contextual understanding of the current study will be given.

### **2.2 Career development**

#### ***2.2.1 Broad history of career development***

Herr (2001) and McMahon and Patton (2002) demonstrate a succinct overview of the history of career development. The concept of career development was not initially included in the world of careers – which mainly consisted of only career and vocational guidance. It was formulated after theorists developed the notion that the process of a career develops through stages and over a period of time. Career development has been largely guided by the positivist paradigm – which treats humans as objects and rational beings who are independent of context (Neuman, 2011). However, there has now been a movement to more qualitative processes of career development as it is now being argued in the postmodern era that individuals cannot be separated from context. Career counselling emerged between the 1960s and 1970s. It differed from the traditional approach of career and vocational guidance by virtue of the counsellor not being seen as the expert but rather in a collaborative role with the client. Career counselling also includes a broader range of career issues as opposed to merely having a focus on career and vocational guidance.

#### ***2.2.2 History of career development in South Africa***

South Africa has historically had a dynamic journey with regards to career development. The political dispensation of Apartheid and its ideology of separate development has had a profound effect on career development and career choice (Mathabe & Temane, 1993; Watson et al., 2014). Career development was first implemented by the Afrikaner population who, through the ideological tenets of Apartheid, oppressed Blacks in terms of access to certain careers whilst

elevating Whites (Maree, 2009). There were legislations which were put into place regarding education and vocation which inhibited the oppressed from being able to access adequate education, careers and jobs (O'Malley, n.d.). This can be seen in laws such as the law of Native Education in 1920 whereby Blacks were deliberately oppressed intellectually (Nicholas et al., 2006). Furthermore, when the National Party came into ruling in 1948, they racially segregated schooling services (Nicholas et al., 2006; South African History Online, 2015). The Bantu Education Act of 1953 was also implemented to regulate and hinder the education which Blacks received by specifying only certain types of knowledge and skill sets to be taught to them (South African History Online, 2015). Additionally, psychological assessments were only adapted in the language of Afrikaans so that Blacks could not perform well and were therefore deemed inadequate for certain careers and jobs (Foxcroft, Roodt, & Abrahams, 2005). It should be noted that career psychologists were not active against this ideology during the Apartheid era (Watson, 2009).

Even though career guidance and counselling has been historically present in schools for many years, it was only introduced into Black schools considerably later (Euvrard, 1996). The National Education Policy Act of 1967 made it compulsory for Whites to have access to career guidance (Naicker, 1994; Nicholas et al., 2006). However, Blacks were only given access to career guidance in 1981 (Euvrard, 1996). Career development in South Africa has not accounted for the country's unique diverse, cultural and contextual situation (Mathabe & Temane, 1993; Watson et al., 2011).

Crites (1969) as cited in Nicholas et al. (2006), shows that there are three characteristics which individuals need to possess in order to be able to make a vocational choice and these characteristics are alternatives (the autonomy to have choices); motivation (the inspiration to achieve) and freedom to choose (the liberty to make independent choices). Therefore, many disadvantaged people in the Apartheid era were oppressed in terms of being able to exercise these characteristics and therefore could not make adequate vocational choices. Consequently, it is evident how the social, political and economic status of the country of South Africa has impacted on career development.

### ***2.2.3 Career development in the South African context***

The lack of adequate career services for the disadvantaged Black community of South Africa has had far-reaching consequences for the population in terms of education and employment (Watson et al., 2010). Watson et al. (2010) also shows that there are numerous practical

implications for implementing career development strategies in disadvantaged and rural contexts. These implications are not only the practicality of the career development strategies (such as language, ability to read, reliability and validity) but also more complex issues such as infrastructure, equipment and ethical considerations (Watson et al., 2010). Furthermore, career psychology in South Africa has largely focused on individuals and not on communities. However, a community-based culture makes up the largest sector of the South African population (Watson, 2010). Hence, the cultural relevance of traditional career practices in South Africa is one of concern (Watson, 2009). It has been identified that there needs to be a more contextual approach to career psychology and career development in the South African context yet not much is being done in terms of a political level of redressing the ideologies of Apartheid which are still evident in the career psychology field (Watson, 2010). Career development is still not adequate for people from disadvantaged backgrounds (especially the Black population) and it is evident that careers occupied by people in the South African context are not evenly distributed (Maree, 2009). Maree (2009, p.436) shows that "...South African career patterns remain skewed in favour of previously privileged groups..." Also, career psychologists in South Africa are dominantly White, sometimes deeming them inadequate in a context as diverse as South Africa's (Watson, 2009). This then makes them somewhat hazardous in the South African context as they may disempower clients from disadvantaged backgrounds as opposed to empowering them (Maree, 2009). Even though there are some institutions at a social level which have helped many, there are still many who are disadvantaged by these institutions (Mkhize & Frizelle, 2000). Adequate career development can give individuals, who are otherwise marginalised (socially, educationally or culturally), a sense of agency and power (Maree et al., 2006). The social, economic and political situation of South Africa is immensely dynamic and it is important that career development accounts for this (Maree, 2009; Watson et al., 2014).

The above literature explains extensively how the Apartheid era has impacted on career development in South Africa and how career development in the South African context has not been sufficient and fair for the vast majority of the population. The theories of career counselling which have been implemented in South Africa have been largely inappropriate for the unique South African milieu. Career development can be illustrated as being almost contextually-blind in the South African context. Therefore, the current research will be moving away from the individualist approach to career development to a more contextual and collectivist approach. Career development can be utilised as a tool to help empower those who

have been oppressed (Herr, 2001; Maree et al., 2006). There have been legislations in South Africa which have been implemented in order to help people in terms of career development. This can be seen with policies such as the Human Resource Development Strategy which was implemented in 2001, the Labour Relations Act of 1995 and the Skills Development Act of 1998 (Maree & van der Westhuizen, 2011). These legislations aided in terms of equality in skills development. However, these legislations do not address issues at a schooling level. Therefore, it is important to explore an adequate form of career development, which is applicable to disadvantaged Black South African youth, especially at a school level. As a result of the scarcity of career development in schools in South Africa, particularly amongst disadvantaged youth, the current research endeavours to qualitatively address the issues of career development amongst the youth in a particular context. STF is the theoretical framework which will support this.

#### ***2.2.4 Theories of career counselling and their relevance in the South African context***

“South Africa with its unique socio-political history, has inherited an Apartheid legacy of employment and education inequalities which provide a challenging context for career development theory, research and practice.” (Watson et al., 2011, p.413). This history of career development in South Africa illustrated how Apartheid affected career development. However, it is also important to note that there are implications for the theory, research and practice of career development because of this past.

Most studies of career development in South Africa have been conducted on the elite White population, who form a minority in the country (Maree, 2009; Mkhize & Frizelle, 2000; Nicholas et al., 2006; Watson et al., 2011; Watson et al., 2014). Also, career guidance has been mostly availed to this elite group who have been shown to afford these services which are usually costly (Maree & Beck, 2005; Maree & van der Westhuizen, 2011). However, many people cannot afford these services as the majority of the population are poverty-stricken with only a minority being financially well-off. Furthermore, most theories which are utilised in the South African context were developed in the West and therefore are not applicable and have minimal relevancy to the vast rural and disadvantaged communities of South Africa (Watson et al., 2011).

Research on disadvantaged and rural communities has been sparse in the South African context, particularly amongst the youth (Watson et al., 2011). There has not been much research that has been conducted with regards to career guidance and counselling at schools in

South Africa. Euvrard (1996) conducted a needs assessment at school level and it emerged that students focused on wanting better career guidance and counselling with Black students in particular revealing having inferior vocational development as opposed to White students. Furthermore, a study done by Watson et al. (2011) shows how the applicability of career theories amongst rural youth in South Africa is questionable. The compulsory subject of Life Orientation is a tool to help aid career development, however, it is not always properly implemented and teachers are not always adequately trained to implement the career counselling and guidance component of Life Orientation (Euvrard, 1996; Maree, 2009; Maree, 2013; Watson, 2009; Watson et al., 2011). Furthermore, career guidance forms only 20% of the Life Orientation subject in the curriculum at schools (Maree, 2009). In a study done by Prinsloo (2007), it is shown how teachers from rural schools found it difficult to deal with issues of career guidance such as looking at the diversity of careers available and the economic status of the country in terms of job demand and supply (Prinsloo, 2007). Guidance teachers have also been removed from schools in South Africa which has impacted on the career counselling service in schools (Maree, 2009). Career counsellors are also considered to be expensive and schools have eliminated psychological assessments (Maree, Ebersöhn, & Molepo, 2006) The career assessments which are used in career counselling are usually developed in Westernised, Eurocentric settings. Therefore, they are not in a language that is applicable to majority of the population and they are not understandable to the vast majority of the marginalized. They include constructs which may possibly not be understood by many who are not first language English speakers or Afrikaans speakers. They are also considered to be costly.

Career counsellors are usually trained in Westernised theories of career and this consequently leads to a discrepancy in terms of what they practice in the diverse and multi-cultural society of South Africa (Watson, 2009). Furthermore, the Eurocentric career theories are more individually oriented are therefore not applicable in a society such as South Africa's as the majority of the population is dominantly part of a collectivist culture (Maree, 2009; Watson et al., 2014). A method of contesting this is by using constructivist approaches in career psychology (Watson, 2009). A qualitative approach to career counselling is more applicable in the South African context. Career counsellors need to be aware of the context in which they are working in in order to gauge the approach that they will use – quantitative, qualitative or both (Maree, 2009). There has been a call to indigenise career theories, research and practices in the South Africa context. This essentially means, "...to make theories, concepts, and

instruments developed in other cultures appropriate for the target cultures in which they are being utilised.” (Mkhize & Frizelle, 2000, p.2). Being able to adapt the career theories and practices which are currently available is a long and complicated process, especially with the myriad of cultures and contexts which need to be considered (Watson, 2013). However, the constructivist approach is now being considered as a way to overcome this complexity (Watson, 2013).

### ***2.2.5 Positivism versus postmodernism***

An important point to consider and elaborate on is the movement in Psychology away from a positivist approach and toward a postmodernist perspective. Manicas and Secord (1983) show how historically, the dominant philosophy of science, which was also adopted by psychology, is one from a positivist perspective. This is whereby human beings are studied in terms of scientifically founded laws and principles and independent of context. However, it has been argued that people cannot be studied simply by scientifically grounded theories without accounting for contextual factors but rather that they are entities with many complexities. The stance taken against the positivist paradigm has led to the qualitative movement which provides a different paradigm to studying humans. The qualitative paradigm accounts for the many stratifications which influence human behaviour (Manicas & Secord, 1983). Postmodernism has recently developed in the qualitative paradigm. This has proven to be especially applicable in the South African context whereby the traditional theories of career development are inadequate to our unique context. Demonstrated below are examples of central positivist theories of career development such as the trait-and-factor approach, Super’s career theory and Holland’s career choice theory. This is followed by the postmodern movement in career theory by the utilisation of theories such as narrative career counselling and, applicable to this study, the Systems Theory Framework of career development.

#### ***2.2.5.1 Trait-and-factor approach***

Career development has also been affected by the developing philosophies of Psychology. Most of the theories which have been used thus far have had positivist assumptions and have been developed from a positivist paradigm. One example is Parson’s trait-and-factor approach which was one of the first approaches used in career psychology in history (Watson & Stead, 1999). The trait-and-factor theory weights importance on the individual and Parsons often utilised psychometrics in the vocational world (McMahon & Patton, 2002; Watson & Stead, 1999). The trait-and-factor theory and the psychological assessments which are based on the theory do not have applicability in South Africa due to their origins in the Western world

(Watson & Stead, 1999). Furthermore, even though it is important to consider the individual's characteristics when guiding in terms of career choice, the trait-and-factor theory is context-blind.

#### ***2.2.5.2 Super's career theory***

A further example of a theory which has commonly been used in South Africa is Super's career theory (Stead & Watson, 1998). At the essence of Super's career theory are propositions and constructs which embody career development (Langley, 1999; Stead & Watson, 1998). The central constructs of Super's theory are self-concept, career development, career maturity, career adaptability, values, life roles, life themes and cultural contexts (Langley, 1999). Even though Super's career theory has been applied in the South African context, it is not the most applicable theory. The concern with this theory is its development and standardization in North America, which leaves it questionable in terms of its applicability in a context like South Africa's with such a myriad of diversity (Stead & Watson, 1998). Furthermore, many are dubious of the theoretical grounding of Super's prepositions and constructs (Salomone, 1996).

#### ***2.2.5.3 Holland's career choice theory***

An additional positivist career theory which has frequently been used in South Africa is Holland's career choice theory. This theory embodies a person-environment fit and is sometimes referred to as a typological-interactive theory as it aims to show the congruency between people and their environment (Nel, 1999). The most popular form of Holland's theory is the RIASEC typology of Holland (Watson et al., 2011). These are based on six types of people and environments which are: realistic, investigative, artistic, social, enterprising and conventional (Miller & Miller, 2005; Nel, 1999). Holland's theory has proven to be successful in terms of prediction and its success in including a person-environment fit (Nel, 1999). However, it can be argued that the particular principles and assumptions which are applied in the theory do not apply to many people due to the specificity of the six types of people and environments. This can be seen to be true in South Africa where there are people who are from numerous different backgrounds and contexts. It is important that when helping one to choose a vocation, the counsellor collaborates with the client to help the client choose the best career (Miller & Miller, 2005).

#### ***2.2.5.4 Narrative career counselling***

There is a movement that has been developing over the years but has gained momentum over the last few years to help combat the shortcomings of the more positivist-based approaches to

career development (McMahon, Watson, Chetty & Hoelson, 2012; Stebleton, 2010). These approaches differ to the rigidity of the scientific approaches as they take into consideration many factors which cannot be accounted for by the traditional theories of career development (Maree & Beck, 2005). One such approach is a constructivist approach (particularly the storied approach) to career counselling whereby the client and the counsellor collaborate in the career counselling process interactively (Brott, 2001). The client relays their story and the counsellor enables and guides the client in their story-telling process to help get an in-depth view of the client's lived experience (Stebleton, 2010). This approach is also referred to as narrative career counselling. The approach is developing in the Australia and also areas in South Africa which are not heavily influenced by Westernisation (McMahon & Watson, 2013). Counsellors are no longer deemed the experts and clients are empowered by this process (Maree & Beck, 2005; McMahon et al., 2012). This approach accounts for the diversity and complexities of life that the positivist approaches do not consider (Maree, 2009). By using a qualitative as opposed to a quantitative method with people in terms of career guidance, this can help reach out to clients from different backgrounds and contexts (Maree, 2009). This has value in a country such as South Africa which is so largely diversified. By engaging in a postmodern approach to career development, this can help people in the ever-changing, challenging and daunting world of work and careers that the current era is experiencing (Campbell & Ungar, 2004; McMahon et al., 2012; Stebleton, 2010). The current era is filled with a dynamism that has not been historically experienced. Therefore, the postmodern solution to career development accounts for factors those more traditional theories of career development do not account for (McMahon et al., 2012). A point of note is that the narrative approach to career counselling is aligned with STF, which is the theoretical framework of the study, as all systems of influences are taken into account for individuals (McMahon & Watson, 2013).

## **2.3 Systems Theory Framework of career development (STF)**

### ***2.3.1 Background and definition of STF***

Traditional theories of career development do not take into consideration the multiculturalism and diversity of people (Arthur & McMahon, 2005). There is a downfall of traditional theories as the world is becoming increasingly diversified (Arthur & McMahon, 2005). This is especially relevant for the South African context which has an array of different racial, ethnic and cultural groups. However, there has been a movement towards a more cultural approach

to career development (Watson & McMahon, 2009). It is optimum that South Africans who work in career development (such as counsellors, psychologists and mentors) adapt the existing career theories and practices to the South African context (Maree, 2009). According to McMahon (2005, p.170), “The Systems Theory Framework of career development was proposed as a meta-theoretical framework that accommodates the contribution of all theories and offers an integrative and coherent framework of career influences.” This means that it is not considered as a particular theory for career development but rather the use of the integration of many types of career theories which can be used (Patton & McMahon, 2006). STF was developed in the early 1990’s as a response to the traditional approaches of career development and it was first implemented in 1995 (McMahon, 2005; McMahon & Watson, 2009). STF is applicable to numerous aspects of career development – namely - career practice, career counselling, multicultural career counselling, career assessment and career education (McMahon, 2002; McMahon & Watson, 2009). Furthermore, STF has proved to be applicable across different countries and cultures, including South Africa (Arthur & McMahon, 2005; McMahon & Watson, 2009). STF is a theoretical foundation that accounts for career development with regards to individuals and their context in terms of social, environmental, and societal factors (Amundson, 2005). The individual and their context are in interaction with each other (Arthur & McMahon, 2005; Amundson, 2005). Internal and external variables are considered in terms of people’s career development (Arthur & McMahon, 2005). STF considers the different parts of the system as well as the system in its entirety (Arthur & McMahon, 2005).

### ***2.3.2 Content influences and process influences of STF***

There are both content and process influences which are embedded in STF (Arthur & McMahon, 2005). Content influences include sixteen individual variables (gender, values, sexual orientation, ability, interests, skills, age, world of work knowledge, physical attributes, aptitudes, ethnicity, self-concept, personality, beliefs, disability and health), six social variables and six environmental/societal variables (peers, family, community groups, socioeconomic status, media, educational institutions, geographical location, political decisions, historical trends, globalisation, workplace and employment market) that demonstrate the holistic nature of the influences of career development (Arthur & McMahon, 2005; Bridgstock, 2006; McMahon, 2005). *Figure 1* displays all the variables. The innermost circle displays the individual variables and the middle circle displays the social and environmental/societal variables. One could argue that the usage of specific variables leads toward a quantitative

paradigm. However, due to each variable having broad attributes, this can be interpreted qualitatively as they are unique to each individual. This uniqueness is further highlighted by process influences. The process influences include three aspects. Firstly, recursiveness pertains to the openness of systems (Amundson, 2005; Arthur & McMahon, 2005). This is indicated in *Figure 1* by the broken lines by showing that systems are permeable and susceptible to each other (Patton & McMahon, 2006). Secondly, change over time shows how variables are dynamic and ever-changing due to past, present and future circumstances (Amundson, 2005; Arthur & McMahon, 2005). This is depicted by the outermost circle of *Figure 1*. Lastly, chance is illustrated by lightning flashes, as shown in *Figure 1*, which indicates that certain events are sudden, unanticipated and beyond the individual's control (Amundson, 2005; Arthur & McMahon, 2005; Patton & McMahon, 2006). Content influences are maintained by process influences by showing how they occur not in a linear manner but rather in a dynamic, circular manner within which all the variables exist over a past, present and future time period (Amundson, 2005; Arthur & McMahon, 2005).

### ***2.3.3 STF – A constructivist approach***

According to Brown and Brooks (1996) as cited in Brott (2001) and Patton and McMahon (2006), there are a few assumptions of the constructivist approach to career development. These assumptions are that people cannot be disconnected from their surroundings, there are no principles with regards to human action, human behaviour can only be understood in context and individuals define themselves within their environments. However, because the dominant paradigm for research on career development has been one of a quantitative nature, being able to qualitatively address issues of career development lends itself to knowledge production of a different type of nature, which STF allows (McMahon, 2002; McMahon & Watson, 2009; Patton & McMahon, 2006). Because STF is an all-encompassing theoretical framework, it accounts for the constructivist approach to career development whilst not completely disregarding aspects of the positivist tradition (Bridgstock, 2006). It can therefore be utilised quantitatively or qualitatively (Bridgstock, 2006). Constructivism is a movement from the traditional positivist approach to an approach that considers the uniqueness and dynamism of individuals' lives (Watson & McMahon, 2009). It challenges the Westernised models of career development which are irrelevant for marginalised groups and accounts for the individual's contextual and dynamic life (Brott, 2001). This is especially applicable in a context such as South Africa's due to the diverse circumstances of people. Constructivist approaches have the ability to address issues of diversity when dealing with clients by allowing clients to construct

their own realities (Watson, 2009). This can be useful by being able to address the practicality issues in the vast disadvantaged communities by combatting issues such as language barriers and reading abilities. Constructivism is based on meaning-making (McMahon, Patton & Watson, 2003). It critiques the positivist view of career development by including the individuals' context instead of looking at individuals as being separate from their context (McMahon et al., 2003). People are considered in terms of their experiences within their particular context (McMahon et al., 2003; Patton, 2005). The client and counsellor collaborate in the process (Brott, 2001; Watson, 2003). Because the majority of the population of South Africa forms a part of the African culture, story-telling is pivotal to the culture (Maree et al., 2006). Therefore, the constructivist approach proves to be applicable as people get to relay their lives in the form of narrative and context. This can especially be done in a group context, as is inherent in the African culture (Maree et al., 2006). The group context can help to ease the notion of the career guidance, which allows the focal issues to surface, and can then lead to more appropriate individual attention (Maree et al., 2006).

#### ***2.3.4 Applicability of STF to the current study***

STF has been chosen as the theoretical framework for this study as this study aims to qualitatively address issues of career development amongst the youth, especially those who are unemployed and have not completed their secondary schooling. STF will allow for the exploration of the particular factors which have inhibited the career development of the people in the research, who are from disadvantaged backgrounds, and raise consciousness within them. Watson et al. (2011) indicate how STF is an applicable theory in the South African context for career development. It is important to raise awareness with regards to individual, social and contextual factors which impact on one's career development in order to gain a realistic perspective as opposed to other career theories which are based on a particular ideological perspective of the context in which they were developed (Watson et al., 2010; Watson et al., 2011).

#### ***2.3.5 Advantages of STF***

There are numerous advantages to using STF as a theoretical foundation for career development as opposed to alternate career theories. Firstly, STF incorporates many other theories of career development, which is why it is considered a meta-theoretical framework (Arthur & McMahon, 2005; McMahon, 2002; Patton & McMahon, 2006). Furthermore, it is a multidisciplinary framework (Arthur & McMahon, 2005; Patton & McMahon, 2006). It is also a framework which regards theory and practice congruently (Arthur & McMahon, 2005;

McMahon, 2002). Moreover, it accounts for the individual as a unique system – at a micro-level and a macro-level (Arthur & McMahon, 2005; McMahon, 2002). STF also acknowledges the counsellor in the therapeutic process and their roles and values (Arthur & McMahon, 2005). Additionally, STF looks at the entire therapeutic system and the interaction and collaboration between the counsellor and the client (Arthur & McMahon, 2005; McMahon & Watson, 2008; Patton & McMahon, 2006). It is also applicable to organizations and can be used in organizational development (Arthur & McMahon, 2005).

### ***2.3.6 Critique of STF***

STF can be critiqued as it is not a theory of specificity due to the numerous factors which it accounts for (McMahon, 2005). However, because it is informed by constructivism, the detail which is required will be gathered from the client telling their stories (McMahon, 2005). Furthermore, because clients and counsellors collaborate when using STF, this means that it is a much more lengthy and in-depth effort as opposed to a quantitative approach to career development (Watson et al., 2003). STF may be interpreted quantitatively due to the specific variables which are encompassed in the model. But, the subjectivity which these variables are construed allows them to be interpreted qualitatively. In addition, there needs to be a balance created when utilising such a model as one needs to consider the individual as well as context.

Figure 1: The System Theory Framework

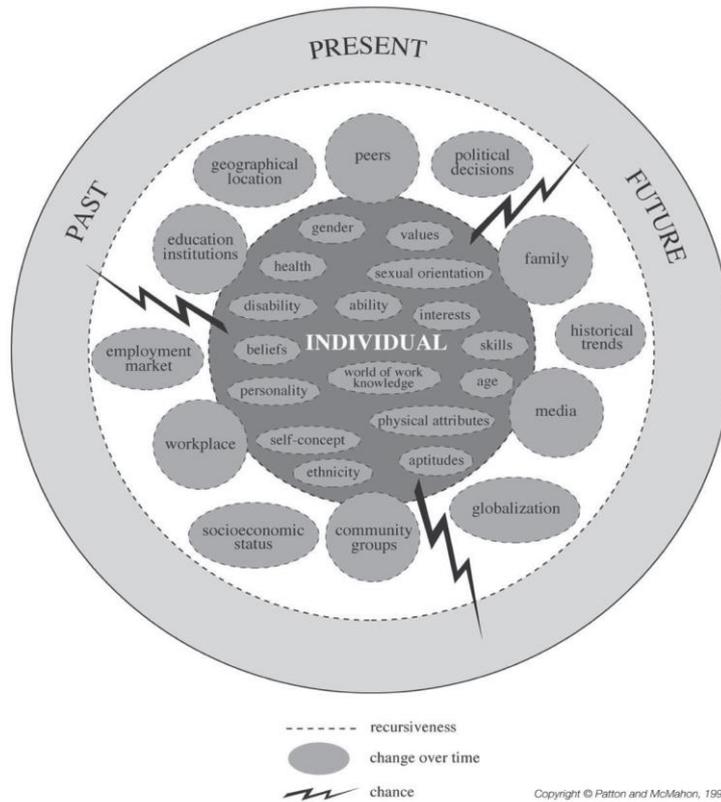


Figure 1 depicts the variables located at each level (individual, social, environmental/societal). It also illustrates the different influences i.e. the content and process influences.

(Extracted from Watson & McMahon, 2009, p. 473).’

## **2.4 Context of the study**

### ***2.4.1 Youth unemployment***

#### ***2.4.1.1 Context***

The South African National Youth Act of 1996 categorises the youth as being between the ages of 14 and 34, with the age of 15 being the legal age to enter the labour force (du Toit, 2003). According to the International Labour Organization (ILO), 52% of South Africa's youth are unemployed and this indicates that South Africa has the sixth highest youth unemployment rate in the world (BusinessTech, 2015)<sup>1</sup>. ILO (2015) shows how globally, youth unemployment is at a higher rate than adult unemployment. The South African economy is not considered to be a wealthy economy as it is a developing country and therefore this has had a major impact on youth unemployment (du Toit, 2003). It is deemed that there are psycho-social consequences of being unemployed (du Toit, 2003). One way to alleviate this is by implementing career development strategies. It should also be known that the vast majority of the unemployed population of South Africa are Black (Watson, 2013). This can be attributed to the fact that the policy of Apartheid is still evident in the labour market trends (Burger, Berg & Fintel, 2015).

#### ***2.4.1.2 Unemployment and career development***

Work holds an important meaning for many people in their lives – economically, socially and psychologically (Bullock-Yowell et al., 2014; du Toit, 2003). The meaning of work can be qualitatively gauged by work values and an aspect within work values is career development (du Toit, 2003). Thus it can be deduced that if people are unemployed, this can have devastating consequences on their well-being as they do not experience the meaning that work can offer. Many people who are unemployed do not have access to proper career development resources and most often cannot afford it (Bullock-Yowell et al., 2014). Furthermore, they are unaware of the fact that there are such services which could be of benefit to them (Bullock-Yowell et al., 2014). Bullock-Yowell et al. (2014) have identified that career interventions are a method which could help address this issue. Macro-level issues factors which have led to high unemployment rates have challenged the use of career theories (Bullock-Yowell et al., 2014). Even though there is a usage of compulsory Life Orientation programmes which have been implemented in South African schools, with career guidance embedded in them, teachers are uncertain as to how prepared these programmes are actually leaving learners (Bhorat et al., 2006; Maree, 2009; Marock, 2008). Therefore, the inadequacy of these programmes can be a

contribution to unemployment (Prinsloo, 2007). Marock (2008, p.22) shows how, "...the importance of providing accessible and effective career planning, guidance counselling and of ensuring access to up-to-date labour market information and employment opportunities is also deemed to be critical in facilitating job searches and in helping youth to respond to the complex and changing nature of work: and in helping youth pursue careers in new and emerging occupations." They also highlight that this is especially difficult for people in disadvantaged communities (Marock, 2008; Swartz, Khalema, Cooper, Lannoy, & Segal, 2012). Swartz et al. (2012) addresses how career guidance is an aspect which can be focused on in terms of unemployment. The unemployment rate, particularly with disadvantaged Blacks, is said to be double when considering those who have not received adequate career guidance (Watson et al., 2010). Career development can help those who are unemployed by giving them a sense of empowerment (Herr, 2001). As a result of using a constructivist approach, this can also help people in terms of their unemployment (Maree, 2013). This is a result of the engagement with people which helps raise their levels of consciousness. It is important to note that if life circumstances are not favourable, for instances such as being disadvantaged or economic conditions, this will negatively affect career development and aspirations of people which will further increase the chances of unemployment (Duffy & Dik, 2009). These are uncontrollable by people (Duffy & Dik, 2009). However, it is believed that adequate career service may help to address these issues by enabling the client to account for external factors in their lives (Duffy & Dik, 2009).

#### ***2.4.1.3 Unemployment and education***

Unemployment can also be attributed to lack of education (du Toit, 2003; Marock, 2008). A decrease in age affects the unemployment rates which is why it is so difficult for youth who have not completed school they are considerably young (du Toit, 2003). This puts them at a disadvantage as most employers seek people with experience and this is difficult to have gained if one is too young to have gained any work experience. People with an incomplete secondary education have a 75% chance of being unemployed (Bhorat et al., 2006).

#### ***2.4.2 Unfinished secondary education***

##### ***2.4.2.1 Context***

There are a vast number of pupils who drop out of school. Recent statistics in South Africa show that in the year 2002 there were 1.1 million first grade pupils but only 550 thousand pupils sat for their final examinations in twelfth grade in 2014 (ENCA, 2015). It is known to

be difficult for the educational systems that are being implemented in Africa to see learners through from the beginning until the completion of their schooling career (Sibanda, 2004; Modisaotsile, 2012). There are numerous individual, social and economic effects on people who have not completed high school and they have a higher chance of unemployment (Banerjee, Galiani, Levinsohn, McLaren & Woolard, 2008; Christie, Jolivet & Nelson, 2007). There are many reasons, risks and factors which influence dropouts on an individual, social and environmental level (Sibanda, 2004; Christie et al., 2007; Wegner, Flisher, Chikobvu, Lombard & King, 2008). These negative factors can be seen especially in disadvantaged schools. The Apartheid system largely affected the education system of South Africa by oppressing Blacks and affording superior education to Whites. Even though the country is currently twenty-one years out of the Apartheid system, the remnants of Apartheid are still evident in many schools (Denhere, 2013). There are still many schools in disadvantaged and rural communities who do not have access to adequate resources in order to achieve well.

#### ***2.4.2.2 Drop-outs and unemployment***

People who do not complete their secondary education have a higher chance of unemployment and have immense difficulty in being able to find employment (Banerjee et al., 2008; Christie et al., 2007). This is especially relevant for Blacks in South Africa as the majority of people who do not finish their secondary schooling are Black and from disadvantaged backgrounds (Bhorat, 2007). For most employers in the South African context, it is required that a person has completed their matric (Marock, 2008). Therefore, this further marginalises those who have not completed their schooling as it is difficult for them to find employment.

#### ***2.4.2.3 Drop-outs and career development***

As a result of many of the people who have not completed school being from disadvantaged backgrounds, they do not have access to many resources. One of these resources is adequate career development. Most exposure to career development begins at school and by not being in school, they do not receive career guidance. Being able to access adequate career development resources can help better the lives of these people.

#### ***2.4.3 Life Orientation in South African schools***

As mentioned above, it is known that Blacks received inferior education to Whites during the Apartheid era as there was racial segregation in the educational system. The OBE approach was introduced after the Apartheid ruling to help combat the inequalities of Apartheid (Mouton, Louw & Strydom, 2012). However, the problem with this educational system was that due to

its origination in the first world, it did not account for the complexities which are embedded in the South African milieu (Mouton et al., 2012). Hence, CAPS education system was introduced to help to address these shortcomings (DOE, 2011). Life Orientation is currently a compulsory subject in the South African CAPS system that is implemented in schools (DOE, n.d.). The subject is integrated into the educational curriculum from grade one up until the final year of schooling (DOE, n.d.). The central tenet of the subject is that it "...addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices" (DOE, 2011, p. 8). It helps to equip learners with an array of tools to be able to cope and interact in life. A major aspect of the life orientation syllabus is the "world of work" (grades seven to nine) and "careers and career choices" (grades ten to twelve) (DOE, n.d.; DOE, 2011). Even though the Life Orientation curriculum includes some remnants of career development up until grade seven, it is not until then that intensive career guidance is given. This is essentially the beginnings and foundation of proper career development for youth. Both parts of the curriculum, from grades seven to nine and grades ten to twelve, cover career development in an in-depth and highly extensive manner (DOE, n.d.; DOE, 2011). As the grades increase, the curriculum becomes more tailored to suit pupils as they progress and develop (DOE, n.d.; DOE, 2011). It is important to note that recent investigation has shown that the subject of Life Orientation is considered to be important for individuals' as it helps to enhance and enrich lives (Booyse, 2015). As Life Orientation provides the foundation for life and career guidance, this inhibits those who have not attended school as they would not have access to these resources. This is particularly applicable for those who have not completed their secondary education. This is because this has implications for students benefiting from the full scope of the Life Orientation curriculum. Furthermore, due to the subject often being implemented inadequately, this further hinders the life skills and especially career development that one should receive.

## **2.5 Conclusion**

This chapter aimed to explicate the history of career development globally and contextually. It also demonstrated the relevance of career theories in South Africa. It showed how the current study will be using STF as a theoretical framework in terms of career development as this is a contextually-appropriate way of exploring career development in South Africa. A contextual

understanding of the study was given. The following chapter illustrates the methodology which was utilised in order to operationalise the current study.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction and overview of the chapter**

This chapter will discuss the methodology which was implemented in this study. Briefly introduced in the first chapter, here forth will be an elaboration of the research methods which were applied in this study such as the research design, sampling procedure, data collection techniques, the instruments utilised, the procedure undertaken for the study and how the data was analysed. Furthermore, the trustworthiness of the research will be illustrated. The research was only undertaken after ethical clearance was obtained and the process for acquiring ethical approval and the ethical guidelines which were adhered to for the study is also explicated. Throughout the chapter, there will be a demonstration of the strengths and limitations of the advocated methodology. The research methodology was designed to be able to address the aims of the study. This study aimed to qualitatively explore particular aspects of career development in the South African context. The focal areas of interest for this particular study was to look at how people perceive the career interventions that was being implemented in school; the numerous factors that have contributed to their career development; and the career development interventions they would like to materialise to help in this realm of their lives.

### **3.2 Research methods**

#### ***3.2.1 Research Design***

The majority of research to date on career development has been approached from a quantitative paradigm (Watson et al., 2011). Therefore, this study aimed to address the dearth in literature of qualitative research designs on career development by following a qualitative approach as opposed to a quantitative approach. Furthermore, by applying a qualitative approach, this helped the in-depth exploration of the context of the study as this is a characteristic of qualitative research designs (Neuman, 2011). Another aspect of qualitative research which was beneficial for the study is that qualitative research allows for detailed descriptions of phenomena which were achieved by the use of in-depth interviews (Boeije, 2010). Furthermore, the researcher was particularly sensitive toward the participants (due to some of the research being of a personal nature) and this sensitivity is another feature of qualitative research (Boeije, 2010). Due to the focus of the study being based on context, this

also deemed it as a qualitative design as the focus was on the participants and their meanings (Berg, 2001). The particular qualitative approach which was used in this study is the constructivist approach which was discussed comprehensively in the review of the literature in chapter two. In summation, the constructivist approach considers the uniqueness of individuals in interaction with the environment (Watson & McMahon, 2009).

### ***3.2.2 Sampling***

Sampling in qualitative studies differs to sampling in quantitative studies as the sample chosen in a qualitative study is very specific in terms of the aims of the study (Ulin, Robinson, Tolley & McNeill, 2002). The sample chosen in a qualitative study is usually deliberate and purposeful as one seeks to gain access to rich, detailed information pertinent to the study (Ulin et al., 2002). This led to purposive sampling being used as a strategy to recruit the participants for this study as this ensured that the information which was obtained from the participants was rich and helped to target the purpose of the study (Patton, 1990). Purposive sampling also proved to be applicable to the research as the characteristics of the population were known (Rubin & Babbie, 2013). It was required that the participants did not complete their secondary schooling, were unemployed, Black and from historically disadvantaged backgrounds. Hence, as the researcher accessed participants with these particular characteristics, this encompassed the essence of purposive sampling.

The sample initially consisted of fourteen participants. However, due to delays in obtaining ethical clearance for the study, the sample was adjusted to nine participants. The sample was both male and female as specificity of the gender of participants' was not relevant to this study. This is because the aim of the current study does not stipulate that the genders of the participants' are of importance to the research questions.

The sample was chosen to be able to address the objectives of the study as well as the context of the study which was outlined in the literature review. Participants were people who had not completed their secondary schooling. These participants are also unemployed. Black participants from disadvantaged backgrounds were recruited to participate in this study. As the study is focused on previously disadvantaged, the race category of Black encompasses people who are Black, Coloured or Indian in the South African context. This is because the race group of Blacks were oppressed and disadvantaged in the Apartheid era.

The research was conducted by the researcher with the participants. Assistance from a gatekeeper, based in ward 31 of the Umsunduzi Municipality, was received in order to locate participants. The gatekeeper currently sponsors Adult Based Education and Training programmes for people who have not completed their secondary schooling. Those who control access to a given location (gatekeepers) or the subjects themselves may be reluctant or resistant to cooperate. The researcher met with the gatekeeper to brief her about the nature of the research. She was also given a letter which was written by the supervisor of this project to help ease access to the relevant sample. Please see appendix one. The gatekeeper agreed to the research and a letter of permission was shown to be able to access the participants. Please see appendix two. The gatekeeper telephonically contacted the co-ordinator of the programme to make him aware that research will be conducted with the students. The researcher also contacted the co-ordinator of the programme to brief him about the nature of the research. A meeting was also held with him by the researcher in order to elaborate on the research. The research was conducted at Esther Payne Smith School where the participants attend classes to try to complete their schooling careers. This allowed for data collection to be conducted in a setting which was natural and familiar to the participants which is a tenet of qualitative research (Neuman, 2011). Therefore, by recruiting participants who are Black, unemployed, from disadvantaged backgrounds and who have not completed their secondary schooling, this enabled the researcher to gain insight into issues of career development that these people have faced and how they can be alleviated, considering their circumstances.

This sample enabled fair participant selection in terms of the research question which is posed (Wassenaar & Mamotte, 2012). The participants were engaged with for data collection only once ethical clearance was obtained for the study. Please see appendix six and appendix seven. Participants were thoroughly informed of the nature of the research before they participated by having a meeting with them prior to the actual conduction of the focus group and interviews. They were given an informed consent form which enlightens them as to their rights in the research and helps to ensure them that they will be treated with on-going respect (Wassenaar & Mamotte, 2012). Informed consent is important when engaging with human participants and it pertains to informing the participants of the nature of the research and their ethical rights (Wassenaar & Mamotte, 2012). It also gives them the ability to sign a form consenting to the research. The informed consent form for the current research includes the following information: What the study is about; an invitation to participate with the participants' ethical rights (such as freedom to withdraw at any point, anonymity, etc.); how the data will be used;

how the participants are protected; information about the participants; informed consent; and a declaration of informed consent. As a result of the study utilizing Blacks who may not be comfortable with the English language, the informed consent sheet was translated into isiZulu so that participants fully understand their rights. This helps to consider local contextual issues (Shaw, 2003). Please see appendix three for the consent form. The informed consent form also states the referral to the Child and Family Care Centre should the participants feel the need to utilize the service (Ulin et al., 2002). Please see appendix four. On-going respect was also achieved in this study by allowing participants to withdraw at any time of the research process – before, during or even after data had been collected. A substantial amount of time was spent with the participants in order to go through the consent form and all its intricacies with them thoroughly. This respect was actually exercised in an in-depth interview with a participant who was too nervous and reluctant to participate and communicate in the interview. The interview was consequently terminated. On-going respect was also ensured by gauging whether there was any discomfort felt by any participants and re-informing them about their rights to see the Child and Family Centre on the University of KwaZulu-Natal, Pietermaritzburg campus. This was also done by re-engaging with the participants after data collection. Participants will also remain anonymous and unidentifiable in the dissemination of the results.

### ***3.2.3 Data collection techniques***

South Africa's population is dominantly part of a collectivist culture (Watson et al., 2014). Therefore, the constructivist approach has proven to be applicable in group contexts. Furthermore, it has also been shown that a group context can be used with career guidance (Maree et al., 2006). Data collection was initially going to be done by the use of two focus groups. However, due to the sample size being adjusted, the data collection technique changed and only one focus group was conducted. The reason for the adjustment of the sample size was that due to delays in obtaining ethical clearance for the study, many participants had left the site of research. Focus groups, as a form of data collection, are used frequently in the social sciences (Wilkinson, 2011). It is used for exploring issues which therefore fits the current as it is essentially exploratory in nature (Kitzinger & Barbour, 1999). It is also good to gauge people's opinions or experiences on a topic by allowing the participants to generate their own meanings without interference from the moderator (Kitzinger & Barbour, 1999). This is aligned with the narrative approach (McMahon et al., 2003). It should be noted, according to Berg (2001), that the topics covered in the focus groups are usually guided by the researcher and hence this allows for the relevant information to be accessed. There is usually a facilitator

or a moderator (which was the researcher in this study) who conducts the focus groups and then there are a number of participants who participate in the focus group (Wilkinson, 2011). Numerous authors suggest different amounts of people for focus groups. According to Ulin et al. (2002), the optimum for a focus group is eight to twelve participants in each focus group in order to have good discussion that can be managed. However, six to twelve people can also be used in a focus group, according to Neuman (2011). The focus group for this study was conducted with seven participants. The topic lends itself not only to individually located issues, but also contextual issues which the participants can identify with each other in a focus group setting (Ulin et al., 2002). Therefore, by listening to each other's problems and possibly being able to identify common concerns, this may motivate the participants "to initiate change." (Ulin et al., 2002, p.44.). Focus groups are also a good way to be able to comprehend the dynamics between participants. As the constructivist approach acknowledges the collectivist culture of the African population (Maree et al., 2006), this data technique was of use to the sample of the study. It helped in the further understanding of a particular contextual situation (Kitzinger & Barbour, 1999). The use of the focus group also helped to equalise any power dynamics between the researcher and the participants. The researcher, being a Masters student, entered a context whereby the participants have not completed their high school education. Therefore, this helped to give the participants a sense of empowerment as there were seven participants and just one researcher. Even though the researcher directed and facilitated the focus group, the focus group was dominated by the participants. The focus group was conducted at Esther Payne Smith School where the participants have their classes to help them in their completion of their secondary schooling.

A change in the data collection technique implicated the removal of the implementation of one of the focus group and this was replaced by the use of five individual, in-depth, semi-structured interviews. Individual, in-depth, semi-structure interviews not only ensured flexibility in being able to cover topics that are pivotal to the study, but also in being able to probe any other issues which surfaced (Ulin et al., 2002). Furthermore, not only did the change in sample size affect the data collection technique from initially being two focus groups, but after the dynamics which surfaced in the focus group, the researcher believed that by conducting the individual interviews this would help to gain richer data. It was evident that many of the participants were reluctant to speak at times and it was later discovered that many felt shy. This proved to be a shortcoming of the focus group. Of the five individual in-depth interviews, three participants had participated in the focus group and two participants had not participated in the focus group.

This was deliberately orchestrated so that the data from the focus group interview and the individual interviews could be triangulated and corroborated. Furthermore, as mentioned above, some participants proved to be insecure in the focus group and therefore by conducting in-depth interview with them with similar questions, this allowed them to speak without any insecurity. The focus group and individual interviews were guided by a semi-structured interview schedule with topics to cover. The interview schedule comprised of: section A – Career guidance received at school; Section B – Current career issues; Section C – General questions. Please see appendix five.

The focus group and interviews were recorded using audio-recording equipment (with the consent of the participants). In the current study, a principle of the constructivist paradigm is collaboration between the researcher and the researched – with the researcher being a facilitator in the process and the researched relaying the information. Therefore, this was achieved by the use of the focus group and individual interviews. The focus group allowed some degree of collaborative partnership between the researcher and the participants and also enabled the sample to be represented as a whole by virtue of being in a group and therefore in a fairer manner (Wassenaar & Mamotte, 2012). The individual interviews also meant that the researcher and the participants in the focus group collaborated in dialogue. This also helped to alleviate any issues of power dynamics in the researcher-participant relationship as the researcher was fully engaged with the researched (Neuman, 2011). Because a part of the research was conducted in a focus group setting, participants were advised to respect each other's confidentiality to help to fulfil the ethical consideration of on-going respect (Wassenaar & Mamotte, 2012).

#### ***3.2.4 Instruments/ Equipment***

The use of an audio recording device was used to record the focus groups and individual interviews. The reason for choosing this type of equipment for data collection was to be able to accurately and thoroughly record all the information obtained from the focus group and individual interviews. This ensured that a first-hand account of the data could be retraced if need be. Furthermore, this eased the process of transcription, especially for the focus group, as the researcher was able to accurately transcribe what was said by the participants by being able to recognise their voices. The researcher did not have to take notes during the focus group and the interviews by having the audio recording of these. However, observations were noted after the focus group and the interviews in terms of the dynamics which surfaced during data

collection. This was especially useful to be able to compare the data collected from those who were present at the focus group and participated in the individual interviews as well as the two participants who were interviewed but were not present for the focus group. The participants did not seem to be affected by the presence of the audio recording device. The focus group and individual interviews were recorded with the consent of the participants.

### ***3.2.5 Procedure***

The procedure for this study has been explicated throughout the methodology. However, this is a brief summary of the procedure. A research topic and questions were formulated by the researcher with the guidance of the research supervisor. Sampling proved to be a complex process. The first gatekeeper who was approached to be able to access the relevant sample requested an immediate career intervention. This was beyond the scope and practicality of this study. The second gatekeeper was willing to help with accessing participants. The study was pre-designed and planned and subsequently a proposal was submitted to the Human and Social Sciences Research Ethics Committee at the University of KwaZulu-Natal. Data was only collected after the ethics application was approved. Please see appendix six for the letter of approval. The initial study consisted of two focus groups. One focus group was conducted. However, due to the technical issue of participants exiting the site and upon reflection of the information which was gathered in the focus group, there was a resubmission to the Human and Social Sciences Research Ethics Committee at the University of KwaZulu-Natal as the data collection technique was changed and the final focus group was removed and five individual interviews were conducted. These interviews were only conducted after the ethics reapplication was approved. Please see appendix seven for the letter of approval. Data collection ultimately consisted of a focus group and five individual interviews. The focus group and individual interviews were conducted at Esther Payne Smith School. There were seven participants present at the focus group. There were five participants who participated in the individual interviews - three participants had originally participated in the focus group and two participants had not participated in the focus group. The teacher of the class at that school was invited to be a translator for the focus group as this also helped with the power dynamics as opposed to bringing in an external translator. He willingly accepted the task. However, the participants indicated that they were comfortable to communicate in English and preferred to not have the teacher present. Fortunately, language did not prove to be a barrier in the focus group. However, language was somewhat of a barrier with one participant of the individual

interviews. However, the participant did not want to have a translator present. The data that was collected was then transcribed with accuracy by the researcher and subsequently analysed.

### ***3.2.6 Data analysis***

There are numerous ways which can be used when analysing participants' talk when using interviews (Aronson, 1994). The data analysis which was used for the purpose of this study was thematic analysis. Thematic analysis can be used as a data analysis tool for focus group interviewing and individual interviewing (Braun & Clarke, 2006). Even though the particular framework for this study is from a constructivist point of view, which places emphasis on narratives, the aims and objectives of this particular study is geared toward the themes which will emerge from the interviews. Thematic analysis allowed for the organization of the themes/patterns which was identified in the focus group interview and individual interviews (Aronson, 1994). Thematic analysis is commonly applied to numerous approaches of the qualitative paradigm and can also be applied to many different theoretical frameworks (Braun & Clarke, 2006). Consequently, with regards to the current research, thematic analysis was applicable in order to capture the fundamental issues/themes around the research problem in order to describe and interpret the issues/themes (Braun & Clarke, 2006). Thematic analysis also allowed for any other themes to be identified other than those that are depicted by the research problem (Braun & Clarke, 2006). Many different authors have differing views as to the steps one must utilise when conducting thematic analysis. However, for the purpose of this research, the steps for thematic analysis which are recommended by Braun and Clarke (2006) were followed as they specify how to conduct thematic analysis in the discipline of Psychology. Furthermore, by following this Braun and Clarke (2006) for the analysis of the data, this allowed for a systematic logic in data analysis as opposed to following numerous authors. Data analysis followed a number of steps. The first step was to become familiar with the data (Braun & Clarke, 2006). This was done by the researcher personally transcribing the audio of the focus group and interviews verbatim and then studying the transcription thoroughly (Braun & Clarke, 2006). During this phase one begins to find potential themes throughout the transcription process. This is due to the lengthy process of transcription which allows one to engage with the data scrupulously. The data was then coded by looking at the key issues and topics which were identified (Braun & Clarke, 2006). This coding was not too stringent as this allowed for all types of data to be accounted for and no data was ignored at this stage. Thereafter, the issues and topics which were identified from the data were categorised into significant themes (Braun & Clarke, 2006). The themes were consequently refined as much as

possible in terms of the issues and topics within them and then finally, they were defined (Braun & Clarke, 2006). This led to an analysis of the findings and also helped guide the results and discussion of the findings. A spread sheet was utilised whereby the themes and quotes related to those themes were inserted into one document. This ensured that all the relevant data was easily traceable and no data was overlooked. This also aided the data analysis process. The dissemination of the findings was available to the gatekeepers and the participants in order to raise awareness of the issues at hand and hopefully empower them. Furthermore, because a focus group and individual interviews were used and trust and rapport had to be gained from the gatekeepers and participants, it was also important to reciprocate that trust by disseminating the findings (Ulin et al., 2002). The participants were informed that they would be told of the career intervention which would be implemented as a result of the research and the findings of the research when it is ultimately executed.

### **3.3 Trustworthiness**

An ethical consideration of research is scientific validity which pertains to how the research methods of the study will answer the research questions (Wassenaar & Mamotte, 2012). This is ultimately deemed how trustworthy the study is in terms of the methodology which was utilised. This is ensured in this study by the use of the methods below.

#### **3.3.1 Credibility**

What is usually referred to as validity in the more traditional quantitative approaches will be referred to as credibility in this research with relevance to its qualitative methodology (Ulin et al., 2002). Credibility focuses on truth and accuracy in understanding the context (Ulin et al., 2002). Credibility was ensured as a result of the narrative nature of the constructivist paradigm as the information which the participants gave was their personal accounts (Ulin et al., 2002). Therefore, by the participants relaying their versions of their “truths” and their accounts, this ensured credibility. Credibility was also achieved by the use of respondent validation – by going back to the participants whereby any unclear information was given clarity (Silverman & Marvasti, 2008). This was done after the focus group whereby, upon reflection by the researcher, some information was ambiguous and needed further understanding as to avoid misinterpretation of the data. This was applied to this study for those who participated in the focus group as well as the individual interviews. Another way to warrant credibility was by

the use of comprehensive data treatment (Silverman & Marvasti, 2008). Thematic analysis has been criticised for being a vague form of analysis whereby themes are just arbitrarily extracted with no firm theory of analysis (Antaki, Billig, Edwards & Potter, 2003). However, by using comprehensive data treatment, the entire data set was thoroughly scrutinised in the data analysis process to be able to explain the specific context of the research. This was also achieved by cross-checking the information that was drawn from the data in order to ensure that the data was rich and meaningful, which are attributes of thematic analysis (Braun & Clarke, 2006). This verification was done with the assistance of the supervisor of this project who listened to the audio recorded focus groups to help validate that rich data was obtained. This is also referred to as peer debriefing as an outsider of the study was consulted to verify the data (Creswell, 2009). The use of an audio recording device also helps to increase credibility. An adjustment to the study by the addition of five individual interviews to be able to access richer data implicated methodological triangulation (Silverman & Marvasti, 2008; Ulin et al., 2002). This is because there were essentially two methods that were used to collect data, a focus group and individual interviews, which helps in the validation and corroboration of the data.

### ***3.3.2 Dependability***

Reliability, which is usually referred to in quantitative research designs, will be referred to as dependability in this research as it is a qualitative study (Ulin et al., 2002). In quantitative research, this is usually achieved by the replicability of the study as a result. Because this is a qualitative research study engaged in a particular context, it would be difficult to replicate and achieve the exact same results. However, dependability was achieved by making sure that the methodological procedures are explicated thoroughly enough in the research so that the study could possibly be applied in another context (Ulin et al., 2002). Furthermore, the data analysis which was applied was thematic analysis which is sometimes critiqued for being vague and not valid enough (Antaki et al., 2003). However, by following the rigorous steps for thematic analysis in Psychology by Braun and Clarke (2006), this assisted with the dependability of the study.

### ***3.3.3 Rigour***

Rigour in this study was achieved by trying to have credibility (explained above), dependability (explained above), confirmability and transferability. Confirmability refers to objectivity which cannot be fully achieved in a qualitative study as the researcher and the participants are engaging with one another and subjectivities are part of the information which needs to be

gathered (Ulin et al., 2002). This is opposed to a quantitative study whereby one of the principles of the research is to be as objective as possible. However, this was done by the researcher engaging in a reflexive process and recognizing that a specific social context shall be entered and at the same time, recognizing personal biases and assumptions to ensure that the research was not affected (Ulin et al., 2002). This was achieved by the process of bracketing (Neuman, 2011). Due to extensive research of literature, often there are assumptions which are believed about the researched. However, by bracketing, assumptions are not accounted for and data was collected and analysed as objectively as possible by giving priority to the narratives of the participants. Transferability refers to what is commonly known as generalizability (Ulin et al., 2002). It will be difficult to generalize to the entire population of this sample due to the sample size. Ideally, one would like theoretical saturation when engaging in qualitative research to be able to make some form of generalization of the study. This is whereby data is gathered until no new data emerges and one has reached a point of redundancy (Coyne, 1997). However, after much effort to try and formally access as many participants as possible of the given sample, this was impossible to achieve for the practicality and time constraints of this study. Furthermore, generalizability is often not the aim of qualitative research. This study was an in-depth exploratory study of a specific contextual phenomenon. Therefore, transferability was accomplished by documenting the knowledge as conscientiously as possible. This is due to the fact that the study used small sample from a particular region (Pietermaritzburg, Kwa-Zulu Natal) and by being rigorous, it can be applied to other contexts (Ulin et al., 2002).

### **3.4 Ethical considerations**

It is vitally important that ethical principles are adhered to when one conducts a study, especially when involving human participants, as this demonstrates sound consideration of respect for the subjects, the discipline and the endeavour of research. There have been numerous ethical considerations mentioned in context of the current study thus far. Below are the ethical considerations which have not been mentioned but have been accounted for.

Favourable risk/benefit ratio means that the risks and benefits of the research balance each other (Wassenaar & Mamotte, 2012). The risk of this research was that some people may have felt discomfort or may have felt hurt by the personal questions asked and this may have resulted

in emotional issues surfacing. This is due to the material covered in the focus group and interviews being of a sensitive nature to some participants (Ulin et al., 2002). However, permission was obtained from the Child and Family Centre at the University of KwaZulu-Natal (Pietermaritzburg) campus in order for participants to receive free counselling should they feel the need for it. It should be noted that this service was not needed by the participants. Nevertheless, a major benefit of the current research is that there will be an intervention implemented in the future. Even though the participants may not gain an immediate benefit, there is a long-term benefit to the current research. Furthermore, by making the participants think in terms of all the factors which have affected their career development by indirectly following the variables which are found in STF, this helped to raise consciousness and awareness within the participants.

It is important that principles (honesty, justice, respect); consequences (pertaining to the favourable risk/benefit ratio); and skills (being reflexive morally and ethically) that will be utilised in the research is considered by the researcher (Shaw, 2003). Furthermore, there needs to be a balance between the need to gain knowledge on the subject area but also considering the rights of the participants (Neuman, 2011). The research was conducted in a moral and reflexive manner (Neuman, 2011). This was ensured before, during and will be exercised after conducting the research. Entering a context of youth who have not completed high school and being a Masters researcher who was within the age range of the participants meant that extra care and precaution had to be taken when engaging with the participants. This was done by trying to make the participants not feel intimidated and to communicate with them in a manner that made them comfortable. This was primarily achieved through building rapport with the participants prior to data collection and maintaining a relaxed and demure presence, which in turn made the participants feel at ease. Participants were also told that they would be made aware of the career intervention when it is implemented.

Social value pertains to the value of the study to a particular community (Wassenaar & Mamotte, 2012). This research is dealing with a current, contextual issue and will ultimately lead to an intervention of some sort. This will not be implemented in this study but the findings from this study will be used as a tool for an intervention in the near future by the supervisor of this project.

All research needs to gain approval from an independent ethics review before data collection commences (Wassenaar & Mamotte, 2012). The current research was scrutinised by an independent ethics committee of the University of KwaZulu-Natal and data collection only commenced after approval had been authorized. Please see appendix six and appendix seven.

### **3.5 Conclusion**

This chapter served to illustrate the methodology of this study. It also showed why the particular methodology for the current study was chosen. A point of note is to realise that there were methodological changes which were made throughout the study. Some of the changes were beyond control of the researcher, but they were combatted with deliberate decisions that would help improve the study and the data to be gained from the study. This demonstrates the iterative nature of qualitative research (Neuman, 2011; Ulin et al., 2004). Furthermore, the ethical considerations were explicated and it is clear that as a social scientist engaging with human beings, the participants were protected to the highest extent. The following chapter is a presentation of the results which were obtained in the study. The results will also be discussed.

## CHAPTER FOUR: RESULTS AND DISCUSSION

### 4.1 Introduction

The current chapter serves to present and discuss the findings from the research. A detailed description of the participants will also be illustrated.

The results that will be presented were acquired by a thematic analysis in relation to the aims and objectives of the study. There will also be a discussion of the results in line with the relevant theoretical framework and literature. The following were the key themes which were identified:

- Career guidance received at school
- Influences on career development
- Proposed career interventions

Subthemes also emerged from the main themes and hence these will also be presented and discussed in congruence with the theoretical framework and literature.

There will be an in-depth depiction of the participants. This will include an account of the participants who were a part of the focus group as well the participants who were a part of the individual interviews.

### 4.2 Description of participants

There were nine participants who participated in the study. The participants were Black youth who have dropped out of high school and have not completed their secondary schooling. The race category of Black in South Africa includes people of Black, Indian and Coloured descent (*Broad Based Black Economic Empowerment Act, 2005*). Blacks were historically disadvantaged in the South African context due to the policy of Apartheid and the remnants of this era are still affecting many, even youth who have grown up in a political dispensation of democracy. Therefore, it is imperative to see how Blacks are affected and how they can be uplifted. The participants are currently trying to complete their schooling and furthering their education at Esther Payne Smith School by attending Adult Based Education and Training classes. It is important to note that seven of the nine participants were unemployed. The remaining two participants were engaging in temporary jobs. Therefore, the demographics

which have been illustrated here portray how important career development can be for the given sample.

#### ***4.2.1 Focus group***

The focus group consisted of seven participants. In terms of race, there were four Indian participants and three Black participants. There were six female participants and one male participant. The participants were between the ages of 16 and 23. Voluntary consent was received by the 16 year old participant as he personally willingly desired to be a part of the focus group. Seven of the nine participants were unemployed. The remaining two participants had temporary jobs.

#### ***4.2.2 Individual interviews***

There were five individual interviews which were conducted. There were three Indian participants and two Black participants. All the participants were female. The participants were between the ages of 21 and 24. Four of the participants were unemployed. One participant had temporary jobs. Of the five interviews, three participants had participated in the focus group and two participants had not. This was to ensure corroboration and triangulation of the results (Silverman & Marvasti, 2008; Ulin et al., 2002). Interviews one, three and five were people who had participated in the focus group. Interviews two and four were people who had not participated in the focus group. A point of note is that there was a language barrier with participant eight. Consequently, this meant that there was minimal data gathered from her interview as the participant did not wish to have a translator present.

### **4.3 Theme one: Career guidance received at school**

The first theme which was identified was the career guidance which the participants received when they were at school. Numerous subthemes emerged from this theme as there were many viewpoints with regards to this particular theme. These subthemes are:

- Career guidance at school
- Perception of career guidance at school
- Ideal guidance
- Effects of career guidance at school

Here forth presented are the results which emerged from this theme and its subthemes. This will be concluded with an overall discussion of the theme in relation to the theoretical framework and relevant literature.

#### ***4.3.1 Career guidance at school***

All the participants in the study demonstrated that there was minimal information given to them with regards to career guidance in their duration at school. They all reported that the career guidance which they received at school was inadequate and unsubstantial. This was evident in the focus group as well as the individual interviews. The following quotations illustrate this point:

##### *Interview one*

*P3: At school, there was like, not much because uhh like only for Life Orientation, the teacher used to talk about goals and careers and about pursuing it but they weren't like encouraging you.*

*P3: Uhh they used to tell us like, like in the next five years' time where would you see yourself? Or like in the next ten years' time they like used to ask us questions but they like never told us anything like from their point of view.*

It is clear from this interview that, according to the participants, the career guidance which was received was not substantial enough to help the learners. This participant felt that even though they were told about goals and careers, they were not motivated or given adequate encouragement. She felt that teachers asked them about their goals in life, but that was all that was done. There was no further information or guidance given as to how the learners would be able to obtain these goals.

##### *Interview four*

*P9: Umm when it came to choosing our courses, like it depends on what course we choose and what subjects we gonna learn from or whatever. That'll affect our future. That's all they said.*

This participant was vocal throughout the interview in stating that she did not receive much career guidance at school. All she was told was that her subject choice at school would impact on her future. There was no guidance given by the teachers as to what courses to choose.

Moreover, there was no interaction with the students by the teachers to guide them in terms of what course and career would be suitable for them.

*Focus group*

*P1: There was not much motivation in schools regarding career. They just wanted the work done and you had to get it done. They never told you it was gonna get you somewhere or you needed it. That's what I know. The teachers were not very motivating.*

*P5: Because like, it like, it's like you asking questions it's giving you the answers that you will want to get. So it's not like telling you that no, you can't do it because this, like this and this. You see? So if I say I want to become nurse you will say okay become a nurse. You are not telling me –*

*M: Okay.*

*P5: - that you cannot become a nurse because of this this this.*

*P6: Well with me, I never reached grade ten. Because at grade ten in our school, we had to pick our courses and then they would sit with you and tell you about the career and the jobs that you take. So, I really, uhh, I wouldn't say it wasn't too good because I never reached grade ten to pick and stuff. So –*

*M: And they didn't introduce it before grade ten at all?*

*P6: No, they didn't introduce it before that.*

The first participant felt that the teachers at school were not motivational and did not emphasise the importance of attending school in terms of being able to help one gain the knowledge to be able to attain careers. Participant five showcased that there was not much guidance given by the teachers as the teachers did not give them an in-depth account of the world of careers. The teachers did not relay adequate guidance. The sixth participant demonstrated that she did not have access to career guidance at all as she had left school in grade ten. She was never introduced to career guidance before that.

Hence, one can see from the above results that the career guidance which was received at school was minimal and unsatisfactory. The participants recognized that they did not receive adequate career guidance at school level and this was often extended to the teachers

### **4.3.2 Perception of career guidance at school**

It is evident from the above subtheme that the participants demonstrated unsatisfactory career guidance at school. It was unanimous amongst the participants from the focus group as well as the individual interviews that they felt that the career guidance which they received at school was inadequate. The following quote is salient with this:

#### *Interview five*

*P1: Bad because I didn't get anyone taking the time to come to me and ask me do you understand why you in school? Do you know what we want you to become? Don't you have a dream and if you do tell us about it then we can tell you more information, we can guide you how to get there. Umm there was no one of that sort in my life, not in school, not in school at all. It was just attend school, attend school but no one told you why and no one asked you that there's so many opportunities or told you that there's so many things out there that you could become if you continued with school, no. I didn't have anybody that was that encouraging.*

This participant reiterates what was said in the previous subtheme, but demonstrates her dissatisfaction and concern more passionately. It is evident from her that there was disinterest from others in terms of her career development. She did not have anyone to guide her (in all spheres of her life) with regards to information and direction toward a career. Furthermore, there was no one in her life who helped motivate her and tell her the consequences on her career development of not completing her schooling career.

Consequently, this subtheme illustrates a concern of all the participants whereby they feel that they have not received good career guidance and this has left them feel unfulfilled and unhappy as they feel that this has had implications on their lives.

### **4.3.3 Ideal guidance**

There were many opinions from the participants in the focus group as well as the individual interviews with regards to the ideal guidance that they would have liked to receive when they were at school. This showed the importance of career guidance to them and how they wished that they had received adequate career guidance at school. The quotations below are evidence of this:

#### *Interview one*

*P3: Ja. Or they should have like a coach that like uh that talks about careers and goals so you, that will motivate you. Or they should have like, like a school or something where you can*

*attend to learn about nursing or a social worker. Uhh someone that will guide you and help you and tell you like what subjects you need to do in order to do this.*

#### *Focus group*

*P6: Call people into school to tell us about careers. Sit with us, talk to us about it. 'Cause we finishing grade twelve. I mean, most of them finishing just sitting at home. Maybe encourage us more.*

Participant three, amongst others, identified lack of motivation in schools as a key issue. She would have liked more specialised career information, perhaps from a coach or school, as she feels that this is not being relayed at schools. Furthermore, the matter of subject choice also seems to have been problematic for many of the participants. The quote from the focus group summarises how the participants in the focus group felt about the type of guidance that they would like to receive moving forth with their careers. They would have liked to have someone to give them more information in terms of careers. Furthermore, encouragement seemed to be lacking amongst this particular sample. This proved to have an effect on the given sample. The matter of subject also resurfaced and this proved problematic for most of the participants.

#### *Interview three*

*P2: Mmm to guide me like where, when I'm doing these subjects, then you can be uhh this or that. Ja. Like uhh when you doing Science, there is different subjects ja? There is Science, Economics. Ja. When you doing Economics it differ to the Science to. You can't be a doctor if you doing Economics.*

#### *Interview four*

*P9: Umm a lot. I wanted them, I wanted to know if I choose a certain course, what can I do in the future? It's not like uh, example, like cooking and stuff. I don't wanna be a chef I wanted to be something with computers. They never really specifically tell me, you know if you choose this course, you, you can do this and you can do that. They never tell me all of that so maybe if they did, things would be different now.*

Interview three and interview four shows how there seem to have been minimal guidance given with regards to subject choice. This reiterates what was said by the participant in interview one. The course which one chooses determines the career which they will be able to follow. By not being guided toward the correct subject choices, this impacted on access to careers.

Therefore, one can see how the participants would have liked guidance from a coach or someone in terms of directing them toward a career. Furthermore, there was a major lack of support when subject choices were spoken about. Thus, it was deemed important by the participants to have more guidance with regards to subject choice.

#### ***4.3.4 Effects of career guidance at school***

The participants showed how inadequate career guidance has impacted on them and the consequences it has had on their lives. It has negatively affected many. The following two quotes embodies the data which was discovered in the focus group and the individual interviews with regards to this matter:

##### *Interview five*

*P1: And the lack of advice umm it's affected me big time. Umm thing that I, they could've told me, things that I could've known, things that I could've done because of that information. I now sit in a position at the age of 23 no job, umm no matric and uh anywhere that you go looking for a job without matric, you know, people don't really want to take you permanently. And umm it's hard because now you wondering you were supposed to be working, doing for yourself and now all those things, you can't buy anything for yourself. And if you do work now it's working for experience or working for food because you don't even have, they won't even give you that amount of money 'cause you don't qualify for it. So it's affected me big time. Really big time.*

##### *Focus group*

*P5: No. 'Cause like some- of us are still confused like what I'm gonna do, what I'm gonna do, I'll do nursing, I'll do teaching, you still confused. Like, if they gave you the proper guidance, then you would be knowing what you want to do, you'll be certain. But now we not even sure we like thinking back, then changing, then saying that, you see? You not really sure what you want even though you have the qualifications and the education but you still like not certain what you want to do.*

Not having adequate career guidance at school has impacted on the participants' abilities to find employment, especially as they have not completed their secondary schooling and have minimal knowledge of how to move forth in terms of a career. This has not only impacted on their ability to have a career and find employment but also has had an impact on the participants' living situation. Furthermore, many still feel confused in terms of their careers.

They feel that they needed more guidance in terms of their career paths. Additionally, of the nine participants in the sample, only one understood what a career actually is. Therefore, this further amplifies how inadequate career information which is relayed in school is.

#### ***4.3.5 Discussion***

The results showed that career guidance which is being implemented at schools is negligible and inadequate. There were not told much in terms of careers and they were often misguided. Even though the participants had not finished their schooling, their perceptions of the career guidance which they received when they were at school were negative and they felt that it was deficient. They would have wanted more guidance in terms of their career paths. They feel that by having minimal career guidance, this has impacted negatively on their lives.

According to the South African CAPS which is being implemented at schools, the subject of Life Orientation includes career guidance which comes in the form of “world of work” from grades seven to nine and “career and career choices” from grades ten to twelve (DOE, n.d.; DOE, 2011). CAPS includes an array of topics throughout grades seven till twelve in terms of information on careers. However, according to the data, this is not practically the state of affairs. There was no information given about different careers or real-life examples given about careers (DOE, n.d.). Furthermore, there was no information given about how aptitude can be congruent to career choice and therefore this affected some participants in terms of subject and career choice (DOE, n.d.). Moreover, with regards to subject choices, there was not much guidance given as to the importance of this (DOE, n.d.). Therefore, this had implications for many. Especially as the given sample are trying to complete their secondary schooling, they are now in a situation whereby they do not have the correct credentials or do not know how to go about attaining the correct credentials to be able to move forward in terms of their schooling. Furthermore, as the Life Orientation programme extends from grades seven up until grade twelve, this has repercussions for those who have dropped out of school. This means that those who do not complete grade twelve are not exposed to vital career information that is learned up until then. The pivotal issue which needs to be addressed here though is that the career information which is being administered at school is not complying with the requirements of the South African CAPS in terms of the subject of Life Orientation (DOE, n.d.; DOE, 2011). A possible reason for this is that teachers are not adequately trained in terms of career counselling and guidance and therefore cannot implement the complexities of the curriculum effectively (Euvrard, 1996; Maree, 2009; Maree, 2013; Watson, 2009; Watson et al., 2011). Furthermore, as a result of the given sample being from disadvantaged backgrounds,

this can be attributed to the inadequacy of career guidance. A study by Prinsloo (2007) shows that teachers in rural communities struggle in terms of giving adequate career guidance. Previously, schools had career counsellors or guidance teachers but they have been removed from schools as they are considered to be too expensive (Maree, 2009; Maree et al., 2006). It is important to note that inadequate career guidance does not only have implications for learners in terms of career choice but also has an impact on the lives of people.

It was expressed that it was immensely difficult to find employment. This supports literature which shows that not having a matric or lack of education leads to a greater chance of being unemployed (Banerjee et al., 2008; Christie et al., 2007; du Toit, 2003; Marock, 2008). One can deduce from this that this is especially applicable for Blacks as it has been shown that the majority of people who do not finish their secondary schooling are Black and from disadvantaged backgrounds (Bhorat, 2007). Furthermore, many potential employers tend to hire people with experience and this is why the levels of unemployment are higher amongst youth as they tend to not have work experience due their age (du Toit, 2003). Also, the chances of unemployment for a person who is of the Black race category is almost two times more than any other race category and this is especially prevalent when they have not received adequate career guidance (Watson et al., 2010). Therefore, it can be inferred that by dropping out of school and not attaining adequate education, this impacts heavily on employment opportunities, especially for Blacks. Furthermore, by not receiving adequate career guidance, this also impacts on the potential career information that people could have to be able to make independent decisions to move forth. Also, the socio-economic conditions of the country can be an attribute to the unemployment difficulties which are being faced.

This argument can be extended to STF to demonstrate how that there are many influences which impact on one's career. It can be seen how an individual's career development not only located in the individual as many Westernised theories of career development have emphasised but there are many factors which can be accounted for it (Maree, 2009; Watson et al., 2004). Arthur & McMahon (2005), Bridgstock (2006) and McMahon (2005) demonstrate the different content influences on career development which can be applied here. Firstly, with regards to content influences, career guidance has impacted on the three levels of content influences which exist in STF. On the individual level, they have not been guided properly and therefore are uninformed of their aptitudes, skills and world of work knowledge. On the social level, it is the duty of teachers to adequately relay CAPS as they are compelled to by the DOE. However, this seems to not be the reality. On the environmental level, the educational

institutions – such as the schools and the DOE - should be enforcing what is supposed to be taught in schools. Moreover, the employment market can be seen as a contributing factor to unemployment. In terms of the process influences, it is evident that there is recursiveness as all the different levels are shown to infiltrate each other and are not independent of one another (Patton & McMahon, 2006). Hence, it is evident how career guidance at schools, which is a set curriculum at the departmental level, is not been taught satisfactorily by the teachers and is therefore impacting on the individuals. The effect that it is having on individuals is not only the individual level but also on an environmental level whereby they cannot participate functionally in society due to their lack of knowledge. It is also clear that help is needed on the social level to provide guidance.

#### **4.4 Theme two: Influences on career development**

Presented here are the varying influences which have impacted on the participants' career development. Participants were asked numerous questions with regards to the influences which have impacted on their career development and were given the freedom by the researcher to interpret this in their own way. The following subthemes emerged from the data:

- Personal factors
- Social factors
- Environmental factors

Presented are the results related to the theme and its subthemes. This will be further extended by a discussion of the results in relation to the theoretical framework and literature.

##### ***4.4.1 Personal factors***

The participants were asked by the researcher about how personal factors have influenced their career development. In terms of the array of individual and personal variables that has impacted on the participants' career development, there was only one positive personal attribute that could be identified and that was motivation. This was the participants' interpretation of a personal factor that has influenced their career development. This was evident amongst three of the participants. This can be illustrated by the quote below:

*Focus group*

*P1: Now I'm like motivated, that I will one day be there.*

Most of the participants stated that they are currently feeling motivated in terms of developing their careers. This motivation can probably be due to the fact that the participants did not complete their secondary schooling but are currently attending classes to complete their schooling. Therefore, the fact that they are attending these classes on their own autonomy shows their motivation. However, there were numerous negative personal variables which inhibited the participants' career development. The one barrier is that fact the participants have not completed their secondary schooling. This was evident in the focus group as well as the individual interviews.

#### *Interview one*

*P3: Uhh it's because I failed standard nine. And then I repeated. And then when I failed again I like just gave up. I, I feel that I shouldn't have gave up that time I should have went back like and even if I did it for the third time or something, despite my age, I should have did it because maybe I should have been what I wanted to be now.*

#### *Focus group*

*P5: Ja. Like you don't have a matric certificate, you don't have anything so what will like make you have the confidence and say I will be a doctor yet you haven't completed school. You need to complete your matric and then you take it from there...*

Therefore, it is evident that the participants not completing their secondary schooling has influenced their career development as they cannot go further in terms of attaining a career without the sufficient credentials from school. This is especially challenging as a matric certificate is the minimum requirement for a number of institutions to be able to study further and also a number of workplaces to be able to gain employment. A further issue which surfaced was the half of the female participants had left school as a result of teenage pregnancy and this was considered a barrier to their career development. The only male participant in the focus group also had to leave school as he had to find employment to support his girlfriend who was pregnant at the time. The following quote from interview four illustrates this phenomenon:

#### *Interview four*

*P9: I left. Because I fell pregnant with my daughter.*

*P9: ...Taking care of her, supporting her, everything alone. So um there was no one to take care of her, I wasn't financially stable for me to put her into a crèche and go find a job or something. So uh I had to see to everything myself...*

Hence, the fact those learners had to leave school to raise a child negatively impacted on them. This had consequences for their career development as it delayed them from attending full-time schooling. Furthermore, these participants did not actually ever go back to school and so their schooling careers were entirely disrupted. One can conclude that as a result from these participants being from disadvantaged backgrounds, they would have not have had access to resources, such as a day care, to be able to assist them in taking care of their children so that they would have the luxury of being able to go back to school again. Another participant spoke about the fact that she lacked the skills to attain the career that she desired.

#### *Focus group*

*P5: Even, you know, even if some people have personal motivation, and like let's say with maths, you push and push, let's say, you need pure maths, but you pushing and pushing but keep getting a C, a C, a C, a C, a C, then you end up going back, let me just do maths lit 'cause like much more better than a C –*

This illustrates that even though she had the motivation to do a certain subject; she lacked the skills to do it. A possible barrier that can be inferred here is that instead of guiding guidance as to how she can maybe get help in terms of the subject, she ultimately just degraded her subject choice. A final personal barrier was that a participant was ill from a very young age. This was also confirmed extensively in her interview. Below is the quote which summarizes her struggle:

#### *Focus group*

*P1: I'm not gonna go into that but very sick. Going to school was a mission. And umm no one understood. Not even the teachers in primary school, no one. So when that came about, I eventually just dropped. And umm, after that it was downhill from there, up until now.*

This participant had a chronic illness from the time that she was six months old. She was unable to attend school for that reason. She also felt that personally she did not get any support and therefore felt that she needed to leave school.

To conclude the personal factors which have influenced career development, it is easily noticeable that the personal barriers which participants have had to face outnumber the positive personal factors of career development.

#### **4.4.2 Social influences**

There are numerous social factors which could impact on one's career development. The dominant social variables on career development that were identified in this study were family and friends. Again, participants were allowed to define their social influences as they saw appropriate and many felt that family members and friends had a positive impact on them.

##### *Interview one*

*P3: Ja friends, family. They always said that I should never back down. I should always go forward in life. And even if someone is trying to like misguide me, and they tell me no that's not something you should be or whatever, for their own reasons like, I shouldn't like worry about them I should, I should still focus on what I want to do.*

Indeed, participants identified their family and friends as positive influences and encouragement for their career development. One participant also found a school teacher to be encouraging.

##### *Interview four*

*P9: ...the deputy headmaster, I think so. Ja he called me and he spoke to me. And he told me it's, it doesn't matter whether I'm pregnant or not or whether I'm, I have a baby I should just come back to school. And I explained to him my situation. And he told me when I'm ready, I should come.*

This case of a teacher being encouraging differs to all the other cases which involve teachers. This teacher wanted the learner to excel and move forth in terms of her education. This could possibly be attributed to the fact that he was in a senior position. However, even though he was encouraging, he did not offer her support of her situation of not being able to immediately attend school. This could be because of lack of interest on his part or lack of resources to help her.

However, even though friends and family were positive social influences on career development, the prevailing social influence which was not only a good influence but also a barrier was family and friends. This was evident in the individual interviews and the focus group.

#### *Interview one*

*P3: You get like some friends, that they do like they there for you, but like actually they against you because like if they not like going somewhere in life then they don't want you to succeed in life. They, they always want to put you down and make you feel hurt and like they want to discourage you so you could eventually back down.*

#### *Focus group*

*P1: There's a lot of people that say, in your family, don't look far. They'll tell you, "You know what? You did this mistake, why go and waste your time at school. You can go and get a job and support your family."*

Participants felt that even though they had many family and friends who were a source of encouragement in their unique situation, there were also many family and friends who were not encouraging and tried to demotivate them. It was also gauged that the participants felt the friends and family influenced them the most socially in terms of career development.

It is clear that friends and family played pivotal roles in the participants' lives. These social variables affected most people positively and negatively. Therefore, one can see that even though participants were encouraged by their social influences of friends and family, these social circles also proved to be a negative influence on them. As the extent of the negativity is demonstrated above, this can be seen to be a major influence on participants' career development.

#### **4.4.3 Environmental influences**

There were numerous environmental influences which were identified by the participants as they were given the liberty to construe environmental influences however they wished to interpret it. There were numerous environmental factors which had impacted on the participants' career development. Below are the positive environmental influences which inspired the participants.

*Interview two*

*P2: Mmm because under government you covered. What made me thought to be a police? Eh I saw what happened when it was xenophobia. Ja that thing hurt me very much because when you try to phone the police over there, to me it was like they they don't want to do their jobs. Because we try to phone them, they never came. Ja. That what I said no, when I'm done over there I want to be a police maybe I can help other people when they need help.*

*Interview four*

*P9: Oh music my whole life. I love music from the time I was small. It's kind of the thing that kept me going.*

*Interview five*

*P1: Uhh my surroundings. Where I live, umm how ahead people are of me, how how people are much closer to getting somewhere and I'm, you know, but at least this time I know I'm in the running towards it. Umm so ja, so the more, the more they get, umm the more I'm running faster. Umm family, friends, anyone.*

Three participants had identified the environments which they were from that influenced what their career choice is. This is a result of them coming from environments which were rife with a lot of negativity and they therefore wanted to help their community. Other two participants also said that they were influenced by the media – music and movies. They felt that this source helped them to overcome negativity in their lives and inspired them to advance themselves. One participant expressed that by seeing the other people around her succeed in her community and environment has helped to motivate her to further herself toward a career. Therefore, one can see that there are many factors in the environment which has helped in terms of career development. However, there were also many influences in the environment that inhibited career development.

*Interview two*

*P2: Because there, there was no electricity. Like when you, let us say when you have to do practicals, maybe like in Science, just because there was not electricity that was affecting us to. Ja. Because it was a rural area.*

*P2: (Laughs) The water there, it was bad. Ohh my, we have to go and fetch water there by the river. Running water. Ohh my. Ja, environment, water too it was bad.*

*Interview four*

*P9: ...The, he, the deputy headmaster, I think so. Ja he called me and he spoke to me. And he told me it's, it doesn't matter whether I'm pregnant or not or whether I'm, I have a baby I should just come back to school. And I explained to him my situation. And he told me when I'm ready, I should come. And when I did go back, which was I think this year, they said that uhh they not allowing students over twenty-one.*

*Interview five*

*P1: ... from the time I can remember, my, I never had a mother and father to take care of me. Umm it is a very very very hectic story...*

*P1: God, without a matric you either gonna get a job at a shop, which is gonna pay you about sixteen rand an hour, which I've worked already so I know. Umm and then they gonna give you shifts where you only gonna get like five, six hundred rand a week. And then you must know from your house to that place is about two hundred rand or more, so what's your money in all this? Your two hundred a week. Which is, whe- whe- who's gonna buy you food? Umm so ja, no. It's almost impossible to get a decent job, put it that way, with no matric.*

Three participants identified their geographical location as inhibiting their career development. This was due to lack of resources and bad influences within these areas. Some felt that they could not go back to school because of fear of being ridiculed for dropping out of school and being older than the other students at their level upon return. Another reason which surfaced was that many participants came from unstable homes and therefore felt that this has impacted on them furthering their careers. A final major environmental variable that has impacted on the participants' career development is linked to the fact that the participants have not completed their secondary schooling. Because they have not completed this, this has impacted on the employability of the participants which in turn has impacted on them financially. All the participants were in agreement that finances were proving to be a current struggle.

Hence, from the above influences one can see that career development has many facets and factors that impact on it. It is clear that the influences are not independent of one another but rather but rather have an iterative effect on one another.

#### **4.4.4 Discussion**

It was evident that there were many factors which influenced career development. The content influences and process influences which are found in STF materialised in terms of what has impacted on career development. A point of note is that the content influences and process influences do not exist independently of each other but are rather in dynamism with one another and this was demonstrated visibly in the narratives of the participant (Amundson, 2005; Arthur & McMahon, 2005).

The main individual variables which proved to affect career development in terms of content influences were health, self-concept, age, skills, world of work knowledge and interests (Watson & McMahon, 2009). Firstly, ill-health affected career development as this inhibited the ability to attend school and hence being unable to receive career guidance. In terms of self-concept, individuals were motivated and encouraged to move forward in life. This may be attributed to the fact that they are currently attending classes to complete their schooling and may not be true for all people who are relevant to the population of the study. Furthermore, as mentioned above, the fact that the sample is now older and without a complete education has impacted on their career development. Not having a complete high school education means that skill levels are decreased. This is further inhibited by their limited knowledge of careers as they did not receive adequate career guidance at school. This leads to confusion as to where their interests lie due to the lack of guidance. Process influences tend to weave itself amongst content influences and this is evident in the data. Chance events are generally events which happen unexpectedly and unanticipated (Arthur & McMahon, 2005; Amundson, 2005; Patton & McMahon, 2006). A chance event which was a personal influence on many was pregnancy. The incidence of pregnancy that was unplanned seemed to have the biggest effect. Recent statistics show that in South Africa, one in three girls is pregnant by the age of twenty (Health Systems Trust, 2015). This, as illustrated, has consequences on school-goers. Another process influence is that variables evolve over time which illustrates changes over time (Amundson, 2005; Arthur & McMahon, 2005). Therefore, many of the variables were affected by past or present situations. However, no variables were affected by future situations. The fact that the sample did not complete their high school education and dropped out has implications for their present situation. Moreover, participants found it difficult to go back to school after a period of years and this illustrates how ageing impacts on career development. Furthermore, having a child is a lifelong commitment and therefore this chance event also evolves with time.

Consequently, there were more negative personal influences in comparison to positive personal influences.

The dominant social variables in terms of content influences which impacted on career development were family and peers (Watson & McMahon, 2009). These were seen to be social influences for the all participants. This is probably due to the fact that the Black population in South Africa, which is the majority of the population, believes in a more collectivist culture as opposed to the Western world which emphasises an individualist culture (Maree, 2009; Watson, 2010; Watson et al., 2014). Therefore, this can be seen as the reason why participants felt that these were the most important influences on their career development. These two social variables were seen to be positive influences and negative influences on career development. Family and peers were seen as positive influences as they were a source of encouragement. However, they were also a source of deterrence and this is one of the reasons why a few of the participants had dropped out of high school. Literature has shown that people who drop out of high school are usually also influenced negatively on a social level (Christie et al., 2007; Sibanda, 2004; Wegner et al., 2008). Interestingly, none of the participants identified teachers (who are social beings that are a part of the environment) as influences that inhibited their career development. This is because due to the inadequate career guidance which was implemented by the teachers, this impacted on the career paths of the participants. Furthermore, all the participants expressed that financially, their socio-economic statuses were not stable. Hence, this is another social variable which was impacting on the career development of many, especially those from previously disadvantaged backgrounds. Blacks were oppressed and disadvantaged in the Apartheid era (Mathabe & Temane, 1993). Even though the Apartheid era can be interpreted as having evolved over time into a state of democracy (a process influence) and that the youth of today were not directly oppressed in the Apartheid era, it is evident that the remnants are still present currently (Nicholas et al., 2006). This has implications for career development. Therefore, this illustrates how historical trends and political decisions which are societal content influences of the STF of career development have permeated and influenced careers socially (Arthur & McMahon, 2005; Bridgstock, 2006; McMahon, 2005).

There was an array of environmental influences which were identified according to Watson & McMahon (2010) with regards to content influences which influenced individuals' career development. The political milieu proved to be an influence of career choice (Arthur &

McMahon, 2005; Bridgstock, 2006; McMahon, 2005). A further influence was the media being used as a source of escapism and helping people advance themselves – music and movies in particular. These two forms of media were deemed as empowering in dire situations. Another influence which was labelled the community, but was rather the geographical location, was where some people resided. They were empowered by the materialistic goods of the people around them to succeed in terms of their career development. However, due to the fact that they were from disadvantaged or rural areas they lacked proper resources to get adequate career guidance. This impacted on their career development. Teachers from rural schools find it difficult to offer career guidance to the given population as a lot of the tenets of what is supposed to be implemented in Life Orientation in terms of career guidance is impractical for people who are from rural areas and disadvantaged backgrounds (Prinsloo, 2007; Watson et al., 2010). There are many logistical barriers which are difficult to overcome, such as language and infrastructure, which impact on career development (Watson et al., 2010). A further environmental influence was the educational institutions themselves for a number of reasons such as fear of some form of stigmatisation because of being older due to dropping out, having reduced abilities and falling pregnant. Instability from home environments proved to influence an inhibit career development. A final environmental influence was employment and the workplace. As mentioned above, it is difficult to find employment without a complete education and being young (du Toit, 2003). Therefore, this has impacted on employability situations. Infused in the environmental and societal influences are numerous individual and social influences which were demonstrated above such as socioeconomic status, self-concept, abilities, age, teachers and the community. This shows how the process influence of recursiveness is present. Content influences affect one another in a dynamic way and are not independent of one another.

#### **4.5 Theme three: Proposed career interventions**

This theme was identified as participants were passionate about receiving help in terms of their career development. There were many suggestions as to how the participants would like help in terms of their career development. Furthermore, a goal of this study is to be able to use the study as a vehicle to be able to implement a career development intervention in the near future. By accessing a sample which is not usually apparent in society, the researcher was then able to get information about how the given sample would like help in terms of their career development, given their inimitable contextual backgrounds. The quotes below

illustrate a synopsis of the desired career interventions which the participants would like to attain:

#### *Interview one*

*P3: Ja. A, a centre would also be nice. But sometimes there's not much people that attend and then the place starts to close down. But if you have like a person like that's there for you like if you need the person you could just give them a call. And then they're there like to help you and tell you, you know what, this is what you need in order to be a doctor or a nurse or a social worker. That will really help because like you know that person is like not only your teacher that's gonna teach you but the person is also like gonna be your friend.*

#### *Focus group*

*P5: I would like you to coach me. Like tell me if I wanted do this kind of career you should tell me what I need, what kind qualifications, what the advantages are, what the disadvantages are. And what kind person I would need to be to, to go into that job because you cannot go into a job while you like a different person to that kind of job. So ja.*

Some participants expressed wanting to be able to contact someone whereby they can have direct access to career guidance whereby they do not have to travel far due to the lack of resources that they have in order to reach most centres or expos. Moreover, many spoke about a “career coach” that could coach and direct them toward a career with adequate career information. Furthermore, they felt that they wanted someone who they can develop a relationship with as they all come from distinctive backgrounds and said that they felt more comfortable to speak directly to a person as opposed to having career guidance in a group setting. Importantly, the participants demonstrated an interest in any sort of career intervention and guidance.

A pivotal difference between the focus group and the individual interviews, which inferentially has implications for career counselling, is that the three participants who participated in the focus group and the interviews stated that they felt more comfortable in a one-on-one setting as opposed to a group setting. The quote below demonstrates this:

### *Interview one*

*P3: Uhh it's like now I'm like I feel like more open than with a lot of people. It's like I'm more comfortable talking to you myself than around many people.*

Hence, those participants identified this as the prime difference between the focus group and the individual interviews. There was more openness and willingness to speak in the individual interviews by these participants as opposed to their participation in the focus group. This was also due to the fact that there are often sensitive topics which cannot be spoken about in a group setting. The effects of this will be elaborated on in the discussion.

One can see from the above data that participants would like and need career guidance and how to go about developing their careers. Furthermore, the type of guidance proved to be important to them as they felt that due to their unique circumstances, the career counselling that they receive needs to be addressed in a sensitive manner.

#### **4.5.1 Discussion**

It was evident that career guidance of any kind was desired and needed. A “career coach” was considered to be ideal to be able to mentor and communicate all the information that one would need in terms of career guidance. This is probably because of the lack of information that is being given at schools in terms of career guidance. Many facets of career guidance were needed. With regards to the content influences of STF, the educational institution which is a part of the environment was supposed to provide adequate information with regards to career development (Watson & McMahon, 2009). However, as this has not been fulfilled, it has affected the individuals on a personal level as this lead to ignorance in terms of the world of work. This shows the process influence of recursiveness as to how an influence on the environmental level has penetrated an influence on the individual level (Watson & McMahon, 2009). Therefore, a constructivist approach to career counselling proves successful as for all factors are accounted for.

The constructivist approach places emphasis on the narrative nature of career counselling whereby the counsellor and client collaborate in dialogue in the form of a story-telling setting of the client's life (Brott, 2001; Stebelton, 2010; Watson, 2003). This is especially relevant in South Africa whereby the majority of the population is Black and story-telling is central to the

African culture (Maree et al., 2006). This is also true for the fact that the African culture is more of a collectivist culture as opposed to the Westernised individualist culture which has dominated career theories this far. Hence, the use of a group context can be used for career counselling (Maree et al., 2006). However, as the data showed, the sample that participated in the focus group as well as the individual interviews felt that the individual interviews were a better setting to express themselves. This can be attributed to the fact that when dealing with all levels of influences which have had an impact on an individual's career development (Watson & McMahon, 2009), there are often factors which are personal and which people may feel uncomfortable to voice in a focus group setting. Furthermore, as was noted in the current research, there were dynamics in the focus group where there were only a handful of people who were vocal. Therefore, a group context may be used as a vehicle for career development. However, individual career counselling may be apt when dealing with individuals due to the evident complexity of people.

#### **4.6 Overall comments**

The themes which emerged were aligned to the aims and objectives of the study. A reason which had been inferred for this is that the participants of the study were a sample who has not been exposed to such a situation whereby they were interviewed in a focus group setting or individually. Furthermore, focus group research often gives a setting whereby participants can be interactive with each other and the moderator/facilitator (Kitzinger & Barbour, 1999). However, this was not the case for the current research. This is probably due to the how unfamiliar the process of research was for the given population. Therefore, questions were answered and asked in a dyadic manner between the researcher and participants. Nevertheless, the context of the participants was understood in the focus group and this was confirmed in a more in-depth manner in the in-depth interviews. Focus groups are often used on exploratory research and as a pre-test (Fontana & Frey, 2000).

As the dynamic of the focus group proved to provide data that was insufficient for the current research, individual in-depth interviews were used to enrich the data. This did not only have implications for the study but can also be extended to career development. As STF is an adequate way of understanding career development under the constructivist paradigm, this encourages context and does not see the individual as being independent of context (Brott, 2001; Patton & McMahon, 2006). Consequently, the use of group counselling should be

applicable to what is dominantly a collectivist culture. However, due to the depth to which the constructivist approach extends in terms of accounting for all influences and the narrative process which clients engage in, it may be more useful to ultimately have individual career counselling in line with the principles of the postmodern framework (McMahon et al., 2012). Therefore, the client and the counsellor can collaborate on order to make meaning of the influences on the client's career development (McMahon et al., 2003).

It is clear from the data that there are many factors which need to be accounted for with regards to career development. Career guidance and counselling cannot be simplified to an individualist level which has been the focus of the predominant Westernised theories. All factors which influence career development need to be accounted for, especially in the unique South African context. Consequently, the constructivist approach to career development helps to account for the complexities of human beings (Watson, 2013). As demonstrated above, STF is highly applicable to the South African context as it accounts for all influences – content and process – which impacts on one's career. Considering how unique the context of South Africa is and its unique population, evidently the theories of career development that have been used extensively thus far in the South African context are inadequate (Watson et al., 2011). Hence, this study showed how utilising the STF of career development proves successful in the South African context. Even though most counsellors are trained in the more traditional and Westernised theories of career development, STF has proved to be applicable across different countries and cultures, including South Africa (Arthur & McMahon, 2005; McMahon & Watson, 2009; Watson, 2010). Hence, career counsellors need to consider utilising the postmodern approach with regards to career guidance in the South African context.

#### **4.7 Conclusion**

The above results showcase the findings of the research and there was a further discussion in relation to literature and the theoretical framework. The above findings and discussions illustrate the complexities of career development in the South African context.

## **CHAPTER FIVE: CONCLUSION**

### **5.1 Introduction**

This chapter seeks to demonstrate the conclusions which can be drawn from the study aims and objectives which were to help to understand the career guidance which is being implemented in schools; the numerous factors which impact on career development; and desired career interventions. These aims and objectives were achieved as pivotal information was gathered in terms of identifying what is currently being taught in schools in terms of career guidance, the fact that there are many influences which affect one's career development and the type of career interventions that is sought after (especially from the sample relevant to this study). Discussed in this chapter are the conclusions drawn from the study. Furthermore, the strengths of the study will be demonstrated. This will be followed by the limitations of the study. Finally, there will be recommendations that were drawn from the study.

### **5.2 Conclusions drawn from the study**

The conclusions which can be drawn from the current study is that even though there are a thorough in-depth national and assessment curriculum which has been developed for the use in schools, this is not always being implemented properly at schools. This can be seen in the subject of Life Orientation which is pivotal to learners' development and well-being. The aspect of careers which is a part of the Life Orientation subject is evidently not being applied suitably at schools and this is having dire consequences and effects on many, especially for the given sample of the study.

Furthermore, it is evident that there are numerous factors which are impacting on the career development of many. Hence, career development cannot be deemed as a static process but rather a highly dynamic and impressionable progression through one's life. This was demonstrated clearly by the links between the data and the tenets of STF.

Lastly, it was concluded that career interventions were earnestly needed. However, as has been demonstrated throughout the study, most career practices which have been implemented in the South African context to date has been had their origins in the Western world. However, this study showed that by engaging with people and collaborating with them, especially in a milieu

as unique as South Africa's, the doctrines of the postmodern approach would prove to be fruitful in terms of career guidance and counselling.

### **5.3 Strengths**

There were numerous strengths which were identified in this study. This helps to show how the study can perhaps be used in the field of career development to help enhance the field, especially in its current context.

This study raises awareness of the discrepancies between what is advocated by the DOE in terms of career guidance and what is actually being relayed at schools.

The postmodern approach to career development is advocated for in this study as it is shown by the data that this is a more appropriate method of career guidance and counselling in the South African context as opposed to the traditional practices in career development.

An assumption of the constructivist approach to career development is that as a result of South Africa's population predominantly being a collectivist culture, this has implications for how career guidance is carried out (Maree et al., 2006). Hence, one would think the use of group counselling would be appropriate for the context. However, the study showed that due to the complexities of individuals, they would prefer individual guidance.

The study will help to raise awareness of population groups who are not usually considered in terms of career development and the implications that inadequate career development can have for them. This was illustrated by reaching out to historically disadvantaged youths who have not completed their secondary education and how giving them adequate career guidance can help to improve their lives.

### **5.4 Limitations**

The purpose of this section is not to detract from the study but rather to demonstrate that the limitations of the current research have been acknowledged and that the researcher has realised and been conscious of the limitations impacting on the study.

The specific context which was entered was, as mentioned in the discussion, one whereby the participants were unfamiliar with what research is. Even though the researcher utilised an

abundance of ways to enlighten the participants and equalise the power dynamics, there is no doubt that there were power dynamics present as it can be argued that power dynamics are inherent in society.

The research was essentially exploratory and hence a career intervention was not going to be implemented at the time of the research with the sample that was used in the research. The sample was quite erratic and even though there were nine participants who helped to provide the data for the research, they could not be promised an immediate intervention even though the researcher aroused this form of awareness in them.

English was the medium used to conduct the research and even though a translator was invited for the isiZulu speakers partaking in the research and they refused his assistance, it was clear that there were moments in the research which the researcher observed whereby there was a language barrier.

There were nine participants who participated in this study and eight of the nine participants were female. The study did not seek to explore the intricacies of the gender of the sample. This is a significant unanticipated variable of the study which remained unexplored due to the aims and objectives of the study.

## **5.5 Recommendations**

There are numerous recommendations which can be taken from this study due to its exploratory nature.

More research needs to be done on why schools are implementing their national CAPS incorrectly in South Africa. This is specifically in terms of the Life Orientation programme and its teachings on careers. Reasons need to be identified and rectified as to why there is a large incongruence between the syllabus and what is being implemented practically.

There is an abundance of scholarly articles and theory that is being written about the postmodern approach to career development. However, there needs to be more actual research studies and projects conducted using the constructivist approach to career development. This will help to illustrate that career development in the South African context needs to become more indigenised.

Research needs to be conducted on more marginalised populations in terms of career development. This can have positive implications for these populations as this can help to alleviate their circumstances.

Career interventions need to be developed and implemented to help to empower and assist the youth such as the population in this study given that many have unique and often dire circumstances.

## **5.6 Conclusion**

This chapter illustrated how the aims and objectives of the study were met and the conclusions which were drawn from it. Furthermore, the strengths, limitations and recommendations from the current study were outlined. This research aimed to raise awareness on career development in the South African context, especially amongst disadvantaged youth who have not completed their secondary schooling. The research aspires to ultimately make a difference to the marginalised group and help to contribute to the field of career development in South Africa.

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## APPENDIX ONE



09 March 2015

**Re: Collaboration with Umsunduzi Municipality**

Dear Ms Ahmed,

I trust you are well. Ms Dirhona Ramjit is the student I am supervising for her Masters dissertation titled “An exploration of barriers faced by Black South African youth’s career development”.

Ms Ramjit will research the Grade 12 learners that could not pass their Grade 12 and currently not pursuing their studies. Based on the findings of this research an intervention will be put in place for the following year after the research is complete.

With your approval, I kindly request that you write a letter of permission that Dirhona will be allowed to work with the youth. She is anticipating to engage with them between May and June 2015.

Your collaboration with the University of KwaZulu-Natal is highly appreciated.

Sincerely,

Ms Keaoleboga Maruping (Lecturer and Acting Director for Child and Family centre)

School of applied human sciences

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## APPENDIX TWO

***Cllr Rookšana Ahmed***  
**WARD 31 COUNCILLOR**

PRIVATE BAG X321  
PIETERMARITZBURG  
TEL: 033 - 397 2162  
CELL: 079 - 3786 958



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10<sup>th</sup> March 2015

**ATT: DIRHONA RAMJIT**  
245 Newholmes Way  
Newholmes  
Pietermaritzburg  
3201

Dear Mam

**RE: PERMISSION TO CONDUCT RESEARCH**

I have had a consultative meeting with Ms Dirhona Ramjit whereby she has informed me of the programme and the research that she needs to undertake regarding unemployed youth/adults who have not completed their high school education.

This is enlightening and also positive due to the fact that if there can be positiveness that emanates out of this research that can assist youth in the future.

Permission is hereby granted to Ms Dirhona Ramjit to continue and conduct her research in ward 31.

Regards

A handwritten signature in black ink, appearing to be 'R. Ahmed', written over a horizontal line.

Cllr R Ahmed  
Ward 31

## **APPENDIX THREE**

### **Dear Participant**

#### **What is this study about?**

I, Dirhona Ramjit, am a Research Psychology Masters student currently conducting a study on the barriers faced by Black South African youth's career development post matric. The purpose of this study is to find out career development issues amongst South Africa's youth. The ultimate aim of the study is to help in the development of career intervention programmes.

#### **Invitation to participate and implications of participation.**

I invite you to participate in this research which involves attending a focus group/interview. The topics that will be covered in the session will revolve around career guidance received at school and current career issues. There are no direct benefits for your participation in this part of the study.

Should you decide to participate, you may withdraw at any time without any consequence.

Your identity in this research will remain completely anonymous. Demographics will be needed for reporting the findings but you will not be able to be traced with this information.

You will be asked to read this information sheet and once you have understood it and if you would still like to participate, you will be asked to fill out a consent form stating that you have understood the information sheet and that you freely volunteer to participate in the research.

#### **How your data will be used.**

Each focus group/interview will be audio recorded and then transcribed. The data that arises from your participation will be entered into a secure database and analyzed. The data may also be used in a journal article, used in the development of career interventions programmes or even presented at conferences.

### **How you are protected.**

It will not be possible to identify personal details of any participant so your participation and your responses will be entirely protected and confidential. This data will be shredded after entry into the database and stored electronically for 5 years after which it will be destroyed.

You may withdraw at any time without any consequence.

In the unlikely event that participation causes you any personal discomfort or distress, you may contact the supervisor of this project or me, the researcher, for a referral to Child and Family Centre with regards to counseling services.

### **Your informed consent.**

Prior to your participation, I ask that you indicate your consent to participate in this research, having read and understood the information sheet, by signing the attached consent form and by filling in the attached demographics section. Furthermore, your participation will indicate that you have understood and have agreed to the conditions of participation in this study. Through your participation you are also confirming the fact that you are over 18 years of age and are therefore legally entitled to give your informed consent to participate in this research.

### **Thank you for your participation**

Kind regards

Dirhona Ramjit

### **Contact details**

If you have complaints or concerns about the study, you may contact:

Researcher: Dirhona Ramjit ([deeramjit@yahoo.com](mailto:deeramjit@yahoo.com)); 0792977513

Supervisor: Ms. Keaaleboga Maruping ([marupingk@ukzn.ac.za](mailto:marupingk@ukzn.ac.za)); 0332605335

HSSREC Research Office: Ms Phumelele Ximba; 0312603587/4609

Mr Prem Mohun; 031 260 4557/4609

**Declaration of Informed Consent**

I.....(full name of participant) hereby declare that I have read and understood the nature and requirements of the study. I have been given adequate information to make an informed decision to consent to participate in the study. I hereby give my informed consent to participate in this research.

Also, I hereby consent/do not consent (please circle either or) to have this focus group/interview audio recorded.

I understand that I am at liberty to withdraw from the project at any time without consequence, should I so desire.

SIGNATURE OF PARTICIPANT..... Date:.....

**Demographics**

Please tick the box that is most applicable to you:

Age (please write):\_\_\_\_\_

**Gender:**

Male†  Female

**What population group/race would you describe yourself as?**

Black† Coloured † Indian† Other†

**Year you were initially expected to matriculate** (please write):

**Duration of unemployment** (please write):

**Mubandakanyi**

**Simayelana nani lesi sifundo?**

Mina Dirhona Ramjit ngiyi Research Psychology Masters student njengamanje ngiqhuba isifundo kwizihibe ezibhekene nokuthuthukiswa kwentsha emnyama enomatikula etsheni eNingizimu Afrika. Inhloso yalolu cwaningo ukuthola ukuthuthukisa ulwazi phakathi kwentsha eNingizimu Afrika. Inhloso enkulu ngalolucwaningo ukusiza ekuthuthukiseni ulwazi lokungenela izinhlelo.

**Isimemo sokubamba iqhaza futhi nokushiwo iqhaza.**

Ngiyakumema ukuba ubambe iqhaza kulolucwaningo olubandakanya ingxoxo yamaqembu ne-interview. Izihloko okuzoxoxwa ngazo esimisweni kuyogxila kulwazi nesiqondiso abasitholile esikoleni nezindaba zolwazi lwamanje. Azikho izinzuzo ngqo ngeqhaza lakho kule ngxenye. Kufanele unqume ukuba iqhaza, ungase ukuhoxisa noma nini ngaphandle umphumela. Ubuwena kulolucwaningo izohlala engaziwa ngokuphelele. Izibalo zabantu kuyodingeka umbiko okutholakele kodwa ngeke ukwazi

usukela nalokhu kwaziswa. Uzocelwa ukuba afunde indaba yolwazi futhi uma wayeqonda futhi uma zisakuthanda iqhaza, uzocelwa ukuba ugcwalise ifomu lokuvuma elichazayo ukuthi uyayiqonda indaba yolwazi nokuthi nawe ngokukhululekile ngokuzithandela ukubamba iqhaza kucwaningo.

### **Indlela idatha yakho ezosetshenziswa ngayo**

Izingxoxo zamaqembu zizoqoshwa bese zicwaningwa. Ngalinye iqembu liyoqoshwa bese kubhalwa phansi. Idatha kusuka kwiqhaza lakho iyoshicilelwa kwidatabase ephephile futhi yokuhlaziya. Idatha ingasetshenziselwa esihlokweni iphephabhuku, asetshenziswa ekuthuthukiseni ulwazi ukungenelela izinhlelo noma ngisho eyethulwa izingqungquthela.

### **Uvikeleke kanjani**

Ngeke kube lula ukubona imininingwane siqu yimuphi umhlanganyeli ukuze iqhaza lakho futhi izimpendulo zakho ngeke kube ngokuphelele avikelwe futhi iyimfihlo. Le datha uzobe isiyanyamalaliswa emva kokungena ezinhlelweni futhi agcinwe elektroniki iminyaka 5 ngemva kwalokho bayobhujiswa.

Ungase ukuhoxisa noma nini ngaphandle umphumela. Uma kwenzeka ukuthi iqhaza likwenza uphatheke kabi noma zokucindezeleka, ungase uthintane nesiqondisi salo msebenzi noma mina, umcwaningi, ngoba ukudlulisela Child and Family Centre mayelana nokwelulekwa. Ngaphezu kwalokho, uma ubona ukuthi amalungelo akho ngokuziphatha aye aphulwae nganoma iyiphi indlela ungathinta UKZN Social Science Research Ethics Committee on 033 260 4557

### **Kwemvume unolwazi**

Ngaphambi kweqhaza lakho, ngicela ukhombise imvume yakho ngokuhlanganyele kulolucwaningo, njengoba ufunda futhi eqonda ulwazi, ngokusayina leli fomu ngokwemvume futhi ngokugcwalisa enamathiselwe nabakuthandayo esigabeni. Ngaphezu kwalokho, iqhaza lakho lizobonisa ukuthi uyaqonda futhi uvumile izimo zokubamba iqhaza kulolu cwaningo. Ngokubamba kwakho iqhaza futhi nokuqinisekisa ukuthi uneminyaka engu-18 ubudala futhi ngenxa yalokho ovunyelwe ukunika imvume yakho yolwazi kwiqhaza kulolucwaningo.

## **Siyabonga iqhaza yakho**

Ozithobayo

Dirhona Ramjit

Imniningwano Yokuxhumana

Uma une ngezikhazelo noma imibono mayelana nesifundo, ungaxhumana:

Umcwaningi: Dirhona Ramjit (deeramjit@yahoo.com); 0792977513

Induna: Ms. Keaoleboga Maruping (marupingk@ukzn.ac.za); 0332605335

HSSREC ucwaningo ihhovisi: Ms Phumelele Ximba; 0312603587/4609

Mr Prem Mohun; 031 260 4557/4609

## **Declaration of Imvume unolwazi**

I ..... (Igama eligcwele umhlanganyeli) umemezela ukuthi ngifundile futhi baqonda uhlobo nezidingo cwaningo. nginikezwe ukwaziswa okwanele ukuze enze isinqumo unolwazi avume iqhaza ocwaningweni. Ngalokhu nginika imvume yokubamba iqhaza kulolucwaningo.

Futhi, ngiyakunikeza imvume / angivumi (sicela isiyingilizi kulokhu okukhethayo) yokuba lengxoxo yamaqembu ne interview iqoshwe.

Nginyaqonda ukuthi nginenkululeko yokuhoxa kulolu hlelo nganoma isiphi isikhathi ngaphandle kwencazelo uma ngifisa.

ISIGNESHA umhlanganyeli ..... Usuku: .....

## **Izibalo zabantu**

**Sicela uphawu ebhokisini isebenza kakhulu kuwe:**

**Age** (sicela ubhalele): \_\_\_\_\_

**Ubulili:**

**Indoda :**  **Umfazi :**

**Yini iqembu labantu / uhlanga Ungamchaza wena njengoba?**

**Black**

**coloured**

**Indian**

**other**

**Unyaka wena ekuqaleni kulindeleke ukuba uqede kumatikuletsheni (sicela ubhalele):**

**Isikhathi osusisebenzile (sicela ubhalele):**

## APPENDIX FOUR

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23 February 2015

**To whom it may concern**

This letter serves to provide the assurance that should any participant require psychological assistance as a result of any distress arising from the research project titled: *"An exploration of barriers faced by Black South African youth's career development"* conducted by Dikhona Ramjit, a Psychology Masters student from the University of KwaZulu-Natal; it will be provided by psychologists and intern psychologists at the University of KwaZulu-Natal, Pietermaritzburg Campus Child and Family Centre – phone 033-2605166.

Yours sincerely,

Prof D R Wassenaar

[wassenaar@ukzn.ac.za](mailto:wassenaar@ukzn.ac.za)

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**School of Applied Human Sciences:**  
Child and Family Centre  
P/Bag X01 Scottsville  
PIETERMARITZBURG, 3209  
South Africa  
Phone: +27 33 2605166;  
Fax: +27 33 2605809  
[Buthelezin@ukzn.ac.za](mailto:Buthelezin@ukzn.ac.za)



**Founding Campuses:**

-  Edgewood
-  Howard College
-  Medical School
-  Pietermaritzburg
-  Waville

## **APPENDIX FIVE**

### **Topics to be explored during focus group/ individual interviews**

#### **Section A: Career guidance received at school**

1. What form of career guidance did you receive at school?
2. How do you perceive the career guidance that you received at school?
3. If you were unhappy with the career guidance you received at their school, what more would you have wanted in terms of career guidance?
4. How did the career guidance which you received at their school affect your career choices?

#### **Section B: Current career issues**

1. What personal factors have influenced your career development?
2. Who in your social circle (friends, families, teachers, etc.) has influenced your career development?
3. How has the environment (circumstance, economic, etc.) influenced your career development?
4. What barriers (individual, social, environmental) have you faced in terms of your career path?
5. What factors – past, present, future – has influenced your career development?
6. How would you like help in terms of your career development?
7. What are your future career aspirations?
8. What factors have influenced your career aspirations?
9. How are you dealing with your current unemployment status?

#### **Section C: General questions**

1. Did this interview feel any different from the focus group? (If they were in the focus group)
2. Did the focus group/interview bring topics /issues to the surface that had not occurred to you prior to this?
3. Do you have any specific questions that you would like to ask me?
4. Is there any additional information that you will like to add or feel that was left out?

## APPENDIX SIX



30 June 2015

Ms Dirhona Ramjith 211513916  
School of Applied Human Sciences  
Howard Campus

Dear Ms Ramjith

Protocol reference number: HSS/0625/015M

Project title: An Exploration of barriers faced by Black South African youth's career development post matric

**Full Approval – Expedited Application**

In response to your application received on 1 June 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo  
On behalf of Dr Shenuka Singh (Chair)  
Humanities & Social Sciences Research Ethics Committee

/s/

Cc Supervisor: Keaoleboga Maruping  
Cc Academic Leader Research: Prof D McCracken  
Cc School Administrator: Ms A Ntuli

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Humanities & Social Sciences Research Ethics Committee

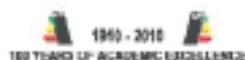
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

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Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Franchising Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

## APPENDIX SEVEN



1 September 2015

Ms Dirhona Ramjit 211513916  
School of Applied Human Sciences  
Pietermaritzburg Campus

Dear Ms Ramjit

Protocol reference number: HSS/0625/015M  
New project title: An Exploration of barriers faced by Black South African youth's career Development

### Approval Notification – Amendment

This letter serves to notify you that your request for an amendment received on 26 August 2015 has now been approved as follows:

- Change in Title
- Data Collection Sample and Technique

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully

Dr Shenuka Singh (Chair)  
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Ms Kealeboga Maruping  
Cc Academic Leader Research: Dr Jean Steyn  
Cc School Administrator: Ms Nozipho Ndlovu

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#### Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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Website: [www.uh.ac.za](http://www.uh.ac.za)



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