

Exploring factors influencing career decision-making in first year students of the University of KwaZulu-Natal coming from rural communities in KwaZulu-Natal

By

Silondile Pinkie Luthuli

(211508496)

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Supervisor:

Dr Nicholas Munro

DECLARATION

I, Silondile Pinkie Luthuli, declare that:

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Abstract

Career psychology in the South African context was predominantly practiced on White learners from urban areas during the Apartheid era. Subsequent to the Apartheid era, the South African democratic government introduced a curriculum that ensured all learners in South Africa are equipped with skills to make good career decisions. However, post the Apartheid era, many Black African learners in South Africa, especially in rural communities, still do not have access to facilities that assist in career decision-making. This study explores factors that influenced career decision-making in first year students of the University of KwaZulu-Natal (UKZN) from the rural communities.

The study is an exploratory research study and used the narrative approach to guide the data collection process. Non-probability sampling was used in the study to select the research participants. Purposive sampling and snowball sampling were used as the main strategies for sampling in the study. Focus group discussions (FGDs) and individual interviews were used as data collection strategies. Ten first year students of UKZN Pietermaritzburg campus participated in the study. Framework analysis was used to analyse the data. The findings of the study showed that in the process of career decision-making family and community influenced the first year students belonging in rural communities. The findings of the study are embedded in the context of the individuals, highlighting interconnectedness and communality that exist in rural communities. The study concludes that there is a need for career decision-making and career development approaches and theories that are embedded in African values.

Key words: career, career decision-making, factor, rural communities, KwaZulu-Natal

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Chapter One: Introduction

1.1. Background of the study

Career development and career counselling are two of the most important components of career psychology. Career psychology is the umbrella concept of understanding the relationships between individuals and the world of work (Maree, 2007; Stead & Watson, 2006). Within the umbrella of career psychology, career development and career counselling are used as aids to navigate individuals through the process of learning about themselves and the world of work (Stead & Watson, 2006). These processes assist individuals with exploring various careers and help individuals make career decisions that are best suited for them (Super, 1990). Career psychology is important as it facilitates the understanding of the relationship(s) between individuals and the world of work. Additionally, it disposes individuals to better understand their career decisions in relation to the different processes or factors that inform their career decisions.

In the South African context, career psychology was formally recognised in the 20th century during the apartheid era (Watson & Kuit, 2007). However, career psychology was used as a means to perpetuate racial segregation through the limitation of job opportunities for certain racial groups (Mkhize, 2005; Nicholas, Naidoo, & Pretorius, 2006). More specifically, career psychology was used as a gatekeeper to the labour market (Nicholas et al., 2006) through ensuring that Black African people were directed to jobs that were menial to White people and made Black African people servants of White people (Mkhize, 2005). This was done through the purposeful limited range of career options for Black African people. Career development and career counselling facilities were reserved for White people. School guidance and counselling formed part of the curriculum in White schools to aid and educate learners in the process of transitioning between school, University and the workplace (Nicholas et al., 2006). School guidance and counselling was only introduced in Black African schools in the 1980s, but, similar to other educational provisions in Black African schools, it was not of the same quality as that offered in White schools. Moreover, school guidance and counselling was not made available to all Black African schools, especially those belonging to rural communities where individuals dwell far from urban areas and towns

(De Jong, Ganie, Naidoo, & Prinsloo, 1994). School guidance and counselling in Black African schools was characterised by poor resources, and a lack of trained counsellors who had limited to exposure to various careers.

In the post-apartheid era, the South African democratic government introduced a new curriculum to all South African schools to ensure that all South African learners received relatively equal quality of education (Department of Education [DoE], 2003). In the post apartheid curriculum, the democratic government introduced a learning area, Life Orientation (LO) that is compulsory for all South African learners to undertake (DoE, 1996, 2003). Life Orientation was geared towards helping learners deal with life issues and an aid learners to live successfully in a rapidly changing world and world of work (DoE, 2003). In LO, learners are supposed to be taught about the world of work and ought to be equipped with skills to aid them in the transition from school to institutions of higher education or workplace (DoE, 2011).

Contrary to the abovementioned expectations, scholars such as Bhorat (2007), du Toit (2003), Marock (2008), and Mkhize (2005) assert that many South Africans, especially Black Africans, living in the post-apartheid rural communities still suffer from the remnants of the apartheid era. According to StatsSA (2003), rural communities are defined as areas outside of urban areas and towns characterised by farming and are often under tribal or traditional leadership consisting of formal and informal housing. Rural communities often do not have access to tap water, electricity, community resources, proper roads, etc. (StatsSA, 2003). In the post-apartheid era, many Black Africans still do not have access to career development facilities, especially individuals living in rural communities (Mkhize, 2005). Many of the rural communities in South Africa still do not have access to public services like tap water, clinics, libraries, and proper roads (Bhorat, 2007; du Toit, 2003). Individuals from the rural communities have little or no exposure to many career opportunities, making LO their best platform to learn and explore different careers. However, over the years, the value and relevance of LO in schools has been questioned (van Deventer, 2009; Jacobs, 2011; Mzindle, 2011; Prinsloo, 2007; Rooth, 2005), even more so the value of LO for career development and career decision-making. In the current study, the researcher sought to understand career decision-making amongst individuals from to rural communities where there are little to no

resources available to assist in career decision-making (Bhorat, 2007; du Toit, 2003). The researcher sought to explore and understand the different factors and circumstances that play a role in career decision-making for the individuals belonging in rural communities. The researcher also sought to explore the role LO plays in career decision-making in youth belonging in rural communities.

1.2. Research problem

Poor career decision-making is an issue that affects many youth in South Africa. Youth belonging to rural communities suffer the most from poor career decision-making. The consequence of the lack of adequate guidance is partly reflected in the high unemployment rates, high high-school dropout rates, high drug abuse, and high teenage pregnancy rates (Bhorat, 2007; du Toit, 2003) amongst the youth in the poor communities. These issues can be attributed in part to poor career decision-making and limited career vision and aspirations among the youth in the rural communities.

KwaZulu-Natal is one of the provinces in South Africa with the highest number of rural communities (StatsSA, 2003). KwaZulu-Natal is also a province with the largest number of youth of school going age and suffers the most from high unemployment rates within rural communities (Jensen, 2014; Motshekga, 2016). Research on career decision-making in South Africa has mostly focused on White youth living in urban areas and Black African youth living in urban and peri-urban areas in affluent provinces in South Africa (Nicholas, et al., 2006). There is limited research focused on understanding career development and career decision-making in youth belonging to rural communities and some of it is old and outdated, and even more limited for youth belonging in KwaZulu-Natal rural communities (Sifunda, 2001). As repeatedly highlighted in this study, the majority of the research on career development and career decision-making within the South African context has mainly used Western-European approaches and understanding of the self that are not relevant for non-Western cultures or indigenous societies that value communalism and interdependency (Mkhize, 2004). These Western approaches and understanding rarely accommodate nor account for the African oriented concept of “self” which influence people’s career decision-

making. In many of the indigenous societies, including rural communities, the self is viewed in relation to family, community, and status within the community (Mkhize, 2004).

Consequently, there is a need for research studies that are aimed at understanding career development and career decision-making amongst the youth of KwaZulu-Natal belonging to the rural communities of this age, and also research that is founded upon the values of rural communities and the understanding of self within the context of rural communities. The current research study ensued from the identified dearth of Afrocentric scholarly research with respect to the career development needs amongst the black rural youth. This study is therefore informed by the pertinent need to fill the existing gap in the field of research on career development needs of Black South African youth from rural communities. The current study sought to explore and understand the unique career development and career decision-making needs of Black South African youth belonging to rural communities of KwaZulu-Natal. The narrative approach to career development and career counselling is employed in this study's exploration of the career needs and experiences of Black South African youth. The narrative approach was considered appropriate for the study because many African cultures value narration and storytelling as part of their being (Cochran, 2007), allowing for exploration of career narratives using methods familiar in the African context.

1.3. Rationale for the study

The current study specifically sought to explore and understand factors that influence career development and career decision-making of youth coming from rural communities within the KwaZulu-Natal province. The youth in these rural communities have been found to have the highest unemployment rates, especially within the youth of school going age (Bhorat, 2007; du Toit, 2003; Jensen, 2014; Marock, 2008). The issues of high unemployment rates, high high-school dropout rates, high drug abuse, and high teenage pregnancy rates are attributed in part to socio-cultural, contextual and educational factors in these communities (Jensen, 2014; Marock, 2008). The current study argues that socio-cultural, contextual, and educational factors have an influence in the development and understanding of careers in the youth from the rural communities. The researcher argues that career development and career decision-making needs of the youth belonging in rural communities of KwaZulu-Natal are not met

based on the socio-cultural, contextual and educational factors that hinder the youth. There is a need, therefore, for in-depth understanding of socio-cultural, contextual and educational factors in influencing career development and career decision-making amongst youth from rural communities.

1.4. Research aim and objectives

The primary aim of the research study was to explore and understand factors that influence career decision-making in students from rural communities; this was to assess career development and career decision-making needs of youth belonging to the rural communities. The research study was also aimed at understanding if youth belonging to the rural communities differ from youth in urban and peri-urban areas in career development and career decision-making. The study sought to explore and understand the reported availability of career development and career decision-making resources within rural communities. The objectives of the study were:-

1. To explore the narratives about career decision-making of UKZN students coming from rural communities in KwaZulu-Natal.
2. To explore the factors UKZN students from rural KwaZulu-Natal communities found as facilitative of their career decision-making.
3. To investigate the career guidance services that UKZN students from rural KwaZulu-Natal communities reported receiving in high school.

1.5. Research questions

To operationalise the research objectives, the following research questions were formulated, and these guided the study:

1. What career decision-making factors are emphasised in the career narratives of UKZN students who come from rural KwaZulu-Natal communities?

2. What career guidance services were reportedly received by UKZN students from rural KwaZulu-Natal communities when they were in high school?
3. Who and/or what facilitated the career-decision-making processes in the career narratives of UKZN students coming from rural KwaZulu-Natal communities?
4. What strategies were used by UKZN students coming from rural KwaZulu-Natal communities to facilitate their career decision-making processes?

1.6. Operational terms

Below are the definitions of terms used in the study:

Apartheid era – This was a period in South African history where people were segregated and discriminated against race. Segregation and discrimination against race had an impact on resources and service delivery for Black African people. Black African people had limited to no access to resources that facilitated career decision-making.

Career - A collection of job experiences in relation to life-role that the individuals go through in a lifetime (Watson & Stead, 2006).

Career decision-making – In the dissertation the researcher adopted the definition of career decision-making as a lifelong process where individuals make career decisions based on understanding world of work demands, individual needs, and contextual needs.

Factors – The term factors is commonly associated with quantitative studies, however, in this dissertation the researcher adapted term to suit the study. In the study factors refers to conditions, events, people, or circumstances that affect individuals in the process of career decision-making.

Peri-urban - The researcher adapted the term of peri-urban as defined by StatsSA (2003). In the study, peri-urban areas are in-between urban areas and rural in terms of development and infrastructure. Peri-urban areas are characterised by formal and informal housing, often in congested areas, and have low resources for community members.

Rural community- In the dissertation, the researcher adapted the definition of rural community as defined by StatsSA (2003). In the study, rural communities are areas outside of urban areas and towns characterised by farming, low resources available for community

members, and are often under tribal or traditional leadership consisting of formal and informal housing.

1.7. Overview of dissertation

The dissertation is an exploration of the factors that influenced career decision-making amongst the first year students of the University of KwaZulu-Natal belonging in rural communities of KwaZulu-Natal. The study commences with the first chapter's presentation of the research background, purpose of the study, research aims and research questions to help contextualise the study. The second chapter reviews recent literature that is relevant to the theme of career decision-making in both local and international arena of research. The second chapter also provides the framework that guides the research processes. The third chapter of the dissertation provides the methodologies used in the study and justifications for the methods employed in conducting the study. The fourth chapter of the study presents the findings of the study according to the themes derived from data analysis process in the study. The fifth chapter discusses the findings of the study according to the research questions and the conceptual framework of the study. The sixth chapter, which is also the final chapter in this study, concludes the study, presents the strengths and weaknesses of the study process, and provides recommendations for future researchers.

Chapter Two: Literary review of career development and career decision-making amongst the youth in rural communities

2.1. Introduction

This chapter reviews literature on the topic of career development and career decision-making both in the international and national arena of research. The chapter begins with a presentation of different theories that have shaped the conceptualisation of career psychology and career guidance over the years. These theories are further situated in the context of the study to provide guidance and conceptualisation of the study. The specific context of the study refers to rural communities in KwaZulu-Natal. As the current research study is within the South African context, the researcher adopted the definition of rural community by StatsSA (2003). For the purposes of this research study, rural community is defined as areas outside of urban areas and towns characterised by farming and are often under tribal or traditional leadership (StatsSA, 2003). Rural communities consist of formal and informal housing and often do not have access to tap water, electricity, community resources, and proper roads (StatsSA, 2003). The chapter proceeds to reviewing research studies on the topic, looking at what has been done on the topic, the different methodologies used in research, and the results from the research studies are presented and discussed in relation to the aims of the study. The primary aim of the research study is to explore and understand factors that influence career decision-making amongst students from rural communities. The results from different research studies provide an overview on what has been done and gaps in the literature relating to rural communities.

2.2. The shift in the understanding of career

Over the centuries, the conceptualisation and understanding of “career” has shifted. This is specifically evident throughout the pre-modern, modern and postmodern eras. The comprehension of career has seen a change over time due to the changes in world perspectives and the world of work (Patton & McMahon, 2006a; Watson & Kuit, 2007). In the pre-modern era (15th -18th century), careers were conceptualised as “vocation” or “work” based mainly on gender, environment and the ability of the individual (Watson & Kuit, 2007); work was preordained and predictable with women ascribing to jobs that were

domestic based while men undertook jobs that required strength and mental capability (Nicholas, et al., 2006; Watson & Kuit, 2007).

The change brought by the Industrial Revolution (18th century) called for a change in the understanding of vocation and work. The world shifted from a pre-modern era to a modern era. In the modern era (18th -20th century), the understanding of vocation or jobs evolved from being context and gender based to vocation. Jobs embraced a new meaning and were understood in the light of the individual's abilities and sense of self (Sampson, 2009; Watson & Kuit, 2007). In the modern era, the individual and the context that they belonged to were seen as two separate entities, giving rise to greater options of jobs for individuals (Sampson, 2009). The modern era gave rise to scientific methods of vocational decision-making that were aimed at measuring and revealing the true essence of an individual separate from the context (Sampson, 2009). The modern era also gave rise to trait-and-factor approaches to vocations that mainly focused on career assessment and career tests that were in turn aimed at helping individuals make vocational decisions which are based on the true essence of the self (Watson & Kuit, 2007).

The manner in which vocation or jobs were set up in the modern era provided individuals with job security, giving rise to the notion of a job for life (Watson & Kuit, 2007). The modern perspective provided individuals with job stability and security, however, it failed to account for changes in the work environment and changes in the self, job or vocation choices due to change over time (Mkhize, 2005; Sampson, 2009). The shift from the modern era to the postmodern era saw a change in the job market and the understanding of vocation or work (Watson & Kuit, 2007). The postmodern era (mid-20th century – 21st century) is marked by the move of society from the industrialised world to a world of technology (Watson & Kuit, 2007). The concept of vocation shifted to careers where jobs shifted from being permanent to part-time employment with the world of work changing all the time; demanding individuals to change over time as well (Mkhize, 2005; Patton & McMahon, 2006a). The concept of career allowed for the development and growth within the employment period, and this required individuals to constantly improve their work and skills in order to be relevant in the constantly changing world of work (Mkhize, 2005; Patton & McMahon, 2006a). The postmodern era called for change in not only how vocations are perceived but also how

individuals are assessed for job suitability and the process of job decision-making. In the postmodern era, careers are understood in relation to the reciprocal relationship between the individual and the context they belong to (Patton & McMahon, 2006a; 2006b). According to the postmodern understanding of careers, individuals are more likely to choose career paths that are in line with contextual demands (Patton & McMahon, 2006b).

The postmodern era gave rise to career theories and approaches that are embedded within the individual's context and relationships between individuals in understanding career decision-making. The postmodern approaches focused on understanding the relationship between the individual and context they belong to in making decisions about which career paths to follow; they recognised that individuals cannot and should not be separated from their contexts and environment (Patton & McMahon, 2006a). The postmodern era brought about the notion of reciprocity between individuals and their context and that having a huge bearing on the day-to-day life of individuals and the decisions that they make, especially on decisions relating to jobs and career paths (Perry, 2009). The rural communities as defined in the study and the values of communality and relationships that they uphold, could be said to uphold postmodern notions of career development and career decision-making where context, the self, and other community members are important factors.

2.3. The trait-and-factor approaches and postmodern approaches in career development and career decision-making

2.3.1. Frank Parsons' (1909) three-stage model of vocational decision-making

Frank Parsons is recognised as the father of the vocational guidance movement (Ball, 2009; Nicholas, et al., 2006). In his work *Choosing a Vocation*, Parsons (1909) developed a three-step model to guide vocational decision-making. The three-step model became the foundation for the trait-and-factor approaches; and vocational assessments in vocational decision-making (Nicholas et al., 2006). Parsons (1909) developed his model to help workers and industries in the 20th century to choose jobs that match and best suit the individual's abilities and interests (Nicholas et al., 2006). The three-steps in the model are:-

1. The understanding of the individual (traits) – aptitudes, interests, abilities and limitations.
2. The understanding of the world of work or job market (factors) – job opportunities available, understanding the advantages and disadvantages of different job opportunities, and understanding the conditions of success in a job.
3. Matching of individual traits and the job opportunities and factors surrounding job opportunity.

For individuals to make good and sound vocational decisions, it was important that they follow these three-steps. The main assumption of Parsons' (1909) model was that individuals perform best in occupations that match their interest and abilities (Nicholas et al., 2006). During the industrialisation era, Parsons' (1909) model was popular because it ensured productivity in many of the industries. The three-step model became popular beyond the industrialisation era; with it, many vocational guidance theories, vocational assessments and psychometric measures were developed that are still used post the industrialisation era.

Although popular during the industrialisation era and beyond, Parsons' (1909) model received critique for its use and applicability in reality (Nel, 2006). The three steps in the model and its use were criticised for being too broad in application. The model is not specific on the different aspects of the individual traits and their relationship to the job opportunities. Parsons' (1909) model also does not look at contextual factors in vocational decision-making, especially within the South African context where there is diversity in contextual backgrounds and the role of context in forming individual traits. John Holland's (1959) work expanded on Parsons' (1909) work where Holland (1959) looked specifically on the role of personality in vocational decision-making.

2.3.2. John Holland's theory of vocational choice

John Holland's (1959) theory of vocational choice focuses on personality and matching personality to different work environments that are formed by the saturation of different individuals with similar personalities in one environment. Holland's (1959) theory was built on the assumption that people tend to look for job opportunities that would match their

personalities and where they would be able to use their aptitudes and abilities. Holland's (1959) theory is an expansion of the concept of traits highlighted by Parson's (1909) model of vocational decision-making.

According to Holland's (1959) theory, people can be categorised into six personality types that also make up the six work environments. The work environments are the product of the six personality types and exist parallel to each other (Nel, 2006). The six personality types are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. In short, these six personalities can be abbreviated as RIASEC. The work environments have the same name as the personality types. In 1985, Holland and colleagues developed the hexagonal model and the self-directed search (SDS) as assessment tool used for vocational guidance and vocational decision-making. The use of the SDS and hexagonal assessment tools has been widely popular within the modern and post-modern era (Nel, 2006). These assessment tools have provided counsellors and individuals with guidelines to making good career decisions (Holland, Powell, & Fritzsche, 1985). The SDS is a self-administered test that assesses the individual's compatibility with the six personality types based on the individual's interests and abilities (Holland et al., 1985).

Holland's (1959, 1985) theory was among the first to acknowledge the relationship between individuals and context in career decision-making, though the relationship is not clearly illustrated. The theory also does not account for change in environments and change in individuals and how these affect career decision-making (Nel, 2006). Holland's (1985) theory and assessment tools gained popularity in the South African context as a form of vocational guidance for youth. The theory and the assessment measures have received criticism on their use and applicability within the diverse South African context.

Research studies on the use of Holland's (1985) theory in South Africa have found that the RIASEC model does not adequately account for many of the issues that Black African youth face in the South African context (du Toit & de Bruin, 2002; Nel, 2006). The theory failed to account for many contextual factors that affect vocational decision-making for the Black South African youth. In their study, du Toit and de Bruin (2002) found cultural values and

socioeconomic factors as some of the key issues that the theory and assessment tools do not account for in the process of vocational decision-making.

2.3.3. Donald Super's (1980) life span, life-space approach to career development

Donald Super's (1980) theory provided a shift from referring to work as a vocation to viewing working as a career. The shift in the understanding of work enabled Super (1980) to expand on the work of earlier theorists of the trait-and-factor movement. The conceptualisation of work as a career allowed for growth within occupations and also expanded to other different factors outside the individual and work environment in the process of vocational decision-making (Super, 1980), which was the restriction on earlier theories and approaches of vocational decision-making.

In his work, Donald Super (1953; 1980) highlighted different concepts as important for the process of vocational decision-making. Super (1953; 1980), specifically highlighted the roles of self-concept, developmental process, life-roles, and time-span in the process of career decision-making as important concepts. In his approach, Super (1980) views the process of career decision-making as a life long process as compared to earlier approaches and theories which viewed occupational decision-making as a once-off event in a person's life. According to Super (1980), an individual is always in the process of change and transition that affects the job interests and job desires. In his approach, Super (1980) draws insights from developmental studies to account for the process of career development. According to Super (1980), there are five life stages that individuals go through in the process of career development. The five stages of career development are:

1. Growth stage (between ages 4 to 13 years)
2. Exploration stage (between ages 14 to 24 years)
3. Establishment stage (between ages 25 to 44 years)
4. Maintenance stage (between ages 45 to 65 years)
5. Disengagement stage (ages 65 years and onwards)

In all these stages there is some form of concern about the future and different career decisions that individuals go through (Watson & Stead, 2006). Super (1980) highlights the concept of life-roles in career development, viewing an individual holistically. Super (1980) emphasised that there is more to an individual than the work that they do, career development and career decision-making is negotiated within the different life-roles that fall within the developmental stages (Watson & Stead, 2006). The different life-roles are child, student, leisurite, citizen, worker, and homemaker (Super, 1980; Watson & Stead, 2006). Super (1980) also emphasised the role of self-concept in career development which is focused on the individual's abilities, interests and aptitudes. Super (1980) highlights the role of contextual factors in the process of career development and career decision-making. The career development and career decision-making process is process of constant negotiation between all these factors (Watson & Stead, 2006).

Super's (1980) theory was among the first approaches to vocational guidance and career development to take a holistic view of an individual and also included contextual factors in the process of career development and career decision-making. Super's (1980) theory shifted from the restricted view of the individual in the process of vocational decision-making. Super's (1980) theory opened for applicability to different contexts, especially in a diverse context as South Africa. Super's (1980) theory has gained popularity in use within the South African context over the years; its use in the South African context has come with criticism on the theory's adaptability to all races, different contexts and the effects of Apartheid in career decision-making for the youth of South Africa (Watson & Stead, 2006). Research using Super's (1980) theory has predominantly been conducted primarily on White South African youth, with the results being generalised to the whole population of South African youth. Black South African youth, more especially those from rural communities, present different career decision-making journeys that are embedded within the context that they belong to; which is, in turn, influenced by the past apartheid era. According to Mkhize and Frizelle (2000) and Stead and Watson (2002), there is a need for indigenous theoretical approaches to career development and career decision-making that would account for the diverse South African youth.

The rise of the information and technology age called for a change in the understanding of work and the assessment of suitability of an individual to different careers (Patton & McMahon, 2006a). Work shifted from stable and secure employment to work dependent on skills, knowledge, making employment predominantly part-time with individuals changing employment often (Maree, 2007). The use of trait-and-factor theories and approaches to career development and career decision-making are not sufficient to account for career changes of the postmodern era (Watson & Kuit, 2007). Postmodern approaches to career development and career decision-making expanded on the holistic view on the individual that was highlighted by Super's (1980) theory. Postmodern approaches understand people as individuals with unique career development and career decision-making journeys. Postmodern theories and approaches are founded on the premise of understanding individuals within their contexts. The change in the world of work brought about by the postmodern era also called for change in the assessment of career decision-making (Maree, 2010; Patton & McMahon, 2006a). Theorists of the postmodern era acknowledged that an individual alone is not sufficient influence to career decisions. Factors outside of the individual also play an important role in decisions that individuals make about which career paths to follow (Maree, 2010; Patton & McMahon, 2006b).

2.3.4. Postmodern approaches to career development and career decision-making

The rise of postmodern approaches in career psychology has brought about change in the understanding of the individual and work (Bujold, 2004; Maree, 2010; Young & Collin, 2004). The relationship between the individual and work was seen to be embedded in context, culture, social life, and history of the individual (Thrift & Amundson, 2007; Watson & Kuit, 2007). The understanding of the process of career decision-making being embedded in the psyche of the individual, as presented by the trait-and-factor approaches, shifted to being embedded within factors outside of the individual as bearing major influences on career decision-making (Maree, 2010; Patton, McMahon, & Watson, 2006b; Thrift & Amundson, 2007). In all the postmodern approaches, the individual is at the centre of career decision-making but with the influence of contextual factors (Young & Collin, 2004). Postmodern approaches also brought about a shift in the understanding of the role of the counsellor in the process of career decision-making (Watson & Kuit, 2007). The many approaches within the postmodern era put emphasis on contextual and relationship factors, culture, the use of

narratives in career counselling, and use of constructivist approaches in understanding career development and career decision-making (Thrift & Amundson, 2007; Watson & Kuit, 2007; Young & Collin, 2004). Career development and career decision-making is perceived as a process that is contextually, culturally, and family orientated (Watson & Kuit, 2007). The three prominent approaches within the postmodern understanding of career are: hermeneutic-narrative approach (Thrift & Amundson, 2003, 2007), career constructivism (Young & Collin, 2004), Systems theory framework (STF), (McMahon, 2005; Patton & McMahon, 2006b). At the core of the postmodern approaches is story telling in the process of career counselling and career decision-making.

2.3.4.1. The hermeneutic-narrative approach to career development

At the core of the hermeneutic-narrative approach is narration and storytelling in assisting individuals make sense of their career development and career decisions (Thrift & Amundson, 2007). The assumption of hermeneutic-narrative approach is that individuals give meaning to their work experiences within their sociocultural and historical contexts; and these can be fully understood through narratives and storytelling (Thrift & Amundson, 2007). In this approach, the individual is perceived as a relational and interdependent being shaped by the context they belong to, which is built on pre-existing meanings and culture (Thrift & Amundson, 2007). Narration or storytelling is used as a tool to unpack how individuals relate with their contexts and other individuals in the process of career development and career decision-making. The hermeneutic-narrative approach allows the individual to be at the forefront in the process of career decision-making with the counsellor co-constructing the career narratives with the clients (Thrift & Amundson, 2003; 2007). According to Thrift and Amundson (2007), every counsellor and researcher working with this approach need to be aware and immersed in the cultural and historical context of the individual in order to fully understand and facilitate career decision-making.

2.3.4.2. Career constructivism approach

The term ‘career constructivism’ is used to define the use of constructivism and social constructionism in the field of career psychology (Young & Collin, 2004). The career

constructivism approach brings together the individual aspect and the role of community and context in the process of career development and career decision-making. According to constructivism, individuals mentally or cognitively construct knowledge and experiences (Young & Collins, 2004). Individuals engage with the world based on how they construct or perceive the world mentally. Social constructionism maintains that knowledge and experiences are socially constructed within the context and community that the individuals belong, within the confines of history and culture (Young & Collins, 2004). The use of constructivism and social constructionism as ‘career constructivism approach’ in career psychology entails a collaborative relationship between counsellor and client in making meaning of the life experiences and stories of the clients (Patton, 2007). During the career counselling session, the counsellor and the client are involved in the process of co-constructing a career narrative or story based on the experiences and lives of both client and counsellor (Patton, 2007; Young & Collins, 2004). Counsellors and researchers using the career constructivism approach need to be constantly aware and conscious of the role that they play (Young & Collins, 2004).

Patton and McMahon (2006b), however, feel that there is a disjuncture within the postmodern approaches and how they are used within career counselling. They argue that the postmodern approaches are not integrated and still fall short in including and understanding the role of context and culture in the process of career development and career decision-making. Hence, they proposed the use of Systems Theory Framework (STF) as a framework that ensures integration within the career approaches and its use in career counselling.

2.3.4.3. Systems Theory Framework (STF) of career development and counselling

Patton and McMahon (2006b) developed the STF as an overarching metatheoretical framework, which can be used in conjunction with different approaches and theories in the process of career counselling. The framework puts emphasis on finding commonalities and relationships within the different theories used in conjunction with the framework (Patton & McMahon, 2006b). The framework was first developed to address the issues of culture and structural factors, structures within the context of the individual that were missing in career approaches, and theories when understanding career development and career decision-making

in individuals (Patton & McMahon, 2006b; Patton, McMahon, & Watson, 2006). The STF was also developed in order to address and understand career development of women (Patton, McMahon, & Watson, 2006). According to Patton, McMahon and Watson (2006), women face different issues and challenges in their journeys of career development and career decision-making. The framework presents a new multileveled way of understanding career development and career decision-making that is contextually based, relationships based, and time orientated.

The STF is founded on a variety of system theories applied to understand career development and career decision-making (Patton & McMahon, 2006b). The STF is founded mainly on the work of von Bertalanffy (1968), Living systems (Ford, 1987), Motivational systems theory (Ford, 1992), and Developmental systems theory (Ford & Lerner, 1992). The integration of all these theories aimed to look at the individual as a whole influenced by factors within and outside the individual in the process of development (Patton et al., 2006). The STF views the individual as a whole influenced by factors within the individual and outside the individual in the process of career development and career decision-making; as compared to the trait-and-factor approaches that focus on certain aspects of the individuals as contributing factors in the process of career development and career decision-making (Patton & McMahon, 2006b).

The STF looks at the individual factors, environmental factors, and time as contributing factors in the process of career development and career decision-making (Patton & McMahon, 2006b). These are treated as different systems that have an influence or relationship with each other in career development and career decision-making. At the centre of the STF is the individual system that is focused on the intrapersonal influences of career development and career decision-making (Patton & McMahon, 2006b). The individual system exists within the environmental/societal system, which comprises of factors like family, socioeconomic status, education institutions, etc. (Patton & McMahon, 2006b). These two systems exist within confines of time - past, present, and future (Patton & McMahon, 2006b). The STF looks at the reciprocal relationship and influences between the different systems in the process of career development and career decision-making, and the role of time in the process (Patton et al., 2006). Patton and McMahon (2006b) also looked at the role of chance in the process of career development and career decision-making. Many of the

theories and approaches to career development have never looked at the role of chance as a possible factor or influence in career development and career decision-making (Patton et al., 2006).

The STF has been applauded for its ability to easily adapt to different contexts because it focuses on individuals and the contexts that they belong to, making it ideal to use in multiple contexts with diverse backgrounds (Lim, 1997; Patton & McMahon, 2006b). The STF has also been praised for its ability to be used with different career theories and approaches as an overarching framework (Patton & McMahon, 2006b). The STF has gained popularity within the postmodern approaches of career development and career decision-making due to its allowance of client and counsellor involvement in the process of co-constructing and making sense of narratives and stories told by the client. The STF and the postmodern approaches have gained popularity in the South African context where there is diversity in context, cultures, and backgrounds. There have been a number of career research studies in the South African context that have been formulated on the STF.

2.4. Conceptual framework

The current study is founded upon the postmodern understanding of careers and uses postmodern approaches of career development and career decision-making in conducting the study. In the postmodern era, careers are understood as mainly part-time employment that is dependent on the world of work needs and demands (Patton & McMahon, 2006a). Career development and career decision-making is seen to be embedded within the context of the individual in the postmodern era's understanding of careers. Unlike the modern era, understanding of work or careers, individual abilities and capabilities are vital in finding suitable employment (Watson & Kuit, 2007).

The study employed the Systems Theory Framework (STF) as the overarching framework guiding the study. The STF was used in conjunction with the hermeneutic-narrative approach and constructivism approaches of career development (Thrift & Amundson, 2007; Young & Collin, 2004). The main aim of the study was to explore and understand contributing factors to career decision-making in students belonging to rural communities in KwaZulu-Natal; this was done through use of narratives and storytelling. Using hermeneutic-narrative approach

and constructivism approaches, it allowed the researcher to be part of the process of constructing narratives with the students (Thrift & Amundson, 2007; Young & Collin, 2004).

The use of STF as an overarching framework allowed the researcher to explore different factors that might affect career development and career decision-making without isolating them or pulling them apart from their context (Patton & McMahon, 2006b). The STF was appropriate for the study because it explored different individuals from different cultural backgrounds and sought to understand their individual career decision-making journeys. The framework allowed for individuality in the process of exploring and understanding career decision-making in the students without restrictions as compared to trait-and-factor approaches (Nel, 2006). The trait-and-factor approaches mainly focus on individual factors in career decision-making that is not appropriate for rural communities where communality and relationships are valued more than individuals (Mkhize, 2004).

The framework allows research studies to be conducted within the contextual parameters of the research participants (Patton & McMahon, 2006b). In the current study, the researcher sought to understand the role of socio-environmental factors in the process of career decision-making for the students, focusing more specifically on the role of family and community.

2.5. Studies in career development and career decision-making

In this section of the dissertation, the researcher reviewed research literature from the year 2006 to 2016. The period of ten provides a good understanding of what has been done in the field of career psychology in recent times. Research studies and articles focusing on adolescents and university students was included in the review because it covered the age range of individuals who are in high school and individuals who are in first year of Tertiary education. Adolescents are in the process of constant negotiations between career education and career decision-making. Career development and career decision-making has been a popular topic in research over the past decades, with research focused mainly on understanding career decision-making in different contexts. Internationally, career development and career decision-making research using postmodern approaches has gained a

lot of popularity (Ali & Saunders, 2006; Ball, 2009; Diemer, 2007; Dey, Roy, Joarder, & Chakraborty, 2011; Diemer & Hsien, 2008; Duffy & Dik, 2009, Germeijs & Verschueren, 2007; Irvin et al., 2012; Perry, 2009; Rasheed Ali & Saunders, 2009; Tang, Pan, & Newmeyer, 2008;). However, there is limited research on career development and career decision-making in youth belonging to rural communities who are in transition between school, work, and institutions of higher education (Ali & Saunder, 2006; Ball, 2009; Dey et al., 2011; Irvin et al., 2012). International research literature has a similar description of rural communities as the South African description of rural communities. According to international studies, rural communities are defined as areas far away from urban areas characterised by poverty and low socio-economic status in individuals belonging in the communities (Ball, 2009).

The international research in rural communities is mostly focused on contextual factors in career development and career decision-making (Ali & Saunder, 2006; Ball, 2009; Dey et al., 2011; Irvin et al., 2012). However, some of the research studies presented used quantitative methodologies in understanding career development and career decision-making in rural communities, but all are framed within the postmodern understanding of career development. There are few studies that used qualitative methodologies in understanding career decision-making in rural communities in the international arena of research. There is a gap in the international arena of research for literature that focuses on career development and career decision-making in youth belonging in rural communities.

In their study, Ali and Saunders (2006) sought to understand the relationship between contextual and cognitive factors in the process of career development, and how that affects college expectations for the youth belonging in the Appalachian community. Ali and Saunders' (2006) study used the Social Cognitive Career Theory (SCCT) model by Lent, Brown and Hackett (2000) as the framework for the study and used the vocational/educational self-efficacy scale by Ali et al. (2005). Ali and Saunders (2006) found that parents play an important role in career development and career decision-making. The study also found the context and culture that the youth belong to have an effect on career development and career expectations. The rural context of the study is characterised by the lack of education and career development opportunities, high rates of unemployment and

poverty, and few role models in the community who have postsecondary school qualifications (Ali & Saunders, 2006). These factors affect career development for the youth belonging in the Appalachian rural community.

Ball (2009) sought to understand career development needs and college planning needs of youth belonging in rural communities of Northeastern United States of America (USA). The study was a re-examination of the results of a survey done on career development in High schools of rural communities in Northeastern USA; the study was conducted in order to find interventions to facilitate career development and career decision-making for the youth belonging in rural communities. Ball's (2009) findings are similar to the findings of Ali and Saunders (2006). The context and contextual factors of rural communities have an impact on career development and career decision-making on the youth belonging in the communities (Ali & Saunders, 2006; Ball, 2009).

Ball (2009) found that the youth in rural communities were often isolated from towns; there were limited resources in the communities, limited exposure to different career opportunities, and there are limited number of successful people in different careers within the rural communities who could serve as role models for the youth. These factors have an impact on career development and career aspirations for the belonging in the rural communities. Ball (2009) found that youth belonging in Northeastern United States rural communities need more knowledge and understanding about available career opportunities, more understanding on college entry requirements, and financial aid information to finance the study period.

Irvin et al. (2011) also found similar results to Ball (2009). In their study, Irvin et al. (2011) used a self-report measurement assessment on high school students belonging to rural communities across the USA to assess perceived individual and contextual factors to education and career aspirations and preparation for life post-secondary schooling. In the study, Irvin et al. (2011) found that poverty, cultural practices like girls getting married early in life, financial support for the family, and friends have an impact on career aspirations and career development of the youth belonging to rural communities.

In their study, Dey et al. (2012) sought to understand the role of family members and teachers in career development. The researchers used self-administered questionnaires with high school student of the rural communities of Darjeeling district in India (Dey et al., 2012). In the study, Dey et al. (2012) found that parents were perceived to play an important role in the process of career development and career decision-making. Teachers, friends, poverty (economic status), poor health and family health, and cultural norms also played a significant role in career aspirations and career development (Dey et al., 2012). Poverty was highlighted as the most common obstacle to career dreaming and career aspirations. Girls struggled the most with career dreams and aspirations outside of the community due to cultural norms of young girls getting married before the completion of their high school (Dey et al., 2012).

Common in all the reviewed international studies was the use of quantitative approaches in understanding career development and career decision-making of youth belonging to rural communities. However, the studies were framed within the postmodern era approaches with the focus on contextual and family influences in career decision-making. There is still, however, a gap in international research on career development and career decision-making in rural communities that use qualitative approaches and postmodern era approaches that are interpretative and exploratory in nature. There is still a gap in in-depth understanding of contextual factors and their role in contributing to career development and career decision-making. This gap could be reduced through the use of qualitative approaches that are aimed at getting a deeper insight into this phenomenon of career decision-making in rural communities.

2.6. Career development and career decision-making research in South Africa

Career development and career decision-making research in South Africa presents a different dilemma as opposed to research in the international platform. This is attributed by the contextual background and history of the South African context (Mkhize, 2005; Nicholas et al., 2006). In the past, career research in South Africa was predominantly conducted with White South Africans in order to improve career guidance offered to predominantly White schools (Mkhize, 2005). Previously during the apartheid era, career guidance and career development platforms were a privilege for White people in South Africa, with Black African

people offered limited exposure to certain careers in the job market (Mkhize, 2005). However, since the end of the apartheid era, there has been improvements in the exposure to different career opportunities and career guidance facilities for Black African people but these are not available to all Black African people in South Africa, especially those living in rural communities (Mkhize, 2005).

Career research in South Africa is still limited with the majority of research with Black African people focused on individuals living in urban and peri-urban areas of South Africa (Akhurst & Mkhize, 2006). Career research conducted with youth belonging to rural communities is often outdated and uses methodologies that are not adaptive or appropriate for rural communities (Mkhize, 2005). Research over the past decade has seen a shift in how careers are understood and researched. There has been a shift from research being conducted solely on White and Black African youth living in urban and peri-urban areas to include youth belonging in rural contexts. However, there is still a gap in research conducted with youth belonging in rural communities of KwaZulu-Natal. KwaZulu-Natal is one of the provinces in South Africa with the largest number of rural communities and has the highest number of youth within the school going age (Jensen, 2014), yet there is little known about career development and career decision-making influences amongst the youth. Youth belonging to rural communities are different from youth living in urban and peri-urban areas (Mkhize, 2005). Rural communities are often characterised by close-knit units of communities upholding African values of communalism and a strong sense of relationships and family dependency (Mkhize, 2004). The youth belonging to the rural communities often uphold the community practices and community values that may have an effect on career development and career decision-making. Hence, the use of Western theories and methodologies in understanding Black African youth has not be very successful in South Africa (Super, 1990).

The field of career research has also seen a shift in research being predominantly conducted using trait-and-factor approaches to using postmodern approaches that focus on contextual factors as key influences in career development and career decision-making (Watson & Kuit, 2007). However, most of the research is still heavily reliant on quantitative methodologies

with little in-depth understanding on career development and career decision-making factors affecting youth belong to rural communities.

Due to the gap in literature on career development and career decision-making with youth belonging in rural communities, the researcher reviewed research literature on youth from previously disadvantaged groups in South Africa. The previously disadvantaged groups in South Africa are Black Africans, Coloureds, and Indians who were treated unfairly and denied certain privileges during the Apartheid era (Bolton, 2006). For the purposes of the research study, the researcher reviewed research literature on previously disadvantaged Black African youth of South Africa. The previously disadvantaged Black African group include individuals in urban, peri-urban, and rural contexts in South Africa (Bolton, 2006). Due to the limitation of research on individuals belonging in rural communities, the researcher included research literature on career development and career decision-making from individuals belonging in peri-urban areas of South Africa. Individuals belonging in peri-urban areas present some similar contextual characteristics as individuals belonging in rural communities as defined by StatsSA (2003).

The reviewed research literature in the dissertation was framed within the postmodern era of understanding occupations, career development and career decision-making. The postmodern era understanding of career views career decision-making as a life-long process that is influenced by contextual factors that require interactive and descriptive methodologies assessing and understanding career development and career decision-making (Watson & Kuit, 2007). All of the research studies were focused on exploring and understanding the reciprocal relationship between the individual and contextual-environmental factors in career development and career decision-making (Bojuwoye & Mbanjwa, 2006; Buthelezi, Alexander, & Seabi, 2009; Mhlongo & O'Neill, 2013; Shumba & Naong, 2012; Shumba & Naong, 2013). Even though all the research literature was framed within the postmodern era, understanding of careers and career decision-making, the majority of the studies used quantitative methodologies in exploring and understanding career development and career decision-making in previously disadvantaged groups (Bojuwoye & Mbanjwa, 2006; Shumba & Naong, 2012; Shumba & Naong, 2013). The use of quantitative approaches lacks the rich and in-depth descriptions about the context and the relationship between contexts and

individuals that is provided by the use of descriptive qualitative methodologies in research studies that are framed within the postmodern era of career development and career decision-making understanding (Terre Blanche, Kelly & Durrheim, 2006; Watson & Kuit, 2007). There are limited research studies that use qualitative research methodologies to understand career development and career decision-making in youth belonging to previously disadvantaged backgrounds (Buthelezi, et al., 2009; Mhlongo & O'Neill, 2013). The current study aimed to arrive at an in-depth understanding of factors affecting career decision-making in youth belonging in rural communities through the use of qualitative research methodologies.

The quantitative research studies mainly used questionnaire and surveys with high school and university students in collecting the data (Bojuwoye & Mbanjwa, 2006; Shumba & Naong, 2012; Shumba & Naong, 2013). In their study, Bojuwoye and Mbanjwa (2006) sought to find out factors influencing career decision-making on first year students. They found that family (especially mothers), status of certain career choices, school subject choices, academic performance, and teacher influence had a positive influence on career decision-making for the students. Family financial status, lack of educational and career information resources in community and schools, poor academic performance, and inability to make career decisions were highlighted as barriers to career decision-making (Bojuwoye & Mbanjwa, 2006).

In their study, Shumba and Naong (2012) found similar results as Bojuwoye and Mbanjwa (2006) in their quest to explore factors influencing career choice and aspiration amongst the first year and second year students. Shumba and Naong (2012) found that family plays a significant role in career choices of students, followed by personal factors, as well as teachers, played an important role in career choices. Different from the study by Bojuwoye and Mbanjwa (2006), Shumba and Naong (2012), the participants mentioned interest in career as a key component in personal factors that influence career decision-making and the role of teachers in career choices. The study revealed that teachers played a significant role in subject choices for the students that had an impact in career decision-making later in high school (Shumba & Naong, 2012). In another study, Shumba and Naong (2013) explored further the role of family in career decision-making. The study consisted of university students across three provinces in South Africa (Shumba & Naong, 2013). Shumba and

Naong (2013) found that poverty within the family and community and family income were the main factors influencing career decision-making in the students. The students tended to choose career paths that posed the opportunity of getting employment after the study period (Shambu & Naong, 2013). The most popular career paths chosen by the students were teaching followed by engineering and accounting/finance (Shumba & Naong, 2013). The researchers attributed the popularity of teaching career to the Fundza Lushaka Bursary scheme, which not only funds the students' tertiary education but also provides an opportunity of employment after the education period (Shumba & Naong, 2013).

The qualitative research studies on the topic of career decision-making in youth from previously disadvantaged groups or backgrounds provide an in-depth understanding on the factors that were found by the quantitative studies. The qualitative studies included in the review presented similar findings as the quantitative studies, but provided rich and in-depth detail on the influences of contextual factors in career development and career decision-making for the youth belonging in previously disadvantaged groups in South Africa (Buthelezi, et al., 2009; Mhlongo & O'Neill, 2013). In their study, Buthelezi, et al. (2009) sought to understand career challenges and career needs of high school learners from previously disadvantaged backgrounds. The findings of their study revealed that there is a strong reciprocal relationship between the social environment and career development and career decision-making (Buthelezi, et al., 2009). Barriers to career development and career decision-making were found to be contextually based and individually based with learners highlighting community environment, school environment, family circumstances and personal factors as key factors influencing career decision-making (Buthelezi, et al., 2009).

Within the community environment, the learners highlighted that the lack of resources, like public libraries, in the community as a barrier to exposure to different careers (Buthelezi, et al., 2009). The participants in the study further expressed that there are no career guidance services or interventions within the community; these were attributed to the legacy of the Apartheid era in rural communities (Buthelezi, et al., 2009; Mkhize, 2005; Stead & Watson, 2006). Rural communities and peri-urban areas, where Black African people were residing within the South African context during the Apartheid, were denied access to public resources for a better life as a way of oppressing Black African people (Mkhize, 2005;

Nicholas et al., 2006). The majority of rural communities in South Africa still do not have access to public resources and that poses a threat to the development and exposure to various things for the individuals belonging in rural communities. In their study, Buthelezi, et al. (2009), the participants expressed that the lack of resources within the community had a significant impact in career choices for the youth. Positive role models were highlighted as another barrier to career development and career decision-making from the perspective of youth (Buthelezi, et al., 2009). The participants in the study expressed that they belong to communities where there are high rates of teenage pregnancies and high high-school dropout rates; there are little to no people within the communities who act as positive role models for the youth (Buthelezi, et al., 2009). According to Gibson (2003), role models play an important role in career development and career decision-making and should be integrated in career guidance and interventions. The role of role models in career development highlights the impact of exposure to what is available in the community and what is happening in the community in the process of career development and career decision-making (Buthelezi, et al., 2009; Gibson, 2003). The lack of resources and role models in the community affects the youth's self-esteem and confidence in making good career decisions (Arulmani & Nag-Arulmani, 2006; Buthelezi, et al., 2009; Gibson, 2003). Buthelezi, et al. (2009) attributed the lack of role models in the community to stigma against successful individuals that exists in rural communities. Rural communities often lay barren with no role models to encourage the youth due to fear of being stigmatised or ostracised by people within the community (Buthelezi, et al., 2009).

The participants in the Buthelezi, et al. study (2009) also highlighted the school-based factors as another barrier that inhibits career development and career decision-making. In the study, the participants expressed that the schools in their communities did not offer career counselling services and the curriculum offered in schools did was not adequate to expose and educate learners to different careers (Buthelezi, et al., 2009). The participants expressed that Life Orientation (LO) in schools was not sufficient in career exposure and career education. The researchers, Buthelezi et al. (2009), attributed the insufficiency of LO in career development and career decision-making to the lack of properly trained teachers for the subject. Research on the role of LO in schools has revealed that LO is an undervalued learning subject in schools often taught by teachers who are not adequately trained in teaching the subjects (Mzindle, 2011; Prinsloo, 2007; Rooth, 2005). Research on the role of

LO has also revealed that learners also undervalue LO and often do not understand the role of LO in the school curriculum (Mzindle, 2011; Prinsloo, 2007; Rooth, 2005); this has an impact on influence of LO for the process of career development and career decision-making.

Parents' involvement in the education of the learners and financial circumstances of family were perceived as other factors influencing career development and career decision-making (Buthelezi, et al., 2009). The findings are similar to the quantitative research studies (Bojuwoye & Mbanjwa, 2006; Shumba & Naong, 2012; Shumba & Naong, 2013), highlighting the important role the parents play in the process of career development and career decision-making for the youth. In a study conducted with first year students at the University of KwaZulu-Natal (UKZN) using qualitative methodologies, the researchers found similar results as the study by Buthelezi et al. (2009). In their study, Mhlongo and O'Neill (2013) found that family and community-based factors have an important influence on the career development and career decision-making on youth belonging to previously disadvantaged backgrounds. The financial circumstances of the family played a role in the career choices that the students made. The participants chose career paths that they perceived guaranteed them possible employment past the study period (Mhlongo & O'Neill, 2013). The majority of the participants came from families and communities that are poverty stricken, increasing the pressure to make career choices that would provide immediate benefits to the family. Most of the participants expressed that it was important for them to study, finish with their studies, and get employment in order to support their families financially (Mhlongo & O'Neill, 2013). This puts added pressure on the students to make career choices that would be beneficial to the family.

An interesting finding from the Mhlongo and O'Neill (2013) study was the role culture in career decision-making. Mhlongo and O'Neill (2013) found that the students attributed their career choices to what was lacking in the community. A number of students expressed that through the career paths that they had chosen they would be able to go back into their communities to empower the youth (Mhlongo & O'Neill, 2013). For the students in the study, it was important for them to make career decisions that would not only benefit the family but also the whole community (Mhlongo & O'Neill, 2013). Many African communities are built on the values of communalism and interconnectedness that many

individuals uphold in their day-to-day living (Mkhize, 2004). These have an impact on career decision-making for the youth belonging in rural communities. The results of the Mhlongo and O'Neill (2013) study put emphasis on the notion of including African values in career development and career decision-making that was highlighted by Akhurst and Mkhize (2006). Akhurst and Mkhize (2006) advocate for the development of career interventions and career theories that are indigenous to the African context. There is a need for Afrocentric approaches in career development and career decision-making, highlighting the values and experiences of Black African people in career decision-making (Mazama, 2001).

Family, community, and culture play pivotal roles in the process of career development and career decision-making for youth from previously disadvantaged backgrounds. There is a call for career development and career decision-making to be viewed from the perspective of Black African people (Mazama, 2001). The characteristics revealed by the review of the literature on youth from previously disadvantaged backgrounds, mainly youth in peri-urban areas, can be used in the description of youth from rural communities. The researcher in the current study believes the characteristics presented in the literature are similar to those of rural communities.

2.7. Conclusion

In this chapter, the researcher presented the history of career theories and career development over the pre-modern, modern, and postmodern eras. The researcher used the history of the theories in order to build the conceptual framework employed in the study. The chapter proceeded to review literature on the different perspectives on the topic of career development and career decision-making in both local and international arenas of research. However, due to limited literature with youth belonging in rural communities in South Africa, the researcher reviewed literature on career development and career decision-making with youth from previously disadvantaged groups. The youth belonging in rural communities fall under the previously disadvantaged groups. The review of the literature revealed that career development and career decision-making is embedded within the socio-environmental factors as presented by the Systems Theory Framework (STF) (Patton & McMahon, 2006). There is a gap in the literature on research conducted with youth belonging in rural

communities of KwaZulu-Natal. The current study was aimed at bridging the gap that exists in literature.

Chapter Three: Research Design and Methodology

3.1. Introduction

This Chapter presents the research methodologies used in the study and presents justifications for the use of these methods. The chapter provides a rich description of all the methods and procedures that were employed in conducting the research study. The research paradigm, research aim and research questions, research design, sampling, recruitment process, data collection, and data analysis processes are presented. The chapter also discusses how trustworthiness, dependability, and transferability were upheld in the study and also ethical considerations that were upheld to protect the research participants and the integrity of the research study. The chapter closes with a reflection by researcher on the research process.

3.2. Research paradigm

The study is framed within the interpretive perspective, where subjectivity is important in understanding individuals (Terre Blanche, Kelly, & Durrheim, 2006). The study used a qualitative research approach in exploring and understanding the topic of career development and career decision-making amongst youth belonging to the rural communities of KwaZulu-Natal. The main aim of qualitative research is to provide descriptions, interpretations and understanding of human lives and experiences using language (Marshall & Rossman, 2011; Terre Blanche, et al., 2006). Qualitative research also facilitates an understanding of phenomena in the context within which its produced (Marshall & Rossman, 2011). Qualitative research holds the notion that individuals are different therefore, depth, meaning and subjective understanding are important when conducting research with individuals or human action (Flick, 1998; Marshall & Rossman, 2011).

Using a qualitative research design, the study sought to explore and understand the subjective experiences of career decision-making for youth belonging to rural communities who are at university doing their first year of study. The interpretive perspective was most appropriate for the study because, for the researcher, in-depth stories of experiences were important in

understanding career decision-making for the students. With using the interpretive paradigm, the researcher also understood that experiences of the students would not be the same; they are subjective and deeply embedded in the lived experiences of the individuals (Terre Blanche, et al., 2006).

3.3. Research aim and questions

The primary aim of the research study was to explore and understand factors that influence career decision-making in students belonging to rural communities; this was to assess career development and career decision-making needs of youth belonging to rural communities. The research study sought to explore and understand the reported availability of career development and career decision-making resources within the rural communities.

3.3.1. Research questions

The following research questions were formulated to guide the study:-

1. What career decision-making factors are emphasised in the career narratives of UKZN students who come from rural KwaZulu-Natal communities?
2. What career guidance services were reportedly received by UKZN students from rural KwaZulu-Natal communities when they were in high school?
3. Who and/or what facilitated the careerdecision-making processes in the career narratives of UKZN students coming from rural KwaZulu-Natal communities?
4. What strategies were used by UKZN students coming from rural KwaZulu-Natal communities to facilitate their career decision-making processes?

3.4. Research design

The research study was an exploratory research study with a primary aim of gaining new insight on a phenomenon using an open, flexible and inductive approach (Durrheim, 2006). The study focused on first year university students who come from rural communities as the study population. Rural students represent a marginalised population with little that is known

about career decision-making (Marshall & Rossman, 2011). The study was appropriate as an exploratory research study because it sought to explore and understand career decision-making from the perspective of youth from rural communities. The researcher used an approach that allowed the participants the freedom of expression as the research process proceeded.

A narrative approach was the main approach of inquiry used in the study, and both spoken and written narratives and stories were made use. A narrative approach to research heavily depends on the participants' account in order to make sense of the research topic (Chen, 2007; Polkinghorne, 2003). The main assumption of the narrative approach is that people construct their realities through narrating their stories. Narrative inquiry is used to understand social questions about groups, communities, and contexts through individuals' lived experiences to make sense of their world and the decisions that they make (Polkinghorne, 2003). In the current study, the researcher chose to use the narrative approach because it allows the researcher to understand career development and career decision-making from the perspective of youth from the rural communities. The researcher had an opportunity to understand the lived experiences of youth coming from rural communities in KwaZulu-Natal through the first year students from these communities.

Permission was granted from the relevant gatekeeper and ethics committee prior to the study being undertaken. Specifically, the researcher received permission in May 2016 from the gatekeeper (the Registrar of the University of KwaZulu-Natal) to approach first year students from the University of KwaZulu-Natal (Pietermaritzburg campus) to participate in the study (see Appendix 2 for first gatekeeper approval letter). The Humanities and Social Sciences Research Ethics Committee (HSSREC) approved the study in June 2016 (protocol number HSS/0575/016M, see Appendix 3). The researcher applied to HSSREC for an amendment to the originally proposed participant recruitment and data collection strategy (i.e., to recruit participants via displaying posters on campus, and to include individual interviews as a method of data collection). See Appendix 3 and 4 for approval to the amendments to the original research protocol. Full approval was granted in August 2016 to proceed with data collection for the study.

3.5. Sampling

The study employed non-probability sampling as the main sampling strategy. With non-probability sampling, the selection of participants is not determined by statistical principles of randomness; which is common in quantitative research (Durrheim & Painter, 2006). Non-probability sampling is most common in research conducted in qualitative research approaches, where sampling is done with a purpose relating to the research topic (Durrheim & Painter, 2006). Non-probability sampling is also marked by the use of smaller sample sizes focusing on producing rich and detailed descriptions of the phenomenon (Mack et al., 2005).

Within non-probability sampling, the study employed purposive sampling and snowball sampling. Purposive sampling is defined as the sampling of participants that is based on a criterion stipulated by the research topic or research questions (Durrheim & Painter, 2006; Patton, 1990). In the study, the participants were sampled according to level of study, where they come from and race. The participants were Black African first year students at the University of KwaZulu-Natal (PMB campus) who came from rural communities within the KwaZulu-Natal province.

Participants were initially invited to participate in the research study through posters (See Appendix 6 for Poster) that were put up around campus. Posters were used because it allowed the participants to voluntarily participate in the study due to interest in the topic. Snowball sampling was later added in the study when there was a low response to the poster recruitment. With snowball sampling participants were recruited through contacts from other research participants and other people who did not qualify to be part of the study but knew other people who were interested (Durrheim & Painter, 2006).

3.6. Recruitment process

The recruitment process and the data collection process were the most difficult phases of the research study and this had an impact on the sample size for the study. The data collection phase was scheduled to begin in August 2016 but due to protest actions on the UKZN PMB campus the process ended up starting late in the year of 2016 and had low responses from

potential participants. The protest action on the UKZN PMB campus was related to the #feesmustfall campaign that was a nationwide outcry for University fees to be reduced (Gasa & Dougan, 2016). The protest caused many disturbances in the academic calendar on the campus; students were living in fear for their lives (Gasa & Dougan, 2016). Students feared for their lives and received death threats if they were seen on campus not participating on the protest action and this had an impact on the sampling for the study. The recruitment process and data collection process were extended, and only ended in April 2017.

As aforementioned, the research study initially received permission from the UKZN gatekeepers to recruit research participants using posters. The posters were put up all around the campus inviting first year students to participate in the research study. In the posters, the researcher included an email address and cell phone number that participants could use to contact the researcher. The posters elicited very few responses from possible participants. The researcher applied for permission from the UKZN gatekeepers to recruit participants in lecture theatres. First year student lecturers from Psychology, Economics and Chemistry were contacted with requests to speak to first year students during the lecture. All the lecturers granted permission (see Appendix 7 and 8 for emails sent to relevant lecturers, Appendix 9 permission letter from Psychology lecturer). However, due to the protest actions and turmoil on campus most of the lectures were cancelled, and the researcher was therefore unable to recruit in the Economics and Chemistry lectures in the year 2016.

The researcher also recruited participants in the University student residences. The researcher received verbal permission from residence assistants to recruit students in the residences that had first year students as residents. The first year students were given a leaflet (see Appendix 10) which had information about the study and contact details of the researcher.

In February and March 2017, the researcher employed recruitment in lecture theatres (specifically Psychology first year lectures), and in residences to recruit participants for the study. All these recruitment strategies, starting from 2016 to 2017, yielded lower responses than expected. The participants who responded to the invitation contacted the researcher to set up a time for the interview. The students who indicated to being free about the same time

were grouped together and invited to participate in a focus group discussion (FGD). The FGD meetings had a poor attendance, with two participants in each group.

3.7. Sample size

The study had a sample size of eleven participants, however, only the data from ten participants was used for the study. During the data collection stage of the study, it became evident that one participant did not meet the inclusion criteria for the study; the student belonged to peri-urban areas of KwaZulu-Natal. Of the remaining ten participants, eight were female and two were male. All ten participants were Black African students in their first year of study at UKZN (PMB), and their homes were reportedly located in rural and semi-rural communities in KwaZulu-Natal. The participants were registered for degrees in three UKZN Colleges, namely the College of Agriculture, Engineering and Sciences, the College of Humanities, and the College of Law and Management Studies. The study initially proposed to sample to saturation with a minimum of 12 participants in the study. But due to challenges in the recruitment phase of the study caused by the protest action on campus, the study had a sample of ten participants. However, the researcher reached data saturation with the ten participants in the study in that it seemed that the participants expressed similar views regarding what influence of their career decision-making.

3.8. Data collection

Individual interviews and focus group discussions were used to collect data for the study. With the individual interviews, the researcher was interested in capturing the experiences and perspectives of the participants using their own words (Kelly, 2006; Marshall & Rossman, 2011). The focus group discussions were used in order to gain the intersubjective experiences of participants in the group. Diversity in stories as told by the participants was also of interest (Mason, 2010). The researcher conducted a total of six individual interviews and two focus group discussions. The study initially proposed to conduct only focus group discussions; however, ethical clearance was later sought for individual interviews to be used as a data collection strategy as well. This decision was taken (and an amendment to the research

protocol was applied for with the HSSREC) when it became apparent that getting participants to commit to a focus group discussion was difficult.

The researcher conducted the interviews and focus group discussions in a semi-structured interview format. Using the semi-structured format allowed the researcher the flexibility to let a conversation drive the data collection process (Miles & Gilbert, 2005). The questions were open ended in order to facilitate the conversation and also not to limit the participant's answers (see Appendix 8 for FGD guide and Appendix 9 for interview guide). This strategy of using open ended questions allowed both the researcher and the participants to discuss the topic in detail (Miles & Gilbert, 2005; Srivastava & Thomson, 2009).

The interviews and focus group discussions were conducted at different venues and the choice of venue was largely dependent on where the participants were on campus. One of the individual interviews and one of the FGD were conducted at a residence television room, one FGD and two individual interviews were held in a university seminar room, and four interviews were conducted on a bench within the campus property. Although the television room and bench were public spaces with a risk of interruption from other people, these spaces provided participants with a feel of a conversation rather than a formal interview. The researcher ensured that the above venues were secluded and quiet to ensure privacy and confidentiality for the participants. The researcher chose to sit in areas within the University property that were far away from people.

3.8.1. The focus group discussions

The researcher conducted two focus group discussions for the study. The two FGDs were conducted in the year 2016. The first FGD was conducted at a student residence and the second FGD was conducted in a university seminar room. In the first FGD, eight participants responded to the invitation and agreed to meeting with the researcher to conduct the FGD. However, at the time of the scheduled FGD, there was large scale of unrest, turmoil and protest action at universities throughout South Africa. As earlier mentioned, this protest action also took place at UKZN and in the UKZN residences, and as a result, a number of

students resorted to going home for their own safety. The originally scheduled FGD had a very low attendance of only two participants, and the researcher decided to continue with the FGD rather than reschedule with the participants who made the effort to attend. In the second scheduled FGD, that also took place in 2016; six participants responded to the invitation and agreed to be part of the FGD. The FGD was scheduled to take place at a university seminar room, however only two participants arrived for this discussion. Again, the low attendance of the second FGD was attributed to the protest action and turmoil on the campus. The researcher also continued with the FGD.

The focus group discussions were estimated to take 90 minutes but both FGDs took less than 90 minutes to complete. The researcher began the FGD by introducing herself and a brief introduction of the study. The researcher then handed out the information sheet with the consent form (see Consent and information sheet Appendix 11a) to the participants. The participants were given the option of having the information sheet and consent form in IsiZulu (see Appendix 11b). The researcher went through the information sheet page by page with the participants ensuring that they understood the study and what was expected of them as participants of the study. The researcher proceeded to the consent form and the audio recording consent with the participants (same as consent and information sheet appendix 11). The participants were given the information sheet to keep with the relevant contact details if they needed further information or had complaints about the researcher or the research study.

At the beginning of the FGD, the participants gave themselves pseudonyms to use for the FGD. The participants then engaged in an exercise (see FGD guide Appendix 12) that was aimed at building rapport among the participants and the researcher; the exercise also served as a starting point for the discussion. The participants were asked to recall or think about their career dreams and ambitions from the time of childhood until matric year. The participants had to write down their stories of career decision-making from the moment they were young to finally choosing the course to study at University (see Participant story Appendix 13 for an example of one of the stories), the participants were then asked to share their stories of career decisions with the group. The FGD proceeded from the exercise to the semi-structured interview, which the researcher used as a guide and director for the conversation. Although the FGDs were started in English, as they progressed, the participants and researcher

naturally progressed to using a mixture of English and IsiZulu. However, IsiZulu was the dominant language used overall.

3.8.2. Individual interview

The researcher conducted a total of six individual interviews for the study. Two interviews were conducted in September 2016 and the rest of the interviews were conducted in March and April 2017. As discussed above (see Section 3.6), the interviews were conducted in various areas within the PMB campus. These areas included a university seminar room, student residences, and outside on a bench on the lawn. In all these areas, the researcher ensured that they were secluded and that the participants were free and comfortable before the interviews proceeded. The majority of the participants who were interviewed were recruited using snowball sampling. A semi-structured interview guide (see Appendix 14) guided the interview sessions.

The interview sessions were anticipated to take 45 – 60 minutes each. In the interview session, the researcher began by introducing herself and the study briefly. The researcher then proceeded to hand over the information sheet and consent form to the participants. The researcher went through the information sheet page by page with the participants. The researcher ensured that the participants understood what was expected of them as research participants and made it clear that they could discontinue their participation in the study at any point without facing any adverse consequences. The participants were then asked to consent to participate in the study and also to consent to be audio recorded. The participants were given the information sheet to keep with the contact details of the researcher, the study supervisor and the ethics board contact person should the participants have questions or queries about the study. The participants were then asked to give themselves a pseudonym to be used throughout the interview session. The interviews were started off in English but as the interview process continued the participants were comfortable to answer questions mixing English and IsiZulu.

3.9. Data analysis

The researcher used a combination of framework analysis (Ritchie & Spencer, 1994) and analysis of narratives (Polkinghorne, 2003) to analyse the data. The interviews and focus group discussions were audio-recorded; the recorded data was then transcribed, translated and later analysed by the researcher. The larger proportion of the language used in the interviews and focus group discussions was IsiZulu, the participants' and researcher's preferred and home language of communication. The audio-recordings were transcribed and translated into English paying close attention to the translation (See Appendix 15 for example of translation from IsiZulu and English transcript); this was done to not alter what the participants said. The transcripts were then translated into English, and the transcribing and translation of the audio-recordings was conceptualised as the beginning of the data analysis phase of the study.

Framework analysis was employed to analyse the interview data and the second part of the focus group discussion data. Framework analysis is a process of data analysis where data is sifted, charted and sorted according to the main issues or objectives of the study (Ritchie & Spencer, 1994; Srivastava & Thomson, 2009). Framework analysis allows for the inclusion of *a priori* issues or themes and emergent issues or themes to be included in the process of data analysis (Ritchie & Spencer, 1994; Srivastava & Thomson, 2009). Framework analysis is mostly used in research that has specific questions, has a constricted time period, has a specific sample and has *a priori* issues that need answers (Srivastava & Thomson, 2009). The researcher followed the five-step process of data analysis of the framework analysis. The steps are familiarisation, identifying a thematic framework, indexing, charting, and mapping and interpretation (Ritchie & Spencer, 1994; Srivastava & Thomson, 2009).

3.9.1. Step 1: Familiarisation

In this stage the researcher becomes familiarised with the data; this is done through reading transcripts, listening to audios and other field notes to be better acquainted with the data (Srivastava & Thomson, 2009). To familiarise oneself with the data, the researcher was involved in the transcribing and translation process of the data. After the transcribing and translation phase, the researcher read and re-read the transcripts to improve the quality of the transcripts and to be further immersed in the data set.

3.9.2. Step 2: Identifying a thematic framework

After the familiarisation stage, the researcher became well aware of the data and moved to developing the thematic or coding framework for the data (Srivastava & Thomson, 2009). In the study, the researcher developed the coding framework based on the *a priori* themes and themes that were emerging through the stage of familiarisation. The *a priori* themes emerged from the interview and focus group discussion guides.

3.9.3. Step 3: Indexing

Indexing is defined as a process where the researcher identifies portions of text in the data that relate to the different themes developed in the coding framework (Srivastava & Thomson, 2009). In the study, the researcher first coded manually and later made use of NVIVO, a qualitative data analysis software to code the data. In the manual coding efforts, the researcher went through each transcript with highlighters marking different texts that related to the different themes. The researcher then used NVIVO to code the transcripts again, and this was done to strengthen the quality and thoroughness of the data and data analysis.

3.9.4. Step 4: Charting

In this stage, the portions of text or data that were indexed in the previous stage are arranged in charts relating to the different themes (Srivastava & Thomson, 2009). This is done so to create a summary of the participants' different views and experiences relating to the themes; this facilitates in creating an easy read of the dataset according to the themes (Ritchie & Spencer, 1994). In the study, the researcher made use of Microsoft Excel to develop a table to summarise the data from the indexing stage. The researcher summarised each participant's views and experiences for each theme and summarised all the participants' experiences and views for the different themes.

3.9.5. Step 5: Mapping and interpretation

Mapping and interpretation is technically the final stage of analysis, however, in reality, qualitative data analysis is likely to continue into the preparation of the study report/dissertation. However, in the mapping and interpretation stage, the researcher revisits all the themes and summaries them for further analysis to better understand the unfolding of the data in order to facilitate interpretation of the data (Srivastava & Thomson, 2009). In this study, the researcher rearranged the themes to understand the story that was unfolding in the data for each participant.

3.9.5.1. Analysis of career narratives or stories

The stories that the participants told in the focus group discussions were analysed using the analysis of narratives technique. The analysis of narratives technique is defined as a process where the researcher analyses different stories to discover which themes or notions appear across the stories. The researcher searches for commonalities and differences in the stories (Polkinghorne, 2003). In the study, the researcher analysed the stories in accordance with the themes developed in the framework analysis. The researcher also looked for commonalities and differences in the stories. The data in the findings chapter was presented according to the key objectives of the study.

3.10. Data collection limitations

During the process of data collection, social desirability posed as a threat to getting full understanding of the experiences of career decision-making for the students from rural communities. The researcher attempted to minimise social desirability in the study with an icebreaker in the focus group discussions (FGDs). In the icebreaker, the students had to tell write and share their stories of career decision-making with the rest of the group. The icebreaker helped the researcher in building rapport and trust with the students. In the FGDs, the researcher also shared her own story of career decision-making with the participants to enhance rapport and trust. However, the researcher believes that the inclusion of her own career decision-making story may have limited the participants to focusing factors that were similar to the researcher.

3.11. Trustworthiness, dependability and transferability

Trustworthiness, transferability and dependability are equivalents of validity and reliability in qualitative research studies. Trustworthiness is focused on internal validity, transferability accounts for external validity and dependability accounts for reliability in the research study (Mouton, 2005).

3.11.1. Trustworthiness

Trustworthiness is about honesty and truthfulness of the results produced by a study (Mouton, 2005). More specifically, trustworthiness pertains to whether the results produced by the study can be trusted in relation to the research topic and the research questions, and whether the results concur with reality (Mouton, 2005; Shenton, 2004). Trustworthiness is inferred by credibility in research studies (Mouton, 2005; Shenton, 2004; Van der Riet & Durrheim, 2006). In order for a study to have trustworthiness, it has to be credible. Credibility is about the congruency of the study results with reality (Shenton, 2004), and the congruency of the study results with the methods and procedures used to get the results (Mouton, 2005).

To ensure trustworthiness in the study, the researcher ensured the methods of data collection were appropriate for the study and the setting of the study. The researcher used interviews and focus group discussions as the data collection strategy. These methods were appropriate for study bearing in mind the study's qualitative paradigm and the study's focus on exploring phenomena. This was done in order to ensure that the results of the study represent the participants and the different contexts that they come from. The use of interviews and focus group discussions also ensured that there is exploration to different possible explanations for the topic, increasing the credibility of the study.

3.11.2. Dependability

Dependability is the degree to which the reader can be convinced that the results are produced by the context the researcher said they did (Van der Riet & Durrheim, 2006).

Dependability also refers to the degree to which the results of the study would be similar if it were to be conducted in a similar context with similar individuals (Mouton, 2005) or by a different researcher. According to Long and Johnson (2000), dependability is a measure of the stability of data or results produced by the study overtime. This can be established by ensuring data collection is done in a consistent manner across all the participants.

To ensure that dependability of the study was met, the researcher provided detailed description of the data collection and the analysis process of the study. By their very nature, qualitative research studies are very flexible and enforce little structure in the process of data collection. The study employed semi-structured format in conducting the focus group discussions and interviews. These data collection strategies were largely driven by a conversational style. It was difficult for the researcher to maintain the stance of conducting the interviews and focus group discussion in the same manner. The interviews and focus group discussions were different due to the issues and experiences expressed by the participants in the data collection. This had a good impact on the credibility of the results but affected the dependability of the study.

3.11.3. Transferability

Transferability is the degree to which the study findings and procedures can be applied to situations, contexts and individuals similar to the one presented in the study (Mouton, 2005; Shenton, 2004; Van der Riet & Durrheim, 2006). In this study, the researcher described the participants, the context that the participants came from and also provided a detailed description of the procedures employed in the study.

3.12. Ethical considerations

Wassenaar and Mamotte's (2012) eight ethical principles of research were integrated into this study. When these principles are applied together in research studies, it not only increases ethical standing of the study but also the scientific value of the study (Wassenaar & Mamotte, 2012). The eight principles are collaborative partnership, social value, scientific validity, fair

selection of participants, favourable risk/benefit ratio, independent ethics review, informed consent, and ongoing respect for participants and study communities (Wassenaar & Mamotte, 2012).

3.12.1. Collaborative partnership

The first principle stipulates collaboration between researchers and the research participants or community in research studies (Wassenaar, 2006; Wassenaar & Mamotte, 2012). The principle is derived from the need to reduce exploitation of research participants and also to ensure that the research is developed from an expressed need of the research participants or community (Wassenaar & Mamotte, 2012). In the study, the researcher worked closely with the participants. The researcher relied heavily on the participation of the research participants in exploring the topic. There was no exploitation of the participants.

3.12.2. Social value

The second principle is focused on the value of the research study to the research participants or community (Wassenaar, 2006). The research study should address questions that are of value to the research participants or community (Wassenaar, 2006; Wassenaar & Mamotte, 2012). The research study should lead to knowledge or interventions that will be of value to the research participants or community (Wassenaar & Mamotte, 2012). Social value in research studies is increased through collaborative partnership with research participants or community and also through the dissemination of results to participants and other stakeholders (Wassenaar & Mamotte, 2012). The study came about as a need to understand career decision-making from students coming from rural communities; where there are few to no resources available to help students make good career decisions. There will be no interventions implemented in this study; however, the researcher hopes that the data produced by the study will be used by other interested researchers in implementing interventions for students and youth belonging in rural communities to help them make good career decisions. The results of the study and the final write-up of the study will be made available to the research participants via the University of KwaZulu-Natal library site.

3.12.3. Scientific validity

The third principle pertains to how the research methods of the study answer the research questions. The design, sample, method and analysis of the study should be rigorous, justifiable and feasible (Wassenaar, 2006; Wassenaar & Mamotte, 2012). This would then lead to valid answers to the research questions (Wassenaar & Mamotte, 2012). This principle was ensured by the trustworthiness, dependability and transferability of the study. The researcher also ensured that the research questions of the study, the implemented methods of the study and the results connect to each other and are coherent in order to increase the scientific validity of the study.

3.12.4. Fair selection of participants

The fourth principle stipulates that the research participants or community should be those to whom the research question applies (Wassenaar & Mamotte, 2012). The study employed non-probability sampling in order to sample participants that are in line with the research topic. The call to participate in the research study was open to every student who met the criteria for the research study; this was done through invitations via posters, leaflets and recruiting in lecture theatres.

3.12.5. Favourable risk/benefit ratio

The fifth principle requires a fair distribution of research burdens and benefits (Wassenaar & Mamotte, 2012). The researchers ought to identify possible harms of the research to the participants and specify means to minimize the harms that the risk/benefit ratio is favourable (Wassenaar, 2006; Wassenaar & Mamotte, 2012). A possible harm for this research study was that research participants would have felt uncomfortable or distressed by the questions that were asked during focus group discussions and interviews. Permission was obtained from the Child and Family Centre (CFC) at the University of KwaZulu-Natal to give free counselling sessions with the research participants should a need arise (see appendix 16 for letter from CFC); there was, however, no participant who needed the counselling sessions due to distress from participating in the study. The study was conducted during the #FessMustFall campaign that was nation wide. The researcher had to pause data collection in

the year 2016 fearing the safety of research participants, data collection was resumed in March 2017.

3.12.5. Independent ethics review

The sixth principal pertains to research proposals being sent to independent ethics review before data collection commences (Wassenaar, 2006; Wassenaar & Mamotte, 2012). Competent ethics review ought to maximise the protection of the participants and assess the quality of the research (Wassenaar & Mamotte, 2012). The proposal for the study was sent to the ethics board and ethical clearance was obtained before data collection started. The researcher received the ethics certificate and protocol number allowing the researcher to proceed with data collection (see appendix 4 for letter of approval).

3.12.6. Informed consent

The seventh principle pertains to researchers providing research participants with clear, detailed and factual information about the study, methods, and its risks and benefits (Wassenaar & Mamotte, 2012). Research participants should be assured of the voluntary nature of participation and freedom to refuse to participate or withdrawal from the study without penalties (Wassenaar, 2006; Wassenaar & Mamotte, 2012). The research participants were given the information sheet, which explained the study, the risks, and benefits of the study before the data collection session began. The researcher explained the information sheet to the participants and gave the participants a chance to ask questions related to the study. The participants signed a written consent form agreeing to participate in the study.

3.12.7. Ongoing respect for participants or study community

The last principle requires that the participants be treated with respect during and after a study (Wassenaar, 2006; Wassenaar & Mamotte, 2012). In the study, the participants were assured of confidentiality and privacy. In the focus group discussions, the participants were asked to respect one another's views and experiences and that the information discussed in the group should remain in the group. The participants were also assured that their

information would not be easy identifiable in the write-up process and in the dissemination of results process.

3.13. Reflexivity

Reflexivity is an important tool in qualitative research that strengthens the quality of the research results and the integrity of the research process by examining the researcher's position in the study process (Jootun, McGhee, & Marland, 2009). Reflexivity is defined as an 'active acknowledgment by the researcher that his/her own actions and decisions will inevitably impact upon the meaning and context of the experience under investigation' (Horsburgh, 2003, p. 309). Reflexivity assists the researcher in understanding the role that she plays in the research process and how the researcher affects the process of data collection, analysis, and interpretation of the results (Berger, 2013; Jootun et al., 2009). This role is based on the researcher's understanding, experience and views on the research topic (Berger, 2013). In qualitative research, it is important that the researcher is critical of the role and position they undertake in research in order to provide results that are trustworthy and are a true reflection of the study population. The current study was born out of the researcher's personal experience of career decision-making and this somewhat positioned the researcher as an *insider* on the topic, who approached the topic with certain knowledge on the topic of career decision-making based on her own experiences. However, the study population positioned the researcher as an *outsider* to the context of the study. These two positioning (*insider* and *outsider*) had an influence on the decisions relating to the conceptualisation of the study, data recruiting, data collection, data analysis, and interpretation of the results.

The researcher's experience of career development and career decision-making shaped the conceptualisation and formulation of the research study. I grew up in a township where there were minimal resources that facilitate and encourage career exploration and career development. I went to an ex-Model C school where the denominator of ex-Model C was used predominantly because of the location of the school. The school is located in a previously White community with predominantly Black African and Indian learners. There were no resources that facilitated the process of career development and career decision-making within the school. There was a library but it was not in use; there were no science

laboratories, no form of career guidance offered, and Life Orientation subject was used to catch up on other subjects. I wondered then, if I went to an ex-Model C school and lived in a township yet faced so many challenges with career development, what are some of the challenges that youth in rural communities face with career development, and how do they overcome these challenges.

In my career journey, I was influenced by the curiosity of always wanting to understand behaviour and emotions that lead to the discovery of psychology as a possible career path to follow. However, when I posed the suggestion to my parents it was not met with the same enthusiasm. My parents had no understanding of what psychology is and how I would make a livelihood after my study period. My mother suggested I follow a career in commerce studies after seeing a child of a family friend succeed in the field. After several unsuccessful applications to different universities in commerce fields and a six months gap after completing secondary schooling, my mother allowed me to follow a career path of my desire. It was these challenges that ignited an interest in career psychology.

The research study was formulated and conceptualised based on the challenges that I faced in career decision-making and my curiosity in wanting to understand the challenges faced by youth in rural communities when they make career decisions. When conceptualising the research study, I had my own assumptions and own views about rural communities and the youth belonging to rural communities. For example, there are no resources available in the communities that facilitate in the process of career development and career decision-making, career decisions are based on family needs, schools in rural communities are under-resourced and there is no form of career exposure and career development platforms available in the schools. My assumptions about the context of rural communities and anticipated results of the study played a role on the strategies used for data collection, data analysis, the presentation and interpretation of the findings.

My position as a researcher during the process of data collection had an impact in my interaction with the participants. Being an older and Zulu student interacting with young Zulu students had both positive and negative impacts on the finding and interpretation of the study

findings. I, being a Zulu student positioned me as an *insider*. The students felt comfortable to talk to me and there was also a sense of pride in seeing a Zulu person who has reached a master's level of study, highlighting the values of communality that are upheld by Black African people. However, the fact that I do not come from rural communities positioned me as an *outsider* during my interaction with the students. I felt as though I did not fully comprehend the challenges and circumstances that the students faced in the process of career decision-making. I believe that my position as an *outsider* had an impact in how I formulated the interview and FGD guides of the study and interpreted the findings of the study.

My gender, as a researcher, had an impact during the data collection phase of the study. The researcher being female and majority of the participants being female, this skewed the findings of the study towards being female dominated lacking the perspective of males coming from rural communities. The majority of the students come from families where they are the first generation of people within the family to make it to university and I come from a family of learned people. My background had an impact in how the students perceived me, and it may have influenced the study findings, sharing my career story and background may have affected the study findings by skewing the findings towards a certain direction.

During the formulation and conceptualisation stage of the study I was wary of using the word 'factor' in describing the challenges and different circumstances of youth belonging in rural communities when making career decisions. The word 'factor' is predominantly used in quantitative research studies; in the current study, I had to adopt and adapt the term factor and provide a definition that is appropriate for the research study. The term factor was most appropriate for the study because it allowed for a more holistic perspective to all the events, circumstances, people, etc. that affect career decision-making for the students belonging in rural communities.

When developing the research guides, I wanted to focus mostly on the social and environmental factors in career decision-making for the students belonging to rural communities. However, I did not want to overlook other factors that might have been important in the process of career development and career decision-making. I employed the

Systems theory framework by Patton and McMahon (2006) as the framework guiding the research study; this allowed me to explore other factors that might be important in the process of career development and career decision-making for the students amongst the rural communities. In the data analysis process, I used framework analysis process by Ritchie and Spencer (1994), this enabled exploration of data beyond the preconceived conceptions I had about the data. The data analysis phase and the presentation of the findings were thorough, extensive and reiterative ensuring that the findings are a true representation of the data.

3.13. Conclusion

The chapter presented the research methodologies employed in the study. The research paradigm, research design, research aims and questions, and sampling were presented and the justifications for their use in the study were elaborated. The chapter also elaborated on the recruitment strategies employed in the study in the light of the challenges encountered with protests on campus and the data collection process were elaborated. Ethical considerations were presented and elaborated on how the research abided by the principles of ethics. The chapter also presented data analysis strategies that were used in understanding the research data. The chapter concluded with a reflection of the researcher, highlighting the process and journey of the research study from the researcher's perspective. The following chapter presents the findings of the study.

Chapter Four: Presentation of research findings

4.1. Introduction

Chapter Four presents the findings of the study. As detailed in Chapter 3, data generated during the study was analysed using framework analysis (Ritchie & Spencer, 1994). Framework analysis allowed for the inclusion of *a priori* themes and emergent themes to be included in the process of data analysis (Ritchie & Spencer, 1994; Srivastava & Thomson, 2009). The researcher's assumptions on the data and the theoretical framework formed the foundation of the *a priori* themes; these were derived from the interview guide and focus group discussion guide. The findings of the study are presented according to the themes derived from the analysis process. The main aim of the study was to explore and understand contributing factors to career decision-making in students belonging to rural communities in KwaZulu-Natal. The findings of the study reveal that family and socio-environmental factors play a pivotal role in career decision-making for the students. Other contributing factors are personal factors and future dreams in the process of career decision-making. Transition from school to university emerged in the analysis process as an important factor in the process of career decision-making. The findings of the study are presented according to themes. However, prior to presenting the research findings, the demographics of the research participants are first presented, followed by a description of each participant's community to provide a brief contextual background of the participants. The chapter will conclude with a summary of the findings.

4.2 Participants' demographics

Eleven participants participated in the focus group discussions and in-depth individual interviews. However, only the data generated from ten participants was included in the data analysis process. Data from one participant was eliminated from the analysis phase of the study because the participant did not meet the inclusion criteria of the study. The participant concerned hailed from a peri-urban area in KwaZulu-Natal. The eligible participants were all first year students at the University of KwaZulu-Natal Pietermaritzburg campus when they were interviewed. All the participants hail from rural communities within the province of

KwaZulu-Natal. The communities that the students come from presented different characteristics. The following table presents the participants' demographic details:

Table 4.1: Demographic information of individual interview participants

Interview number	Pseudonym	Gender	Degree studied	Date of interview
Interview 1	Mfundo	Male	Bachelor of Science Augmented programme	September 2016
Interview 3	Mbali	Female	Bachelor of Social Sciences degree	September 2016
Interview 4	Nana	Female	Bachelor of Social Science degree	March 2017
Interview 5	Amanda	Female	Bachelor of Social Science degree	March 2017
Interview 6	Nombuso	Female	Bachelor of Science Augmented programme	April 2017
Interview 7	Zelwande	Female	Bachelor of Science Augmented programme	April 2017

Table 4. 2: Demographic information of focus group participants

FGD number	Pseudonym	Gender	Degree studied	Date of FGD
FGD1	Dolphin	Female	Bachelor of Science Augmented programme	September 2016
FGD1	Nelly	Female	Bachelor of Commerce	September 2016
FGD2	Molly	Female	Bachelor of Social Science	September 2016
FGD2	Duncan	Male	Bachelor of Social Science	September 2016

4.3. Background/context

The participants described the communities that they belong to as rural and/or semi-rural. The participants' understanding of rural was based on the *location* of the community that they belong to, community *practices*, and the availability of *resources* in the community. In the description of the different communities, the participants described the communities that they come from as being located far away from towns. These communities have limited resources and are often affected by poverty, youth unemployment, drug abuse and teenage pregnancy.

In her description of rural community, Nana mentioned that the “community that I come from is just a community. It is in the rural area, I can say that [it is a rural area] because we do have electricity but we do not have water. There are no proper roads, ja (sic)”.

The participants were of the view that clinics, police stations, schools, and libraries were the main resources available within their communities. However, some of the participants

mentioned that some of these kinds of resources were only accessible in other nearby communities and nearby towns. In these instances, community members were reported to travel to nearby communities to access the resources. For example, Mfundo indicated that:

There is a clinic, there is only one clinic, but it is always full, you see when you want to receive proper treatment you should go there around past five [05:30]. Then there is a police station, but is it not located in Community A, it's at Community B [nearby community], you use a taxi of which it costs R10 maybe. And a library is next to the police station.

Only a small proportion of participants mentioned the library as a key information place available in the community in assisting with career development and the career decision-making process. Two participants expressed that they had to go to the nearest town to gain access to the library and internet café in order to get information. For example, in the interview Nana mentioned that there is no library in her community. If she needs to access the library, she has to travel to the nearest town, requiring finances to get to town.

...We do not have many facilities in my community; we do not have a library. If you want a library, you will have to take a taxi to the nearby town. You take a taxi from home costing R44 to get there, which is R88 return trip. It is not easy to ask for that kind of money at home.

Duncan, in one of the focus group discussions (FGDs), shared the same sentiments with Nana about having no library or information centres in the community to facilitate in the process of career development and career decision-making. Duncan had to travel to the nearest town in order to gain access to the internet café. For Duncan, there is no nearest library available within the community he belongs to and the nearest town. In the FGD Duncan expressed that "... there is no library, not that it is far, I mean there is no library...internet café is far. The nearest town is far. So you cannot ask for money at home that can be used to buy food..."

The communities that the participants belong to are poverty stricken with the prevalence of youth unemployment, school dropouts, drug abuse and teenage pregnancy. In one of the FGD, Nelly mentioned that the community that she belongs to is very impoverished; this has been her main drive to wanting to succeed in life.

okay, the thing where I grew up, the community is poor. What can I say, like even, like I need to help one way or another. Even the family I come from is poor, so like damn I need to help one way or another.

When describing their communities, some of the participants mentioned cultural practices as their definition of rural community. Some of the participants mentioned that the communities that they belong to still hold firm to their cultural beliefs of women getting married and building a family. For example, Amanda described her community as being rural based on the cultural belief of getting young girls married early.

...the community that I come from, what can I say it is very cultural. Like they are not focused in studying...they are only focused on uhm, you have to, especially girls, they have to go get married. Things like that you see.

Duncan also mentioned that in his community a similar practice as Amanda's community is done.

...because there is still this belief that you [young girls] should get married...

The communities that the participants come from are very diverse yet similar in contextual factors that define them as rural. The background/context of the participants provides rich detail as to where the participants come from and also provides background on the journey of career decision-making for the participants. The factors mentioned by the participants were also said to be hindrances and caused impediments in the process of career development and career decision-making for the participants. The main factors mentioned as enablers and/or hindrances to career development and effective career decision-making are listed below as the main themes for the study.

4.4. Theme 1: Family

For the majority of the participants, family members were mentioned as key role players in the process of career decision-making. Family as a factor was both a facilitator and hindrance in the process of career decision-making. Specifically, parents often make the final decisions on which career paths the youth are to follow. The final decision made by the parents was based on a variety of reasons. Some of the reasons mentioned by the participants included: parents seeing potential job opportunities within the community, parents seeing people

succeed in certain career paths, and parents also choosing career paths for their children because the youth do not know which career path to follow. For example, Mfundo expressed that his parents pushed him to follow a career in agricultural sciences after seeing people succeed in the agricultural sciences field within the community.

My mother has friends that have children that have done Agric [Agricultural sciences] at the college [FET college near home], which now they are very successful, so my mother as well pushed me into Agric [Agricultural sciences].

One of the participants expressed that her parents chose a career path for her based on the desire to have a certain qualification within the family.

My dad always wanted to have a doctor in our family and he always saw me as you know, yah (Dolphin, FGD_1).

In the interviews, Nombuso shared the same sentiments as Dolphin. For Nombuso, her parents did not approve of the career path that she desired because someone in the family was following that particular career path.

I wanted to become a teacher like teach Physics and Chemistry but my mom said I cannot become something that is already there at home. So jah, you see she said I cannot become that [teacher]. She saw that it is better I become something else [choose another career path].

In all the FGDs and interviews, parents' approval of career decisions was seen as important. The participants expressed that the decisions about one's career path was a family decision with the stamp of approval from the parents as very important. In the interviews, Mfundo said that "...I had to change because I could not do something that my parents do not approve of..." highlighting the importance of parents' approval in career decision-making.

Often, parents' approval of their career paths is seen as more important than the happiness of the participants. During the interviews, Nombuso expressed this view, asserting that her parents' approval of her career path was far more important than her own happiness.

So like I also cannot disappoint her, it is better I make her happy and do what she says I must do...but at the end of the day I do not like it [course studied].

Pressure to provide for the family was another important factor expressed by the participants. It is the pressure to financially provide for the family that also affect career decision-making. Learners going into university from the rural communities were perceived by the participants as a strategy for a family to find their way out of poverty. Molly expressed that the family sees a way out of poverty by sending her to university.

They see the poverty situation over when they look at you. They do not see themselves poor anymore...everything is covered now.

For some of the participants, financially supporting their families and giving back to the community were very important considerations in the process of career decision-making. Career decisions were often based on the family's financial needs and the needs of the community. Duncan, in one of the FGDs, expressed that it was important for him to choose a career path that would not take long to study and offers employment opportunity post study period, so that he would be able to take care of his family. For Duncan, taking care of family was an important consideration in the process of career decision-making.

Same thing applies to me, we know that with teaching you are able to get employment quickly after studying. We do not come from financially stable homes and our parents are older. It would be painful [to Duncan] for my father to pass away without having spent my money [financially take care of parents]. I am only doing this [career path in teaching] to speed up the process. So that even if he passes away, I would have financially supported him. Even if it is for is for a short moment.

Nombuso shared the same sentiments as Duncan that family needs and community needs were key considerations in Nombuso's career decision-making process. Nombuso expressed that "...if I choose to study something that will take six years maybe then they may not be alive at that time so they will not be able to live off from what they have invested in me. So I saw that teaching is like only four years [study period] and I am guaranteed that I will get a job in my community. In my community, they are short of teachers", mentioning both her family needs and community needs in the process of career decision-making.

As presented above, the students took the family needs and family background into consideration when making career decisions. However, the family needs and family background are tied into the context and community life of the individuals.

4.5. Theme 2: Context bound factors

As presented above in context and background, the majority of the participants belong to rural communities where there are limited resources. Many of the participants' communities do not have access to running water, no community services such as police stations, clinics, and libraries. In addition, some of the participants' communities seemed to have traditional cultural beliefs about how youth should conduct themselves (e.g., women should marry young). In most of the communities where the participants come from, the youth are faced with many challenges that affect the career decisions that they make. The participants mentioned that the lack of information centres and libraries in the communities has an impact on the career aspiration and career decisions that they take up. The participants expressed that the youth in communities and schools lack information on different career options that are available. In the interview, Nana expressed that the youth in her community and school lack information on different career options that are available other than a career in the field of sciences.

...there is thing that okay uhm (sic) if you are not doing science studies there is something wrong with you because there is this belief that if you are not doing science maybe there is something wrong like you cannot uhm (sic) you will not be able to get a job all of that stuff...

In one of the FGDs, Nelly expressed that in her community the youth are often influenced by what they see in the community when making career decisions. In her community, the youth are apparently influenced by what career paths they see in the community and it limits their career exposure and career aspirations.

People in my community just work to survive, they work in Supermarkets to support their families. That is all the youth is exposed to, there are no facilities there or libraries to expose people to other things.

From the perspective of the research participants, exposure to what is available within the context plays an important role in career aspirations and career decision-making. During the FGDs, the participants were asked about their childhood dreams and aspirations; media and family and community circumstances were highlighted as key contextual factors in shaping their career dreams and aspirations. For example, Duncan in the second FGD indicated that it was the exposure to radio that inspired the interest in a career in radio broadcasting.

...basically what I wished was to be a radio broadcaster. At home I grew up listening to radio, to the plays on the radio and I wondered how this person talking on the radio got on the radio....

Whereas for Nelly, in the first FGD, it was the exposure to poverty in the community and family that influenced an aspiration for a career as a social worker.

When I was young I had this idea of wanting to become a social worker. I wanted to be a hero you know in my community, to help people.

In the FGDs, the participants also drew on South African history with Apartheid as a factor that has an impact on career exposure and career decision-making for youth belonging to rural communities. In the first FGD, the participants spoke about the limitations of career exposure in rural communities; expressing that due to career limitations for Black Africans during the Apartheid era many people in the rural communities especially the older generation still hold on to the old system of jobs available for the Black Africans. During the Apartheid era Black African people were exposed to jobs like teaching, police officer, and nursing which are mainly known in the rural communities (Mkhize, 2005). The second FGD, also shared the same sentiments as the first group mentioning that parents still hold on to the Apartheid mindset regarding careers and career decision-making for their children.

It is because our parents grew up with only these career options exposed to them. It is also because these careers are easily seen in the community as well. A police would carry a gun, a nurse in the clinic and a teacher in the school. White people did not want Black African people to do important jobs...they limited Black African people to certain jobs during the Apartheid era (Duncan, FGD_2).

4.5.1. Role models

In the interviews and FGDs, role models within communities were expressed as a contributing factor to career aspirations and career exposure in rural communities. The participants mentioned that the absence of positive role models in the community (i.e., people that the youth can look up to, people who have succeeded in different careers), has an impact on career exposure and career dreaming of individuals belonging to rural communities. In the FGDs Dolphin stated "...you would never find a doctor living in the rural areas. They live in suburbs. The youth only see people working in the Supermarkets and they aspire to be that", affecting career dreaming and aspirations for the individuals in rural communities.

One of the participants in the interviews mentioned that having positive role models in his community has had a positive influence on the youth.

It was through seeing people from my community, who have done that [followed a career in Agricultural studies] and they were successful (Mfundo).

In the second FGD, the participants expressed that a possible reason for role models not being visible in the rural communities has to do with issues of witchcraft and murder when community members see that someone is successful in certain career paths in the community.

Another fear is, even when you see that you are successful now rather be quiet, because you will be bewitched or killed because you are successful. People in the rural communities are not happy to see you succeed or your family succeed. That is another thing that makes it difficult to show people that you have knowledge... (Duncan, FGD_2).

4.5.2. Stigma in the communities about University/ University students

In one of the FGDs, the participants expressed that their communities uphold certain views about universities and youth going to universities. This has an effect on individuals belonging in rural communities wanting to go to university. The communities hold negative views about the university, as being a place where the youth would contract HIV/AIDS. Duncan indicated

that in his community people still believe that going to University will result in individuals getting HIV/AIDS.

When you go to university you will come back with HIV/AIDS, there is still that in the community. So it is up to us to change that stigma in the community as people who grew up in the community, so that they will see that no going to University is not about getting boys [dating] and coming back with HIV/AIDS.

Students going back to rural communities from universities are seen as “prideful” (sic) (Molly, FGD_2) not wanting to associate with individuals in rural communities and are often isolated from other community members.

The majority of the factors mentioned by the participants as contributing factors to career decision-making are embedded within the community contexts. The community context is seen as a major influence to parents and students in the process and journey of career decision-making.

4.5.3. School based factors

The participants indicated that the schools in the communities that they belong to have poor infrastructures, are often understaffed, and often under resourced and lacking equipment. For example, Zelwande indicated that the high school she went to had a shortage of resources.

We were not able to do our work properly like we did not have proper resources. The lab, especially for things like science studies, for physical sciences we did not have a proper lab. We used the staff room as a Lab [laboratory].

The shortage of resources in schools within the rural communities is likely to have an effect on the career decisions for young people in rural communities. Specifically, some of the participants mentioned that they had to change a career path that they desired to follow because there was a limitation in resources in the schools. For example, Nana expressed that the lack of resources in her school compelled her to choose subjects that diverted her from the desired career path.

I chose to do general studies because there were no resources in my school. The laboratories were very, very low [standard was low] they were not according to standard, the machines were there but no chemicals to do practicals and then the learners end up failing. And then I was like no I cannot do this, okay let me go do general studies maybe there is a way out, okay maybe I can be able to adapt to do Medicine....

Amanda shared the same sentiments as Nana; Amanda stated the “Science class [Physical science and Natural Science] has to have Maths and Science when...there is Science but you do not do it with Maths, pure Maths. Science was done with Maths Lit [Mathematics Literacy]”, which prevented her from following a career path in medicine studies post-secondary schooling.

Amanda: Yes I can say that because our schools like the way the subjects are structured like I have said Science class did not have Maths and I ended up not being able to study what I was interested in studying...like serious.

Interviewer: hmm...okay. What were you interested in studying?

Amanda: To be a Doctor...yah.

In the interviews and FGDs the participants were asked about career guidance received in school. The participants expressed that there was no career guidance offered in school except for a section on career education covered in the Life Orientation (LO) subject. It was, however, expressed by the majority of the participants that it was not sufficient in exposing them to different careers or assisting them in career decision-making. Some of the participants expressed that LO was not taken seriously and often did not focus on career education. Molly in one of the FGDs expressed that LO only focused on stress throughout her high school education, stating, "I went all the way up to finishing Matric [grade 12] LO was talking about stress".

In the interviews, when Mfundo was asked about career education in the LO subject, he expressed that career education was offered in LO but it was not taken seriously.

It was there, but for us LO from lower grades we were not taught, most of the marks you received them because we were given an assignment that would be out of eighty [80]. We have to do it, because it involves research, then the other twenty [20] you

will receive it by doing Uphume Asakhe exercises...but we did not take them seriously during those times, we would just do the assignment then submit.

4.6. Theme 3: Personal Factors

During the data collection process, participants were asked what role they thought their personalities, abilities, and interests had on career decision-making. The majority of the participants had difficulties in drawing a connection between personality, abilities and interests when making career decisions. The participants failed to account for any possible role that personality may have had in the career decision-making process. For example, Mfundo struggled to see the role of personality in the career choice he made.

I think, because my marks they were not that bad because evidently I am here, personality eh I do not know.

The participants in the FGDs acknowledged the role of personality, interests and abilities when making career decisions. They, nevertheless, firmly assert that it is important to follow career paths that parents approve of and also follow career paths that are feasible for current socio-economic status and contextual backgrounds. For Dolphin, interest in a career path comes second to personal needs and financial needs of the family; stating "...you need to know what you love but also be realistic. You need to look at opportunities. Just look at everything. Look whether the job that you are interested in would be able to financially support you and your family".

4.7. Theme 4: School to University transition

The transition between high school and university was seen as another factor that influences career decision-making for the students belonging to rural communities. In the process of transitioning from high school to university, some of the participants mentioned that they received help from the university counselling centre in choosing a course to register. Some of the students expressed that they had difficulties with understanding some of the terminologies used in university and how things are done at university. The students felt that the high school did not properly prepare them for university.

When I came to register, because where I come from we only know that you choose subjects, and here they call it modules. I had to ask what is a module? What is a module exactly? Okay, they told me they will give me a book from college of Humanities, because I am under the college of Humanities, I had to choose modules from there. I did not know how I was supposed to choose. What is this? Okay and they said there are credits, they explained and explained- you choose this and this. I said no, I do not understand and they said okay you need to go see the academic advisor...she helped me a lot (Nana).

Molly in the FGDs expressed a different experience from Nana. The university staff was not helpful in selecting modules to study leading her to her desired career path.

They [university staff] do not explain to you what subjects you need to do if you want to be this and that. They only tell you choose a certain module, they do not care where that module will lead you.

Some of the participants in one of the FGDs, expressed that university staff are sometimes not sensitive to the needs of students coming from rural communities. The participants mentioned that students coming from rural communities are treated in the same manner as students from urban areas whereas they are different.

All they show you is a computer and tell you register yourself. And you find that you do not know the computer and you do not know how to work on the computer (Duncan, FGD_1).

The participants expressed that they are different from students coming from urban areas.

4.8. Conclusion

This chapter has presented the findings of the study. The chapter began with a presentation of the demographic details of the participants and the contextual background of the participants. The chapter presented the findings of the study according to themes. The study found that family, contextual factors like community environment and school environment, and personality had an impact in career decision-making for the students belonging in rural communities of KwaZulu-Natal. The transition from school to university came as an

interesting finding influencing career decision-making that the researcher did not anticipate. The findings are discussed in the following chapter.

Chapter Five: Discussion

5.1 Introduction

Chapter Five discusses the findings of the study in relation to the research aims, research questions, literature review, and the theory framing of the research study. The chapter offers an interpretation of the findings specifically in relation to research aims, objectives and questions.

The primary aim of the research study was the exploration and comprehension of career decision-making in first year students coming from rural communities of KwaZulu-Natal. In order to achieve this aim, the study used the systems theory framework (Patton & McMahon, 2006), and combined this with a hermeneutic-narrative (Thrift & Amundson, 2007) and career constructivism approach (Young & Collin, 2004). In the study, the researcher found that family, community environment, and school environment had an impact in the process of career decision-making for the students belonging in rural communities of KwaZulu-Natal. The findings of the study emphasise the reciprocal relationship that exists between the individual and the context in the process of career decision-making as highlighted by postmodern theories and approaches of career decision-making (Patton & McMahon, 2006; Thrift & Amundson, 2007; Young & Collin, 2004).

The review of the literature revealed that there is limited research on career decision-making with respect to individuals from rural communities of South Africa, especially rural communities of KwaZulu-Natal. The current study provides insight and in-depth understanding on the phenomenon less known about within the research arena. The researcher reviewed literature from rural communities in international studies and literature from previously disadvantaged groups in South Africa. As highlighted in Chapter 2, the researcher reviewed research from individuals belonging in peri-urban areas because they present similar contextual backgrounds as individuals belonging in rural communities.

The review of the literature revealed that individuals coming from rural and peri-urban communities on both the international and national arena of research are influenced by

contextually based factors in the process of career decision-making. The factors found in the literature review as key influencers of career decisions were family, lack of resources in the community and schools, poverty in community and family, finances, and lack of positive role models in the community. The findings of the current study are similar to findings from the literature review. The findings of the study suggest that the students belonging to rural communities of KwaZulu-Natal are affected and influenced by similar contextual factors to other students in different contexts; but these factors differ in the intensity of the role of context in career decision-making. The findings from the study are discussed below according to the research questions, theories and approaches that guided the study. The research questions were:

1. What career decision-making factors are emphasised in the career narratives of UKZN students who come from rural KwaZulu-Natal communities?
2. What career guidance services were reportedly received by UKZN students from rural KwaZulu-Natal communities when they were in high school?
3. Who and/or what facilitated the career-decision-making processes in the career narratives of UKZN students coming from rural KwaZulu-Natal communities?
4. What strategies were used by UKZN students coming from rural KwaZulu-Natal communities to facilitate their career decision-making processes?

5.2. What career decision-making factors are emphasised in the career narratives of UKZN students who come from rural KwaZulu-Natal communities?

The findings of the study showed that family played the primary role in influencing the career choices for the students from rural communities of KwaZulu-Natal. The findings of the study were similar to findings in local and international literature where family was among the key influences in career decision-making on individuals belonging to rural and peri-urban communities (Ali & Saunders, 2006; Bojuwoye & Mbanjwa, 2006; Dey et al., 2012; Mhlongo & O'Neill, 2013; Shumba & Naong, 2013). However, in the current study the researcher found that family as a key determining factor to career decision-making was embedded in the contextual/community background of the students. The family was mainly influenced by context and community background in guiding the students in career decision-

making. Mentioned within the family factor; parents, family financial needs and community needs were key factors that the students considered when making career decisions.

In the participants' narratives, parents played the role of being decision makers on which career paths the students ought to follow. These decisions were based on factors embedded within the community environment. The parents chose career paths based on the availability of employment opportunities within the community, seeing people succeed in certain career paths in the community and encouraged the students to follow similar career paths. The salary and status attached to certain jobs were also important in career decision-making process. The status of certain jobs could uplift the image of families in the rural communities. The students did have their own career dreams and aspirations but these were perceived to be less important in the process of career decision-making.

The need to financially take care of family came up as an important consideration in the career decision-making narratives of the students. The majority of the participants expressed the need to financially provide for their families when they start working, and this had an impact on the career decisions that the students made. The students chose career paths that took short periods to study and complete and career paths that were perceived to guarantee employment post the study period. The most important thing in the process of career decision-making seemed to be getting a job so as to financially provide for the family.

The findings of the study suggest that the process of career decision-making in individuals from rural communities of KwaZulu-Natal is not an individually taken decision. The findings of the study present a unique dimension of career decision-making that is different from many theories of career development and career decision-making. Many theories, more specifically the trait and factor theories, highlight the role of individualism in the process of career decision-making (Holland, 1959, Parsons, 1909; Super, 1980); contrary to this, the findings of the study strongly suggest that career decisions are family orientated with less consideration to personal needs and preferences. The findings indicate that the career decision-making process involve the family and is impacted by family needs and at times community needs. The individuals do not make career decision per se, but career paths are decided for the individuals by the contextual factors.

According to the STF (Patton & McMahon, 2006), the individual is at the centre of career development and career decision-making and is influenced by individual factors and factors within the socio-environment and time. However, the findings of the study demonstrated that career decision-making in individuals from rural communities of KwaZulu-Natal is predominantly influenced by the socio-environment with lesser regard for personal factors in the process of career decision-making. It is possible that the findings of the study are related to the African values of communality and interconnectedness (Mkhize, 2004) that are typically upheld by rural communities. The students in the study spoke about the salience of the family needs and community needs in the interviews and FGDs; their being was found in communality and family. In the study, the students had difficulties in finding links between personality, interests, and abilities in career decision-making, highlighting the importance of values of communality and interconnectedness that exist in rural communities and those affecting the lives of individuals from rural communities (Mkhize, 2004).

Interestingly, finances were mentioned as barrier to career decisions or barrier to pursuing career choice. Finances were mostly mentioned as a consideration for family needs after the conclusion of the study period. Finances came up as a barrier to career choices in research literature from individuals belonging to previously disadvantaged groups or background (Bojuwoye & Mbanjwa, 2006; Shumba & Naong, 2013), where it affected the career decisions the individuals made. Even though the students in the study mentioned that they belong to communities that are poverty-stricken, finances did not overtly affect career decisions made. It is possible that the findings of the study are attributed to the National Students Financial Aid Scheme (NSFAS) and other bursary schemes available to students, even though not made explicit in the research study, which have made it possible for individuals belonging to poverty-stricken backgrounds to pursue career paths.

5.3. What career guidance services were reportedly received by UKZN students from rural KwaZulu-Natal communities when they were in high school?

It has been twenty-three years since the end of the Apartheid era in South Africa but many of the schools, especially in rural communities, still have limited access to resources and services that encourage career development and career decision-making (Bhorat, 2007; du

Toit, 2003; Marock, 2008; Mkhize, 2005). In the study, the students expressed that the high schools in their communities have poor infrastructure, lacked resources, and have limited career guidance services and that had an impact on career decision-making for the students. The lack of resources such as science laboratories, books, and school libraries had an impact on career exposure and career decision-making for the students. However, the LO subject as a career guidance service was mentioned by the students though with diverse and sometimes incompatible views on the subject's value and relevance to career guidance.

According to the Department of Basic Education [DoE] (2011) policy document, a section of the LO learning area in schools is meant to equip and prepare learners for the world of work. LO in schools is supposed to expose learners to different careers and equip learners with skills of career decision-making (DoE, 2011). However, students in the study expressed that LO did not adequately expose them to the world of work or equip them with skills to making career decisions. Some of the students in the study mentioned that LO did not cover a section on careers in their schools. The value and relevance of LO in high schools as a career guidance service was thus strongly questioned.

Mzindle (2011) and Rooth (2005) found that LO is a misunderstood learning area that is not valued and is often underutilised by both learners and teachers in encouraging career development and career decision-making. This has an impact on LO's potential in providing career development and career guidance services in schools. There is a need for restructuring and better understanding of LO as a career guidance service in schools, especially schools in rural communities where LO might be the only possible platform to career development and exposure to the world of work for the learners.

5.4. Who and/or what facilitated the career decision-making processes in the career narratives of UKZN students coming from rural KwaZulu-Natal communities?

The parents, school teachers, and university staff members were mentioned as people who influenced the learners in the process of career decision-making. The mothers influenced the students by determining which career paths they sought to follow based on family needs and

community needs. The teachers influenced the students through the process of choosing subjects that are in line with marks and desired career paths. The University staff members played a pivotal role in assisting students from rural communities with the transition from school to university. The university staff assisted the students with choosing courses and modules that are in line with chosen career paths.

I found it interesting the important role the university staff members, especially the counselling centre staff members, had in facilitating the process of career decision-making for the students belonging to rural communities. The university staff provided support for the students from the rural communities; however, many of the participants in the study were not aware of such services within the university. Career counselling services in universities should be made more visible for the students belonging to rural communities as a support structure in the transition from school to university and guide the process of career decision-making for the students belonging to rural communities.

In the study, the students mentioned positive role models within the community as people of influence in the process of career decision-making. Positive role models were defined as people who are successful in different career paths within the community. However, many of the rural communities have limited positive role models living in the communities to encourage youth and expose youth to different careers. Many rural communities are affected by high rates of youth unemployment, high teenage pregnancy rates, and drug abuse perpetuating hopelessness and these limit career aspirations and career dreaming in youth belonging to rural communities. There is a need for positive role models within rural communities to encourage youth in career development and career decision-making. Gibson (2004) highlights the need for role models to be integrated in the process of career development and career decision-making.

5.5. What strategies were used by UKZN students coming from rural KwaZulu-Natal communities to facilitate their career decision-making processes?

The students in the study depended on making good subject choices as their strategy in the process of career decision-making. The lack of resources in schools and in the communities made it difficult for learners to develop strategies that assist or facilitate in career decision-making. However, many of the subject choices made in high schools made it difficult for learners to follow certain career paths post-secondary schooling. There is a need for career development and career education services in schools and communities to facilitate the process of career decision-making for students belonging to rural communities.

5.6. Modern era understanding of career versus postmodern era understanding of career in rural communities

In the study, rural communities were viewed according to the postmodern understanding of careers and adopted theories and methodologies employed in the postmodern era understanding of careers. In the postmodern era, careers are characterised as work that changes all the time due to the constant change in the work environment (Watson & Kuit, 2007). In the postmodern era, individuals have to constantly update their work skills to be relevant in the job market (Patton & McMahon, 2006; Watson & Kuit, 2007). The theories and approaches used to understand careers are context-based and highlight a reciprocal relationship that exists between the individual and the context in career development and career decision-making (Maree, 2007; Patton & McMahon, 2006). In contrast, modernist approaches to careers emphasise employment security (Watson & Kuit, 2007). Individuals seek employment that ensures security for a lifetime and financial security. Moreover, the modern era understanding of career theories, approaches and methodologies that seek to match individual traits to occupations that are available in the job market (Sampson, 2009; Watson & Kuit, 2007) as compared to postmodern theories and approaches where context is important in the process of career decision-making.

The findings of the study underscore the argument that rural communities are not necessarily fully conversant with postmodern principles of careers and career decision-making. The study findings bring into question whether rural communities should be considered as upholding a postmodern understanding of careers, where there is a constant change in the world of work and constant change in employment (Patton & McMahon, 2006). The findings of the study

show that the majority of the participants still ascribe to modernist beliefs around careers, but not necessarily career decision-making. For example, the participants opted to pursue career paths that they perceived would guarantee employment post the study period, and this is characteristic of a modernist understanding of careers. However, the majority of the participants were perceived to have engaged in career decision-making processes which are more congruent with a postmodern career decision-making approach. More specifically, family, community, financial circumstance, and other contextual factors influenced the participants in the process of career decision-making; characteristics of the postmodern era understanding of careers and career decision-making. These contextual factors highlight the reciprocal relationship between individuals and context in the process of career decision-making.

The definition of work and careers using modern and postmodern era understandings seems to not be adequate or appropriate for rural communities. Using the modern era and postmodern era definitions of careers poses limitations in the exploration and understanding of career development and career decision-making in the youth belonging in rural communities. As showed by the findings, family, community, and cultural background play a pivotal role in career development and career decision-making for the students belonging in rural communities. These factors, family, community, and cultural background, are not fully explored using the modern and postmodern understanding of careers. As highlighted by Mkhize (2004, 2005), there is need for career theories that are indigenous to the African rural contexts upholding the African values of communalism and interconnectedness that are the foundation of many African communities.

5.7. Conclusion

The findings and discussion of the findings showed that university students from rural communities are mostly influenced and affected by context in the process of career development and career decision-making. The family and community environment have a stronger impact than personal factors such as personality, interests, and abilities in career decision-making for individuals from rural communities. The majority of the career development and career decision-making theories and approaches are not adequate in getting

a full understanding of career decision-making in individuals from the rural communities. There is a need for theories and approaches that are embedded in African values of communality and interconnectedness (Mkhize, 2004) to understand career development and career decision-making in individuals from rural communities. The following chapter presents the conclusion for the study.

Chapter Six: Conclusion

6.1. Introduction

This chapter presents the conclusions for the research study based on the aims, research questions, and findings for the study. The strengths and limitations of the research study are discussed in this chapter, as well as recommendations for further research in the topic of career decision-making in youth from rural communities of KwaZulu-Natal.

6.2. Summary of dissertation

The primary aim of the study was to explore and understand factors that influence career decision-making amongst students from rural communities of KwaZulu-Natal. Career psychology in the South African context has seen a lot of change since the demise of the Apartheid era (Nicholas et al., 2006). During the apartheid era, career psychology was used as a means of perpetuating racial segregation through the limitation of job opportunities to certain racial groups (Mkhize, 2005; Nicholas et al., 2006). Post the Apartheid era, career psychology services have been made available to all South Africans (Nicholas et al., 2006); with the democratic government in South Africa introducing a new curriculum in all South African schools which ensured equality in the standard of education and career guidance offered in schools (Department of Education [DoE], 1996; 2003; 2011). However, many Black African youth, especially those in rural communities, still do not have access to adequate career guidance and career development services (Bhorat, 2007; du Toit, 2003; Marock, 2008; Mkhize, 2005). The study found that many of the rural communities in KwaZulu-Natal are still under-resourced, and thus are hamstrung in encouraging career exploration, career aspirations, and career dreams. The post-Apartheid curriculum aimed at ensuring equality in education in all learners of South Africa has thus far failed to bring about equality in the access of resources in rural community schools that ensure career guidance and career exploration. There is an urgent need for career development and career decision-making interventions within rural communities that are community and school-based that would encourage career exploration.

The research study was framed within the postmodern understanding of careers using the Systems Theory Framework (STF), narrative-hermeneutics approach, and social constructivism as the main theories guiding the research process (Patton & McMahon, 2006; Thrift & Amundson, 2007; Young & Collin, 2004). In using a postmodern theoretical perspectives, the researcher aimed to explore contextual influences in the process of career decision-making for the youth in rural communities. Using postmodern theories and approaches to career development and career decision-making, the researcher was able to gain an in-depth understanding of career decision-making in rural communities. However, the researcher believes that there is a need for new theories and approaches that are indigenous to African people in understanding career decision-making in rural communities. There is a need for theories and approaches of career development and career decision-making that focus on the African values of communalism and interconnectedness, as highlighted by Mkhize (2004, 2005).

The review of the literature revealed that there is limited research conducted with youth from rural communities, even more limited in youth from rural communities of KwaZulu-Natal. The reviewed literature on youth from the previously disadvantaged backgrounds of South Africa reveals that family, financial circumstance, and the contextual background are key factors influencing career decision-making (Bojuwoye & Mbanjwa, 2006; Buthelezi, et al., 2009; Mhlongo & O'Neill, 2013; Shumba & Naong, 2012; Shumba & Naong, 2013). Enhancing the need and value of studies that are aimed at understanding career decision-making in individuals belonging in rural communities. The current study confirmed that knowledge that is lacking within the arena of research on career decision-making in individuals belonging in rural communities.

The sample of the study consisted of ten Black African first year students of the University of KwaZulu-Natal (UKZN) Pietermaritzburg campus. The data was collected over the period of September 2016 to April 2017. Using focus group discussions (FGDs) and individual interviews which explored the experiences of career decision-making for the students belonging to the rural communities to understand influences of career decision-making in youth from the rural communities. Data was analysed using framework analysis (Ritchie & Spencer, 1994) and analysis of narratives (Polkinghorne, 2003). The use of framework

analysis allowed the researcher to systematically analyse research findings using a step-by-step process (Ritchie & Spencer, 1994), minimising researcher bias and also increased the integrity of the research findings (Srivastava & Thomson, 2009). The employment of narrative analysis enabled the researcher's exploration of career decision-making as told by the participants, allowing for integration of narratives to make sense of narratives and answer the research questions (Polkinghorne, 2003).

6.3. Conclusions on findings

The findings of the study reveal that first year students of UKZN with the background of the rural communities were primarily influenced by family, financial circumstance, school-based factors, and community-based factors in the process of career decision-making. The findings of the study are comparable to the reviewed literature on career development and career decision-making amongst youth from the rural communities in the international arena of research. The youth in the study and youth in the international arena share similar influences in career decision-making, the difference being the contextual background and the extent of contextual influence in career decision-making. Culture, school to university transition, and personal factors yielded unexpected influences in the study. There is little mentioned on the role of culture in career decision-making literature both local and international studies. In the current study, culture, which is tied to family and community, played a significant role in the career decisions of the students. For the students from rural communities in KwaZulu-Natal, community, family, and culture had a greater impact in career decisions than personal factors. There is a need for career interventions that are family, school, and community-based to assist learners in rural communities in the process of career decision-making. There is a need for career intervention that would increase career exposure and career education for both learners and parents in rural communities.

The findings of the study emphasise the reciprocal relationship between individual and context in career development and career decision-making as highlighted by postmodern theories and approaches (Patton & McMahon, 2006; Thrift & Amundson, 2007; Young & Collin, 2004). However, the study also revealed that career decision-making in students from rural communities is not an individually taken decision. Many of the theories and approaches

in career development and career decision-making are centred on the individual making career decisions based on factors within the individuals and context. The current study showed that career decisions are not an individual endeavour in rural communities; the needs of the family and community override individual needs and preferences. Even though postmodern theories and approaches to career development and career decision-making acknowledge the role of context in career decision-making, these theories and approaches are still individually centred in the process of career decision-making.

Hence, postmodern theories and approaches fail to adequately account for the understanding of careers in the perspectives of individuals belonging to rural communities. In summation, there is a need for the development of indigenous career theories that are built on African values of communalism and interconnectedness (Mkhize, 2004) that include family processes and culture in career decision-making.

6.4. Strengths and limitations

The study had a limited sample of ten participants. The sample size of the study may be perceived as a limitation for the study but the strength of the research study is that the study was able to provide rich detail on the context that the participants belong to and rich detail on the experiences of career decision-making of the participant. The rich detail about the participants and the context made it easy for the reader to understand the findings of the study within the contextual background presented.

In conducting the research study, the researcher faced several challenges. The researcher faced challenges in the recruitment and data collection phase of the study and that had an impact on the sample size. Initially, the researcher had set and received permission from gatekeepers and ethics board to conduct focus group discussions (FGDs) as the data collection strategy and used posters as the recruiting strategy. The use of posters as a recruiting strategy yielded very low responses affecting data collection. The researcher applied for permission to add individual interviews in the study and use presentations in first year lectures as an added form of recruitment for the study. However, due to the

#FeesMustFall protest campaign in 2016 the researcher did not recruit in all the first year lectures approached in the study and data collection stopped in September 2016. Data collection resumed in March 2017, the researcher conducted presentations in first year psychology students to recruit for the study and offered incentives for the participants. However, the use of presentations still yielded a very low response from potential participants. The researcher attributed the low response rate to the use of the word “rural” that is associated with the research study. This may have been seen to be sensitive or stigmatising to potential participants.

The research study was dominated by female participants, with only two of the ten participants being male. The findings of the study may well include a gender bias.

During the process of data collection, social desirability posed as a threat to getting full understanding of the experiences of career decision-making for the students from rural communities. The researcher attempted to minimise social desirability in the study with an icebreaker in the focus group discussions (FGDs). In the icebreaker, the students had to tell write and share their stories of career decision-making with the rest of the group. The icebreaker helped the researcher in building rapport and trust with the students. In the FGDs, the researcher also shared her own story of career decision-making with the participants to enhance rapport and trust. However, the researcher believes that the inclusion of her own career decision-making story may have limited the participants to focusing factors that were similar to the researcher.

6.5. Recommendations for future research

As highlighted in the study, there is a need for studies that are focused on understanding career development and career decision-making in rural communities of South Africa. The researcher recommends that future researchers interested in the topic focus on contextually based factors as key influencers in career decision-making for individuals belonging in rural communities. A research study set within rural communities with individuals in the communities would be beneficial in getting an in-depth understanding of career decision-making behaviour of people currently residing in the rural communities.

For researchers interested in furthering the current study with university students from rural communities, the researcher recommends that future researchers use different methods of recruiting students to participate in the study. The use of the word 'rural' when introducing the study can be reconsidered as well.

The researcher recommends the use of or integration of African theories and values in researching and understanding career development and career decision-making research in individuals belonging to rural communities. The researcher also recommends that future researchers explore the relationship between youth unemployment and career development and career decision-making in rural communities.

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Appendix 1: Turnitin report

Final dissertation

by Silondile Luthuli

Submission date: 11-Jan-2018 10:27AM (UTC+0200)

Submission ID: 901781424

File name: Silondile_211508496_11Jan.doc (2.55M)

Word count: 36642

Character count: 212914

**Exploring factors that influenced career decision making in first
year students of the University of KwaZulu-Natal coming from
rural communities in KwaZulu-Natal**

By
Silondile Pinkie Luthuli
(211508496)

Submitted in fulfilment of the partial requirements for the degree of Master of
Social Science (Research Psychology) in the School of Applied Human
Sciences, College of Humanities, University of KwaZulu-Natal
(Pietermaritzburg campus)

2017

Supervisor:
Dr Nicholas Munro

Final dissertation

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Appendix 2: Permission letter from UKZN gatekeepers



9 May 2016

Ms Silondile Pinkie Luthuli (SN 211508496)
School of Applied Human Sciences
College of Humanities
Pietermaritzburg Campus
UKZN
Email: 211508496@stu.ukzn.ac.za

Dear Ms Luthuli

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Exploring factors that influenced career decision making in first year students of the University of KwaZulu-Natal coming rural communities in KwaZulu-Natal".

It is noted that you will be constituting your sample by conducting focus group discussions to students and staff at UKZN.


Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely


MR SS MOKOENA
REGISTRAR

Office of the Registrar
Postal Address: Private Bag X54001, Durban, South Africa
Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za
Website: www.ukzn.ac.za



Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 3: Permission letter from ethics board



21 June 2016

Ms Silondile P Luthuli 211508496
School of Applied Human Sciences
Pietermaritzburg Campus

Dear Ms Luthuli

Protocol reference number: HSS/0575/016M

Project title: Exploring factors that influenced career decision making in first year students of the University of KwaZulu-Natal coming from rural communities in KwaZulu-Natal.

Expedited Approval

In response to your application dated 18 May 2016, 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 (Deputy Chair)

/px

cc Supervisor: Ms Kesieboga Maruping
cc Academic Leader Research: Prof Doug Wassenaar
cc School Administrator: Ms Nondumiso Khanyile

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

Weebville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: shnuks@ukzn.ac.za / seny@ukzn.ac.za / mbokup@ukzn.ac.za

Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Fouring Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 4: Amended permission letter from UKZN gatekeepers



11 August 2016

Ms Silondile Pinkie Luthuli (SN 211508496)
School of Applied Human Sciences
College of Humanities
Pietermaritzburg Campus
UKZN
Email: 211508496@stu.ukzn.ac.za snunron@ukzn.ac.za

Dear Ms Luthuli

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Exploring factors that influenced career decision making in first year students of the University of KwaZulu-Natal coming rural communities in KwaZulu-Natal".

It is noted that you will be constituting your sample by putting up posters inviting students to participate in the study.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR S S MOKOENA
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za



Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 5: Amended permission letter from ethics board



19 August 2016

Ms Sifondile P Luthuli 211508496
School of Applied Human Sciences
Pietermaritzburg Campus

Dear Ms Luthuli

Protocol reference number: HSS/0575/016M

Project title: Exploring factors that influenced career decision making in first year students of the University of KwaZulu-Natal coming from rural communities in KwaZulu-Natal.

Full approval notification- Amendment application

This letter serves to notify you that your application for an amendment dated 18 August 2016, has now been approved as follows.

1. Individual interviews as other strategy of data collection.

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 school/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.

Best wishes for the successful completion of your research protocol.

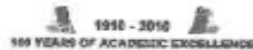
Yours faithfully

Dr Shenuka Singh (Chair)

/px

cc Supervisor: Ms Kealeboga Maruping
cc Academic Leader Research: Prof Doug Wassenaar
cc School Administrator: Ms Nondumiso Khanyile

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/83304557 Facsimile: +27 (0) 31 260 4609 Email: simbep@ukzn.ac.za / srmas@ukzn.ac.za / mobuso@ukzn.ac.za
Website: www.ukzn.ac.za



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Appendix 3: Poster



Are you a Black South African first year student coming from rural communities in KwaZulu-Natal?

Would you be interested in participating in a research study about careers decision-making in students coming from rural communities in KwaZulu-Natal?

**Would you be interested in sharing your experiences about how you made your career decisions?
Or how you came about to choosing the degree you are doing now?**

If yes, I am looking for students to take part in a research study.

If you are interested please drop an email at:

careerdecisions2016@gmail.com and you will be contacted.

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

careerdecisions2016@gmail.com

Appendix 5: Permission from Economics lecturer

 [Redacted Name]@ukzn.ac.za>
to Nicholas, Christopher, me ▾

7/21/16 ☆

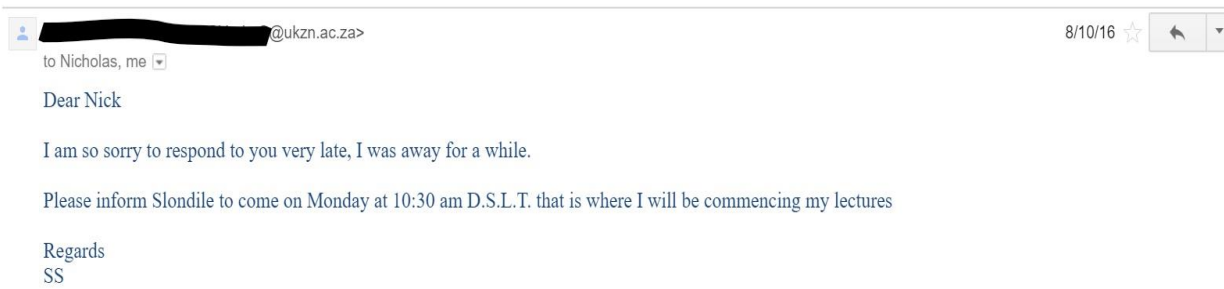
Dear Nicholas,

Slondile can address my group. It is fine.

Regards,
Katie.

Sent from [BlueMail](#)

Appendix 8: Permission from Chemistry lecturer



Appendix 9: Approval letter from Psychology lecturer



20 July 2016

Dear Silondile Luthuli

Re: Research study entitled "Exploring factors that influenced career decision making in first year students of the University of KwaZulu-Natal coming from rural communities in KwaZulu-Natal."

Thank you for discussing your proposed research study with me. On condition that the Registrar of the University of KwaZulu-Natal provides gatekeeper's approval and you obtain ethical clearance from the Human and Social Sciences Research Ethics Committee, you are in principle granted permission to invite Psychology 102 students on the Pietermaritzburg campus to participate in your study by addressing them at the start of one of my lectures.

Once gatekeepers approval and ethical clearance approval has been provided for your study, please liaise with me so that I can facilitate a suitable time for you to address the students.

Sincerely

A handwritten signature in black ink, appearing to read 'N. Munro'.

Nicholas Munro, PhD
Lecturer and Module Coordinator: Psychology 102
Discipline of Psychology, School of Applied Human Sciences
University of KwaZulu-Natal, Pietermaritzburg Campus

cc: Prof Kevin Durrheim
Academic Leader: School of Applied Human Sciences
University of KwaZulu-Natal, Pietermaritzburg Campus

School of Applied Human Sciences

Postal Address: Private Bag X01, Scottsville, Pietermaritzburg 3209, South Africa

Telephone: +27 (0)33 260 5166 Facsimile: +27 (0)33 260 5363 Email: munron@ulzn.ac.za Website: psychology.ukzn.ac.za

Hi! My name is Silondile Luthuli a master's student in Psychology. I am currently doing a research study on career decision-making on first year students of UKZN coming from rural communities in Kwa-Zulu Natal. I am looking for first year students to participate on a group discussion and individual interviews for the project.

If you are interested in participate in this project you can contact the researcher Silondile via email at

careersdecisions2016@gmail.com or sms or

whatsapp me on 073 381 2020. A R20

compensation will be given to all

participants for participating in the project.

Appendix 11a: Information sheet and consent form (English)

Information sheet and consent form

Dear student

What is the study about?

I, Silondile Luthuli, am a Research Psychology Masters student currently conducting a study on factors influencing career decision-making in youth coming from rural communities. The purpose of the study is to explore and understand influence and role of the different factors and the challenges that the youth in the rural communities encounter when making career decisions. The results of the study will be used to help develop career intervention programs in rural communities.

Invitation to participate and implications of participating in the research study

I invite you to participate in this research study which will involve attending one focus group session. The focus group session should last approximately 90 minutes. The topics that will be covered in the session will revolve around career education in rural communities, career guidance received at high school level, individuals that helped in the process of career decision-making and challenges that were faced when making career decisions. Participation in the research study is voluntary; there will be no gain direct for participating.

Should you decide to participate, you may withdraw at any time without any consequence. Your identity in this research will remain completely anonymous. 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.

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

How you are protected in the study.

It will not be possible to identify personal details of any participant in the project write-up; 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 from the focus group session at any time without any consequences.

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.

Thank you for your participation

Kind Regards

Silondile Luthuli

Contact details

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

Researcher: Silondile Luthuli (211508496@stu.ukzn.ac.za); 074 811 8220

Supervisor: Ms. Keaoleboga Maruping (marupingk@ukzn.ac.za); 033 260 5335

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact Dr Nisha Singh, the Research Officer Manager, at (Singhni@ukzn.ac.za); Tel.: 031 260 8028 or Fax: 031 260 2384 or alternatively contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

INFORMED CONSENT

I..... have been informed about the study entitled exploring factors that influenced career decision-making in first year students of the University of KwaZulu Natal by the researcher Silondile Luthuli.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without consequence.

I have been informed about medical treatment if discomfort or distress occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (211508496@stu.ukzn.ac.za) or the Supervisor of the research project Ms. Keaoleboga Maruping at (marupingk@ukzn.ac.za).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact Dr Nisha Singh, the Research Officer Manager, at (Singhni@ukzn.ac.za); Tel.: 031 260 8028 or Fax: 031 260 2384 or alternatively contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Signature of Participant

Date

Appendix 11b: Information sheet and consent form (IsiZulu)

Ulwazi kabanzi ngesifundo kanye nefomu lemvume

Mfundi othandekayo

Simayelana nani isifundo?

Mina, igama uSilondile Luthuli, ngenza izifundo zami zeMaster's kwiResearch Psychology. Ngiqhuba isifundo esimayelana nezici ezinomthelela kwizinqumo ngezifundo zomsebenzi kanye namathuba omsebenzi kwintsha evela emphakathini yasemakhaya KwaZulu-Natali. Inhloso yalesisifundo ukuhlola kabanzi kanye nokuqonda kabanzi umthelela kanye nendima yezici uma instha ithatha izinqumo mayelana nezifundo zimisebenzi kanye nemisebenzi enziwa yintsha evela emphakathini yasemakhaya. Isifundo sifuna ukuqonda kabanzi ngezinseselele intsha ebhekana nazo uma sekufanele ithathe izinqumo mayelana nezifundo zemisebenzi kanye nemisebenzi eyenzayo. Imiphumela yalesisifundo izosebenziswa ukuzama ukufuna izindlela zokungenelela ekwakheni izinhlelo zokusiza intsha evela emphakathini yasemakhaya uma seyithatha izinqumo mayelana nokufundela imisebenzi kanye nokwenza imisebenzi ehluahlukene.

Isimemo sokubamba iqhaza kanye nezinyathelo ekubambeni iqhaza kulesisifundo

Ngiyakumema ukuba ubambe iqhaza kulesisifundo kuso kuzomele uthamele umhlangano owodwa ogxilile. Umhlangano ogxilile uzothatha imizuzu ecishe ibe ngu90. Izihloko ezobe zidingidwa kulomhlangano ogxilile zimayelana nemfundo yezemisebenzi emphakathini yasemakhaya, ukuqondiswa instha ekutholile mayelana nemisebenzi, abantu abasize intsha mhlazane yenza izinqumo mayelana nezemfundo yemisebenzi kanye nezinseselele intsha ebhekana nazo mhlazane yenza izinqumo mayelana ngezemfundo yemisebenzi. Ukuthatha iqhaza kulesisifundo kuya ngokuzinikela kwakho, akukho ozokuhlomula ngokubamba iqhaza. Yazi ukuthi ungangahoxa noma inini kulesisifundo ngaphandle kwemiphumela emibi. Igama lakho kanye nezimfanelo zakho zizohlala ziyimfihlo kusifundo sonke sizo siyophela. Uzocelwa ukuba ufunde leliphepha elinolwazi mayelana nesifundo. Uma uqonda konke okubhaliwe futhi ufisa ukubamba iqhaza kulesisifundo uzocelwa ugcwalise ifomu lemvume elisho ukuthi uyakuqonda konke okubhalwe ephapheni lolwazi ngesifundo futhi uyavuma ukubamba iqhaza ngokuzinikela- awuphoqwanga.

Luzosetshenziswa kanjani ulwazi lwakho kusifundo

Umhlangano ogxilile uzobe uqoshiwe- kuzoqoshwa amaphimbo bese uyatshatshelwa. Ulwazi lakho oluvuka kwiqhaza lakho kumhlangano ogxilile luzongena kwisizasemininingwane bese siyahlaziswa

lusebenziswe kusifundo. Ulwazi lwakho kungenzeka lusebenziswe kwiphephabhuku ekuzameni ukwakha izinhlelo zokusiza intsha evela emphakathini yasemakhaya. Ulwazi lwakho lungase futhi lwethulwe kuzi ngqungquthela zolwazi ngezemfundo yemisebenzi.

Isifundo sikuvikela kanjani

Imininingwane yabantu abambe iqhaza kusifundo angeka itholakale uma esiqhoshwe phansi. Iqhaza olibambile kusifundo kanye nezimpendulo zakho kusifundo zizovikelwa zibe yimfihlo. Ulwazi lwakho oluzobelubhalwe phansi luzodabulwa kungasali nelincane emuva kokuba sifakwe kwisiza seminingwane. Siyogcinwa ngekhompyutha iminyaka ewu5 emuva kwalokho busobhubhiswa. Ungakwazi ukuhoxa kumhlango oqilile noma inini ngaphandle kwemiphumela emibi. Uma kwenzeka ukuthi ukubamba iqhaza lakho kulesisifundo kukwenza ungaphatheki kahle emoyeni noma uzizwa ucindezekile ungaxhumana name, umcwaningi, noma umphathi wami ukuze uthole amasevisi okululekwa eChild and Family Center (CFC).

Ngiyabonga ngeqhaza lakho.

Ozithobayo

Silondile Luthuli

Imininingwane yokuxhumana

Uma unezikhalazo noma ukukhathazeka mayelana nesifundo, ungaxhumana:

NoMcwaningi: Silondile Luthuli (211508496@stu.ukzn.ac.za); 0748118220

Noma Umphathi wami: Ms. Keaaleboga Maruping (marupingk@ukzn.ac.za); 0332605335

Uma ukuwukuthi nginemibuzo noma ukukhathazeka mayelana namalungelo ami njengomuntu obambe iqhaza kwisifundo, noma nginokukhathazeka mayelana nenxenye yesifundo noma umcwaningi ngingaxhumana noDr Nisha Singh, oyiResearch Officer manager, kuEmail (Singhni@ukzn.ac.za); noma kunombolo yocingo: 031 260 8028 noma kuFax: 031 260 2384 noma uxhumane no:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Imvumo yolwazi

Mina.....ngazisiwe, Umcwangingi uSilondile Luthuli, kabanzi ngesifundo sokuphenya kabanzi ngezici ezinomthelela kwizinqumo mayelana ngezemfundo yemisebenzi kanye nemisebenzi kubafundi abenza unyaka wokuqala eNyuvesi yaKwaZulu-Natali abaphuma emphakathini yasemakhaya.

Ngियाqonda kabanzi ngenhloso kanye nezinhlalo zesifundo.

Nginikiwe ithuba lokubuza imibuzo mayelana nesifundo futhi ngaphendulwa ngokugculiseka.

Ngiyagomela ukuthi iqhaza lami kulesisifundo kungokuzinikela futhi ngingahoxa noma inini kulesisifundo ngaphandle kwemiphumela emibi.

Ngazisiwe ngendlela yokwelashwa uma kwenzeka ngingaphatheki kahle emoyeni noma ngizwa incindezi eyobe yenzwa isifundo kanye neqhaza engilibambile kusifundo.

Uma nginemibuzo noma ukukhathazeka mayelana nesifundo ngiyaqonda ukuba ngingaxhumana nomcwangingi ku(211508496@stu.ukzn.ac.za) noma umphathi wesifundi Keaoleboga Maruping at (marupingk@ukzn.ac.za).

Uma ukuwukuthi nginemibuzo noma ukukhathazeka mayelana namalungelo ami njengomuntu obambe iqhaza kwisifundo, noma nginokukhathazeka mayelana nenxenye yesifundo noma umcwangingi ngingaxhumana noDr Nisha Singh, oyiResearch Officer manager, kuEmail (Singhni@ukzn.ac.za); noma kunombolo yocingo: 031 260 8028 noma kuFax: 031 260 2384 noma uxhumane no:

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KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Ukuvuma okwengeziwe

Ngiyavuma ukuba:

Iphimbo lami liqoshwe kumhlangano ogxilile YEBO/ CHA

Isignesha yobambe iqhaza

Usuku

Appendix 12: Focus group discussion guide

Focus group discussion schedule

Ice-breaker: To help the participants to relax and be well acquainted with each other before the session begins. (The ice breaker will also facilitate in establishing pseudonyms for the participants).

Exercise:

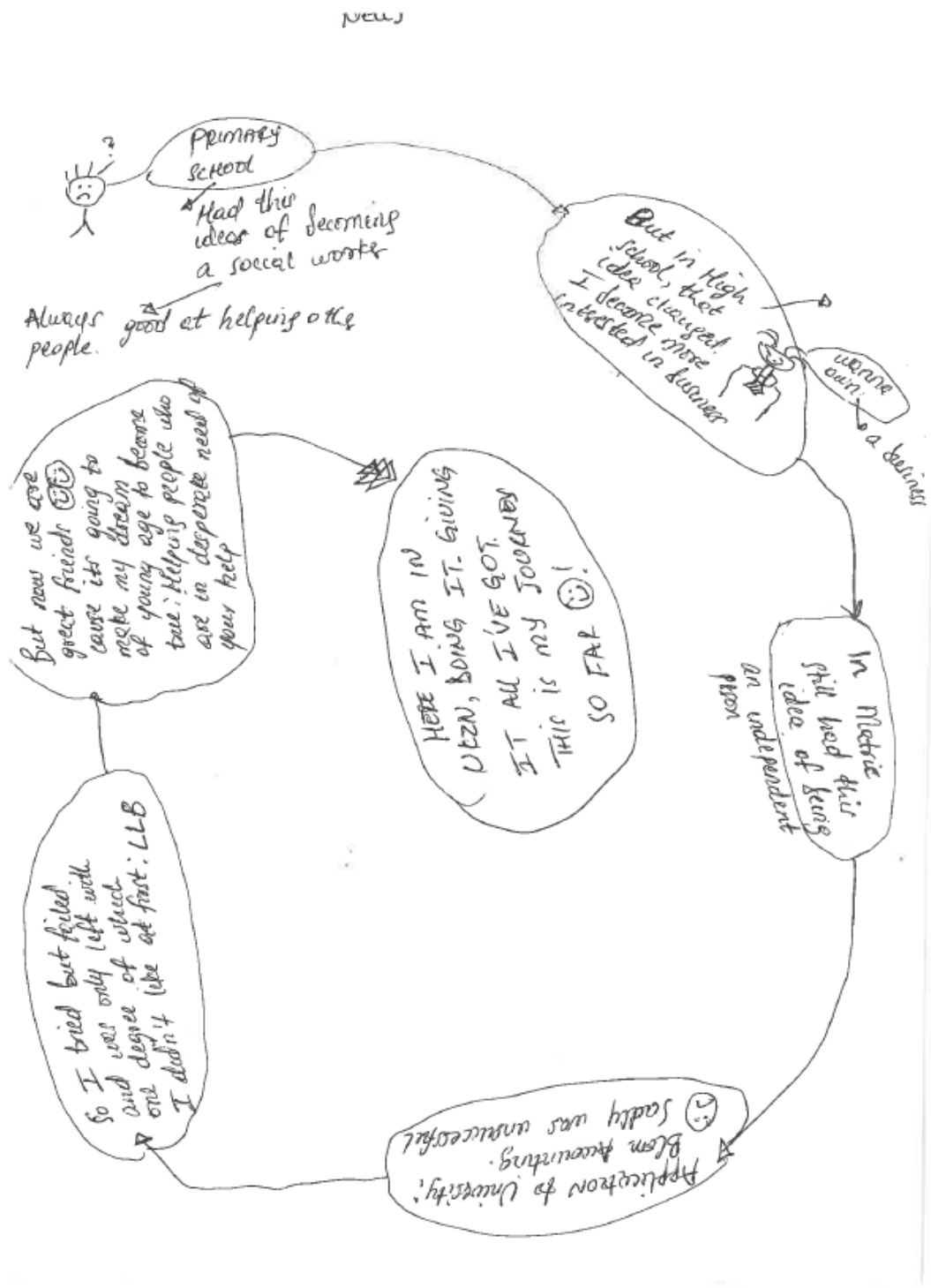
The participants will be asked to each draw a picture of how and where they see themselves in the future.

The participants will also be asked to draw a timeline of a journey, from the time they were children till now, of the career decisions they have taken along the way that led to the career choice they have taken. There will be a presentation and discussion on the pictures that the participants draw and their timelines.

Discussion

- What are some of the things that individuals have to consider when making career decisions?
- What does career education or career counselling mean to you?
- Have any of you received any form of career education or career counselling in your communities or at schools?
- What are some of the platforms of exposure to different careers that are available in your communities or schools?
- What are some of the available resources in your communities or schools that help the learners in your communities make career decisions?
- What are some of the challenges that are faced by learners in rural communities when it comes to making career decisions?

Appendix 13: Example of participant's career story



Appendix 14: Individual interview guide

Individual Interview Schedule

Guiding questions:

Background and contextual factors

1. Tell me more about the community you come from. (The everyday life in your community).
2. What are some of the resources or facilities that are available in your community?
3. Tell me more about the schools in your community. (The condition of the schools, the resources available in the schools).

The process of career decision-making

4. How did you come about to choose the course you are doing here in University?
5. How did you know about the course?
6. Did you seek any advice about the course you are currently doing here in at University?
7. Who or what has been the main influence in choosing the career you are pursuing?
8. How did you come about choosing the subjects you did in High school? What strategies did you use?
9. Did you receive any form of career education or career counselling in High school?

Context and personal factors as determinants of career decisions

10. Do you think that being born and living in the community you belong to has influenced the career you chose to pursue? Why?
11. If you had an opportunity to relocate to a different area, do you think it would have affected the types of jobs you wish for yourself?
12. The fact that you live in the postmodern world, do you think that it has influenced the jobs you wish for yourself?
13. Do you think the marks you got in school, your personality and abilities influenced the type of jobs you wish for yourself?

Appendix 15a: Example of IsiZulu transcript

This is Silondile doing an interview with participant 06 at UKZN

Date: 22/04/17

Participant 6: Nombuso (NS)

Interviewer: Silondile (S)

S: So Nombuso ngicela ungixoxela kabanzi ngophakathi ophuma kuwo?

NS: okay...ngivela la eXXXXX, eXXXX uhm yah asikho more resourced like amaResources lawa...uhm kodwa we do have a library but ayikho resourced njengalawa amanye like le eResourced like iFar from thina so kuyindleko ukuthi like ngigibele...ngikhulume ngesizulu ayikho inking?

S: No...like kuyafana akunankinga

NS: Kuyindleko ezinkulu ukuthi ngithathe imoto la engivela khona...la engihlala khona ngiye kuleyo library leyo eeelo le enama resources amaningi.

S: hmm

NS: So nje iCommunity yami ngingasho ukuthi ayikho resourced and jah iYouth yakhona like bancane like aba...abazimisele ngeSuccess. Abanye bazimisele yikho nje ukuthi amaFactors lawa nje esihlangabezana nawo. So nje abaningi bethu a-asifundile bancane abafundile jah.

S: hmm...okay. Mlampe nje njengoba ubusuqalile wangibalel ukuthi ninama resources, bengifuna uqale ungixoxela kabanzi ngamaResources aAvailable emphakathini wakho. Kodwa sengizwile usisi engixoxela ukuthi ikhona iLibrary but ayikho resourced

NS: Yebo

S: Okay...ikuphi okunye okukhona emphakathini?

NS: like mhlampe community hall?

S: yes things like that

NS: la besifunda khona njengoba besenza uMatric besivumelekile ukuthi siyofunda khona sibe namaCamps khona like iyona, ikona obekusisiza thina as abafundi. Then kukhona okunye like police station, like iClinic. Yaah

S: hmm hmm...okay. Amaphi mhlampe amaResources within iCommunity yakho lawa akusizile ukuthi wenze izinqumo zakho mayelana mayelana naWhich career to take?

NS: yaaah...it was a library ngoba bekuthi noma uma siye khona bekuzoba khona abantu abakhuluma nathi besitshela ukuthi like we have to study hard and jah...nakhona bebengasi size ukuthi sithole itransport like yokuthi siyela eku more resourced khona bekumele sizibonele kodwa I would say like abantu bakuCommunity ebebesitshela ukuthi asifunde kanzima.

S: hmmm...hmmm okay okay uhm yona ke iYouth ngizwile ubala kancane nayo iYouth yasemphakathini la ophuma kuwona ngicela ungichazela ukuthi bona babusy nani iYouth within umphakathi wakho? Yini into abayenzayo eba keep busy?

NS: yaah eeeh uhm...like eh ayikho eningi ngoba namaSport awekho ngale...so nje benza lezizinto nje lezi nje ngzothini. Ngalena maningi...ziningi izindawo la khona kwenziwa amaParty khona so abantu abanengi abasha baphelela khona. Like uhm and baningi futhi abadayisa amaDrugs. Kuzanyiwe ukuthi bevinjwe but kuyafana yabo it's the same thing. So nje abantu abasha there is nothing keeping them busy laphayana ngakithi so...ebaKeeper busy ekutheni benze kahle behambe kwiRoute eRight izinto like jaah bancane mhlampe abazosi nikela ukuthi bayofunda eLibrary nezinto ezikanjalo...

S: hmmm

NS: yebo

S: okay...then kwiCommunity yakho ngicela ungixoxela kabanzi ngezikole ezikhona nokuthi kukanjani ezikoleni?

NS: eeeh...ezikoleni like sinama feeding schemes bayasipha ukudla khona sidlela khona yes sidla khona jah eh uhm kodwa futhi imali ebesiyikhokha like ayikho nkulu ubukhokha nje R100 registration

S: hmm hmm

NS: Like izikole nazo ezisadinga ukuthi zilungiswe like amaWindi nje amakhaza mekubanda uma sekubusika like nje azikho zihle kakhulu nje like even amaToilets akhona jaah yabo (shakes her head)

S: oh okay...wena ke ngesikhathi ufika la eVarsity kwaqhamuka kanjani ukuze u..ukhethe leCourse oyenzayo?

NS: uhm...kahle kahle mina ngithe uma ngifunda bengifisa ukwenza iDietetics...kodwa ngzothini bekungayona iDecision yami like abazali bami bangibonele yona ukuthi kungcono uthathe yona ngoba at that time bengingazi ukuthi ngifuna ukwenzani name. So uma ngithi ngiyayithatha ngangameeter amaRequirements. iMaths yami yangaba yihle uhm so bathi kungcono ngenze Augmented program...kungcono ngiqale khona.

S: Ubani owathi qala khona?

NS: khona la eUniversity

S: okay

NS: because bathi kunokuba bengiphike kungcono ngenze yona iProgram leyo...so ngenza yona ke, So ngine nkinga manje ngoba ngizoyenza iAugmented ngiyiqede iProgram le ka2years kodwa angazi ukuthi ngifuna ukwenzani like ekupheleni kwaleCourse le.

S: Hmm...hmmm. Ngikuzwile usu...uqale wangixoxela manje ukuthi kahle kahle abazali ababethe enza ilontuza...iDietetics. Wena ngokwakho ubufisa ukuba yini?

NS: Mina bengifisa ukuba uThisha like bengithanda ukuthi ngifundise iPhysics kanye neChemistry...kodwa ke uMah wami uthi angeke ngenze into vele ikhona ekhaya so jah yabo so wathi angeke ngikwazi ngibe ilokho wabona ukuthi kungcono ngithathe enye. So nje name phela angeke ngize ngimphoxe kungcono ngim'jabulise ngenze lokhu akufunayo kodwa ke hhe ekigcineni kosuku angikuthandi

S: Hmm

NS: yebo

S: okay...yena uMah...uma unalo ulwazi kwafika kanjani azi ukuthi kukhona into ekuthiwa iDietetics?

NS: like...uyena obenza iresearch

S: wena awukaze uzenzele eyakho iResearch about ukuthi eVarsity kukhona amaCareers akanjani?

NS: yebo bebesitshela khona esikoleni kodwa bengingafuni ukwenza lokho okunye bengingafuni okwenza lokho okunye nje iteaching nje...so nano kuthi uMa ubethi iTeaching ile Edgewood kuzoba izindleko ukuthi besuke la ekhaya bengeke bekwazi nano kuthi uNSFAS anginawo so nje kuzoba ukuthi bekhokhe futhi bephinde futhi bezongibona bathathe indlela ende ngcono ngifunde la engaseduze khona mhlampe bezokhona ukugibela bezongibona...kwaba into ekanjalo.

S: hmmm hmmm...ngyakuzwa ukuthi sengizo kubuza umbuzo kodwa futhi impendulo usuke wangiphendula. Ukuthi mhlampe khona mhlampe iAdvice owayithola mayelana neDietetics le noma le course le usuyenza iAugmented la ngesikhathi ufika la eVarsity ukuthi kukanje la eVarsity?

NS: Chabo...kwaba yimi nje. It's like ngaya laphayana so uma ngibakhombisa lapha eCollege yakaScience bathi ngeke bekhone ukungithatha ngoba iMaths yami ayiyinhle so kwafika omunye ubhuti weSRC wathi ke...bamane bangiRefer kuAugmented ngaso lesosikhathi bathi kungcono ngenze Augmented ngingena lwazi ngayo. Ngazithola ngenza...ngathola sengizikwenza ile Ilona...iOrientation ukuthi iAugmented ikanje bengingayi qondanga kodwa kwakuthi vele sengiphakathi angeke ngisakwazi ukuphuma.

S: kodwa ke uyajabula ngayo?

NS: Hheyi (very hesitant)

S: Ngakho okwenzayo manje?

NS: Ngiyajabula...Hheyi...hheyi (very uncertain)..hhey nje kumele ngikwenze kodwa like (shakes head).

S: Awukho happy kodwa wena?

NS: yebo (nods head to agree)

S: uhm mhlampe ke le course le oyenzayo manje ke iyaLinker namaSubjects owenza eHigh school?

NS: Urh urh (stuttering)...akhona amanye awo akhona engangiwenza eHigh School.

S: Okay...so ikhona iLink ekhona?

NS: yebo ikhona

S: hmm...okay. Uma ufika ke eHigh School. Sesibuyela eHigh school ke manje, ngifuna sixoxe kabanzi ngalokho. eHigh school amaSubjects obuwendayo from uqala ka...angithi amaSubjects choices enziwa ka Grade...(N: Grade 10) wawa choosa kanjani? Wafika kanjani ukuthi mina ngizokwenza lamaSubjects lawa?

NS: eeeh...ukuthi...eeh ngangiwehanda ngoba kusuka Grade 9 iNatural Science ngabona ukuthi imnandi ngabona ukuthi kaGrade 10 angifike ngenze iScience (S: hmm)...yebo jah

S: okay...so awuzange uthole mhlampe advice mhlampe from abazali, from othisha ukuthi enza le...lama subjects lawa uma usufika kaGrade 10?

NS: ngamane ngakhetha nje ngathi ngathi ngizokwenza wona ngoba ikona obengithanda ukuthi mhlampe uma sengenza iTeaching ngikufundise (S: hmm)...yebo.

S: okay...mhlampe did you receive any form of career education or career counselling eHigh school?

NS: Yeeeh...bake bafika abaseUKZN kodwa like abakhulumanga ngamaCareers akhona bamane basitshela nje ukuthi udinga amaRequirements akanje nakanje. So nje ngizothi No like angitholanga career education.

S: Mhlampe ke akengiyibeke kanje...ngyazi ukuthi naku Life Orientation ukuthi ngyazi ukuthi fanele engabe kukhona iSection la esifunda kabanzi ngamadifferent careers ukuthi kahle kahle emhlabeni kukhona iCareer ekanje nekanje...ingabe ikhona into ekanjalo enayithola esikoleni?

NS: Cha ikhona impela...sengikhohliwe ikhona kukuthi ngangayinakanga

S: which subject was it?

NS: Life Orientation

S: kodwa awawungayinakile?

NS: yebo...ngoba kimi ngasengazi ukuthi kungcono ngenze iTeaching okungcono (S: hmmm) ngangingasanaki ukuthi mhlampe kukhona amanye ahlukile.

S: Mhlampe lapho kuLife Orientation nani funda izinto ezikanjani uma sekufika kubaCareers?

NS: Basitshela ukuthi mhlampe icareer ukuthi lo umuntu wenza umsebanzi okanjani nokuthi udinga izifundo ezinjani ukuze angene khona eze esitshela mhlampe nokuthi uzofunda iminyaka emingaki nano kuthi uhhola malini

S: hmm...so nani funda izinto ezikanjalo?

NS: yebo

S: Before ufike la eVarsity kodwa usuqedile esikoleni mhampe ukhona ukhona omunye owakhuluma naye ukuthi kahle kahle mina ngifuna/ ngifisa ukuthi ngibe uthisha ngicela ungicebise ukuthi ngingenza kanjani?

NS: No...cha akekho

S: Oh okay...mocabanga ukuthi uzalelwe kule community ophuma kuyona and futhi uhlale khona lokho kukuInfluencile ukuthi ufisa umsebenzi okanjani for wena?

NS: yebo...kukuInfluencile. Cause bengifisa ukuthi ngiyofundisa kulesikole engifunda kuso casue like izingane eziningi zikhala ngalezifundo lezi mina engithanda mhlampe ngelinye ilanga ngizifundise zona. Like cause baningi abangenzi kahle kuzona (S:hmmm) name iMaths angenzi kahle kodwa nje eeh ngafisa nje ukuthi ngibe uthisha.

S: Vele kwafika kanjani ukuthi uze uthande ukuba uthisha?

NS: Like uMah wathi kimi kumele ngithathe ngibheke into umangiyenza ngizokhona yini ukuthi ngithole umsebenzi...so manje uvamile mhlampe uma engitshela into like mase eyangithusa ethi mhlampe uzothatha into ka6 years mhlampe sobe singasaphili ngalesosikhathi so ngeke sikhone siphile ngamandla ethu le esiwaInveste kuwena. So ngabona ukuthi hhayi iTeaching is like only four years fithi I'm guaranteed ukuthi umsebenzi ngizowuthola uma ngilapha ngaseCommunity yangakithi ngoba baShort of ithisha endaweni yangakithi. So like ngayithatha eh

S: Mhlampe uma kukuthi wena nomndemi wakini eeh naningakwazi ukuthi mhlampe nithole...niMover niyekwenye indawo mhlampe where everything iRight khona...yonke into ila eduze. Uma ucabanga lokho bekunga affecter amaCareer ozifisela wona?

NS: Mhlampe siMover kwindawo enamaResources amaningi?

S: yes...yonke into ila eduze. AmaLibraries ala amaResources wonke. Mhlampe lokho bekunga kushintsha ukuthi uzifisela yiphi iCareer?

NS: Maybe...mhlampe ibingakushitsha mhlampe ngoba bengizothola izincwadi eziningi mhlampe ebengingakhona ukufunda ngazo. Mhlampe bengingagcina ngithanda enye into ngaphandle kweTeaching mhlampe...yaaah.

S: Mocabanga the fact that sihlala in a postmodern world where yonke into iyashesha, itechnology ila...yonke into ila. Sifuna izinto ezilapha phezulu lokho nakhona kuyaAffector indlela amaCareers esizifisela wona?

NS: (brief pause) Mangicabanga impela...ngathi impela

S: Kanjani

NS: Uhm like...

S: Icabange in terms of ukuthi omama bethu ngesikhathi ababephila kusona...yonke into yayingafani namanje. So manje siphila impilo esheshayo lokho kuyayi influencer amaCareers esizikhethela wona?

NS: Ngicabanga impela kanjalo...ngoba namhlanje sesineTechnology izinto ezinjalo. Mhlampe ngingagcina sengikhethe okunye ngaphandle kweTeaching mhlampe ngoba like sesinokwenza izinto ngeTechnology yabo kanjalo. Ngicabanga kanjalo.

S: Mhlampe wena uma ucabanga ukuthi amaMarks owathola esikoleni, iPersonality yakho, amaAbilities akho ukuthi ukwazi ukwenza lokhu nakho kuyaInfluencer imisebenzi ozifisela yona?

NS: Ngicabanga impela kanjalo...kuyaInfluencer

S: Kanjani

NS: Mhlampe in terms of iPersonality ngeke ukuthi mhlampe nginamahloni ngiyokwenza Acting mangicabanga...eeeh kodwa futhi njengoba nginamahloni ngeke ngiyoma phambi kwesingane into ekanjalo. Eeeh Shuthi kuyaInfluencer somehow.

S: Ngiyabinga kakhulu sisi ukuthi ngihlale phansi ngixoxe nawe.

Appendix 15b: Example of English translated transcript

This is Silondile doing an interview with participant 3 at UKZN (Nombuso (NS))

Date: 22/04/17

S: So NS can you tell me about the community that you come from.

NS: okay...I come from XXXX in an area called XXXX uhm yah we are not more resourced like these other resources...uhm but we do have a library but it is not resourced like other libraries like uhm the library that is resourced is far from us it is expenses to like take a taxi. Is it okay if I speak in IsiZulu?

S: No...like it's the same...there is no problem.

NS: It is huge expenses to take a taxi where I come from...where I live to go to the library. To that library with a lot of resources.

S: Hmm

NS: so like my community I can say that we are resourced...yah the youth from there like there is a few of them like who are serious about success. The rest are serious just that there are factors that we are facing. So like most us are not educated there is only a few who are educated jah.

S: hmmm okay. Just as you have started telling me about the resources, can you tell me a bit more about the resources that are available in your community. I heard you saying that there is a library in your community but it is not resourced.

NS: yes

S: okay, what else is available in your community?

NS: like maybe community hall?

S: yes things like that

NS: that is where we studying from while we were doing matric, we were allowed to use it to study and have camps there, it helped us as learners. Then there is a police station, and like a clinic yaah

S: hmmm okay. What are some of the resources within your community that helped you make your decisions about about which career to take?

NS: yaah...it was a library because when we go there, there would be people there who would talk to us and tell us that like we have to study hard and jah...but then they did not help us with getting transport like for us to go to the more resourced places we had to figure it out for ourselves but I would say like it is the people from the community that would tell us that we need to study hard.

S: hmm hmm okay okay uhm so the youth, I heard you speak a bit about the youth in the community that you come from, can you tell me about the youth in your community. What is the youth in your community busy with? What is the youth doing to keep busy in the community?

NS: Yeaah eehh uhm...like there is nothing much that they are busy because we do not have sports that side. So like they are doing these things like, what can I say, that side there are a number of...there are a number of places where they host parties [tarvens]. So most of the youth end up in those places. Like uhm and many of them sell drugs. The community did try to stop them but nothing changed you see, it is the same. So like for the you, there is nothing keeping them busy in that place where I come from. Like nothing keeping them busy for them to do good and walk in the right route (path) things like jaaa...there is only a few that would commit themselves to go study at the library and things like that.

S: hmmm

NS: yes

S: okay. Can you tell me about the schools in your community, like how are the schools in your community?

NS: Eeeeh...like in our schools we have feeding schemes, where they give us food and we eat there (at school) yes we eat there jaah uhm but we also pay school fees like it is not a huge amount like R100 registration.

S: Hmm

NS: like it is schools that still need to be fixed like windows, when it is cold when it is winter like they (schools) are not that pretty like even the toilets there yaah you see (shakes her head)

S: oh okay...that time you got here at Varsity, how did you come about that you chose the course that you are doing?

NS: uhm...well...well when I was still a learner I wanted to study Dietetics, but what can I say it was not my decision like my parents saw that it would be better if I do it because at that time I did not know what I wanted to study. So when I chose it I did not meet the requirements I did not do well in maths uhm so they said it is better that I do Augmented program...it is better I start there.

S: who said you should start there?

NS: Here at University

S: Okay

NS: because they said they did not want to reject me it is better that I do this Augmented program...so I am doing it now. So now I have a problem, I will do this Augmented program and finish it in two years but I do not know what I want to do like at the end of this Course.

S: hmmm...hmmmm I hear you. You were just talking now that it is actually your parents that said you should study Dietetics, so tell me what did you want to become?

NS: I wanted to become a teacher like teach Physics and Chemistry but my mom said I cannot become something that is already there at home. So jah, you see she said I cannot become that

[teacher]. She saw that it is better I become something else [choose another career path]. So like I also cannot disappoint her it is better I make her happy and do what she says I must do...but at the end of the day I do not like it.

S: hmm

NS: yebo

S: okay...so your mom, if you know, how did she come to know about Dietetics?

NS: like...she was the one doing research

S: have you ever did your own research about what kind of careers are available at University?

NS: yes. They used to tell us at school but I did not want to do the other things, I did not want to do the other things – just teaching. Plus my mom also used to say teaching is at Edgewood and its going to be other expenses for them to leave home and come...plus I also do not have NSFAS so like they would have to pay and also pay (spend money) to come see me and also travel a long distance. It was better here where it is close, where they would be able to get transport to come see me...so it was like that.

S: Hmmm hmmm I hear you. I am going to ask you a question but you have given me an answer earlier. Did you get any advice about Dietetics or the course that you are doing, augmented program, when you got here at Varsity?

NS: No, it was just me. It is like I went there and when I showed them at there at the College of Science they cannot accept me because I did not do well in Maths so...then arrived another from SRC and said...and they referred me to Augmented program right at that moment, they said it is better I do Augmented program without any knowledge of the program. I found myself doing...I found out more about it when we were doing orientation, that augmented program is like this I did not understand it but I was already in the program I could not come out of it.

S: But are you happy with it?

NS: Hheyi (deep sigh, very hesitant)

S: Are you happy with what you are studying now?

NS: uhm...I am happy...hheyi hheyi (very uncertain)...like I have to do it but like...(shakes her head)

S: But you are not happy?

NS: yes (nod to agree)

S: hmmm....uhm does the course that you are doing link with the subjects that you did in High school?

NS: uhm...there are others that I am doing now that I did in High school

S: okay...so there is a link there?

NS: yes there is

S: hmm okay. When you got to High school, we are going back to High school now, I want us to talk more about that. In High school the subjects that you did from...isn't you make subjects choices in Grade...(P3: Grade 10). How did you choose those subjects? How did you come about to choosing that I am going to choose these subjects?

NS: eeeh...it is that...I liked them from Grade 9. I saw that I enjoyed Natural Sciences and I saw that should take Science in Grade 10 jaah

S: okay. Did you get any advice from maybe parents or teachers about doing these subjects when you get to Grade 10?

NS: I just chose them like I said I will do them because it was those subjects that I liked that maybe when do teaching I will teach them

S: okay...did you receive any form of career education or career counselling in High school?

NS: yes...there once came people from UKZN but like they did not speak about different career they just told us like you need requirements like this and like this. So I would say no like I did not receive career education.

S: Maybe I should put it this way...uhm I know that in Life Orientation there is supposed to be section where we learn more about different careers like there is this and this career on earth. Was there anything of that sort in your school?

NS: No there is...I forgot about. There is just that I did not pay much attention to it.

S: which subject was it?

NS: Life Orientation

S: but you did not pay attention to it?

NS: yes...because to I already knew that it is better that I do teaching. I did not pay attention that maybe there are other (careers) that are different.

S: In Life Orientation what type of things did you learn about when it came to careers?

NS: They told us like that careers...like what this person is doing this type of job and what subjects you need to do for you to do that job. They also told us like how long you will study and also how much you will earn.

S: hmmm...so you used to learn things like that?

NS: yes

S: okay...okay before you came here at Varsity but had finished High school like was there was there any other person that you spoke to and told them that actually I want to a teacher can you advice me on what I can do?

NS: no...no there was no one.

S: oh okay. Do you think that being born in the community that you come from and also lived in that community, that has influenced what type of careers you wish for yourself?

NS: yes...it has influenced it. Cause I wanted to go teach in the school that I used to go to cause like a number learners are complaining about these subjects that I would like maybe one day to teach them. Cause like most of them do not do well in these subjects (S: hmmm) I also do not do well in Maths but eeh I would like to become a teacher.

S: How did you come about to wanting to become a teacher?

NS: Like my mom told me that when choosing a career I should consider whether I would be able to get a jobid...when she tells me something she usually says like and she scares me and says like if I choose to study something that will take six years maybe then they may not be alive at that time so they will not be able to live off from what they have invested in me. So I saw that teaching is like only four years [study period] and I am guaranteed that I will get a job in my community. In my community, they are short of teachers. So like I took it ehh

S: hmm okay. If you and your family had the opportunity to relocate or move to other community where everything is alright...everything is near you. Do you think that would have affected the careers that you wish for yourself?

NS: Maybe like we move to a place where there are many resources?

S: yes...everything is nearby. Libraries nearby resources are nearby, Would that have changed what careers you wish for yourself?

NS: Maybe...maybe it would have changed like because I would have gotten many books like where I would have been able to read from. Maybe I would have ended up liking something else besides teaching maybe...yeah.

S: hmmm....okay. Do you think that the fact that we live in a postmodern world where everything is fast, technology is here...everything is here; we want the high life. Do you think even that affects the careers you wish for yourself?

NS: I think so....I think so.

S: But how?

NS: Uhm...like....

S: Think of it in terms of...the time our parents were living in, everything is different from then. Now we live a fast life, do you think that has affected the careers that you have chosen for yourself?

NS: I think indeed it is like that...because now we have technology, things like that. Maybe I would have ended up something else besides teaching maybe like we are now able to do things with technology. I think so.

S: Do you think the marks you get in school, your personality, and your abilities that you are able to do this and this; does that influence the jobs or careers that you wish for yourself?

NS: I think so...yeah it does influence it

S: but how?

NS: Like in terms of personality you cannot like if you are shy I think you cannot go to acting but also I am shy I cannot go stand in front of learners something like that. That means it does influence somehow.

S: Thank you very much for taking your time to sit down and talk to me.

Appendix 16: Permission letter from Child and Family Centre

Appendix 4



07 March 2016

To whom it may concern

This letter serves to provide the assurance that should any participant interviewed by Ms. Silondile Luthuli (Psychology Masters student) require psychological assistance as a result of any distress arising from the research project on "*Exploring factors that influenced career decision making in first year students of the University of KwaZulu-Natal coming from rural communities in KwaZulu-Natal*" the service will be provided by Masters one Psychology students and intern psychologists at the University of KwaZulu-Natal, Pietermaritzburg Campus Child and Family Centre – phone 033-2605166.

Yours sincerely,

K.P Maruping

Coordinator of University of KwaZulu-Natal, Pietermaritzburg Campus Child and Family Centre

Child and Family Centre
School of Applied Human Sciences

Postal Address: Private Bag X01, Scottsville, Pietermaritzburg, 3209, South Africa

Telephone: +27 (0)33 260 5166 Facsimile: +27 (0)33 260 5809 Email: Naidoon2@ukzn.ac.za Website: psychology.ukzn.ac.za

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville