

ENHANCING CAREER DECISION MAKING IN SENIOR PHASE IN ONE OF
SECONDARY SCHOOLS IN UMLAZI DISTRICT.

by
Mamba J.T (217078623)

Submitted in fulfilment of the
requirements for the degree M.Ed.
Educational Psychology

in the

COLLEGE OF HUMANITIES
FACULTY OF EDUCATION

at

UNIVERSITY OF KWAZULU-NATAL

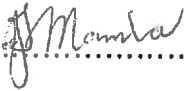
Supervisor:

N. P. Madonda

2019

DECLARATION

I, Jabulisiwe Thandekile Mamba (217078623), declare that this dissertation of limited scope entitled, **“Enhancing career decision making in senior phase in one of secondary schools in Umlazi district”**, is my own work, and that all the sources that I have used or have quoted from have been indicated and acknowledged by means of complete references. It has never been previously submitted for any other degree or examination at this or any other university. I further declare that ethical clearance to conduct the research has been obtained from the Department of Education, participants, that is, the grade nine learners of one school of Umlazi district and Humanities and Social Sciences Ethics committee of the university of KwaZulu-Natal.

Signature: 

Date: 16/05/2019

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGEMENTS	Error! Bookmark not defined.
DEDICATION	iii
ABSTRACT	Error! Bookmark not defined.
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xi
CHAPTER ONE: BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 FOCUS AND PURPOSE OF THE STUDY	5
1.3 RESEARCH AIMS	5
1.3.1 objectives of the study	6
1.3.2 Research questions.....	6
1.4 PROBLEM STATEMENT	6
1.5 RATIONALE AND MOTIVATION FOR THE STUDY	6
1.6 THEORETICAL AND CONCEPTUAL FRAMEWORKS	7
1.7 RESEARCH METHODOLOGY	8
1.8 DEMARCATION OF THE STUDY	8
1.9 PARADIGM	8
1.10 RESEARCH METHODS	9
1.11 DATA COLLECTION TECHNIQUE	9
1.11.1 Sampling procedure	10
1.11.2 Interviews.....	10
1.11.3 Collages:	11
1.12 DATA ANALYSIS	11
1.13 TRUSTWORTHINESS OF THE STUDY	12
1.13.1 Credibility	13
1.13.2 Transferability.....	13

1.13.3 Dependability	14
1.14 ETHICAL ISSUES	14
1.15 KEY TERMS.....	15
1.16 LIMITATION OF THE STUDY.....	16
1.17 LAYOUT OF THE CHAPTERS.....	17
1.18 CONCLUSION	18
CHAPTER TWO: LITERATURE REVIEW	19
2.1 INTRODUCTION.....	19
2.2 THE CONNOTATION AND CONCEPTION OF CAREER	19
2.3 FACTORS THAT INFLUENCE CAREER DECISION MAKING.....	19
2.4 GAPS IN LITERATURE ABOUT CREER CHOICE.....	26
2.5 CHALLENGES FACED BY LEARNERS WHO MAKE POOR CAREER CHOICES IN SECONDARY SCHOOL.....	27
2.5.1 Effects of challenges faced by the learners who make poor career choices.....	27
2.5.2 Transition from high school to the university	27
2.5.3 Addressing dropouts in universities	32
2.5.4 Taking a gap year after matric	34
2.6 CAREER DECISION-MAKING	36
2.7 CAREER MATURITY	38
2.8 CAREER CHOICE VERSUS ACADEMIC PERFORMANCE.....	39
2.9 UNDERSTANDING LEARNERS' DIFFERENCES AND EXPECTATIONS WHEN CHOOSING CAREERS	40
2.10 INSUFFICIENT CAREER EDUCATION.....	41
2.11 CONCLUSION	41
CHAPTER THREE: THEORECTICAL FRAMEWORK	43
3.1 INTRODUCTION.....	43
3.2 SYSTEMS THEORY FRAMEWORK.....	43
3.3 CONCEPTUALISATION AND RATIONALE OF THE CAREER CHOICES IN SOUTH AFRICA.....	48
3.4 CONCLUSION	52
CHAPTER FOUR: METHODOLOGY AND RESEARCH DESIGN	53
4.1 INTRODUCTION.....	53
4.2 RESEARCH METHODOLOGY	53
4.3 INTERPRETIVE PARADIGM.....	53

4.3.1 Strengths of Interpretive paradigm	56
4.3.2 Limitations of Interpretive paradigm.....	55
4.4 QUALITATIVE APPROACH.....	56
4.4.1 Strengths of qualitative research.....	60
4.4.2 Limitations of qualitative research.....	60
4.5 RESEARCH DESIGN AND RESEARCH METHODS.....	61
4.6 DEMARCATION OF THE STUDY.....	61
4.7 BIOGRAPHICAL INFORMATION OF GRADE NINE LEARNERS.....	61
4.8 RESEARCH SAMPLE AND SAMPLING METHOD.....	62
4.8.1 Purposive sampling.....	62
4.9 DATA GATHERING PROCEDURES.....	64
4.9.1 Interviews.....	64
4.9.2 Collages.....	65
4.10 DATA ANALYSIS.....	67
4.11 TRUSTWORTHINESS OF THE STUDY.....	68
4.11.1 Credibility.....	69
4.11.2 Transferability.....	70
4.11.3 Dependability.....	71
4.11.4 Confirmability of the findings.....	71
4.12 ETHICAL ISSUES.....	71
4.13 LIMITATIONS.....	72
4.14 CONCLUSION.....	72
CHAPTER FIVE: RESULTS AND DISCUSSION OF THE STUDY.....	73
5.1 INTRODUCTION.....	73
5.2 RESULTS OF THE STUDY.....	73
5.2.1 THEME 1: Challenges faced by learners when they choose careers.....	74
5.2.2 THEME 2: Factors influencing career decision making.....	76
5.2.3 THEME 3: Enhancing career decision making.....	78
5.3 ANALYSIS AND FINDINGS OF COLLAGES.....	81
5.4 DISCUSSION AND FINDINGS OF THE STUDY.....	92
5.4.1 Introduction.....	92
5.4.2 Challenges faced by learners when they choose careers.....	92
5.4.3 CONCLUSION.....	101

5.5 OVERVIEW OF THE CHAPTERS	101
5.6 SUMMARY OF THE FINDINGS	102
5.6.1 Trustworthiness of the study	103
5.6.2 Credibility	103
5.6.3 Transferability	103
5.6.4 Confirmability	103
5.7 LIMITATION OF THE STUDY	104
5.8 RECOMMENDATIONS	104
5.9 CONCLUSION	104
REFERENCES	105
APPENDICES	120

LIST OF TABLES

Table 1: grade nine learners used in the study**Error! Bookmark not defined.**

LIST OF FIGURES

Figure 1: The individual framework.....	45
Figure 2: Learners' individual strengths and weaknesses.....	49
Figure 3: theme 1 and theme 2 fulfillment of the objectives of the study.	76
Figure 4: theme 1 and theme 2 fulfillment of the objectives of the study.	76
Figure 5: theme 3 fulfilment of the third objective.....	81
Figure 6: Collage 1 By Tamson (pseudo-name).....	82
Figure 7: Collage 2 By Thandeka (pseudo-name).....	84
Figure 8: Collage 3 By Busiswa (pseudo-name).....	85
Figure 9: Collage 4 By Jared (pseudo-name).....	86
Figure 10: Collage 5 By Nompilo (pseudo-name).....	88
Figure 11: Collage 6 By Bhekani, Yashmika and Siarah (pseudo-names).....	89
Figure 12: Collage 7 By Mbuso (pseudo-name).....	90

LIST OF ABBREVIATIONS AND ACRONYMS

RDP	Reconstruction and Development Programme
KCSE	Kenya Certificate of Secondary Education
AIT	Advanced Individual Training
DSTV	Digital Satellite Television
JAB	Joint Admission Board
NCAE	National Career Assessment Examination
OECD	Organisation for Economic Cooperation and Development
CHE	Council of Higher Education

CHAPTER ONE: BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Learners need to focus on learning about career choice as soon as they reach senior phase, which is grade seven to grade nine, of basic education. Career is the arrangement and assortment of work parts (paid and unpaid), which one attempts all through a lifetime to realise one's potential; vocation incorporates life parts, recreation exercises, learning and work (Bureau, 2014). Career choice takes the effort of an individual to be well equipped with well-developed psychological, educational and behavioral approaches of life (Mikacic, 2015); it is a selection of a course of study which leads to a specific profession according to one's interest, passion and ability as influenced by factors such as parental factors, peers, role models and gender (Hirschi & Läge, 2007) As the learners in the secondary schools learn about career choice, the learning goal requires schools to prepare students to make informed choices for further study and future career, as well connect and integrate their career aspirations with whole-person development and life-long learning (Bureau, 2014).

Life orientation teachers are given less time to teach about careers as they are supposed to cover the syllabus in a stipulated time, and they do not have sufficient knowledge of different careers. According to The Council on Higher Education (CHE) (2016, p. 3) teachers need to seek advice from the school's advisor/s and participate in professional development opportunities to understand and use consistent career education terminology. Looking at teachers' workloads and time frames given to them to finish the particular topic on careers, this will not be of great help to the learners. According to the Department of Basic Education (2011, p. 4), the National Curriculum Statement Grades R-12 serves the purposes of producing learners that are able to identify and solve problems and make decisions using critical and creative thinking. There is a need to get specialists of the fields they want to follow so that they will obtain the right information concerning the fields. The specialists are well equipped and knowledgeable about the requirements of that field, hence, are able to provide: the statistics about the number of people who are joining that field; they can also speculate the number of people in the field in ten years; inform about the demands of the career that they are interested in; share other expanded opportunities of that career, as well as other related careers.

At senior phase (grade seven to grade nine) learners are given career guidance as it is stipulated in the Department of Education (Doe) policy document of life orientation. According to the Department of Basic Education (2011, p. 4) the National Curriculum Statement Grades R-12 serves the purposes of providing access to higher education. Lack of proper career education and career guidance in schools may lead to inappropriate career choices among the learners. Furthermore, there is a need to find out the extent to which career guidance and counselling programs will promote this process through creation of career awareness leading to appropriate career planning and career choice. Sharf, Primavera and Diener (2010) posit that; career decision making determines one's future, therefore, learners need clear information about career choices.

The Department of Basic Education (2012, p. 4) highlighted that the National Curriculum Statement Grades R-12 serves the purposes of facilitating the transition of learners from education institutions to the workplace and providing employers with a sufficient profile of a learner's competences. One can argue that lack of sufficient knowledge hinders learners to choose most suitable careers and this becomes more challenging due to the limited knowledge on a range of careers in which the learners may choose from. This causes university students to change their degrees more often if they find that the courses, they are doing are difficult for them, without taking into consideration the challenges of getting employment. This may impact on their future and the field of work due to a of lack of knowledge of self which is one's attitudes, abilities, interests and lack of realism. Learners should be exposed to the high level of knowledge of different careers and guided to choose subjects that will channel them to their choice of careers. Moreover, career guidance should go a long way in giving the learners the confidence to decide where they want to be in future (Takawira, Coetzee & Schreuder, 2014) since there is a gap between high school education and tertiary education.

Some of the learners choose certain careers because of their circumstances, for an example, high paying jobs because they want to earn a lot of money, but they are clueless about their career ambitions, (Takawira, Coetzee & Schreuder, 2014). Furthermore, others choose certain careers because they are pressurised by their parents who could not fulfill their dreams. Moreover, others are influenced by the teachers to choose certain subjects, for an example, those that are said to be easy to lift the standard of pass rates in their school. All of the above-mentioned factors influence learners' career choice (Hewitt, Nemhauser & Savelsbergh, 2010).

Some of the learners take a gap year because they feel that they are not yet ready or matured for tertiary education, since they were spoon fed with the information in the subjects taken in high school. In universities they need to be independent and they are required to get information on their own, thus take a gap year to gain -more independence and self- empowerment. During the gap year they learn more about careers, since most learners are not admitted to programmes of their first choice in the universities. Other learners attend centers that offer interim programmes for a year that provide them with counselling services on career choices.

Lack of sufficient knowledge and lack of informed decision making about careers in young generations is one of the causes of high rates of unemployed graduates in South Africa. In this decade, young people are taught that education is the key to success; hence the is increasing number of students entering tertiary institutions. However, the rising unemployment statistics in South Africa and Africa in general, cast many questions as to whether universities adequately prepare students for the job market. In 2017, there was an estimated 9.3 million unemployed citizens in South Africa, of which 6 million are those under the age of 35 and the number keeps growing, adversely affecting graduates (Jacobs & Cohen, 2010). There is a belief that much of the unemployment that occurs in South Africa is due to the fact that there are many labour force who are unwilling or unable to supply their labour due to inadequate or out of date skills (CHE, 2016, p.1). The British Journal of Guidance and Counselling raised concern about the globally embarrassing situation of unemployment of young people, especially those who have no opportunity to access sustainable, decent work. It further states that, the number of unemployed people in emerging countries was expected to increase by approximately 3.6 million between 2016 and 2017, and these high unemployment figures threaten societies at various levels (Duarte, 2018). Young people, in particular, are angry about the deteriorating unemployment situation which makes it very difficult for them to find sustainable, decent work, regardless of their level of training. Therefore, they are unable to experience true self-determination or construct their careers and themselves effectively or become successful and make a social contribution (Duarte, 2018).

In Australia, parents are involved in scoping exercises to identify the strategies that can be used in the career development. South Africa also is required to have strategies of engaging parents in the career development of young people. The research that was conducted by Morgan (2012) shows the example of national and international parental engagement strategies. The responses

and findings of the research indicated a significant amount of activities occurring in the parental engagement space both nationally and internationally, activities that have grown significantly in the last ten years (Morgan, 2012, p. 3).

Morgan (2012, p. 3) states that number of governments in the world, UK, US and Canada have even built requirements for parental engagement into legislative and policy initiatives designed to enhance learning and transition of young people to the world of career. Furthermore, Morgan (2012, p. 3) indicates the extent to which policy has had a clear and effective impact on the positive involvement of parents in young people's career development; however, he indicates that there is a lack of definitive international research or data that demonstrates effective type of parental engagement strategies and their positive impact on the learning or transition outcome of young people. There is no indication that South Africa has strategies and policies on enhancing parental engagement of young people; even President Cyril Ramaphosa in his State of Nation Address of 2018 did not mention how the government is going to enhance career decision making in basic education. He mentioned that the government will engage itself on getting internships of unemployed graduates.

Most parental engagement in career development strategies pursued in Australia to date have taken their lead from initiatives pursued in the United States, Canada and the United Kingdom. Moreover, most are designed to understand education, training and career choices so that they can support their older children's transition from school to their careers (Morgan, 2012).

South Africa is getting pre-occupied with improved matric while no attention is given to career guidance. However, a large number of learners are unable to pursue their studies at institutions of higher learning due to lack of career guidance at schools. The South African education system should prepare the learners at least from Grade ten onwards, when choosing career paths. To accomplish this, the schools ought to commit consistently to career guidance or incorporate it in the curriculum. This will permit learners to select subjects that are in accordance with their future plans. Moreover, career guidance could go far in giving the students the certainty of where they need to be in future (Takawira, Coetzee & Schreuder, 2014).

Gomendio (2017) stated that, in UK there is strong evidence that the provision of high quality, independent and impartial career guidance for young people is key to supporting transitions into higher education, training and employment. In South Africa there is still lack of the provision of

high quality and independent career guidance for young people which is crucial in supporting transitions into higher education, training and employment. Poor performance of primary and secondary schools and lack of career choice are the main reasons for the limited access to higher education. Only 14% of 25-34years has a university degree. The discussions by Organization for Economic Cooperation and Development (OECD) in 2010 and in 2013 highlighted the need to raise quality and access to primary and secondary education and that it should be a priority. Furthermore, this was discussed in-depth in the previous Surveys of OECD, 2013a and 2010a. Moreover, entrepreneurship could be incorporated in the education system. Gomendio (2017) further stated that facilitating employer talks, career fairs or job shadowing for secondary school students could be cost-effective ways of providing exposure to the business environment and assisting with career decisions.

Looking at this problem faced by the learners the researcher decided to conduct a study on enhancing career choice in one of secondary schools in Umlazi district. Ten learners were selected in grade nine. Grade nine was preferred because it is the end of the senior phase and enough information can be obtained, since they started to learn about career choice in grade seven. The learners were accessible because they are located at the researcher's workplace which was cost efficient.

1.2 FOCUS AND PURPOSE OF THE STUDY

The focus of the current study was to enhance the career decision-making in learners as early as from the beginning of senior phase, that is, grade seven so that the learners will make informed decisions when they choose subjects in grade ten. Moreover, research questions were answered through collecting participant responses using the interviews and collages. Desire is to face the challenge in solving some of the unsolved problems of career decision-making, so that the learners would be able to make informed decisions when they choose careers. Furthermore, this study will help learners make wise careers choices and hopefully stick to these in the near future as some learners keep on changing their careers in the universities. It will also bridge the gap between high school and higher education. The results will assist learners, parents and teachers.

1.3 RESEARCH AIMS

1. To understand how the learners at the senior phase (grade seven to grade nine) engage in career decision making.

2. To explore the different ways of enhancing career decision making at the senior phase (grade seven to grade nine).

1.3.1 Objectives of the study

The objectives of this study are:

1. To find out learners' understanding of career decision making at the senior phase.
2. To investigate learners' career decision making process at the senior phase.
3. To explore the enhancement of career decision making at the senior phase.

1.3.2 Research questions

The questions of this study are:

1. What is the learners' understanding of career decision making at the senior phase?
2. How is the career decision making enhanced at the senior phase?
3. Why is the career decision making enhanced in that particular way?

1.4 PROBLEM STATEMENT

The learners choose careers before they reach the level of career maturity. In addition, learners lack proper guidance from Life Orientation educators because they do not have sufficient knowledge and time to teach about careers. Most of the learners do not acquire decision-making skills, therefore, they cannot apply effective decision-making (Hoorn, 2013). Measures used by psychological counsellors are not good indicators of informed career decision making. It has been acknowledged that South African career counselling, career assessment, and career research reflect international theories, models and measures that are not appropriate for South Africans (Watson, 2009). Moreover, the learners in secondary school lack information about steps involved in the career decision-making process. One of the main causes for high failure and dropout rates of first year students in universities is attributed to the gap that exist in knowledge of careers between secondary education and higher education. (Murray, 2014).

1.5 RATIONALE AND MOTIVATION FOR THE STUDY

The rationale for this study emanates from the researcher's experience as a grade nine teacher in one of the High schools in Kwazulu-Natal. During the researcher's teaching career, it was observed that when the learners reach the stage of choosing a career, they become confused. A lack of proper career education and guidance in school leads to inappropriate career choice among learners.

Furthermore, this becomes even more challenging due to the limited knowledge on range of careers which they may choose from. Moreover, most learners do not understand what is good for them in terms of career choice. This causes students to change their proposed degrees often when they find the courses, they are doing more difficult. This is also caused by lack of knowledge of self which is one's attitudes, abilities and interests (Amir et al., 2008). Hence, curriculum designers should design curricular considering learners' career decision making as they will use the knowledge, they gain to choose their careers.

Career indecision is a major concern in this decade. According to Domegan and Fleming (2007) such difficulties result from issues related to vocational identity, occupational information, and career barriers. The problem of career decision making of students encompasses a broad life spectrum because of the increased frequency of events that require people to revise their career decisions over their life span, instead of facing the need to make a career decision only once, from early years of schooling. Thus, making a career decision anew could occur less frequently. The problem is, there is no standardised method to assess either the degree or the nature of career decision making. Due to these problems faced by students when choosing a career, it was decided that there should be interventions for enhancing career decision making.

Afrika (2017, p. 5) states that scans of the South African career development services landscape, including the work done by the South African Qualifications Authority (SAQA) in 2008 and 2012, and the Department of Higher Education and Training (DHET) in 2014, identified the factors that hinder the students in making informed decisions about their careers. They found that there is a large-scale fragmentation of services; a gap in the provision of career information, guidance and advice at school level; no structured resourcing model is evident; and the most glaring weakness is the absence of coordination in the delivery of career development services, accompanied by a dearth of structures, standards, processes and procedures. By doing this research the researcher intends to help the students to access quality career information and career services that will enable them to make better and more informed career choices that will deliver higher levels of employability.

1.6 THEORETICAL AND CONCEPTUAL FRAMEWORKS

The theoretical framework that is underpinning this research is the Systems Theory Framework (STF) of Career development by McMahan and Patton, 1995. The STF is illustrated as combining

and organising concept for the predominant theories of career (McIlveen, 2017). The STF is an engaging integrative model, that can be investigated and set into a more extensive setting, while underlining the significance of the individual's construction of career (Bridgstock, 2007, p. 5). Through its clearly articulated constructs, the STF has facilitated the development of qualitative career assessment instruments (McMahon & Patton, 2006, p. 8).

General Systems theory was developed by Ludwig von Bertalanffy in the 1940s to address different categories of systems investigations. Bertalanffy visualized a framework of concepts and theory that would be equally applicable to many fields of inquiry. Systems theory is an interdisciplinary theory about every system in nature, in society and in many scientific domains as well as a framework which can investigate phenomena from a holistic approach (Yackinous, 2015).

1.7 RESEARCH METHODOLOGY

This study used a qualitative approach hence, the researcher was concerned with meaning. That is, how people make sense of the world and how they experience events (Willig, 2013). Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour.

1.8 DEMARCATION OF THE STUDY

The demarcation of the study was in one of the schools in Umlazi district. It is situated in an urban area, north of the city of Durban. The participants were learners from high school. Doing this research did not take much time since the learners were in the same school as the researcher. The enrolment was about one thousand. The population of learners is made of Africans, Indians and Coloreds. Some of the learners came from privileged families because most of their parents are professionals and business people. On the other hand, other learners come from low socio-economic backgrounds, and live in Reconstruction and Development Programme (RDP) houses or in shacks and their parents are unemployed and some of them do piece jobs for survival.

1.9 PARADIGM

The interpretive paradigm was employed in the current study. According to Corbin and Strauss (2008), there are multiple realities which are socially constructed. The reality is not constructed by the researcher. The interpretivist paradigm is also called constructivist paradigm since, it is established in the way that truths are numerous. There are many processes in which truth can be determined and it can be interpreted in different ways. The interpretivist paradigm seeks deeper

understanding of a phenomenon (Creswell, 2009). It focuses on qualitative research since, it uses small numbers of participants to explore meanings and not to generalise findings. The participants are placed in social situations where they are investigated. Furthermore, the individuals construct new meanings and they also construct new connections of ideas (Phothongsunan 2010).

1.10 RESEARCH METHODS

The research method is a strategy of enquiry, which moves from the underlying assumptions to research design, and data. Qualitative research involves an interpretive, naturalistic approach to its subject matter; it attempts to make sense of, or to interpret, phenomena in terms of the meaning people bring to them (Denzin & Lincoln, 2011). According to Domegan and Fleming (2007), Qualitative research aims to explore and to discover issues about the problem at hand. In qualitative research, different knowledge claims, enquiry strategies, and data collection methods and analysis are employed (Creswell, 2014). Data is derived from direct observation of behaviors, interviews, written opinions, or from public documents (Sprinthall,2008). Written descriptions of people, events, opinions, attitudes and environments, or combinations of these can also be sources of data.

1.11 DATA COLLECTION TECHNIQUE

Sampling is the process whereby the researcher selects a suitable representative part of a population for the purpose of determining characteristics of the whole population. Leedy and Ormond (2013) assert that data collection in a phenomenological research design may involve a purposeful sampling. In purposeful sampling, the researcher selects certain participants from the population that is going to provide information about the topic of interest (Mcmillan & Schumacher, 2014). The goal of purposeful sampling was to understand a specific phenomenon, not to represent a population, by selecting information-rich cases for the investigation (Creswell, 2014). Studying information-rich cases yields in-depth understanding of the phenomenon and gives insight into critical questions under investigation. Deliberate sampling is also known as purposeful or non-probability sampling. This sampling method involves purposeful sampling or deliberate selection of certain units of the universe for constituting a sample which represents the universe. Two methods of data collection were used in this study which included interviews and collage.

1.11.1 Sampling procedure

Purposeful or deliberate sampling was used to select participants. The participants were approximately ten learners in grade nine from a high school in Umlazi District, North of Durban city. The grade nine learners were selected because they are at the entrance level of their senior phase and they have been taught about career choice since grade seven. They were ready to choose subjects in grade ten which is intended to lead to the careers of their choice. These learners were selected in terms of their performance. Top ten learners were selected in merit order.

1.11.2 Interviews

Interviews are data-collection (generation) techniques that involve oral questioning of respondents. When the interviews are used the information is gathered through oral quiz using a set of preplanned core questions. According to Guerra-Gómez et.al (2013), interviews can be very productive since the interviewer can pursue specific issues of concern that may lead to focus and constructive suggestions. The primary focal points of interview technique are to collect data (Guerra-Gómez et al., 2013), and that direct contact with the participants frequently leads to specific, constructive proposals. Few participants are needed to gather rich and detailed data.

Personal interview: The researcher used semi-structured interviews which involved decision-making processes. The learners were able to revisit decisions they made when they were choosing careers. Personal semi-structured interview was used to provide uniformity. The questions were prepared by the researcher in advanced. This was done in order to compare the results and also easy to develop themes as well as to analyse the results. The researcher sought answers to a set of pre-conceived questions through the personal interview. Moreover, the interviewer collected detailed personal information from participants in a face-to-face encounter using oral questions. Furthermore, the interviewer made the interviewees comfortable by being approachable whenever the participants sought clarity; they appeared to be interested in the discussions. After listening to the presentation, the learners were interviewed about their career choices. The learners were interviewed using oral questions. Answers to the questions posed during the interviews were recorded by tape-recording the responses with the concern of the participants and writing down the notes. Mostly researchers tape-record the participants' responses to obtain firsthand information (Woods, 2011).

1.11.3 Collages:

A collage is a visual representation made from an assembly of different forms, materials and sources creating a new whole. Collage is not new since, more than 1000 years back, Japanese artists utilised it to enhance their poetry (Poldma, 2009). Collage is a visual form of inquiry. It can be used as a reflective process, a form of elicitation, and as a way of conceptualising ideas. It reveals unconscious understanding of a phenomenon. Making a collage is a worldwide technique that can be used by different types of people in different settings. It lets those who assemble it to reflect at length on a topic about themselves (McMahon & Watson, 2015). Moreover, collage represents ideas by creating links between fragments that represent emergent feelings first and then ideas. These fragments are reconstructed to represent feelings that when viewed, can suggest new meanings or a whole new take on a phenomenon because of the artful way the pieces are put together and portrayed (Butler-Kisber & Poldma, 2011). The collage was used to reveal the knowledge learners did not mention during the interviews. The learners considered their dreams and aspirations as well as their future vision. Collage portraits give the chance to incorporate minimised voices and empower a scope of linguistic and non-linguistic portrayals to verbalise genuine lived experiences (Poldma, 2009). Other potential advantages to qualitative research are cross-disciplinary study and joint effort, imaginative approaches to connect with and encourage exchange, as well as the building and scattering of information (Poldma, 2009). Making collage is a different strategy that functions well with participants' population and settings (Watson et al., 2010). It enables the constructing participants to think about themselves. Collages can fill in as enhancers of verbal correspondence as it can be viewed as a type of pictorial and narrating. Collages can likewise help participants in quality basic leadership aptitudes (Gerstenblatt, 2013). The material they choose, how they organize and display the material in the collage and how they discover meaning, and unavoidably recounting their stories, all encourage enhanced self-knowledge, and in such a way enhance feeling of self. Participants in this study were permitted to utilise any mix of pictures, cites, images, material and photos or words that depict or represent their identity (Poldma, 2009).

1.12 DATA ANALYSIS

According to Domegan and Fleming (2007) qualitative research intends to investigate and to discover issues about the problem on hand, because very little is known about the problem. As indicated by Creswell (2014) qualitative research is intended to enable researchers to understand

individuals, and the social and cultural settings within which they live. In qualitative research, diverse information claims, enquiry systems, as well as information accumulation strategies and analysis are utilised (Creswell, 2014). Qualitative information sources incorporate participant observation, interviews and questionnaires, documents and texts, and the researcher's impressions and reactions (Creswell, 2014). Data come from direct observation of behaviors, interviews, written opinions, or from open archives (Sprinthall, 2008). Composed depictions of individuals, vents, opinions, attitudes and environments, or combinations of these can also be sources of data. This implies that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning individuals convey to them. (Denzin & Lincoln, 2011). Kolb (2012) characterises qualitative data analysis as working with the data, organising, breaking them into manageable units, coding, synthesizing, and searching for patterns.

The purpose of qualitative analysis is to find designs, ideas, themes and implications. The process of analysis begins with categorisation and organisation of data in search of patterns, critical themes and meanings. The objective is to make distinct, multi-dimensional categories that give a preliminary structure. These rising categories are of vital significance as qualitative researchers tend to utilise inductive analysis. Data gatherings and analysis inform or drive each other with the outcome that the analysis turns into a more elevated synthesis of the data. In this study, the interviews, were to be recorded and transcribed. Open-ended questions were posed to which learners were required to respond in writing and orally in interviews. In this process, the useful information that may be closely linked to their experiences can emerge. The individual responses were analysed and categorised through transcription of the recoded interview and interpreted to draw conclusions.

1.13 TRUSTWORTHINESS OF THE STUDY

Qualitative studies are usually not based upon standardised instruments and they often utilise smaller, non-random samples (Creswell, 2014). In this manner, these assessment criteria cannot be entirely connected to the qualitative paradigm, especially when the researcher is more inspired by addressing and understanding the significance and interpretation of the phenomenon. Evaluating the accuracy of qualitative findings is not simple. However, there are a few conceivable techniques and criteria that can be utilized to enhance the trustworthiness of qualitative research findings. Reliability is the comparing term used in qualitative research as a measure of the nature of research. It is the degree to which the data and data analysis are acceptable and reliable. Creswell

(2014, p. 120) proposes that the reliability of qualitative research can be built up by utilising four strategies: credibility, transferability, trustworthiness and conformability, and are constructed parallel to the analogous quantitative criteria of internal and external validity, reliability and neutrality. Thus, every strategy utilises criteria like reflexivity, triangulation and thick portrayals. This study ensured -validity, transferability, conformability and reliability as explained in the following subsections.

1.13.1 Credibility

Credibility is how confident the qualitative researcher is in the truth of the research study's findings, that is, the certainty that can be set in reality of the research findings. It is also a way of knowing that the researcher's findings are true and accurate. Credibility establishes whether the research findings conceivable data drawn from participants' original data and is a correct interpretation of the participants' original views (Creswell, 2014, p. 141). Qualitative researchers can use triangulation to show the research study's findings are credible. Triangulation is a technique used to prevent biases arising from the use single methodology (Moser & Korstjens, 2018).

1.13.2 Transferability

Research findings are transferable or generalisable in the event that they fit into new settings outside the actual study context. Transferability is undifferentiated from external validity, that is, the extent to which findings can be generalised. Generalisability alludes to the degree to which one can expand the record of a specific circumstance or population of different people, times or setting than those specifically contemplated (Ritchie et al., 2013). However, a qualitative researcher can improve transferability by enumerating the research strategies, settings, and assumptions underlying the study. The researcher advocates that transferability is accomplished by providing a detailed, rich description of the settings studied to provide the reader with adequate data to pass judgment on the relevance of the discoveries to different settings that they know (German et al., 2015). Since this study adopts qualitative phenomenology study approach, the process of generalisation that relevantly coordinates it is inferential generalisation which is best clarified as generalisation from the context of the research study itself to different settings or context (Ritchie et al., 2013). Accordingly, it is a prerequisite that the researcher documents and legitimises the methodological approach, and shows, in detail the basic procedures and systems that have helped build, shape and interface implications related with those phenomena. Besides,

throughout the process of this study, the researcher was sensitive to conceivable inclinations by being aware of the potential outcomes for various elucidations of the real world. In qualitative research, generalisability is sometimes simply disregarded for advancing the local comprehension of a circumstance. Nevertheless, the researchers give, a rich, thick portrayal of the study to such an extent that information and depiction represent themselves to empower readers to assess the importance of the implications attached to the findings; hence, making their own judgment regarding the transferability of the exploration results (Ritchie et al., 2013). Consequently, the generalisability issue will be resolved by the reader of the research report in view of how close the researcher's and the reader's contexts are. It involves judgment of the context and phenomena found which allows others to assess the transferability of the findings to another setting (Ritchie et al., 2013).

1.13.3 Dependability

Dependability is practically equivalent to reliability, that is, the consistency of observing the same finding under similar circumstances. As indicated by Merriam (2015), it alludes to the degree to which research findings can be duplicated with comparative participants in a comparative setting. It stresses the significance of the researcher representing or depicting the changing context and conditions that are fundamental to consistency of the research result. Dependability is problematic as human behavior is not static; it is very logical and changes persistently relying upon different affecting variables. It is additionally compounded by the likelihood of numerous understandings of reality by the study participants. A comparable report with various subjects or in an alternate establishment with various hierarchical culture and context or by a different researcher may not really yield similar outcomes. The nature of inductions likewise relies upon the individual development of implications in view of individual experience of the researcher and how skilled the researcher is at gathering data and interpreting them (Ritchie et al., 2013).

1.14 ETHICAL ISSUES

Any research study that is conducted using qualitative and quantitative approaches must adhere to sound ethical principles. To maintain ethical principles in this research, the researcher obtained permission to conduct research from the university of KwaZulu-Natal research office, Department of Education, selected school, parents and from the learners. The school had a right to withdraw from research at any time. The participants were informed to discontinue their participation at any

time whenever they were feeling that they were stressed, without fear of being penalised. Confidentiality was maintained at all times regarding their identities. The participants were fully informed about the research procedure and all participants were asked to sign consent forms before data collection takes place. After data collection, they were informed about the full aims of the research and they will have access to any publications arising from the study they took part in. Deception of the participants was avoided altogether. There was no other way to answer the research question and the potential benefit of research did not exceed any risk to the participants. The participants' psychological well-being and dignity were preserved at all times. Adhering strictly to all the ethical guidelines serves as standards of honesty and trustworthiness of the data collected and the accompanying data analysis. Despite all mentioned precaution, it was made clear to the participants that the research is only for academic purposes and that their participation was absolutely voluntary.

1.15 KEY TERMS

Career: The arrangement and assortment of work parts (paid and unpaid), which one attempts all through a lifetime to realize one's potential; vocation incorporates life parts, recreation exercises, learning and work (Bureau, 2014).

Career information: An expansive term, alluding to data (counting printed, electronic, individual contacts and different assets) that helps the procedure of life arranging (Bureau, 2014).

Career intervention: Any action (treatment or exertion) intended to upgrade a student's life arranging or profession improvement or to empower him or her to settle on more viable career choices (Bureau, 2014).

Career-related experiences: Profession related encounters empower students to get breakthrough information about the world of work. Hard working attitudes, for example, uprightness, duty and obligation are stressed in these exercises, so students have a smart thought of what will be anticipated from them in their future working life (Bureau, 2014).

Career development: A lifelong procedure of creating convictions and qualities, abilities and aptitudes, interests, identity attributes, and information of the world of work (through various profession parts), (Bureau, 2014).

Career education: One part in an extensive profession improvement system. It is characterized as the advancement of information, aptitudes and mentalities through an arranged program of learning encounters in education and preparing settings which will help students in settling on educated choices about their study or potentially work alternatives and empower successful support in working life (Bureau, 2014).

Career guidance: A comprehensive term which more often than not portrays a scope of interventions including career education and directing, that assistance students to create and utilize information, abilities, and attitudes in settling on choices on their study as well as work alternatives and life role (Bureau, 2014).

A gap year refers to one year taken off by young people between school and university to explore the world and career opportunities (Bissell, 2017)

Career maturity is a psychosocial construct denoting a person's degree of development along the life stages and sub-stages (Mubiana, 2013).

Career choice: Selection of a course of study which leads to a specific profession according to one's interest, passion and ability as influenced by factors such as parental factors, peers, role models and gender (Hirschi & Läge, 2007)

Career Development: is a unique and lifelong process for each individual of managing learning, work, and transitions in order to move forward and participate effectively in work and society (Mubiana, 2013).

Career decision-making: is a process based on an individual understanding of his/her abilities, interests, and values and personal experiences (Greenbank & Hepworth, 2008).

Triangulate: is to use two or more techniques to collect data or using one method, that is, in qualitative research (Hoorn, 2013).

1.16 LIMITATION OF THE STUDY

The limitations of the study depend on the main study objective (Hackshaw, 2008). The researcher should reveal that a clear understanding of limitations is well known (Wolery, 2018). The research was based on a convenience sample at a single institution and so there can be no generalisations

made about the wider population. The number of learners was limited to ten therefore it was limited restricted research. Unwillingness of the learners to participate in the study was voluntary. Contact with participants was at the time that suited them as well as the researcher. There was a potential of the participants' attendance being inconsistent or requesting that certain information not be used or published. In addition, there was a potential of some learners not being able to freely express their views due to the fear of being recorded.

1.17 LAYOUT OF THE CHAPTERS

Chapter one: Introduction of the study

Chapter one provides the introduction, background of the study and problem statement. The purpose and rationale of the study, the research questions are stated as well as objectives.

Chapter two: Literature Review

Chapter two presents the literature review. This chapter focusses on:

Subsection one: Factors that influence career decision making

Subsection two: Gaps in literature about career choice

Subsection three: Challenges faced by learners who make poor career choices in secondary school

Subsection four: Career decision making

Subsection five: Career maturity

Subsection six: Career choices versus academic performance

Subsection seven: Understanding learners' differences and expectations when choosing careers

Subsection eight: Insufficient career education

Chapter three: Theoretical framework

Chapter three is made of theoretical framework of the study. The theoretical framework that underpins this study is systems theory.

Chapter four: Research methodology and research design

Chapter four contains the discussion of methodology and the research design of the study. It explains the sampling methods, data collection methods, and instruments used in the study, as well as the data analysis procedures.

Chapter five: Results, finding, discussions, recommendations and conclusion

This chapter presents the results of the study, findings which answers the research questions. The emergent themes from the study are identified and discussed. The chapter also discusses the results in comparison to the literature. The level and form of analysis appropriate to the data is discussed and recommendations are provided.

1.18 CONCLUSION

This chapter is the introduction to the current study. It presented the background and purpose of the study; the questions were clearly stated; the rationale of the study and problem statement has been clarified. The chapter also the structure of this dissertation, providing brief explanation of the chapters.

The following chapter discusses factors that influence career decision making; the challenges faced by the learners who failed to make good career choices; gaps in literature that talk about career choice; transition from high school to the university; addressing dropouts in universities as well as the effects of the challenges faced by the learners.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one served as an introduction and orientation to the study where background, rationale and purpose of the study were outlined. An overview of challenges faced by the learners when choosing careers and those faced by educators and guidance counsellors were also outlined. This literature review unveils the conception of researchers about teaching career choices in secondary schools and its consequences in universities, and the workplace in African as well as international context. This chapter discusses literature in the following order: 2.2 the connotation and conception of career; 2.3 factors that influence career decision making; 2.4 Gaps in literature about career choice; 2.5 challenges faced by learners who make poor career choices in secondary school; 2.6 Career decision making; 2.7 Career Maturity; 2.8 Career choices versus academic performance; 2.9 Understanding learners' differences and expectations when choosing careers; 2.10 insufficient career education; and 2.11 conclusion.

2.2 THE CONNOTATION AND CONCEPTION OF CAREER

The connotation of career is understood differently by different parties (Patton & McMahon, 2014). "Career alludes to the succession or gathering of occupations held over a person's life; in western social orders it has customarily been conceptualised as a direct grouping of employments which have a vertical headway connected. They further state that career choices are decisions, yet the genuine result is a feeling of reason that illuminates the various decisions that will form a career." A feeling of reason generates deliberateness that sets a direction in life. Counselling stresses sense-production to elucidate the reason that controls perception and lights up potential outcomes. Reason prompts expectations that steer effort in the social world of work while purpose leads to intentions that steer action in the social world of work. Ultimately, career decision-making is seen almost as a condition whereby matching information about self with knowledge about the world of work result in sound career choice (Patton & McMahon, 2014, p. 102).

2.3 FACTORS THAT INFLUENCE CAREER DECISION MAKING

There are factors that influence the learners' career choices. They are influenced by people whom they socialize with from home, school, the media and from their community. This is caused by different reasons. During the late-stage of adolescence, people coordinate the qualities or identity fragments into an underlying career identity (Savicks & Porfeli, 2012). Patton and McMahon

(2014, p. 104) recognised three components of career determination as being self-knowledge, learning of the world of work, and genuine thinking on the relations of these two collections of reality.

Skorikov (2007) states that early stages of career development and their association with grown-up career, is still to a great degree restricted. Furthermore, they accentuate that connecting information of child career improvement could move the field of professional psychology from a disconnected viewpoint on segregated age group toward a coordinated life expectancy conceptualisation. According to Patton and McMahon (2014) career content refers to the effects on career development which are either natural for the individual or exude from inside the setting in which the individual lives. On the other hand, parents, teachers, peers, counsellors and other people encourage learners to choose careers by guiding, supporting them and helping to investigate their careers that are related to their talents, interests and capabilities (Bowen, 2009). Özlen and Arnaut (2013) assert that it is the family which influences their children's choice of career. The findings of his study showed that influence from the family and technological environments play a vital role in the children's choice of career. Having positive experiences and role models working in specific careers may influence the set of careers they consider as options for themselves. On the contrary, Oluwatimilehin and Wale (2014) aver that career choice is affirmed through the performance in the Kenya Certificate of Secondary Education (KCSE). Furthermore, they state that admission into various university degrees is dependent on the students' performance in the KCSE examinations and those who perform exceptionally well proceed to pursue professional courses like engineering, medicine, law, architecture, finance, accounts etc. More-over, the individuals who do not perform well are selected in non-proficient general degree courses. Thus, they add that since the admission into university courses depends on their execution, their interests are never considered, and most students end up seeking after careers they just got into by chance. The findings of their study indicate that in Nairobi learner's career choice is largely influenced by parent factors such as parent's highest education level, parents' occupation, parental values and expectations, parent-child relationships and socio-economic status of the family. According to Baines (2009) in the Philippines, parental influence on career choice often based on economic improvement and is important to the career choice of adolescents; parents often make the career choices for them. Mtemeri (2017) added that in Zimbabwe, the students' careers choices are influenced by parents, peers and schools. The parents, extended family members and siblings in

Zimbabwe influence children's career choices through the guidance they give them. Mutekwe et al (2011) argued that career choice is influenced by different factors. They, further, state that career choices and aspirations for girls are influenced by a whole range of factors most notable of which are gender role, socialisation, parental expectations, teacher attitudes, gender-typing of school subjects studied as well as the gendered occupational landscape in which they exist. Both females and males have experienced career-related stereotypes -that is, how they view themselves as individuals may influence both the opportunities and barriers they perceive as they make career decisions. Moreover, Sampat, Shah and Maru (2008) highlighted that, children observe the careers of their parents and other family members, which influenced them to choose their careers. The study that was done in Kenya by Korrir and Wafula (2012) revealed that parents influence their children to choose certain careers when it comes to career choice. They are not guided by their talents, interests and capabilities. Furthermore, Mtemeri (2017) added that it is not only the parents that influence their children to choose certain careers, the other members of the extended family influence children's choices. In addition, Olamide and Olawaiye (2013, p.40) stated that their study done in Nigeria, revealed that all the selected secondary schools in Ikenne Local Government Area lacked the service of a career counselor which made the students in that area to be one-sided in their choice of career and their parents look towards a prestigious career for their children.

Furthermore, Olamide and Olawaiye (2013, p. 41) stated that, lack of sufficient information about different jobs, unable the students to judge whether they would like what their choices actually entail. Thus, they further state that, the students may unknowingly characterize their reasoning in light of the thoughts and suggestions of the general population in their care group. Since the career process is ever evolving, it is important for students to learn what their opportunities are, capitalise on them, and then move on. When it comes to predictive costs versus benefits of education, this is where students can make a mistake either overestimating or underestimating their economic situations. Over and above they state that, students should not confine themselves to just one opportunity, nor should they stop trying if the possible opportunity dries up, if opportunity is not present, they have to make their own opportunities or move on. They further state that, the students should choose personality as their most significant career choice factor, and then, definitely they will make a good career choice based on their own capabilities. Moreover, the above mentioned emphasise that the students must know themselves and make their own career decisions based on self-confidence. A study conducted that was done in America shows that children who learnt to

be independent from their family relationship as from adolescence are confident when it comes to career choice and do not depend on their parents or family (Clutter, 2010). Furthermore, Bowen (2009) states that as children grow, they need to have a cluster of careers that are related so that they will choose from them. Brown and Lent (2017) point some factors that lead to career maturity, which include, planning for career decision-making, the availability of resources for exploration, knowledge of careers, knowledge of the world of work, knowledge of the preferred occupational group. They further state that career decision-making is therefore an important aspect of career maturation. Recent meta-analytic reviews and new empirical research suggest that there are fundamental communalities among particular measures of cognition, affect, and conation. These communalities, in turn, yield a relatively small set of trait complexes, groups of traits that are related to one another and that appear to be differentially related to career choices and adult intellectual development conation (Ackerman, 2014). Underpinning much current career thinking is the notion of identity; people need to develop a clear sense of their current and their desired identities (Hooley & Yates, 2015).

According to Patton and McMahon (2014) the children make career decisions bearing in mind the importance of family goals or culture more than what they are capable of. To consider the diverse parts of life enables the person to address conceivable strains or collaborations between the distinctive parts of their lives. “Joint effort with my condition is getting some answers concerning it and making an interpretation of it, responding to it and framing it and understanding the effect of different people” (Yates, 2017, p. 51). One's environment is wide and entwined with the world of work, the chance accessible, the routes, ways and the possibilities (Roberts et al., 2017). One should understand their environment and capabilities; those individuals within one's surroundings are most persuasive. Creating aptitudes require figuring out how to inquire about and to break down, choices making, defend the individual properties which can support a person to distinguish and accomplish their personality and career objectives are set out and instinctive, autonomy and being gathered. The individual characteristics which can support a person to recognise and achieve their personality and career objectives are developed (Yates, 2017). To completely comprehend the psychological idea of working, careful considerations are required of applicable social, economic, political, and authentic powers, which shape, oblige, and facilitate aspects of contemporary working (Blustein, 2011). Yates (2017) described our social identity as the part of our disposition that we get from our similarity to others. Our social identity incorporates the

qualities and encounters that are imparted to others in a group and is an impression of how we see ourselves within society and how we imagine society sees us. Furthermore, for those making career choices within a collectivist culture, the thought of personal identity is bound up with group identity. Venable (2010) argued that childhood fantasies help individuals to shape how they thought about careers then, as well as later in life. Savickas and Porfeli (2012) stated that, through self-exploration, individuals make thorough examinations about their internal attributes and thus form a clear self-image in relation to career. Porfeli and Lee (2012) are of the opinion that, the process of making a career choice involves exploration, commitment and reconsideration.

Laval and Noiraut (2016) stated that, a research that was done in India demonstrates that one group had an immediate and short-term perspective of career improvement while the other had a long-term view and was planning almost 10 years ahead. An examination of this phenomenon showed that, more often, it is the opportunity that influences career choice, as opposed to the person's own interest and abilities.

Bisel, Messerith and Kelley (2012) in their article stated that career development theories suggested that individuals select career fields based on their self-perceptions, values, and beliefs and that individual differences in these cognitions can explain much of the gender and ethnic gaps in career field participation, but the development theorists further suggest that these cognitions are developed through experiences in homes, schools, and other contexts whom the individuals may encounter. They further state that, when the American Information Technology (AIT) students were examined it was found that career path developed from socialisation influences, that is, earlier interactions and experiences. Laval and Noiraut (2016) stated that, subsequently, considerable numbers of individuals are seeing a labour market as centric decision-making process, rather than a person-centered approach to the world of work. The career services could remain inadequate if they do not connect with realities. The research done in India, has repeatedly demonstrated that career beliefs have a significant impact upon the manner in which a career aspirant deals with career development tasks and that the long-term effects of career guidance maybe immaterial if career beliefs are left unaddressed. Career choices could be basically influenced by prominence beliefs (Laval & Noiraut,2016). These feelings reflect mentalities that place occupations on a chain of significance of reputation, restricting career preferences to what is given high social standing by the community of which the career chooser is a part. Career

convictions, for instance 'my work is perfect to be seen by others' can likewise influence individual convictions of self-viability for certain careers.

Oluwatimilehin and Wale (2014, p. 95) found that both male and female students in Nigeria are not aware that new career opportunities abound in the modern world. Regardless they hold tight to the commonly known careers and this may restrict their chances in the modern world. The study demonstrated that students' level of attention to contemporary prominent careers is regular to those in the rural and urban territories. Moreover, this finding is shocking because it was thought that those in the urban areas would have more noteworthy consciousness of contemporary high profile of careers since they have more prominent access to modern communication facilities, for example, Digital Satellite Television (DSTV) and internet facilities where they could have seen some of these careers. Nonetheless, the way that this outcome demonstrated that students in rural and urban areas don't know about contemporary prominent careers proposes that even students in urban areas are driven by delight that they just appreciate the joy in what they see as opposed to gaining from it. Based on Oluwatimilehin and Wale (2014, p. 96) findings, the students require career education and to strengthen their counselling services so that the students can be exposed to the various emerging and highly promising careers in the modern world. The school ought to organise periodic career education and strengthen their counselling services so that students can be exposed to the various emerging and highly promising careers in the modern world.

The study that was done in Kenya by Ngunjiri (2013, p. 76) showed that teacher's interviews suggested that students should be given a chance by employers of public and private sectors so that they will be more exposed to the job market. Furthermore, the interviews further revealed that the students that have different practical skills should attend workshops organised by the employers so that they will gain more information. They will be exposed to practical work done by employees, for example, mechanic, drawing, wood work, electricity etc. More over the interviews revealed that the gap between secondary schools, universities and colleges should be minimised. This would help secondary school students understand courses offered in the universities and their requirements, while the latter would find it easy to market their courses at schools. Lastly, the interviews revealed that Career guidance booklets from Joint Admission Board (JAB) should be made more learner user friendly, but also availed to all students in secondary schools in good time. The same should also be tailored not just for the candidates' class, but also

other students in the lower classes to allow for wide consultations. Van Rooij and Jansen, (2018, p. 10) concurred that the transition from secondary school to university is a difficult one for many students. An essential explanation for adjustment issues concerns the difference between the vigorously directed optional secondary school learning condition from one perspective and the university condition that makes a solid interest to a student's self-control limits; then again, in combination with a significant increment in sum and intricacy of concentrate content. A superior readiness for university during secondary school education could make the transition less difficult. They additionally expressed that, in the Netherlands, a national curriculum program recommends the learning content for all school subjects that students must master. Conversely, there are no guidelines for or assessment of university readiness.

Some of the students are pushed by high interest to specific fields; however, they do not have the intelligence to perform the tasks that are required in the field they have chosen (Beggs et al., 2008). Larson et al., (2007) stated that, counsellors need to understand that a client's personality, interests, abilities, and self-efficacy should all be considered when choosing a career because they are important in understanding the unique individual who seeks vocational assistance. They did the study that showed that personality and vocational confidence played an important role in predicting Taiwanese students' choice of major and their career aspirations. According to Ackerman et al. (2014, p. 205) many researchers have considered the domains of intellectual abilities, personality, and interests to be both distinct and distant from one another. They state that, in the context of the current concern for career decision making, this implies spaces that are subjective, full of feeling, which is identity, inspiration and interest have generally been thought about for the most part in confinement. They are seldom coordinated parts of the individual, full of feeling, that is, identity, inspiration and interest are characteristics that have traditionally been thought about fundamentally in detachment and infrequently as incorporated parts of the person. Venable (2010) is of the same opinion, understanding individuals' personality type assist individuals career development and helps individuals to select career fields that are good fit for their personality make-up. It also increases individuals' awareness of their learning styles so that they better benefit from career related education.

2.4 GAPS IN LITERATURE ABOUT CREER CHOICE

Deirdre Hughes et al. (2016) found that there are gaps in literature which focus on career choice. Key gaps in the literature include: a discussion in which professionals enables children to find and articulate meaning with respect to life or work experience, and career guidance, a procedure, conveyed independently or in organisations, that encourages children to pick up a clearer comprehension of their career improvement needs and potential through the effective comprehension and utilisation of their career management skills. It incorporates the utilisation of systems and tools that focus on individual challenges and development, career information, the arrangement and utilisation of a scope of resources to empower individuals to build up a superior comprehension of occupations, employment types, sectors and utilising/learning associations, present and future employment, and training and educational opportunities. They further state that gaps in career choice literature are personalised and focused on career education for young people, parents and guardians, especially those in lower socio-economic groups, youthful outsiders and those from other disadvantaged ethnic groupings, or for the individuals who are impaired or have unique educational need. Furthermore, Deirdre Hughes et al. (2016) state that gaps in career choice literature also include understanding the career guidance process and the significance making, this accommodates young people in receipt of learning and labour market information, as well as the significance of social and social capital as an asset for schools; for instance, open doors for young people to widen their networks and extend their horizons.

Broadened curricula have been presented in various programs in South Africa as one instrument for addressing issues of fair access; the low output rate in higher education and the need to express the gap amongst school and higher education practices (Bass, 2011).

Bissell (2017) stated that, even if the high schools implement programs and curriculum projects to address universities and career ready standards, universities and managers keep on reporting a gap in abilities and information fundamental for postsecondary school and workplaces. According to Varalakshmi et al. (2009) information is at the center of career guidance and education, to be sure, it has a tendency to beat other direction work. From the perspective of the user, data should prompt enhanced information about the self, about the job market, about education and training opportunities. Libraries need to make a point to stretch out their administrations to meet the specific career needs of the particular groups. At present, the vast majority of the scholastic

libraries are giving career information casually; however, just a few are occupied with giving legitimate direction to the students in the determination of careers. As information coordinator and supplier libraries can play major roles in career guidance activities of universities. They further state that quality career information services are of great importance to bridge the gap between education and world of work.

2.5 CHALLENGES FACED BY LEARNERS WHO MAKE POOR CAREER CHOICES IN SECONDARY SCHOOL.

The learners need to be accurate when they choose careers because inadequate careers choices lead to different challenges. If the learners' career choices are not in line with their expectations, they become confused and frustrated and their energy is drained. The resources that were used on them become waste, since they could not continue with their studies (Ahmed et al., 2017). This causes irreparable damage. Some of the learners choose the subjects that are above their level of performance and they find that they encounter difficulties and fail every term. One may find that they chose those subjects because they (subjects) are in line with their career choices, forgetting that their level of performance is low. Some of the learners fail the grade, for instance, grade ten or grade eleven and the circumstances force them to repeat the grade or progress to grade twelve. In grade twelve they are forced to modulate their subjects. They can, for instance, take two to three subjects per year and end up doing grade twelve for three years which is a waste of time. Some of the learners are forced by the circumstances to take a gap year after finishing matric or transition from high school to the university. Some of the learners drop out of school before they finish matric and others drop out in tertiary institutions.

2.5.1 Effects of challenges faced by the learners who make poor career choices.

Some learners who failed to make good career choices, drop-out of schools before they finish grade twelve and some of them become drop-outs in their first year of university. Other learners prefer to live their homes and become street kids and others loose direction and prefer to take drugs. Some of the learners will become thieves and sell stolen goods for survival. Some of these learners sell their bodies or force themselves on men who are working so that they get money. Others will be forced to live school and search for jobs. These jobs will pay them less, since they did not get training. Some of them will do piece jobs and some of them will not be employable since getting a job in South Africa is a challenge.

2.5.2 Transition from high school to the university

In the research done by Siri et al. (2016) about the transition from high school to university, the findings showed that the teachers suggested that the evaluation system should be changed and permit the application of new teaching strategies that are able to engage and motivate the students as well as reform of secondary school curricula to obtain uniformity with educational needs and standards required by universities.

A preparation system that ponders preliminary courses before entering the university, sorted out and managed by the faculty, is amazingly fascinating and addresses the issues distinguished in a few countries around the world with a lacking in educational capability. This system enables the administration to have a dynamic part in the transition process from secondary school to university that isn't constrained to the outline phase yet predicts continuous and cautious checking amid all periods of the procedure (Siri et al., 2016). Carnevale et al. (2011) stressed that there is a need to extend the skills that are important in the workplace. The need to extend the essential skills for workforce was developed by employers detailing the absence of ability in these areas and in addition the guarantee of developing the country's profile in economic improvement and advancement. This system would guarantee a brilliant educational process. Furthermore, Carnevale et al. (2011) state that serving powerless subjects, it would not make social imbalances. Truthfully, if the students were required to move to private schools with a specific end goal to qualify for university, this would make contrasts emerging from the socio-economic family conditions. That is why all secondary schools should be transformed. There is no need of taking the learners to private schools. In addition, the resources could have the chance to guide students; they can likewise recognize, based on inspiration and ability, the individuals who may better prevail in the chosen university course, and in the long run coordinate toward different courses.

The study conducted by Siri et al. (2016) highlights a fundamental structural scholarly issue, in particular, the poor connection between secondary school and university. The deficient fundamental qualification could be settled by strengthening the cooperation between secondary schools and universities in building courses ready to permit students a continuum between various educational experiences. The difficulty of adjusting to a given teaching style is firmly identified with the study strategy. A few students build up an individual strategy during secondary school and much of the time they will have the capacity to effectively adjust their technique to another condition. In any case, it is not exceptional to touch base at university and understand that what

functioned admirably in the past isn't creating the same outcomes any longer. For this situation it is important to endeavor to discover new devices. Symonds et al. (2011) argued that, it is not only the school readiness that prepare the students with skills and capabilities of workplace, what is also important is to equip secondary school learners with the skills needed for the fields that they take in the universities or workplace for example engineering, science or technology.

According to Stone (2014), universities and employers expect students to show the university career readiness, that is, information, abilities, and attitudes in conjunction with scholastic and occupational skills. Occupational aptitudes are identified with capacity, ability to learn and perform. Employers are progressively putting emphasis on potential employees who have the occupational skills expected to perform at work. Technical aptitudes are the particular capabilities employers want and incorporate industry-perceived, career-particular bases. Also, technological aptitudes are a basic part to do specialised tasks. The apparent absence of the previously mentioned abilities in the workforce is the base of the ability gap between the aptitudes wanted by employers and skills possessed by the workforce

Siri et al. (2016) stressed that guidance does not just mean delineating the educative offer to secondary students; it is emphatically valuable to maintain a strategic distance from the danger of drop-out, in any event as in the student generally enrolls in a university course since he is impacted by the novelty, driven by unclear enthusiasm, with no awareness of the aptitudes important to effectively adapt to the new learning. This same information gives direction by focusing on the significance of reflecting on the activities actualised during the fragile time of transition from secondary school to university.

Sepanik (2012) stated that young Americans have postsecondary certifications with a specific end goal to accomplish monetary independence, which, in turn, is expected to keep up with collective prosperity. One issue is that numerous students enter school without the scholarly aptitudes expected to prevail there, which drives them to take formative or remedial education courses before they can enroll at the university level. There is developing enthusiasm for programs that emphasises university readiness and fortifying the rates of university for the students; these university readiness programs shape and support students through transition between secondary school and the university.

In contrast, in South Africa, there are no readiness programs that prepare and support the learners for tertiary education. In South Africa the students go to the university without the knowledge of the university life. During their first year of study the students try to adjust to the university life, at the same time they try to familiarise themselves with the university courses that are too different from high school subjects. There are no mentors who help the students to adjust to the university life during the first semester.

Sepanik (2012, p. 31) stated that during the final year of the learners in high school, the learners get dedicated mentors from the university who mentor them about academic needs and guide them on how to enroll in the university. The mentor or advisor work closely with high school staff and learners so that the learners will gain support and build the relationship of high school and university. The advisor conducts the program for the participants, which includes a college-readiness curriculum that is aligned with high school curriculum. The advisors work with the learners at least for one semester. The advisers also meet with students individually to address their needs. One of the objectives of the program is to inspire the learners to adjust themselves by taking a more thorough accurate course load in high school. To meet this objective, the advisors work with learners to choose suitable classes and refer them to tutoring and other academic supports offered at the school to ensure they succeed. The advisors additionally, sort out workshops for the students and their parents that concentrate on school applications and money related to guide them, and they encourage relationship between the secondary schools and universities and colleges to offer the learners more chances to find out about their postsecondary options. Learners are additionally paired with advisors. Mentors are college graduates from the school or community who guide the students through the college application process using a curriculum created.

According to Polesel and Freeman (2015, p. 112), in the Philippines admission to universities and colleges is seen to be a very scholastic exercise. As a major aspect of the readiness, scholastic abilities preparing is given emphasis in secondary schools and execution in these aptitudes essentially directs the career choices of high school students. Explicit exercises are additionally given to help secondary school students in career choices. High school students are presented to career fairs, career talks and seminars, university field trips, state administered tests on interests, aptitudes and identity and as of late the National Career Achievement Examination (NCAE). The reason for the NCAE is to direct graduating secondary school students in choosing the suitable

career path by evaluating their aptitudes. It is totally recommendatory to be utilised in career path. Different elements are currently considered in getting ready optional students to move to the tertiary level. Counsellors are offering significance to passionate and social readiness of the students to go into university or college. Secondary school graduates especially originating from smaller schools may encounter culture stun when entering a major college or university. Their powerlessness to change in accordance with school life regardless of qualifying and now and then notwithstanding having grants prompts dropping out. Secondary school advisors are searching for approaches to help their students in gaining aptitudes essential for school life.

De la Fuente et al. (2014, p. 8) stated that in Netherlands the aim is to furnish students with adaptable pathways. Students in the Netherlands enroll in a general optional program. Students can get educational or career guidance and counselling, while moving from primary to secondary education, and afterward to tertiary education. Secondary schools frequently have diverse educational programs, and students can exchange crosswise over programs, and switch between general or professional tracks. This adaptability can help avoid dropout. Guidance and career counselling can all the more likely get ready youth to search for the intricacy of decisions and their progress into work or further learning.

Gomendio and OECD Staff (2017, p. 64) stated that, in Northern Ireland, the Entitlement Framework (statutory since 2013) ensures that students aged 14 or more can get to an expansive and balanced curriculum, by requiring the offer of a base number of courses in their geographic zone. The expectation is to enable students to achieve their maximum capacity by giving access to applicable and connecting with courses that best suit their requirements and goals. All post-elementary schools and Further Education universities are assembled into Area Learning Communities, set up to enable them to work cooperatively to guarantee that the courses offered in a given territory address students' issues and the base required by resolution.

Gomendio and OECD Staff (2017, p. 66) stated that:

in 2008, the Council of Australian Governments consented to set four noteworthy focuses for tutoring, including an expanded extent of youthful Australians achieving senior secondary education and focuses to diminish the performance gap of Indigenous students. The Council additionally set instructive results in connection to student commitment, education and numeracy, social consideration, and change from school to work and further study.

Gomendio and OECD Staff (2017, p. 97) added that -in Finland the curriculum is separated by age, learning capacities and foundation, to help students' reasonable improvement and mix into society. The national core curricula for career education and training and for Preparatory Education for General Upper Secondary Education acquainted in 2014, likewise point with help, migrants and the students who are not capable in the Finnish or Swedish language.

2.5.3 Addressing dropouts in universities

Paunesku (2015) stated that dropouts are the pupils or students who enroll in the institution in a certain grade or as first year students who do not enroll in the following year. Mason (2017) states that poor coping strategies cause many students to fall behind their academic strategies. The students that are doing first year in the university should be supported because there are factors that hinder them to perform well. Universities should design programs and policies that will support the students before they become dropouts.

The study that was done by Moodley and Singh (2015) was to address and limit the dropouts in the universities of South Africa. The dropouts impact negatively to the Department of Higher Education that expects high pass rates in universities. The findings showed that there was inappropriate career choice in the universities and lack of support to those students who were experiencing problems in the first year of study. They further stated that poor coping strategies cause many students to fall behind their academic strategies.

Gomendio and OECD Staff (2017, p. 98) state that, in OECD and partner countries students are experiencing the same problems such as those experienced by South Africa, the rates of early school leaving stay high in a few countries. The reasons are differed, running from chances to work in the casual economy or the accessibility of low-skilled employments which students from low socio-economic backgrounds need to acknowledge. There is also the discernment that education system does not give information or skills valuable to their professional careers, which can lead to a lack of inspiration to proceed.

Grossen (2017) reported that, out of learners who progressed in 2015 to grade 12 of 2016 in South African high schools, only 18% of the country attended the university. Out of this 18%, 50-60% drop out during their first year of study. Grossen (2017) further stated that, if the students find that the fields of their choice are too demanding, they cannot cope with the workload, they find themselves obliged to get into the fields that they never planned to study, afterwards they find that

they have little value. These learners choose their fields in high school and they have little knowledge of the demands of those fields. They use assumptions and end up dropping from the universities because they fail to formulate the realistic plans that are in line with their academic aptitudes. These high university dropout rates show that there is an intense need for learners and students to learn how to make good decisions about present education and vocation and future career. The learners need to be guided with appropriate career development tasks so that they will be career matured.

Seligman (2011) approaches people to search for significant objectives that can manage their behavior during stressful times. De Villiers (2014) urges student support specialists to have a significant role to play in supporting students to search for, reveal and reframe distressing difficulties in significant terms.

Mason (2017) found that classifications of poor coping strategies or stressors emerged from data and were arranged as spiritual, physical, emotional, mental and institutional. The qualitative findings indicated three prominent adapting techniques, specifically problem-focused coping, emotional-focused coping and meaning-making. He further stated that, utilising adapting procedures should include positive aspects.

According to Moodley and Singh (2015) reinforcing support from each department within the institution is essential for the retention of students. Different departments within the higher education institution must provide possible plan of action to give supplementary assistance to students at risk. More and above the departments must align their support programs with modules that have a high failure rate to enable students to adapt scholastically. Students' execution and advance ought to be precisely observed at all levels.

The introduction of bridging courses in each program can make accommodation for students at risk. Enhancing the lecture techniques by making it more exciting, fascinating and motivating will keep students engaged in class. The utilisation of social networking technologies plays an important part in keeping up contact with the students even with huge classes.

Bureau (2014) in Australia planned career guidance for secondary schools and cash grant was raised, which was announced by Chief Executive in his policy address. This grant was a provision that was going to help all public sectors schools operating classes at senior secondary school level

with the effect from 2014/2015 school year. The aim of this grant was to expand the capacity of schools and their responsible teaching team to transform from career information dissemination to implementation of more life planning education in a holistic and systematic manner. The schools had to enrich contents and expand the existing level of career guidance. Its purpose was to enhance and empower the capacity of teaching team to provide career- related learning beyond the classroom. This was going to be done to help learners understand their own career aspirations, develop positive attitudes towards work and learning and integrate their career aspirations with whole person development and lifelong learning so that the learners will not drop out from schools. This service was going to finance needy learners' participation in career aspiration by engaging authentic experts, business people and alumni to run real business guided by teachers and service relevant to life planning education.

Council of Higher Education (CHE) (2016) pointed out that most of the students dropping out in the university are first year students. The first year is the point where students are vulnerable. Furthermore, it states that in contact institutions, nearly a quarter of all students leave after first year. The dropping out of students includes issues related to co-curriculum where many skills are developed. Some educators have developed co-curricular support to assist the students during transition period in higher education. The (CHE) (2016) suggest that universities should offer programs for first year students, aimed at easing the challenges of transition to the universities, such as, credit-bearing first-year seminars, programs developing academic and personal skills, or workshops designed to foster information literacy development.

Greenfield (2016) emphasised that first-year student programs, like all other programs supporting students in transition, should be special, but not a separate part of the educational process. Moreover, the programs should not focus on particular individuals, but they should create integrated parts of students' success programs.

2.5.4 Taking a gap year after matric

Gap year is the year that is taken by the learners after finishing matric. A gap year refers to one year taken off by young people between school and university to explore the world and career opportunities (Bissell, 2017). These children do not do formal learning. Some of them look for part-time jobs so that they will be matured when they go to tertiary institutions, others take certain courses that will teach them about careers and others do unstructured activities referred to

as leisure. The number of learners who take a gap year after matric is increasing. This is caused by the fact that other learners failed to make good career choices and others felt that they need to be career matured before they choose careers. During a gap year an individual acquires skills such as individual development and career development.

The gap year idea was started and created in the United Kingdom. The gap year and its modern connotations did not show up until around 50 years ago. It was Scholars' suggestion that the Grand Tour of the seventeenth century should follow modern gap year. Grand Tour was a form of travel for young British aristocratic males from the late seventeenth to the early nineteenth centuries that served as an extended educational experience before they start their careers (O'Shea, 2011).

According to Martin (2010) taking a gap year can prompt self-improvement and is broadly acknowledged. Furthermore, taking a gap year can be useful in post-secondary studies. Some students who take a gap year seem to gain confidence and motivation and along these lines improve the situation, while others seem to lose academic development and may fail to complete a post-secondary program. This depends on the type of activities done during the gap year. Some of the children take a gap year as a time to learn, develop, and to plan for their future and to others, a gap year seems to be a wasted time or a distraction from achieving educational and career goals. It depends on the individual and the type of gap year activities.

Wellons (2013) is of an opinion of that students might be attracted to a gap year, because of an advantage that, it appears to accommodate the students who feel they have not exactly achieved adulthood yet. The students are in a stage of self-focus, a stage between adolescence and adulthood, a stage of identity exploration, and instability, before engaging in career choice. A gap year also allows students to mature emotionally and intellectually. Wellons (2013) further stated that: some proponents of the gap year feel that it prepares students for their tertiary education both as a person and on an academic level.

Some of the disadvantages include the perception that a gap year will only be of value if relevant experience for the intended career is gained. A gap year can be also viewed as a waste of time, or as an attempt to avoid making a career choice.

2.6 CAREER DECISION-MAKING

In the study that was done by Pečjak and Košir (2007, p. 141) on identity, inspirational factor and difficulties in career-decision making in secondary school students, the outcomes demonstrate that there are contrasts between career decided and undecided students in the greater part of the identity factors. Career decided students make their choices more self-confidently, are less terrified and avoid decision making less compared to undecided students. They are higher in extroversion, conscientiousness, receptiveness and emotional stability, are increasingly capable and report having more self-control and fewer career decision-making challenges. Some adolescents can make this choice effortlessly and rapidly, while others report having numerous challenges with it. Along these lines, for effective career counselling, it is essential to realise which factors impact career decision-making and related difficulties. According to Blustein (2011) and Richardson (2011) career-related constructs should be understood within social contexts and relationships rather than as simple expressions of individual agency. Gati et al. (2011) emphasised that the career decision-making process has the same characteristics as any other decision-making process, which means that, the process involves an individual, choosing what he/she feels is the most appropriate from various career possibilities, this is done based on comparison and evaluation of alternatives, mindful of the fact that these comparison and evaluation processes are influenced both by the characteristics of the educational program or profession and the individual. According to Armstrong (2016, p. 143):

Inadequacy of knowledge join four groups of challenges: absence of information about the steps to be followed; absence of knowledge about oneself; absence of knowledge about the different types of alternative careers and absence of knowledge about methods for getting extra information. The third more extensive classification of challenges, conflicting information, incorporates questionable information, that is, scholastic accomplishment better than expected and low score on the aptitude test; interior clashes, which are clashes inside the person as restricting inclinations or challenges identified with the need to trade off and outside clashes which identify with the impact of noteworthy others.

Edwards and Quinter (2011) stated that in Nigeria many students were making wrong career decisions because of insufficient knowledge that was given to them to choose careers. They were also doing this because of ignorance and lack of experience. Nyutu (2007) is of an opinion that there is very little career guidance and counselling in secondary schools. Career decision making obliges Kenyan secondary school students despite the Kenyan government's emphasis on career

guidance and counseling in schools. Many school-leavers miss out on suitable career choices, because of distorted career choices. It is reported that most schools do not provide proper career counselling to students leading to poor career choices (Joel, 2017).

Athanasou and Van Esbroeck (2008) point that social settings additionally give the conditions that shape individual self-concepts or on the other hand character, the substance and nature of the work related structure, the frame and opportunity of access to work, and who is probably going to acquire what kinds of work. Therefore, the social setting impacts the decisions accessible to people and fortifies a few career behaviours, while rejecting other. Components of the social setting likewise impact how guidance and family roles are perceived, the kinds of accomplishment, aspirations that are supported, and the kinds of information about opportunities that is sifted to subpopulations of individuals through social, racial, and socioeconomic points. The social setting, at that point, is likewise the seed-bed for career concerns that turn into the substance of career guidance. Furthermore, Özlen and Arnaut (2013) believe the school environment can affect decisions, and so it could be considered as an influencing factor in decision making. The two key factors within schools are reported to be teachers, particularly subject teachers, and career guidance staff.

Özlen and Arnaut (2013) citing Germeijs and Verschueren (2006) found that, their model of career decision-making distinguishes six basic tasks in the process; orientation process to choose; self-exploration; broadly exploring the environment; in-depth exploration of the environment; choosing an alternative; and committing to a particular career alternative.

Athanasou and Van Esbroeck (2008) proposed that career counsellors and career guidance workers should get new skills. The underlying preparation of new staff should change, and re-preparing of the current staff will wind up important as a major aspect of life-long learning. The proposed all-encompassing guidance model can fill in as a heuristic structure to survey what is required for the diverse roles in the guidance support system. The dimension of required specialisation can be utilised as a guideline. Globalisation is changing the world and will put levels of demands on the guidance support system and on those related with it. It is the task of all guidance workers to be prepared for the future.

2.7 CAREER MATURITY

Career maturity can be defined as the individual's readiness to adapt to the development tasks with which he or she has come across because of his or her biological and social improvements, and in addition society's desires for individuals who have achieved that phase of development (Hoorn, 2013). Career maturity is an idea that advances through development stages. Career maturity is an essential idea in career development and has over the most recent couple of years obtained a great deal of consideration. Career development has its roots in Super's development theory of career behaviour (Kumar, 2014). According to Patton and Smith (2010) career maturity is focal in understanding career behaviour. Hence, it is critical to consider in career development and the part it plays in affecting career decision-making. Career maturity stresses the significance of both affective and cognitive skills as empowering factors that help people to settle on realistic choices (Singh & Shukla, 2016). As expressed by Harlow and Bowman (2016) career maturity is a prerequisite for settling on wise and realistic career choices, the more matured an individual is the more they would choose a career that is realistic and consolidates his or her self-concept. Learners do not match their desires with reality about career and they do not have enough knowledge about their career (Tekke & Ghani, 2013).

Grobler et al. (2014) stated that, the learners need to be career matured before they enter the university. They need to master five aspects, that is, gathering information about the self, e.g. life roles, interests, work values, aptitudes, etc.; gathering information about the environment e.g. knowledge about the world of work; and tertiary institutions; integrating self-information and career information; acquiring competent decisions making skills; and learning to convert that decision into a concrete career plan.

The Asian people are reliant on other people, collectivist and contrasted the western people that are free and individualistic. Asian students when choosing comparative courses with their country peers do not show their career maturity and furthermore lead to negative impact on their decisions (Tekke & Ghani, 2013). This shows that even when South Africans are compared with western people there will be cultural differences and they are not supposed to use same measures.

Career maturity is made up of different categories. The individual gets the information on his or her own and converting this information to self-knowledge; acquiring decision-making skills and applying them in effective decision making; gathering career information and converting it into

knowledge of the occupational world; integration of self-knowledge and knowledge of the occupational world; implementation of the obtained knowledge in career planning; the individual gets the data on his or her own particular and changing over this data to self-information; procuring basic leadership abilities and applying them in compelling basic leadership; social event vocation data and changing over it into information of the word related world; mix of self-learning and information of the word related world; as well as usage of the acquired learning in profession arranging (Mubiana, 2013). As indicated by Schreuder and Coetzee (2011) individual career development includes the advancement of appropriate career related practices, building up a career identity and engaging in actual career decision-making. Furthermore, self-learning merges information about the individual and contains capacities that shade light on particular change. Satisfaction of the above-mentioned capacities add to discovering around oneself to a viable target setting in administering career. Thus, effective calling essential authority happens when individuals procure an all-around self-information. Antoniu (2010) is of the view that the career planning process includes both the organisation and the person's obligation. In this manner, the people must distinguish their goals and abilities, and through evaluation and directing to comprehend their requirements of training and development; the association needs to recognise its needs and opportunities, to design its representatives and to guarantee that individuals get the fundamental information and suitable preparing for career development. Subsequently, career planning must associate individual needs and objectives with hierarchical necessities and opportunities, assessing, career development efforts with training including development programs.

2.8 CAREER CHOICE VERSUS ACADEMIC PERFORMANCE

If the parents choose certain careers for their children, the children do these careers in tertiary education for the sake of their parents. The parents force their children to do these careers because they claim that they are prestigious careers and they also claim that their children will be people of status. Forcing children to do careers that are not their choices result in poor academic performances. The children become demotivated and frustrated. Demotivation make them succumb to peer pressure where they surf internet lot, play computer games, download and play music and watch videos.

Adan (2016, p. 17) emphasises that the children accuse their parents for the courses that they are taking and the decision of the university, since those courses as per the students do not lead to the

avored careers. At the point when guardians or parents push their children to take courses without wanting to at their preferred universities that are not their choices, they got crippled, disappointed and baffled towards the course and the university, driving them to engage in the sale of drugs and substances to profit and disregard scholastic work or drop out from the universities. Dissatisfactions additionally drive male students to spend school fees on girlfriends instead of studying because they were compelled to go to the universities against their desire and this interfered with their graduation since such students do not register for any units and they end up simply eating and sleeping at the university. The students likewise invested the greater part of their valuable time in the internet down-loading games, music, and recordings for their friends who were occupied with pursuing their studies. Adan (2016, p. 17) further stated that, prestige of occupation is one of the components that impact career decision among learners. It ends up making learners choose careers that are not in line with their capabilities. This is a major issue that calls for satisfactory career guidance, appropriate introduction and production of familiarity of the discipline among secondary school learners, parents or guardians and people in general. Factors like career guidance in schools, government policies, teaching methodologies and role of mass media in promoting career discipline have been shown to affect career choice in schools. The effect of learners' scholastic decisions on their career development and accomplishments ought to be considered by college or university administration, however, as much as could be expected to concede learners in view of their decision of career is stressed (Timothy, 2014).

2.9 UNDERSTANDING LEARNERS' DIFFERENCES AND EXPECTATIONS WHEN CHOOSING CAREERS

(Alexander et al., 2011) stated that, students have different levels of motivation, different attitudes about learning and intellectual development levels. They have different backgrounds, strengths and weaknesses, interests, ambitions, senses of responsibility, levels of motivation, and approaches to studying. Identifying factors which influence career choice, and the differences in the factors influencing different groups of students, will assist in identifying underlying causes for low performance. Expectations are different when learners choose careers. Their expectations can be distinguished between three types of outcomes, namely, physical, for example, job opportunities; social for example image or status; and most importantly self-evaluative, that is, self-satisfaction. As the learners grow personal expectations can change quite dramatically and, over time, individuals will give different values or preferences to outcomes. Furthermore, different

individuals value the same outcome differently hence, their expectations were dependent on their prior outcomes (Alexander et al., 2011). Sometimes interests are for shorter periods since most of time they are not matched with capabilities. Parental aspirations and expectations affect the career choice of their children's expectations, since some of the parents influence their children when they choose their careers and some of the children respect their parents' decisions (Baines, 2009).

2.10 INSUFFICIENT CAREER EDUCATION

In most cases insufficient career education is caused by inadequate skills of teaching about careers amongst other teachers. Other teachers teach Life Orientation to make up hours of teaching. These teachers are not trained to teach Life Orientation as a result, the learners do not get sufficient career education. According to Greenbank and Hepworth (2008, p. 7) some students who are reluctant to approach the careers service for advice are intimidated by careers advisers. They fear their lack of knowledge about careers issues could result in embarrassment or even humiliation. Some of the learners are advised by any people they come across to choose certain careers to fulfill their ambitions. It might happen that there are few people who register for that career then these people come to schools to recruit the learners, at a later the learners chose these careers because of other people's influence. The learners that have insufficient careers education can be attracted to any careers because the people who advise them did not give them proper information. The learners can choose those careers because they are told that they pay a lot of money without checking their capabilities. Opheim (2007) stated that career decision-making is a learning process with new experiences shaping students' perceptions and beliefs. According to Bimrose and Hearne (2012) careers professionals need to understand the circumstances and needs of individual students. Greenbank and Hepworth (2008) are of an opinion that careers education should be delivered through compulsory career modules in universities. Good et al. (2016) argue that the students need to critically evaluate their approach to career decision-making and careers education and advice needs to ensure that student values and the context within which they make career decisions are considered.

2.11 CONCLUSION

Career choice policies should be clear and enhance career choices so that learners will not be confused when they come to the stage of choosing careers. They should not require the solutions to cope after finishing matric because they feel that they are not ready for tertiary education. They should not find themselves compelled to take a gap year after matric because a gap year is

a waste of time to other children. If the career choice policies are well-structured there will be few dropouts after matric and in the first year of university.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In the previous chapter, the literature review is based on factors that influence career decision making, challenges faced by the learners who failed to make good career choices and the effects of these challenges were discussed. This chapter will discuss the framework of this study. The South African senior phase Life Orientation policy document stipulates that the learners in this phase should be taught about career choices. Choosing careers at this stage will help them to choose appropriate subjects that are related to careers of their choice in grade ten. According to Landine (2013) late adolescence is the time when ideological and occupational commitment is a key task. The main requirement at this stage is preparation for a career, increase in awareness about careers and occupations, enhancing the importance of career decision-making in adolescence. They may face difficulties with gathering and analysing occupational information. This makes career decision making a complex process. The learners should first understand the micro-system which is self and then their macro-systems which is the society and its institutions where they socialise. Individuals should learn about self, gain knowledge about self and understand self, that is, micro-system, before they learn and understand macro-system. In this case the individuals should learn about world of work which is fundamental to career decision-making. The world of work is macro-system. The ability to make good career decisions is critical for success in life because these choices will have repercussions on the individual's entire life and future. A person's future achievements, income levels, standard of living, self-esteem, and social status are largely influenced by his career. Hence it is important to provide effective career guidance at this stage to make appropriate career choices. Starting with career planning, the career goals of an individual change from securing an entry into the world of work, to sustaining oneself and progressing in his chosen path.

3.2 SYSTEMS THEORY FRAMEWORK

Systems Theory is the multidisciplinary investigation of frameworks to research phenomena from a comprehensive approach. Frameworks, which are natural or man-made and living or nonliving, are found in numerous parts of human life. Individuals, who stick to systems thinking, or the systemic perspective, believe it is difficult to really comprehend a phenomenon by separating it

into its essential segments. They accept, rather, that a worldwide point of view is essential for understanding the whole phenomenon (Silberschatz, 2017).

The theoretical framework that underpins this research is the STF of Career development by McMahon and Patton, 1995. The STF is illustrated as combining and organising concepts for the predominant theories of career (McIlveen, 2017). McMahon and Patton (2008) in their STF, stated that career decision making is understood as a process occurring within a myriad of individual, social and environmental systems. The STF is an especially engaging integrative model since it can possibly give a coherent framework from which the connection between surviving theory can be investigated and set into a more extensive setting, while underlining the significance of the individual's construction of career (Bridgstock, 2007). Through its clearly articulated constructs, the STF has facilitated the development of qualitative career assessment instruments (McMahon & Patton, 2006).

General Systems theory was developed by Ludwig von Bertalanffy in the 1940s to address different categories of systems investigations. Bertalanffy visualised a framework of concepts and theory that would be equally applicable to many fields of inquiry. Systems theory is an interdisciplinary theory about every system in nature, in society and in many scientific domains as well as a framework which can investigate phenomena from a holistic approach (Yackinous, 2015). Bronfenbrenner's 1979 Development Ecology theory identifies four environmental systems, that is, Microsystem, The Mesosystem, Exo-system and The Macrosystem. The Microsystem is the setting in which the individual lives. These unique situations incorporate a man's family, companions, school and neighborhood. It is in the microsystem that the most direct interactions with social specialists occur, for example, with parents, peers and educators (Christensen, 2016). Bronfenbrenner's 1979 Development Ecology theory influenced McMahon and Patton Systems Theory Framework and they are interrelated.

According to STF by McMahon and Patton in 1995, individuals do not live in isolation, in any case, yet rather live as a component of a significantly bigger relevant systems of relationships and they and their careers are developed in social and cultural contexts. Therefore, for this, in the STF of the individual is both a framework in its own particular right and a subsystem of a more extensive logical framework represented by the social framework and the environmental-societal system. The social framework alludes to the next individuals and frameworks with which the

individual collaborates, for instance, family, educational institutions, the workplace and peers. While at the same time each of these is a framework in its own right that collaborates with the individual framework, it is additionally a subsystem of the social framework (Patton & McMahon 2014, p. 140). The figure below constitutes the frameworks of the individual. The community and the geographical location of the individual form the framework of the individual. The thinking of the individual is influenced and shaped by the geographical location and the community of the individual. Environmental societal setting, educational institution, workplace and family are also frameworks that influence and shape the individual thinking in the sense that the individual's socialises with them. All of these influences career choices of individuals.

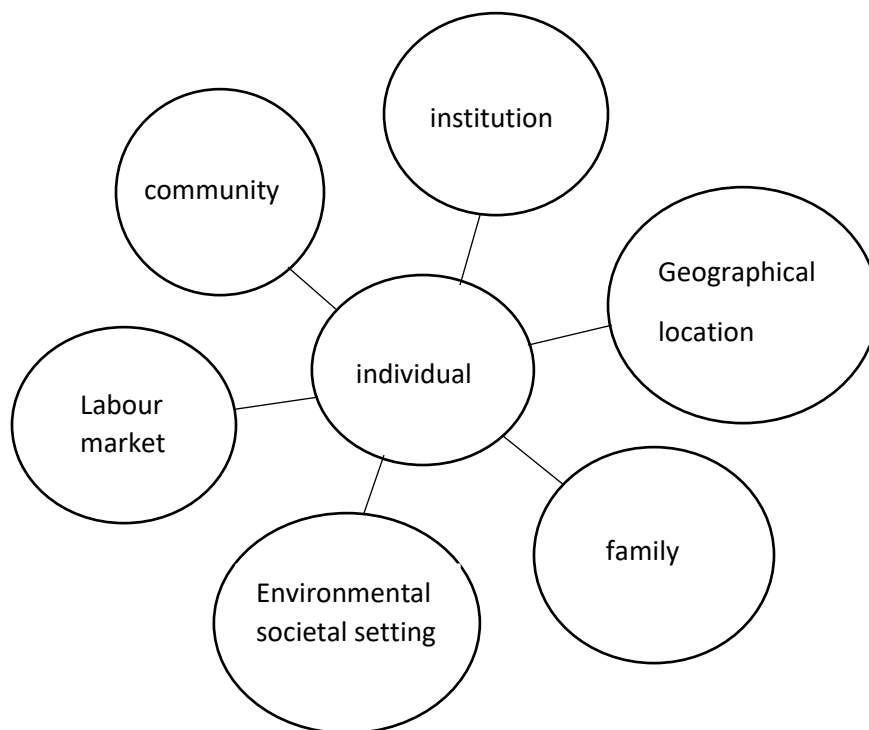


Figure 1: The individual framework

McMahon, Watson and Patton (2015) stated that, the STF had its beginning proposed as a relevant model of adolescent career decision making. This model, exhibited as a progression of interconnected circles, incorporated the career decision maker who has a scope of individual attributes, such as interest, religion, knowledge and incapacities. Sources of influence including family, companions and school, are all situated within the setting of a society or condition that

included geological, employment, financial, political and historical variables. In addition, the dynamic idea of interactions between career decision makers and their unique situations and furthermore the level of influence to career decision makers are acknowledged. Career decision making ought to be considered in relation to the future.

According to Adams et al. (2013) Systems theory is a term that has been utilised in a variety of disciplines to support varied purposes, since the term has been utilised as a part of an assortment of discipline and has different implications, usually subject to misconception when utilised as a part of a multidisciplinary setting. Systems are oriented by their environment not just occasionally and adaptively, but structurally, and they cannot exist without organisation. They constitute and maintain themselves by creating and maintaining a difference from their environment, and they use their boundaries to regulate this difference.

A systemic perspective of work is comprehensive of all types of work. Systemic theory fortified the utilisation of systemic thinking in various fields, including career development. Systemic thinking takes a person in setting perspective of people that considers intricacy and avoids oversimplification of career decision-making and development. A systemic understanding of work and the purpose it serves in the lives of individuals may enhance career development practice. Work stays at the center of career development services, (McMahon, Watson & Patton, 2014).

The STF is constructivist in the sense that its accentuation is upon the individual and it portrays the numerous impacts on individuals' career development that have been recognised by theorists, researchers and experts (McIlveen, 2017). Other core principles of constructivism are its accentuation on the proactive idea of human knowing, and recognising that people effectively partake in the development of their own world (McMahon & Watson, 2008). Constructivism underlines the reasonability of a person's development on its cognisance with related frameworks of personally or socially held convictions. At the micro- level, the impacts recognised in the STF might be represented by people themselves and their investigation furnishes people with a chance to portray their own career development by distinguishing effects on their careers and the inter-relationships between them (McIlveen, 2017). By using constant exploration, individuals can construct their careers. The STF speaks to a social constructionist in view of its area of the person within numerous social and social impacts. The STF attention on process impacts, specifically

recursiveness and part of story stresses the centrality of the individual, currently understanding the importance of his or her life within different content and process influences (McIlveen, 2017).

McMahon and Patton (2006) positioned individuals as learners, who through their interactions and experiences with influences from their social and environmental- societal frameworks, construct knowledge. In relation to challenges facing career education, STF can help adolescents to become more dynamic in the career process and in addition to consider their potential career choices more comprehensively. Research has additionally investigated how parental and adolescent perceptions of career influences on adolescent career development may differ.

McMahon, Watson and Patton (2015) refer to an individual as an open system who constantly interact with his or her environment and seeks to be stable and retain identity over time.

McMahon and Patton (2006) have extended the utility of systems theory in their application of it as a metatheoretical framework for career theory, and as a guide to redefine career counseling practice. The field of career development, as with many other fields of psychology, is characterised by a factor and complex theoretical base. Central to the STF is the individual system within which is depicted as a range of intrapersonal influences on career development, such as personality, ability and gender. As individuals do not live in isolation, the individual system is connected to influences that comprise the individual's social system as well as the broader environmental and societal system. While the influence of many factors, such as geographic location and political decisions, on career development is less well understood within the theoretical literature, their influence on career development may be profound.

McMahon and Tatham (2008) assert that STF presents career development as a dynamic process, delineated through its process impacts, points already made, change after some time and possibility. Central to comprehension, the STF is the thought that every framework is an open framework. An open framework is liable to impact from outside and may likewise impact what is past its limits. It is very much recognised that effects on an individual may change after some time. Greater part of the frameworks of impact are situated inside the setting of time, past, present and future, which are all inseparably connected; past impacts the present and together over a significant time span impact what's to come.

McMahon and Patton (2006) further state that the STF can give a guide to career counseling as it obliges, not just the viewpoints of the conventional prescient speculations, but the places of the later constructivist career counseling approaches. A further quality of the frameworks Theory point of view is the connection it forges amongst theory and practice. The utilisation of a STF for understanding career developments has suggestions for the act of career guidance as it requires career counseling to make the troublesome move from an agreeable conventional perspective to the developing perspective with its diverse record of causality. In utilising the approach, career counselors need to consolidate traditional approaches with the capacity to think in circular as opposed to linear terms. The thought of roundabout criticism forms molding and reshaping frameworks through unpretentious input which is basic in a few fields of counseling, yet comparatively new in the field of career counseling.

McMahon and Patton (2008) raised that, Systems theory encourages interventions at levels of the system other than that of the individual and raises the potential for career counselors to be more proactive at this broader systems level. For example, career counselors may work with a family or an organisation in the belief that interventions anywhere in the system will interact with other elements of the system to bring about change. The systems theory, as an intervention in one part of the system may result in better outcomes for the individual. It may be helpful for individuals to view their employment circumstances in terms of the social and economic climate of the nation.

McMahon, Watson and Patton (2015) further state that the STF is made of a few key interrelated frameworks, including the intrapersonal arrangement of the individual, the social framework and the environmental societal framework. The procedures between these frameworks are clarified by means of the recursive idea of association within and between these frameworks, change after some time and chance. The individual framework is made of a few intrapersonal content influences which incorporate age, self-concept, wellbeing, capacity, disability, physical characteristics, convictions, identity, interests, values, aptitudes, abilities, world of work knowledge, and ethnicity. Beliefs representing the content of the social framework incorporate peers, family, media, local groups, work environment and education institutions. Process influences incorporate possibility, change after some time and the ability to be repeated indefinitely. The individual framework includes his/her attributes, that is, inherited parts of family members, disabilities, capabilities and personal qualities. The individual should understand his/her framework because they determine

his/her progress. The individual should be aware of his/her strengths and weaknesses so that he/she will be able to make informed decisions about the career.

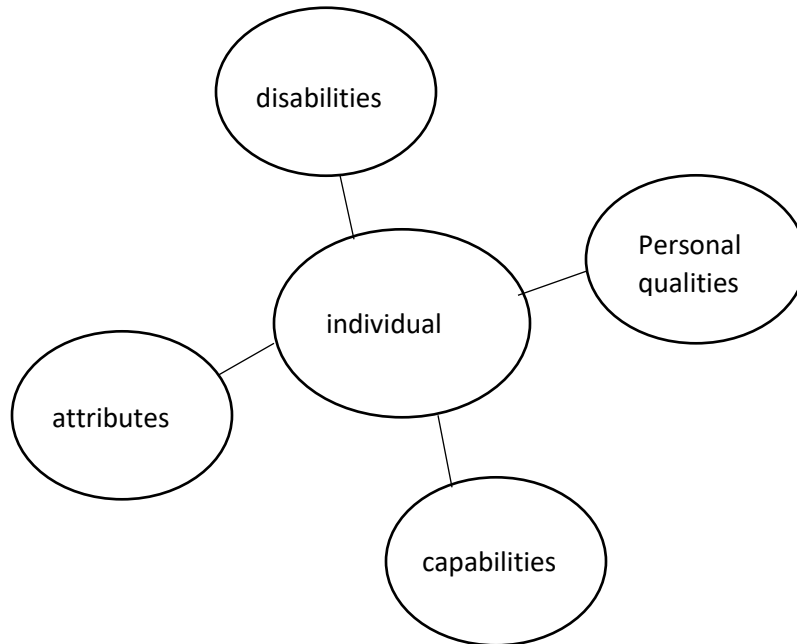


Figure 2: Learners’ individual strengths and weaknesses

3.3 CONCEPTUALISATION AND RATIONALE OF THE CAREER CHOICES IN SOUTH AFRICA

The Department of Basic Education (DBE) should ensure that every Grade 9 learner receives appropriate assistance when choosing a career path and the required subjects for Grades 10 to 12. Career decision-making is a fundamental part of career development; however, it is typically a process of a long period and training is needed, before an individual engages himself or herself on real employment (Hodkinson, 2008).

The Education Department endeavored to address the lack of career guidance and counselling for all South African learners by bringing career development modules into the Life Orientation curriculum (Albien & Naidoo, 2018). However, the Life Orientation educational programme is not considered important as a school subject (Bekki et al., 2013). It was also found that some educators who attended Department of Education Life Orientation programs do not share information with the learners. There is a tendency to use educators who are not trained to teach Life Orientation

subject, which regularly puts individual in a negative state of mind concerning lessons being taught, and, who see the subject as unnecessary and useless (Strauss & Du Toit, 2010). Moreover, educators are getting information on career guidance from the Department of Education, however, without being furnished with skills that could be useful in conveying useful career guidance (Albien & Naidoo, 2018).

South African psychologists and counsellors depend on individual interviews and psychometric assessment as a way to help individuals with their career development (Cook & Maree, 2016). As a matter of fact, Geller, Farber and Schaffer (2010) declare that the profession of psychology as a whole has adversely added to career choice injustice in South Africa. Psychometric testing in South Africa has had a troublesome impact on career choice. South African norms have not been developed for international tests and psychometric assessments and they are often not valid, reliable and appropriate for the diversity of South African cultures (Cook & Maree, 2016).

According to Walters and Duncan (2018) National coverage of career guidance and counselling is missing. South African adolescents require a model for a systemic delivery of career guidance which is synchronised and accessible to all South African adolescents. Sefotho (2017) states that an audit of the South African career guidance landscape done in 2009 affirmed the inheritance of politically-sanctioned racial segregation which proceeded, whereby adolescents from affluent backgrounds were accessing help from psychologists and the majority of young South Africans were receiving minimal to no career guidance. There is still, nevertheless, no single agency at national or provincial level with the obligation regarding the management and provision of career guidance and counselling services in South Africa (Miles, 2015). Career guidance ideally should be a detailed component of the South African education system. Usually, information that career guidance activities vary considerably from one school to another and schools are not able to give adequate and comprehensive assistance to learners when they choose school subjects or study fields (Authority, 2012). Numerous schools do not have Life Orientation educators who have adequate information and involvement with respect to career guidance.

As indicated by Greenbank (2010) a balanced way to deal with career decision-making seems to be the most often advocated and involves identifying objectives, collecting information, generating and evaluating different options before making career choices. People are expected to engage in a comprehensive process that involves identifying careers that are congruent with their abilities and

values (Greenbank, 2010). People require proper career decision-making skills to make good career decisions. Career decision-making skills include self-knowledge, knowledge of employment opportunities, creating career objectives, developing strategy, doing an investigation and acquiring input on the adequacy of the technique and the significance of the objectives (Coetzee & Roythorne-Jacobs, 2007, p. 17). As indicated by Hirschi and Läge (2007) a great career choice, can be characterised not just by the content of the choice, but by the procedure utilised by the individual to settle on his or her career decisions. In this way, South Africa's historical context has limited instead of enhanced the career development of most of its citizens, and the discipline of career psychology has been prescriptive as opposed to illustrative in its comprehension of career development behaviour. The literature on career counselling in South Africa has more promptly distinguished verifiably negative constraints than it has addressed present negative realities. To some extent, this could be explained by the need to permit time for new power structures to change negative oppression that occurred for many years. However, career psychologists also need to perceive that imbalances persisted many years after the democratization of South Africa, to some degree, as a result of useless organisation at the policy implementation level (Watson, 2009).

There are comparable issues in the execution of career education in South African schools. While Watts (2009) sees the development of mandatory life introduction programs as an empowering sign, Flederman (2009) reports that what is important is its execution. It was trusted that these focuses of perfection would survive and add to formal career education in the post-politically-sanctioned racial segregation time (Watts, 2009); however, this did not happen. There remains a distraction with intercession at the individual level with inadequate investigation of the effect of basic social, political and monetary elements that keep on oppressing the career development of the dominant part of South Africa (Albien & Naidoo, 2018, p. 25). This would require a change in perspective, with some inclination that the redefinition of career counselling in South Africa requires a development far from its psychological foundations towards a more sociological point of view (Flederman, Watts & Walters, 2009).

There is a resultant negative recursive connection between career and mind psychology and the larger scale condition in South Africa. While the present extent of career choice in South Africa neglects to adequately address full scale fundamental factors and sheds light on small scale and

relevant meso levels, these larger scale foundational factors affect career development at a miniaturised scale and meso-logical levels. One way that the calling of career choice could address large scale foundational effects on singular career development in South Africa is to embrace a more lobbyist and basic part. The change of the career counseling in South Africa should discover a harmony between desires that need to be addressed as a matter of urgency and those issues that ought to be tended to at a more sensible pace. (Walters & Duncan, 2018)

3.4 CONCLUSION

South Africans should develop measures that are relevant to the learners of South Africa because the measures that are used in South Africa are not appropriate for the diversity of South African cultures. The measures should be valid and yield reliable results. Career guidance should be a detailed component of the South African education system. It should cater for all different types of learners in South Africa.

CHAPTER FOUR: METHODOLOGY AND RESEARCH DESIGN

4.1 INTRODUCTION

This chapter focuses on outlining the research design, paradigm and scientific methodology that underpinned this study. It also clarifies different methods used to collect information needed by the learners, to understand career decision making at the Senior Phase, to investigate learners' career choice at the Senior Phase and to explore the enhancement of career decision making at the Senior Phase.

4.2 RESEARCH METHODOLOGY

According to Moriarty (2011, p. 20), research methodology is the systematic investigation of study of materials and resources to establish facts and reach new conclusions; hence, it shapes peoples understanding of the world around them. It is also a theoretical analysis of methods applied to the field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Research methodology also comprises creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humans, culture and society and the use of the stock of knowledge to devise new applications. Moriarty, (2011, p. 21) further states that, the key to a successful research methodology lies in iteration, the process of returning continuously referring to the research questions, methods, and data, which leads to new ideas, revisions and improvements. This is to be expected and is a component of a good research methodology. In addition, it is important to examine study methods and data from different viewpoints to ensure a comprehensive approach to the research question.

Research methodology gives clarity on how data is going to be collected. The research methodology chapter in a research study describes research methods, approaches and designs in detail, highlighting those used throughout the study, justifying choice through describing advantages and disadvantages of each approach and design considering their practical applicability to the research (Moriarty, 2011, p. 21). The paradigm that underpinned the study was interpretivism. Research methodology of this study used a qualitative approach.

4.3 INTERPRETIVE PARADIGM

A few researchers believe that there is a significant connection between interpretivist paradigm and qualitative research. The interpretive paradigm is the base of qualitative research approach as

it is centered on social reality and lived involvement of human life (Holloway & Galvin, 2016). Moriarty (2011) is of the opinion that qualitative research is typically connected with the interpretivist sociological intellectual tradition. Furthermore, Moriarty ascertains that interpretivist is the paradigm of qualitative research. These perspectives support the possibility that interpretivism and subjective research are firmly interrelated.

Mack et al. (2010, p. 7) state that, “the interpretivist paradigm is also sometimes referred to as constructivism because it emphasizes the ability of the individual to construct meaning”. The interpretivist paradigm was heavily influenced by hermeneutics and phenomenology. Mack et al. (2010, p. 7) further state that, Hermeneutics is the study of meaning and interpretation in historical texts. This meaning-making cyclical process is the basis on which the interpretivist paradigm was established. Another strong influence is the philosophical movement, phenomenology. According to Richardson (2012); a phenomenologist advocates the need to consider human beings, subjective interpretations, their perceptions of the world (their life-worlds). Therefore, the ontological assumptions of interpretivism are that social reality is seen by multiple people and these multiple people interpret events differently leaving multiple perspectives of an incident. Interpretivism research approach is regarded as an ideographic research, the study of individual cases or events and it has abilities to understand different people’s voices, meanings and events. Moreover, the source of knowledge in this approach is the meaning of different events (Richardson, 2012)

The paradigm that was used in this study interpretivism. The researcher sought to find out how career decision making can be enhanced at the senior phase. The researcher was seeking experiences, understandings and perceptions of the learners about the phenomena. Mlitwa and Van Belle, (2010) assert that the interpretive paradigm uses phenomenological approach and it aims to understand people. Interpretivism, also known as interpretivist, which involves researchers interpreting elements of the study; thus, interpretivism integrates human interest into a study. According to Ekpenyong (2018), interpretivism is a paradigm of learning that explains how knowledge is created, and how people learn. Thanh and Thanh (2015) point out that several researchers who use qualitative approach prefer interpretivism paradigm because it uses qualitative methods in data collection. They further state that there is a tight connection between interpretivist paradigm and qualitative methodology, as one is a methodological approach and the other is a means of collecting data. Moreover, they state that researchers who are using interpretivist

paradigm and qualitative methods often seek experiences, understandings and perceptions of individuals for their data to uncover reality rather than rely on statistics (Thanh and Thanh, 2015, p.24).

According to Corbin and Strauss (2008) there are multiple realities that are socially constructed. The reality is not constructed by the researcher. The interpretivist paradigm is also called constructivist paradigm since it is established in the way that truths are numerous. There are many processes in which truth can be determined and it can be interpreted in different ways. The interpretivist paradigm seeks deeper understanding of a phenomenon (Creswell, 2009). Thus, interpretivist paradigm seeks deeper understanding of career decision making. Researchers believe that the paradigm predominantly uses qualitative methods. It focuses on qualitative research, since it uses small numbers of participants to explore meanings and not to generalise findings. This study used ten participants, that is, ten grade nine learners to explore the enhancement of career decision making at the senior phase. The participants are placed in social situation where they are investigated. Moreover, the individuals construct new meanings and they also construct new connections of ideas. Interpretive paradigm examines micro approaches that see the individual as having agency, not simply a recipient of external social forces. Enables us to see how social reality is constructed through meanings and negotiations (Phothongsunan, 2010). In keeping with the boundaries of the interpretivist paradigm, the researcher was aware of her own subjective reality and truth, which did not interfere with participant's personal truths. An important aspect of this exploration process was to test understanding through continuous enquiry as well as the creation of meaning between researcher and participant during the conversations that formed the basis of the data collection.

Interpretive researchers believe that the reality consists of people's subjective experiences of the external world; thus, they may adopt an inter-subjective epistemology and the ontological belief that reality is socially constructed. According to Willig (2013), interpretivists are anti-foundationalists who believe there is no single correct route or particular method to knowledge. (Phothongsunan, 2010) argued that interpretivists assume knowledge and meaning are acts of interpretation, hence there is no objective knowledge which is independent of thinking, reasoning humans. Myers, Montgomery and Anderson-Cook (2009) argue that the premise of interpretive

researchers is that access to reality, whether given or socially constructed, is only through social constructions such as language, consciousness and shared meanings.

Corbin and Strauss (2008) noted that the interpretivist paradigm stresses the need to put analysis in context. The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. They use meaning oriented methodologies, such as interviewing, that rely on a subjective relationship between the researcher and participants. Interpretive research does not predefine dependent and independent variables but focuses on the full complexity of human sense making as the situation emerges. Nieuwenhuis and Hooimeijer (2016, p. 19) stated that the main goal of interpretive research is to give perspective of a situation under study so that it provides an insight into the way in which particular type of people make sense of the situation.

4.3.1 Strengths of Interpretive paradigm

Interpretive uncovers the meaning and understanding of social phenomena (Papinczak, Tunny & Young, 2009; Kroeze, 2012). It is an umbrella term which has diverse theoretical and methodological positions (Potrac, Jones & Nelson, 2014). Interpretivist researchers not only look for the presence or absence of a causal relationship, but also the specific ways in which it is manifested and the context in which it occurs (Tien et al., 2014, p. 41). According to Ormston et al. (2014) qualitative research approaches sometimes leave out contextual sensitivities and focus more on meanings and experiences. Phenomenological approach, for instance, attempts to uncover, interpret and understand the participants' experience (Eisner, 2017).

4.3.2 Limitations of Interpretive paradigm.

Interpretive paradigm is not as deterministic as the main paradigms. This paradigm works best for understanding people; however, it can never offer the big picture because it is time consuming and faces difficulty in generalising findings. The interpreter's observations are shaped by the phenomena and societal influences, and the interpreter is aware that her interpretations are influenced; thus, does not claim to be discovering Truth (Thanh & Thanh, 2015).

4.4 QUALITATIVE APPROACH

According to Moriarty (2011, p.31), qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which, in general, generate words, rather than numbers, as data for analysis. Furthermore, they generally aim to understand the experiences and attitudes about certain issues. Qualitative methods aim to answer questions about

the ‘what’, ‘how’ or ‘why’ of a phenomenon rather than ‘how many’ or ‘how much’, which are answered by quantitative methods. Qualitative methodology is appropriate if the researcher wants to understand the perspectives of participants; explore the meaning they give to phenomena; and observe a process in-depth. Data collection methods in qualitative research usually involve close contact between the researcher and the research participants, which are interactive and developmental and allow for emergent issues to be explored. Qualitative research also includes data which are very detailed, information rich and extensive. The nature of qualitative research demands that inquiry takes place in the form of naturalistic research rather than contrived experiments. “Research methods such as interviews and techniques aimed at gaining understanding of the participant’s views and experiences are therefore appropriate methods to use when conducting qualitative research based on an interpretivist paradigm” (Moriarty, 2011, p. 2). Creswell (2009) describes qualitative research as research that begins with assumptions, a worldview, the possible use of a theoretical lens and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.

According to Creswell (2014, p. 152), research Methodology is the systematic investigation of study materials and resources to establish facts and reach new conclusions, so it shapes peoples understanding of the world around them. It is also theoretical analysis of methods applied to the field of study and comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Research methodology also comprises creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humans, culture and society and the use of the stock of knowledge to devise new applications. The key to a successful research methodology lies in iteration, the process of returning again and again to the research questions, methods, and data, which leads to new ideas, revisions and improvements. “This is to be expected and is a component of a good research methodology. In addition, it is important to examine study methods and data from different viewpoints to ensure a comprehensive approach to the research question” (Creswell, 2009, p. 142).

Research methodology gives clarity on how data is going to be collected. The research methodology chapter describes research methods, approaches and designs in detail highlighting those used throughout the study, justifying choice through describing advantages and disadvantages of each approach and design taking into account their practical applicability to

research (Moriarty, 2011). The paradigm that underpinned the study was interpretivism and the qualitative approach was employed as the research method.

Researchers who use qualitative research seek an in-depth truth. The aim of the researchers is to study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. As a qualitative researcher, one was interested in how people make sense of the world and how they experience events (Willig, 2013). A qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour.

The epistemological position of this study is social constructionist qualitative research. Language is vital in socially constructed qualitative research, implying that, a similar phenomenon can be portrayed in various ways. Social constructionism implies that the reality is constructed in various ways. It traces implications for human experiences and social practices. Social constructionism fundamentally examines psychological categories, for example, emotions and prejudice (Willig, 2013).

The qualitative research approach that was used was phenomenology which attempts to understand or explain life experiences or phenomena. It is the study of phenomena, appearances of things, or things as they appear in one's experience, or the ways things are experienced; thus, the meanings things have in one's experience. From a phenomenological perspective, knowledge and understanding are embedded in everyday life and meaning is derived from these life experiences. Phenomenological research always begins with the term "lifeworld", which means lived world as experienced in everyday situations and relations. Within phenomenology, the personal perspectives of experiences are highlighted, and the people doing and experiencing the events are considered as experts in the events they engage in. Using a phenomenological approach, a researcher aims to bring to light and develop descriptions, interpretations, and deeper understandings of the phenomenon, or aspects of the lived experience, that is being explored (Finlay, 2011). In this study the phenomenon was career decision making and the participants explored the enhancement of career decision making at the senior phase. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2011).

Creswell and Tashakkori (2007) contend that a phenomenological study describes the meaning of the lived experiences for several individuals about a concept or the phenomenon. In the human

sphere, this normally translates into gathering in-depth information and perceptions through inductive qualitative research methods such as interviews and observation, representing this information and these perceptions from the perspective of the research participants. Observation and interviews are the key data collection methods within phenomenological spheres. Phenomenological strategies are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, therefore challenging structural or normative assumptions.

The research technique is a strategy of enquiry, which moved from the underlying assumptions to research design and data. Qualitative research includes an interpretive, naturalistic approach to deal with its topic; it tries to understand, or to interpret phenomena as far as the meaning individuals convey to them (Denzin & Lincoln, 2011). As per Domegan and Fleming (2007), Qualitative research aims to explore and to discover issues about the problem on hand, because very little is known about the problem. As indicated by Creswell (2014) Qualitative research is intended to enable researchers to comprehend individuals, and the social context within which they live. In keeping with the boundaries of the interpretivist paradigm, the researcher aims to be aware of her own subjective reality and truth, laying this aside while exploring the participant's personal truths. An important aspect of this exploration process is the testing of understanding through continuous enquiry as well as the creation of meaning between researcher and participant during the conversations that form the basis of the data collection.

In qualitative research, diverse knowledge claims, enquiry strategies, and data collection procedures and analysis are utilised (Creswell, 2014). As qualitative research seeks diverse knowledge, this study sought knowledge on the understanding of career decision making at the Senior Phase. Furthermore, this study, enquired about how the career decision making is enhanced in Senior Phase. Qualitative data sources include participant observation, interviews and questionnaires, documents and texts, and the researcher's impressions and reactions (Creswell, 2014). Sprinshall (2008) also agrees that data is derived from direct observation of behaviors, from interviews, from written opinions, or from public documents. Written descriptions of people, events, opinions, attitudes and environments, or combinations of these can also be sources of data. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin &

Lincoln, 2011). Qualitative data sources incorporate observation and, participant observation interviews and questionnaires, documents and texts, and the researcher's impressions and responses (Creswell, 2014). Data is gained through direct observation of behaviors, interviews, written opinions, or from public records (Sprinthall, 2008) or combinations of these can also be sources of data. This implies qualitative researchers study things in their natural settings, trying to understand phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2011). In this study, the researcher sought to understand why the career decision making is enhanced in a particular way.

4.4.1 Strengths of qualitative research

Qualitative techniques in exploratory research use open-ended probing questions which give participants the opportunity to respond in their own words, rather than limiting them to choose from fixed responses, as quantitative methods do. Open-ended questions stimulate responses that are, meaningful and culturally salient to the participant, unforeseen by the researcher, and are rich and informative in nature. Qualitative methods allow the researcher the flexibility to probe initial participant responses by using why or how (Ritchie et al., 2013). This type of research presents data from a number of sources of evidence and becomes a ground in which new concepts are developed (Yin, 2009). Moreover, it is an approach that produces the detailed description of participants' feelings, opinions and experiences and interprets the meanings of their actions (Denzin & Lincoln, 2011). It also has abilities to understand different people's voices, meanings and events; therefore, the source of knowledge in this approach is the meaning of different events (Richardson, 2011). Appropriate analyses of an issue can be produced by utilizing qualitative research methods, and therefore the participants have sufficient freedom to determine what is consistent for them (Flick, 2013).

4.4.2 Limitations of qualitative research

Silverman (2013) argued that qualitative research approaches sometimes leave out contextual sensitivities and focus more on meanings and experiences. Wilson (2014) also states that Phenomenological approach, for instance, attempts to uncover, interpret and understand the participants' experience. Furthermore, qualitative approach is focused on the participants' experience rather than any other imperative issues in the context. Policy-makers also may give low credibility to results from qualitative approach. In terms of research method, smaller sample size

raises the issue of generalisability to the whole population of the research. Data interpretation and analysis also may be more complex in a qualitative approach (Harry & Lipsky, 2014).

4.5 RESEARCH DESIGN AND RESEARCH METHODS

Research design is a logical structure of the inquiry. The current study used Phenomenological studies research design which is the study of phenomena that examines human experiences through the descriptions provided by the people involved. The goal of phenomenological studies is to describe the meaning that experiences hold for each participant, that is, lived experiences. In phenomenological research, respondents are asked to describe their experiences as they perceive them (Marshall & Rossman, 2014). In the current study, phenomenological studies research design was used to examine the learners' experiences of career decision making in grade nine. The information was obtained through interviews.

Research methods are techniques used to conduct a study. Taherdoost (2016, p. 25) identified the following three groups of research methods:

- those methods which are concerned with the collection of data;
- statistical techniques which are used for establishing relationships between the data and the unknowns;
- consists of methods which are used to evaluate the accuracy of the results obtained. These methods were applied below.

4.6 DEMARCATION OF THE STUDY

The demarcation of the study was going to be in one of the schools in Umlazi district. It is situated in an urban area. Conducting this research did not take much time since the learners were in the same school as the researcher. The enrolment was about one thousand and the population of learners was made of Africans, Indians and Coloreds. Some of the learners were coming from well to do families because most of their parents are professionals and business people, while other learners were from low socio-economic backgrounds, living in RDP houses or in shacks. Their parents were unemployed and some of them were doing piece jobs for survival.

4.7 BIOGRAPHICAL INFORMATION OF GRADE NINE LEARNERS

The table below presents the biographical information of grade nine learners who participated in the study. However, the pseudonyms were used to ensure their anonymity.

Table 1: grade nine learners used in the study

Grade nine learners	Gender	Race	Age
Tamson	Female	Colored	15
Siarah	Female	Indian	14
Bhekani	Male	African	15
Thandeka	Female	African	14
Mbuso	Male	African	14
Jared	Male	Indian	14
Yamiska	Female	Indian	14
Busiswa	Female	African	15
Nompilo	Female	African	14
Delani	Male	African	14

4.8 RESEARCH SAMPLE AND SAMPLING METHOD

Sampling is the process whereby the researcher is selecting a suitable representative part of a population for the purpose of determining characteristics of the whole population. Leedy and Ormord (2013) point out that data collection in a phenomenological research design may involve a purposeful sampling. Creswell (2009) recommends ten participants for a phenomenological study. In purposeful sampling, the researcher selects certain participants from the population that is going to provide information about the topic of interest (Mcmillan & Schumacher, 2014). The goal of purposeful sampling is to understand a specific phenomenon, not to represent a population, by selecting information-rich cases for the investigation (Creswell, 2014). Studying information-rich cases yields in-depth understanding of the phenomenon and gives insight into critical questions under investigation.

In qualitative research, the researcher makes use of non-probability, and not random sampling. According to Creswell (2014), the most commonly used sampling strategies are purposive sampling or deliberate sampling, criterion sampling, theoretical sampling, convenience sampling and snowball sampling. Deciding which qualitative sampling technique to use depends largely on the nature, research question, and scope of the study. Purposeful sampling implies that researchers

have some degree of choice in selecting their research sample and that they have a clear purpose that guides their choice. The data generations plan is determined and planned by the researcher. It provides timeframes in which the researcher intends to carry out the study. The researcher should select participants who are legible to provide the information that is helpful to answer research questions.

4.8.1 Purposive sampling

This study used purposive sampling. Purposeful sampling is a non-probability sampling. This sampling method involves purposeful sampling of certain units of the universe, constituting a sample which represents the universe. Purposive sampling or deliberate sampling was used to select ten learners from grade nine as participants. These learners were selected in terms of their performance. Ten learners were selected in in order of merit; those who did not want to participate were skipped. They influenced the phenomenon of the study because they used critical thinking when they were answering the questions. The learners were able to answer open-ended questions though, such questions required reasoning.

According to Mcmillan and Schumacher (2014), purposive sampling is considered desirable when the population happens to be small and a known characteristic of it is to be studied in-depth and require detailed information about the phenomenon under investigation. It is highly subjective and determined by the qualitative researcher generating the qualifying criteria each participant must meet to be considered for the research study. In this study the researcher used purposeful sampling or deliberate sampling, considering that the population sampled was small because the study required in-depth and detailed information about career decision making at the senior phase. The researcher was required to firstly obtain permissions to recruit participants from the school and department of education. The participants were living at the same geographic location.

4.8.1.1 Strengths of purposeful sampling

Purposeful sampling is less costly because what it needs is in-depth information. It also saves time. In purposeful sampling the researcher selects the participants who possess certain traits or qualities (Mcmillan & Schumacher, 2014).

4.8.1.2 Limitations of purposeful sampling

In purposeful sampling the researchers can be biased in the sense that they may intentionally craft a sample to achieve the results that they intend to achieve. The participants' can be based on the

researchers' judgement, depending on the information required; it not easy to select participants sample in purposeful sampling (Mihirka, 2014).

4.9 DATA GATHERING PROCEDURES

This study involved direct data. Direct data included recordable spoken or written words. The direct data was collated using interviews and collages.

4.9.1 Interviews

The interview method is a conversation with a purpose. Interviews differ from everyday conversation because the researchers conduct them in the most rigorous way to ensure reliability and trustworthiness. This means that both the researchers and the users of the findings can be as confident as possible that the findings reflect what the research set out to answer, rather than reflecting the bias of the researcher, or a very atypical group. The researchers' techniques should aim to be reproducible, that is, someone else could use the same topic guide to generate similar information; the researchers should be systematic ensuring that they are not picking interviewees or data that support their pre-existing ideas about the studied phenomenon; the researchers' techniques should show credibility, for instance, the ways in which questions are asked should be reasonable generating truthful accounts of phenomena. The researchers' methods should be transparent, that is, the methods should be written up so that readers can see exactly how the data were collected and analysed (Woods, 2011).

Interviews are data-collection (generation) techniques that involve oral questioning of respondents. When the interviews are used the information is gathered through oral quiz using a set of preplanned core questions. According to Guerra-Gómez et al. (2013), interviews can be very productive since the interviewer can pursue specific issues of concern that may lead to focus and constructive suggestions. The primary focal points of interview technique for data collection as stated by Guerra-Gómez et al. (2013) are that, direct contact with the participants frequently leads to specific, constructive proposals; few participants are needed to gather rich and detailed data; they are best at getting detailed data.

Qualitative data collection methods include in-depth interviews, direct observation, and written documents. This study used in-depth interviews.

4.9.1.1 Personal interview

The researcher used semi-structured interviews which involved decision-making processes. The researcher sought answers to a set of pre-conceived questions through personal interviews but was flexible by clarifying questions. The researcher used semi-structured interview to ensure uniformity. The questions were prepared by the researcher in advance. This was done in order to compare and analyse the results easily. Moreover, the interviewer collected detailed personal information from participants in a one on one interview using oral questions. Furthermore, the interviewer made the interviewees comfortable by being approachable whenever the participants sought clarity; and they appeared to be interested in what they were saying. After listening to the presentation, the learners were interviewed about their career choices. Answers to the questions posed during the interview were recorded by writing them down and tape-recording the responses with concern form participants. Most of the researchers, tape record the participants' responses to obtain firsthand information (Woods, 2011).

4.9.1.2 Strengths of the interview

Interviews retrieve previous knowledge of the participant thus the participant gets adequate understanding of the phenomenon under study. Interviews guide the researcher to collect rich data. Large amounts of relevant information about the experiences of others may be collected by directly questioning or talking to people; some research questions are better answered in such a fashion. Interviews, especially unstructured or semi-structured ones, offer considerable researcher flexibility (Woods, 2011).

4.9.1.3 Limitations of interviews

An interview has potential to obtain rich data from participants, although issues of bias and unnatural setting seem to be its limitations. When using purposive sampling, researchers may establish a sample that is too large for their resources (Woods, 2011).

4.9.2 Collages:

A collage is a visual representation made from an assembly of different forms, materials and sources creating a new whole. Collage depicts collection; it is taken from the French verb "coller" which intends to stick, that is, the way toward utilising pieces of discovered pictures or materials and sticking them to a level surface to depict phenomena. Collage is not new; more than 1000

years back Japanese artists utilised collage to enhance their poetry, Poldma (2009, p. 25). Collage is a visual form of inquiry which can be used as a reflective process, as a form of elicitation, and as a way of conceptualising ideas. It reveals unconscious understanding of a phenomenon. Making a collage is a worldwide technique that can be used by different types of people in different settings. It lets those who assemble it to reflect at length on a topic about themselves (McMahon & Watson, 2008). Collage represents ideas by creating links between fragments that represent emergent feelings first and then ideas. These fragments are reconstructed to represent feelings that when viewed can suggest new meanings, or a whole new take on a phenomenon because of the artful way the pieces are put together and portrayed (Butler-Kisber & Poldma, 2011). The collage was used to reveal the knowledge learners did not mention during the interviews. The learners considered their dreams and aspirations and further their future vision.

Collage portraits give the chance to incorporate minimised voices and empower a scope of linguistic and non- linguistic portrayals to verbalise genuine lived experiences (Poldma, p. 27). Other potential advantages to qualitative research are “cross-disciplinary study and joint effort, imaginative approaches to connect with and encourage exchange, and the building and scattering of information” (Poldma, 2009, p. 27). Making a collage is a different strategy that functions well with participants’ population and settings (Watson et al., 2010). It enables the constructing participants of the collage to finally think about themselves. Collages can fill in as enhancer of verbal correspondence, since it can be viewed as a type of pictorial and narrating. Collages can likewise help participants in quality basic leadership aptitudes (Gerstenblatt, 2013). The material they choose, how they organise and display the material in the collage and how they discover meaning and unavoidably recount their stories, all encourage enhanced self-knowledge and in such a way enhance feeling of self. The participants were permitted to utilise any mix of pictures, cites, images, material and photos or words that depict or represent their identity (Poldma, 2009).

The learners looked for pictures from magazines, newspapers as well as researched. and downloaded pictures from the internet. The other participants asked the researcher to google and download the pictures of different workers who wore their work uniforms and doing their jobs because they had no access to the computers. They cut and stick the pictures on the charts to emphasise what they said in the interviews, saying things that were hard to say and adding any other information they forgot during the interviews. They also attached pictures on the charts and

engaged in discussions and description of data collected. They also added descriptions and the information of data they had collected from pictures, magazines, and internet to the collages. The information gained through the collage bridged the gaps in existing information and the evidence already available, that is, the information gained during the interviews. Reflecting on the interview, each participant was asked to compile a collage of his or her experiences. They were asked to make the collage available to the researcher one to two weeks after the interview took place. During this meeting, the collage was discussed in-depth, with the participant identifying themes, metaphors, and important constructs contained within the collage. The researcher probed for details as well as understanding, and what was discussed was recorded.

4.10 DATA ANALYSIS

The term analysis refers to the calculation of specific measures along searching for patterns of relationship that exist among data-groups. Moreover, in the process of analysis, relationships or differences supporting or conflicting with original or new assumptions should be subjected to statistical tests of significance to determine the validity of the data at the end. Analysis summarises the collected data and organise it such that it answers the research questions.

According to Domegan and Fleming (2007), Qualitative research intends to investigate and to discover issues about the problem on hand, because very little is known about the problem. As indicated by Creswell (2014), qualitative research intends to enable researchers understand individuals, and the social and cultural settings within which they live. In qualitative research, diverse information claims, enquiry systems, and information accumulation strategies as well as analysis are utilised (Creswell, 2014). Qualitative information sources incorporate participant observation, interviews and questionnaires, documents and texts, and the researcher's impressions and reactions (Creswell, 2014). Data comes from direct observation of behaviors, interviews, written opinions, or from open archives (Sprinthall, 2008). Composed depictions of individuals, vents, opinions, attitudes and environments, or combinations of these can also be sources of data. This implies that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning individuals convey to them. (Denzin & Lincoln, 2011, p. 87). Kolb (2012) characterises qualitative data analysis as working with the data, organising, breaking them into manageable units, coding, synthesising, and searching for patterns.

Analysis of qualitative data is done to find designs, ideas, themes and implications. The process of data analysis begins with the categorisation and organisation of data in search of patterns, critical themes and meanings that emerge from the data. The objective is to make distinct, multi-dimensional categories that give a preliminary structure. These rising categories are of vital significance as qualitative researchers tend to utilise inductive analysis. Data gatherings and analysis inform or drive each other, with the outcome that the analysis turns into an elevated synthesis of the data. In this study, the interviews, were recorded and transcribed. A couple of open-ended questions were posed where learners were required to respond in writing and in interviews orally. In this process, the useful information that may be closely linked to their experiences can emerge. The individual responses were analysed and categorised with the results of transcription of the interview and interpreted to draw conclusions. The collages were analysed for similarities and differences. The data was interpreted from within a constructivist framework.

Every strategy thus, utilises criteria like reflexivity, triangulation and thick portrayals. The Researcher took awareness of this contention and utilises the term reliability as used by a few others to cover the above mentioned. This study utilised credibility, transferability, conformability and dependability. Data collection and analysis inform or drive each other, with the result that the analysis becomes a higher-level synthesis of the information. In this study, the interviews, were recorded and transcribed. A couple of open-ended questions were posed to the learners, where learners were required to respond orally. In this process, useful information that was closely linked to their experiences can emerge. The individual responses were analysed and categorised with the results of transcription of the oral interview and interpreted to draw conclusions. The learners also responded to the questions by making use of and explaining collages. The transcriptions of the discussions with the participants, containing the interpretations of the collages, were analysed for common themes, similarities and differences. The content of the collages was also analysed for recurring themes. The identified themes were discussed with the relevant research participants in order to minimise researcher bias and ensure trustworthiness.

4.11 TRUSTWORTHINESS OF THE STUDY

Qualitative studies are usually not based upon standardised instruments and they often utilise smaller, non-random samples (Creswell, 2014). In this manner, these assessment criteria cannot be entirely connected to the qualitative paradigm, especially when the researcher is inspired by

addressing and understanding the significance and interpretation of phenomenon. Evaluating the accuracy of qualitative findings is not simple. However, there are a few conceivable techniques and criteria that can be utilised to enhance the trustworthiness of qualitative research findings. In qualitative studies, trustworthiness is vague because it is put in different terms. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is suitable to address how qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing how credible, transferable, confirmable, and dependable research is. Reliability is the term utilised in qualitative research as a measure of the nature of research. It is the degree to which the data and data analysis are acceptable and reliable. Creswell (2014, p. 138) proposes that the reliability of qualitative research can be built up by utilising four strategies: credibility, transferability, trustworthiness and conformability, and are constructed parallel to the analogous quantitative criteria of internal and external validity, reliability and neutrality, i.e. The concepts and terminology used to describe the trustworthiness of qualitative research findings are different from quantitative research. The criteria for trustworthiness (verification) are credibility (for internal validity), transferability (external validity), dependability (reliability) and confirmability. A researcher can use triangulation to establish trustworthiness of the study. In triangulation the researcher may use two or more techniques to gather data. Triangulation allows the researcher to triangulate data from interviews with data from documents or different methods, for example, a qualitative case study with quantitative data from a survey. Qualitative researchers triangulate data within a study using only one research method, for example, an ethnographer might triangulate data from interviews with data from observations (Myers, Montgomery & Anderson-Cook, 2009). In this qualitative study the researcher triangulated interviews with data from the collages.

4.11.1 Credibility

Credibility is how confident the qualitative researcher is in the truth of the research study's findings, that is, the certainty that can be set in reality of the research findings. It is also a way of knowing that the researcher's findings are true and accurate. Credibility establishes whether the conceivable data drawn from participants' original data is a correct interpretation of the participants' original views (Moser & Korstjens, 2018).

4.11.2 Transferability

Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts, that is, research findings are transferable or generalisable just in the event that they fit into new settings outside the actual study context. Transferability is undifferentiated from external validity, that is, the extent to which findings can be generalised. Generalisability alludes to the degree to which one can expand the record of a specific circumstance or population of different people, times or setting than those specifically contemplated (Ritchie et al., 2013). Transferability is viewed as a major challenge in qualitative research because of the participants from the researcher as the key instrument and is a risk to legitimate deductions in its traditional reasoning about research information. However, a qualitative researcher can improve transferability by enumerating the research strategies, settings, and assumptions underlying the study (German et al., 2015, p. 45) advocates that transferability is accomplished by providing a detailed, rich description of the settings studied to provide the reader with adequate data to have the capacity to pass judgment on the relevance of the discoveries to different settings that they know. Since this study adopts qualitative phenomenology study approach, the process of generalisation that relevantly coordinates it is inferential generalisation which is best clarified as generalisation from the context of the research study itself to different settings or context (Ritchie et al., 2013). Furthermore, it is a prerequisite that the researcher documents and legitimises the methodological approach, and depicts in detail, the basic procedures and systems that have helped him to build, shape and interface implications related with those phenomena. Besides, all through the process of this study, the researcher was sensitive to conceivable inclinations by being aware of the potential outcomes for various elucidations of the real world. In qualitative research, generalisability is sometimes simply disregarded for advancing the local comprehension of a circumstance. Nevertheless, the researchers gave, a rich, thick portrayal of the study to such an extent that information and depiction represent themselves to empower readers to assess the importance of the implications attached to the findings; hence making own judgment regarding the transferability of the exploration results. Consequently, the generalisability issue will be resolved by the reader of the research report in view of how close the researcher's and the reader's contexts are. Furthermore, generalisability involves judgment of the context and phenomena found which allows others to assess the transferability of the findings to another setting (Ritchie et al., 2013).

4.11.3 Dependability

Dependability is practically equivalent to reliability, which is, the consistency of observing the same finding under similar circumstances. As indicated by Merriam (2015), it alludes to the degree to which research findings can be duplicated with comparative participants in a comparative setting. It stresses the significance of the researcher representing or depicting the changing context and conditions that are fundamental to consistency of the research result. According to Merriam (2015), dependability is problematic and impossible as human behavior is not static; is very logical and changes persistently relying upon different affecting variables. It is additionally compounded by the likelihood of numerous understandings of reality by the study participants. A comparable report with various subjects or in an alternate establishment with various hierarchical culture and context or by a different researcher may not really yield similar outcomes. The nature of inductions likewise relies upon the individual development of implications in view of individual experience of the researcher and how skilled the researcher is at gathering data and interpreting them.

4.11.4 Confirmability of the findings

Confirmability is the degree to which the research findings can be confirmed by others. It is analogous to objectivity, that is, the extent to which a researcher is aware of or accounts for individual subjectivity or bias. Confirmation can be helpful to confirm one's interpretation of the findings with respondents and which is called respondent validation. Triangulation of findings with data from different sources and methods can help confirm the validity of the interpretation (Moser & Korstjens, 2018). Tracy (2010, p. 73) "argues that auditing could also be used to establish confirmability in which the researcher makes the provision of a methodological self-critical account of how the research was done. In order to make auditing possible by other researchers, it is a good idea that the researcher archives all collected data in a well-organised, retrievable form so that it can be made available to the reader or participants if the findings are challenged".

4.12 ETHICAL ISSUES

Any research study that is conducted using qualitative and quantitative approaches must adhere to sound ethical principles. To maintain ethical principles in this research, the researcher obtained permission to conduct research from the university of KwaZulu-Natal research office, Department of Education, school, parents and from the learners. The school had a right to withdraw from the

research at any time if the school suspected any problems. The participants were also informed to feel free to discontinue their participation at any time whenever they were feeling stressed, without fear of being penalised. Confidentiality was maintained at all times and anonymity was observed. The participants were fully informed about the research procedure and all participants were asked to sign consent forms before data collection took place. After data collection, they were informed about the full aims of the research. They were also told that they will have access to any publications arising from the study they took part in. Deception of the participants was avoided altogether. There was no other way to answer the research question and the potential benefit of research did not exceed any risk to the participants. The participants' psychological well-being and dignity were preserved at all times. Adhering strictly to all the ethical guidelines serves as standards of honesty and trustworthiness of the data collected and the accompanying data analysis. Despite all mentioned precautions, it was made clear to the participants that the research is only for academic purposes and that their participation in it is absolutely voluntary.

4.13 LIMITATIONS

The limitations of the study depend on the main study objective (Hackshaw, 2008). The researcher should reveal that a clear understanding of limitations is well known (Wolery, 2018). The research was based on a convenience sample at a single institution and so there can be no generalisations made about the wider population. The number of learners was limited to ten; therefore, it is a very limited restricted research. Unwillingness of the learners to participate in the study was allowed, since participation was voluntarily. Participants were also told that they could withdraw at any time from the study. Contact with participants were at the time that suites them as well as the researcher; and the participants' attendance was inconsistent. Participants' requested that certain information should not be used or published. Learners' reluctance to participate in the research and time to conduct the interview must not interfere with contact time. Some of the learners were not able to freely express their views because of the fear of being recorded.

4.14 CONCLUSION

This chapter presented the methodology of the study which is the qualitative approach. The chapter further discussed the strengths and limitations and research methods. The research data collection methods used included interviews and collage. It also discussed analysis procedures and trustworthiness of the study. Ethical issues concerning participants were also discussed as well as the limitations of the study.

CHAPTER FIVE: RESULTS AND DISCUSSION OF THE STUDY

5.1 INTRODUCTION

The previous chapter outlined the methodology that was used in this study which was qualitative research. The research design was also outlined. In the research design the method of data collection was explained. The data was collated through interviews and collages. In this chapter the results were presented using themes. The sub-themes and categories which relate to the grade nine learners were used. The researcher read each script and interpreted the data. As the script presented the data related to a particular category together in one place, it was easy to establish the range and nature of the phenomenon of interest. This was done according to the research aims, objectives and research questions. The researcher paid attention to the experiences that the main findings presented. Contradictory experiences had a rich source of information which allowed the researcher to further understand of the phenomenon; these were not discarded because they were a minority view.

The discussion of the study is also presented. Data analysis within qualitative studies involves organising and preparing the data for analysis, using a process of coding to move the data into analysable components, combining the codes into broad themes, and then using the themes to form a description or explanation, or to create a point. Finally, the overview of the chapter, summary of finding, limitations and recommendations follow to conclude the chapter.

5.2 RESULTS OF THE STUDY

The results of the study linked to “Enhancing career decision making in senior phase in one of secondary schools in Umlazi district”. Three themes emerged as well as related sub-themes.

THEME 1: Challenges faced by learners when they choose careers.

THEME 2: Factors influencing career decision making

THEME 3: Enhancing career decision making

5.2.1 THEME 1: Challenges faced by learners when they choose careers.

Two sub-themes emerged under theme one: Bad experiences of choosing a career and Positive influences of choosing a career

Categories

- 1.1.1 Lack of support by family
- 1.1.2 Insufficient support from school
- 1.1.3 Insufficient knowledge of careers
- 1.1.4 Uncertain about career to be chosen
- 1.1.5 Difficulties about choosing a career
- 1.1.6 Difficulties about choosing subjects

Categories

- 1.2.1 Feelings of joy and relief
- 1.2.2 Feelings of satisfaction

5.2.1.1 Sub-theme 1.1 Bad influences of choosing a career

Categories were presented one by one. The learners' interview responses were also presented.

5.2.1.1.1 Categories 1.1.1 Lack of support by family

During interviews one of the participants stated that the family did not approve the career that she was choosing. Nompilo said *"My family told me that being a detective is dangerous. They are not approving that career. They wanted me to choose other career"*.

5.2.1.1.2 Categories 1.1.2 Insufficient support from school

One of the participants felt that the support that she got from school was not enough because the career chosen by the participant was unfamiliar. Tamson indicated that: *"I wanted to know more about the career I was choosing. My teacher and my counsellor did not have enough information of the career I wanted to choose. They ended up saying that I must try to get more information from google, but what I wanted was information from the person who knows the career"*.

5.2.1.1.3 Categories 1.1.3 Insufficient knowledge of careers

The problem faced by another participant was that his capabilities were not matching the career he liked. Mbuso said: *“I wanted to be a pilot. I did not know that if you want to be a pilot you must have Mathematics and Physical Science. My teacher and my counsellor told me that if I want to be a pilot, I must do Mathematics and Physical Science in grade ten and I must pass them with flying colors. I am not excellent in these subjects. The information that I have acquired about the career was not enough because there were no professionals to address us about ins and outs of the careers and challenges one faced and which paths to follow to give you a breakthrough in the career”*.

5.2.1.1.4 Categories 1.1.4 Uncertain about career to be chosen

During the interviews, three of the participants said that most of the learners in their grade are uncertain about the careers they want to choose. They chose the first one and they encountered some problems. They were unsure about whether they liked those careers. They also did not know any world of work. They indicated they would think about careers later, but they also did not know whether they would continue with the subject they chose.

5.2.1.1.5 Categories 1.1.5 Difficulties about choosing a career

The response to the question posed to the participants about the difficulties they experienced about choosing careers was as follows: Thandeka responded saying, *“The difficulties I have about choosing a career is that the career requires me to do subjects that I am not strong in, but I was interested in that career”*.

5.2.1.1.6 Categories 1.1.6 Difficulties about choosing subjects

The response to the question posed to participants about the difficulties they experienced choosing careers was as follows. Jared mentioned that, *“I do not want to make career decision early because I want to be clear about the career that I will choose. It is difficult to choose subjects because I do not know which career I will choose”*.

5.2.1.2 Sub-theme 1.2 Positive influences of choosing a career

5.2.1.2.1 Categories 1.2.1 Feeling of joy and relief

When the participants were interviewed, they said few of the learners were joyful about the careers they chose because they knew what they would be doing in their lives. Their parents took them to

work when there was a programme of “take a girl child to work” and they seemed relieved concerning their careers choices. They observed people when they were doing their jobs.

5.2.1.2.2 Categories 1.2 .2 Feeling of satisfaction

When the participants were interviewed, they said few of the learners were feeling satisfied about the careers they chose because their parents use to take them to their work environments. They were then influenced by their parents to choose those careers, since they have knowledge of these careers. They love the careers they chose.

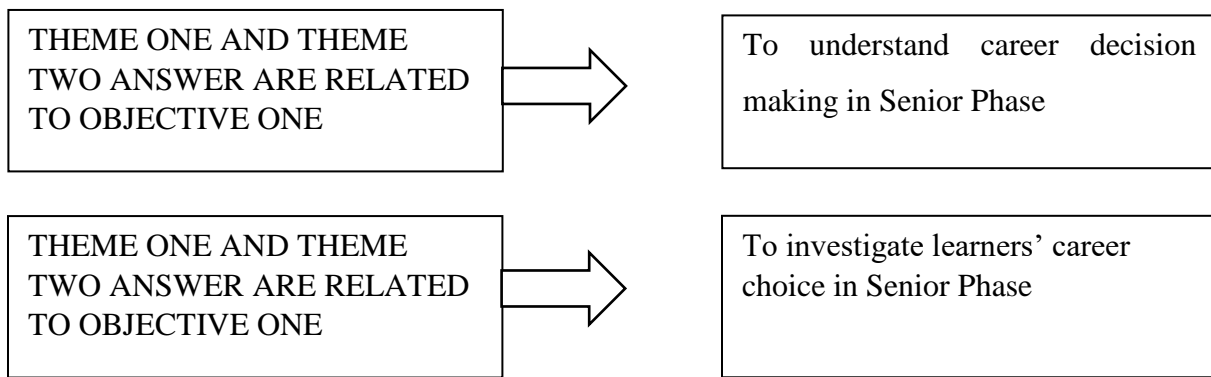


Figure 3: theme 1 and theme 2 fulfillment of the objectives of the study.

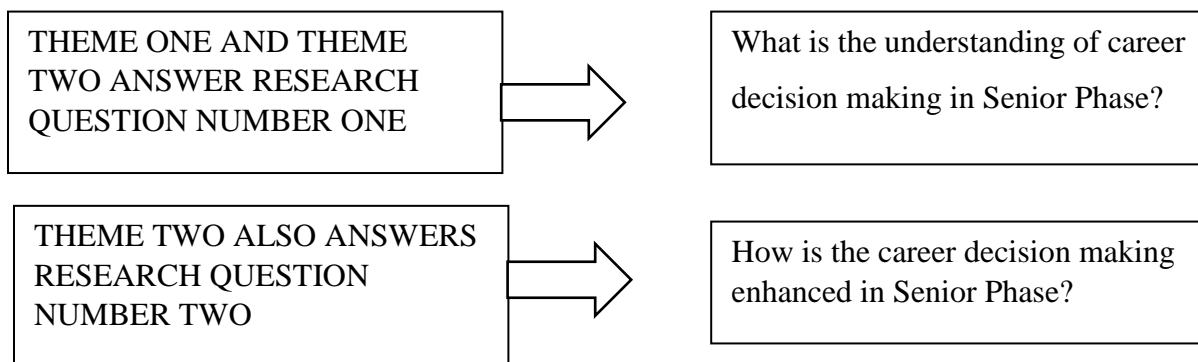


Figure 4: theme 1 and theme 2 answers of question 1 and 2 of the study

5.2.2 THEME 2: Factors influencing career decision making

Two sub-themes emerged under theme two: Workshops for the parents and proper guidance of the learners and Feelings of joy and relief.

Sub-theme 2.1: Workshops for the parents
and proper guidance of the learners

Sub-theme 2.2: Feelings of joy and relief

Categories

- 2.1.1 Forced to choose a career
- 2.1.2 Confining to one career
- 2.1.3 Lack of self-knowledge
- 2.1.4 Influence from parents

Categories

- 2.2.1 Counsellor guided my parents
- 2.2.2 Got guidance

5.2.2.1 Sub-theme 2.1: Workshops for the parents

Categories were presented one by one. The learners' interview responses were also presented.

5.2.2.1.1 Categories 2.1.1 Forced to choose a career

When Bhekani was interviewed he said: *“My parents were forcing me to do mechanical engineering because it is a good paying job; my cousin is a good example because he is earning a lot of money. I will also repair their cars; there will be no need of hiring the person who will repair their cars. Luckily my school counsellor advised them. She told them that I cannot do something that I am not interested in because I might end not performing well at school as well as in a university”*.

When Jared was interviewed he said: *“My father told me that I cannot do drama. If you are an actor, you do not have dignity sometimes you do things that are unacceptable in our culture as well as things that are not acceptable in our religion. He wanted me to be a lawyer; he told me that I am good in arguments”*.

5.2.2.1.2 Categories 2.1.2 Confining to one career

When Siarah was interviewed she indicated that she wanted to be a journalist. *“Since grade seven my dream was to be a journalist. I used to seek for information if something has happened at school. They used to get information from me if something has happened at in class or at school because I am a good story teller. Later on, when I was asking the children about what happened*

at school they were swearing and cracking jokes about me, and then I wanted to fight with them. I then realized that I am short tempered I cannot choose this career. I am still confused because it was the only career that was in my mind. I am still looking for other career that can suit my character. I chose the subjects that I will do next year but I am not sure of the career that I will do. As soon as I choose a career may be, I will change my subjects because I still have a chance to do so next year”.

5.2.2.1.3 Categories 2.1.3 Lack of self-knowledge

During interviews Yamiska indicated that “In grade seven I did monologue my teacher was so impressed and got highest marks in class. She recommended me to do drama as my career. I developed love of drama. Monologue was the only aspect I am good at. This year I realized that I cannot do drama because I am not good in singing and dancing. There are no hopes that I will pass drama with good marks. Drama requires me to sing and dance. I am not sure of the career that I must choose. I am still searching for another career that will be good for me. My counsellor told me that she will help me to find another career”.

5.2.2.1.4 Categories 2.1.4 Influence from parents

When Delani was interviewed, he indicated that, “I liked to be an accountant, but I was not sure whether to choose that career, but my mother influenced me to choose it”.

5.2.3 THEME 3: Enhancing career decision making

Sub-theme 3.1 Feeling despair

Sub-theme 3.2 Feelings of hope

Categories

Categories

3.1.1 Not knowing the requirements of the career

3.2.1 Re-thinking about a career

3.1.2 Not career matured

3.2.2 Still searching for a career

3.1.3 No knowledge of workplace and indication of

ways of enhancing career decision making

5.2.3.1 Sub-theme 3.1: Feeling despair

Categories were presented one by one. The learners' interview responses were also presented as follows.

5.2.3.1.1 Categories 3.1.1 Not knowing the requirements of the career

During the interviews Busiswa stated that: *“The information I got was not enough because there were no professionals to address me about the career of my choice. I have little information about my career. The requirements of my career are not that much clear. The challenges I have is that I do not know which path to follow to give me a breakthrough in this career. I feel like I have to re-think about a career that I will choose”*.

5.2.3.1.2 Categories 3.1.2 Not career matured

When Nompilo was interviewed she indicated that: *“I and some of the grade nine learners are not career matured. There should be more than enough information provided about careers that learners want to follow. They should be given enough time to think things through. The school should bring successful people from different careers to motivate learners”*.

5.2.3.1.3 Categories 3.1.3 No knowledge of workplace and indication of ways of enhancing career decision making

During interviews, all learners indicated that they do not have knowledge of workplaces of the careers they have chosen, and they also indicated how career choice could be enhanced. Thandeka indicated that: *“Career decision making could be enhanced by getting professionals in the field of interest to address learners and to take them to at least see the operations of it. It should be enhanced in that way because professionals are more experienced in that particular career field of concern and knows INs and OUTs of the job. By taking learners to the work place, they get first-hand experience and first-hand information. They are able to get clear answers if they have any questions regarding anything with the career”*.

Nompilo indicated that: *“The learners should be given the necessary information about career choice. The Life Orientation teachers should bring successful people from different careers to motivate learners”*.

Jared indicated that: *“The learners could get their role models in those careers that they chose and ask them about the INs and OUTs of the jobs”*.

Tamson indicated that: *“The Department of education should open centers where the learners could go to and hire each professional from different sectors who could teach the learners about different careers. The learners from grade seven to grade nine could be taken to those centers. After that they should choose their career. The learners from grade ten to grade twelve will be taken again to those centers to check whether they still like those careers they chose in grade nine because in these grades they are more matured. In grade ten they could go there at the beginning of year to search for other careers that could have subjects that are not too difficult if they find that they could not cope with the subjects that they chose at the end of grade nine which are in line with their careers”*.

Bhekani said: *“The Department can hire a an expert who can go to different work places and do video tapes everything about the job, good or bad to show learners in senior phase in different schools”*.

Siarah said: *“The Department of education can get a person who can video tape people from different work places performing their work and open a website where all these videos will be placed. The learners from different schools can go to this website and access the information”*.

Yamiska said: *“Life Orientation teachers can get videos from different workplaces and use them to teach about the careers in senior phase”*.

Mbuso said: *“After the child has chosen the career, the parent can make arrangement with that workplace and take their child to that workplace to explore the job may be for a week”*.

Busiswa said: *“Life Orientation teachers can organize trips to different work places from the beginning of senior phase before the learners choose their careers so that even those who have no idea of which career to choose can develop love of certain career”*.

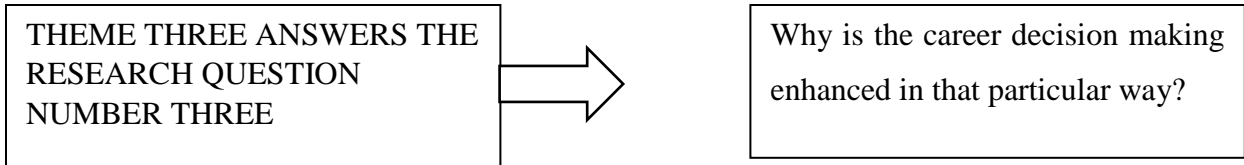


Figure 5: theme 3 answer to question 3.

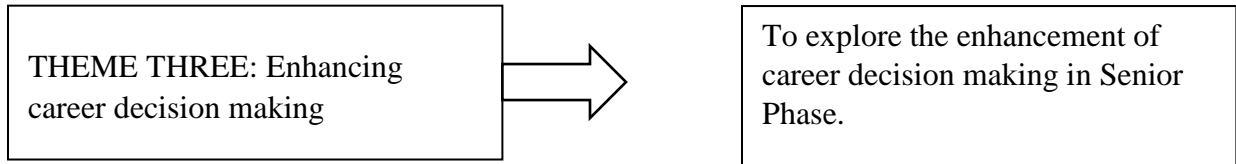


Figure 5: theme 3 fulfilment of the third objective

5.3 ANALYSIS AND FINDINGS OF COLLAGES

The second method of data generation was collages. The collages were used so that the participants would emphasise the way in which career choices can be enhanced. The collages also were analysed. The collage becomes an instrument through which participants are able to express needs and feelings that they might not otherwise have been able to articulate. Collages were used to emphasise how career decision making can be enhanced. The participants chose different picture to represent how enhancement of careers can be done. The participants then explained to the researcher the reason they chose each image/ picture.

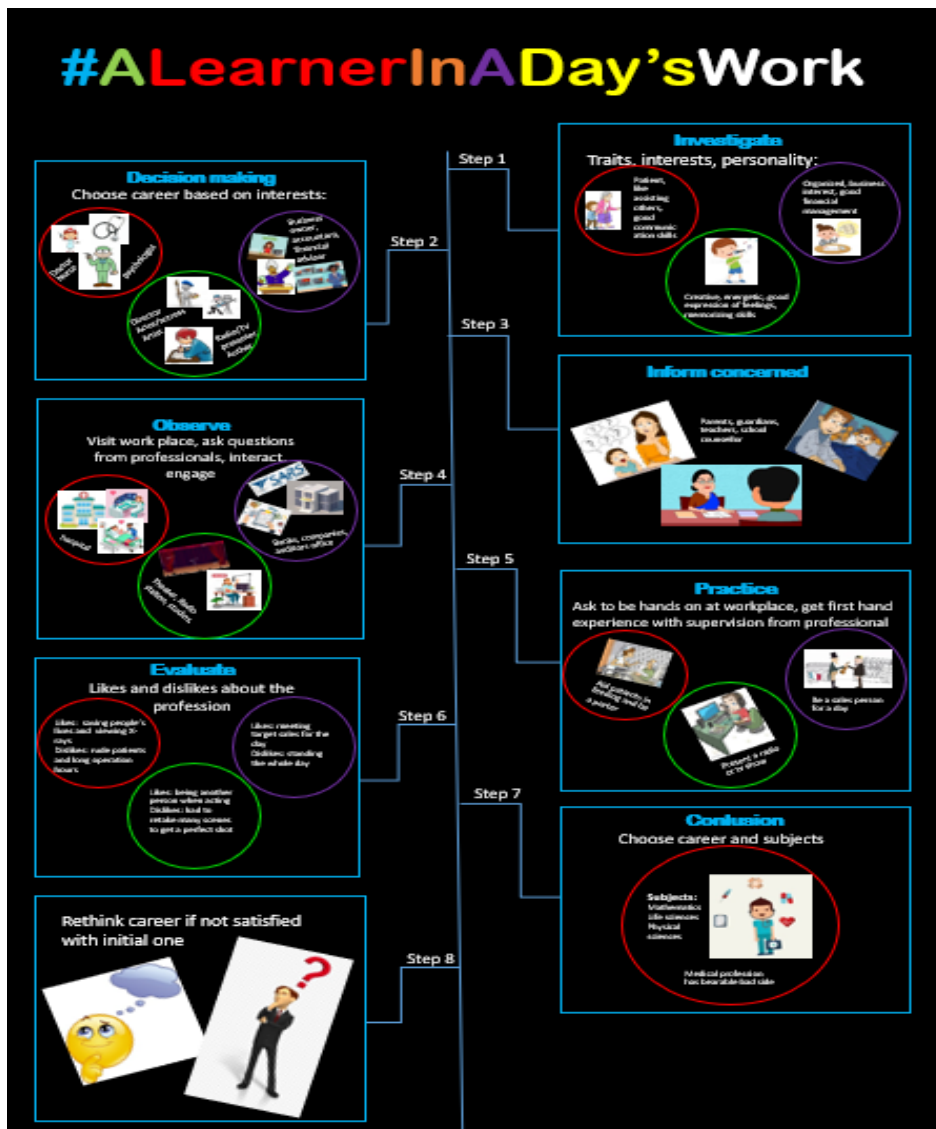


Figure 6: Collage 1 By Tamson

In figure 6, the learner identified a way which could assist her in choosing her career. The learner suggested that it would be better if they were taken through a step by step process where the learners in grade nine are first investigated in step 1. In this step the learners' traits, interests and personalities are identified. In the step 2, a decision is to be made. A career has to be chosen by the learner based on the interests, traits and personality of the learner. It would be better if the learner had a list of careers rather than depending on one in the choosing process, in case it is unsuccessful. In step 3, the learner has to inform the concerned such as the parents, guardians, teachers and/or the school counsellor. This is due to the learner still being a minor and having to

seek guidance from elders. Step 4 is the observation stage. The learners pay a visit at the workplace of their desired career to observe how the workplace operates on a daily basis. While there, they get to ask questions from professionals, interact and engage with them as well. In step 5, the learners get to practice working in the workplace of their chosen career where they are given minor duties to fulfill under the supervision of a professional. This gives the learners a firsthand experience. Evaluation occurs in step 6 where the learners evaluate their experiences in the workplace. In the evaluation process they list their likes and dislikes. After their evaluation, in step 7 they then conclude which career path they wish to follow, and which subjects they are to choose based on their career choices. The learner may encounter difficulties, such as hard subjects or careers being against religion or traditions, in their choices in step 8, they can rethink their career choices and change to another one if they are not satisfied with the initial one. Özlen and Arnaut (2013, p. 97) citing Germeijs and Verschueren (2006) found that, their model of career decision-making distinguishes six basic tasks in the process: orientation process to choose; self-exploration; broadly exploring the environment; in-depth exploration of the environment; choosing an alternative: and committing to a particular career alternative.

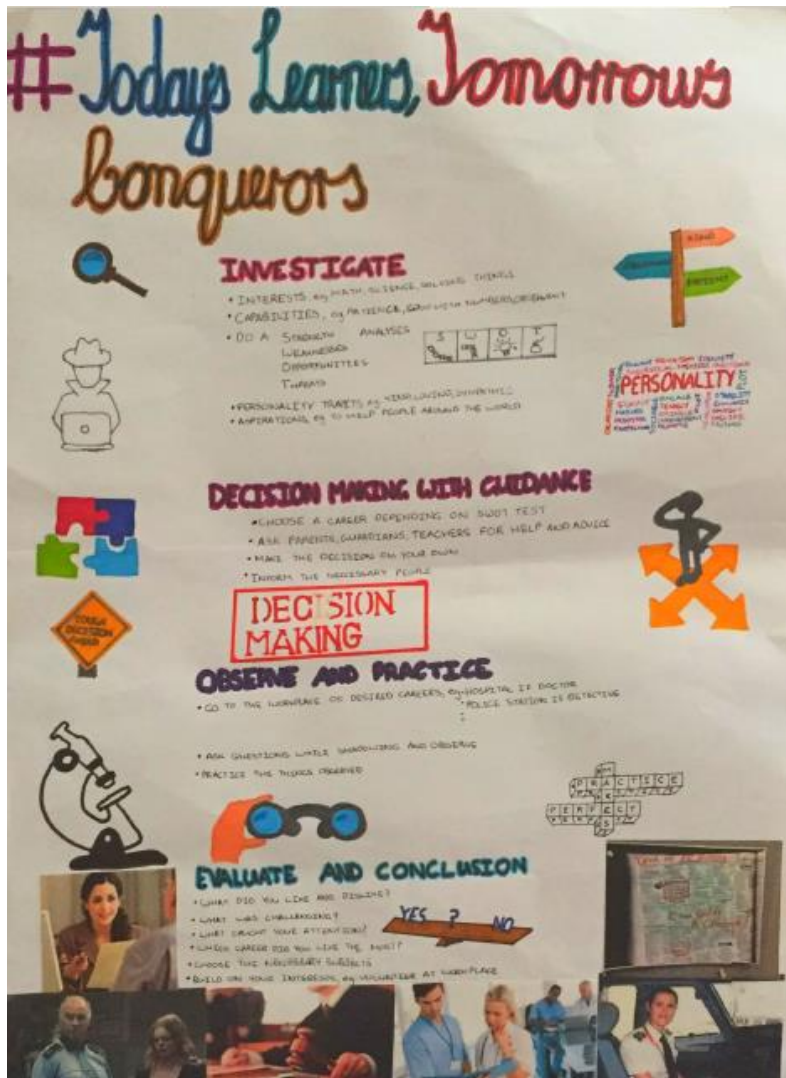


Figure 7: Collage 2: By Thandeka

In figure 7, step one, it is indicated that a learner should investigate or find out their interests and abilities with a strength, weakness, opportunities and threat test, in order for them to choose careers that link with their personalities. Learners should also consider their aspirations and passions that influence their career decisions in this step. In step two, learners are advised to use the knowledge that they have gained in step one to research possible careers and choose the most suitable ones. They are also advised to choose these careers on their own and to inform their parents, guardians and teachers thereafter. In step three, the learners are also advised to go to their desired career workplaces to get a feel of the environment and experience the daily work, and also practice what they observe and see if they could manage that kind of work every day for the rest of their career life. In step four, which is the final step, the learners are then advised to make further career

decisions and evaluate what they have observed and practiced, and whether or not they had challenges, likes and dislikes; in order to choose a particular field and relevant subjects. They are advised to build on their interests in that particular field by volunteering during holidays. Özlen and Arnaut (2013) citing Germeijs and Verschueren (2006) found that, their model of career decision-making distinguishes six basic tasks in the process; orientation process to choose; self-exploration; broadly exploring the environment; in-depth exploration of the environment; choosing an alternative: and committing to a particular career alternative.

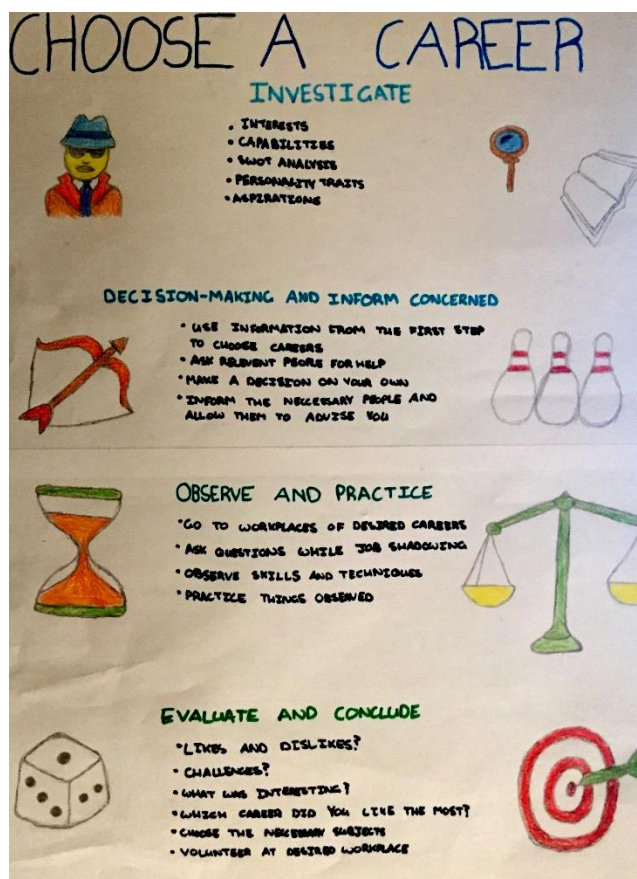


Figure 8: Collage 3 By Busiswa

In figure 8 collage three, the learners should do introspection about their interests, capabilities and aspirations. Thereafter, they should choose the careers. They then go to work places and ask the professionals about INs and OUTs of the careers. If they have enough information about the careers they chose, they then do an evaluation to check whether they can cope with those careers. If they

are not satisfied about their first choice they re-think and do the second choice. If they are satisfied about first choice they then stick to their choices. According to Patton and McMahon (2014, p. 57) career content refers to the effects on career development which are either natural for the individual or exude from inside the setting in which the individual lives. On the other hand, parents, teachers, peers, counsellors and other people encourage learners to choose careers by guiding, supporting them and helping to investigate their careers that are related to their talents, interests and capabilities (Bowen, 2009, p. 49).

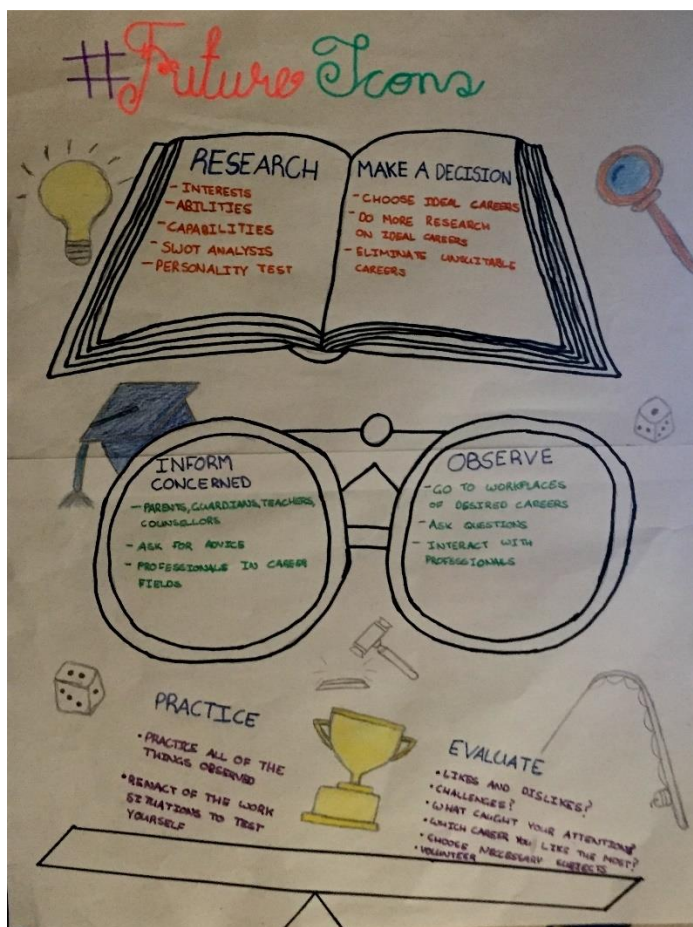


Figure 9: Collage 4 By Jared

The learners should do a swot analysis about themselves so that they will know themselves better. They should also do a personality test. They should know their strengths, weaknesses, opportunities and threats. They then get their role models of different careers, thereafter, choosing ideal careers. In addition, they should inform concerned parties, that is, parents or guardians and

their teachers. They are also expected to workplaces, assure themselves that what they saw from videos is what they really want. According to Landine (2013, p.66), late adolescence is the time when ideological and occupational commitment is a key task. The main requirement at this stage is preparation for a career, increase in awareness about careers and occupations, enhancing the importance of career decision-making in adolescence. They may face difficulties with gathering and analysing occupational information. This makes career decision making a complex process. The learners should first understand the micro-system which is self and then their macro-systems which is the society and its institutions where they socialise. Individuals should learn about self, gain knowledge about self and understand self, that is, micro-system, before they learn and understand macro-system. In this case the individuals should learn about world of work which is fundamental to career decision-making. The world of work is macro-system. The ability to make good career decisions is critical for success in life because these choices will have repercussions on the individual's entire life and future. A person's future achievements, income levels, standard of living, self-esteem, and social status are largely influenced by his career. Hence it is important to provide effective career guidance at this stage to make appropriate career choices. Starting with career planning, the career goals of an individual change from securing an entry into the world of work, to sustaining oneself and progressing in his chosen path.

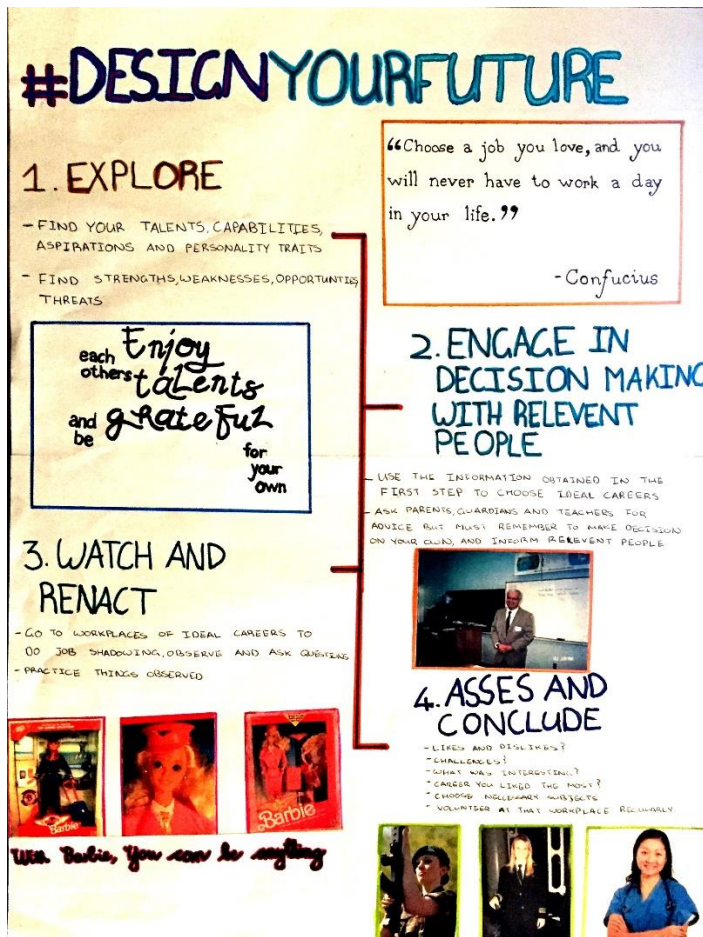


Figure 10: Collage 5 By Nompilo

The above figure 10 indicates that learners can explore their talents by having careers day. They should dress up like the professionals who do those jobs. The life Orientation teachers should invite professionals from different work places who will then talk to the learners about the INs and OUTs of their jobs. The learners will then find the strengths, weaknesses, opportunities and the threats of different careers. The learners should then visit workplaces to enhance their career decision making. They will then assess, find likes and dislikes, find challenges, what was interesting, and choose relevant subjects. They can volunteer at those workplaces regularly during holidays. As indicated by Greenbank (2010) a balanced way to deal with career decision-making seems to be the most often advocated and involves identifying objectives, collecting information, generating and evaluating different options before making career choices. People are expected to engage in a comprehensive process that involves identifying careers that are congruent with their abilities and values (Greenbank, 2010). People require proper career decision-making skills to make good

career decisions. Career decision-making skills include self-knowledge, knowledge of employment opportunities, creating career objectives, developing strategy, doing an investigation and acquiring input on the adequacy of the technique and the significance of the objectives (Coetzee & Roythorne-Jacobs, 2007, p. 17). As indicated by Hirschi and Läge (2007) a great career choice, can be characterised not just by the content of the choice, but by the procedure utilised by the individual to settle on his or her career decisions.

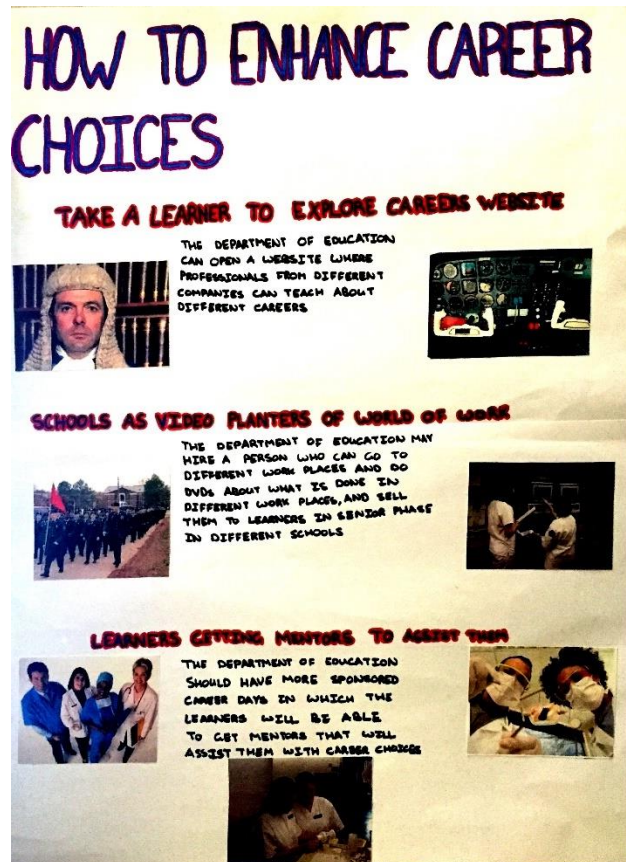


Figure 11: Collage 6 By Bhekani, Yashmika and Siarah

Bhekani, Yashmika and Siarah decided to do their collage together because of time constraints. They did their collage after they finished final examination. According to Bhekani, the learners should investigate their talents. The Department of Education should then hire an expert who will take videos of different mentors. The learners can be given time to watch career videos at school. The parents should then buy those Digital Video Discs so that the learners will be able to enhance career decision making. Yashmika also is of the same view, she said that the life Orientation teachers and the school should hire an expert who will go to the different work places and take

videos while the professional is busy doing their work. The videos should be shown to the learners. Those videos could be bought by the parents so that they will be watched by both the parent and their children to enhance career decision making. Siarah said, the Department of Education can open a website in which different careers could be put in and the information about those careers. The different videos could be inserted in that website. The parents could watch those videos together with their children. The learners could watch those videos occasionally, in that way career decision making could be enhanced. According to Patton and McMahon (2014) career content refers to the effects on career development which are either natural for the individual or exude from inside the setting in which the individual lives. On the other hand, parents, teachers, peers, counsellors and other people encourage learners to choose careers by guiding, supporting them and helping to investigate their careers that are related to their talents, interests and capabilities.

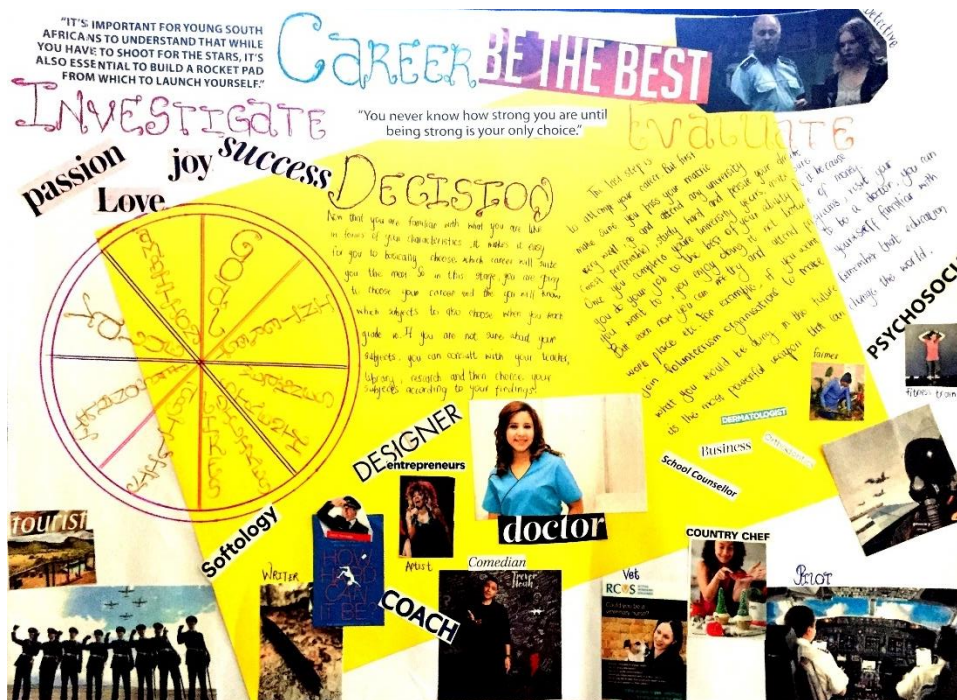


Figure 12: Collage 7 By Mbuso

Mbuso said that, the Department of Education should have more sponsored career days in which the learners will be able to get mentors who will assist them with career choices. In the first career day the learners could investigate their career choices in the second career day the learners whereby, the learners could explore career decision making. In the third, the learners can get the

mentors who will mentor and help them to choose their careers. The parents could take their learners to the mentor during the holidays. They could also do voluntary work in these work places. Bowen (2009) states that as children grow, they need to have a cluster of careers that are related so that they will choose from them. Brown and Lent (2017) point some factors that lead to career maturity, which include, planning for career decision-making, the availability of resources for exploration, knowledge of careers, knowledge of the world of work, knowledge of the preferred occupational group. They further state that career decision-making is therefore an important aspect of career maturation.

5.4 DISCUSSION AND FINDINGS OF THE STUDY

5.4.1 Introduction

In this section, the results of the study are interpreted in the light of the existing literature review and theoretical framework, using themes, sub-themes and categories that emerged.

This section also shows how the results of the study answered the research questions. The findings of the study are discussed in relation to the following themes:

THEME 1: Challenges faced by learners when they choose careers.

THEME 2: Factors influencing career decision making

THEME 3: Enhancing career decision making

5.4.2 Challenges faced by learners when they choose careers.

The study found that learners experience problems when they make career decisions because of the challenges they come encounter.

5.4.2.1 Insufficient knowledge about the career choices

The problem faced by another participant was that his capabilities were not matching the career he liked. Mbuso stated that he wanted to be a pilot. He did not know that if he wants to be a pilot he must have Mathematics and Physical Science. His teacher and his counsellor told him that if he wants to be a pilot he must do Mathematics and Physical Science in grade ten and pass them with flying colors, but the problem is not excelling in these subjects. The information that he acquired about the career was not enough because there were no professionals to address the ins and outs of the careers and challenges faced and which paths to follow to give them a breakthrough in the career. As indicated by Schreuder and Coetzee (2011) in their findings individual career development includes the advancement of appropriate career related practices, building up a career identity and engaging in actual career decision-making. Furthermore, self-learning merges information about the individual and contains capacities that shed light on particular change. Satisfaction of these capacities adds to discovering oneself along these lines to viable target setting in administering career.

5.4.2.2 Lack of self-knowledge

During interviews, Yamiska indicated that in grade seven she did monologue then her teacher was so impressed, and she obtained the highest marks in class. Her teacher recommended that she could do drama as her career. She developed a love for drama. Monologue was the only aspect she was good at. This year she realised that she cannot do drama because she is not good in singing and dancing. There are no hopes that she will pass drama with good marks. Drama requires her to sing and dance. She is not sure of the career that she must choose. She is still searching for another career that will be good for her. This is supported by Systems Theory of Patton and McMahon (2014) who recognised three components of career determination as being self-knowledge, learning of the world of work, and genuine thinking on the relations of these two collections of reality. Savickas and Porfeli (2012) found that, through self-exploration, individuals make thorough examinations about their internal attributes and thus form a clear self-image in relation to career.

5.4.2.3 Uncertain about career to be chosen

During the interviews, three of the participants said that most of the learners in their grade are uncertain about the careers they want to choose. They chose the first one and they encountered some problems. They are not sure whether they like those careers. They also do not know any world of work. They about these when they will choose careers later, but they also do not know whether they will continue with the subject they chose. As expressed by Harlow and Bowman (2016) career maturity is a prerequisite for settling on wise and realistic career choices, the more matured an individual is the more they would choose a career that is realistic and consolidates his or her self-concept. Learners do not match their desires with reality about career and they do not have enough knowledge about their career (Tekke & Ghani, 2013).

5.4.2.4 Learners not career matured

When Nompilo was interviewed she indicated that she and some of the grade nine learners are not career matured. There should be more than enough information provided about careers that learners want to follow. They should be given enough time to think things through. The school should bring successful people from different careers to motivate learners. Brown and Lent (2017) point to some factors that lead to career maturity, to mention a few: planning for career decision-making, the availability of resources for exploration, and knowledge of careers, knowledge of the world of work, knowledge of the preferred occupational group. As expressed by Harlow and

Bowman (2016) career maturity is a prerequisite for settling on wise and realistic career choices, the more matured an individual is, the more they would choose a career that is realistic and consolidates his or her self-concept. Learners do not match their desires with reality about career and they do not have enough knowledge about their careers (Tekke & Ghani, 2013, p. 41). Grobler et al. (2014, p. 41) stated that, the learners need to be career matured before they enter the university. They need to master five aspects, that is, gathering information about the self, e.g. life roles, interests, work values, aptitudes, etc.; gathering information about the environment e.g. knowledge about the world of work and tertiary institutions; integrating self-information and career information; acquiring competent decisions making skills; and learning to convert that decision into a concrete career plan.

5.4.2.5 Not knowing the requirements of the career

During the interviews Busiswa stated that, the information she got was not enough because there were no professionals to address her about the career of choice, therefore she had limited information. The requirements of her chosen career were not very clear. The challenges she has is that she does not know which path to follow to give her a breakthrough in this career. Olamide and Olawaiye (2013,) states that, lack of sufficient information about different jobs, make the students unable to judge whether they would like what their choices actually entail. Some of the students are pushed by high interest to specific fields; however, do not have the intelligence to perform the tasks that are required in the field they have chosen, (Beggs et al., 2008). The study that was done in Kenya by Ngunjiri (2013, p. 76) showed that teachers' interviews suggested that students should be given a chance by employers of public and private sectors so that they will be more exposed to job market. Furthermore, the interviews further revealed that the students that have different practical skills should attend workshops organised by the employers so that they will gain more information. They will be exposed to practical work done by employees, for example, mechanic, drawing, wood work, electricity etc. Symonds et al. (2011) found that, it is not only the school readiness that prepare the students with skills and capabilities of workplace, what is also important is to equip secondary school learners with the skills needed for the fields that they take in the universities or workplace for example engineering, science or technology. As indicated by Schreuder and Coetzee (2011) individual career development includes the advancement of appropriate career related practices, building up a career identity and engaging in actual career decision-making.

5.4.2.6 Confining to one career

When Siarah was interviewed she indicated that she wanted to be a journalist. Since grade seven her dream was to be a journalist. She used to seek for information if something had happened at school. Everybody at school used to get information from her in class or at school because she was a good story teller. Later on, when she was asking the children about what happened at school, they were swearing and cracking jokes about her, then she wanted to fight with them. She then realised that she is short tempered, and she could not choose this career. She is still confused because it was the only career that was in her mind. She is still looking for other careers that could suit her character. She chose subjects that she will do next year but she was not sure of the career that she will do. Bowen (2009) states that as children grow, they need to have a cluster of careers that are related so that they will choose from them. McMahon and Patton (2006) positioned individuals as learners, who through their interactions and experiences with influences from their social and environmental-societal frameworks construct knowledge. In relation to challenges facing career education, Systems Theory Framework can help adolescents to become more dynamic in the career process and in addition consider their potential career choices more comprehensively. Research has additionally found that parental and adolescent perceptions of career influences on adolescent career development may differ.

5.4.2.7 Influence from parents

When Delani was interviewed, he indicated that he liked to be an accountant, but he was not sure whether to choose that career; although his mother persuaded him to choose it. Özlen (2013) in support of the above mentioned as the findings of his study showed that influence from the family and technological environments play a vital role in the children's choice of career. KorSir and Wafula (2012) revealed that parents influence their children to choose certain careers when it comes to career choice. McMahon, Watson and Patton (2015) found that the STF is made of a few key interrelated frameworks, including the intrapersonal arrangement of the individual, the social framework and the environmental societal framework. Beliefs representing the content of the social framework incorporate peers, family, media, local groups, work environment and education institutions. Process influences incorporate possibility, change after some time and the ability to be repeated indefinitely.

5.4.2.8 Difficulties about choosing a career

The response to the question posed to the participants about the difficulties they experienced choosing careers were as follows Thandeka's response indicated that, she faced difficulty choosing a career since her career of choice requires her to do subjects that she is not strong in, although she is interested in that career. Beggs et al. (2008) found that some of the students are pushed by high interest to specific fields; however, do not have the intelligence to perform the tasks that are required in the field they have chosen. In their study, Tekke and Ghani (2013) found that, learners do not match their desires with reality about career and they do not have enough knowledge about their career.

5.4.2.9 Lack of support by family

During interviews one of the participants stated that the family did not approve the career that she was choosing. Nompilo stated that, her family told her that being a detective is dangerous, hence they did not approve of that career; they insisted she choose another career. Baines (2009, p. 95) found that parental aspirations and expectations affect the career choice of their children's expectations, since some of the parents influence their children when they choose their careers and some of the children respect their parents' decisions.

5.4.2.10 Forced to choose a career

When Bhekani was interviewed he stated that his parents were forcing him to do mechanical engineering because it is a good paying job; his cousin is a good example because he earns a lot of money. His parents told him that there will be no need of hiring a mechanic to repair their cars. Luckily his school counsellor advised them. She told them that he cannot do something he is not interested in because he might end up not performing well at school as well as in a university. When Jared was interviewed, he mentioned that his father told him that he cannot do drama. If he is an actor, he could not have dignity because sometimes he will be required to do things that are unacceptable in their culture as well as their religion. His father wanted him to be a lawyer, saying that he is good in arguments. Adan (2016, p. 17) found that the children blame their parents for the courses that they are taking and the choice of the university since, those courses according to the students do not lead to the preferred careers. When parents forced their children to take courses against their will at the university that are not of their choice, they harbored hatred, got demoralised, dissatisfied and frustrated towards the course and the university, forcing them to

engage in the sale of drugs and substances to make money and forget about academic work or drop out from the universities.

5.4.2.11 Insufficient support from school

One of the participants felt that the support that she got from school was not enough because the career that he chose was unfamiliar. Tamson indicated that he wanted to know more about the career he was choosing. His teacher and his counsellor did not have enough information on the career he wanted to choose. They advised he must try to get more information from google, but what he wanted was information from an expert who knows the career. Greenbank and Hepworth (2008, p. 7) found that some students who are reluctant to approach the careers service for advice are intimidated by careers advisers. They fear their lack of knowledge about careers issues could result in embarrassment or even humiliation.

5.4.2.12 Forced to choose a career

When Bhekani was interviewed he said that, his parents were forcing him to do mechanical engineering because it is a good paying job, his parents told him that, his cousin is a good example because he is earning a lot of money. He will also repair their cars, there will be no need of hiring the person who will repair their cars. Luckily my school counsellor advised them. She told them that he cannot do something that he is not interested in because he might end up not performing well at school as well as in a university. When Jared was interviewed he said: His father told him that he cannot do drama. If he becomes an actor, you he would not have dignity since he would do things that are unacceptable in their culture and religion. He wanted him to be a lawyer, since he is good in arguments. Parental aspirations and expectations affect the career choice of their children, since some of the parents influence their children when they choose their careers and some of the children respect their parents' decisions (Beines, 2009, p. 95).

5.4.2.13 Feelings of satisfaction

When the participants were interviewed, they said few of the learners were feeling satisfied about the careers they chose because their parents used to take them to where they were working. They were then influenced by their parents to do those careers and they have knowledge of these careers. They love the careers they chose. During late-stage of adolescence, people coordinate the qualities or identity fragments into an underlying career identity (Savickas, 2012, p. 74). Baines (2009)

found that in the Philippines, parental influence on career choice often based on economic improvement and is important to the career choice of adolescents as they often make the career choices for them.

5.4.2.14 Feelings of joy and relief

When the participants were interviewed, they said few of the learners seemed joyful about the careers they chose because they knew what they will be doing in their lives. Their parents took them to work when there was a programme of “take a girl child to work” and they were relieved about their careers now. They observed people when they were doing their jobs. Özlen and Armaut (2013) found that it is the family which influences their children’s choice of career. The findings of his study showed that influence from the family and technological environments play a vital role in the children’s choice of career. Having positive experiences and role models working in specific careers may influence the set of careers they consider as options for themselves.

5.4.2.15 No knowledge of workplace and indication of ways of enhancing career decision making

During interviews, all learners indicated that they do not have knowledge of workplaces of the careers they have chosen, and they also indicated how career choice could be enhanced. Thandeka indicated that career decision making could be enhanced by getting professionals in the field of interest to address learners and to take them to see the operations. It should be enhanced in that way because professionals are more experienced and competent in that particular career. By taking learners to the work place, they get first-hand experience and first-hand information. They are able to get clear answers if they have any questions regarding the career. McMahon and Tatham (2008, p. 18) in their STF, found that career decision making is understood as a process occurring within a myriad of individual, social and environmental systems.

Nompilo indicated that the learners should be given the necessary information about career choice. The Life Orientation teachers should bring successful people from different careers to motivate learners so that they would have a good understanding of careers. Patton and McMahon (2014) found that the social framework alludes to the individual and frameworks with which the individual collaborates, for instance, family, educational institutions, the workplace and peers. While at the same time each of these is a framework in its own right that collaborates with the individual framework, it is additionally a subsystem of the social framework.

Jared indicated that the learners could get role models in those careers that they chose and ask them about the INs and OUTs of the jobs. In that way career decision making could be enhanced. McIlveen (2017) found that, by using constant exploration, individuals can construct their careers.

Tamson indicated that the Department of education should open centers where the learners could go to and hire each professional from different sectors who could teach the learners about different careers. The learners from grade seven to grade nine could be taken to those centers; thereafter they should choose their career. The learners from grade ten to grade twelve will be taken again to those centers to check whether they still prefer those careers they chose in grade nine, since they are more matured. In grade ten, they could go at the beginning of year to search for other careers that could have subjects that are not too difficult if they find that they could not cope with the subjects that they chose at the end of grade nine which are in line with their careers. The above mentioned is a way that career decision making can be enhanced. McMahon and Patton (2006) found that, the STF was proposed as a relevant model of adolescent career decision making. This model, exhibited as a progression of interconnected circles, incorporated the career decision maker who has a scope of individual attributes, such as interest, religion, knowledge and incapacities. Sources of influence including family, companions and school, are all situated within the setting of a society or condition that included geological, employment, financial, political and historical variables. In addition, the dynamic idea of interactions between career decision makers and their unique situations as well as the level of influence to career decision makers are acknowledged. Career decision making ought to be considered in the future.

Bhekani said that, the Department can hire an expert who can go to different work places and record video tapes about the job, good or bad to show learners at the senior phase in different schools. The career decision making can be enhanced in that particular way because the learners would have sufficient knowledge of different careers. McMahon and Patton (2006) positioned individuals as learners, who through their interactions and experiences with influences from their social and environmental- societal frameworks construct knowledge. In relation to challenges facing career education, STF can help adolescents to become more dynamic in the career process and in addition to consider their potential career choices more comprehensively.

Siarah said the Department of education can get a person who can video tape people from different work places performing their work and open a website where all these videos will be placed. The

learners from different schools can go to this website and access the information so that career decision making could be enhanced. As indicated by Schreuder and Coetzee (2011) individual career development includes the advancement of appropriate career related practices, building up a career identity and engaging in actual career decision-making. Furthermore, self-learning merges information about the individual and contains capacities that shade light on particular change. Satisfaction of the above-mentioned capacities add to discovering around oneself to a viable target setting in administering career. Thus, effective calling essential authority happens when individuals procure an all-around self-information.

Yamiska said that, Life Orientation teachers can get videos from different workplaces and use them to teach about careers at the senior phase, that is, from grade seven to grade nine. In that way career decision making could be enhanced. Patton and McMahon (2014) found that, a systemic understanding of work and the purpose it serves in the lives of individuals may enhance career development practice. Work stays at the center of career development services. McMahon and Patton (2006) further stated that the STF can give a guide to career counseling as it obliges, not just the viewpoints of the conventional prescient speculations, yet in addition the places of the later constructivist career counseling approaches, a further quality of the frameworks Theory point of view is the connection it forges amongst theory and practice.

Mbuso added that after the child has chosen the career, the parent can make arrangement with that workplace and take their child to explore that job for a week. This could be another way of enhancing career decision making because the learner could have sufficient knowledge of that career. McMahon, Watson and Patton (2015) refer to an individual as an open system who constantly interacts with his or her environment and seek to be stable and retain identity over time.

Busiswa mentioned that Life Orientation teachers can organise trips to different work places from the beginning of the senior phase before the learners choose their careers so that even those who have no idea of which career to choose can develop love of certain careers. The career decision making could be then enhanced in that particular way. McIlveen (2017) found that, by using constant exploration, individuals can construct their careers. Gati et al. (2011) emphasised that the career decision-making process has the same characteristics as any other decision-making process, which means that, the process involves an individual, choosing what he/she feels is the most appropriate from various career possibilities, this is done based on comparison and evaluation of

alternatives, mindful of the fact that these comparison and evaluation processes are influenced both by the characteristics of the educational program or profession and the individual.

5.4.3 CONCLUSION

The participants revealed the information that they have about enhancing career decision making. The results of the study were presented; three themes that emerged as well as categories, were discussed in relation to the literature review and theoretical framework. Discussion and findings were presented in this chapter.

5.5 OVERVIEW OF THE CHAPTERS

Chapter 1 presented the overview of the study. The background of the study was clarified and the rationale of doing the study was explained. The aims, objectives and the research questions were outlined. The overview of the research design and methodology used in this study was outlined.

In chapter 2 the literature review was explored using the following topics: The connotation and conception of career; Factors that influence career decision making; Gaps in literature that talk about career choice; Challenges faced by the learners who failed to make good career choices in secondary school; Effects of challenges faced by the learners who failed to make good career choices; Transition from high school to the university; Addressing dropouts in universities; Taking a gap year after matric; Career decision-making; Need of career maturity; Career choice versus academic performance; Understanding learners' differences and expectations when they choose careers; as well as insufficient career education.

Chapter 3 discussed the theoretical Framework and Conceptualisation and Rationale of the career choices in South Africa. The theoretical Framework used in this study is Systems Theory. chapter

Chapter 4 discussed the methodology used in the current study. A qualitative research approach embedded within the interpretivism paradigm was employed. The purposive sampling method used to select participants was discussed as well as data generation methods used which included interviews and collages.

Chapter 5 presented results, discussions and findings. This chapter also discussed results in accordance with themes, sub-themes and categories. The themes that emerged were as following:

THEME 1: Challenges faced by learners when they choose careers.

THEME 2: Factors influencing career decision making

THEME 3: Enhancing career decision making

This chapter also presented the answers of the research questions. It further gives a summary of the study and discusses the limitations and recommendations for further research.

5.6 SUMMARY OF THE FINDINGS

The findings revealed that career decision making at the senior phase can be enhanced by connecting students to the world of work whereby they could shadow experts or professionals in their careers of choice. This could be done in different ways, for example, the Department can experts in the designated fields to video tape professionals at work to show learners at the senior phase what careers entail. In addition, career decision making could be enhanced by getting professionals in the field of interest to address learners, share their professional experiences, as well as take them of field trips of their work environment. Participants also indicated that the Life Orientation teachers should motivate learners through liaising with various experts from different fields so that they would provide adequate information for learners to have a good understanding of careers they choose. Moreover, the Department of education should open centers where the learners could go to and hire each professional from different sectors who could teach the learners about different careers. The Department of education can source a person who can video tape people from different work places performing their daily operations and open a website where all these videos would be posted. The learners from different schools can access information from this website so that career decision making could be enhanced. Life Orientation teachers can also get videos from different workplaces and use them to teach about the careers at the senior phase (grade seven to grade nine). In that way career decision making could be enhanced. It was also emergent in the findings that the parents can also make arrangements with the workplace to enable their children explore the jobs for a week. In addition, Life Orientation teachers can organise field trips to different work places from the beginning of senior the phase before the learners choose their careers so that they would be able to make informed career decisions.

5.6.1 Trustworthiness of the study

In this study trustworthiness was ensured in two ways. Firstly, the researcher prepared the transcripts and the coding was done. Thereafter emergent themes were arranged carefully to ensure that they accurately reflected the content of the original data set. Secondly, participants' validation was used to ensure the accuracy of the findings. Participants checked whether transcripts were done according to what they said during the interviews. In both instances there was consensus regarding the capturing and interpretation of the data.

5.6.2 Credibility

Credibility is concerned with the validity of the conclusions that are drawn from the data and how these conclusions match the reality being reported on. Triangulation has been described as the process of corroborating evidence from different individuals, types of data, or methods of data collection. Data sources in this study included interviews and collages. This was the reflection of triangulation. Triangulation could also refer to obtaining information from various different types of informants on the same phenomenon. The effect of triangulation is to render a more holistic picture of the phenomenon under study and to prevent undue reliance on a single data collection method or source (Mabuza et al., 2014, p. 3).

5.6.3 Transferability

According to Mabuza et al. (2014, p. 3), transferability refers to how well the study conclusions can be applied to other similar settings. The ability of others to judge whether the findings can be transferred depends on a detailed description of the study setting, the selection of participants and the findings. Dependability refers to the extent to which similar findings would be obtained if the study were repeated. However, differences should be expected in qualitative studies as the focus is on the range of experience. In this study the research dependability was ensured as the methods were described in detail such that they were shown step by step, nothing was hidden, and the limitations were discussed.

5.6.4 Confirmability

Confirmability refers to the degree of objectivity of the researcher in data collection and reporting. The reader wants to ensure that the results are truly based on the data and not the preferences of the researcher (Mabuza et al., 2014). Confirmability was done by using interviews and collages.

5.7 LIMITATION OF THE STUDY

The study was limited to participants from the urban area. Thus, it is impossible to generalise and apply the findings to other geographical areas such as deep rural, rural, ex-model C, private or independent schools. The learners might be convinced that their Life Orientation educators should apply all the methods that they suggested while the educators are teaching Life Orientation in their classes or at the senior phase (grade seven to grade nine); they might challenge these educators.

5.8 RECOMMENDATIONS

It is recommended that the department of education organise more workshops for teachers who are working at the senior phase. The workshops should have sufficient information about the choice of careers and teachers should be made aware of and liaise with centers where they could take the learners. It should be compulsory to take learners on field trips to these centers so that they obtain firsthand information from the professionals in the field. Moreover, the school counselors should design methodical interventions that can be incorporated into curricular experiences in hopes of providing students with various prospects to develop more mature career decision-making attitudes and competencies. South African measures should be developed so that the learners could do aptitude tests that are in line with South African learners. This study could be done in rural areas where the learners do not have access to internet. Mostly, people work in rural areas and the learners do not have cellphones to access information about careers.

5.9 CONCLUSION

The study investigated how career decision making could be enhanced at the senior phase. This study highlighted many factors that could assist learners to become career matured. The learners explored the enhancement of career decision making through different categories of information that emerged from the responses given by learners during the interviews such as, self-knowledge, sufficient knowledge of careers, knowing the requirements of the career, informed career decision-making, career planning, integration of self-information with career information, being career matured and having knowledge of the workplace.

REFERENCES

- Ackerman, P. L. (2014). Adolescent and adult intellectual development. *Current Directions in Psychological Science*, 23(4), 246-251.
- Ackerman, P. L. (2014). Nonsense, common sense, and science of expert performance: Talent and individual differences. *Intelligence*, 45, 6-17.
- Adams, K. M., Hester, P. T., & Bradley, J. M. (2013). A historical perspective of systems theory. In *Proceedings of the 2013 industrial and systems engineering research conference. Institute of Industrial Engineers, Norcross* (pp. 4102-4109).
- Adan, A. I. (2016). Institutional factors influencing pupils' academic performance at Kenya certificate of primary examination level in public schools in Mandera East Sub-County, Kenya (Doctoral dissertation, doctoral dissertation, University of Nairobi, Nairobi.)
- Afrika, R. V. S. (2017). Government Gazette Staatskoerant. *Energy*, (41237), 19.
- Ahmed, S. (2017). *Living a feminist life*. Duke University Press.
- Albien, A. J., & Naidoo, A. V. (2018). Barriers and Enablers for Career Development Among Marginalized South African Youth. In *New perspectives on career counseling and guidance in Europe* (pp. 147-165). Springer, Cham.
- Alexander, P. M., Holmner, M., Lotriet, H. H., Matthee, M. C., Pieterse, H. V., Naidoo, S., ... & Jordaan, D. (2011). Factors affecting career choice: Comparison between students from computer and other disciplines. *Journal of Science Education and Technology*, 20(3), 300-315.
- Amir, T., Gati, I., & Kleiman, T. (2008). Understanding and interpreting career decision-making difficulties. *Journal of Career Assessment*, 16(3), 281-309
- Antoniou, E. (2010). Career planning process and its role in human resource development. *Annals of the University of Petroşani, Economics*, 10(2), 13-22.
- Armstrong, P. (2016). Bloom's taxonomy. *Vanderbilt University Center for Teaching*.

- Athanasou, J. A., & Van Esbroeck, R. (Eds.). (2008). *International handbook of career guidance* (Vol. 21). Springer Science & Business Media.
- Authority, S. A. Q. (2012). SAQA. 2012c. *Policy and criteria for the registration of qualifications and part-qualifications on the National Qualifications Framework*.
- Baines, J. (2009). *What are the factors that shape the careers decisions of LSE students?* (Doctoral dissertation, University of Reading).
- Bass, G. H. (2011). Social and academic integration in an extended curriculum programme. *The Journal of Independent Teaching and Learning*, 6(1), 45-54.
- Beggs, J. M., Bantham, J. H., & Taylor, S. (2008). Distinguishing the factors influencing college students' choice of major. *College Student Journal*, 42(2), 381-395.
- Bekki, J. M., Smith, M. L., Bernstein, B. L., & Harrison, C. (2013). Effects of an online personal resilience training program for women in STEM doctoral programs. *Journal of Women and Minorities in Science and Engineering*, 19(1).
- Beyer, S. (2008). Gender Differences and Intra-Gender Differences amongst Management Information Systems Students. *Journal of Information Systems Education*, 19(3).
- Bimrose, J., & Hearne, L. (2012). Resilience and career adaptability: Qualitative studies of adult career counseling. *Journal of Vocational Behavior*, 81(3), 338-344.
- Bisel, R. S., Messersmith, A. S., & Kelley, K. M. (2012). Supervisor-subordinate communication: Hierarchical mum effect meets organizational learning. *The Journal of Business Communication* (1973), 49(2), 128-147.
- Bissell, K. A. (2017). *College and Career Readiness: An Interview Study of High School Graduates and Their Description of Postsecondary Life* (Doctoral dissertation, University of Pittsburgh).
- Blustein, D. L. (2011). A relational theory of working. *Journal of Vocational Behavior*, 79(1), 1-17.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40.

- Bridgstock, R. (2007). Development of a brief measure of career development influences based on the systems theory framework. *Australian Journal of Career Development, 16*(3), 19-30.
- Brown, S. D., & Lent, R. W. (2017). Promoting adaptive career behavior. *Counseling and Coaching in Times of Crisis and Transition: From Research to Practice*.
- Bureau, E. (2014). Guide on life planning education and career guidance for secondary schools.
- Butler-Kisber, L., & Poldma, T. (2011). The power of visual approaches in qualitative inquiry: The use of collage making and concept mapping in experiential research. *Journal of Research Practice, 6*(2), 18.
- Carnevale, A. P., Smith, N., & Melton, M. (2011). STEM: Science Technology Engineering Mathematics. Georgetown University Center on Education and the Workforce.
- Christensen, J. (2016). A Critical Reflection of Bronfenbrenner's Development Ecology Model, Problems of Education in the 21st Century.
- Clutter, C. (2010). The effects of parental influence on their children's career choices.
- Coetzee, M., & Roythorne-Jacobs, H. (2007). *Career counselling and guidance in the workplace: A manual for career practitioners*. Juta and Company Ltd.
- Cook, A., & Maree, J. G. (2016). Efficacy of using career and self-construction to help learners manage career-related transitions. *South African Journal of Education, 36*(1).
- Corbin, J., & Strauss, A. (2008). Basics of qualitative research: Techniques and procedures for developing grounded theory.
- Council on Higher Education. (2016). South African higher education reviewed: Two decades of democracy.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (Vol. 4). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

- Creswell, J. W., & Tashakkori, A. (2007). Developing publishable mixed methods manuscripts.
- de la Fuente, J., Zapata, L., Vera, M. M., González-Torres, M. C., & Artuch, R. (2014). Bullying, personal self-regulation, resilience, coping strategies and engagement-burnout: implications for an intervention with university students. *Bullying, Prevalence, Psychological Impact, and Strategies Intervention*, 91-107.
- de Villiers, T., Mayers, P. M., & Khalil, D. (2014). Pre-registration nursing students' perceptions and experiences of violence in a nursing education institution in South Africa. *Nurse education in practice*, 14(6), 666-673.
- Deirdre Hughes, O. B. E., Mann, A., Barnes, S. A., Baldauf, B., & McKeown, R. (2016). Careers education: International literature review.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. Sage.
- Department of Basic Education. (2011). National Curriculum Statement Grades R-12(CAPS): Further Education and Training Phase, Life Orientation. Pretoria: Government printing works.
- Domegan, C., & Fleming, D. (2007). Market research in Ireland. *Gill and Macmillan Ltd, Dublin*.
- Duarte, E. Call for Manuscripts: Special issue of British Journal of Guidance and Counselling (BJGC) 2018 Revitalising career counselling to help workers re-design their career-lives and find sustainable, decent work Guest editors: Jacobus Gideon (Kobus) Maree (University of Pretoria) & Maria.
- Edwards, K., & Quinter, M. (2011). Factors influencing students career choices among secondary school students in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(2), 81-87.
- Eisner, E. W. (2017). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Teachers College Press.
- Ekpenyong, L. E. (2018). Constructivist approaches: An emerging paradigm for the teaching and learning of business education. *Nigerian Journal of Business Education (NIGJBED)*, 3(1), 149-158.

- Finlay, L. (2011). *Phenomenology for therapists: Researching the lived world*. John Wiley & Sons.
- Flederman, P., Watts, A. G., & Walters, S. (2009). Navigating the National Qualifications Framework (NQF): the role of career guidance. *South African Journal of Higher Education*, 23(3), 561-574.
- Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. Sage.
- Gati, I., Gadassi, R., Saka, N., Hadadi, Y., Ansenberg, N., Friedmann, R., & Asulin-Peretz, L. (2011). Emotional and personality-related aspects of career decision-making difficulties: Facets of career indecisiveness. *Journal of Career Assessment*, 19(1), 3-20.
- Geller, J. D., Farber, B. A., & Schaffer, C. E. (2010). Representations of the supervisory dialogue and the development of psychotherapists. *Psychotherapy: Theory, Research, Practice, Training*, 47(2), 211.
- German, L., Kalagiros, C., Kanakakis, M., Nasser, B., Stalla-Bourdillon, S., van der Graaf, S., & Vanobberghen, W. (2015). OPTET D2. 5-Consolidated report on the socio-economic basis for trust and trustworthiness.
- Gerstenblatt, P. (2013). Collage portraits as a method of analysis in qualitative research. *International Journal of Qualitative Methods*, 12(1), 294-309.
- Gomendio, M., & Organisation for Economic Co-operation and Development (OECD) Staff. (2017). *Empowering and enabling teachers to improve equity and outcomes for all*. OECD.
- Good, D. J., Lyddy, C. J., Glomb, T. M., Bono, J. E., Brown, K. W., Duffy, M. K., ... & Lazar, S. W. (2016). Contemplating mindfulness at work: An integrative review. *Journal of management*, 42(1), 114-142.
- Greenbank, P. (2010). Reader in Educational Development Teaching and Learning Development Unit Edge Hill University St. Helen's Road.
- Greenbank, P., & Hepworth, S. (2008). Working class students and the career decision-making process: A qualitative study.

- Greenfield, P. M. (2016). Social change, cultural evolution, and human development. *Current Opinion in Psychology*, 8, 84-92.
- Grobler, A., Lacante, M., & Lens, W. (2014). Transition from secondary education to higher education: A three-year longitudinal cognitive-motivational analysis.
- Grossen, S., Grobler, A. A., & Lacante, M. (2017). Repeated retention or dropout? Disputing Hobson's choice in South African township schools. *South African Journal of Education*, 37(2), 1-11.
- Guerra-Gómez, J., Buck-Coleman, A., Pack, M., Plaisant, C., & Shneiderman, B. (2013). TreeVersity: interactive visualizations for comparing hierarchical data sets. *Transportation Research Record: Journal of the Transportation Research Board*, (2392), 48-58.
- Hackshaw, A. (2008). Small studies: strengths and limitations.
- Harlow, A. J., & Bowman, S. L. (2016). Examining the career decision self-efficacy and career maturity of community college and first-generation students. *Journal of Career Development*, 43(6), 512-525.
- Harry, B., & Lipsky, M. (2014). Qualitative research on special education teacher preparation. In *Handbook of Research on Special Education Teacher Preparation* (pp. 473-488). Routledge.
- Hewitt, M., Nemhauser, G. L., & Savelsbergh, M. W. (2010). Combining exact and heuristic approaches for the capacitated fixed-charge network flow problem. *INFORMS Journal on Computing*, 22(2), 314-325.
- Hirschi, A., & Läge, D. (2007). Holland's secondary constructs of vocational interests and career choice readiness of secondary students: Measures for related but different constructs. *Journal of Individual Differences*, 28(4), 205-218.
- Hodkinson, P., Biesta, G., & James, D. (2008). Understanding learning culturally: Overcoming the dualism between social and individual views of learning. *Vocations and learning*, 1(1), 27-47.

- Holloway, I., & Galvin, K. (2016). *Qualitative research in nursing and healthcare*. John Wiley & Sons.
- Hooley, T., & Yates, J. (2015). 'If you look the part you'll get the job': should career professionals help clients to enhance their career image? *British Journal of Guidance & Counselling*, 43(4), 438-451.
- Hoorn, C. (2013). Career Maturity amongst first year university students in a commerce faculty at a tertiary institution in the Western Cape (Doctoral dissertation, University of the Western Cape).
- Jacobs, D. H., & Cohen, D. (2010). The make-believe world of antidepressant randomized controlled trials—An afterword to Cohen and Jacobs (2010). *The Journal of Mind and Behavior*, 23-35.
- Joel, J. P. (2017). Influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Kenya.
- Kolb, A. Y., & Kolb, D. A. (2012). Experiential learning theory. In *Encyclopedia of the Sciences of Learning* (pp. 1215-1219). Springer, Boston, MA.
- Korir, J., & Wafula, W. (2012). Factors that influence career choice of hospitality students in Moi University, Kenya. *Journal of Education and Practice*, 3(14), 83-90.
- Kroeze, J. H. (2012). Interpretivism in IS—a postmodernist (or postpositivist?) knowledge theory.
- Kumar, S. (2014). A study of career maturity in relation to family environment, study habits and academic achievement among senior secondary students.
- Landine, J. R. (2013). The relationship between vocational self-concept, ego-identity development, and vocational decision-making. *The Canadian Journal of Career Development/Revue canadienne de développement de carrière*.
- Larson, L. M., Wei, M., Wu, T. F., Borgen, F. H., & Bailey, D. C. (2007). Discriminating among educational majors and career aspirations in Taiwanese undergraduates: The contribution of personality and self-efficacy. *Journal of Counseling Psychology*, 54(4), 395.

- Laval, M., & Noiraut, A. (2016). Perception of consumers regarding the use of data in the sharing economy.
- Leedy, P. D., & Ormrod, J. E. (2013). The nature and tools of research. *Practical research: Planning and design*, 1-26.
- Mabuza, L. H., Govender, I., Ogunbanjo, G. A., & Mash, B. (2014). African Primary Care Research: Qualitative data analysis and writing results. *African journal of primary health care & family medicine*, 6(1), 1-5.
- Mack, J. W., Paulk, M. E., Viswanath, K., & Prigerson, H. G. (2010). Racial disparities in the outcomes of communication on medical care received near death. *Archives of internal medicine*, 170(17), 1533-1540.
- Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.
- Martin, S. P. (2010). A supersymmetry primer. In *Perspectives on supersymmetry II* (pp. 1-153).
- Mason, H. D. (2017). Stress-Management Strategies among First-Year Students at a South African University: A Qualitative Study. *Journal of Student Affairs in Africa*, 5(2), 131-149.
- McIlveen, P. (2017). Dialogical self: co-investigator in career self-research. *Career counselling: constructivist approaches*, 153-163.
- McMahon, M. L., & Watson, M. B. (2008). Systemic influences on career development: Assisting clients to tell their career stories. *The Career Development Quarterly*, 56(3), 280-288.
- McMahon, M., & Patton, W. (2006). Career Counselling Constructivist Approach. *Great Britain: TJ International Ltd*.
- McMahon, M., & Tatham, P. (2008). Career: More than just a job: Career guidance understandings informing myfuture.
- McMahon, M., & Watson, M. (2015). An introduction to career assessment. In M. McMahon, & M. Watson (Eds.), *Career assessment: Qualitative approaches* (pp. 3–12). Rotterdam: Sense Publishers

- McMahon, M., Watson, M., & Patton, W. (2014). Context-resonant systems perspectives in career theory. In G. Arulmani, A. J. Bakshi, F. T. L. Leong, & A. G. Watts (Eds.), *Handbook of career development*. New York: Springer
- McMahon, M., Watson, M., & Patton, W. (2015). The Systems Theory Framework of career development: Applications to career counselling and career assessment. *Australian Journal of Career Development*, 24(3), 148-156.
- McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry*. Pearson Higher Ed
- Merriam, S. B. (2015). Qualitative Research: Designing, Implementing, and Publishing a Study. In *Handbook of Research on Scholarly Publishing and Research Methods* (pp. 125-140). IGI Global.
- Mihirka, A. A., & Mihirka, A. A. (2014). Learning styles and attitudes towards active learning of students at different levels in Ethiopia (Doctoral dissertation). Pretoria. University of South Africa.
- Mikacic, M. T. (2015). The effects of career planning education. *RUO. Revija za Univerzalno Odlicnost*, 4(3), 92.
- Miles, L. D. (2015). *Techniques of value analysis and engineering*. Miles Value Foundation.
- Mlitwa, N., & Van Belle, J. P. (2010). A proposed interpretivist framework to research the adoption of learning management systems in universities. *Communications of the IBIMA*.
- Moodley, P., & Singh, R. J. (2015). Addressing student dropout rates at South African universities.
- Morgan, N. A. (2012). Marketing and business performance. *Journal of the Academy of Marketing Science*, 40(1), 102-119.
- Moriarty, J. (2011). Qualitative methods overview.
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9-18.

- Mtemeri, J. (2017). Factors influencing the choice of career pathways among high school students in Midlands Province, Zimbabwe (Doctoral dissertation).
- Mubiana, P. B. (2013). Career maturity, career knowledge, and self-knowledge among psychology honours students: An exploratory study (Doctoral dissertation, University of Pretoria).
- Murray, M. (2014). Factors affecting graduation and student dropout rates at the University of KwaZulu-Natal. *South African Journal of Science*, 110(11-12), 01-06.
- Mutekwe, E., Modiba, M., & Maphosa, C. (2011). Factors affecting female students' career choices and aspirations: A Zimbabwean example. *Journal of Social Sciences*, 29(2), 133-141
- Myers, R. H., Montgomery, D. C., & Anderson-Cook, C. M. (2009). Response Surface Methodology: Process and Product Optimization Using Designed Experiments (Wiley Series in Probability and Statistics).
- Ngunjiri, G. F. (2013). Decisiveness in Career Choices among Secondary School Students in Kiambu West District-Kiambu County, Kenya. Master of Education, Kenyatta University.
- Nieuwenhuis, J., & Hooimeijer, P. (2016). The association between neighbourhoods and educational achievement, a systematic review and meta-analysis. *Journal of Housing and the Built Environment*, 31(2), 321-347.
- Nyutu, P. N. (2007). *The development of the student counseling needs scale (SCNS)* (Doctoral dissertation, University of Missouri--Columbia).
- Olamide, S. O., & Olawaiye, S. O. (2013). The factors determining the choice of career among secondary school students. *The International Journal of Engineering and Science*, 2(6), 33-44.
- Oluwatimilehin, J. B., & Wale, O. J. (2014). Career Aspirations: An Investigation of Senior Secondary School Students Awareness of Contemporary High-Profile Careers. *European Scientific Journal, ESJ*, 8(1).

- Opheim, V. (2007). Equal opportunities? The effect of social background on transition from education to work among graduates in Norway. *Journal of Education and Work*, 20(3), 255-282.
- Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. *Qualitative research practice: A guide for social science students and researchers*, 2, 52-55.
- O'shea, J. (2011). Delaying the academy: A gap year education. *Teaching in Higher Education*, 16(5), 565-577.
- Özlen, M. K., & Arnaut, D. (2013). Career decisions of university students. *Journal of Community Positive Practices*, 13(2), 92.
- Papinczak, T., Tunny, T., & Young, L. (2009). Conducting the symphony: a qualitative study of facilitation in problem-based learning tutorials. *Medical Education*, 43(4), 377-383.
- Patton, W., & McMahon, M. (2014). *Career development and systems theory: Connecting theory and practice* (3rd ed.). Rotterdam, Netherlands: Sense Publishers
- Patton, W., & Smith, E. (2010). Part-time work of high school students: Impact on employability, employment outcomes and career development. *Australian Journal of Career Development*, 19(1), 54-62.
- Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological science*, 26(6), 784-793.
- Pečjak, S., & Košir, K. (2007). Personality, motivational factors and difficulties in career decision-making in secondary school students. *Psiholgijske teme*, 16(1), 141-158.
- Phothongsunan, S. (2010). Approaches to Second/Foreign Language Teacher Education. *ABAC Journal*, 30(1).
- Poldma, T. (2009). Experiential Knowledge and rigour in research. In *International conference*.
- Polesel, J., & Freeman, B. (2015). Australian University Admissions Policies and Their Impact on Schools.

- Porfeli, E. J., & Lee, B. (2012). Career development during childhood and adolescence. *New directions for youth development*, 2012(134), 11-22.
- Richardson, J. W. (2011). The dearth of technology leadership coverage. *Jsl Vol 21-N2*, 21, 216.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Sage.
- Roberts, B. W., Luo, J., Briley, D. A., Chow, P. I., Su, R., & Hill, P. L. (2017). A systematic review of personality trait changes through intervention. *Psychological Bulletin*, 143(2), 117.
- Sampat, V. M., Maru, R., & Shah, H. (2008). Reforming Higher Education Essential for 21st Century India. *International Journal of Business Insights & Transformation*, 1(2).
- Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of vocational behavior*, 80(3), 661-673.
- Schreuder, D., & Coetzee, M. (2011). *Careers an Organisational Perspectice*. Juta and Company Ltd.
- Sefotho, M. M. (2017). Career guidance in South Africa as a social justice travesty. *Orientación y sociedad*, 17, 153-163.
- Seligman, M. E. (2011). Flourish: a visionary new understanding of happiness and well-being. *Policy*, 27(3), 60-1.
- Sepanik, S. (2012). Getting ready for success: Bridging the gap between high school and college in Tacoma, Washington.
- Sharf, J., Primavera, L. H., & Diener, M. J. (2010). Dropout and therapeutic alliance: A meta-analysis of adult individual psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 47(4), 637.
- Silberschatz, G. (2017). Improving the yield of psychotherapy research. *Psychotherapy Research*, 27(1), 1-13.

- Silverman, D. (2013). *A very short, fairly interesting and reasonably cheap book about qualitative research*. Sage.
- Singh, P. K., & Shukla, R. P. (2016). Relationship between Career Maturity and Self-Efficacy among Male and Female Senior Secondary Students. *MIER Journal of Educational Studies, Trends and Practices*, 5(2).
- Siri, A., Bragazzi, N. L., Khabbache, H., Spandonari, M. M., & Cáceres, L. A. (2016). Mind the gap between high school and university! A field qualitative survey at the National University of Caaguazú (Paraguay). *Advances in medical education and practice*, 7, 301.
- Skorikov, V. (2007). Continuity in adolescent career preparation and its effects on adjustment. *Journal of Vocational Behavior*, 70(1), 8-24.
- Sprinthall, R. C. (2008). *SPSS from A to Z: A brief step-by-step manual*. Allyn & Bacon, Inc.
- Stone, J. R. (2014). Programs of study, college, and career readiness: Career and technical education and making high school matter. In *annual meeting of the American Educational Research Association*. Retrieved September.
- Strauss, A. C., & Du Toit, A. S. A. (2010, May). Competitive intelligence skills needed to enhance South Africa's competitiveness. In *Aslib Proceedings* (Vol. 62, No. 3, pp. 302-320). Emerald Group Publishing Limited.
- Symonds, W. C., Schwartz, R., & Ferguson, R. F. (2011). Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century.
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Advance Research in Management*, 5(2), 18-27.
- Takawira, N., Coetzee, M., & Schreuder, D. (2014). Job embeddedness, work engagement and turnover intention of staff in a higher education institution: An exploratory study. *SA Journal of Human Resource Management*, 12(1), 1-10.

- Tekke, M., & Ghani, F. B. A. (2013). Examining the Level of Career maturity among Foreign Asian Students by measuring Academic Level. *Journal of Education and Learning (EduLearn)*, 7(1), 29-34.
- Thanh, N. C., & Thanh, T. T. (2015). The interconnection between interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science*, 1(2), 24-27.
- Tien, H. L. S., Lin, S. H., Hsieh, P. J., & Jin, S. R. (2014). The career adapt-abilities scale in Macau: Psychometric characteristics and construct validity. *Journal of Vocational Behavior*, 84(3), 259-265.
- Timothy, J. (2014). Career choice and academic performance of Microbiology students in a Nigerian university. *International Journal of Science and Technology Education Research*, 5(5), 58-66.
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry*, 16(10), 837-851.
- van Rooij, E. C., & Jansen, E. P. (2018). “Our job is to deliver a good secondary school student, not a good university student.” Secondary school teachers’ beliefs and practices regarding university preparation. *International Journal of Educational Research*, 88, 9-19
- Varalakshmi, R. S. R., & Moly, T. M. (2009). Career Guidance Services in College Libraries: A Proposed Model. *Annals of Library and Information Studies*, 54, 185-189
- Venable, J. R. (2010, June). Design science research post hevner et al.: criteria, standards, guidelines, and expectations. In *International Conference on Design Science Research in Information Systems* (pp. 109-123). Springer, Berlin, Heidelberg.
- Walters, G. D., & Duncan, S. A. (2018). Performance-verbal discrepancies and facets of psychopathy: assessing the relationship between WAIS–R/III summary IQs/index scores and PCL–R facet scores. *Journal of Criminal Psychology*.
- Watson, M. (2009). Transitioning contexts of career psychology in South Africa. *Asian Journal of Counselling*, 16(2), 133-148.

- Watson, M., McMahon, M., Foxcroft, C., & Els, C. (2010). Occupational aspirations of low socioeconomic black South African children. *Journal of Career Development, 37*(4), 717-734.
- Watts, A. G. (2009). The relationship of career guidance to VET. *National Institute for Careers Education and Counselling (OECD Report)*. Cambridge: OECD. Retrieved from <http://www.oecd.org/edu/skills-beyond-school/44246616.pdf>.
- Wellons, S. (2013). Give Me a Break: A Study of the Gap Year.
- Willig, C. (2013). *Introducing qualitative research in psychology*. McGraw-Hill Education (UK).
- Wilson, J. (2014). *Essentials of business research: A guide to doing your research project*. Sage.
- Wolery, M., Lane, K. L., & Common, E. A. (2018). Writing tasks: Literature reviews, research proposals, and final reports. In *Single Case Research Methodology* (pp. 43-76). Routledge.
- Woods, M. (2011). Interviewing for research and analyzing qualitative data: An overview. Massey University.
- Yackinous, W. S. (2015). *Understanding complex ecosystem dynamics: A systems and engineering perspective*. Academic Press.
- Yin, R., & Afrika, R. V. S. (2017). Government Gazette Staatskoerant. *Energy*, (41237), 19
- Yin, R. K. (2009). *Case study research: Design and methods (applied social research methods)*. London and Singapore: Sage.

APPENDICES

Appendix A



University of KwaZulu-Natal
Edgewood Campus
Private Bag X03
ASHWOOD
3605
11 May 2018

The Superintendent-General
Department of Education
Province of KwaZulu-Natal
Private Bag X9137
Pietermaritzburg
3201

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN UMLAZI DISTRICTS

I am Master student in Educational Psychology at the University of KwaZulu-Natal, Edgewood Campus. As Masters student, I am required to conduct a research and to interview grade 9 learners

on enhancing career decision making in senior phase in one of secondary schools in Umlazi district. I am asking for permission to conduct research in Avoca secondary at Umlazi district.

The purpose of the study is to enhance career decision making in the learners as from the beginning of senior phase up to the end of it, so that the learners will make informed decisions when they choose subjects in grade ten and when they choose their careers. This will help them to stick to these careers in the universities because other learners keep on changing their careers in the universities as a result, they come out with B. A without any specific specialization and they become unemployable and others drop out. The study will focus on 10 learners after contact time since the secondary school is nearby the school where I teach. Participants will be interviewed for approximately 30-40 minutes. The interviews will be focused interviews and each interview will be voice-recorded. The research will be carried towards the end of June.

The person that may be contacted is my supervisor, Mrs N. Madonda. Her contact details are as follows: Tel: 031 260 3483 (office) E-mail: Madonda@ukzn.ac.za as well as the University of KwaZulu-Natal Research Office Mariette Sandman on 031 260 8350 or any queries or questions.

My contact details are as follows: 031 565 2020 (work), Cell: 076 459 5430, Email 2017078623@stu.ukzn.ac.za

Your positive response in this regard will be highly appreciated. Thanking you in advance.

Yours faithfully

J. T. Mamba (Mrs)

Appendix B

PRINCIPAL CONSENT FORM

Informed Consent

I (Full names of
the principal) of.....

I have received the following conditions under which my learner will participate. I also understand the conditions under which my school will be used.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. Since I intend to make a tape recording of the interview, I will seek your consent, to record the interview, to use the recording or a transcription in preparing the thesis, report or other publications, on condition that your school name and the participants names or identities are not revealed, and to make the recording available to a transcription service for transcription, you are assured that such persons will be asked to sign a confidentiality agreement which outlines the requirement that your school name and the participants names or identities not be revealed and that the confidentiality of the material is respected and maintained.

In the event of any problems or concerns or questions you may contact my supervisor, Mrs N.T. Madonda, her contact details are: Tel: 031 260 3483 (office) E-mail: Madonda@ukzn.ac.za as well as the University of KwaZulu-Natal Research Office Mariette Snayman on 031 260 8350 or any queries or questions. My contact details are as follows: 031 565 2020 (work), Cell: 076 459 5430, Email 217078623@stu.ukzn.ac.za.

I **agree/do not agree** for the use of audio recording device.

Signature of Principal Date

School stamp

Appendix C

PARENTS OR GUARDIANS CONSENT FORM

Date :

School :

District:

I

.....

(Full names), I have received the following conditions under which my child will participate.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. Since I intend to make a tape recording of the interview, I will seek your consent, to record the interview, to use the recording or a transcription in preparing the thesis, report or other publications, on condition that your child's name or identity is not revealed, and to make the recording available to a transcription service for transcription, you are assured that such persons will be asked to sign a confidentiality agreement which outlines the requirement that your child's name or identity not be revealed and that the confidentiality of the material is respected and maintained.

Parent/guardian Signature :

Date :

Researcher :

Date :

Appendix D

LEARNER CONSENT FORM

Date :

School :

District :

I

.....

(Full names), hereby agree/ disagree to participate in the research project: **Enhancing career decision making in senior phase in one of secondary schools in Umlazi district.**

I understand that the information is for research purpose only and that I will respond to the interviews and that I am fully aware that the interview will be tape recorded. I understand that my responses will be treated confidentially, and that the information will be treated respecting anonymity upon transcription of the interviews or any of the published results of the study. I am aware that I may withdraw from the project at any time by just notifying the researcher. I understand that my participation is voluntary and that there is no penalty whatsoever for participating, and that I have not been coerced or pressurized into signing this consent form.

I consent to the tape recording of the interview and to the use of my responses in the research project.

Tick yes / no

yes

No

Participant's Signature :

Date :

Researcher :

Date :

Appendix E

Permission from the Department of Education to conduct a research



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref: 2/48/1669

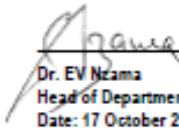
Mrs JT Mamba
PO Box 48635
Qualbert
4078

Dear Mrs Mamba

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "ENHANCING CAREER DECISION MAKING IN SENIOR PHASE IN ONE OF THE SECONDARY SCHOOLS IN UMLAZI DISTRICT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 16 October 2018 to 01 March 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Dr. EV Nzama
Head of Department: Education
Date: 17 October 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag 99137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
Facebook: KZNDOE... Twitter: @DOE_KZN... Instagram: kzndoe_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

Appendix F

Permission from UKZN to conduct a research



05 November 2018

Mrs Jabulisiwe Thandekle Mamba (217078623)
School of Education
Edgewood Campus

Dear Mrs Mamba,

Protocol reference number: HSS/1307/018M

Project title: Enhancing career decision making in Senior Phase in one of the Secondary schools in Umlazi District

Approval Notification – Expedited Application

In response to your application received 20 August 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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

Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Mrs NP Madonda
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Sheryl Jeenarain

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

Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/0360/4557 Facsimile: +27 (0) 31 260 4809 Email: simbao@ukzn.ac.za / smwinn@ukzn.ac.za / msbump@ukzn.ac.za
Website: www.ukzn.ac.za

1918 - 2018
100 YEARS OF ACADEMIC EXCELLENCE

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

Appendix G

QUESTIONNAIRE TO BE ANSWERED BY THE LEARNER PARTICIPANT

My name is Jabulisiwe Thandekile Mamba and I am conducting a research study in **Enhancing career decision making in senior phase in one of secondary schools in Umlazi district**. Your participation in this study is completely voluntary and you are free to withdraw at any time you wish to do so. Note that your anonymity is guaranteed as you will not supply your name and address.

Please ensure your honesty in answering the questions.

The first part of this interview (i.e. Questions 1-5) is for your biographical information. Kindly fill in the necessary information on the spaces provided.

1. Gender	2. Age	3. Home Language	4. Grade: _____	5. Year in phase _____

6. The second part of this interview comprises of in-depth questions.

1. What is your understanding about career choices?
2. What are your interests and aspirations?
3. What difficulties do you have about choosing that career?
4. How has career guidance helped you in making the decisions about your career choice?
5. Is there anyone who influenced you about your career choice?
6. Is the information that you have acquired enough such that you know exactly what your career is about? If yes, briefly explain what you know about the career you have chosen.
7. Have you been in the workplace for the career that you have chosen?
8. What are the views of other learners about career choice in your grade?
9. How can career decision making enhanced in senior phase?
10. Why should career decision making enhanced in particular way?

Appendix H

LETTER TO SCHOOL PRINCIPALS REQUESTING PERMISSION TO CONDUCT A RESEARCH

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

05 May 2018

The Principal

Avert Secondary School

67 Bharo Ave

DURBAN

4000

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Jabulisiwe T. Mamba, a Masters student at the University of KwaZulu-Natal (Edgewood Campus) and an educator at Avert Secondary School. I am doing Masters degree and I am required to conduct research. I, therefore, kindly seek permission to conduct this research at your school. The title of my study is: Enhancing career decision making in senior phase in one of secondary schools in Umlazi district.

The purpose of the study is to enhance career decision making in the learners as from the beginning of senior phase up to the end of it, so that the learners will make informed decisions when they choose subjects in grade ten and when they choose their careers. This will help them to stick to these careers in the universities because other learners keep on changing their careers in the universities as a result, they come out with B. A without any specific specialization and they become unemployable and others drop out. The study will focus on 10 learners after contact time since the secondary school is nearby the school where I teach. Participants will be interviewed for approximately 30-40minutes. The interviews will be focused interviews and each interview will be voice-recorded. The research will be carried towards the end of June.

PLEASE TAKE NOTE THAT:

- There will be no financial benefits that the participants may accrue for their participation in this research project.
- Your identity will not be divulged under any circumstance/s, during and after the reporting process.
- All the responses will be treated with strict confidentiality.
- Pseudonyms will be used to represent the school and the names of the participants.
- Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, anytime if they so wish, without incurring any penalties.
- Participants purposefully selected to participate in this study and they will be contacted well in advance for interviews.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact my supervisor, the Research Office or me, should you have any queries or questions:

Your positive response in this regard will be highly appreciated. Thanking you in advance.

Yours faithfully

J. T. Mamba (Mrs)

Informed Consent

I (Full names of the principal) of..... (School name) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **Enhancing career decision making in senior phase in one of secondary schools in Umlazi district**. I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily for the school to be part of the study. I understand that the school is at liberty to withdraw from research at any time should the school so desire.

I **agree/do not agree** for the use of audio recording device.

Signature of Principal Date -----

School stamp

Appendix I



Barbara Mutula
Associate member

Membership number: MUT001
Membership year: March 2018 to February 2019
0786439029
kabangebarbara@gmail.com

www.editors.org.za

06 February 2019

TO WHOM IT MAY CONCERN

This is to confirm that the dissertation written by Jabulisiwe Thandekile Mamba, titled 'Enhancing career decision making at the senior phase in a secondary school in Umlazi district' was copy edited for layout (including numbering, pagination, heading format, referencing, justification of figures and tables), grammar, spelling and punctuation by the undersigned. The document was subsequently proofread and a number of additional corrections were advised.

The undersigned takes no responsibility for corrections/amendments not carried out in the final copy submitted for examination purposes.

A handwritten signature in purple ink, appearing to read "Barbara L. Mutula-Kabange".

Mrs. Barbara L. Mutula-Kabange

Copy Editor, Proof reader
*BEd (UBotswana), BSSc Hons Psychology (UKZN),
MEd Educational Psychology (UKZN)*

Turnitin Originality Report

Processed on: 29-Dec-2018 11:06 AM CAT

ID: 1050816364

Word Count: 37115

Submitted: 1

Mrs By Jabu Madonda's Stu

Similarity Index

12%

Similarity by Source

Internet Sources:

2%

Publications:

7%

Student Papers:

3%

3% match (Internet from 13-May-2018)

<https://www.slideshare.net/ELIMENG/05-chap-4-research-methodology-and-design1>

1% match (Internet from 20-Nov-2017)

<https://repository.up.ac.za/bitstream/handle/2263/28351/dissertation.pdf?isAllowed=y&sequence=1>

1% match (Internet from 23-Nov-2017)

<http://www.phcfm.org/index.php/phcfm/article/view/640/899>

1% match (Internet from 12-Sep-2017)

https://scholar.sun.ac.za/bitstream/handle/10019.1/97917/miles_impact_2015.pdf?isAllowed=y&sequence=2

1% match (Internet from 02-Mar-2016)

<http://www.jups.ru/revista/JCPP%20Nr.%202%202013/revista.pdf>

1% match (Internet from 23-Sep-2017)

<http://www.questjournals.org/jrhss/papers/vol4-issue8/B480920.pdf>

1% match (Internet from 26-May-2013)

<http://hrca.srce.hr/file/32320>

1% match (Internet from 17-Jul-2018)

<http://www.talis2018.nl/gfx/content/ISTP%202017.pdf>

1% match (student papers from 24-May-2018)

Submitted to University of Johannesburg on 2018-05-24

1% match (publications)

Career Development and Systems Theory, 2014.

1% match (Internet from 28-Nov-2018)

<https://link.springer.com/article/10.1007/s10447-005-9010-1>

1% match (Internet from 14-May-2015)

<http://unesdoc.unesco.org/images/0023/002328/232851e.pdf>

<p>1% match (publications) Patton, Wendy. "Career Counseling: Joint Contributions of Contextual Action Theory and the Systems Theory Framework". <i>Counseling and Action</i>, 2015.</p>
<p>1% match (Internet from 22-Nov-2018) https://careerguidance.edb.hkedcity.net/edb/export/sites/default/lifeplanning/pdf/about-careers-guidance/CLP-Guide_E_r3.pdf</p>
<p>1% match (Internet from 21-May-2014) http://upetd.up.ac.za/thesis/available/etd-08152011-163810/unrestricted/dissertation.pdf</p>
<p>1% match (Internet from 01-Aug-2013) http://www.slideshare.net/shcijes/e0262033044</p>
<p>1% match (publications) Mary McMahon, Mark Watson, Wendy Patton. "The Systems Theory Framework of career development: Applications to career counselling and career assessment". <i>Australian Journal of Career Development</i>, 2015</p>
<p>< 1% match (Internet from 15-Jun-2017) https://www.devopress.com/front_end/getfile.php?fileID=30558</p>
<p>< 1% match (Internet from 24-Oct-2018) http://experientialknowledge.org.uk/proceedings_speakers_files/Poldma.pdf</p>
<p>< 1% match (Internet from 08-Oct-2014) http://cica.org.au/wp-content/uploads/Parental-Engagement-Report-March-2012-FINAL1.pdf</p>
<p>< 1% match (Internet from 01-Nov-2016) https://www.scribd.com/document/125253415/European-Scientific-Journal-jan2012-vol8-n1</p>
<p>< 1% match (Internet from 06-Sep-2017) http://wrap-test.warwick.ac.uk/80474/3/WRAPhughes_et_al_2016_eef_lit_review.pdf</p>
<p>< 1% match (student papers from 03-Dec-2015) Submitted to University of KwaZulu-Natal on 2015-12-03</p>
<p>< 1% match (Internet from 24-Feb-2014) http://www.ncdacf.org/aws/NCDA/asset_manager/get_file/52123?ver=2056</p>
<p>< 1% match (Internet from 30-Jun-2014) http://www.ngopulse.org/category/tags/career-guidance</p>
<p>< 1% match (Internet from 18-Nov-2018) http://shodhganga.inflibnet.ac.in/bitstream/10603/149833/9/09_chapter1.pdf</p>
<p>< 1% match (Internet from 06-Jun-2017) http://sajournalofeducation.co.za/index.php/saje/article/download/1367/701</p>
<p>< 1% match (student papers from 23-Mar-2018) Submitted to University of Pretoria on 2018-03-23</p>
<p>< 1% match (Internet from 01-Mar-2018) https://www.researchgate.net/publication/309889936_The_Advantages_and_Disadvantages_of_Using_Qualitative_and_Quantitative_Approaches_and_Methods_in_Language_Testing_and_Assessment_Research_A_Literature_Review</p>
<p>< 1% match (publications) <i>International Handbook of Career Guidance</i>, 2008.</p>

<p>< 1% match (student papers from 11-Sep-2015) Submitted to The University of Manchester on 2015-09-11</p>
<p>< 1% match (student papers from 14-May-2017) Submitted to Midlands State University on 2017-05-14</p>
<p>< 1% match (Internet from 19-May-2014) http://www.hecsu.ac.uk/assets/assets/documents/Working_class.pdf</p>
<p>< 1% match (Internet from 08-Aug-2014) http://www.researchgate.net/publication/226183595_Factors_Af</p>
<p>< 1% match (student papers from 17-Aug-2014) Submitted to Symbiosis International University on 2014-08-17</p>
<p>< 1% match (Internet from 10-Mar-2016) http://search.oecd.org/edu/EDUCATION%20POLICY%20OUTLOOK_NETHERLANDS_EN%20.pdf</p>
<p>< 1% match (student papers from 22-Aug-2017) Submitted to Morehouse College on 2017-08-22</p>
<p>< 1% match (Internet from 23-Jul-2016) https://www.ukessays.com/essays/psychology%20/investigation-of-the-impact-of-design-defect-psychology-essay.php</p>
<p>< 1% match (Internet from 21-Nov-2012) http://r-cube.ritsumei.ac.jp/bitstream/10367/1807/1/1-Polyglotia19_The%20Philosophical%20Underpinnings%20of%20Educational%20Research.pdf</p>
<p>< 1% match (Internet from 18-Aug-2017) http://www.oecd.org/ecc/surveys/2017-OECD-Economic-Survey-South-Africa-overview-2017.pdf</p>
<p>< 1% match (Internet from 25-Sep-2018) http://e-going.blogspot.com/2013_10_27_archive.html</p>
<p>< 1% match (student papers from 17-Aug-2015) Submitted to Brandenburgische Technische Universität Cottbus on 2015-08-17</p>
<p>< 1% match (Internet from 05-Jun-2017) http://www.gpwonline.co.za/Gazettes/Gazettes/40041_3-6_NationalGazette.pdf</p>
<p>< 1% match (Internet from 20-Nov-2014) http://www.slideshare.net/vijaykumartrpathi2008/rsearch-methodologybycrkothari</p>
<p>< 1% match (student papers from 05-Jul-2016) Submitted to North West University on 2016-07-05</p>
<p>< 1% match (student papers from 12-May-2016) Submitted to Victoria University on 2016-05-12</p>
<p>< 1% match (student papers from 24-Mar-2014) Submitted to Manchester Metropolitan University on 2014-03-24</p>
<p>< 1% match (Internet from 27-May-2018) http://docplayer.net/5647155-Assessing-career-indecision.html</p>
<p>< 1% match (student papers from 14-Jan-2015) Submitted to University of South Africa on 2015-01-14</p>

<p>< 1% match (student papers from 05-Apr-2016) Submitted to Queen's University of Belfast on 2016-04-05</p>
<p>< 1% match (publications) Raoul Esbroeck, "Career Guidance in a Global World", <i>International Handbook of Career Guidance</i>, 2008</p>
<p>< 1% match (Internet from 02-Sep-2017) http://researchbank.rmit.edu.au/eserv/rmit:162096/Gong.pdf</p>
<p>< 1% match (student papers from 23-Aug-2018) Submitted to Mancosa on 2018-08-23</p>
<p>< 1% match (student papers from 18-Mar-2014) Submitted to Anglia Ruskin University on 2014-03-18</p>
<p>< 1% match (Internet from 01-Oct-2018) http://caglobalint.com/recruitment/africa/blog/2017/09/19/the-rise-of-the-unemployed-graduate-what-is-to-blame/</p>
<p>< 1% match (student papers from 11-Feb-2018) Submitted to University of Venda on 2018-02-11</p>
<p>< 1% match (student papers from 27-Sep-2018) Submitted to University of the Free State on 2018-09-27</p>
<p>< 1% match (Internet from 11-Mar-2014) http://www.uk.sagepub.com/greenhaus4e/study/chapters/articles/Chapter04_Article01.pdf</p>
<p>< 1% match (Internet from 25-Oct-2018) https://www.researchgate.net/publication/264818391/download</p>
<p>< 1% match (student papers from 16-Jan-2014) Submitted to London School of Business and Finance on 2014-01-16</p>
<p>< 1% match (student papers from 12-Dec-2014) Submitted to University of Wales central institutions on 2014-12-12</p>
<p>< 1% match (student papers from 22-Dec-2015) Submitted to Mancosa on 2015-12-22</p>
<p>< 1% match (Internet from 17-Dec-2016) http://dspace.nwu.ac.za/bitstream/handle/10394/11143/ajphard_v19_n1_a4.pdf?isAllowed=y&sequence=1</p>
<p>< 1% match (Internet from 30-Apr-2014) http://execution-chicagotribune.com/m</p>
<p>< 1% match (student papers from 14-Jan-2016) Submitted to North West University on 2016-01-14</p>
<p>< 1% match (student papers from 09-Aug-2018) Submitted to Kisii University on 2018-08-09</p>
<p>< 1% match (Internet from 08-Jan-2017) http://www.statisticssolutions.com/membership-resources/member/</p>
<p>< 1% match (student papers from 27-Mar-2018) Submitted to Higher Education Commission Pakistan on 2018-03-27</p>
<p>< 1% match (student papers from 30-Mar-2015)</p>

Submitted to Oxford Brookes University on 2015-03-30
< 1% match (Internet from 21-Feb-2018) http://nhrc.gov.np/wp-content/uploads/2017/02/National-Training-on-HIV-and-AIDS-Research.pdf
< 1% match (Internet from 20-Feb-2009) http://www.psychology.iastate.edu/~wei/manuscript/career.pdf
< 1% match (student papers from 27-Jan-2016) Submitted to University of Derby on 2016-01-27
< 1% match (Internet from 28-Aug-2016) https://www.ukessays.com/essays/education/study-on-the-education-policy-of-saudi-arabia-education-essay.php
< 1% match (Internet from 17-Nov-2018) https://www.wc.k12.wi.us/cms_files/resources/savickas%20life%20design%20manual.pdf
< 1% match (student papers from 17-Nov-2010) Submitted to University of Johannesburg on 2010-11-17
< 1% match (student papers from 18-Nov-2014) Submitted to University of KwaZulu-Natal on 2014-11-18
< 1% match (student papers from 09-Dec-2014) Submitted to Rutgers University, New Brunswick on 2014-12-09
< 1% match (publications) Edmore Mutekwe, Maropeng Modiba, Cosmas Maphosa, "Factors Affecting Female Students' Career Choices and Aspirations: A Zimbabwean Example", <i>Journal of Social Sciences</i> , 2017
< 1% match (Internet from 24-Apr-2016) http://academicjournals.org/journal/IJSTER/article-full-text/6231F5D48897
< 1% match (Internet from 26-Jul-2017) http://journals.fcla.edu/svp2016/article/download/90517/89207
< 1% match (Internet from 21-Nov-2018) http://kupper.32essey.com/individuality/method-and-methodology.html
< 1% match (Internet from 09-Sep-2018) http://owl.massey.ac.nz/pdf/interviewing-for-research-and-analysing-qualitative-data.pdf
< 1% match (Internet from 10-Oct-2011) http://dutocg.lo.tudelft.nl/index.php/Collage_techniques
< 1% match (Internet from 04-Oct-2018) http://eprints.surrey.ac.uk/808656/10/Main%20document%20CSE%2010.12.pdf
< 1% match (publications) "Interventions in Career Design and Education", Springer Nature, 2018
< 1% match (student papers from 13-Jun-2018) Submitted to Grand Canyon University on 2018-06-13
< 1% match (student papers from 24-Apr-2018) Submitted to Auston Institute of Management and Technology on 2018-04-24