THE EXPOSURE OF TOWNSHIP SECONDARY SCHOOL LEARNERS TO CAREER EDUCATION IN LEJWELEPUTSWA DISTRICT

By

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DECLARATION WITH REGARD TO INDEPENDENT WORK

I,_Berlina Mapogisho Mokodutlo, Identity number: and student number
             , do hereby declare that this research project submitted to the Central University of Technology, Free State for the Degree: Masters in Education, is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself of any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

05 June 2019

SIGNATURE OF STUDENT

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DEDICATION

This dissertation is dedicated to all my late family members. My biological parents, namely my dad Ishmael Relebakae Mahao Mafa (2010) and my mom Motlahosebatho Jokobeta Mafa (2013). My adopted parents Ntate Mathentombi Mdutyane (2013) and Mama Tshepiso Skununu Mdutyane (2011), May your beautiful, supportive and unconditional loving souls rest in eternal peace. To my late sister Pulane Enny Moenyane (2011) and Phori Ephraim Boetie Mophuting (2006), you guys knew I had the potential of becoming someone great, you believed in me when I did not believe in myself. Here are the fruits of my hard work. May all your souls rest in peace.

ABSTRACT

The purpose of this study was to examine how Grades 9, 10 and 11 learners are exposed to career education. Based on the literature review, career education is a self-concept which begins in early childhood because of the influence of the self-concept formation on career development. Questionnaires were administered to both learners and educators. A closed-ended questionnaire was administered to 337 learners from selected secondary schools in Lejweleputswa Education District. An open-ended questionnaire was also administered to four educators who taught Life Orientation in Grade 9, 10 and 11. Closed-ended questionnaire data were analysed quantitatively whilst the open-ended questionnaire was analysed qualitatively. A literature review revealed that career counselling by Life Orientation educators play a major role in career guidance. Educators guide learners to the desired career goals.

Items on perceptions of learners to career education exposure were analysed using descriptive statistics, from descriptive analysis KMO which was used to verify sampling adequacy for data analysis. Factor analysis was done and five factors were extracted. Factor 1 was called career education value, Factor 2 was called career exhibition exposure, whilst Factor 3 was called social influence, Factor 4 was called Life Orientation influence and Factor 5 was called specific subject influence. Most learners agreed that Life Orientation played a major and an important role in career education; hence they agreed that career education is valuable. Learners and educators agreed that it was through career exposure and career education that learners develop an interest in certain careers and this can be achieved through constant exposure of learners to career education. The results showed there was a statistically significant difference between Grade 9, 10 and 11 learners in career education value scores. The results also showed that there was a statistically significant difference between Grade 9, 10 and 11 learners in career exhibitions exposure scores.

Educators' responses indicated their active involvement in career education, despite the lack of career resources and lack of financial assistance because learners must be taken to career exhibitions which are held far away from schools. Educators mentioned that social influence was one of the reasons why learners made wrong subject choices, which led to wrong career choices. This implied that parents, friends and the media may play prominent roles in influencing certain learners in choosing their careers.

This study recommends that it is through consistent exposure to career guidance that learners can reach full career maturity and confidence in career choice. Career education is valuable because it assists learners to be the master of their own career choice; it enables them to independently make informed and decisive career choices. During career exhibitions, career counsellors should be readily available to counsel groups of learners with similar career choices or interests. The Department of Basic Education (DBE) can ensure that within local libraries, recent career education resource packages are always available. The DBE should work with local authorities to ensure that the Internet is available at township libraries to assists less-fortunate learners. This will enable these learners to access information on career education and career choices.

KEYWORDS

Career, career choice, career counselling, career development, career education, career exhibition, career goal, career guidance, career theories, Life Orientation,

TABLE OF CONTENTS

ix

LIST OFTABLES

LIST OF FIGURES

x

CHAPTER ONE: ORIENTATION

1.1 INTRODUCTION

Career education plays a crucial role in shaping one's career prospects and developing one's career dreams and aspirations. A thorough and correct guidance can make a difference in secondary school learners particularly those in matric who aspire to continue with tertiary education. Learners need to be offered opportunities to explore and experience their career choices. Exposure to such will enable them to make informed decisions when they decide on different career choices.

In this case, more privileged schools can afford their learners this costly and yet important journey, as a result, such learners are likely to succeed in making the right career choices. Therefore, not all learners can be exposed to such opportunities due to limited resources, semi-skilled educators and financial circumstances.

Career guidance is crucial but yet not thoroughly conducted, for instance, not all Life Orientation (LO) educators are qualified to teach the subject, as a result, they might overlook other important aspects within the subject. It might become more complex if learners are not given correct advice and guidance in career education, therefore learners may flock to one course (degree or diploma) without exploring other careers. For example, if one of their siblings or even parents has done Human Resources Management (HR), it is very likely that the brother or sister might follow in their footsteps. The question is, are career education educators exposing learners to different career choices? Are educators guiding learners in choosing careers that suite their personalities, interests and abilities? It seems as if there are problems that educators experience when exposing learners to career education. These problems hinder learners' career choices.

1.2 BACKGROUND OF THE STUDY

The Department of Basic Education (DBE) advocates for educators to expose learners to career education and career choices through Life Orientation as a subject. Learners are

exposed from a young age to different processes of choosing careers including family, personal values, aptitude and social background. Because of the key role of work in most people's lives, it is vital that educators strive to comprehend career development and education process and how it should benefit learners as well as the greater society. Exposing learners to different careers may place them at an advantage of having a choice from vastly different, scarce and in-demand careers and thus might bridge the gap between high demands of skilled people. This might assist in reducing learners from flocking to one course and end up being amongst statistics of unemployed graduates. The following research will be undertaken in educational psychology.

1.3   STATEMENT OF THE PROBLEM

Life Orientation (LO) in Grades 7-9 aims to "guide learners to make informed and responsible decisions about their health, environment, subject choices, further studies and careers" (DBE, 2011a:9). Furthermore, in Grade 10-12, Life Orientation aims to "equip learners with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work" (DBE, 2011b:9).These aims imply that career education and career choices are important issues for the future wellbeing of a South African learner. However, it seems as if learners are experiencing problems in their career information. It is not clear if Life Orientation educators are carrying out career guidance as prescribed by the Curriculum and Assessment Policy Statement (CAPS). It is also not clear if the outcomes they achieve in their lessons are the ones intended by the curriculum. The researcher believes that this should be evident in learners when making career choices and decisions. The key problem is that it is commonly but erroneously assumed that LO can be taught by any educator. Some educators do not have relevant subject knowledge but they are teaching LO. As a result, this practice might disadvantage learners in the long run.

Career education should be carried out in a way that not only benefits learners in the future but also future generations. Career education does not only involve the content but also values, abilities, interests, character, personality, potential, self-knowledge, performance and career knowledge. Some secondary school leavers fail to further their studies at a tertiary

2

institution because of lack of knowledge. They think that for one to go to university, one should be well-off (Rooth, Seshoka, Steenkamp & Mahuluhulu, 2014). Other learners go to university but enrol for incorrect programmes. As result, they end up not completing their studies due to wrong career choices. Despite career education being offered at the school, some learners finish matric with good results but end up loitering the streets. The question is, are career educators effectively exposing learners to career education that will enable them to make informed career choices?

1.4   RESEARCH AIM AND OBJECTIVES

The aim of the research is to investigate the nature of the exposure of township secondary school learners to career education. In order to accomplish this aim, the following research questions will be investigated.

1.4.1   Research Questions

- How are learners exposed to career education?
- Why are learners making wrong career choices?
- How could the challenges learners experience when they make career choices be addressed?
- What could be done to help learners to make informed decisions when they choose their careers?
- To what extent is there a relationship between biographical variables (gender, school grade) and the learner responses related to career education?

1.4.2   Research Objectives

The research seeks to achieve the following objectives.
- To establish how learners are exposed to career education.
- To investigate why learners are making wrong career choices.
- To determine how the challenges learners experience when they make career choices could be addressed.
- To examine what could be done to help learners to make informed decisions when they choose their careers.

- To determine the extent to which there is a relationship between biographical variables (gender, school grade) and the learner responses related to career education.

1.5   PURPOSE OF THE STUDY

The purpose of this study is to investigate the nature of the exposure of township secondary school learners to career education. Career guidance and education is part of the curriculum in secondary schools. Educators are expected to teach learners so that, by the end of their secondary school year, all the misconceptions and misunderstandings have been clarified and all confusion that comes along with career choices dealt with. If learners are correctly exposed to good career education, then they would make informed career choices.

1.6   THE SIGNIFICANCE OF THE STUDY

Perry (2009) argues that learners who are guided correctly in secondary school regarding careers and career choices make informed decisions when choosing careers. This presents significant because it intends to suggest possible solutions and strategies to try and bridge the gap between career education, learners and educators. It is important because it is going to investigate the methods and skills used to teach career education. Whether or not learners are taught step by step methods of choosing a career, its significance and requirements will come out in this research. This might reduce large numbers of teenagers sitting at home in the future. The following section presents the research hypotheses.

1.7   HYPOTHESES

The following hypotheses will be tested in this research:

Hypotheses on career education value

- H_0 = There is no statistically significant difference between the mean scores for career education value for male and female learners.
- H_1 = There is a statistically significant difference between the mean scores for career education value for male and female learners.
- H_0 = There is no statistically significant difference between the mean scores for career education value for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference between the mean scores for career education value for Grade 9, Grade 10 and Grade 11 learners.

Hypotheses on career exhibitions exposure

- H_0 = There is no statistically significant difference between the mean scores for career exhibitions exposure for male and female learners.
- H_1 = There is a statistically significant difference between the mean scores for career exhibitions exposure for male and female learners.
- H_0 = There is no statistically significant difference between the mean scores for career exhibitions exposure for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference between the mean scores for career exhibitions exposure for Grade 9, Grade 10 and Grade 11 learners.

Hypotheses on social influence

- H_0 = There is no statistically significant difference between the mean score values for social influence for male and female learners.
- H_1 = There is a statistically significant difference between the mean score values for social influence for male and female learners.
- H_0 = There is no statistically significant difference between the mean score values for social influence for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference in social influence score values for Grade 9, Grade 10 and Grade 11 learners.

Hypotheses on Life Orientation influence

- H_0 = There is no statistically significant difference between the mean score values for the mean Life Orientation influence for male and female learners.
- H_1 = There is a statistically significant difference between the mean score values for Life Orientation influence for male and female learners.
- H_0 = There is no statistically significant difference between the mean score values for Life Orientation influence for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference between the mean score values for Life Orientation influence for Grade 9, Grade 10 and Grade 11 learners.

Hypotheses on specific subject influence

- H_0 = There is no statistically significant difference between the mean scores values for specific subjects influence for male and female learners.
- H_1 = There is a statistically significant difference between the mean scores values for specific subjects influence for male and female learners.
- H_0 = There is no statistically significant difference between the mean score values for specific subjects influence for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference between the mean score value for specific subjects influence for Grade 9, Grade 10 and Grade 11 learners.

An open-ended questionnaire was administered to the educators to answer the following research questions:

- How are learners exposed to career education?
- Why are learners making wrong career choices?
- How could the challenges learners experience when they make career choices be addressed?
- What could be done to help learners to make informed decisions when they choose their careers?

1.8   PRELIMINARY LITERATURE REVIEW

This section briefly reviews the literature on career education and career choices.

1.8.1   Career education and career choices

Career education is a self-concept which begins in early childhood because of the influence of the self-concept formation on career development (Rooth *et al*. 2014). If a learner is fully aware of the characteristics needed to make informed career decisions, the researcher believes that this might be a good start; although one's interests may change over time. People who know their strengths and weaknesses tend to understand themselves. Fourie and Gericke (2009) argue that the assessment of learners' ability to cope with making a wise and informed career choice, requires advice of a modest nature and career counselling is vital in this process.

Career counselling by LO educators plays a major role in career guidance. These educators serve a purpose of being guides and compasses, which direct learners to their desired career goals. In township secondary schools, very few schools have career counsellors and the time allocated to the LO to teach such is not enough. The main aims and objectives of every teacheris to finish the syllabus in time as prescribed in the policy document of the subject, which educators are not allowed to proceed to the next term having to finish the previous term's work. Akhurst and Mkize (2006) maintain that career guidance teachers should adopt a flexible approach to their work. This means an on-going reflection on the social and political ramifications of one's practices. Hence and Maree (2013) emphasise that educators may not go through the depth of teaching careers and career choices, hoping to finish without acknowledging the fact that they might be disadvantaging learners in the long run. The South African Qualification Authority (SAQA) recently commissioned a review of the career development field in South Africa. The review was designed to clarify what SAQA's role might be in assisting learners throughout life to navigate their ways through the complex array of education, training and work opportunities including but not confined to, those within higher education (Flederman, Watts & Walters.2009).

Furthermore, Flederman *et al*. (2009) argue that the time is ripe for a high-level National Career development service across all education, training and work sectors, both public and private, within lifelong learning philosophy and approach. If these strategies could be put into

place and thoroughly monitored, they might yield positive results, thus leading to mending the gap between scarce and skills and correct career decisions.

The researcher strongly believes that the scarcity or need for certain professionals could be dealt with, especially with the help of correct exposure of learners to such careers. If learners have been informed and are being guided correctly to different careers choices, their abilities, strengths and weaknesses meet the requirements of certain careers, why not nurture learners to reach the desired outcome of mending the gap between scarce skills and popular careers. This could be good for the economy of South Africa and the working environment as an entity.

Career choice has become a complex science with the advent of information technology, the emergence of the post-industrial revolution and job competition. It used to be a common practice to find feudalism a family affair, where the son of a blacksmith was destined to become a blacksmith (Walters *et al.* 2009). Today, one has not only to do diligent career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions that exist in the country (Wattles, 2009). Some of the learners who finish matric still struggle to choose their study courses wisely because they were not exposed to different careers in depth. As a result, they tend to flock to one course and end up being part of the statistics of unemployment. Hewitt (2010:105) stresses the fact "most students who are in secondary schools do not have accurate information about occupational opportunities to help them appropriate the career choice". Hewitt (2010) asserts that career choice is influenced by multiple factors, including personal, interest, self-concept, cultural identity, globalisation, socialisation, role model, social support and available resources such as information and finance. If learners are aware of their personality type, it becomes easier to associate their interest and abilities, according to the career needs and specifications. The environment in which learners find themselves plays a crucial role in their career choices. For example, if one is surrounded by well-educated people; it is very likely that one might choose to follow the same path and *vice-versa*. Hewitt (2010) further argues that factors influencing career choices can be intrinsic or extrinsic or both. Hewitt (2010) further states that most people are influenced by careers that their parent's favour, others follow the career that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. In a study by Perrone, Sedlacek and Alexander (2001) on role influence on the career decisiveness of college students, it was found that role model

8

supportiveness and quality of relationship contributed to the career choice of students. Learners' reception of being suitable for jobs has also been found to be influenced by a number of factors, including ethnic background and gender. Perrone *et al*. (2001) also indicated in his study that most of the learners selected same-gender role models.

A study on career choice in Ethiopia by Stapleton (2007) has indicated that learners had an external locus of control and believe that there are numerous external factors which influence their career choices. The external factors include political and economic considerations, previous work experience and the influence of key individuals in a person's life. Pummel, Harwood and Lavelle (2008) report that the external influence that helps to shape an individual's career choice is also influenced by significant others through social support from peers. Generally, a choice of a career is influenced by parents, friends and LO educators. Some learners may derive their own aspirations by being influenced by their parents' aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choices. Children may choose what their parents desire simply to please them (Taylor & Taylor, 2004).

Exposing township learners to career education may do away with misleading information when it comes to career choices. It may also assist in selecting a relevant subject for a specific career of interest. Therefore, the researcher believes learners who are exposed to career education will make more realistic career choices than those who did not. School guidance programmes should provide learners with information that enable them to make wise and informed career choices. However, there are times when learners who have to make career choices and are unable to do so, may also be unable to capitalise on the career choices that come their way (Devandhrian, 2004).

Furthermore, in many schools, career education is compromised owing to the limited number of trained personnel. Sometimes LO is allocated to unqualified educators. The subject is also allocated less teaching time. This leads to LO being subsumed by examination subjects that are perceived as having more status. Furthermore, LO has generally been accorded minimal status by administrators and teachers who are ill-equipped to handle the professional demands involved (Devandhrian, 2004).

The subject guidance which is now known as LO is not taken into consideration because it is shared and allocated to educators to fill their work allocations and numbers of periods needed per educator. It is also assumed that everyone can teach LO, as it's a general knowledge

9

subject, hence the unqualified are given the subject. Because LO is not examinable, time allocation for this subject is extremely minimal and Reference is given to subjects that are thought to carry more weight and are examinable.

Therefore, because of the above-mentioned reasons, the main aim of effective career guidance is not met, because it does not fully address the needs of the people as it ought to. Career education should be planned and executed to meet the wishes of learners. School guidance programmes should be implemented positively to impact on career development. The goal should be to make career development a priority and such activities should facilitate career development. All learners, regardless of their plans after secondary school, have career development needs that should be addressed through career guidance (Devandhrian, 2004).

1.9 DEFINITION OF TERMS

The following paragraphs define career, career development and career guidance.

1.9.1 Career

Career refers to time extended working out of a purposeful life pattern through work undertaken by a person (Zunker, 2006).

1.9.2 Career Development

Career development is an on-going process by which individual's progress through a series of stages, each of which is characterised by a fresh set of issues, themes and tasks (Schreuder & Coetzee, 2011).

1.9.3 Career Guidance

Career guidance is a career service focussed on helping individuals who are undecided to articulate their behavioural repertoire and translate it into vocational choices (Schreuder & Coetzee, 2011). Career guidance encompasses all components of services and activities in

educational institutions, agencies and other organisations that offer counselling and career-related program (Zunker, 2006).

1.10 RESEARCH DESIGN AND METHODOLOGY

The following paragraphs briefly highlight the research design and methodology for this research.

1.10.1 Research Design

A research design is a plan for conducting a study (McMillan & Schreuder, 2014). It includes the population, research site and the conditions under which the information will be gathered. It shows how the research is arranged and which research instruments will be used to collect data. The plan shows how the researcher will gather empirical data to answer the research questions (McMillan & Schreuder, 2014). MacKenzie and Knipe (2006) define methodology as an inclusive approach to research connected to a model or hypothetical structure. According to Terre Blache & Durrheim (2010) methodology refers to the study of measures or approaches employed in research to generate new information. This includes instruments that will be used, stages of the research method and the techniques to be employed. In social research, qualitative and quantitative approaches are used to conduct research. In a research study, the researcher may choose one approach or at times use both approaches to effectively conduct the research. Each category uses several specific research techniques (e.g. survey, interviews, historical analysis). Yet there is much overlap between the type of data and the study of the research. The researcher indicates the research design, subjects, instruments, interventions and procedure used in the research (McMillan & Schreuder, 2014).

The researcher will adopt a mixed methods research design. Both quantitative and qualitative research designs are deemed to be suitable for this study as they afford both learners and educators the opportunity to explain their perception, experience and expectations regarding career education and methods used to conduct such data. In the previous section, a literature review was discussed and as a result, participants will either agree or disagree with some of the authors when answering questions in the questionnaires as well as interviews.

11

A mixed methods research design called concurrent triangulation design will be adopted in this research. Triangulation is the technique employed to increase the validity of data through cross-checking from more than two sources of data, especially in the case where a combination of methods is used in the research of the same phenomenon (McMillan & Schreuder, 2014). The researcher will employ triangulation in this research to determine whether the results of the literature study and empirical research have the same findings.

1.10.1.1 Qualitative Research Design

McMillan and Shreuder (2014) state that qualitative research designs are methods that are distinct from those used in qualitative designs. To be sure, qualitative designs are just as systematic as quantitative design but they emphasise gathering data on the naturally occurring phenomenon. Most of these data are in the form of words rather than numbers and, in general, the researcher must search and explore with a variety of methods until a deep understanding is achieved. A qualitative research design will be employed to examine what could be done to help learners to make informed decisions when they choose their careers. This research design is deemed suitable for this study because it is going to assist the research objective by establishing through the use of open ended interviews, why learners are making wrong career choices. The researcher will administer an open-ended questionnaire to educators.

10.1.1.2 Quantitative Research Design

McMillan and Shreuder (2014) states that quantitative research designs emphasise objectivity in measuring and describing the phenomenon. As a result, the researches design maximises objectivity by using numbers, statistics, structure and control. On the other hand, the quantitative method is best understood as data enhancers. When data is enhanced, it is possible to see key aspects of cases more clearly. This research design is deemed suitable for this study because it is going to assist the research objective by establishing through the use of a questionnaire, how learners are exposed to career education. A questionnaire will be administered to Grade 9, 10 and 11 learners to gather information on how they are exposed to career education.

12

11   DATA COLLECTION AND RESEARCH INSTRUMENTS

Research instruments are instruments that the researcher is going to employ to gather data; they can either be interviews, questionnaires, observations etc. In this research, the researcher will administer a closed-ended questionnaire and an open-ended questionnaire to collect data.

1.11.1 Closed-ended Questionnaire

McMillan and Shreuder (2014) indicate that a questionnaire is a written set of questions or statements that are used to assess attitudes, opinions, beliefs and biographical information. Questionnaires will have only close-ended questions. The questionnaire is going to be simple, concise and self-administered, anonymous and placed in a box after completion. Questionnaires will be distributed to Grade 9-11 learners. Respondents will provide data on how learners are exposed to career education, why learners are making wrong career choices and how the challenges learners experience when they make career choices could be addressed.

The questionnaire will be administered in the following way:

- The questionnaire will be distributed to all participating schools on the same day;
- The principals of all schools will be asked to distribute a questionnaire to LO educators in GET and FET phase, who were not part of the interviews. Educators will then explain the procedure to learners before completing the questionnaire;
- educators will be informed in writing on how to administer the questionnaire; and the respondents will only be given a day to complete the questionnaire. The researcher will collect the questionnaire two days after the distribution.

1.11.2 Open-ended Questionnaire

An open-ended questionnaire is a process of allowing participants to respond in their own words (Burke & Christensen, 2012). To clarify attitudes gained from closed-ended questionnaires, Open-ended questionnaire will be administered with sixteen educators who offer LO in general education and training (GET) and further education and training (FET) Phase from sixteen secondary schools in Lejweleputswa Education district.

13

The open-ended questionnaire will be used to collect data from educators concerning their views regarding the exposure of learners to career education in township secondary. The questionnaire will be administered at a neutral venue at a time when educators are all available. Questionnaires will be administered to educators per grade. Interview guide approach would be employed to facilitate interview sessions. Burke and Christensen (2012) indicate that an interview guide approach is a specific topic and or questions are asked in any order, therefore, the interviewer enters the interview session with a plan to explore specific topic and or questions asked to explore specific open-ended interview questions   Permission to administer the questionnaire will be sought from identified educators.

1.12   VALIDITY, RELIABILITY AND ETHICAL CONSIDERATION

The researcher is going to construct and apply a questionnaire, design and conduct an interview. The researcher is also going to ensure that principles of test validity and reliability are observed and that ethical considerations are respected. Thus, the design of a questionnaire and an interview and the observance of the principles of validity, reliability and ethical considerations will occur concurrently.

1.12.1 Validity

McMillan and Shreuder (2014) define validity as the degree to which scientific explanation of phenomena match reality. In a nutshell, validity refers to the truthfulness of findings and conclusions. Explanation about observed phenomena approximate what is reality or truth and the degree to which explanations are accurate comprises the validity designs. Osibanjo and Adeniji (2013) report that handing out of a questionnaire to around six or more friends or colleagues will assist to test the validity of the questionnaire. On this basis, the researcher is going to test the validity of questionnaire by distributing it to three colleagues and 12 learners from FET phase in three different Grades (10, 11, and 12) before implementing the questionnaire for data gathering. For ensuring the validity of the interview, the researcher will interview LO educators in the GET and FET phase in the workplace environment and intend to remain neutral throughout the interview. By so doing the researcher will be testing if the instruments are testing what they were intended to test. To validate the open-ended

14

questionnaire administered to educators, the research will ask fellow colleagues teaching LO in both GET and FET to complete the questionnaire and give feedback should any problems be encountered with the questionnaire.

1.12.2 Reliability

Brown and Trochim (2009) argue that reliability tests whether the instrument will produce the same results consistently, when measuring the same subject, under the same conditions. The researcher will gather data from participants, who may be relatively credible and dependable for reliability test through statistical package for social sciences (SPSS) software.

1.12.3 Ethical considerations

As this educational research intends to deal with human beings, it is necessary to understand the ethical and legal responsibilities of conducting research. McMillan and Shreuder (2014) states that often researchers face situations in which the potential costs of using questionable methods must be balanced by the benefits of conducting the study. The researcher will observe ethical consideration by doing the following.

- Ask for permission from Lejweleputswa Education District, to use educators, learners and schools to be part of the research.

- An informed consent will be dispatched to all participants who agree to take part in this study. Therefore, the participants will choose if they want to participate or not. The purpose of the research will be fully explained to participants and they will be offered the opportunity to terminate their participation at any time with no penalty and full disclosure of any risks associated with the study (McMillan & Shreuder, 2014).

- The researcher will be open and truthful to participants about the features of the study, including the reasons for doing it, and how the findings will be disseminated and used; this is considered as full disclosure by the researcher.

- Voluntary participation according to McMillan and Shreuder (2014) means that participants cannot be compelled coerced or required to participate. No one should be forced to participate in research. Participants will be participating on their own free will.

15

- No harm or risk to participants; the research should never result in physical and/or psychological or mental discomfort to participants to this includes revealing information that may result in embarrassment or danger to home life, school performance, friendship and the like, as well as a direct negative consequence (McMillan & Shreuder, 2014). In this research, participants will not be exposed to any physical or emotional harm. The researcher will allow participants to state their objections and they will not be enticed into participating at a monetary fee.

- The researcher will assure the participants with privacy, confidentiality and anonymity, hence the researcher will not request the participants to divulge their names, identity numbers and home or residential addresses. Participants will stay unidentified to guarantee anonymity.

1.13   POPULATION AND SAMPLE

The following sections highlight the population and sample for this research.

1.13.1 Population

McMillan and Shreuder (2014) define a population is a group of people or events from which a sample is selected and to which the findings are generalised. The population of this research will consist of Grade 9, 10 and 11 learners and their LO educators.

1.13.2 Sample

McMillan and Shreuder (2014) define a sample is a group of subjects from whom data are collected; often representatives of a specific population. Simple random sample will be done to select fifteen secondary schools in Lejweleputswa District that will participate in this research. Furthermore, ten learners per grade will be randomly selected which implies that 450 learners will respond to the questionnaire.

The researcher will do purposive sampling to select career guidance educators who will participate in this research. The researcher will select sixteen Life Orientation educators to participate in the interviews.

16

1.14   DATA ANALYSIS

About qualitative data, the researcher will analyse the responses by developing transcripts (textual data) from audio tapes and formulated themes. With regard to quantitative data, the researcher will make use of descriptive statistics described by Abdi and Salkind (2007) as outlining the common features of the distribution of scores from data gathered. Inferential statistics will be used to test the hypotheses. The technique intended to be used to analyse quantitative data will be the statistical package for social science (SPSS).

1.15   DELIMITATION OF THE STUDY

The research will be conducted in the study field of educational psychology. The study will be conducted in the Lejweleputswa Educational district.

1.16   CHAPTER OUTLINE

Chapter one serves as an introduction, statement of the problem, the aim of the study and an explanation of the research methods. Chapter Two reviews the literature on career education and career choices. Chapter Three deals with research design, data collection techniques, the sample of the study and procedure to be followed. Chapter Four presents and analyses collected data. In Chapter Five the findings are discussed, recommendations are made and the necessary conclusion is drawn.

1.17   CONCLUSION

Chapter One outlined the plan of the research, research aims and objectives. It also highlighted the research design and methodology that were used in this study. Chapter Two reviews the literature on career education and career choices.

CHAPTER TWO: THE EXPOSURE OF LEARNERS TO CAREER EDUCATION

2.1 INTRODUCTION

This chapter is devoted to the theoretical foundation that underpins this study. It also focuses on the exposure of learners to career education. The first part of the chapter will focus on the discussion of theories that explain career guidance and career behaviour. The life of a typical secondary school learner is one full of uncertainty and turmoil. It is a time of increasing stress; it is also a time of life-changing transition that can wreak havoc on the learners' abilities to make informed career decisions.

2.2 PHILOSOPHY OF WORK

The Greeks and Romans of antiquity viewed work as a burden that contaminated the mind. Manual labour was the domain of slaves while, Cicero proclaimed, the only forms of work worthy of free men were big business and agriculture and living the life of a retired country gentleman. The Hebrews also saw work as drudgery but additionally as providing an explanation of sin and regaining of spiritual dignity. According to the Protestant view, work was a duty and activity was superior to another. In Eastern views, work was instrumental in spiritual and character development. During the Renaissance, the focus was more on the value of a person's mind rather than his physical power (Tigher, 1962 in Shreuder & Coetzee, 2007).

In post-industrialism, the focus is on information rather than on industry. Production is associated with producing ideas in offices in addition to manufacturing objects in factories. The characteristics of the 21st-century workplace focus on the changing meaning of work. Shifts from national to global markets and from technology to information and service-based economies signal dramatic changes that are also reflected in the nature of work and the way work is performed (Weiss, 2001 in Shreuder & Coetzee, 2011).

18

The development of career theories has been influenced by the changes in the world of work. McDaniels and Gysbers (1992) as cited by Watson and Stead (2006:14) state that the concept of career has been challenged by changes on three levels:

- *On the broadest level, there are significant and on-going changes in the social and economic environment around us.*

- *These changes impact, in turn, an individual's values and belief systems about themselves, about others and about the world of work in general.*

- *Finally, work is no longer viewed as the only life role in which in individuals can attempt to find personal meaning.*

- *The changes from industrialism to modernism to post-modernism brought about by changes in the world of work on the different levels influence carer theory development and the conceptualisation of 'career development' and 'career guidance'. This, in turn, determines how the practitioner, in the case of this study, the Life Orientation educator, will approach career guidance in the school and how career guidance programmes are designed and implemented* (Watson & Stead 2006:14).

2.3   CONCEPTUAL FRAMEWORK

The developmental-contextual approach captures the process of career development throughout the school curriculum, focusing on the adolescent stage. This approach is underpinned by the developmental theory constructs.

2.3.1   Developmental-contextual encapsulates the systems theory framework of Patton and McMahon

In the systems theory framework (STF), the individual is the central focus, constructing his or her own meaning of career. Intrapersonal influences such as gender, interests, age, abilities, personality, ethnicity and disabilities are depicted at the heart of the STF as part of the individual system. In the STF, the individual is both a system in his or her own right and a subsystem of the broader environmental/social system. This system interacts with the individuals and has an influence on the decision-making of the individual. In rural areas, job

19

variety and job opportunities are less varied than in an urban setting. The influence of older and in some cases illiterate people and peers on career decision-making can be substantial, especially in the far rural areas (Patton, McMahon & Watson, 2006).

A post-modern counselling approach significantly restructures the roles of the counsellor, the client and assessment and moves to counsel towards co-constructing preferred career stories, narrative and life stories for clients through dialogue. The emphasis in a narrative or life story counselling approach suggests autobiographical material rather than formalised tests. The role of the counsellor shifts from a tester to co-author, from interpreting test scores to content theming or editing clients' narratives. The goal of assessment changes from seeking absolute measurable truths to seeking contextual meaning, from quantitative labels to qualitative understanding that is perceived as useful by the client. Postmodernists generally call for the narrative or life story counselling approach to career counselling in which the responsibility for narration lies more with the client than with the counsellor or quantified assessment. It is evident that along with the paradigm shift onwards postmodernism has re-emerged in the privileging, in career counselling, of individuals' subjective understanding of work (Watson & Kuit, 2007).

2.3.2   Constructivism

The world of work and career landscape changes to postmodernism reflects a shift from the objective positivist to the subjective-constructed paradigm. Savickas (2005) has been revising, expanding and reconstructing Super's career development theory into what he has termed career construction theory. According to Savickas (2005), careers do not unfold; they are constructed, and individuals are required to continually adapt to meet the changes they face. He also states that people are affected by the environments they live in. This means that individuals construct their career development in contexts that include their physical environment, culture, race and ethnicity, family, neighbourhood and even the historical era they live in (Watson & Stead, 2006). Career education programmes, therefore, need to consider the relationship between career and community if they are to be relevant in the South African context.

2.4   CAREER THEORIES

There are many theories that attempt to explain career behaviour and choice, with each theory reflecting the perspectives and philosophical assumptions on which it chooses to focus. Career theories provide the parameters within which we can understand and hypothesis about career behaviour and choice (Watson & Stead, 2006). The conceptual framework that determines the approach to this study is developmental-contextual and constructivist. The theories that underpin this study include the career development theory of Super; the person-environment typology of Holland; and the career construction theory of Savickas.
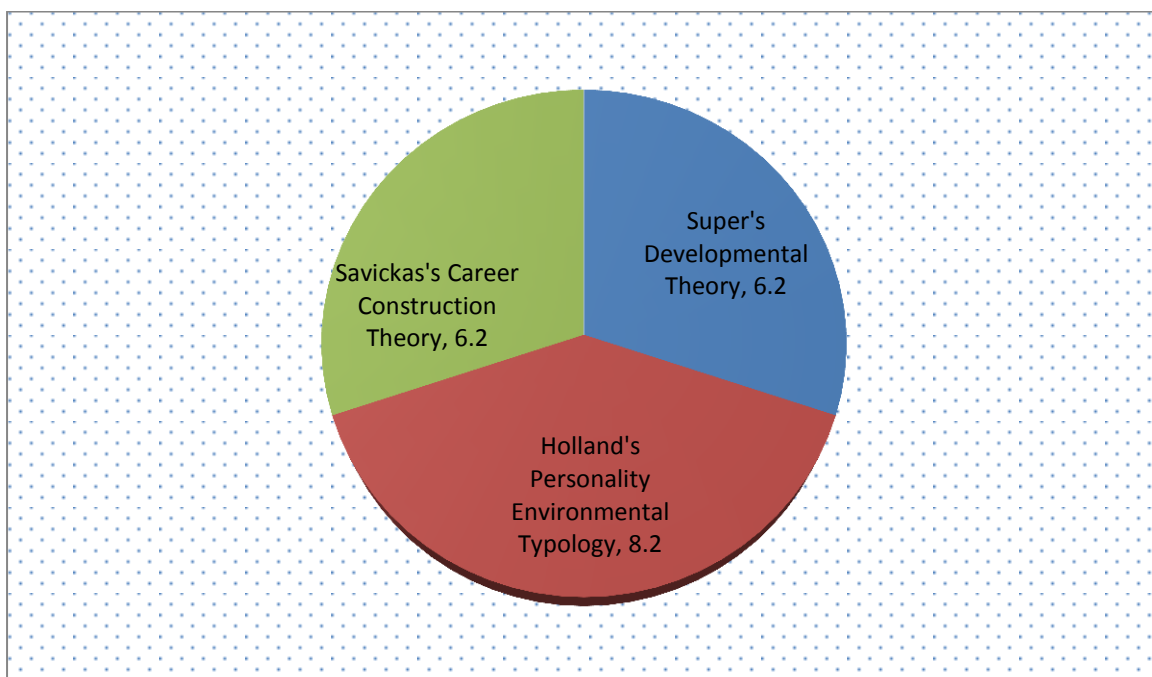
Figure 1: Conceptual and theoretical framework

The framework of this study is applicable to the context of the study which is career guidance in schools in a rural area. All theories shown in Figure 1 are discussed below.

2.4.1   Holland's Theory

Holland's theory emphasises the importance that one's self-knowledge, especially the knowledge of one's personality, must concur with the characteristics of the world of work to assure job satisfaction. He distinguishes six personality types and six matching occupational

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environments. His basic assumption is that most people can be categorised as one of the six personality types and they seek environments in which their personality type can be expressed. These characteristics are based on preferences for, as well as aversions to activities. Preferences and aversions develop from an experience involving personal, social, cultural and physical environmental factors. Preferences become interests and competencies, which together come to constitute a personal disposition according to which the person perceives, thinks and acts (Shreuder & Coetzee, 2007).

The personality types are as follows:

- *Realistic*. This type is shy, conformists, frank, genuine, masculine, materialist, natural, stable, persistent, uninvolved, practical and thrifty and shows lack of self-insight.
  - o Preferences include well-ordered, systematic handling of tools, machinery and animals and importance is attached to the concrete, such as money, power and status.
  - o Aversions include educational activities and social occupations and situations.
  - o Dispositions lead to the acquisition of hand, mechanical, agricultural, electrical and technical skills.
- *Investigative*. This type is analytical, cautious, critical, curious, introspective, independent, passive, rational, methodical, reserved and unassuming.
  - o Preferences include observation and systematic, symbolic and creative examination of physical, biological and cultural phenomena, with the object of understanding and controlling them and importance is attached to science.
  - o Aversions include persuasive, social, repetitive activities.
  - o Dispositions lead to the acquisition of scientific and mathematical skills and lack of persuasive abilities.
- *Artistic*. This type is complex, emotional, disorderly, feminine, imaginative, idealistic, impractical, impulsive, introspective, independent, intuitive, nonconformist and original.
  - o Preferences include ambiguous, free, unsystematic activities that involve manipulating human, physical and verbal material so as to create art forms or art products; importance is attached to the aesthetic.,
  - o Aversions include explicit, systematic and ordered activities.

22

- o Dispositions lead to skills in the musical, entertainment and fashion worlds, public relations, journalism, architecture and photography.
- *Social.* This type is friendly, generous, co-operative, persuasive, idealistic, kind, tactful, understanding, sociable, responsible, feminine and helpful and shows insight.
    - o Preferences include informing, developing and helping others and importance is attached to social and ethical problems.
    - o Aversions include ordered, systematic activities that involve using materials, tools or machines.
    - o Dispositions lead to skills in human relations such as interpersonal and educational competencies and lack of manual and technical skills.
- *Enterprising*. This type is adventurous, acquisitive, ambitious, dependent, domineering, exhibitionist, impulsive, optimistic, energetic, self-confident and pleasure-seeking.
    - o Preferences include manipulating others to reach organisational or economic goals and significance is attached to political and economic gains.
    - o Aversions include observational, symbolical or systematic activities.
    - o Dispositions lead to the acquisition of leadership, interpersonal and persuasive behaviour.
- *Conventional*. This type is conformist, defensive, conscientious, efficient, inflexible, invited, orderly, practical, persistent, and prudish and lacks imagination.
    - o Preferences include explicit, orderly, systematic handling of data, such as keeping of records and numerical data and processing machines to achieve organisational or economic goals.
    - o Aversions include the ambiguous, free, investigative and unsystematic.
    - o Dispositions lead to clerical, business and computer skills and a lack of artistic skills (Shreuder & Coetzee, 2007:100).

This type of career guidance was very much centred on the knowledge that was gained and had the view that once a person found a career, this was for life. In other words, career decision-making was a once-in-a-lifetime experience. This matching of a person to a career puts great emphasis on testing to determine personal and job characteristics without taking personal growth and self-improvement into account.

23

The Holland (1997) system is a popular explanatory and predictive model of career behaviour. It is not only intended for psychologists. The theory may be applied just as meaningfully by LO educators, personnel workers, human resources managers and even career exhibition organisers. It is indeed a very useful system for guidance work in schools and community centres. This theory is limited to one-on-one counselling only. Holland (1997) sees career assistance actions in broader context and therefore also speaks of career support, which includes not only career counselling but also group sessions, the use of workbooks and comprised versions of his system (Nel,2006).

The six personalities and environment types provide a pattern with which those who have been tested can identify. An almost similar format is seen in the Career Portfolio Activity Workbook (CPAW) that was used in this study to do career guidance for the Grade 10 learners. Frazer (2009) mentioned in a study on the CPAW that learners experience the recognition as positive because it complemented the picture they formed about themselves.

2.4.2   Super's Theory

Super's theory is a developmental theory with constructs, such as living space, life roles, career maturity and self-concept. The movement away from conceptualising career choice as a once-off event towards viewing it as an on-going process is regarded as "Super's single most important idea" (Super, Savickas & Super as cited by Watson & Stead, 2006:51). Super's catchphrase of "until you know who you are, you won't know what you can become" has been conceptually unpacked and repackaged by many authors, including Super. His theory moved the field towards a psychology of careers, i.e. fitting work roles into individuals' lives, with the developmental nature of this process reflecting general human development principles. The train of thought here is that it is through knowing who one is that one establishes what one can become. Work satisfaction is therefore largely dependent on the extent to which individuals have been able to implement their self-concepts in a chosen work situation (Watson & Stead, 2006). After visiting South Africa and realising the cultural context, Super stated in an interview that career development in some of the African and South Eastern countries is really a matter of fitting into what the family wants and what the family needs (Freeman, as cited by Stead & Watson, 2006).

Super formulated his theory of career development as a process over five life stages from childhood to old age. Fundamentally, career development is seen as comprising the formation

24

and implementation of self-concepts in occupational contexts. It is a process that involves a synthesis or compromise between the individual's self-concepts and aspects of reality such as social, economic and cultural factors (Super & Bon, 1971 in Shreuder & Coetzee, 2012).

Super as cited by Shreuder and Coetzee (2007) highlighted the following life stages:

- **Growth (birth to age +/- 12-14)**

Children develop concepts of themselves through contact with adults who become role models. Pleasant experiences lead to the development of interests, which, together with the development of self-esteem, autonomy and future perspective, provides the capacity for forward-planning. If these characteristics do not develop, the feeling of alienation, of being helpless in a world dominated by others may result.

- **Exploration (adolescence, age +/- 14-25)**

Adolescents at first make a tentative career choice, which may be tried out in the exploration of part-time or holiday work. Tentative choices are usually followed by an exploration of a chosen field in greater depth. If an individual pursues a career as a result of the inspiration or expectations of parents other adults, it may at a later stage result in a career crisis.

- **Establishment (early adulthood, age /- 25-45)**

Generally, establishment involves a period of trial in the late twenties and a period of stabilisation in the thirties and early forties. Trial includes a succession of job changes before a final choice is made or before it becomes clear that the career will consist of changes. During stabilisation, security and advancement become priorities. Frustration due to unsuccessful stabilisation may lead to either stagnation or change. Most people stabilise but some thrive on change and see their careers as a series of trial periods.

- **Maintenance (middle adulthood, age +/- 45-65)**

At this stage, there is generally continuation along established lines in one's work. Some individuals, who have not achieved what they wanted to, may stagnate in the status quo and avoid actively acquiring new knowledge and skills. Some may focus on reaching further goals, for example, by means of further studies, while others become innovators of change, akin to some individuals in the establishment stage.

25

- **Decline (old age from +/- 65)**

As people enter old age, they first tend to decelerate work activities by, for example, seeking less responsibility or selectively changing work roles. Depending on the person and the situation, retirement may result in a sense of loss, or it may be stimulating in that new choices can be made.

As Super's theory developed and gained acknowledgement, there was a greater understanding of lifespan career development. One of the important influences was the idea of readiness for career work, in other words, the idea of career maturity (Akhurst & Mkize, 2006).

Super's aim was never to produce an integrated theory but rather a theory that was made up of loosely unified segments. Since Super's death, there has been a concerted effort to cement the different segments of his theory. Savickas major proponents of such attempts have stated that Super's theory will advance in the present millennium if attempts continue to "interdigitate the discrete segments into a single, comprehensive theory that meets the tenets of modern theory construction" (Savickas, 1997 as cited by Stead & Watson, 2006). Further, Savickas (2002) argues that the future benefit of Super's theory relies on us adapting his global constructs to our local contexts and our changing circumstances. Therein lays the future goal for Super's theory. It is a goal that South African career practitioners and researchers need to become more involved in if they are to effectively and relevantly assist in the career development of all South Africans. It will require us all to become more career adaptable (Watson & Stead, 2006).

2.4.3 Savickas' Career Construction Theory

Savickas has been revising, expanding and reconstructing Super's career development theory into what he termed "career construction theory" (Watson & Stead, 2006). Career construction theory provides a way of thinking about how individuals choose and use work. The theory presents a model for comprehending vocational behaviour across the lifecycle as well as methods and materials that career counsellors can use to help clients make vocational choices and maintain successful and satisfying work lives. It seems to be comprehensive in its purview by taking three perspectives on vocational behaviour: the deferential, developmental and dynamic. From the perspective of individual differences in psychology, it

26

examines the content of vocational personality types and what different people prefer to do. From the perspective of developmental psychology, it examines the process of psychosocial adaptation and how individuals cope with vocational development tasks, occupational transitions and work traumas. From the perspective of narrative psychology, it examines the dynamics by which life themes impose meaning on vocational behaviour and why individuals fit work into their lives in distinct ways. In coordination, the three perspectives enable counsellor and researchers to survey how individuals construct their careers by using life themes to integrate the self-organisation of personality and the self-extension of career adaptability into a self-defining whole that animates work, directs occupational choice and shapes vocational adjustment (Savickas, 2005).

In part, career construction theory builds on Super's earlier concept of thematic extrapolation. Savickas (2005) has differentiated the social constructionist and constructivist roots of his theory as epistemological rather than ontological, that is, individuals construct their representation of reality but they do not construct reality itself (Watson & Stead, 2006). There is a critical focus in career construction theory on contextualising worldview. This implies that individual career development is more the result of on-going adaptation to the individual's changing contexts than of maturation of prescribed career behaviours. In this sense, "careers do not unfold, they are constructed" (Savickas, 2002: 157) and individuals are required to continually adapt to meet the changes they face.

As understandings of career developments have evolved and the notion of life-span career development has become more widely accepted, the appropriateness of traditional development has become more widely accepted; the appropriateness of the traditional approach to career counselling has been challenged. Savickas urged that career counselling needs to move from seeking truth to participation in conversations from objectivity to perceptivity. As constructivism represents a position that emphasises self-organising and proactive knowing, it provides a perspective from which to conceptualise changing notions of career (Savickas, 2005 as cited by Patton, 2007).

Of relevance for South African career psychology is the notion that "people are embedded in environments that affect them" (Savickas, 2002:157). This means that individuals construct their career development in multi-layered macro- and micro-contexts that include their physical environment, their culture, race, ethnicity, their family and neighbourhood, their school and even the historical era they are living in. Given South Africa's past and present

history, career construction theory seems particularly appropriate in our multi-cultural society (Watson & Stead, 2006). People are evolving as time is also evolving, thus careers and job trends. As a result their career choices and career paths mould themselves according to the above mentioned evolutions which are widely accepted. Career counselling therefore, plays a major role in trying to shape the choices of individuals when it comes to career construction choice and career decision. Construct of career maturity and adaptability will be discussed in the next subheading.

2.5 THE CONSTRUCT OF CAREER MATURITY AND CAREER ADAPTABILITY

Career maturity is a concept that is linked to career resilience. Individuals who make career decisions that reflect decisiveness, involvement, independence, task orientation and willingness to compromise between needs and reality have usually achieved a high degree of career maturity (London, 1993 in Shreuder & Coetzee, 2011). The concept "career maturity" is also closely related to career self-efficacy. Career self-efficacy refers to the degree of difficulty of career tasks, which individuals believe they are to attempt and the degree to which their beliefs will persist, despite obstacles. Furthermore, career self-efficacy refers to the degree to which individuals' beliefs can be transferred to other tasks necessary for making career decisions. While low career decision-making self-efficacy facilitates avoidance of career decision tasks and prolongs career indecision, high career decision-making efficacy leads to a higher level of participation in career decision-making behaviours and tasks (Watson, Foxcroft & Eaton, as cited by Shreuder & Coetzee, 2011).

Career maturity is described by Super (1984) as the extent to which a person is able to master those career developmental tasks that are applicable to his particular stage of life. Determining the individual's state of career maturity is therefore important in the process of career guidance. This information can be used to determine which of the individual's career development tasks require further attention and by giving attention to these matters, the individual's readiness to deal with career planning requirements can be enhanced.

Maree (2002:10) states that a more open-ended approach has steadily grown, so much so that, regards to adults, the concept of "career maturity" has been rejected in favour of the concept

28

of "career development". Collins and Young (1986) emphasise the need to see individuals as self-determining and self-defining, to acknowledge not only their subjective experiences but to understand these traits and experiences against the backdrop of the individuals' own frames of reference.

Langley, Du Toit and Herbst (1992:287) summarises five common dimensions that can be regarded as essential stages of development leading to career maturity, as follows:

- *Obtaining information by the person himself 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; and*
- *Implementation of knowledge in career planning* (Langley *et al*., 1992:288-289)*.*

Savickas (2005) has led the way in reinterpreting and reconstructing Super's theory. Critical in his construction of career development theory has been his reuse of the term of adaptation (Savickas, 2005). He argues that the first step towards bringing the segments of Super's theory is to replace career maturity with career adaptability as the central construct in career development theory. This would imply that the term "career maturity" would no longer apply to the specific stage of exploration, nor would the term "career adaptability" apply specifically to the establishment stage. For instance, Savickas argues that the transition from school to work calls more for adaptation than it does for completing a maturational task.

Career adaptability takes on a more holistic meaning that is equally applicable across all stages of the lifespan. The term implies that an individual is able to change to meet change, that there is an on-going need to respond to one's changing circumstances. The suggestion that career adaptability should replace career maturity as a central career developmental concept has been well received (Watson & Stead, 2006).

Career construction concentrates on what individuals can become in doing work, not what they are before they go to work. Work, as a context for human's development, provides the outer form of something intensely private; it is the bridge between public and private.

29

Crossing the bridge between self and society is called 'adaptation'. Life themes guide the expression of personality at work, while the expression itself is managed by the process of career adaptation. Viewing career construction as a series of attempts to implement a self-concept in social roles focuses attention on adaptation to series transitions, from school to work, from job to job and from occupation to occupation. Career construction theory views adaptation to these transitions as fostered by five principal types of behaviours, namely: orientation, exploration, establishment, management and disengagement (Savickas, 2005).

2.6 THE CONSTRUCT CAREER DEVELOPMENT AND CAREER MANAGEMENT

The terminology for career practice refers to career education, career guidance and career counselling and these terms are often used interchangeably. In this study, the term "career education" will be used in broader perspective. The terms "career counselling" and "career guidance" will be integrated and the term used in this study will be "career guidance" because it is the term used in the National Curriculum Statement (NCS) in South Africa when referring to the facilitation of career development of learners as part of the formal curriculum in the subject Life Orientation. The person who facilitates career guidance is the Life Orientation educator.

Career guidance is necessary to ensure that learners choose careers which, firstly, suit their personal profile and which are, secondly, in demand so that they are employable. Akhurst and Mkize (2006) state that large numbers of South Africa's youth and adults fit into categories such as limited exposure to the world of work; little access to career services; no knowledge of higher education institutions; and a narrow range of social contacts. This emphasises the extent of the need for career guidance in South Africa. Akhurst and Mkize (2006) contend that the challenge is to find models of career education that can respond to the enormous challenges for effective career guidance in the South African context. Subich and Stead (2006) maintain that career counselling in South Africa is in need of research that provides supporting evidence for workable counselling models and techniques.

The career development approach to career guidance refers firstly to career development as a process, secondly to the importance of applicable information in career guidance practice. It

boils down to the career guidance counsellor being able to obtain the necessary information by making use of various aids.

Career guidance involves the following:

- *The acceptance that individuals go through various stages of development, also in the development of their careers;*
- *Determining the particular stage of the development in which the individual finds himself/herself;*
- *The identification of suitable aids to obtain the required and relevant information on the individual; and*
- *The development of a method that can be used to collect this information to clarify the individual's career planning situation* (Langley *et al*. 1989:290).

Based on a literature study conducted by Langley *et al.* (1989:289) eleven steps with reference to career guidance were identified, namely:

1. *Identify the needs in career development.*
2. *Evaluate the relative importance of various roles.*
3. *Evaluate the values strived after in each role in life.*
4. *Identify vocational interest.*
5. *Evaluate other relevant factors (personality, intelligence, school/university subjects, aptitude, self-image, family functioning).*
6. *Reach an appropriate level of career maturity.*
7. *Acquire decision-making skills.*
8. *Obtain information on careers.*
9. *Intergrade one's own information with career information.*
10. *Make career decisions.*
11. *Plan a career and implement the plans* (Langley *et al.* 1989:291-2).

This approach involves the aim of regarding the individual as far as mastering career development tasks are concerned. A further aim is to determine regarding what relevant developmental area the individual's achievement is inadequate so that remedial steps can be taken to bring the individual up to the same level of career development as that which can generally be expected of the life stage group to which he belongs (Langley, 1996).

31

With reference to the above-listed aspects and career guidance steps, Beekman (2009) has highlighted the changing discourse in career psychology and career education, which is the shift from assessment or collection of information to the stimulation of exploration and insight into own career development and career management. This encapsulates post-modern career counselling and guidance within a constructivist paradigm. The steps listed by Langley stay the same but the paradigm shifts from the counsellor as an expert to the client, in this case, the learner, as an active agent. This shift is important and should be considered when LO educators plan career guidance for learners. The first reality is that LO educators work with big groups of learners (50-70 is not uncommon) and in extreme cases even up to 100 learners. Learning activities for career guidance must be planned in a creative way to maximise exploration through a mixture of individual and group work. Beekman (2009) mentions that the reality of career guidance or counselling South Africa is group work because there will never be enough counsellors to do this despite the ideal of and need for individual career counselling. Frazer (2009) found in a case study for group counselling that a group of five learners experienced career guidance in a group as positive, especially because learners could use one another as a soundboard to integrate knowledge and gain insight.

Career management can be described as an on-going process whereby the individual:

- *obtains self-knowledge (interests, values, abilities, personality, career patterns and career anchors);*
- *obtains a knowledge of employment opportunities (jobs, work roles, skills demand, skills acquisition opportunities, venture creation possibilities, workplace);*
- *develops career goals;*
- *develops a strategy;*
- *implements the strategy and experiments with various employment possibilities; and*
- *obtains feedback on the effectiveness of the strategy and the relevance of the goal* (Shreuder & Coetzee 2011:60).

Armstrong and Crombie (2000) describe career management as a process which involves making realistic choices which include greater attention to one's own skills and the demand for those skills in the labour market. This implies moving away from an exclusive focus on interests to examine realistic choices within a zone of preferred and possible choices

32

(Shreuder & Coetzee, 2011). Career management support should, therefore, include guidance and counselling regarding not only interest assessment but also facilitating decision-making, enhancing the fit between the individual's ability and the demand for those skills and how the individual could acquire the required skills. Skills acquisition plays a critical role in occupational goal attainment (Ostroff, Shin & Feinberg, 2002 in Shreuder & Coetzee, 2011).

They continue, stating that performance experience continually provides opportunities for revising one's perceived talents, abilities, interest and altering one's career goals. They also emphasise career management training for particularly new entrants to the world of work. Such training should include self-knowledge, occupational knowledge, technical skills and general employability skills due to the growing awareness that individuals need to prepare for several different types of jobs rather than a single job. Career management can briefly be described as an on-going process in which an individual:

- *gathers relevant information about himself and the world of work;*
- *develops an accurate picture of his talents, interests, values and preferred lifestyle as well as alternative occupations, jobs and organisations;*
- *develops realistic career goals based on this information;*
- *develops and implements a strategy designed to achieve the goal; and*
- *obtains feedback on the effectiveness of the strategy and the relevance of the goals* (Greenhaus, Collan & Godshalk, 2000:12-13).

From an individual's perspective, effective career management is particularly important in light of the economic, technological, cultural environment. In rapidly changing and uncertain times, career success and satisfaction will most likely be achieved by individuals who understand themselves, know how to detect changes in the environment, create opportunities for themselves and learn from their mistakes; all of which are elements of effective career management.

In an era of rightsizing, outsourcing and corporate reorganisation, individuals who have insight into themselves and their options should be able to overcome obstacles to their career growth. Moreover, careers will become less structured, less automatic and more unpredictable. Established career paths may be replaced by more innovative, idiosyncratic routes to success. As organisations become more responsive to rapidly changing business priorities, greater flexibility will be required on the part of the employee. Flexibility and

adaptability are hallmarks of career management. Career management should include guidance, counselling and career decision making through different activities such as assessments, job shadowing and internships, and learnerships. This will equip individuals with required skills and necessary demands for a particular career, thus creating career opportunities. The following subheading will be discussing life domains, the being, becoming and belonging parts of it.

2.7   LIFE DOMAINS

A domain means an area. There three main areas of life are being, becoming and belonging to a community. Quality of life is based on how well you live and how satisfied and happy you are (Rooth, Seshoka, Steenkamp & Mahuluhulu, 2014).

2.7.1   Being

Being means who you are. The being domain has three aspects, namely the physical, psychological and spiritual (Rooth *et al*., 2014:47).

Table 1: **Aspects of the being domain**

Physical being	Psychological being	Spiritual being
Health	Mental health	Values
Nutrition	Thinking	Rules on how to act and behave
Exercise	Feelings	Morals
Hygiene	Self-awareness	Spiritual and/or religious believe
Clothing	Self-control	
Physical appearance		

According to Table 1 aspects of the being domain rely entirely on three aspects, namely the physical, psychological and spiritual being. All these three aspects work interchangeably to make a person and who they are. If one aspect is not fulfilled the other two cannot function fully. All aspects need to be taken care of in order for the individual to function holistically. The following subheading will discuss about the being domain.

2.7.2 Becoming

Becoming is what you do to reach your goals, hopes and wishes. It includes becoming who you want to be, what you want to have and what you wish to have. Becoming also has three main aspects, namely the practical, leisure and growth (Rooth *et al*. 2014).

Table 2: Aspects of the becoming domain

Practical becoming	Leisure becoming	Growth becoming
The everyday actions you take to live: • Going to school. • Working around the house. • Paid work. • Volunteer activities. • Looking after your health and social needs.	The activities that promote relaxation and lessen your stress physical exercise, for example: • jogging, doing aerobics, dancing; • playing games, for example, playing Morabaraba, chess or card games; • visiting friends and family; • SMSing your friends, or Twittering or going on Facebook; • spending time on your hobbies such as downloading music,	The activities to promote, improve or keep up the standard of your knowledge and skills: • Studying. • Going to workshops or training sessions. • Reading. • Learning. • Watching documentaries on TV. • Asking questions. • Visiting exhibitions, libraries and museums.

35

	reading, drawing;	
	• going on holidays; and	
	• watching your favourite soaps on TV.	

In sum, Table 2 clarifies that becoming is what one does to attain their goals, wishes and desires. As individuals we all aspire to be somebody in life, as a result for one to reach their goal they actually need to first set those goals, have a plan set on how to reach certain goals and the time frames accompanied by actions to be taken.in other words the becoming domain needs to be in-cooperated with vision and mission statement in attempting to attain those goals. Community belonging will be discussed below.

2.7.3   Community Belonging

This aspect includes your fitting-in with your physical environment and being accepted by your social environment or by the people around you (Rooth *et al*., 2014).

Table 3: Aspects of Community belonging

Physical belonging	**Social belonging**	**Community belonging**
Your link with your physical environment: • Home. • School. • Workplace. • Neighbourhood. • Community.	Your limits with your social environment: • Family. • Friends. • Teachers. • Co-workers. • Neighbourhood. • Community.	Your access to resources and services usually available to community members: • Clinics and health services. • Social services. • Employment. • An income to live comfortably. • Education. • Recreational and sport community activities.

In summary, Table 3 indicates that no man is an island as a results no ones can function in isolation therefore one has to belong somewhere be it social setting, family unit, school or

36

community. One must belong somewhere, look up to certain people in the community. Those are the aspects of the community belonging of the t life domain

In the light of the above mentioned domains, one can conclude that ,in career education all domains are important in shaping ones career path. The domains if well fulfilled play a crucial role in in career construction and management.

2.8 CAREER COUNSELLING

Career counselling is all about choice and choice implies the making of decisions (Watson & Nqweni, 2006). Choice is best made based on sufficient and relevant information. Thus, career counselling involves information: self-information about the individual who must decide and career information about the options the individual is considering. There has been little attempt to differentiate career counselling as a distinct form of career intervention. Similarly, South African research in the field of career counselling has focused on the more holistic concept of career education. In the South African context, especially in rural schools where the number of learners per class is high (sometimes fifty or more learners), there needs to be a greater focus on group-based career intervention. Most rural learners have limited understanding and knowledge of the world of work as well as very few role models. The ideal remains that career counselling should be an individualised process (Watson & Nqweni, 2006).

Career counselling and career choice are functions of agreement between the individual and the job and the more agreement there is, the more likely productivity and satisfaction in each occupation can be predicted for a given individual. In the application of this approach, the nature and requirements of the occupation determine which individual characteristics (traits and factors) that are more measured for vocational guidance purposes are mental abilities, personality characteristics and, to a lesser extent, values:

- *Mental abilities include intelligence and aptitude. Intelligence consists of a combination of various factors that represent judgement, reasoning, problem-solving and learning ability, while aptitude refers to the potential to acquire skills through training and experience – that is, skills related to intelligence or specific aptitudes such as artistic, musical or mechanical aptitudes.*

37

- *Personality characteristics include factors such as dominance, emotional stability, shrewdness, introversion and extraversion. Such factors can be combined in a personality profile of the individual, which can be matched with occupational requirements.*

- *Interest concern likes and dislikes, for example, the individual's preferences for certain occupations or fields of study. These may involve social, practical, commercial, aesthetic, outdoor or intellectual/scientific activities. Measuring interests provides information from which need and motives can be inferred.*

- *Values concern intention-behaviour and influence preferences as they involve, interest, needs and motives. Values are measured in terms of general values such as economic, political, religious, aesthetic and theoretical and in terms of work-related values, such as financial security, authority, altruism, autonomy, rest, variety and creativity* (Shreuder & Coetzee, 2007:95-96).

The assumptions of life career counselling are as follows:

- *All life roles are interconnected.*

- *Individuals strive to attain homeostasis among their life roles.*

- *Difficulty in one life role (e.g. career) will have a negative impact on the other life roles.*

- *Harmony and congruence in one life role will positively affect other life roles.*

- *Positive functioning in one life can attenuate stress brought about by negative aspects of another life role.*

- *All life roles offer the possibility of satisfaction and dissatisfaction, although they do not hold the same potential at any given time.*

- *Personal perceptions of the importance of a life role will be directly related to its potential for satisfaction or dissatisfaction.*

- *Intervention in one life role may be made directly in that life role or indirectly in other life roles. Thus, all problems have multiple solutions.*

- *Interventions that bring positive changes in one life role may break the dynamic homeostasis that has developed among various life roles and thus have a negative impact on another* (Brown & Srebalus, 2003:130-131).

Savickas (1993) points out that career counselling in the post-modern era is characterised by several innovations, one of which is the assumption that the client is the sole expert or

authority on themselves. This leads one to accept that clients need to be empowered rather than made to conform to the "normal" curve of average characteristics. A career counsellor who believes this would thus help a client to rewrite his or her individual narrative (Maree, 2007).

Career counselling is the cornerstone of career education. Exposing learners to career counselling enables them to make informed career choices, being particularly aware of their personalities, interests and likes. Learners as early as in grade 9 need to consider subjects their might intend to study in grade 10 -12 based on their choice of careers. This can only be done through career counselling. Career education goes hand in glove with career counselling; therefore it will be discussed in the following heading.

2.9   CAREER EDUCATION

Career education is a self-concept which begins in early childhood because of the influence of the self-concept formation on career development (Rooth *et al*., 2014). The world of work and life will demand skills that could be learnt during career guidance at school. Furthermore, if career guidance is neglected, uninformed decisions made can be costly both in time and money to the young person. This may occur in learners not being introduced to aspects such as realistic self-knowledge, self-discovery, correct subject choice, problem-solving skills and career decision-making. Learners should be made aware of the above characteristics needed to make an informed career decision. The researcher believes this might be a good start, although one's interests may change through or over time. Learning to identify and express strengths and limitations is a good way to build a foundation for self-understanding. Career choice in this study refers to a learner's ability to make a realistic career choice based on career education received at school and specific theoretical knowledge needed to understand the concepts of the research topic. Career education is concerned with preparing the person for the choices and transitions that life presents (Akhurst & Mkize, 2006). Killeen (1996) as cited by Stead and Watson (2006:42) notes that "the new career realities are uncertainty, unpredictability, and insecurity, reduced likelihood of mobility out of one's initial occupational field, non-standard employment contracts and other non-standard working". Career education prepares the learners of today for "insecure under-employment".

Akhurst and Mkize (2006) believe that career education in South Africa has the potential to make a positive contribution towards uplifting and developing of (especially) the rural community and thus to the economic development of the country. This may seem to be an ambitious claim but if a developmental perspective is to be followed, career education should begin in schools and then proceed to tertiary institutions, the workplace and into the broader community. In this way, it will support the idea of lifelong learning. There are several key aspects of career education namely:

- *The experiences are "planned for". This emphasises the role of educators in focusing on, thinking about and facilitating activities with the purpose of career education in mind. It raises questions about the levels of conscious planning for career education in the South African educational context, especially when the large number of rural schools is considered.*

- *Career education is focused on the "person". Career education is, of necessity, responsive to the individuals for whom it is designed and must take their contexts into account. There is a strong developmental perspective. Career education is particularly relevant in the exploration stage of an individual's career development. This occurs initially in adolescence, prior to an individual's first career choice but this does not mean that exploration does not continue during the process of engaging in the world of work as a young adult. It may also continue when other career decision-making occurs, for example when voluntarily changing jobs or career directions, or when the individual is forced into exploration owing to retrenchment or the need for retraining. In many cases, it also becomes relevant when a person nears retirement and plans to do something new in his golden years.*

- *The world of work is emphasised as part of a way of living. This is not limited to a list of occupations but is concerned with the many skills and attitudes that are required for adjustment to the working world. Individuals vary greatly regarding their concepts of the world of work. Some may have limited knowledge owing to their experiential backgrounds. Others may have expanded ideas because of the exposure to the media, although their self-concepts, their perceptions of other's opinions of them and the demands of their family situations may constrain their career choices.*

- *The phrase totality of experiences also needs to be highlighted. Career education must consider and integrate all the life experiences of the learner if it is to be relevant and responsive to contextual issues. In schools, much career education was previously conducted in a didactic, teacher-centred way, with little consideration of the life experiences of the learners. If there is a mismatch between what is presented and the world of the learner, career education is likely to have little impact or will lead to unrealistic ideas about careers and the world of work.*

- *Career education is initially located in the formal education sector, even though this is by no means the only place for such activities. The foundations of career knowledge and the skills of planning and decision-making need to be laid in school. Educators need to acknowledge that one of their primary responsibilities is that of preparing learners for the working world* (Akhurst & Mkize, 2006:12)

This information implies that career education is far more integral to many educational activities than is apparent in South Africa at present. It emphasises "the meaning and meaningfulness of work in the total lifestyle of the individual" (Hoyt, 1970, as cited by Stead & Watson, 2006:141).

Desai (2012: no page number) defines career guidance

> *as services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The author furthermore states that this definition includes making information about the labour market and about educational and employment opportunities more accessible by organising it, systematising it and having it available when and where people need it.*

It also includes assisting people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to maintain these with available training and employment opportunities. Career guidance activities are categorised into the following specialities below.

- **Career bold information**

Career bold information includes all information necessary to plan for, obtain and keep employment, whether paid or voluntary. It includes but is not to be limited to, information on occupations, skills, career paths, learning opportunities, labour market trends and conditions, government and non-government programmes and services and job opportunities. It is the corner-stone to all of the other career guidance services (Alfeld, Hansen, Aragon & Stone, 2006).

- **Career education**

Career education is delivered in educational institutions and sometimes in community organisations by teachers, guidance counsellors and community resources. It helps learners understand their motives, their values and how they might contribute to society. It provides them with knowledge of the labour market, skills to make education, training, life and work choices and opportunities to experience community service and work life and the tools to plan a career (Alfeld *et al.,* 2006).

- **Career counselling**

Career counselling helps people clarify their aims and aspirations, understand their own identity, make informed decisions, commit to action and manage career transitions, both planned and unplanned (Hansen *et al.,* 2006).

- **Employment counselling**

Employment counselling helps people to clarify their immediate employment goal, understand and access job and skill-training opportunities and learn their skills needed to look for and maintain employment e.g. CV or resume writing and interview skills (Alfeld *et al.,* 2006).

- **Job placement**

Job placement entails arranging for or referring people to job vacancies. This is both a government and a private marketplace activity. Some colleges and universities also offer job placement services for their learners (Alfeld *et al.,* 2006).

Career guidance and counselling is a process which enables individuals to acquire the skills they need to make choices and decisions about their future (Chireshe & Kasayira, 2006). Maree (2009) views career guidance and counselling as a process that connects learners to resources so that they become knowledgeable about jobs and occupations. The process also assists learners to be active managers of their career paths. The learners are helped to select an appropriate match with their capabilities, interests and needs. From the above, it can be concluded that career guidance is about building capacity in the youth so that they are able to make their own decisions and start thinking about their future (Mapfumo & Chireshe, 2006). Varalakshmi and Molly (2009) state that career guidance encompasses information, guidance and counselling services to assist learners in making educational, training and occupational choices. Ibu and Maliki (2010) believe that with the increasing complexities in society, industry and technological development all going hand-in-hand, the succeeding generation will find it difficult to adjust themselves to society, work, family and schools. Hence, there is the need for career guidance and education. Although schools are supposed to play a significant role in career counselling, the opposite occurs in most cases. For example, Prinsloo (2007) established that Life Orientation teachers in rural areas in South Africa did not have information for career guidance, nor were they formally trained in the area.

Similarly, Rosenberg, Raven, Nsubuga, Mosidi, Romsamp and Burt (2009) found that very few teachers had been trained in Life Orientation and it's career component while some teachers used Life Orientation periods to do more "important" subjects. Rosenberg *et al.* (2009) cites studies, for example, Cosser and Du Toit (2002), who found that 60% of learners in South Africa had not received career guidance and counselling at school. Maree (2009) revealed that schools in disadvantaged communities in South Africa were underutilising the career guidance programmes. In a similar vein, Maree (2009) argues that many learners who passed their matric examinations had not received career counselling and thus did not apply for enrolment into the much sought-after areas of study at higher education institutions in 2009. Media reports after the release of the 2011 matric results criticised the lack of career guidance and counselling in South African secondary schools (Gernetzky, 2012; Modiba, 2012). In a nutshell, learners never received career guidance and counselling in their schools and as a result, these learners do not have a clear sense of their prospective careers (Maree 2011).

Watts (2006) states that career guidance is crucial to the success of lifelong learning policies while Varalakshmi and Molly (2009) argue that career guidance in higher education institutions aid and advise learners so that they make better and informed future educational and career choices suitable to them. As previously stated, Jayasinghe (2009) argued that learners will have a clear understanding of self, their attitudes, abilities, interests, ambitions, resources and limitations from career counselling. Career counselling informs learners about economic situations and opportunities, education, training, advancement and other benefits for sustainable self-reliance and self-worth. Learners can achieve and live fulfilled lives and contribute meaningfully to the development of their country in all spheres of life once they receive appropriate career counselling (Adejimola & Olufunmilayo, 2009). Varalakshmi and Molly (2009) indicate that effective career counselling centres have trained career counsellors, career advisors and peer advisors and that effective career counselling services have a strong collaboration with librarians - who maintain occupational shelves and acquaint career advisors with new guidance and counselling materials reaching the library. In addition, the researcher believes a teaching staff from each subject area should be part of the career guidance centre and not only Life Orientation teachers. The diversity that characterises learners entering higher education is multi-layered and complex (Van Schalkwyk, 2007). Career guidance programmes should aim at developing important skills for life and work and assist with immediate decisions. If this is true, the researcher believes career guidance programmes must adopt a learning centred approaches and this means building career education into the curriculum. Schools must adopt a development approach, tailoring the content of career education and guidance to the learners' developmental stages. Incidentally, some universities have support mechanisms in place such as mentoring, tutoring, academic literacy etc. to support underprepared learners (Van Schalkwyk, 2007). Makura, Skead and Nhundu (2011) furthermore, state that schools need to adopt a more learner-centred approach through, for example, incorporating learning from and reflecting upon experience, self-directed learning methods and learning from significant others such as parents, former learners and teachers. Thus, schools must also incorporate a universal approach and guidance forming part of the education of all learners, not just those in particular types of schools or programmes.

Research also shows that 70% of learners that have received career guidance in secondary school all intended to enter higher education (Skead *et al.,* 2011). This means career guidance in whatever form has a positive effect on the intention to enter higher education. Van

Schalkwyk (2007:956) argues that the above statement has implications for the Department of Basic Education (DBE). The department has to increase its support for career guidance initiatives in schools particularly when learners are not in a position or feel unable to discuss their future with parents, teachers, or guardians. Furthermore, this would involve not merely improving the quality of career guidance in those previously disadvantaged schools which offer career guidance but establishing the service in schools which has no such tradition. Career guidance is necessary to ensure that learners choose careers that suit their personal profiles and which are in demand so that they are employable.

In conclusion, career education helps learners understand their motives, values and how they might contribute to society. It provides them with knowledge of the labour market, skill and work choices. According to CAPS documents, this should take place during LO periods; it is only through career education that this can be possible. Career education is included in this chapter because of the significant role it plays in introducing learners to the world of work at large. Through career education learners can be exposed to different careers through open days held by different institutions of higher learning and through career exhibitions held by learners and external institution. It is through career education that different marketers from different institutions of higher learning are invited to come and address learners about different courses that will lead to different fields of work. CAPS and career domains will be discussed in the next session.

2.10   CAREER DOMAINS AND CURRICULUM AND ASSESSMENT POLICY STATEMENT

When one considers the four facets of career education, it becomes clear why the subject has been incorporated into Life Orientation and why it is a compulsory subject in South African schools. Career education should, ideally, also be incorporated into all the other learning areas and subjects. Every educator should be a career educator and promoter of careers in their field of expertise. Career education may thus be regarded as an umbrella term for a variety of different experiences that contribute to the expansion of the learner's repertoire of knowledge, attitudes and skills related to the world of work. In 1995, the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and demands of the 21st century required learners

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to be exposed to different and higher-level skills and knowledge than those required by the existing South African curricula. Secondly, South Africa had changed after democracy was accepted in 1994. The curricula for schools, therefore, required revision to reflect new values and principles, especially those of the Constitution of South Africa. The first version of the new curriculum was known as Curriculum 2005, which led to the basis for the development of the Revised National Curriculum Statement (Grade 10-12). The National Curriculum Statement (NCS) consists of 29 subjects of which Life Orientation is one. CAPS was introduced in 2012 as the revision of the NCS. In developing the CAPS, a key aim has been to have just one document providing guidelines for planning, content and assessment for each subject. The CAPS also continues to support the key principles that underline the NCS, including: social transformation; active and critical learning; high knowledge and high skills; integration and applied competence; progression; articulation and portability; human rights, inclusivity, environmental and social justice; valuing of indigenous knowledge system (IKS) and credibility, quality and efficiency.

2.10.1 Life Orientation as a Fundamental Subject

Life Orientation is one of the four fundamental subjects required for the National Senior Certificate, which means that it is compulsory for all learners in Grades 10 to 12.

> *Life Orientation is the study of the self in relation to others and to society. It is a unique subject in the Further Education and Training Band in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners* (DBE, 2011b:7).

It also prepares learners to respond positively to the demands of the world and world of work, to assume responsibilities and to make the most of life's opportunities. In Grade 10 to 12 Life Orientation has the following six topics:

1. *Development of the self in society.*
2. *Social and environmental responsibility.*
3. *Democracy and human rights.*
4. *Careers and career choices.*
5. *Study skills.*

46

2.10.2 Topics on Careers and Career Choices

Grade 7-9 topics on careers and career choices that are espoused by Life Orientation CAPS are listed in Table 4 below.

Table 4: Grade 7-9 topics on careers and career choices

Topic	Grade 7	Grade 8	Grade 9
World of work	• Importance of reading and studying. • Career fields. • Simulation of career-related activities. • Value and importance of work in fulfilling personal needs and potential.	• Different learning styles. • Six career categories. • Relationship between performance in school subjects and interests and abilities. • Decision-making process.	• Time-management skills. • Reading and writing for different purposes. • Options available after completing Grade 9. • Knowledge of the world of work. • Career and subject choices. • Study and career-funding providers. • Plan for own lifelong learning.

Source: (DBE, 2011a:10).

Grade 10-12 topics on career education and career choices that are espoused by Life Orientation CAPS are listed in Table 5 below.

Table 5: Grade 10-12 topics on careers and career choices

Topic	Grade 10	Grade 11	Grade 12
Careers and career choices	• Subjects, career fields and study choices: decision-making skills. • Socio-economic factors. • Diversity of jobs. • Opportunities within career fields. • Trends and demands in the job market. • The need for lifelong learning.	• Requirements for admission to higher education institutions. • Options for financial assistance for further studies. • Competencies, abilities and ethics required for a career. • Personal expectations in relation to job or career of interest. • Knowledge about self in relation to the demands of the world of work and socioeconomic conditions.	• Commitment to a decision taken: locate appropriate work or study opportunities in various sources. • Reasons for an impact of unemployment and innovative solutions to counteract unemployment. • Core elements of a job contract. • Refinement of a portfolio of plans for life after school.

Source: (DBE 2011b:11).

The topics listed in Tables 4 and 5 imply that Life Orientation educators assume roles of career counselling. They are expected to expose their learners to career education and informed career choices as recommended in the Life Orientation CAPS.

48

In conclusion, topics listed in the table above are relevant as they are categorised according to grades, which means that age and maturity levels were taken into consideration. There are sequential steps that are linked to one another from grade 7 until the 12th grade. All those steps are interrelated in shaping career paths of individuals. If learners can master, understand and correctly implement all the steps learned from different grades, learners will be equipped with correct knowledge in career choices and career decision process (cf. 2.9). All the topics from grade 7-12 are building blocks towards the initial intended career choice, be it to continue with National Senior Certificate (NSC) or National Vocational Certificate (NVC). All the latter are done through career education (cf. 2.9) and career counselling (cf. 2.8), and through crucial roles assumed by LO educators (cf. 2.11). For career education to be carried out it needs qualified educators. The following section will be discussing the roles of LO educators as counsellors.

2.11 THE ROLES OF LIFE ORIENTATION EDUCATORS AS CAREER COUNSELLORS

Career counsellors, in this case, LO educators, play a major role when it comes to career guidance. They serve a purpose of being guides and compasses, which direct learners to their desired career goals. In township secondary schools, very few schools have career counsellors and the time allocated to Life Orientation is not enough. The main aim and objective of every teacher is to finish the syllabus in time as prescribed in the policy document of the subject, as educators are not allowed to proceed to the next term having not finished the previous term's work. Akhurst and Mkize (2006) maintain that career guidance teachers should adopt a flexible approach to the work. This means an on-going reflection on the social and political ramifications of one's practices. Hence, Maree (2013) emphasises that educators may not go through the depth of teaching careers and career choices, hoping to finish without acknowledging the fact that they might be disadvantaging learners in the long run. The South African Qualification Authority (SAQA) recently commissioned a review of the career development field in South Africa. The review was designed to clarify what SAQA's role might be in assisting learners throughout life to navigate their ways through the complex array of education, training and work opportunities (including, but not confined to, those within higher education) (Flederman, Watts & Walters, 2009).

Furthermore, Flederman *et al*. (2009) argue that the time is right for a high-level National Career development service across all education, training and work sectors, both Public and Private, within a lifelong learning philosophy and approach. If these strategies could be put into place and thoroughly monitored, maybe they might yield positive results, thus leading to mend the gap between unusual careers and correct career decisions.

The researcher strongly believes that the scarcity or need for certain professionals could be dealt with, especially with the help of correct exposure of learners to such careers through career education. If learners have been informed and been guided correctly to different careers and their abilities, strengths and weaknesses to meet the requirements of certain careers discussed, it could nurture the desired outcome of mending the gap of underutilised careers. This could be good for the economy of South Africa and the working environment as an entity.

Career choice has become a complex science with the advent of information technology, the emergence of the post-industrial revolution and job competition. Furthermore, in many schools, career education is compromised owing to the limited number of trained personnel. Sometimes LO is allocated to unqualified educators. The subject is also allocated less teaching time. This leads to guidance (LO) being subsumed by examination subjects that are perceived as having more status. Furthermore, guidance has generally been accorded minimal status by administrators and teachers who are ill-equipped to handle the professional demands involved (Devandhrian, 2004).

Devandhrian (2004) indicates that guidance known as LO is not taken into consideration because of the following reasons:

- *It is shaved and allocated to educators to fill their work allocations and numbers of periods needed per educator;*
- *Because it is assumed that everyone can teach LO, it's a general knowledge subject. Hence the unqualified are given the subject;*
- *Because LO is not examinable, time allocation for this subject is extremely minimal; and*
- *Preference is given to subjects that are thought to carry more weight and are examinable* (Devandhrian, 2004: VI).

If only the following could be changed in schools when it comes to LO:

- *Not treat the subject as a timetable filling subject, if teachers need to have extra subject to equalise their workload.*

- *It should be regarded as equally important as any "examinable" subject like mathematics, biology or physical science.*

- *Qualified LO educators should be afforded the opportunity to teach the subject and be thoroughly trained on the implementations of career education and how to carry it out to learners in a positive way which may yield positive outcomes.*

- *LO should not be used as an option, whenever other subjects need extra periods.*

- *No LO periods should be taken away whenever there are people who wants to address learners about certain issues.*

- *LO should be given equal amount of period per cycle like any other examinable subjects because it is equally important.*

- *Alternatively, each school should have a registered qualified career guidance counsellor.*

If the above can be practised, maybe career education would change and improve. As a result, South Africa might close the gap of scarce skills in careers and avoid outsourcing labour from other countries. Learners should be informed of their available options. They also need to be informed that there are different ways to succeed when planning one's career (Devandhrian, 2004). To add to the statement, the researcher believes that learners might not have an idea of options they have after completing their Grade 9. Options such as continuing with Grades 10 to 12 and obtaining the National Senior Certificate (NSC) or going to Technical and Vocational Education and Training (TVET) colleges which are recognised and accredited by the South African Qualifications Authority (SAQA) to do a National Certificate Vocational (NCV) l.

Therefore, because of the above-mentioned reasons, the main aim of effective career guidance is not met, because it does not fully address the needs of the people as it ought to. Career education in schools should be planned and executed to meet the requirements of

learners. Secondary school LO periods should function in a pre-emptive way and endeavour to prepare learners with information, skills and attitudes so that they can positively navigate the problems of adolescence. School guidance programmes should be implemented positively to impact on career development. The goal should be to make career development a priority and such activities should facilitate career development. All learners regardless of their plans after secondary schools have career development needs that should be addressed through career guidance (Devandhrian, 2004). According to CAPS policy, LO educators as career guidance counsellors are now expected to understand the inter-relationship between occupation groups, and understand that it is vital when providing comprehensive and realistic career guidance services. How does this happen if educators are given LO to fill their workload and timetables and are not even qualified to teach LO, nor have the background of the subject? The researcher believes that the schooling system has traditionally been the primary role player in preparing learners for the world of work. Herr (2002) indicates that budgetary cuts have forced schools to focus on academic subjects and as a result, LO as a subject has become ancillary to the school syllabus. The budgetary cuts and some teachers' attitudes towards LO as a subject is unlikely to be remedied unless LO becomes an examinable subject like mathematics, English and so forth.

The researcher is an educator at an ex-multiracial secondary school. Learners are relatively exposed to career guidance, by enforcing the following;

- *Exposing learners to career guidance programmes such as "PACE", enhance learners' knowledge, increase self-awareness in relation to careers and ultimately accelerate career decision-making process.*

- *Career guidance experts are hired annually during the third term. A qualified registered career counsellor administers career tests on individual Grade 9 learners. This is to assist in determining learners 'abilities, strengths, weaknesses, interests and personality types relevant for careers and subjects they are intending to choose in Grade 10 to 12.*

- *The test assists in identifying career matches or mismatches and places learners in correct career choices. Parents are also involved in this process*

52

- *Each term, representatives from different institutions of higher learning are also invited to come and address learners in careers and different courses offered at their institutions.*

- *Learners are also taken to every career exhibition within Lejweleputswa education district, free of charge*

Not all learners are afforded such an advantage, particularly in township secondary schools. Budgetary cuts havedisadvantagedmost of such learners in those schools. A career advisor's task in effective career guidance services includes career information and guidance, job application and job interview training, the imparting of transferable skills and time management (Rott & Gavin-Kramer, 2006). Egbochuku and Akpan (2008) argue that effective career centres have adequate information on current trends in the labour market while Jayasunghe (2009) states that effective career counselling programmes have computer-aided career guidance systems.

It is impossible for learners to expose themselves to career education; they are not equipped with adequate factual knowledge and qualifications to do so. Therefore, it is the duty of LO educators to carry out such tasks. Educators are the driving forces behind career education, there is an LO educator behind every educator, doctor, engineer etc. The roles of qualified LO educator is to be a career counsellor. By so doing educators will be exposing learners to different subject choices that go along with different careers and guiding them on how to go about in choosing a career. The topic is included in this chapter because it highlights the crucial roles LO educators should be playing in trying to shape and guide learners to the correct career paths. Factors influencing career choice will be discussed in the following section.

2.12 FACTORS WHICH INFLUENCE CAREER CHOICE

Today, one must do extensive career research to adapt to socio-economic conditions (Watts *et al.*, 2009). A majority of learners still struggle to choose a course wisely when they finish matric because they are not exposed to different careers in depth and as a result, they tend to pursue one course and end up unemployed. Hewitt (2010) stresses the fact that most learners who are in secondary schools do not have accurate information about occupational opportunities to help them appropriately with career choice. Hewitt (2010) further argues that

53

career choice is influenced by multiple factors including personal, interest, self-concept, cultural identity, globalisation, socialisation, role model, social support and available resources such as information and finance. If learners are aware of their personality type, it becomes easier to associate their interest and abilities, according to their career needs and specifications. The environment in which learners find themselves in also plays a crucial role in their career choices. For example, if one is surrounded by well-educated people; it is very likely that one might choose to follow the same path and *vice-versa*. Hewitt (2010) says that factors influencing career choices can be intrinsic or extrinsic or both. Hewitt (2010) further states that most people are influenced by careers which their parents favour, others follow a career which is available in their educational institutions, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that provide them a high income. In a study by Perrone, Sedlacek, and Alexander (2001) on role influence on the career decisiveness of college learners, it was found that role model supportiveness and quality of relationships contributed to the career choice of learners.

Learner's reception of being suitable for jobs also has been found to be influenced by several factors including ethnic background and gender. Perrone *et al*. (2001) also indicated in his study that most of the learners selected same-gender role models.

A study on career choice in Ethiopia by Stapleton (2007) indicates that learners had an external locus of control and believe that there are numerous external factors which influence their career choices. The external factors include political and economic considerations, previous work experience and the influence of key individuals in their personal life. Pummel Harwood and Lavelle (2008) report that the external influences that help to shape an individual's career choice are also influenced by significant others through social support from peers. Generally, choice of career is influenced by parents, friends and LO educators. Some learners may derive their own aspirations by being influenced by their parent's aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choices or children may choose what their parents desire simply to please them (Taylor & Taylor, 2004).

2.14 CONCLUSION

Exposing township learners to career education may do away with misleading information when it comes to career choices. It may also assist in selecting a relevant subject for a specific career of interest. Therefore, the researcher believes learners who are exposed to career education will make more realistic career choices than those who are not. The researcher be*l*ieves that secondary school guidance programmes should work in a pre-emptive way and try to provide learners with information, skills and attitudes to make a prudent and informed career choice. However, there are times when learners who must make career choices and are unable to do so, may also be unable to capitalise on the career choices that come their way (Devandhrad, 2004).

Chapter Three will provide an in-depth explanation of the research approach and methodology applied to this investigation.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

In Chapter Two, the conceptual framework and the theoretical basis of the study were thoroughly discussed. Chapter Three focuses mainly on the overview of the research design and methodology. The population samples are clearly identified and the sampling techniques are described. The researcher's employment of mixed methods research design is also justified.

The researcher discusses data collection methods and data collection instruments; namely, open-ended and closed-ended questionnaires for qualitative and quantitative approaches respectively. Methods of analysing data are also discussed and outlined by the researcher. The researcher describes demarcations and limitations of the study and validity, reliability and ethical consideration. The research paradigm is discussed in the following section, focusing mainly on the ontology and the epistemology guiding this research study.

3.2   RESEARCH PARADIGM

Research paradigm is a perspective on research held by a community of researchers that is based on a set of shared assumptions, concepts, values and practices (Burke & Christensen, 2012). Ontology, epistemology and research philosophy will be discussed in the next paragraphs.

3.2.1   Ontology

Burke and Christensen (2012) maintain that ontology refers to one's beliefs about the researcher's assumptions to be real or true in what the researcher studies, i.e. what is the nature of the knowable? Objective reality is a view which the researcher holds based on hard evidence when a researcher stands apart from the research and observes what takes place, while subjective reality is the view that exists of the researcher as an idea or claim (Horn & Little, 2010). The researcher believes ontology claims will assist them to construct a research

design that will be open to reality. Ontology should be able to address the research questions that will be provided by the researcher.

Ontology can, therefore, assist the researcher to choose the type of research design (exploratory, descriptive, or casual study), based on the knowledge of what exists. In this study, the sequential exploratory design is used. The exploratory sequential design is a triangulation that involves combining and utilizing both qualitative and quantitative methods in studying a single phenomenon, in a single study for gaining a better understanding of the research problem (Leedy & Ormrod, 2013). For this study, the exploratory sequential design is used after the researcher experienced the need to integrate qualitative research after analysing the quantitative data. The qualitative data provided enriched complementary data for the quantitate data analysis (Creswell, 2014). The research design of this study is based on the objective reality of ontology, as the literature study revealed that most learners are not thoroughly exposed to career exhibitions, thorough career guidance, hence the majority flock to one course and end up sitting at home with qualifications that are no longer in demand. Thus, the gap between underutilized careers is too wide to bridge. More often than not, skilled people are sourced outside South Africa and unemployment is still on the rise. A probable cause is the lack of in-depth exposure of learners to career education, particularly in township secondary schools. Epistemology is discussed in the following subheading.

3.2.2   Epistemology

Epistemology is the study of the creation and dissemination of knowledge in subject knowledge (Horn & Little, 2010). Furthermore, Burke and Christensen (2012) claim that epistemology refers to the theory of knowledge and its justification. Epistemology can be defined as "what is the relationship between the knower (the inquirer) and the known (or knowable)?" or what the paradigms theory of knowledge are (Burke & Christensen, 2012:31). Epistemology refers to what the researcher thinks research knowledge is, how the researcher thinks that kind of knowledge is gained and when the researcher considers that knowledge to be justified or warranted.

The epistemology of the research design was determined by both objective and subjective knowledge of the learners and educators (respondents). This is because the informed choice of choosing a career may be influenced by the objective knowledge the learners have about

career education and choice, in other words, being exposed to different careers and career choices may influence learners positivity or negativity towards career education in LO due to the knowledge collected through seminars, career exhibitions (objective knowledge) and/or through career education (reading/discussions) and communication during LO periods (subjective knowledge). The research design of this study was therefore guided by objective and subjective knowledge of learners being constantly exposed to career education through their respective educators, as enshrined in the CAPS syllabus of LO as a subject. Therefore, the researcher used quantitative and qualitative methods to gather knowledge from the respondents. A discussion of research philosophy will now follow.

3.2.2   Research Philosophy

Research philosophy can be described as the way people think about the collection of the knowledge and the interpretation of the knowledge, as being admissible (Abbot, Cyranoski, Jones, Maher, Schiermeier & Van Noorden, 2010). Positivism is the idea that only what we can empirically observe what is important and that science is the only source of knowledge. Horn and Little (2010) states that positivists believe that in the world we live in there are universal truths and that the research goals should discover the law of the universe relating to these truths. On the other hand, the interpretivism philosophy states that social science is dynamic and thus cannot be generalized- as a result, each situation must be treated uniquely. Subjectivists believe there is no universal truth but the reality that we all contribute to making. The researcher, therefore, adopted the subjectivism and interpretivism research philosophies in this research design, with the assumption and claims that LO as a subject can contribute toward better career choices if taught the way it should be. Research design and methodology will be discussed in the next section.

3.3   RESEARCH DESIGN AND METHODOLOGY

McMillan and Schumacher (2010) indicate that a research design is a plan for conducting the study. It describes who the participants, the research site and the conditions under which the research will be held. In other words, the research design indicates the overall strategy: how the research is set up, what happens to the participants and what methods of data collection are used. Burke and Christensen (2012) also agree that research design refers to the outline,

plan, or strategy the researcher is going to use to seek an answer to your research question. The purpose of a research design is to indicate a plan for producing pragmatic data that will be used to answer the research questions (McMillan & Schumacher, 2010). McDaniel and Gates (2013) contest that research design is usually a plan created by the researcher to give an account of the research question and, because of this, there is no single research design that is the best. The research design is very important because certain restrictions and restraints in understanding the findings are related to design employed because the research design determines how the information should be analysed.

The researcher adopted a mixed methods research design. Both quantitative and qualitative research designs were deemed suitable for this study as they afford both learners and educators the opportunity to explain their perception, experience and expectation about career education and methods used to conduct such data.

Gay, Mills and Airasian (2011) point out that mixed methods design combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone.

Furthermore, Gay *et al.* (2011) continue by claiming that despite potential limitations, mixed methods can be used to build on the findings of a qualitative study by pursuing a quantitative phase of the research, or *vice-versa*. A mixed methods research design called 'concurrent triangulation' was used. The researcher employed concurrent triangulation so that data collected through the questionnaire could be supplemented with data collected through focus group interviews (Blanche, Blanche, Durrheim & Painter, 2006).

This is also known as the QUAN-QUAL, model where quantitative and qualitative data are equally weighed and are collected concurrently throughout the same study. Data are not collected in separate studies or distinct phases (Gay *et al.,* 2011:486) The main advantage of this method is that the strength of the qualitative data (e.g. generalizability) offset the weakness of the qualitative data (e.g. context dependence). The fully integrated QUAN-QUAL approach is the most challenging type of mixed methods research because it requires that the researcher equally value concurrently collected quantitative and qualitative data and that the researcher looks critically at the results of the quantitative and qualitative analysis to

59

determine if the source revealed similar findings (Gay *et al*., 2011).

Both quantitative and qualitative methods were deemed to be suitable for this study as they afford both learners and educators the opportunity to explain their perception, experience and expectation about career education and methods used to conduct such data. In the previous chapter, a literature review was discussed and as a result, participants will either agree or disagree with some of the authors when answering questions in the questionnaires.

Fraenkel and Wallen (2010) contend that by using both quantitative and qualitative research design in the same study, the researcher can overcome the weaknesses or intrinsic bias and problem that can come from using either qualitative or quantitative designs in a study. McMillan and Schumacher (2010) further argue that the best approach to answering research questions is to use both quantitative and qualitative methods in the same study or when using solely a quantitative or qualitative method would be insufficient to provide complete answers that meet the goal or purpose of the study. Creswell (2014) explains concurrent triangulation as the simultaneous collection of both quantitative and qualitative data where data is merged and the results are used to understand the research problem.

Mackenzie and Knipe (2006) define methodology as the overall approach to research linked to the paradigm or theoretical framework. This includes tools to be used, steps of the research process and the procedure to be employed. Researchers use qualitative and quantitative approaches when conducting research. Each category uses several specific research techniques (e.g. survey, interviews, historical analysis), yet there is much overlap between the type of data and the study of the research. The researcher indicates the research design, subjects, instruments, interventions and procedure used in the research (McMillan & Schumacher, 2010:37).

The research methodology employed in this study was an empirical study which was informed by the epistemological reality approach (objective reality and subjective reality, discussed under Research Design). Under Research Methodology, the step by step process of gathering data from the respondents was discussed by the researcher. This data was used to solve the research problem, which was based on the ontological objective reality held by the researcher.

Horn and Little (2010) mention that research approaches specify whether the philosophical starting point is the inductive or deductive reasoning. Further, Burke and Christensen (2012) claim that the exploratory method can be thought of as a bottom-up approach because it emphasizes starting with data and observation and discovering what it is, more generally. This exploratory method is sometimes called the inductive method because it moves from the specific to the general (Burke & Christensen, 2012). On the other hand, the confirmatory method can be thought of as a top-down approach because it emphasizes the process of starting with a general theory and testing it with a data. This confirmation method is sometimes called the deductive method because it moves from general to the (Burke & Christensen, 2012).

Gay *et al.* (2011) declare that deductive reasoning involves developing specific predictions based on general principles, observations, or experiences, whereas inductive listening involves developing generalizations based on observations of a limited number of related events or experience. Qualitative and quantitative research designs will be discussed in the next paragraphs.

3.3.1 Quantitative Research Design

McMillan and Schumacher (2010) argue that quantitative research designs emphasize objectivity in measuring and describing phenomenon. As a result, the research design maximizes objectivity by using numbers, statistics, structure and control. On the other hand, the quantitative method is best understood as data enhancers. When data is enhanced, it is possible to see key aspects of cases more clearly. A closed-ended questionnaire was administered to the learners to gather data on their exposure to career education and career choices information

3.3.2 Qualitative Research Design

McMillan and Schumacher (2010) state that quantitative research designs are methods that are distinct from those used in qualitative designs. Qualitative data are in the form of words rather than numbers and in general, the researcher must search and explore with a variety of methods until a deep understanding is achieved. An open-ended questionnaire was administered to the educators to explore how they expose career education and career choices

information to their learners. . The research design is a quantitative design with a small qualitative component, as only 5 open questions were used and they did not' truly reflect a true qualitative research.

 The following paragraphs discuss the procedure that was undertaken to collect data

3.4   DATA COLLECTION PROCEDURE

Burke and Christensen (2012) explain data collection methods as techniques for physically obtaining data to be analysed in a research study. Hennink, Hunter and Bailey (2010) support this explanation by stating that the researcher should clearly indicate the method or methods of data collection employed. Data collection instrument for quantitative research design is discussed next.

3.4.1   Data Collection Instrument for Quantitative Research Design

McMillan and Schumacher (2010) define a questionnaire as a written set of questions or statements that are used to assess attitudes, opinions, beliefs and biographical information. Furthermore, Gay *et al.* (2011) define a questionnaire as a written collection of self-report questions to be answered by a selected group of research participants. Burke and Christensen (2012) support this explanation by stating that a questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study. They furthermore claim that researchers use questionnaires to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality and behavioural intentions of research participants, Therefore, the goal of a questionnaire is to tap into the minds and understand the opinion of participants about variables related to research objectives (Burke & Christensen, 2012). The researcher aligned the questions in the questionnaires with the research questions and objectives of the study. Its content was derived from the literature review's content. A questionnaire comprising of only closed-ended questions was developed and administered to Grade 9, 10 and 11 learners.

The questionnaire comprised three sections, namely Sections A, B and C with clear instructions per section. A five-point Likert-type scale was employed by the researcher to measure the responses of learners but it was later changed to a semantic differential scale

because it enabled the researcher to conduct an ANOVA and a *T-test*. The Likert-type scale was as follows:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

The above responses made it easy to capture the frequency of response for each of the question categories and the rating of response on categorical bases. The closed-ended questionnaire was administered in the following way:

- Cover letter to the principal (cf. Annexure D). The cover letter to the principal requested that permission be granted to conduct the research at his or her school. It explained the purpose of the study and guaranteed confidentiality and the researcher gave contact numbers to the principal for any inquiries.

- Ethical clearance certificate (Annexure A)

- The copy of the letter from the Free State Department of Education, granting permission to conduct the research at the secondary schools in Lejweleputswa District (cf. Annexure B).

- Cover letter to the learners equally explained the rationale of the study, guaranteed confidentiality, anonymity and provided instructions on how to complete the questionnaire, as well as the practical example on the questionnaire (cf. Annexure C).

- A covering letter to parents (cf. Annexure F). The cover letter to parents requesting permission for the participation of their children in the research study and requested permission. Parents had to sign a consent form indicating whether they grant their children permission to participate in the study. It explained the purpose of the study.

- The questionnaire had 2 sections (cf. Annexure E). Part A had six items which requested the biographical information of the learners. Part B had 55 items that elicited information from the learners about exposure to career education.

- The questionnaire was distributed to all sampled schools on different days.

- The principals of sampled schools were asked to distribute the questionnaire to LO educators in the FET phase. The educators explained the procedure for the completion of the questionnaire to learners before they completed it.

- Educators were informed in writing on how to administer the questionnaire.

- The respondents were given three days to complete the questionnaire. The researcher collected the questionnaire three days after the distribution. Feedback was given in writing on the potential problems that occurred during the activity.

- Extra questionnaires were distributed for errors that may occur during the sessions.

The questionnaire was simple, concise and self-administered, anonymous and placed in a box after completion. The purpose or intent of the questionnaire was for the respondents to provide data on how learners are exposed to career education. The following table shows the reliability statistics of the questionnaire.

Table 6: Reliability statistics of the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
.808	.844	55

Table 6 shows that the questionnaire has a Cronbach's alpha coefficient of .81, which suggests very good internal consistency reliability for the scale with this sample. An open-ended questionnaire was also employed as a data collection instrument for qualitative research design.

3.4.2   Data Collection Instrument for Qualitative Research Design

The open-ended questionnaire consisted of only five questions. The questions elicited information on how educators expose their learners to career education, whether learners

make a correct career choice, the challenges educators experience when they expose learners to career education and the identified challenges that could be alleviated. The following processes were done before the questionnaire was administered to the educators:

- A letter to educators requesting authorization to participate in the research study and thanking their willingness to participate (cf. Annexure G).

- Potential participants were contacted telephonically.

- A copy of the letter from Free State Department of Education, granting permission to conduct the research at secondary schools was sent (cf. Annexure B).

- The educators who agreed to participate in this research were given consent forms regarding the questionnaire to complete (cf. Annexures H & I).

- The participants were given opportunities to ask questions and raise concerns before they sign the consent form and complete the questionnaire.

Both the research instruments were given to the researcher's colleagues for validation purposes. These colleagues shared similar characteristics with the research participants. This was to see if the questionnaire items and the open-end questions were sensible. The following sections describe the population and sample for this research.

3.5   POPULATION AND SAMPLE

The population is a set of people from which the sample is taken. Population and sample are discussed in detail in the next paragraphs.

3.5.1   Population

The population can be defined as the set of individuals, items or data from which a sample is taken (Horn & Little. 2010). Creswell (2014) defines a population as a group of individuals who comprise the same characteristics, for example, all educators will make a population of educators and all high school administrators in a school district would make up the

population of administrators. As these examples illustrate, populations can be small or large. Therefore, a population is the large group to which a researcher wants to generalize his/her sample results. In other words, it is the total group that the researcher is interested in learning more about. Burke and Christensen (2012) furthermore claim that when researchers draw a sample, they typically begin by locating or constructing a sampling frame, which is a list of all the elements in the population.

The characteristics of the population must be correctly identified by the researcher and the rationale for selecting it as a unit of analysis must be stated. The type of unit of analysis can be individuals, groups' institution or organization, socialization, etc. (Zkimund, Babin, Carr, & Griffin, 2010).

Based on the above, the targeted population investigated in this study was Grade 9, 10 and 11 learners in 15 township secondary schools. The second group who form the population was LO educators. Learners and educators were selected as primary sources of data, as the researcher was mainly interested in gaining a deeper understanding of the research problem.

3.5.2   Sample

The sample is a subgroup of the target population that the researcher plans to study for making a generalisation (Creswell, 2014). Furthermore, Burke and Christensen (2012) define a sample as a set of elements taken from a larger population. A sample had to be drawn from the population by the researcher, due to time constraints and financial limitation. Sampling should be done because of the following reasons:

- *The increased costs of conducting a census of large populations. As the size of the population grows it becomes uneconomic to study all the cases.*
- *Restrictions on the amount of the time available to conduct the research.*
- *Inaccessibility of some of the sampling frame. Some populations are not accessible.*
- *Potential destructions when a full study would involve unavoidable damage. Destructions of the whole populations study may be inappropriate* (Horn 2010:110).

Gay *et al.* (2011) claim that the larger population size the smaller the percentage of the

population required to get a representative sample. Burke and Christensen (2012:219) claim that if a researcher wants a sample to be representative of a population, then it is essential that the response rate be as high as possible. Furthermore, after researchers have determined the characteristics of the sample, they generalize from the sample to the population, that is, the researcher makes statements about the population; hence, sampling can save time and money (Burke & Christensen, 2012). Gay *et al.* (2011) contend that a good sample is one that is representative of the population from which it was selected and selecting a representative sample is not a haphazard process.

3.5.2.1 *Sample for Quantitative Data: Closed-ended Questionnaire*

Simple random sample was used to select 10 learners per grade. This implies that a total of 30 learners per school were selected. As such, the total sample was 450 learners. Three hundred and thirty-seven questionnaires were returned which represented a return rate of 74.89%.

3.5.2.2 *Sample for Qualitative Data: Open-ended Questionnaire*

Purposive sampling was employed to select educators who completed the open-ended questionnaire. All educators had at least five years of teaching experience in LO. They had experience in teaching both General Education and Training (GET) and Further Education and Training (FET) phases. Six educators from two secondary schools were selected to complete the questionnaire. Two educators withdrew from the research without giving reasons for doing so. Only four educators completed the open-ended questionnaire.

3.5.2.3 *Sampling Procedure*

Creswell (2014) indicates that there are two sampling categories, namely, probability and non-probability sampling. Probability sampling could be described as a quantitative sampling procedure in which the researcher selects individuals from the population so that each person has an equal chance of being selected from the population (Creswell, 2014). Horn and Little (2010) confirm this by saying that probability sampling uses some form of a random selection of cases from the sampling frame.

Gay *et al.* (2011) concur by saying that the probability sampling technique permits the researcher to specify the probability or chance, that each member of a defined population will be selected for the sample. They furthermore claim that each technique requires the same

67

basic steps: identify the population, determine the required sample size and select the sample (Gay *et al*., 2011). Horn and Little (2010) have identified the following types sampling:

- *Simple random sampling is easy to understand and provides a reasonable representation of a population.*
- *Stratified random sampling: ensures an accurate representation of the population and any important subgroups within that population.*
- *Cluster random sampling (or even random sampling): used when populations spread over a large geographical area are to be studied because it can reduce the costs and the time involved.*
- *Multi-stage sampling: involves combining simple, stratified and cluster sample in stages to develop a representative sample of the large and diverse population* (Horn & Little, 2010:111-112).

In this research, the simple random sample was used to select learners who responded to the questionnaire. This was done by LO educators who selected learners who responded to the questionnaire. They assigned numbers to the learners in their attendance registers. The researcher used a Table of Uniform Numbers to identify 5 females and 5 females per grade. Every learner in each grade had an equal chance of being selected.

A non-probability sampling technique was used to select educators who responded to the open-ended questionnaire. Horn and Little (2010) maintain that non-probability sampling does not involve random selection of cases from the sampling frame. Creswell (2014:8) defines non-probability sampling as "a quantitative sampling procedure in which the researcher chooses participants because they are available, convenient and represent some characteristics the investigator seeks to study". Gay *et al.* (2011) maintain that when non-random samples are used; it is usually difficult, if not impossible, to describe the population from which the sample was drawn and to whom the results can be generalized. A non-random sampling approach includes convenience sampling, purposive sampling, quota sampling and snowball sampling (Burke & Christensen, 2012).

Purposive sampling technique was used to select all educators who completed the open-ended questionnaire. Creswell (2014) argues that in purposeful sampling, the researcher intentionally selects individuals and sites to learn or understand the central phenomenon. The

sample and population were purposefully selected due to similar characteristics, socio-economic backgrounds, school environments and location. The researcher assumed that all selected educators had knowledge about the exposure of learners to career education. The following paragraphs discuss how quantitative and qualitative data were analysed.

3.6   DATA ANALYSIS

Questionnaire data were analysed through descriptive and inferential statistics. SPSS Version 24 was used to analyse the questionnaire data. Interview data were analysed according to identified themes and patterns.

3.6.1   Descriptive Statistics

Descriptive statistics focus on describing, summarizing or explaining data. It starts with a set of data, sometimes called data set. "The researcher attempts to convey the essential characteristics of the data by arranging the data into a more interpretable form and by calculating numerical indices, such as averages, percentile ranks and measures of spread" (Burke & Christensen, 2012:452). The descriptive statistics assisted the researcher in summarizing the overall trends in the data, provide an understanding of how varied scores might be and provide insight into where one score stands in comparison with others (Creswell 2014). The researcher used frequencies and measures of central tendencies such as the mean and standard deviation to present descriptive data. Data were interpreted using tables of frequencies. Inferential statistics were used to compare differences between various independent variables.

3.6.2   Inferential Statistics

Creswell (2014) maintains that inferential statistics enable a researcher to draw conclusions, inferences, or generalizations from a sample to a population of participants. A statistician employed by the Central University of Technology, Free State helped the researcher in the analysis of quantitative data. A factor analysis was done and five factors were extracted and they were labelled as follows:

- Factor 1: The value of career education

- Factor 2: Exposure to career education

- Factor 3: Social influence in career education

- Factor 4: Influence of LO in career education

- Factor 5: Exposure to career education through specific subjects

The *t-test* and Analysis of variance (ANOVA) are the two inferential statistical techniques that were employed to analyse data. In order for the researcher to make inferences and generalise the result to the rest of the population, the Likert-type scale was converted into a five-point semantic differential scale as follows:

1	2	3	4	5
Strongly disagree				Strongly agree

The statistician recoded the scale to conduct the *t-test* and ANOVA.

3.6.3 Analysis of Interview Data

For qualitative data analysis, the researcher used educators' written responses. All the respondents' responses with similar views were grouped together. Leedy and Ormrod (2013:158) define "qualitative data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is it to be learned and deciding what you will tell others". The researcher employed the following strategy to analyse text from the educators:

- Identifying themes emerging from the raw data, a process called open coding;
- During open coding, the researcher identified and tentatively named the conceptual categories into which phenomena were observed are grouped;
- Words, phrases or events that appear to be similar were grouped into the same category;
- These categories were gradually modified during the subsequent stages of analysis;
- Raw data was broken down into manageable chunks, the researcher also

70

- devised an audit trial;
- The researcher identified data chunks according to their speaker and context;
- The researcher re-examined categories and identified how they are linked;
- Rearranged data to find its meaning and understanding; and
- Finally, the researcher translated the conceptual model into a storyline that will be read by others.

The procedure of analysing and interpreting qualitative data was confirmed into three stages of data analysis. In this study, qualitative data was collected, summarized, coded and sorted into headings, while the final stage was about interpreting and giving meaning to data.

In qualitative research, the critical assessment of data analysis, findings and conclusions is evaluating trustworthiness (Maree, 2014). In this research, three conditions that will enhance the trustworthiness of qualitative research findings will be implemented. These conditions are credibility, transferability and dependability.

3.7   TRUSTWORTHINESS

Research trustworthiness refers to "a qualitative research that is plausible, credible, trustworthy and therefore defensible" (Burke & Christensen, 2012:264)

3.7.1   Credibility

Credibility, which is defined by Leedy and Ormrod (2013:262), is related to the true picture of the phenomenon. In this study, credibility was achieved by methodological triangulation and data complementarity. The latter implies that the qualitative data analysis was used for the enhancement of the quantitative data. Methodological triangulation was alternatively practical when qualitative data was employed to clarify the data analysis results from the quantitative research phase.

In this study, complementarity was achieved by first using an open-ended questionnaire and then closed-ended questionnaire to interpret the perceptions of learners and educators regarding the exposure of learners to career education in township secondary schools. The

following figure depicts the triangulation of qualitative and quantitative data.

I. Triangulation Mixed Methods Design

| QUAN (Data and results) | + | QUAL (Data and results) |

INTERPRETATION

II. Explanatory Mixed Methods Designs

QUAN (Data/Results) → Follow-Up → qual (Data/results)

III. Explanatory Mixed Methods Designs

QUAL (Data/Results) → BUILDING → quan (Data/Results)
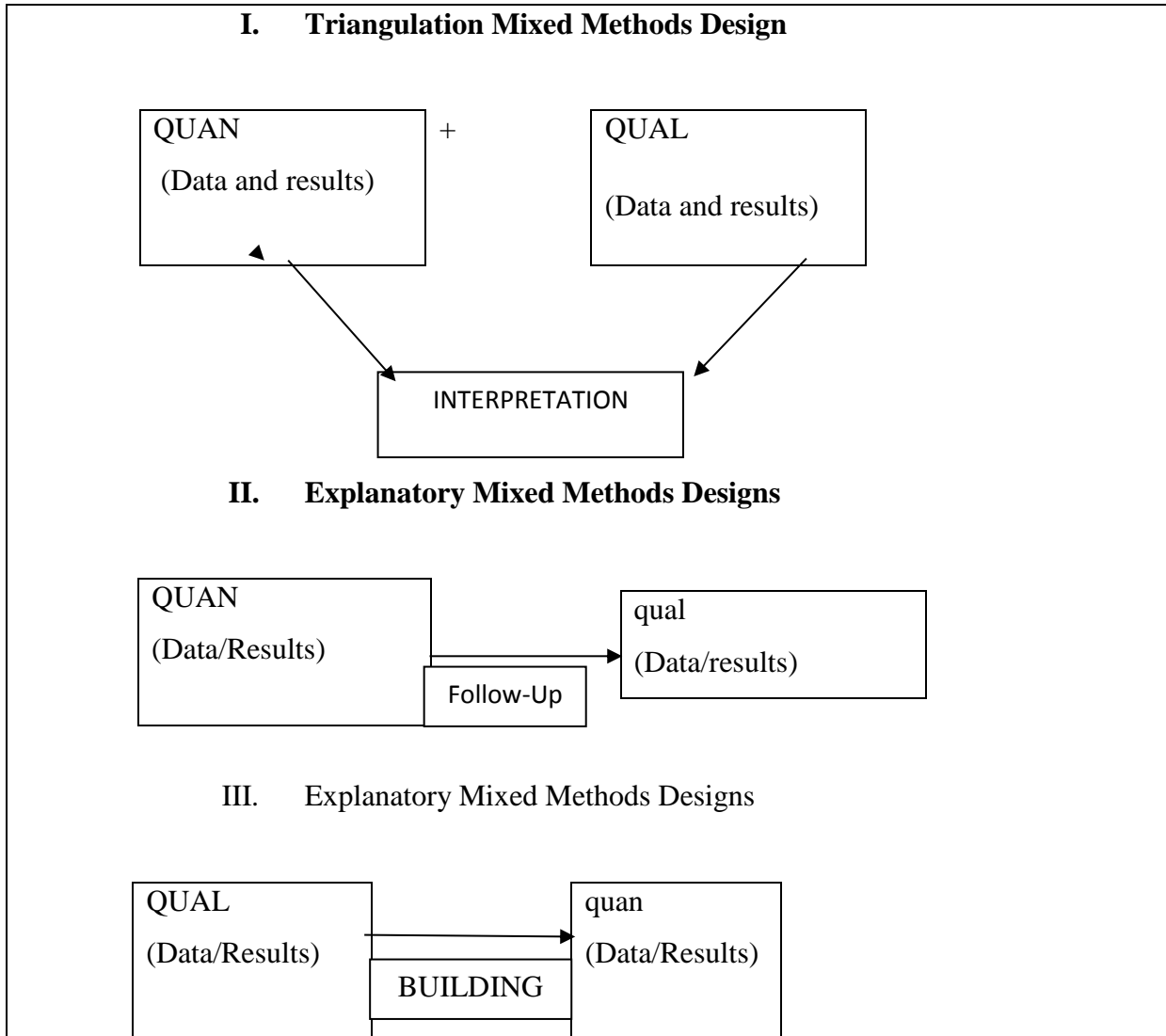
Figure 2: Triangulation design: validating quantitative data model Adapted from Gay *et al.* (2011:486)

The figure demonstrates the triangulation of quantitative and qualitative approaches, the sequence and priority thereof. The sequence is in such a manner that quantitative data is administered, collected and administered first, thereafter the qualitative, respectively. The triangulation is done during the data analysis and it permits the qualitative data to enrich and strengthen the qualitative data.

72

3.7.2 Transferability

Transferability refers to whether the findings can be transferred to other situations (McMillan & Schumacher, 2010). The researcher achieved transferability by describing educators on various levels (post level 1 and HODs) as participants and the setting - which was school - in enough detail to allow for comparison with the population.

3.7.3 Dependability

Gay *et al.* (2011) dependability relates to the consistency between data and the findings. A clear sequential layout of the research process was thoroughly outlined; it included data collection methods and procedure, analysis and interpretation. The latter was accompanied by supporting evidence.

3.7.4 Confirmability

According to Cobb and Forbes (2002) confirmability is the process of examining the raw data and the decision process to determine that appropriate logical inferences were made. Confirmability is additionally enhanced through triangulation and through the investigator keeping a journal in which are recorded feelings, reactions to phenomena observed, and self-reflection on changing preconceptions and managing biases.

3.8 LIMITATIONS OF THE RESEARCH

Creswell (2014) indicates that limitations are potential weaknesses or problems in quantitative research that are identified by the researcher. In quantitative research, these weaknesses are enumerated one by one and they often relate to inadequate measures of variables, loss or lack of participants, small sample size, error in measurement and other factors typically related to data collection and analysis.

3.8.1 Limitations Related to Participant Characteristics

McMillan and Schumacher (2010) say that the participants in a study have certain

characteristics, such as age, race, ability and socio-economic status. One limitation of the present study is that it focused only on learners who were attending secondary schools in townships located in lower-middle-incomeneighbourhoods in Lejweleputswa education district. It is possible that different results might have been obtained in schools representing additional socio-economic levels located in regions of South Africa. Another limitation is that the present study focused exclusively on career education and did not investigate the time llocated to career education and the link between LO and other subjects when it comes to career and career choices. These possibilities should be investigated in future research.

3.8.2   Limitations Related to Contextual Characteristics

Contextual characteristics are specifics of the setting and context in which the study is conducted (McMillan & Schumacher, 2010). This research study was limited to a school setting for both educators and learners. This was done due to the similar settings of individual schools but the limitations are that the findings cannot be generalized because the settings and behaviour are not completely the same.

3.8.3   Limitations Related to Methodology

McMillan and Schumacher (2010) argue that one of the most common limitations is related to the nature of the methodology that was used. In this research study, a questionnaire and focus group interviews were methodologies employed to collect and analyse data. Some questionnaires were incorrectly filled-out and were not used when data was analysed. Some educators did not avail themselves as per agreement hence the population of participants was minimized.

3.8.4   Limitations Related to When the Research was Conducted

The researcher waited too long for the approval of the permission to conduct research; as a result, the researcher was pressed with time to collect data in a very short period. The researcher is also employed full-time, thus gave LO educators the task of administrating questionnaires. This means that depending on how the questionnaire was administrated (correctly/incorrectly) this might affect the outcome of this study.

74

3.9   CONCLUSION

Chapter Three outlined how research paradigms such as ontology and epistemology influenced this research. It highlighted the research designs and methodology that were employed in this research. It also explained the population, sample and sampling techniques that were employed to select learners and educators who responded to the questionnaires. The researcher employed mixed methods research design, namely concurrent triangulation. The chapter concluded by highlighting all the limitationsof this research. The following chapter presents and analyses the collected data.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1   INTRODUCTION

Chapter Three focussed on the research design and methodology that were applied. The whole research plan was outlined. The research design was defined as the structure that was followed to collect data, which helped to answer the research questions, thus helping to solve the research problem. Population, research sample, data analysis and ethical issues were also explored.

This chapter presents and analyses data obtained from closed-ended and open-ended questionnaires. Data analysis will be outlined under three sections. The first section will present and analyse descriptive statistics; the second section will present and analyse inferential statistics whilst the last section will present and analyse qualitative data.

4.2   PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

As mentioned in Chapter Three, the researcher employed descriptive and inferential statistics for quantitative data. Factor analysis was done to identify the construct for the exposure to career education. Factor analysis was followed by univariate and bivariate analyses. The following section provides biographical data for the learners who responded to the open-ended questionnaire.

4.2.1   Descriptive Statistics

Methods of analysing descriptive data are frequencies and a measure of central tendency namely, the mean and a measure of dispersion; in other words, standard deviation.

4.2.1.1 Biographical Data of Learners

This section shows biographical data for learners according to their gender, age, grad, mode of transport used to commute to school and years in a grade. It also indicates the number of counts and percentage responses.

Table 7: Biographical Data of the Learners

N=337

Personal Items	% Respondents According to Category	% Total
1. Gender	Males Females (176) 52,2% (161) 47,8%	100
2. Age	13 = (19) 5.6% 14 = (70) 20.8% 15 = (42) 12.5 % 16 = (46) 13.6% 17 = (65) 19.3% 18 = (64) 19.0% 19 = (19) 5.6% 20 = (10) 3.0 % More than 20 Years and Older = (2) 0.6%	100
3. Grade	9 = (142) 42.1% 10 = (74) 22.0% 11 = (121) 35.9 %	100
4. Mode of Transport	Walk = (89) 26.4% Taxi = (172) 51.0% Bus = (52) 15.4% Family Car = (24) 7.4%	100
5.Years in Grade	1 Year = (207) 61.4% 2 Years = (68) 20.2% 3 Years = (16) 4.7% 4 Years = (32) 9.5% 5 Years = (14) 4.2%	100

Analysis of Table 7 illustrates statistical data of independent variables such as gender, age, grade, mode of transport and years in a grade at a school setting. Out of the survey of 337 learners, 176 (52.2%) were males and 161 (47.8%) were females.

The descriptive statistics representing the variable for the age of the survey respondents also depicts that a majority 242 (71.8%) were between 13 and 17 years - the right ages for the learners to be exposed to career education and career choices. These are the ages at which learners are expected to be at secondary schools. These ages are likely to be receptive to processes of choosing careers, relevant subject choices and being given step by step career

77

education. This age range also allows learners to explore and experience different fields of expertise. There is a clear indication that these learners have enough time to be thoroughly taught, guided and exposed to different available careers before they are faced with the choice of choosing their final career paths at secondary schools. It is an active and tender age which is ripe to be exposed to career education and career choices as espoused by CAPS. Ninety-five learners (28.2%) were between 18 years or over. Learners of this age are supposed to be at tertiary educational institutions.

The table also reveals that 145 (40.1%) learners were in Grade 9. This is the grade at which career education is emphasised. Educators are expected to guide Grade 9 learners to choose subjects that are relevant and aligned with their desired career choices. This grade is the cornerstone and foundation of career education. In this grade, learners are supposed to be exposed to career guidance which will enable them to choose subjects wisely. LO, as prescribed in the CAPS document, should be a stepping stone for learners towards informed and independent career paths.

The table depicts that only 24 (7.1%) went to school by family car. This may imply less affordability for middle-classlifestyle. The majority of the learners 313 (92.8) used taxis, buses or walk to schools. These are the learners who should be exposed to career education as most middle-class parents are likely to influence their children to make correct subject choices.

Lastly, this table shows 206 (61.4%) were redoing their grade. A minority of the learners- 14 - (4.2%) were repeating the grade for the fifth time. This may imply that such learners might have learning barriers that need to be identified, assessed and supported by the relevant people. It may also imply wrong subject choice, especially in Grade 10 and 11.

4.2.1.2 Results of Factor Analysis

A principal component analysis (PCA) was conducted to assess the underlying structure of the 55 items of the questionnaire that was developed for the study, with orthogonal rotation (varimax). The assumption of independent sampling was met. The assumptions of normality, linear relationships between pairs of variables and the variables being correlated at a moderate level were checked.

78

1) **Kaiser-Meyer-Olkin**

The Kaiser–Meyer–Olkin (KMO) was used to verify the sampling adequacy for the factor analysis. The following guidelines should be used to interpret the result of the KMO. Kaiser (1974) recommends accepting values greater than 0.5 as barely acceptable. Furthermore, values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are superb (Hutcheson & Sofroniou 1999). In this study, the KMO was equal to 0.703, as can be seen from Table 8, which is good so it can be concluded that the sample size of the study is adequate for factor analysis (Hutcheson & Sofroniou, 1999). All KMO values for individual items were larger than the acceptable limit of .5 (Field 2009).

2) Bartlett's Test of Sphericity

Bartlett's test of sphericity was used in order to determine whether the correlations between variables are large enough for factor analysis. Bartlett's test of sphericity χ^2 (1485) = 4134.53, p < .001, indicated that correlations between items are highly significant (p < .001) and therefore factor analysis is appropriate. An initial analysis was run to obtain eigenvalues for each factor in the data as can be seen in Table 9.

Table 8: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.703
Bartlett's Test of Sphericity	Approx. Chi-Square	4134.531
	Df	1485
	Sig.	.000

Table 9: Eigenvalue of PCA

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.136	9.338	9.338	5.136	9.338	9.338
2	3.840	6.982	16.319	3.840	6.982	16.319
3	2.687	4.885	21.204	2.687	4.885	21.204
4	2.288	4.160	25.364	2.288	4.160	25.364
5	2.170	3.945	29.310	2.170	3.945	29.310
6	1.726	3.138	32.447	1.726	3.138	32.447
7	1.685	3.063	35.511	1.685	3.063	35.511
8	1.528	2.778	38.289	1.528	2.778	38.289
9	1.438	2.614	40.903	1.438	2.614	40.903
10	1.399	2.544	43.447	1.399	2.544	43.447
11	1.327	2.413	45.859	1.327	2.413	45.859
12	1.232	2.239	48.099	1.232	2.239	48.099
13	1.222	2.222	50.320	1.222	2.222	50.320
14	1.170	2.128	52.448	1.170	2.128	52.448
15	1.133	2.060	54.508	1.133	2.060	54.508
16	1.112	2.023	56.531	1.112	2.023	56.531
17	1.092	1.986	58.516	1.092	1.986	58.516
18	1.049	1.907	60.423	1.049	1.907	60.423
19	.995	1.809	62.232			
20	.954	1.735	63.967			
21	.949	1.725	65.692			
22	.915	1.664	67.356			
23	.859	1.562	68.917			
24	.844	1.534	70.452			
25	.836	1.520	71.972			
26	.788	1.433	73.405			
27	.780	1.418	74.823			
28	.763	1.388	76.211			
29	.726	1.319	77.530			
30	.704	1.281	78.810			
31	.680	1.237	80.047			
32	.668	1.215	81.262			
33	.655	1.190	82.453			
34	.625	1.136	83.589			
35	.614	1.117	84.705			
36	.595	1.082	85.787			
37	.566	1.029	86.816			
38	.553	1.005	87.821			
39	.542	.985	88.806			
40	.525	.954	89.760			
41	.499	.908	90.668			
42	.485	.882	91.549			
43	.453	.823	92.373			
44	.430	.782	93.155			
45	.418	.761	93.915			
46	.411	.748	94.663			
47	.403	.733	95.396			
48	.376	.683	96.079			
49	.364	.662	96.741			
50	.340	.619	97.360			
51	.326	.593	97.953			
52	.310	.564	98.517			
53	.295	.536	99.053			
54	.290	.527	99.580			
55	.231	.420	100.000			

Extraction Method: Principal Component Analysis.

Thereafter, a Monte Carlo for PCA was conducted for 55 variables and 337 subjects with 20 replications as can be seen in Table 9. A Monte Carlo simulation is deemed to be a superior guideline for determining the number of factors to extract for factor analysis (Ledesma & Valero-Mora, 2007).
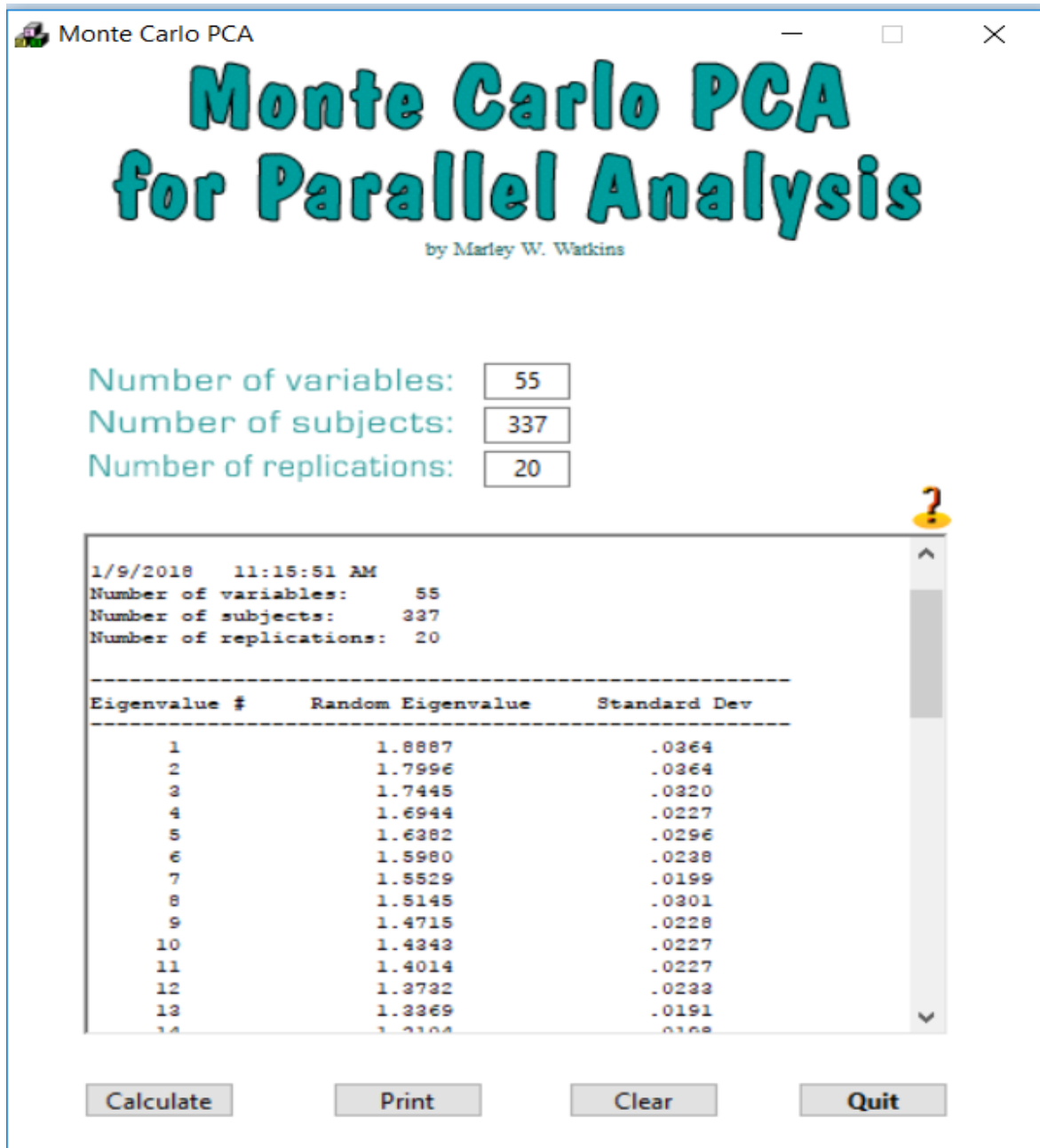
Figure 3: Monte Carlo simulation for PCA

The highest random eigenvalue generated was 1.8887. Five factors in the PCA had an eigenvalue of greater than 1.8887 as can be seen from Table 9. Therefore, five factors were extracted that could explain 29.31% of the variance. The scree plot justified retaining 5 factors due to the fact that the inflexion point occurs after the first 5 factors as can be seen in Table 10.
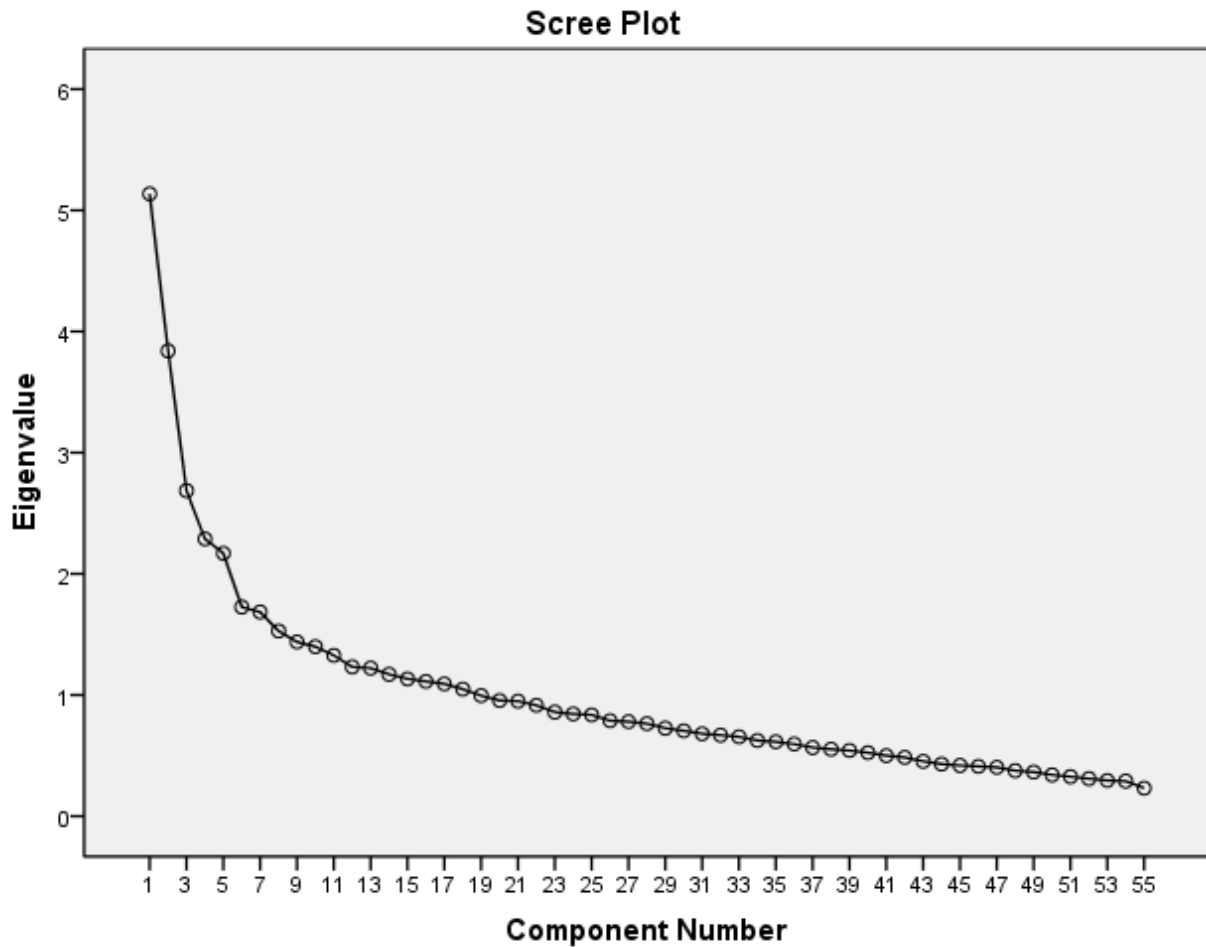
Figure 4: Scree plot of eigenvalues

Table 10 below shows the factor loadings after rotation. The following criteria were used in order to determine the cut-off point for factor loadings of individual items. Stevens (2002) produced a table of critical values against which loadings can be compared. To summarize, he recommends that for a sample size of 50 a loading of 0.722 can be considered significant, for 100 the loading should be greater than 0.512, for 200 it should be greater than 0.364, for 300 it should be greater than 0.298, for 600 it should be greater than 0.21 and for 1000 it should be greater than 0.162. Due to the fact that the sample size for the current study is 337, 0.298 was used as the cut-off value for factor loadings of individual items.

Table 10: Factor loadings for individual items

Component Matrix[a]					
	Component				
	1	2	3	4	5
PartB_Q28.Career guidance assists me to determine my abilities.	.624				
PartB_Q32.Career guidance assists me in gathering relevant information about myself.	.607				
PartB_Q33.Career guidance assists me in gathering relevant information about the world of work.	.603				
PartB_Q24.Career education helps me to develop my career goals.	.564				
PartB_Q23.Career education includes knowing my abilities.	.558				
PartB_Q30.Career guidance assists me in how I could acquire the required skills for the career of my choice.	.509				
PartB_Q29.Career guidance assists in making me aware of the demands of certain careers.	.474				
PartB_Q47.Career exhibitions have introduced me to different Technical and Vocational Education and Training colleges.	.450				
PartB_Q46.Career exhibitions have introduced me to different universities.	.432				
PartB_Q44.My subjects will lead me to an informed career choice.	.410				
PartB_Q27.Career guidance assists me in making realistic career choice.	.401				
PartB_Q22.Career education includes knowing my skills.	.394				
PartB_Q34.Career guidance assists me to develop realistic career goals based on information gathered.	.394				
PartB_Q35.Career guidance assists me to obtain feedback on different careers.	.390				
PartB_Q25.Constant exposure to career education develops my career strategies.	.385				
PartB_Q21.Career education includes knowing my interest.	.384				
PartB_Q31.Career guidance exposes me to different careers that available in the country.	.374				
PartB_Q48.Career education has exposed me to different funding methods for my tertiary studies.	.327				
PartB_Q45.Being exposed to different careers through career exhibition increases my awareness on different career.	.324				
PartB_Q9.My educators are helpful when it comes to assisting in choosing career.	0.322				
PartB_Q15.We are taken to career exhibitions whenever they are held.		.589			
PartB_Q10.Career guidance packages are readily available at my school.		.566			
PartB_Q11.The library has recent booklets on available courses at different universities.		.561			
PartB_Q14.Career days are held every term of the year to showcase different careers.		.409			
PartB_Q16.Special reference is given to career choice every term as indicated in the syllabus.		.369			
PartB_Q53.Learners take part in career exhibition day at my school.		.329			
PartB_Q13.Different people from different career backgrounds come to our school and talk about career choices.			.484		
PartB_Q57.I am influenced by the needs of my community when choosing career.			.446		
PartB_Q38.My role models are the greatest influence in my choosing of a career.			.432		
PartB_Q51.Career booklets are readily available at my school.			.429		
PartB_Q58.I am influenced by the media when choosing career.			.419		
PartB_Q36.My family is the greatest influence in my choosing of a career.			.413		
PartB_Q49.LO educators constantly make me aware about different requirements for university entrance			.401		
PartB_Q56.I am influenced by my culture when choosing career.			.366		
PartB_Q55.I am influenced by my religion when choosing career.			.356		
PartB_Q37.My friends are the greatest influence in my choosing of a career.			-.343		
PartB_Q12.In LO we are given the opportunity to make research about different careers.				.527	
PartB_Q40.I shall independently choose my own career.				.485	
PartB_Q20.The first time I learned about different career choices was in an LO period.				.448	
PartB_Q17.Career counselling is readily available from our LO educators.				.416	
PartB_Q18.Learning career activities are done regularly during LO periods.				.415	
PartB_Q41.The subjects I have chosen will lead me to a right career path.					.507
PartB_Q42.The subjects I have chosen will lead me to my correct choice of a course to study at a university.					.483
PartB_Q44.My subjects will lead me to an informed career choice.					.410
PartB_Q43.The subjects I have chosen will lead me to my job satisfaction.					.389
PartB_Q39.My educators are the greatest influence in my choosing of a career.					-.430
Extraction Method: Principal Component Analysis.					
a. 5 components extracted.					

83

As can be seen from Table 10, the 5 factors are composed as follows:

Factor 1 is composed of the following items: PartB_Q09, PartB_Q21, PartB_Q22, PartB_Q23, PartB_Q24, PartB_Q25, PartB_Q27, PartB_Q28, PartB_Q29, PartB_Q30, PartB_Q31, PartB_Q32 PartB_Q33, PartB_Q34, PartB_Q35, PartB_Q45, PartB_Q46, PartB_Q47, and PartB_Q48.

Factor 2 is composed of the following items: PartB_Q10, PartB_Q11, PartB_Q14, PartB_Q15, PartB_Q16, and PartB_Q53.

Factors 3 is composed of the following items: PartB_Q12, PartB_Q13, PartB_Q17, PartB_Q18, PartB_Q20, and PartB_Q40.

Factors 4 is composed of the following items: PartB_Q36, PartB_Q37, PartB_Q38, PartB_Q49, PartB_Q51, PartB_Q55, PartB_Q56, PartB_Q57, and PartB_Q58.

Factor 5 is composed of the following items: PartB_Q39, PartB_Q41, PartB_Q42, PartB_Q43, and PartB_Q44.

The following items did not load strongly on any factor: PartB_Q07, PartB_Q08, PartB_Q19, PartB_Q26, PartB_Q50, PartB_Q52, PartB_Q48, PartB_Q53, PartB_Q54, and PartB_Q55.

Table 11: Items that did not load on any factor

PartB_Q7. Career guidance is taught in LO every term of the year in all Grade at my school
PartB_Q8. Career guidance is a very important tool in helping to choose careers.
PartB_19. The first time I learned about careers was in an LO period.
PartB_Q26.Being exposed to various employment possibilities makes it easy for me to choose a relevant career.
PartB_Q50.LO classes at my school are furnished with posters about different careers.
PartB_Q52.Visual aids relating to different careers are available at my school.
PartB_Q54.At my school, learners choose their subjects according to their intended career.
PartB_Q59.Career guidance assists in making me aware of different ranks found in different

professions.
PartB_Q60.Career guidance is an integral part of my secondary school life guidance is an integral part of my secondary school life.
PartB_Q61.Being exposed to different careers gives me an advantage of choosing the most relevant career.

Table 11 reveals that 10 items did not load on any factor, as such these items were not included in data analysis.

Table 12: Descriptive Statistics of factors

Descriptive Statistics of factors						
	N	Minimum	Maximum	Mean	Std. Deviation	Cronbach's Alpha
Factor1	337	2.05	4.95	3.68	.53	.80
Factor2	337	1.44	4.78	2.71	.67	.57
Factor3	337	1.71	5.00	2.89	.54	.57
Factor4	337	1.20	5.00	3.83	.71	.42
Factor5	337	1.00	5.00	3.81	.70	.65

Table 12 reveals that Factors 4 and 5 have high mean values. Their means reveal that Life Orientation and the specific of subjects are the main instruments for exposing learners to career education and career choices respectively. The mean for Factor 1 implies that learners agree that career education has value. It is interesting to note that Factor 2, which is career exhibitions exposure, has the lowest value. Its mean implies that learners are rarely taken to career exhibition events. The Cronbach's alpha coefficient for the career education value (Factor 1) is .80, which suggests very good internal consistency reliability for this subscale. The overall Cronbach's alpha coefficients Factors 2-5 are very low because their values are less than .7. Pallant (2013) maintains that "for scales with a small number of items (e.g. less than 10), it is sometimes difficult to get a decent Cronbach's alpha". In this research, Factor 1

85

has 19 items, Factor 2 has 6 items, Factor 3 has 10 items, Factor 4 has 5 items and Factor 5 also has 5.

4.2.1.3   Descriptive Analysis of Factors 1-5

The following tables present frequencies in percentages, the means and standard deviations. The key for the tables is as follows: SD = strongly disagree, D = Disagree, N = Neutral, A = Agree, SA = strongly agree, Mean = M and Std Dev = Standard deviation. Items in each table are grouped according to the questionnaire items that form each factor. The following is Table 13, which shows descriptive statistics for Factor 1, career education value.

Table 13: Career education value   N=337

Questionnaire items	SD	D	N	A	SA	M	Std Dev
Q9. My educators are helpful when it comes to assisting in choosing a career.	5.9	10.4	26.1	34.4	23.1	3.58	1.13
Q21.Career education includes knowing my interest.	5.6	4.7	11.6	42.1	35.9	4.00	1.08
Q22.Career education includes knowing my skills.	2.1	4.7	11.6	43.6	38.0	4.11	0.93
Q23.Career education includes knowing my abilities	2.7	5.9	13.6	41.5	36.2	4.03	0.99
Q24.Career education helps me to develop my career goals	3.9	5.0	8.9	40.1	42.1	4.12	1.02
Q25.Constant exposure to career education develops my career strategies	3.0	5.6	21.4	40.7	29.4	3.88	0.99
Q27.Career guidance assists me in making realistic career choice.	3.0	4.7	13.1	47.5	31.8	4.00	0.95
Q28.Career guidance assists me to determine my abilities.	5.6	11.6	17.2	42.4	23.1	3.66	1.12
Q29.Career guidance assists in making me aware of the demands of certain careers.	5.0	8.0	19.9	37.4	29.7	3.79	1.11
Q30.Career guidance assists me in how I could acquire the required skills for the career of my choice	6.8	7.4	19.3	39.5	27.0	3.72	1.14

86

Table 14:Career education value (continues)

Q31.Career guidance exposes me to different careers that available in the country	4.5	6.2	20.5	39.8	29.1	3.85	1.06
Q32. Career guidance assists me in gathering relevant information about myself.	10.4	11.0	24.0	31.5	23.1	3.46	1.25
Q33.Career guidance assists me in gathering relevant information about the world of work.	7.7	13.6	24.0	35.6	19.0	3.45	1.17
Q34.Career guidance assists me to develop realistic career goals based on information gathered	4.7	10.7	24.6	38.0	22.0	3.62	1.09
Q.35.Career guidance assists me to obtain feedback on different careers.	5.3	11.0	22.6	40.9	20.2	3.60	1.09
Q45. Being exposed to different careers through career exhibition increases my awareness of a different career.	5.9	9.2	18.7	38.6	27.6	3.73	1.14
Q46.Career education has introduced me to different universities	15.7	22.6	19.0	24.9	17.8	3.07	1.35
Q47. Career education introduced me to different Technical and Vocational Education and Training colleges.	21.1	22.6	22.6	21.7	12.2	2.81	1.34
Q48.Career education has exposed me to different funding methods for my tertiary studies.	8.0	13.6	19.6	38.3	20.5	3.50	1.19

Table 13 shows that learners agree that career education helps them to develop their career goals ($M = 4.12$; $SD = 1.02$), know their skills ($M = 4.11$; $SD = .93$), know their abilities ($M = 4.00$; $SD = 0.99$), know their interests ($M = 4.00$; $SD = 1.02$) and assists them in making realistic career choices ($M = 4.00$; $SD = .93$). An overwhelming majority of the sample indicated that career education helps them to develop their career goals (82.2%), know their skills (81.6%), know their abilities (78.2%), know their interests (78%) or make realistic career choices (79%). The data reveals that 81.6% of the sample indicates that career education helps them to know their skills. The standard deviations reveal that there is agreement among the respondents about the value of career education. Most of the standard deviations are small, which indicates data is concentrated close to the mean. These results imply that learners will be able to make informed career choices according to their goals,

87

skills, abilities and interests. It is interesting to note that career education is seemingly not introducing the learners to technical and vocational education ($M = 2.81$; $SD = 1.3$). This is also revealed by 33.9% of the sample, who indicate that career education introduces them to technical and vocational education. The following table indicates how learners rate their exposure to career education through career exhibitions.

Table 15: Career exhibition exposure   N=337

Questionnaire items	SD	D	N	A	SA	M	Std Dev
Q10.Career guidance packages are readily available at my school.	14.2	24.9	23.1	25.8	11.9	2.96	1.25
Q11.The library has recent booklets on available courses at different universities.	17.8	22.0	19.9	26.4	13.9	2.97	1.33
Q14.Career days are held every term of the year to showcase different careers.	32.6	33.2	13.6	12.5	8.0	2.30	1.26
Q15.We are taken to career exhibitions whenever they are held.	28.5	28.8	20.5	14.8	7.4	2.44	1.25
Q16.Special reference is given to career choice every term as indicated in the LO syllabus.	12.5	28.5	27.6	21.7	9.8	2.88	1.18
Q53.Learners take part in career exhibition day at my school.	22.8	25.5	20.8	19.6	11.3	2.71	1.32

With regard to career exhibitions, Table 14 indicates that the participants agree that a few school libraries have recent booklets on available courses at different universities ($M = 2.97$; $SD = 1.33$), career guidance packages are not readily available at schools ($M = 2.96$; $SD = 1.25$), special reference is not given to career choices every term as indicated in the LO syllabus ($M = 2.88$; $SD = 1.18$) and few learners take part in career exhibition days at their schools ($M = 2.71$; $SD = 1.32$).These means imply that the use of exhibitions as instruments for exposing learners to career education and choices appear to be very limited. This is confirmed by an underwhelming minority of the sample who indicate that booklets on courses at different universities (40.3%) and career guidance packages (37.7%) are available at their schools. Furthermore, only 12.68% of the sample indicates that career choices topics are taught every term in LO and 14.01% indicates that they take part in career exhibition days

88

at their schools. This is confirmed by the means for Q14 and Q15 which reveal that learners disagree that career days are held every term of the year to showcase different careers ($M =$ 2.30; $SD =$ 1.26) and they also disagree that they are taken to career exhibitions whenever they are held ($M =$ 2.44; $SD =$ 1.25). The standard deviations in this table indicate learners' responses to these items were not congruent. The standard deviations are large, which indicates that the data is spread out from the mean. Table 15, which follows depicts how learners rate the role that is played by social influence in their career education and career choices.

Table 15: Social influence <div align="right">N=337</div>

Questionnaire items	SD	D	N	A	SA	M	Std Dev
Q13.Different people from different career backgrounds come to our school and talk about career choice	16.3	24.0	14.8	26.7	18.1	3.06	1.37
Q36.My family is the greatest influence in my choice of a career.	13.9	11.6	15.1	24.9	34.4	3.54	1.42
Q37.My friends are the greatest influence in my choice of a career.	34.4	23.1	16.3	16.3	9.8	2.44	1.36
Q38.My role models are the greatest influence in my choice of a career.	15.4	18.7	15.7	21.4	28.8	3.29	1.45
Q49.LO educators constantly make me aware about different requirements for university entrance	6.8	11.9	14.8	33.8	32.6	3.74	1.22
Q51.Career booklets are readily available at my school	21.4	24.9	27.0	17.2	9.5	2.69	1.25
Q55.I am influenced by my religion when choosing career.	38.9	26.7	13.6	11.3	9.5	2.56	1.33
Q56.I am influenced by my culture when choosing career.	41.2	32.6	12.8	8.3	5.0	2.03	1.52
Q57.I am influenced by the needs of my community when choosing a career.	22.8	25.2	18.7	19.0	14.2	2.77	1.37
Q58.I am influenced by the media when choosing career.	23.1	23.4	20.5	16.9	16.0	2.79	1.39

Table 15 displays that the sample perceives that LO educators (66.4%) and family members (59.3%) play significant roles in their career education and career choices. For instance, LO educators constantly make learners aware of different requirements for university entrance ($M =$ 3.74; $SD =$ 1.22) and family members are the greatest influence in learners' career choices ($M =$ 3.54; $SD =$ 1.42). The standard deviations reveal that there is agreement among

the respondents with regard to the role played by these two stakeholders. The standard deviations are small as the data is concentrated close to the mean.

It is important to note that a minority of the sample (26.1%) perceive that their friends are the greatest influence in their career choice ($M = 2.44$; $SD = 1.36$). Furthermore, a minority of the sample (13.3%) indicates that they are influenced by culture when choosing a career ($M = 2.03$; $SD = 1.52$). These results imply that peer group pressure and cultural norms and values do not influence learners in their career choices. The table which follows, Table 16, shows the role by LO as a subject in career education and career choices.

Table 16: Life Orientation influence   N=337

Questionnaire items	SD	D	N	A	SA	M	Std Dev
Q12.In LO we are given the opportunity to make research about different careers.	6.2	12.5	16.6	29.7	35.0	3.75	1.23
Q17.Career counselling is readily available from our LO educators	7.7	15.1	17.2	33.8	26.1	3.55	1.24
Q18. Learning career activities are done regularly during LO periods.	5.0	13.4	20.5	35.9	25.2	3.63	1.15
Q20.The first time I learned about different career choices was in an LO period	6.8	10.7	10.7	34.1	37.7	3.85	1.23
Q40.I shall independently choose my own career.	4.2	3.6	8.9	20.2	63.2	4.35	1.06

Data in Table 16 shows that an overwhelming majority (71.8%) of the sample believes that the first time they learned about different career choices was in an LO period ($M = 3.85$; $SD = 1.23$). The data reveal that 62.9% of the sample indicate that they are given opportunities to make research about different careers ($M = 3.55$; $SD = 1.24$). A total of 61.1% of the sample indicates that career activities are done regularly during LO periods ($M = 3.63$; $SD = 1.15$). Furthermore, 59.9% of the sample believe that LO educators are readily available for career counselling ($M = 3.55$; $SD = 1.24$). These results imply that LO teachers are teaching the topics world of work (Grade 7-9) and careers and career choices (Grade 10-12) as stipulated in CAPS. Results show that in relation to the role played by LO, 67.6% of the sample indicate that they agree to independently choose their own careers ($M = 4.35$; $SD = 1.06$). These results confirm more than half of learners can make independent career choices. The following table, Table 17, provides information on the influence of specific subjects in career choices.

Table 17: Specific Subjects Influence N=337

Questionnaire items	SD	D	N	A	SA	M	Std Dev
Q39.My educators are the greatest influence in my choice of a career	13.4	18.7	22.6	27.9	17.5	3.18	1.29
Q41. The subjects I have chosen will lead me to a right career path.	5.6	3.6	13.1	33.5	44.2	4.07	1.11
Q42.The subjects I have chosen will lead me to my correct choice of a course to study at a university.	2.7	3.6	18.4	33.5	41.8	4.08	0.99
Q43.The subjects I have chosen will lead me to my job satisfaction.	0.9	8.9	19.0	37.7	33.5	3.94	0.98
Q44.My subjects will lead me to an informed career choice.	4.2	7.1	23.1	39.2	26.4	3.77	1.05

Table 17 depicts that an overwhelming majority (75.3%) of the sample agree that the subjects they have chosen will lead them to correct choices of courses to study at university ($M = 4.08$; $SD = 0.99$). Moreover, another 75.3% of the sample assume that their subjects will lead them to correct career paths ($M = 4.07$; $SD = 1.11$).Furthermore, 65.6% of the sample assumes that they will be able to make informed career choices ($M = 3.77$; $SD = 1.05$).As such, the majority (71.2%) of the sample predict that the subjects they have chosen will lead them to job satisfaction ($M = 3.99$; $SD = 0.98$).The standard deviation of 0.98 indicates that learners are in agreement with this prediction as data is closer to the mean. It is, however, important to note that only a minority (45.5%) of the sample believe that educators who teach specific subjects play a significant role in influencing their career choices ($M = 3.18$; $SD = 1.29$).

The following section provides inferential statistics data. Inferential statistical techniques allow the researcher to compare groups and make inferences to the general population.

4.2.2 Inferential Statistics

Inferential statistics were employed to assess if there were statistically significant differences between male and female learners against the five factors. Furthermore, inferential statistics

91

were also used to measure if there were statistically significant differences between learners in the three grades against the five factors.

4.2.2.1   *Hypotheses Testing*

The following paragraphs present the results of the hypotheses.

- **Hypotheses Testing Gender v/s Factor 1: Career Education Value**

An independent-samples *t-test* was used to test the following hypotheses:

H_0 = There is no statistically significant difference in the mean value scores for career education for male and female learners.

H_1 = There is a statistically significant difference in the mean value scores for career education for male and female learners.

Table 18: Independent-samples *t-test* Gender v/s Factor 1: Career Education Value

Group Statistics

Q1. Gender		N	Mean	Std. Deviation	Std. Error Mean
Career education value	Male	176	66.4545	9.51559	.71726
	Female	161	66.1615	9.41734	.74219

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Career education value	Equal variances assumed	.008	.927	.284	335	.777	.29305	1.03262	-1.73818	2.32429
	Equal variances not assumed			.284	332.922	.777	.29305	1.03214	-1.73729	2.32339

The results of the analysis are presented as follows:

An independent-samples *t-test* was conducted to compare the career education value scores for male and female learners. There was no statistically significant difference between the scores for males (*M* = 66.45, *SD* = 9.52) and females (*M* = 66.16, *SD* = 9.42, *t* (335) = .28, *p* =.78 two-tailed). The magnitude of the differences between the means (mean difference = .29, 95% *CI*:-1.74 to 2.32) was moderate (eta squared = .10).Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

A one-way between-groups ANOVA with post-hoc test was used to test the following hypotheses:

H_0 = There is no statistically significant difference in career education value scores for Grade 9, Grade 10 and Grade 11 learners.

H_1 = There is a statistically significant difference in career education value for Grade 9, Grade 10 and Grade 11 learners.

93

Table 19: One-way between-groups ANOVA Grade v/s Factor 1: Career Education Value

Descriptives

Career

education

value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Grade 9	142	65.4225	8.26882	.69390	64.0507	66.7943	42.00	89.00
Grade 10	74	63.7973	11.47956	1.33447	61.1377	66.4569	35.00	88.00
Grade 11	121	68.9008	8.84628	.80421	67.3086	70.4931	39.00	86.00
Total	337	66.3145	9.45583	.51509	65.3013	67.3278	35.00	89.00

Test of Homogeneity of Variances

Career   education

value

Levene Statistic	df1	df2	Sig.
6.306	2	334	.002

ANOVA

Career education

value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1391.241	2	695.621	8.109	.000
Within Groups	28651.417	334	85.783		
Total	30042.659	336			

94

Robust Tests of Equality of Means

Career education

value

	Statistic [a]	df1	df2	Sig.
Welch	7.683	2	132.375	.001
Brown-Forsythe	7.225	2	209.554	.001

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: Career

education value

Tukey HSD

(I) Q3. Grade (J) Q3. Grade		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Grade 9	Grade 10	1.62524	1.32790	.440	-1.5009	4.7515
	Grade 11	-3.47829[*]	1.14588	.007	-6.1759	-.7806
Grade 10	Grade 9	-1.62524	1.32790	.440	-4.7514	1.5009
	Grade 11	-5.10353[*]	1.36681	.001	-8.3213	-1.8858
Grade 11	Grade 9	3.47829[*]	1.14588	.007	.7806	6.1759
	Grade 10	5.10353[*]	1.36681	.001	1.8858	8.3213

*. The mean difference is significant at the 0.05 level.

The results of the analysis are presented as follows:

A one-way between-groups analysis of variance was conducted to explore if there was a statistically significant difference between Grade 9, 10 and 11 learners in career education value scores. There was a statistically significant difference at the $p < .05$ level in career education value scores for the three grades: $F (2, 334) = 8.5$, p .00. Regardless of reaching significance, the real difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was .05 - which was a small effect. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Grade 9 ($M = 65.42$, $SD = 8.27$) was significantly different from Grade 11 ($M = 68.90$, $SD = 8.85$). Grade 10 ($M = 63.81$, $SD = 11.$) did not differ significantly from Grade 9. Therefore, the null hypothesis is accepted as far as Grade 9 and 10 learners are concerned. The alternative hypothesis is accepted as far as Grade 9 and 11 learners and Grade 10 and 11 learners are concerned.

- **Hypotheses Testing Gender v/s Factor 2: Career Exhibitions Exposure**

An independent-samples *t-test* was used to test the following hypotheses:

H_0 = There is no statistically significant difference between the mean scores for career exhibitions exposure scores for male and female learners.

H_1 = There is a statistically significant difference between the mean scores career exhibitions exposure for male and female learners.

Table 20: Independent-samples *t-test* Gender v/s Factor 2: Career Exhibitions Exposure

Group Statistics

Q1. Gender		N	Mean	Std. Deviation	Std. Error Mean
Career exhibitions exposure	Male	176	19.1477	5.08789	.38351
	Female	161	19.5031	4.91188	.38711

Independent Samples Test

		Levene's Test for Equality of Variances		_t-test_ for Equality of Means						
						Sig. (2-tailed)	Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df		Difference	Difference	Lower	Upper
Career exhibitions exposure	Equal variances assumed	.351	.554	-.651	335	.515	-.35538	.54578	-1.42896	.71820
	Equal variances not assumed			-.652	334.020	.515	-.35538	.54492	-1.42729	.71653

The results of the analysis are presented as follows:

An independent-samples _t-test_ was conducted to compare the career exhibitions exposure scores for male and female learners. There was no statistically significant difference in scores for males ($M = 19.15$, $SD = 5.09$) and females ($M = 19.50$, $SD = 4.91$, $t (335) = -.65$, $p = .52$ two-tailed). The magnitude of the differences in the means (mean difference = -.36, 95% _CI_: -1.43 to .72) was very small (eta squared = .001). Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

A one-way between-groups ANOVA with post-hoc test was used to test the following hypotheses:

H_0 = There is no statistically significant difference between the mean scores for in career exhibitions exposure for Grade 9, Grade 10 and Grade 11 learners.

H_1 = There is a statistically significant difference between the mean scores for in career exhibitions exposure for Grade 9, Grade 10 and Grade 11 learners.

Table 21: One-way between-groups ANOVA Grade v/s Factor 2: Career Exhibitions Exposure

Descriptives

Career

exhibitions

exposure

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Grade 9	142	19.7535	4.86730	.40845	18.9460	20.5610	19.00	32.00
Grade 10	74	19.9730	4.94344	.57466	18.8277	21.1183	19.00	32.00
Grade 11	121	18.4050	5.09670	.46334	17.4876	19.3223	18.00	31.00
Total	337	19.3175	5.00031	.27238	18.7817	19.8533	18.00	32.00

Test of Homogeneity of Variances

Career

exhibitions

exposure

Levene's Statistic	df1	df2	Sig.
.102	2	334	.903

98

ANOVA

Career

exhibitions

exposure

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	159.128	2	79.775	3.233	.041
Within Groups	8241.476	334	24.675		
Total	8401.027	336			

Post Hoc

Tests

Robust Tests of Equality of Means				
Career exhibitions exposure				
	Statistic[a]	df1	df2	Sig.
Welch	3.144	2	188.208	.045
Brown-Forsythe	3.228	2	283.266	.041
a. Asymptotically F distributed.				

99

Comparisons

Dependent
Variable: Career exhibitions exposure

Tukey
HSD

(I) Q3. Grade	(J) Q3. Grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Grade 9	Grade 10	-.21945	.71219	.949	-1.8961	1.4572
	Grade 11	1.34856	.61457	.074	-.0983	2.7954
Grade 10	Grade 9	.21945	.71219	.949	-1.4572	1.8961
	Grade 11	1.56801	.73306	.084	-.1578	3.2938
Grade 11	Grade 9	-1.34856	.61457	.074	-2.7954	.0983
	Grade 10	-1.56801	.73306	.084	-3.2938	.1578

*. The mean difference is significant at the 0.05 level.

The results of the analysis are presented as follows:

A one-way between-groups analysis of variance was conducted to explore if there was a statistically significant difference between Grade 9, 10 and 11 learners in career exhibitions exposure scores. There was a statistically significant difference at the $p< .05$ level in career exhibitions exposure scores for the three grades: F (2, 334) = 5.9, p .04. Regardless of reaching significance, the real difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was 0.02 which was a small effect. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Grade 10 (M = 19.97, SD = 4.94) was not significantly different from Grade 11 (M = 18.41, SD = 5.10). Grade 9 (M = 19.75, SD = 4.90) did not differ significantly from Grade 10. Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

- **Hypotheses Testing Gender v/s Factor 3: Social influence**

An independent-samples *t-test* was used to test the following hypotheses:

H_0 = There is no statistically significant difference between the mean scores for social influence scores for male and female learners.

H_1 = There is a statistically significant difference between the mean scores for social influence for male and female learners.

Table 22: Independent-Samples *t-test* Gender v/s Factor 3: Social influence

Group Statistics

Q1. Gender		N	Mean	Std. Deviation	Std. Error Mean
Social influence	Male	176	28.5227	6.05966	.45676
	Female	161	21.4969	5.99046	.47211

Independent Samples Test

		Levene's Test for Equality of Variances		*t-test* for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Social influence	Equal variances assumed	.324	.570	-.273	335	.785	-.17914	.65724	-1.47198	1.11371
	Equal variances not assumed			-.273	332.980	.785	-.17914	.65691	-1.47134	1.11307

101

The results of the analysis are presented as follows:

An independent-samples *t-test* was conducted to compare the mean scores for social influence between male and female learners. There was no statistically significant difference in scores for males ($M = 28.52$, $SD = 6.06$) and females ($M = 28.70$, $SD = 6.00$, t (335) = -.27, p =.79 two-tailed). The magnitude of the differences in the means (mean difference = -.18, 95% *CI*:-1.47 to 1.11) was very small (eta squared = -.000). Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

A one-way between-groups ANOVA with post-hoc test was used to test the following hypotheses:

H_0 = There is no statistically significant difference between the mean score values for social influence for Grade 9, Grade 10 and Grade 11 learners.

H_1 = There is a statistically significant difference between the mean scores values for social influence for Grade 9, Grade 10 and Grade 11 learners.

Table 23: One-way between-groups ANOVA Grade v/s Factor 3: Social Influence

Descriptive

Social

influence

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Grade 9	142	29.2324	6.26559	.52580	28.1929	30.2719	16.00	45.00
Grade 10	74	29.0270	6.13540	.71323	27.6056	30.4485	16.00	43.00
Grade 11	121	27.6198	5.55316	.50483	26.6203	28.6194	16.00	42.00
Total	337	28.6083	6.01840	.32784	27.9634	29.2532	16.00	45.00

102

Test of Homogeneity of Variances

Social

influence

Levene's Statistic	df1	df2	Sig.
.949	2	334	.388

ANOVA

Social

influence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	186.507	2	93.254	2.599	.076
Within Groups	11983.789	334	35.880		
Total	12170.297	336			

Robust Tests of Equality of Means

Social

influence

	Statistic[a]	df1	df2	Sig.
Welch	2.750	2	187.594	.66
Brown-Forsythe	2.595	2	275.578	.76

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

Dependent Social
Variable: influence
Tukey
HSD

(I) Q3. Grade	(J) Q3.Grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Grade 9	Grade 10	.20537	.85880	.969	-1.8164	2.2272
	Grade 11	1.61256	.74108	.077	-.1321	3.3572
Grade 10	Grade 9	-.20537	.85880	.969	-2.2272	1.8164
	Grade 11	1.40719	.88396	.251	-.6738	3.4882
Grade 11	Grade 9	-1.61256	.74108	.077	-3.3572	.1321
	Grade 10	-1.40719	.88396	.251	-3.4882	.6738

The results of the analysis are presented as follows:

A one-way between-groups analysis of variance was conducted to explore if there was a statistically significant difference between Grade 9, 10 and 11 learners in social influence scores. There was no statistically significant difference at the $p < .05$ level in career education value scores for the three grades: $F (2, 334) = 2.60$, p .08. The actual difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was 0.02, which was a small effect. Post-hoc comparisons using the Tukey HSD test indicated that the mean scores for Grade 9 ($M = 29.23$, $SD = 6.27$), Grade 10 ($M = 29.03$, $SD = 6.14$) and Grade 11 ($M = 27.62$, $SD = 5.55$) did not differ significantly. Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

- **Hypotheses Testing, Gender vs Factor 4: Life Orientation influence**

An independent-samples *t-test* was used to test the following hypotheses:

H_0 = There is no statistically significant difference between the mean score values for Life Orientation influence for male and female learners.

H_1 = There is a statistically significant difference between the mean score values for Life Orientation influence for male and female learners.

Table 24: Independent-samples *t-test* Gender v/s Factor 4: Life Orientation influence

Group Statistics

Q1. Gender		N	Mean	Std. Deviation	Std. Error Mean
Life Orientation influence	Male	176	19.2102	3.11973	.23516
	Female	161	19.0435	3.37518	.26600

Independent Samples Test

		Levene's Test for Equality of Variances		*t-test* for Equality of Means							
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
Life Orientation influence	Equal variances assumed	1.667	.198	.471	335	.638	.16675	.35380	-.52920	.86270
	Equal variances not assumed			.470	325.851	.639	.16675	.35504	-.53172	.86522

The results of the analysis are presented as follows:

An independent-samples *t-test* was conducted to compare the Life Orientation influence scores for male and female learners. There was no significant difference in scores for males (*M* = 19.21, *SD* = 3.12) and females (*M* = 19.04, *SD* = 3.38, *t* (335) = .47, *p* =.64 two-tailed). The magnitude of the differences in the means (mean difference = .17, 95% *CI*:-.53 to .86) was very small (eta squared = .001). Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

- **Hypotheses Testing Grade vs Factor 5: Specific Subject Influence**

A one-way between-groups ANOVA with post-hoc test was used to test the following hypotheses:

H_0 = There is no statistically significant difference between the mean value scores for Life Orientation influence for Grade 9, Grade 10 and Grade 11 learners.

H_1 = There is a statistically significant difference between the mean value scores for in Life Orientation influence for Grade 9, Grade 10 and Grade 11 learners.

Table 25: One-way between-groups ANOVA Grade v/s Life Orientation

Descriptives

Life

Orientation

influence

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Grade 9	142	19.3380	2.93158	.24601	18.8517	19.8244	12.00	25.00
Grade 10	74	20.0405	3.31224	.38504	19.2732	20.8079	10.00	25.00
Grade 11	121	18.3306	3.37981	.30726	17.7222	18.9389	9.00	25.00
Total	337	19.1306	3.24049	.117652	18.7833	19.4778	9.00	25.00

Test of Homogeneity of Variances

Life

Orientation

influence

Levene Statistic	df1	df2	Sig.
1.522	2	334	.220

ANOVA

Life

Orientation

influence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	144.825	2	72.413	7.148	.001
Within Groups	3383.430	334	10.130		
Total	3528.255	336			

107

Robust Tests of Equality of Means

Life

Orientation

influence

	Statistic[a]	df1	df2	Sig.
Welch	6.496	2	182.911	.002
Brown-Forsythe	6.944	2	267.722	.001

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

Dependent Variable:	Life Orientation influence

Tukey HSD

(I) Q3. Grade	(J) Q3.Grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Grade 9	Grade 10	-.70251	.45632	.274	-1.7768	.3718
	Grade 11	1.00745[*]	.39377	.029	.804	1.9345
Grade 10	Grade 9	.70251	.45632	.274	-.3718	1.7768
	Grade 11	1.70996[*]	.46969	.001	.6042	2.8157
Grade 11	Grade 9	-1.00745[*]	.39377	.029	-1.9345	-.0804
	Grade 10	-1.70996[*]	.46969	.001	-2.8157	-.6042

*. The mean difference is significant at the 0.05 level.

The results of the analysis are presented as follows:

A one-way between-groups analysis of variance was conducted to explore if there was a statistically significant difference between Grade 9, 10 and 11 learners in relation to their Life Orientation influence scores. There was statistically significant difference at the $p < .05$ level in Life Orientation influence scores for the three grades: $F (2, 334) = 7.15$, p .00. Regardless of reaching significance, the real difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was .04, which was a small effect. Post-hoc comparisons using the Turkey HSD test indicated that the mean scores for Grade 9 ($M = 19.34$, $SD = 2.93$) was statistically significant different from Grade 11 ($M = 18.33$, $SD = 3.38$). Grade 10 ($M = 20.04$, $SD = 3.31$) did not differ significantly from Grade 9. Therefore, the null hypothesis is rejected as far as Grade 9 and 11 learners are concerned whilst the alternative hypothesis is accepted.

- **Hypotheses Testing, Gender vs Factor 5: Specific Subjects Influence**

An independent-samples *t-test* was used to test the following hypotheses:

H_o = There is no statistically significant difference between the mean value scores for specific subjects influence for male and female learners.

H_1 = There is a statistically significant difference between the mean value scores for specific subjects influence for male and female learners.

Table 26: Independent-samples *t-test* Gender v/s Specific Subjects Influence

Group Statistics

Q1. Gender		N	Mean	Std. Deviation	Std. Error Mean
Specific subjects influence	Male	176	18.7330	3.73436	.28149
	Female	161	19.3665	3.22624	.25426

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Specific subjects influence	Equal variances assumed	2.16	.143	-1.659	335	.098	-.63351	.38179	-1.38451	.11750
	Equal variances not assumed			-1.670	333.928	.096	-.63351	.37932	-1.37967	.11266

The results of the analysis are presented as follows:

An independent-samples *t-test* was conducted to compare the specific subjects influence scores for male and female learners. There was no statistically significant difference between the scores for males (*M* = 16.42, *SD* = 3.55) and females (*M* = 18.73, *SD* = 3.73, *t* (335) = -1.66, *p* =.10 two-tailed). The magnitude of the differences in the means (mean difference = -.63, 95% *CI*:-1.38 to .12) was very small (eta squared = -.008). Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

A one-way between-groups ANOVA with post-hoc test was used to test the following hypotheses:

H_0 = There is no statistically significant difference between the mean values scores for specific subjects influence for Grade 9, Grade 10 and Grade 11 learners.

H_1 = There is a statistically significant difference between the mean value scores for specific subjects influence for Grade 9, Grade 10 and Grade 11 learners.

110

Table 27: One-way between-groups ANOVA Grade v/s Specific subject influence

Descriptives

Specific

subjects

influence

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Grade 9	142	19.6690	3.02172	.25358	19.1677	20.1703	6.00	25.00
Grade 10	74	19.0541	3.47946	.40448	18.2479	19.8602	9.00	24.00
Grade 11	121	18.2810	3.91838	.35622	17.5757	18.9863	5.00	25.00
Total	337	19.0356	3.51001	.19120	18.6595	19.4117	5.00	25.00

Test of Homogeneity of Variances

Specific

subjects

influence

Levene Statistic	df1	df2	Sig.
4.528	2	334	.011

ANOVA

Specific

subjects

influence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	125.899	2	62.949	5.238	.006
Within Groups	4013.674	334	12.017		
Total	4139.573	336			

111

Post Hoc Tests

Multiple Comparisons

Dependent
Variable: Specific subjects influence

Tukey HSD

(I) Q3.Grade	(J) Q3.Grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Grade 9	Grade 10	.61496	.49701	.432	-.5551	1.7850
	Grade 11	1.38802*	.42888	.004	.3783	2.3977
Grade 10	Grade 9	-.61496	.49701	.432	-1.7850	.5551
	Grade 11	.77306	.51157	.287	-.4313	1.9774
Grade 11	Grade 9	-1.38802*	.42888	.004	-2.3977	-.3783
	Grade 10	-.77306	.51157	.287	-1.9774	.4313

*. The mean difference is significant at the 0.05 level.

Robust Tests of Equality of Means

Specific

subjects

influence

	Statistic[a]	df1	df2	Sig.
Welch	5.073	2	181.549	.007
Brown-Forsythe	5.124	2	271.026	.007

a. Asymptotically F distributed.

The results of the analysis are presented as follows:

A one-way between-groups analysis of variance was conducted to explore if there was a statistically significant difference between the mean value scores for Grade 9, 10 and 11 learners in relation to specific subjects' influence. There was statistically significant difference at the $p< .05$ level in specific subjects' influence scores for Grade 9 and 11: $F (2, 334) = 5.24$, p .01. Regardless of reaching significance, the real difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was .03, which was a small effect. Post-hoc comparisons using the Tukey HSD test indicated that the mean scores for Grade 9 ($M = 19.67$, $SD = 3.02$) was significantly different from Grade 11 ($M = 18.28$, $SD = 3.92$). Grade 10 ($M = 19.05$, $SD = 3.48$) did not differ significantly from Grade 9. Therefore, the null hypothesis is accepted as far as Grade 9 and 10 learners are concerned. The alternative hypothesis is accepted as far as Grade 9 and 11 learners and Grade 10 and 11 learners are concerned.

4.3   PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

This section provides data from four educators who completed the closed-ended questionnaire. Educators were asked questions relating to career education and support, subject choice,

113

exposure to career education and challenges educators encounter when they expose learners to career education and career choices. The following are the questions which educators responded to:

- How do you expose your learners to career education?
- Do you think your learners make correct subject choices? Elaborate your answer?
- What challenges do you experience when offering career counselling to your learners?
- How could these challenges be alleviated?

The researcher applied Creswell's Data Analysis Spiral as suggested by Leedy & Ormrod (2015:315) by:

- *Organising the data.*
- *Perusing through the data several times to get a sense of what it contains.*
- *Identifying general categories or themes.*
- *Integrate and summarise the data* (Creswell 2013 as cited by Leedy & Ormrod, 2015:315).

The researcher employed the following strategies when analysing qualitative data:

- The researcher identified data chunks according to different categories and themes.
- The researcher re-examined categories and identified how they were linked.
- The researcher rearranged data to find its meaning and understanding.
- Finally, the researcher translated the conceptual model into a storyline that could be read by others.

The procedure of analysing and interpreting qualitative data is conformed into three stages of data analysis. In this study, data was collected, summarised, coded and sorted into headings, while the final stage was about interpreting and giving meaning to data. The analysis was done from participants' written responses to the questions.

4.3.1   Data Processing

Familiarity with the written responses was gained through repeatedly reading the responses. Creswell (2014) suggests that for the researcher to be familiar with the data, one needs to continuously read through it until one is familiar with the regularities, patterns and topics as well as words and phrases that represent those patterns. In this study, the researcher searched through data for such regularities and patterns and then wrote such, to divide data into manageable themes which were then coded. The researcher preferred to use emic categories in collecting data. McMillan and Schumacher (2010) describe an emic category as explanations of the phenomenon by the participants in their own words. The researcher used the following six steps to process data:

1) Preparing and organising the data for analysis.
2) Exploring and coding data.
3) Using codes to build description and themes.
4) Presenting and reporting findings.
5) Interpreting findings.
6) Validating the accuracy of the findings.

4.3.2   Identification of Themes and Categories

The researcher first read through the transcripts and identified the main themes or tendencies. Themes and tendencies were written down. Each educator was awarded a code as either **Educator A, B, C** or **D**. The main themes identified during the text analysis were as follows:

- exposure of learners to career education;
- subject choices; and
- challenges for career choice.

4.3.2.1 Thematic Analysis for Qualitative Data

Each of the three main themes consists of a sub-theme. These themes and sub-themes are discussed in detail below.

115

- **Theme 1 Exposure of learners to career education**

  o **Sub-theme 1: The role of newspapers and electronic media and tertiary institutions**

Question: How do you expose your learners to career education?

There were four educators who honoured their interview appointment, all of them responded positively to the above-asked question. This was depicted by some of the educators in the following statements:

Educator A: *I link their subjects to the world of work. I encourage them to research their desired careers and basically having career conversations with them.*

Educator B: *I teach them about the diversity of jobs and well as different occupations under career fields. I put emphasis on the relationship between careers and our strengths, interest, talents and abilities so that they can understand the importance of choosing a career that will best suit them.*

Educator C: *I design activities which learners watch videos on careers and discuss each one. Learners also read newspaper articles on different careers.*

Educator D: *I take learners to open days and career exhibitions that are held at tertiary institutions.*

The above-mentioned statements indicate that educators teach about the world of work and different careers. Learners watch career videos and read newspaper articles on different careers. Learners also attend open days and career exhibitions which are held at tertiary institutions.

  o **Sub-theme 2: Exposure to career education in a form of career exhibitions, career days and inviting professionals to schools.**

It is believed that if learners learn by doing and seeing, it could be very hard for them to forget. This is more like experiential learning. Educators concur with the above statements by responding positively on how to expose learners to career education:

Educator A: *I invite professionals such as chartered accountants, doctors, lawyers and engineers to our school to guide and advise learners about the requirements and duties which*

116

they do in their career fields. I also encourage learners to do job shadowing learners for a week during school holidays. This is done during career workshops which I arrange once per term.

Educator D: *I take my Grade 9 learners to career exhibitions that are offered by tertiary institutions every year. When they are there, they learn about the requirements for admission to different fields of study. This helps them to make correct subject choices when they go to Grade 10.*

Therefore, due to such actions in trying to bridge the gap between learners and career education or the world of work at large, educators are doing as prescribed by CAPS.

•**Theme 2:** S**ubject choices**

- **Sub-theme 1: Social influence**

Question: Do you think your learners make correct subject choices? Elaborate your answer?

Despite being exposed to career education and the world of work, some learners do not put emphasis on choosing subjects that correlate with their careers of interest. Learners tend to make career choices based on other factors mentioned in each response from the respondents. Two educators supported the above statement with the following responses:

Educator B: *No, they do not. Most learners are making wrong career choices such as, because their friends are choosing it, because of social life of a university or associating ascertain career as being glamorous. When you ask learners why they are opting for the career they have chosen, they will tell you about remuneration and benefits and to me it indicates that their choices are made on the bases of wrong reasons.*

Educator C: *No, most of the time, some learners end up choosing subjects that frustrate them and this lead to bad career choices. Furthermore, there is no real exposure to careers in real life and often learners will choose careers for wealth and they do not know what the job actually entails.*

From the above responses, it clearly indicates that social influence plays a major role in the lives of the learner. For example, some learners are making career choices based on friends' influence, social life and the glamour some occupation seems to bring. Other learners consider

remuneration. This implies that they choose careers for money without knowing what the actual job entails.

○   **Sub-theme 2: Parents' influence on subject choices**

One educator highlighted that parents chose subjects for their children. This is supported by the following statements:

Educator A: *The biggest challenge is learners being channelled by their parents to choose certain careers, basically, some parents want to live their dreams through their children and put pressure on learners.*

Educator B: *Subject choices are often incorrectly done because parents and learners are not informed about tertiary training requirements.*

●   **Theme 3: Challenges in making career choices**

○   **Sub-theme 1: Solutions for career choices challenges**

Questions: What challenges do learners experience when they make career choices?
How could the challenges learners experience when they make career choices be addressed?

The following were the responses:

Educator A: *The biggest challenge is the fear of failure. Learners fear that if they pursue careers based on their interest they will fail to secure a good job after studies. Lack of professional guidance influences learners to make uninformed career decisions.*

Educator B: *The biggest challenge is learners being channelled by their parents to choose certain careers, basically, some parents want to live their dreams through their children and it puts pressure on learners.*

Educator C: *The biggest challenge is learners being channelled by their parents to choose certain careers, basically, some parents want to live their dreams through their children and puts pressure on learners.*

Educator D: *Subject choices are often incorrectly done because parents and learners are not informed about tertiary training requirements.*

From the above statements, it is evident that learners face challenges such as fear of failure, parents influence and wrong subject choices due to lack of career information. Educators were asked what could be done to assist learners to overcome the above-mentioned challenges.

Educator A: *I always invite professionals to come and address my Grade 9 learners about their fields of study. This practice always motivates my learners*.

One educator suggested that if parents want to be involved in assisting the learners to choose subjects and career, schools should arrange career sessions for both learners and parents. The following supports the statement.

Educator C: *Information sessions for Grade 9 parents and learners should be arranged in our school. This will provide them with adequate career information that could lead to informed subject choices by the learners.*

Qualitative responses support closed ended question by indicating the importance of career education, as it is indicated by educators that, it is through career education that learners are able to deeply learn about careers, subject choices, different institutions of higher learning and different financial aids and their implications. Educators emphasise the importance of career guidance as it enables learners to choose subjects according to their intended careers. Educators have indicated an obstacle of lack of resources at different schools; as a result learners are sometimes struggling to get recent information regarding careers. Majority of educators indicate that they do not have formal career counselling training, as a result they might not be doing exactly what is expected of them. All educators also agree with the findings that career exhibitions are very fundamental in shaping individual learners career path. Through the educators' responses, they support the importance of LO as a subject in schools, as it is one of the main instruments of influence when it comes to career education and career choices respectively.

4.4   CONCLUSION

This chapter presented and analysed both quantitative and qualitative data. Descriptive and inferential statistics were employed to present and analyse quantitative data. This included

biographical data of the learners, factor analysis and data on five extracted factors. ANOVA and *t-test* were done to test the hypotheses. Qualitative data was presented on how educators exposed their learners to career education, whether learners made correct subject choices, the challenges learners experienced when they made career choices and solutions to the identified challenges. Chapter Five discusses the findings, provides recommendations and draws the necessary conclusions.

CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

The essence of any completed research study should be to assess whether the set research questions, objectives, aims and hypotheses have been addressed. It is very significant to remind the reader what the research was all about and its value. The study researched the exposure of township secondary school learners to career education. Its essence was to assess whether learners are exposed to career education during Life Orientation periods as prescribed by the CAPS policy document.

Chapter Five is about the findings, conclusions and recommendations of the research. The conclusions are derived from the research findings. Recommendations were also made to the secondary school principals and the Department of Basic Education. These were made to improve the manner in which career education should be carried out at different secondary schools in townships.

The literature study was conducted to answer the following questions:

How are learners exposed to career education?

A questionnaire survey was conducted in Grade 9, 10 and 11 learners in fifteen secondary schools in the Lejweleputswa Education District to test the following hypotheses.

Hypotheses on career education value

- H_o = There is no statistically significant difference in the mean career education value scores for male and female learners.
- H_1 = There is a statistically significant difference in the mean career education value scores for male and female learners.
- H_o = There is no statistically significant difference in career education value scores for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference in career education value for Grade 9, Grade 10 and Grade 11 learners.

121

Hypotheses on career exhibitions exposure

- H_0 = There is no statistically significant difference in the mean career exhibitions exposure scores for male and female learners.
- H_1 = There is a statistically significant difference in the mean career exhibitions exposure scores for male and female learners.
- H_0 = There is no statistically significant difference in career exhibitions exposure scores for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference in career exhibitions exposure for Grade 9, Grade 10 and Grade 11 learners.

Hypotheses on social influence

- H_0 = There is no statistically significant difference in the mean social influence scores for male and female learners.
- H_1 = There is a statistically significant difference in the mean social influence scores for male and female learners.
- H_0 = There is no statistically significant difference in social influence scores for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference in social influence scores for Grade 9, Grade 10 and Grade 11 learners.

Hypotheses on Life Orientation influence

- H_0 = There is no statistically significant difference in the mean Life Orientation influence scores for male and female learners.
- H_1 = There is a statistically significant difference in the mean Life Orientation influence scores for male and female learners.
- H_0 = There is no statistically significant difference in Life Orientation influence scores for Grade 9, Grade 10 and Grade 11 learners.
- H_1 = There is a statistically significant difference in Life Orientation influence scores for Grade 9, Grade 10 and Grade 11 learners.

Hypotheses on specific subject influence

- H_o = There is no statistically significant difference in the mean specific subjects influence scores for male and female learners.

- H_1 = There is a statistically significant difference in the mean specific subjects influence scores for male and female learners.

- H_o = There is no statistically significant difference in specific subjects influence scores for Grade 9, Grade 10 and Grade 11 learners.

- H_1 = There is a statistically significant difference in specific subjects influence scores for Grade 9, Grade 10 and Grade 11 learners.

An open-ended questionnaire was administered to the educators to answer the following research questions:

- How are learners exposed to career education?
- Why are learners making wrong career choices?
- How could the challenges learners experience when they make career choices be addressed?
- What could be done to help learners to make informed decisions when they choose their careers?

The following section addresses summarised findings of the research.

5.2   SUMMARISED FINDINGS OF THE RESEARCH

The following section lists the findings which originate from the literature. Chapter Two focused on the literature review, with special reference to theories of career education, benefits of career education and how learners are psychologically influenced by their involvement in career education; how, as a result, they become informed about different available careers, relevant subjects required and availability of funds for advancing their studies (cf. 2.2). The conceptual framework explained the process of career development throughout the school curriculum, focusing on the adolescent stages. This process is underpinned by the development theory of construct (cf. 2.2 & 2.3.1). A literature review revealed that career theories attempt to explain career behaviour and choice, with each theory

123

reflecting the perspective and philosophical assumptions on which it chooses to focus. The theories that underpin this study are the development theory of Super, the person-environment typology of Holland and the career construction theory of Savickas (cf. 2.4).

Following the literature review, Chapter Three presented the empirical research design, which employed a sequential exploratory design entailing of two phases. The first phase outlined a quantitative research design method through a closed-ended questionnaire. The second phase employed a qualitative research design method in a form of an open-ended questionnaire. The sampling process, a method of collecting data and how data was analysed were explored in detail. The researcher also highlighted the characteristics of the research instruments, reliability, validity and ethical considerations and transferability of the research.

In Chapter Four, the analysis and interpretation of data obtained from quantitative and qualitative instruments were provided. The research used descriptive and inferential statistics to present and analyse quantitative data. Factor analyses were done to identify constructs for the exposure to career education. Factor analysis was followed by univariate and bivariate analysis. After quantitative data analyses, the researcher wanted to supplement, verify and complement the results, thus the incorporation of qualitative data analyses.

5.2.1   Summarised Findings and Implications of Literature Review

Being constantly exposed to career education, learners reach career maturity. This is a concept linked to career resilience. Career maturity is closely related to career self-efficacy. The developmental-contextual approach captures the process of career development through the school curriculum, focusing on the adolescent stage. The developmental-contextual approach encapsulates the systems theory framework of Patton and McMahon. In the system theory framework (STF), the individual is the central focus constructing their own meaning of career. Intrapersonal influence such as gender, age, abilities, personality, ethnicity and disability are depicted at the heart of the STF as part of the individual system. The literature supports the statement that says if learners are exposed to career education as prescribed by the CAPS document, this may assist learners to be career matured and make informed choices (cf. 2.3.1). There should be qualified career counsellors in different schools to guide learners through different stages of career guidance; if this is carried out correctly, learners can independently make informed and correct career choices. A post-modern counselling approach significantly restructures the roles of the counsellor. LO educators are expected to

emphasise the importance of one's self-knowledge, particularly the knowledge of one's personality, must also concur with the characteristics of the world of work to assure job satisfaction (cf. 2.3.1). The effect of the above is that if one is not knowledgeable about who they are, this might lead to a wrong career choice, as a result, this may lead to job dissatisfaction. Super's theory catch phrase of "until you know who you are, you won't know what you want to become" is essential for a person to make an informed career choice. If learners have knowledge about themselves and who they are, they can then establish what they want to become. Job satisfaction is therefore largely dependent on the extent to which individuals have been able to implement their self-concept in choosing a work situation (cf. 2.4.2).

The literature study also confirmed that learners need to know the three areas of their lives. The being (*who they are*) and becoming (*who they want to become in terms of reaching their goals, hopes and aspirations*); lastly, community belonging (*how well do they fit in their physical environment and being accepted by their social environment*). In light of the above, a deduction can be made that career education and guidance play a crucial role in moulding learners' career maturity, leading them to better career management (cf. 2.7). One factor that plays a prominent role in career education and guidance is career counselling, which is provided by LO educators who influence learners to make mature career decisions. Therefore, career guidance is necessary to ensure that learners choose careers which suit their personal profile and which are in demand so that they are employed. Literature confirmed that a large number of South Africa's youths and adults fit into categories such as limited exposure to the world of work; little access to career services; no knowledge of higher institutions and a narrow range of social contacts (cf. 2.8).

In the light of the above statement, a conclusion can be drawn that effective career management is important in the economic, technological and environmental world. Thus, in the rapidly changing and uncertain times, career success and satisfaction will most likely be achieved by individuals who understand themselves, know how to detect changes in the environment and create opportunities for themselves. These individuals should learn from their mistakes and all elements of effective career management. All of these can be achieved through the involvement of all educators and learners in career education and guidance.

The following section presents the summarised findings and implications of factor analysis.

5.2.2 Summative Findings and Implications of Factor Analysis

As may be seen from the foregoing paragraphs, the findings of this research are valid and reliable because of reasons mentioned below, based on statistical analysis. Factors that contributed to career guidance and education were investigated. The research project found that the assumption of independent sampling was met, thus the use of Kaiser-Meyer-Olkin (KMO), concluded that the sample size of the study was adequate for factor analysis. Bartlett's test of sphericity was used to determine whether the correlations between variables were large enough for factor analysis. To determine the numbers of factors, a Monte Carlo Stimulation was deemed to be a suitable superior guideline (cf. 4.2.1.2). Factors analysis extracted five factors which were labelled as follows:

- Factor 1: Career education value
- Factor 2: Career exhibitions exposure
- Factor 3: Social influence
- Factor 4: Life Orientation influence
- Factor 5: Specific Subjects Influence

5.2.3 Summative Findings and Implications for Quantitative Data

Data was quantitatively collected through a closed-ended questionnaire. The questionnaire consisted of two parts namely, Part A and Part B. Part A consisted of the biographical data of learners and Part B consisted of items that dealt with the exposure of learners to career education and choices. Part B consisted of 55 variables.

5.2.3.1 Findings and Implications of Descriptive Statistics

Factor 1: Career education value, Table 13 revealed that Factor 4 and 5 have high mean values, this simply implied that LO and specific subjects influence are the main instruments for exposing learners to career education and career choice respectively. The mean for Factor 1 implies that learners agreed that career education is valuable (cf. Table 13).

Table 13 indicated that learners agreed that career education helped them to develop their career goals. This clearly indicates that it is through career education that the majority of respondents became aware of their skills, abilities, interests and made realistic career choices.

126

However, career education is not introducing learners to technical and vocational education (cf. Table 13).

Factor 2: Career exhibitions exposure, Table 14 indicated that few schools have libraries with recent and updated booklets on available courses offered at different institutions of higher learning. Career guidance packages are not readily available at schools. Learners should be exposed to career education per term but this is not done in most schools that took part in this study. Few learners take part in career exhibition days held at schools. This means that the use of exhibitions as instruments for exposing learners to career education is very limited (cf. Table 14).

Factor 3: Social influence, Table 15 indicated that LO educators and family members play significant roles in influencing learner's career choices. For instance, LO educators constantly make learners aware of different requirements for University requirements for entrance and family members who are often role models, arethe greatest influences in learners' career choices (cf. Table 15).

Factor 4: Influence of LO as a subject, Table 16 indicated the influence of LO in introducing the learner to the world of work. Majority of learners believed that the first time they heard about different career choices was during LO period. Due to the above-mentioned, learners revealed that during LO periods they were given opportunities to conduct research about different careers. The majority of participants participated in career activities during LO periods; this includes career counselling offered by educators. Through all these activities learners engage in, learners are equipped with the skills and ability to independently choose their own careers. It is therefore concluded that LO as a subject at school plays a vital role in educating learners about career (cf. Table 16).

Factor 5: Influence of specific subjects, Table 17 indicated that choosing the correct subjects will lead to correct career choice and breed job satisfaction. The following section will discuss findings and implications of inferential statistics (cf. Table 17).

5.2.3.2   *Finding and Implications of Inferential Statistics*

The *t-test* was employed to assess whether there were statistically significant differences between male and female learners against the above-mentioned five factors (cf. 5.2.2). An

127

ANOVA was conducted to test if there were statistically significant differences amongst Grade 9, 10 and 11 learners against the five factors.

About the hypotheses on career education value, there was no statistically significant difference in scores for males and female learners (cf. Table 18). There was a statistically significant difference between Grade 9, and Grade 10 and 11 learners (cf. Table 19).

Regarding hypotheses on career exhibitions exposure, there was no statistically significant difference in scores for male and female learners (cf. Table 20). There was a statistically significant difference between Grade 9, 10 and 11 learners (cf. Table 21).

In relation to hypotheses on social influence, there was no statistically significant difference in scores for male and female learners (cf. Table 22). There was a statistically significant difference between Grade 9, 10 and 11 learners (cf. Tables 23).

As far as hypotheses on Life Orientation influence were concerned, there was no statistically significant difference in scores for males and female learners (cf. Table 24). There was a statistically significant difference between Grade 9, and 10 and 11 learners (cf. Table 25).

With regard to hypotheses on specific subject influence, there was no statistically significant difference in scores for males and female learners (cf. Table 4.26). There was a statistically significant difference between Grade 9, 10 and 11 learners (cf. Tables 27).

The following section will present a summary of qualitative data findings and implications.

5.2.4   Findings and Implications of Qualitative Data

This section provides data findings from four educators who completed the open-ended questionnaire. The questionnaire was open-ended to allow educators to express themselves more. The questionnaire consisted of the following questions:

- How do you expose your learners to career education?
- Do you think your learners make correct subject choices? Elaborate your answer?
- What challenges do you experience when you offer career counselling?
- How could these challenges be alleviated?

The following themes emerged from educators' responses:

128

- Theme 1: Exposure of learners to career education
- Theme 2: Subject choices
- Theme 3: Challenges on career choices

Theme 1: Exposure of learners to career education

Educators indicated their roles in teaching the world of work as prescribed by the CAPS document every term. Some educators go to the extent of showing learners videos about career education. Learners do go to career exhibitions in some schools. Due to such actions in trying to bridge the gap between learners and career education, educators are doing as prescribed by the CAPS document (cf. 2.11 & 4.3.2.1).

Theme 2: Subject choices

All educators disagreed with the learners' subject choices, they emphasised the fact that learners choose subjects based on friends, social status, media and remuneration, without taking cognisance of what the job entails. One educator emphasised parental roles in influencing learner's subject choice. It is claimed by the educators that parents want to live their dreams through their children; as a result, learners are forced to choose certain subjects to please their parents (cf. 4.3.2.1).

Theme 3: Challenges on career choices.

One educator highlighted the issue of failure. The educator emphasised that learners face challenges such as fear of failure, being afraid to disappoint parents and choosing the wrong subject due to lack of career information. A possible solution for the above-mentioned was; Parental involvement in the subject and career choice, this can be achieved through career counselling for both learner and parents. Educators subjected that individual schools should arrange career sessions at school to afford learners to go through the correct process of subject choice. The following section will discuss recommendations.

5.3   RECOMMENDATIONS

This section gives recommendations on career education value, career exhibitions exposure, social influence, Life Orientation influence and specific subjects influence.

5.3.1 Career education value

Career education is valuable particularly in assisting to mould and guide the decision taken by learners in their career choice. It is through career education that learners are exposed to various careers, a different instrument of higher learning, the different requirements per course and financial implications involved. Career education is valuable for learners because through the whole process learners become matured regarding career choices. Career maturity is a concept that is linked to career resilience. Individuals who make career decisions that reflect decisiveness, involvement, independence, task orientation and willingness to compromise between needs and reality have usually achieved a high degree of career maturity (London, 1993 in Schreuder & Coetzee, 2007).

Furthermore, the concept of career maturity is closely related to career self-efficacy. Career self-efficacy refers to the degree to which individual beliefs can be transferred to other tasks necessary for making career decisions (Watson, Foxcroft & Eciton, 1997 as cited by Shreuder & Coetzee, 2007).

It is through consistent exposure to career guidance that learners can reach full career maturity and confidence in career choices. Career education is valuable because it assists learners to be the master of their own career choice; it enables them to independently make informed and decisive career choices. Career education is valuable because it enables learners to master the skills of career development. According to Super (1994) career maturity is the extent to which a person can master those career development tasks that are applicable to their stage of life. Career education is valuable because if it is implemented correctly learners could be able to do the following.

- *Obtaining information by the person himself 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 knowledge in career planning* (Langley, 1992:288-289).

130

Career education is valuable because it ensures that learners choose a career which suits their personal profile and which is in demand so that they are employable. Akhurst and Mkize (2006) state that many South Africa's youth and adult fit into categories, such as limited exposure to the world of work; little access to career service; no knowledge of high education institutions; and a narrow range of social contact. Career education is valuable to correct the above-mentioned and to develop learners to manage their career choices effectively (Langley *et al.*, 1989:289). Career education is valuable because it is through career management and education that learners can:

- *obtain self-knowledge (interests, values, abilities, personality, career patterns and career anchors);*

- *obtain a knowledge of employment opportunities (jobs, work roles, skills demand, skills acquisition opportunities, venture creation possibilities, workplace);*

- *develop career goals;*

- *develop a strategy;*

- *implements the strategy and experiments with various employment possibilities; and*

- *obtain feedback on the effectiveness of the strategy and the relevance of the goal* (Schreuder & Coetzee, 2007:60).

This clearly summarises how important career education is.

5.3.2   The Role of Career Exhibitions in Career Education and Career Choices

Learners could be exposed to different institutions of learning, the courses they offer and their requirements if learners are interested in such. During career exhibitions, career counsellors should be readily available to counsel groups of learners with similar career choices or interests. Career exhibition organisers should sponsor schools with transport to and from the venue where the exhibitions will be held. Thus, involve the DBE in mandating schools to avail learners and educators. This means career exhibitions should be compulsory in secondary schools, from Grade 9 to Grade 12. By so doing, career management will be promoted and enhanced. Armstrong and Crombie (2000) emphasise career management training for particularly new entrants to the world of work; such training should include self-

knowledge, occupational knowledge, technical skills and general employability skills due to the growing awareness that individuals need to prepare for several different types of jobs rather that one single job. It is through career exhibitions that learners can learn deeply about transferable skills, jobs in demand and being the mouthpiece of institutions of career exhibitions and career management.

5.3.3   Social Influence in Career Choices

Learners interact with different people throughout their journey; as a result, they are influenced by different stages and circumstances daily. A majority of learners still struggle to choose a course wisely when they finish matric because they are not exposed to different careers in depth and as a result, they tend to pursue one course and end up unemployed. Hewitt (2010:105) stresses the fact that "most learners who are in secondary schools do not have accurate information about occupational opportunities to help them appropriate the career choice" (cf. 1.8.1). Therefore, learners make career decisions based on what they see, who they know and through positive role models. This can be achieved by inviting previously disadvantaged learners who have made it against all odds. They should be individuals within the same geographic location or an individual that learners might be familiar with through social influence; learners can be motivated by educated people from different occupations, these individuals should be invited per term to come and address learners and motivate them to choose a career wisely. Learners tend to listen to real-life stories. The DBE can ensure that within local municipalities' libraries, recent career education resource packages are always available. The DBE should also ensure that the Internet is available in post offices to assist less fortunate learners with internet access.

5.3.4   The Role of Life Orientation in Career Education and Career Choices

Life Orientation is a subject that was introduced to replace the previous guidance subject; this subject's aim was to connect learners to resources so that they may become knowledgeable about jobs and occupations. Life Orientation as a subject helps learner to be active managers of their career paths (Maree, 2009). Educators can be trained to master LO as a subject, particularly career education, this will enable educators to carry out the task of exposing learners to career education, Prinsloo (2007) established that LO education in rural areas in South Africa did not have information for career guidance and neither were they formally

132

trained in the area. Due to the above, the DBE should initiate more training workshops for LO educators and career education resource packs should be readily available for such teachers. This process will enable educators to carry out their teaching task as prescribed by CAPS.

Therefore, because of the lack of training and materials, learners are disadvantaged as some indicated that career education was never done in class per term. Rosenberg *et al.,* (2009) cites studies, for example, Cossar and Du Toit (2002) who found that 60% of learners in South Africa had not received career guidance and counselling at school. Through Life Orientation, learners should be exposed to career counselling. Varalakshmi and Molly (2009) state that career guidance encompasses information, guidance and counselling services to assist learners in making educational, training and occupational choices.

Through Life Orientation learners should be introduced to different institutions of higher learning and their requirements, this will enable learners to set their career goals and assist in applying for higher education after matric. Maree (2009) argues that many learners who passed their matric examination had not received career counselling thus, did not apply for enrolment in institutions of higher learning. Different marketers from the institutions of higher learning should liaise with LO educators and arrange regular school visits to come and address learners about career choices and the world of work. Furthermore, Makura *et al*. (2011) state that schools need to adopt a more learner-centred approach through, for example, incorporating learning from and reflecting upon experience, self-directed learning methods and learning from significant others such as parents, former learners and teachers. Thus, schools must also incorporate a universal approach, forming part of the education of all learners.

Through LO as a subject, educators may initiate an educational tour to different workplaces for learners to experience their intended careers. Watts (2006) states that career guidance is crucial to the success of lifelong learning policies while Varalakshmi and Molly (2009) argue that career guidance in higher education institutions aids and advises learners so that they make better and informed future educational and career choices, suitable for them. It is in these ways that learners will be made aware of trends and demands in the workplace. If learners are exposed to career education, guidance and exposure through LO as a subject, they will be equipped with the knowledge of economic demands, opportunities, training and advancement and other benefits for suitable self-reliance and self-worth.

133

Learners could make an informed decision through LO by thorough guidance. The subject serves a purpose of being a guiding tool and compass and through the assistance of educators can direct learners to their desired career goals. It is, therefore, recommended that there be at least one qualified career counsellor at school, to be able to do individual and group counselling sessions.

5.3.5 The Role of Specific Subjects in Career Education on Career Choices

For learners to be able to reach their desired career goals, they need to make correct subject choices. It is the school's responsibility to group subject choices at school according to the requirements of institutions of higher education and learning. This should also form part of the policy of DBE. Learners should not be allowed to take subject combinations that may disadvantage them in future. For example, learners should not be allowed to take a commercial subject with mathematical literacy, because they will struggle to be admitted to most institutions of higher learning. Subject combinations should be chosen with specific careers in mind and should be feasible.

All subjects link with LO; it is not only the responsibility of LO educators to expose learners to career education but it is also the responsibility of different subject educators. Each subject can become part of a career, provided that it is linked and incorporated correctly in the subject combinations.

5.4 PROBLEMS EXPERIENCED IN THIS RESEARCH

The following problems were experienced in this research:

- Free State Department of Education gave approval for the research to be conducted three months after application; as a result, it delayed the research progress.
- Some educators did not complete the open-ended questionnaire.
- Some principals were not willing to avail learners for participation at the stipulated time.
- A number of learner questionnaires were not fully completed.

134

5.5   FUTURE RESEARCH

The researcher suggests that the following research should be conducted in the future:

- Research that provides supporting evidence of a workable counselling model and techniques.
- Success rates of learners who were correctly exposed to career education in secondary schools in making the correct choice of courses to study at university level.
- The effectiveness of the role played by career counsellors at secondary schools.
- The effects of career counselling on learners.
- Research is needed to determine the factors that influence learners' abilities to choose careers

This study was important because it highlighted the importance of career guidance in each and every individual. It also highlighted the importance of exposing learners to career education and guiding them through their different career paths. The study was important as it discovered in its findings that learners in different township schools were sometimes disadvantaged with regard to their exposure to career education due to lack of funds, or outdated resources and unqualified educators. The study through open-ended questionnaires indicated reasons why learners tend to sometimes make wrong subjects and career choices. It is through this study that the importance of career counselling was emphasised.

5.6   CONCLUSION

This chapter outlined the summarised findings and implications of the research and the overview of the study. Interpretation of both quantitative and qualitative data was also discussed. Recommendations through findings were also suggested pertaining to the five factors mentioned in Chapter Four. These suggestions were aimed at principals and DBE. The research study also had obstacles hence the researcher outlined the research problems during the study. Suggestions were also tabled about future research that can be done to support career education and guidance.

135

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143

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APPENDICES

ANNEXURE A

RESEARCH ETHICAL APPROVAL

Date:10 March 2017

This is to confirm that:

Applicant's Name	Mokodutlo BM Student number:20468865
Supervisor's Name for Student Project	Supervisor:Dr AM Rambuda Co-supervisor:Dr S Makola
Level of Qualification for Student's Project	M Ed
Title of research project	The Exposure of Township Secondary School Learners to Career Education in Lejweleputswa District

Ethical clearance has been provided by the Faculty Research and Innovation Committee on 1 April 2016 in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number **D FRIC19/16/2./9.**
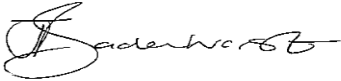
The following special conditions were set:

| x | None |

| | Specific conditions |

We wish you success with your research project.

Regards

Prof JW Badenhorst
(Ethics committee representative: Humanities)

_____

ANNEXURE B

ANNEXTURE A.docx

ANNE XURE C

Research on the Exposure of Township Secondary School
Learners to Career Education in Lejweleputswa district

Dear Life Orientation learners

I am a master's student enrolled at the Central University of Technology, Free State. I am involved in a research project which attempts to investigate **the exposure of township secondary school learners to career education in Lejweleputswa district.**

The investigation into career education is chosen in order to try and correct loopholes which may hinder might hinder you in your career choices. Therefore, being exposed to different careers and career choices might place you in a better position when choosing careers and courses to study at different institutions of higher learning. The research findings might provide useful information which could be of supportive nature to Life Orientation educators when coming to teaching career education productively to the learners.

Attached please find a questionnaire which attempts to gather information on how career education is carried out or taught at different schools. This research will close the gap between subject choices and career choices. This will lead to correct career choices suitable for your future. Therefore, for the researcher to understand how learners are exposed to career education in different schools in townships, information is needed from you. The survey has been approved by the Free State Education Department. The researcher will be grateful for your response and wishes to guarantee that your response will remain completely anonymous and confidential.

Thank you for your co-operation.

Ms Berlina Mapogisho Mokodutlo

(ANNEXURE D)

<div align="right">
12672 Ditlhakanyane Street
P.O. Motse Thabong
Welkom
9463
</div>

The Principal

Dear Sir | Madam

<div align="center">Permission to conduct research at your school</div>

I am a master's student enrolled at the Central University of Technology, Free State. I am involved in a research that tries to investigate **The exposure of township secondary school learners to career education in Lejweleputswa district.**

The investigation into career education is chosen in order to try and correct loopholes when it comes to career education. Therefore, exposing learners to different careers and career choices might place learners in a better position when choosing careers and courses to study at different institutions of higher learning. The research findings might provide useful information which could be of supportive nature to some Life Orientation educators when it comes to teaching career education productively to the learners.

I have received permission to undertake this research from the Free State Department of Education. Your school has been selected to participate in this study. I shall be grateful if you could be assistance with the research by giving the enclosed questionnaires to Life Orientation learners. Completion of the questionnaire will be a take home 35 minutes exercise. I shall verbally inform you if I shall also interview your Grade 11 Life Orientation educator. If I select the educator, the interview will be done after school hours. It will also be completely anonymous and all gathered information will be treated confidentially.

Thank you for your co-operation.

Ms Berlina Mapogisho Mokodutlo

(ANNEXURE E)

Research on the Exposure of Township Secondary School
Learners to Career Education in Lejweleputswa district

Dear Life Orientation learners

I am a master's student enrolled at the Central University of Technology, Free State. I am involved in a research project which attempts to investigate **the exposure of township secondary school learners to career education in Lejweleputswa district.**

The investigation into career education is chosen in order to try and correct loopholes which may hinder might hinder you in your career choices. Therefore, being exposed to different careers and career choices might place you in a better position when choosing careers and courses to study at different institutions of higher learning. The research findings might provide useful information which could be of supportive nature to Life Orientation educators

Attached please find a questionnaire which attempts to gather information on how career education is carried out or taught at different schools. This research will close the gap between subject choices and career choices. This will lead to correct career choices suitable for your future. Therefore in order for the researcher to understand how learners are exposed to career education in different schools in townships, information is needed from you. The survey has been approved by the Free State Education Department. The researcher will be grateful for your response and wishes to guarantee that your response will remain completely anonymous and confidential.

Kindly answer by putting an (X) on a relevant answer that you wish to select.

For Example: 1. what is your citizenship?

South African	X
Foreigner	

After completing the questionnaire hand it to your LO educator who will then return it to me by 05 May 2017.

Thank you for your co-operation.

Ms Berlina Mapogisho Mokodutlo   Dr A. Rambuda
Student   Supervisor

Part A:

Personal Data

Kindly answer by marking the appropriate number by means of a cross **(X)** in the block provided

E.g. How old are you now?

13	14	15	16	17	18	19	20
1	2	3	4 X	5	6	7	8

1. What is your gender?

Male	1
Female	2

2. How old would you be at the end of 2017?

13	14	15	16	17	18	19	20	More than 20 years old
1	2	3	4	5	6	7	8	9

3. What grade are you in?

Grade 9	Grade 10	Grade 11
1	2	3

4. Type of your school:

Public/Government	Private/Independent
1	2

5. Which mode of transport do you use to go to school?

Walk	Taxi	Bus	Family car
1	2	3	4

151

6. Years in the grade.

1 year	2 years	3 years	4 years	5 years
1	2	3	4	5

Part B:

PRECEPTION ABOUT CAREER EDUCATION

FREQUENCY OF EXPOSURE TO CAREER GUIDANCE.

Below you are required to indicate the extent to which you **STRONGLY AGREE, AGREE, NEUTRAL, DISAGREE, STRONGLY DISAGREE** with each statement. Please respond by marking with a cross **(X) ON THE ANSWER IN THE APPROPRIATE BLOCK.**

e.g. Life Orientation (LO) is a fun subject.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	X

1. Career guidance is taught in LO every term of the year in all grades at my school.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

2. Career guidance is a very important tool in helping to choose careers.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

3. My educators are helpful when it comes to assisting in choosing career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

4. Career guidance packages are readily available at my school.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

5. The library has recent booklets on available courses at different universities.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

6. In LO we are given the opportunity to make research about different careers.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

152

7. Different people from different career backgrounds come to our school and talk about career choices.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

8. Career days are held every term of the year to showcase different careers.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

9. We are taken to career exhibitions whenever they are held.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

10. Special reference is given to career choice every term as indicated in the syllabus?

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

11. Career counselling is readily available from our LO educators.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

12. Learning career activities are done regularly during LO periods.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

13. The first time I learned about careers was in an LO period.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

14. The first time I learned about different career choices was in an LO period.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

15. Career education includes knowing my interest.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

16. Career education includes knowing my skills.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

153

17. Career education includes knowing my abilities.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

18. Career education helps me to develop my career goals.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

19. Constant exposure to career education develops my career strategies.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

20. Being exposed to various employment possibilities makes it easy for me to choose a relevant career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

21. Career guidance assists me in making realistic career choice.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

22. Career guidance assists me to determine my abilities.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

23. Career guidance assists in making me aware of the demands of certain careers.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

24. Career guidance assists me in how I could acquire the required skills for the career of my choice.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

25. Career guidance exposes me to different careers that available in the country.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

26. Career guidance assists me in gathering relevant information about myself.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

27. Career guidance assists me in gathering relevant information about the world of work.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

28. Career guidance assists me to develop realistic career goals based on information gathered.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

29. Career guidance assists me to obtain feedback on different careers.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

30. My family is the greatest influence in my choosing of a career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

31. My friends are the greatest influence in my choosing of a career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

32. My role models are the greatest influence in my choosing of a career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

33. My educators are the greatest influence in my choosing of a career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

34. I shall independently choose my own career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

35. The subjects I have chosen will lead me to a right career path.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

36. The subjects I have chosen will lead me to my correct choice of a course to study at a university.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

37. The subjects I have chosen will lead me to my job satisfaction.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

38. My subjects will lead me to an informed career choice.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

39. Being exposed to different careers through career exhibition increases my awareness on different career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

40. Career exhibitions have introduced me to different universities.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

41. Career exhibitions have introduced me to different Technical and Vocational Education and Training colleges.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

42. Career education has exposed me to different funding methods for my tertiary studies.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

43. L.O educators constantly make me aware about different requirements for university entrance.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

44. L.O classes at my school are furnished with posters about different careers.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

45. Career booklets are readily available at my school.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

46. Visual aids relating to different careers are available at my school.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

47. Learners take part in career exhibition day at my school.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

48. At my school, learners choose their subjects according to their intended career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

49. I am influenced by my religion when choosing career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

50. I am influenced by my culture when choosing career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

51. I am influenced by the needs of my community when choosing career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

52. I am influenced by the media when choosing career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

53. Career guidance assists in making me aware of different ranks found in different professions.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

54. Career guidance is an integral part of my secondary school life.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

55. Being exposed to different careers gives me an advantage of choosing the most relevant career.

Strongly disagree	1	Disagree	2	Neutral	3	Agree	4	Strongly agree	5

Thank you for your cooperation

ANNEXURE F

<div align="right">
12672 Ditlhakanyane Street
P.O .Motse Thabong
Welkom
9463
</div>

Dear Parents/Guardians

I am a master's student enrolled at the Central University of Technology, Free State. I am involved in a research that tries to investigate **the exposure of township secondary school learners to career education in Lejweleputswa district**.

The investigation into career education is chosen to try and correct loopholes when it comes to career education. Therefore, exposing learners to different careers and career choices might place learners in a better position when choosing careers and courses to study at different institutions of higher learning. The research findings might provide useful information which could be of supportive nature to Life Orientation educators when it comes to teaching career education productively to the learners.

I have designed a close ended learner questionnaire which I request your child to complete. Response to the questionnaire will be 35 minutes take home exercise.I shall be grateful for your child participation and wish to ensure that your child's responses will remain completely confidential and anonymous.

Yours sincerely

_____   _____

M B Mokodutlo

Consent Form

I, _____the parent/guardian of _____hereby give

permission/ do not give permission for my child to participate in the study that investigates

the exposure of township secondary school learners to career education in Lejweleputswa

District.

_____

Signature of the Parent/Guardian Date

12672 Ditlhakanyane Street
P.O. Motse Thabong
Welkom
 9463

Research on the Exposure of Learners to Career Education in Selected Township High Schools

Dear Life Orientation Educators

I am a master's student enrolled at the Central University of Technology, Free State. I am involved in a research that tries to investigate **the exposure of learners to career education in selected township high schools**.

The investigation into career education is chosen in order to try and correct loopholes when it comes to career education. Therefore, exposing learners to different careers and career choices might place learners in a better position when choosing careers and courses to study at different institutions of higher learning. The research findings might provide useful information which could be of supportive nature to some of you as Life Orientation educators when it comes to teaching career education productively to the learners.

Attached please find interview questions designed specifically for Life Orientation educators. The questions attempt to gather information on inquiry about how career education is carried out or taught in different schools. This research will mend the gap between subject choices and career choices, which are interrelated. It will also lead to more correct career choices by the learners in future. Therefore, to understand how learners are exposed to career education in different township schools, relevant information is requested from you. The interview will be completely anonymous and all gathered information will be treated confidentially.

Thank you for your co-operation.

Ms Berlina Mapogisho Mokodutlo

ANNEXURE H

INTERVIEW QUESTIONS FOR EDUCATORS

What do you do to expose your learners to career education?

Do your learners make correct career choices? Elaborate your answer.

What challenges do you experience when you are involved in career education?

How could these challenges be alleviated?

What challenges are experienced by your learners when they make their career choices?

How could the challenges learners experience when they make career choices be addressed?

What could be done to help learners to make informed decisions when they choose their careers?

ANNEXURE I

Consent Form for educators

I hereby voluntarily agree to participate in the study that investigates the exposure of township secondary school learners to career education in Lejweleputswa District. I am aware that I can withdraw from the study at any time. I was made aware that my responses will be anonymous, and information will be confidential.

Signature   Date

……………..   ………..

161