

**THE ROLE OF LIFE ORIENTATION TEACHERS IN PREPARING FURTHER  
EDUCATION AND TRAINING PHASE LEARNERS FOR POST SCHOOL  
EDUCATION IN THE BHEKUZULU CIRCUIT**

**BY**

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## DECLARATION

I LINDIWE SIZIWE NGOBESE declare that the role that *The role of Life orientation teachers in preparing Further Education and Training phase learners for post school education in the Bhekuzulu circuit* is my own work and that all the sources used in this study have been acknowledged by means of a comprehensive list of references.

Signed by \_\_\_\_\_ on the \_\_\_\_\_ day of January 2018

## **DEDICATION**

This work is dedicated to my mother Martha for her love and support and my children, Nosipho, Snelisiwe and Sibongiseni who kept on encouraging me to pursue my studies and who adapted their lifestyle to suit my schedule.

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## **ABSTRACT**

This study aimed at determining the role that Life Orientation teachers (LO) play in preparing Further Education and Training (FET) phase learners for Post schooling education (PSE) in Bhekuzulu circuit, Zululand District. The objectives of the study were to (a) establish the role that LO teachers play in preparing FET phase learners for post schooling education in Bhekuzulu circuit, (b) find out whether there are support programmes available to enable LO teachers support their learners for their post schooling education, (c) establish the type of challenges that LO teachers face which hinder them from supporting and preparing FET learners for post schooling education. A mixed-methods research approach was used in a case study constituted of 70 participants. To this end, the questionnaire and focus group interviews (FGIs) were used to collect data. A qualitative thematic content analysis was used to analyse data, by grouping similar themes. Furthermore, a quantitative data analysis was used to quantify the phenomenon by analysing patterns and trends of the respondents. The findings reveal that teachers do support FET learners in preparation for PSE with the little skills and knowledge they possess. However, the major challenge that prevailed in this study is that LO teachers are not trained to provide CG; most of these teachers do not have specialisation in teaching LO and/or CG. Other challenges that prevailed were the insufficient time allocated to teach LO, lack of CG resources, negative attitudes towards LO as subjects by teachers as well as school management teams. Moreover, the study found a lack of CG programmes in schools and poor implementation of these programmes, poor subjects groupings offered in schools, poor learners' efficacy in career choices and lack of community support. The study recommends that the Provincial Department of Basic Education should train all LO teachers using accredited service providers to enable teachers to provide CG to learners in a meaningful way. Secondly, more time should be allocated to LO especially in the teaching of careers and career choices. Lastly, schools should be provided with common basic CG programmes to be implemented by all schools and be monitored intensively by the CG officials.

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## **GLOSSARY OF ACRONYMS**

ACE	Advanced Certificate in Education
C2005	Curriculum 2005
CAPS	Curriculum Assessment Policy Statement
CDS	Career Development Services
CG	Career Guidance
DBE	Department of Basic Education
DoE	Department of Education
DoBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET	Further Education and Training
GET	General Education and Training
HEI	Higher Education Institution
HET	Higher Education and Training
LO	Life Orientation
MEC	Member of Executive Council
NCS	National Curriculum Statement
NGO's	Non-governmental organisations
OBE	Outcomes-Based Education

OECD	Organisation for Economic Co-operation and Development
PSE	Post School Education
RNCS	Revised National Curriculum Statement
SAQA	South African Qualification Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization

## **CHAPTER 1**

### **INTRODUCTION AND BACKGR OUND TO THE STUDY**

#### **1.1 INTRODUCTION**

The dawn of democracy in 1994 in brought about so many changes in South Africa education system. Post 1994, there were inequalities in the education system. There were so many separate racially divided eleven departments of education which resulted in some schools being more privileged than the others in terms of human and non-human resources (Janson & Taylor, 2003). Between the years 1994-1997, the Ministry of Education aimed at pulling apart structures of apartheid to create a unified education system that is more equitable of financing in a context of huge demands on our limited financial resources, and created a policy framework that gave concrete expression to the values of education (DoE, 2001). In 1998, the National Department of Education mandated all the schools to implement a new unified curriculum policy called Outcome Based Education (OBE). This curriculum policy presented lots of challenges hence Curriculum 2005 (C2005) was therefore introduced. It was a progressive approach which was based on the principles of OBE. This approach to curriculum was more on learner-centeredness education which gave the teacher the role of a facilitator in teaching and learning (Janson & Taylor 2003).

C2005 further presented some challenges in terms of learning higher cognitive knowledge and skills; the new Minister of Education recognised these challenges of C2005's design and implementation, this led to the review of the curriculum. The strengthened curriculum was then referred as National Curriculum Statement (Van Deventer, 2009). This educational transformation brought about changes in schools by categorising them into two bands: General Education and Training (GET) (Grade 1-



Grade 9) and Further Education and Training (FET) (Grades 10-12) (Janson and Taylor 2003). Life Orientation (LO) was introduced as a compulsory subject from grades 10-12 schools. According to DoE (2011), LO is regarded as the study that is supposed to orientate learners about the self in relation to others in society. It addresses issues about the self, healthy living, social engagement, responsible citizenship, physical activity, careers and career choices, productive living and the environment.

LO in grades 10-12 has six themes which focus on teaching learners about their physical well-being education, democracy and human rights, development of the self in society, study skills, careers and career choices, social and environmental responsibility. The aim of topic five, which is careers and career choices, is to expose learners to knowledge that has to inform them about career and employment opportunities that is available depending on their subjects' specialization. It also encourages them to attend career expos done by municipalities and higher institutions of learning (HEI) (DoE, 2011). In the South African Department of Basic Education (DoBE) system, it is expected of learners to make career choices at early as in the senior phase so that they will be able to select good subjects' choice at grade 10. This will lead them to make informed career decisions regarding post school preference careers. (SAQA, 2012).

When looking at an aim of career choices, it is apparent that LO teachers are remaining fully responsible in supporting their learners on subjects choices based on their performances as well as careers in preparation for their post school education or employment opportunities. Thus Chiesa, Massei and Guglielmin (2014) elucidate that the responsibility of the LO teacher is to guide learner to make better career choices. They further state that a career choice is a major turning point that determines the course of life of learners at the end of schooling. DHET and SAQA (2012, p3), define "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". It further state that such services may also be found in schools, institutions of higher education, training centres and private and public institutions services.

When learners have not been properly guided it leads to frustration at the end of the schooling phase and they may suffer from career choice anxiety which is defined by Chiesa, Massei and Guglielmi (2014, p 211) as the "difficulty in processing and acting on career-related information, because of personal or interpersonal conflict or a lack of skills and knowledge about how to make a career choice". They further elucidate that the anxiety is linked to dysfunctional thinking which is related to career issues of individual's inability to commit to a specific career choice, because of inappropriate fear or failure in a specific chosen career. According to Ginevra, Nota and Ferrari (2013), career choice refers to an outcome of career development. It comprises one's readiness to make a decision on a future career pathway, and the ability to engage in career planning and exploration.

This study is therefore aiming at determining the role of the Life Orientation teachers in preparing FET phase learners for post schooling education in the Bhekuzulu Circuit.

## **1.2 MOTIVATION TO THE STUDY**

The research is motivated mainly by two reasons which are all based on the personal experiences the researcher had in her full-time work as a district based career guidance and counselling official in the Department of Education Kwazulu-Natal. During schools visits, when teachers are asked about the support they provide to their learners teachers indicate that grade 12 learners only get information during career exhibitions organised by the district office. They usually complain about lack of time they have in

the teaching of career guidance. A second reason is based on a high rate of youth unemployment which prevails in Zululand district and in the country at large. There are a number of Life Orientation workshops that have been conducted, but when schools are visited by district officials, it is found that very little has been done with regards to the support of learners in preparation for post-schooling education. Some out-of-school youth visit our offices seeking for career guidance and central application office (CAO) application forms to apply. When engaging these youth they indicate that they could not continue with studies because they were not yet decided what to do after finishing matric (grade 12).

### **1.3 PRELIMINARY LITERATURE REVIEW**

Internationally, nationally and locally, career guidance and counselling has been a topic of interest which is defined by Cinkir (2015, p 140) as “assistance given to individuals, or groups of individuals, in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction”. Proper career guidance by Career Practitioners or career guidance teachers results in a correct career choice which is defined as and the result of career development.

The Organization for Economic Cooperation and Development (OECD) like any other international organisation is concerned with economic development of countries and it is of the belief that career guidance has an important role to play in promoting the development of a country's human resources (Conger, 1999, p1). Internationally, many conferences have been held by United Nations Educational, Scientific and Cultural Organization (UNESCO) to discuss the development of career guidance services. Countries' reports given to UNESCO have indicated that, young people find it difficult for transition from post schooling and work and this is regarded as a time of crisis for this group. Furthermore, these young people are regarded as unprepared to face the realities of the transition with regards to career choices and nature of occupations available. (UNESCO, 2002).

The current international studies indicate that too often when learners exit high school level they find themselves more uncertain about their career choices (Dietsche, 2013, Cinkir, 2015; Chiesa, Massei & Gugliem, 2014; Galliot, Graham & Sweller, 2015). Other learners follow certain career paths, because of the influence by their parents (Gineva, Nota & Ferrari, 2013). Although career guidance has been made a compulsory subject to be taught at schools, many countries still face challenges of teachers who have little or no knowledge of career guidance (Chiesa et al., 2014). Furthermore, schools experience lack of resources such insufficient time for teaching career guidance and lack of facilities needed for career counselling services (Oye, Obi, Mohd & Bernice, 2012). The third challenge is with regards to the effective implementation of intensive career guidance due to the lack of professionally trained career counsellors or teachers in schools and the existing career guidance teachers are not well capacitated on how to offer career guidance to learners in schools so that learners can make proper career choices (Orenge, 2011; Modo, Sanni, Uwha & Mogbo, 2013; Cinkir, 2015). A lack of parental support to their children's career choices due to insufficient career awareness to families and the communities is another prevalent factor in other counties (Galliot, Graham & Sweller, 2015; Ginevra, Nota & Ferrari, 2013; Cinkir, 2015). However this is different with other countries where parental involvement has a high impact on how their children select careers (Dietshe, 2013).

In South African schools, career guidance is not offered as a standalone subject; this is similar with other countries. Career guidance has been infused in LO as one of the mandatory subjects within the National Curriculum Statement (NSC). As discussed in the introduction, LO seeks to address various critical issues which young people need in life in order to be responsible citizens. According to DoE (2011), the aims of LO are as follows:

- To appropriately prepare learners in order to engage to life responsibilities and opportunities;
- To capacitate learners to optimally engage on different levels of life.
- To support learners in improving their knowledge and abilities in career decisions of their choice.
- To inform learners about their constitutional rights and responsibilities, including issues of diversity;
- To engage learners to different study techniques and skills regarding processes, assessment
- To expose and encourage learners in understanding of the value of physical education activities.

The above-mentioned aim regarding equipment of learners with skills and knowledge regarding their career choices and exposing learners to various study techniques and skills LO, clearly shows that career guidance choices and counselling is and has to be offered by LO teachers in South African schools. There are no teachers who are specifically hired to offer career guidance and counselling in public schools. LO teachers have to teach all the stipulated six topics in the NSC Curriculum and Assessment Policy Statement (CAPS). It should also be noted that LO is only given limited two hours per week. The six topics to be taught at FET are allocated different times according to grades as weighted by the CAPS policy document. Furthermore, teachers have been provided with a teaching plan which guides them regarding the teaching of the various aspects of each topic and indicates a timeframe to guide teachers as to when should those aspects be dealt with. Given the above-mentioned facts, it is apparent that LO teachers should possess certain characteristics to teach these subjects with great impact. Pillay (2012, p 170) supports this statement by stating that “LO teachers require specific knowledge, skills, values and attitudes if they are to make positive contributions in their schools”.

In South Africa, career guidance is regarded as a national imperative. According to SAQA research report (2012) publication, career guidance has been indicated as link to human rights issues and social justice as inferred by the South African Constitution of 1996. Career guidance and development contribute to human capital-development strategy designed to harness technological and economic changes that would enable the country to compete efficiently and effectively in international markets. Career guidance and development is therefore regarded as an essential contributor to a national strategy for sustainable lifelong learning and employability that is driven significantly by individuals.

The current career development research agenda by the Department of Higher Education (DHET, 2015) stipulates that South Africa is experiencing huge challenges in relation to education, appropriate labour market skills and employment, all areas concerned with career guidance and development. Furthermore in South Africa the rate of unemployment is high and standing at 25.4%. Of this figure, unemployment is higher among youth and women. In the third quarter of 2014, the unemployment rate among women was 27,8%-4,4% higher than among men. The youth unemployment rate was about 20% higher than that of adults (36, 1% compared with 16, 3%). In June 2014, there were over three million youths between the ages of 15-24 who are regarded as NEET (Not in Education, Employed or Training). These high levels of unemployment indicate that there is need of strong Career Development Services (CDS) interventions to be implemented to these young people before they become discouraged work seekers (DHET, 2015).

The DHET assisted by South African Qualification Authority (SAQA) has currently formulated a Framework for Cooperation in the provision of Career Development Service (CDS). The Framework has been developed just to offer the guide to all

government departments and sectors offering CDS. This framework is not rigid, but it attempts to provide a visionary future delivery of CG and development services that meet the needs of a wide range of users including those young people who are facing career changes due to choices and redundancy (DHET & SAQA, 2012). Above all, this framework emphasises that CDS are to be managed by professional practitioners with different levels of knowledge and skills to a broad range of clients in the diverse institutions such as schools, tertiary institutions, government services and community organisations (DHET, 2014). The Minister of Higher Education and Training Dr Blade Nzimande has called upon the collaboration of various government departments and entities offering career guidance service so as to strengthen these services. The Minister is concerned about fulfilling the government's vision to have a well-coordinated career development service that is accessible to all citizens (DHET, 2014, p 14). The CDS aims to:

- Provide the foundation for career development policy and implementation for the South Africa.
- Highlight the role of government in ensuring access for all to a comprehensive career guidance services.
- Offers guidance and support in strengthening the CDS leadership in South Africa;
- Promotes collaboration at all levels of public and private sectors to ensure access and transparency for all diverse range of citizenry.
- Emphasises stakeholder responsibilities and roles to different areas and aspects of career development services in the country;
- Illustrates processes that promote review and systemic planning of career services;
- Recommends a range of CDS provisions for the country; and
- Make available the advanced plan to promote the development of CDS.

It is also interesting to note that this very same framework proposed by DHET and SAQA endorsed the following roles and responsibilities to DBE as well as to the Provincial Education Departments. The roles embrace to:

- Employ its specific responsibilities of variety of career information and provide guidance for LO across all grades (R-12 learners).
- emphasise that learners receive significant career information and support throughout their schooling
- provide quality material resources to ensure that career guidance content is relevant to the curriculum;
- ensure the accessibility of career guidance materials to all schools in all grades;
- organise CG programmes which are intended to expose learners to career information such as career guidance festivals and exhibitions;
- ensure that all Grade 9 learners are guided and supported with regards to career choices and subjects choices for the FET phase band.
- Make certain that every FET phase learner, and out-of-school youth, receives relevant information regarding post-school education options;
- Ensure opportunities and effort in capacitating LO teachers and expects to make them competent in providing career guidance;
- Ensuring that career resource material from stakeholders (private and public) is easily accessible to all the schools and CG teachers.

Different studies have been conducted around LO as a subject which reveal certain challenges in the implementation of this subject. Various studies have been conducted (van Deventer, 2009; Jonck, 2015; Pillay, 2012; Prinsloo, 2007; Jacobs, 2011; Hartell, Mosia and Steyn 2013; Smit, Wood and Neethling, 2015) indicating that teachers have negative attitudes towards the teaching of this subject; they lack confidence and motivation, lack sufficient time in teaching this subject and most of them are not LO specialists and do not have sufficient skills to teach the subject. Any teacher with less



subject loads is allocated LO as an additional subject. However, there are not many studies conducted around the role that LO plays in preparing FET phase learners for post schooling education.

The KwaZulu-Natal Department of Education has recently developed a document of provincial curriculum management strategies which emanated from various factors of concern that were observed by the former MEC of Education, Mr Senzo Mchunu when he visited some schools in various districts in the province. His concerns were, just to mention a few, poor learner performance, lack of monitoring in schools, poor supervision by School Management Teams, lack of cohesion in curriculum management and policy implementation, lack of content knowledge among teachers and poor teacher quality and qualifications. The document suggests that there are twelve key factors for effective teaching and learning; one of these factors is provides guidance on subject choices. It says that:

*“Our education system should prepare the learners from Grade 8-12 to choose appropriate career paths. In order to achieve this, all schools should dedicate time to career guidance as indicated in Life Orientation learning area and even go beyond the curriculum specifications”* (KZN Department, 2012, p 24)

According to this document (KZN DoE, 2012, p.24); actions to be taken to ensure that proper guidance is given to learners are as follows:

- All secondary schools must organise a parent/learner guidance session to guide learners in subjects that are offered in the FET phase;
- District teams on career guidance should organise exhibitions and workshops to expose learners in different careers;
- Design course pack material that contain information that promote learner career mobility;

- LO teachers must provide career guidance to all learners in schools
- School to have CG programmes such career guidance week which exposes learners to career information;
- Subject packages designed by each school should cater for all streams;
- All teacher development Centres (TDC) should promote CG information services; and
- Head Office CG team must design CG programmes which will support district programmes.

#### **1.4 PROBLEM STATEMENT**

Career Guidance in South African Education System has become an area of focus as the country is trying to meet the Global labour demands. A high rate of unemployment among youth is a worrisome issue in South Africa (DHET 2015). Insufficient intensive career guidance information and programmes in schools is one of the contributing factors to this problem of youth unemployment. The Draft on Competency of Career Guidance Practitioners (2015) in South Africa attest to the fact that South Africa has a shortage of trained and resourced personnel, whether this be LO teachers in schools or staff working in the student support units in institutions of higher learning. Furthermore, the time allocated to LO as it has been mentioned above does not seem to be sufficient (Pillay, 2012 & Smith and Neethling, 2015). Two hours per week allocated to this subject suggest that teachers have limited hours available for the teaching of the subject in the FET phase. In these two hours per week, one period has to be reserved for physical education whilst there are other topics that still need to be covered by the teacher with the result that not enough time is available to provide career guidance to the learners (DoE, 2012). Such a current situation indicates that there is a serious challenge with regards to provision of career guidance to learners in schools.

This study attempted to address the following questions:

- What role do LO teachers play in preparing FET phase learners for post schooling education in Bhhekuzulu circuit?
- What support programmes are available to enable LO teachers to support their learners in preparation for post schooling education?
- What challenges are faced by LO teachers which hinder them to support and prepare FET learners for post schooling education?

### **1.5 AIM OF THE STUDY**

The main aim of this study was to determine the role that Life Orientation teachers play in preparing Further Education and Training phase learners for post schooling education in Bhhekuzulu circuit, Zululand District. The way that teachers prepare the learners for making choices regarding their future careers are the focal point.

### **1.6 OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:

- To establish the role that LO teachers play in preparing FET phase learners for post schooling education in Bhhekuzulu circuit.
- To find out how the support programmes available enable LO teachers to support their learners for their post schooling education.
- To establish the type of challenges that LO teachers face which hinder them from supporting and preparing FET learners for post schooling education.

### **1.7 SIGNIFICANCE OF THE STUDY**

In 2010 during the Budget Speech, the Minister of Higher Education referred to national Career Development Service as “the absence of adequate career guidance and information contributes to high dropout rates in post-schooling career choices” (DHET & SAQA 2012, p.28). This statement shows there is a serious problem about the lack of career guidance in schools. As indicated above the aim of the study was to establish the

role that LO teachers play in supporting FET learners for post schooling education. The study, therefore, intended to contribute to the possible solutions that could assist teachers in their roles of supporting FET learners for post schooling education. The study reports on support programmes that are available for LO teachers in preparation of learners for post schooling education. Furthermore, it is hoped to assist in deciding on the kind of teacher development programme that can assist LO teachers to support learners for post schooling education.

## **1.8 RESEARCH METHODOLOGY**

### **1.8.1 Research paradigm**

Polit and Beck (2010) explain research methodology as a technique implemented in structuring a research study and analysing information in a systematic fashion. According to McKerchar (2008), choosing the research methodology is the reflection of how the researcher views the world (ontology) and believes that knowledge is created (epistemology). The study employed a mixed-method research approach using both quantitative and qualitative approaches for better understanding of a phenomenon under investigation. The two approaches were used concurrently. This is called triangulation and it concurs with MacMillan and Schumacher's (2010) definition of triangulation mixed-method type. Choosing a mixed-research method was in line with Bergman's (2008) reasons which are complementariness, completeness and corroboration. The research design which was employed is a case study, because data were collected over a period of time from the secondary schools in the Bhekuzulu Circuit Management Centre (CMC). This concurs with McMillan and Schumacher (2010)'s explanation of the case study.

### **1.8.2 Description and selection of participants**

According to McMillan and Schumacher (2010), sampling is the selection of participants guided by the researcher's judgment of the participants who can provide information

relevant to the study. Teachers who participated in this study were purposefully selected guided by the fact that participants are information rich which is according to McMillan and Schumacher (2006) and Erlandson, Harris, Skipper and Allen (1993) definitions. Seventy (70) Grades 10-12 LO teachers from Bhekuzulu Circuit Management Centre (CMC), who had more than two years of teaching experience in the subject, were targeted to participate in answering a questionnaire. Bhekuzulu CMC is one of the five CMC's of the Zululand District.

Participants of the focus group interview (FGI) were chosen from only one circuit which was the Filidi circuit. This enabled the researcher to access the chosen participants easily which is in line with Singleton's (2003) explanation of an ideal setting. There were 15 teachers who participated in the three FGIs; this was in accordance with Cresswell (2014) and De Vos, Strydom, Fouche and Delport (2011)'s explanation of what constitute FGI's. The interviews were conducted in different venues. A voice recorder and the interview schedule were used respectively, to capture the information and facilitate the focus group interviews. The interview schedule had open-ended interview type questions which enabled participants to express their opinions and to share experiences. This was in line with Cresswell's (2012) explanation of open-ended type questions. A semi-circle seating arrangement was implemented to enable each participant to get hold of the voice recorder which was circulated to each respondent.

### **1.8.3 Description of procedures**

The researcher first met secondary and or combined school principals of the Bhekuzulu CMC and explained the purpose of her study. After that she requested to have meetings with the participants to explain everything about the study. All the participants from Grade 10-12 LO teachers in each identified school were requested to read and sign the consent forms. Forms were delivered after few days to give participants time to decide about their participation.

#### **1.8.4 Data collection and analysis methods**

In this proposed study two methods which were questionnaire and focus group interviews (FGI's) were adopted as appropriate methods for collecting data. In line with Fick (2009) and Babbie (2010)'s explanation of a focus group interview, the researcher's intention was to gather information pertaining to the roles that LO teachers play in helping FET learners to prepare for post schooling education. The FGI was facilitated by the semi-structured questions which are open-ended according to McMillan and Schumacher (2010)'s explanation. A questionnaire enabled the researcher to collect a large amount of information in a reasonable short span of time (Orange, 2011). In this study the researcher was able to collect data from 50 LO educators of the selected secondary schools of the Bhekuzulu CMC. The usage of different data collection methods such as focus group interviews (FGIs) and questionnaire enabled the researcher to cross validate data sources. It produced a more reliable and credible results.

Data obtained from the FGIs were organised, coded and categorised accordingly. This is in line with MacMillan and Schumacher (2010)'s reason of inductive data analysis. Furthermore, the data were analysed thematically. Differences, similarities, relations and interactions within the themes were identified. As argued by Bryman (2004), this method ensures that the collected data are broken down into manageable sections that will be analysed thoroughly and objectively. Statistical data information obtained from the survey will be presented in the forms of graphs and pie charts.

#### **1.9 RELIABILITY AND VALIDITY OF THE RESEARCH FINDINGS**

The use of multiple methods, or triangulation for exploring the same focus or phenomenon, is a plan of action that will help to raise researchers above the personal biases that can stem from the employment of single methodologies (McMillan & Schumacher, 2010). The use of two or more methods by researchers assists them to overcome the deficiencies that might flow from a single method (Zulu, 2016). The

researcher ensured the reliability and validity of the study by adhering to the triangulation. According McMillan and Schumacher (2010, p138), “reliability refers to the ability of a measure to produce consistent results and validity indicates that a measure in fact measures what it purports to measure”. The researcher used both the focus group interviews and the questionnaires to validate her findings.

## **1.10 ETHICAL CONSIDERATIONS**

The researcher has the responsibility to respect the needs, values and rights of the participants. Therefore, strict ethical guidelines of the research were adhered to throughout the process of this study. I have read the University’s Policy and Procedures on Research Ethics and its Policy and Procedure on Managing and Preventing Acts of Plagiarism, and I understood their content. Permission to conduct research in identified schools was applied for from the KZN Department of Education. Secondly, the participants were requested to provide written consent to accept being interviewed. Lastly, the researcher explained the entire process to the participants. They were ensured of anonymity and that the information gathered from them will be treated with confidentiality.

## **1.11 ORGANISATION OF THE CHAPTERS**

This study has five chapters, which are organised as follows:

### **Chapter 1: Orientation to the study**

This chapter comprises the outline of the study as a whole; the motivation for the study, the problem statement, aim and objectives, definitions of operational concepts, and the research methodology.

## **Chapter 2: Literature review**

This chapter provides the literature review which covers the theoretical framework of the study. The literature review gives the insight on the provision of LO in preparing further education and training phase learners for post school education.

## **Chapter 3: Research design and methodology**

This chapter delivers the methods of data collection used to collect data from the respondents.

## **Chapter 4: Data analysis and presentations**

This chapter encompasses the presentation of actual field work, and the analysis and interpretation of data collected.

## **Chapter 5: Summary, conclusion and recommendations**

This chapter offers an overview of the findings of the study, conclusions and suggested recommendations.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The previous chapter gave the general overview of the research study, looking at the problem statement, the purpose of study, research objectives and methodology. In this chapter, the literature review is presented which starts by giving a brief background of what career guidance and counselling are all about, focusing on the importance of career guidance in alleviating the rate of unemployment and poverty. The theories which underpin career guidance will be discussed. Lastly, challenges in the implementation of career guidance both internationally and locally will be discussed.

McMillan and Schumacher (2010, p 68) describe literature review as “a narrative interpretative criticism of the existing research”. They further explain that if the review is conducted well, it will certainly add much to an understanding of the selected problem. It will also help to place the results of the study in a historical perspective. The literature review could also be described as the orientation or position that the researcher brings to the study (Human, 2010). Furthermore, Human (2010) asserts that this framework indicates to the reader the topic of interest, the areas of the topic the researcher will focus on and identifies what is known and not known about the topic.

#### **2.2 THEORETICAL FRAMEWORK**

A theoretical framework is a conceptual model which guides the researcher to align the study in the field or the subject in which the researcher is focused on. It enables the researchers to base their arguments on theories about the research and the assumptions of the researcher clear about the interconnectedness of the way things are

related in the world (Mahlo, 2011). Furthermore Merriam (1998) suggests that a theoretical framework is a frame which forms the “scaffolding” or the basic structure of the study. According to Radhakrishna, Yoder and Ewing (2007), a theoretical framework is used as guide of how one or more theories make sense of the relations between a number of factors identified as the problem.

A set of theoretical framework is required in the development of CG into a global discipline with universal validity and applications, as well as culture-specific models that could be used to explain career development issues and local phenomena (Leung, 2016) There are five big theories that may be used to guide the implementation of career guidance and these theories will be briefly explained below to show how they are relevant to career development programmes.

### **2.2.1 Theory of work adjustment**

This theory is anchored on person-environment theory which looks into individual differences and traditions of vocational behaviour. It views career choice and development as a process in which a person adjust and accommodates work organisations and environments requirements to meet his or her needs. In turn the environment will also look for individuals who have the capabilities of meeting the “requirements” of the place of work.

### **2.2.2 Holland’s theory of vocational personalities in the work environment**

This is a globally used career interest assessment theory. It gives a simple and easy-to-understand model on career interest and environments that one may use to provide career counselling. Holland (1997) postulates that vocational interest is an expression of one’s personality and that vocational interest could be categorised into six groups which are Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). An individual’s personality and interest types can show two or more of these groups.

Vocational environments that best match with a person's personality and interest could be placed into same group. A person can get career satisfaction when there is a high comparison of personality, interest types and the dominant work environmental types.

### **2.2.3 Self-concept theory of career development**

This theory was developed by Super. He suggested that career choice and development improves the development and implementation a person's self-concept. Super (1990, p 87) explains self-concept as "a product of complex interaction among a number of factors, including physical and mental growth; personal experiences and environmental characteristics and stimulation". It is expected that a stable self-concept should emerge in late adolescence to serve as a guide to career choice and adjustment. Self-concept keeps on changing as the person accumulates new experiences throughout the developmental stages a person undertakes. Super (1990) further suggests a life stage developmental framework which comprises of the following stages: growth, exploration, establishment, maintenance and disengagement. In each stage one has to successfully manage the vocational development that is socially expected of persons in the given chronological age range.

### **2.2.4. Gottfredson's theory of circumscription and compromise**

Gottfredson's theory of career development is more recent. Gottfredson (2002) asserts that career choice is a process of requiring a high level of cognitive proficiency. A child's ability to synthesise and organise complex occupational information is a function of chronological age progression as well as general intelligence. Cognitive growth and development is instrumental to the development of a cognitive map of occupation and conceptions of self that are used to evaluate the appropriateness of various occupational alternatives. There is a dynamic interplay between genetic make-up and the environment. Genetic characteristics play a crucial role in shaping the basic

characteristics of a person, such as interests, skills and values, yet their expression is moderated by the environment that one is exposed to. Even though genetic make-up and environment play a crucial role in shaping the person, Gottfredson (2002) maintains that the people are still active role players who could influence or mould their environment. Hence, career development is viewed as a self-creation process in which individuals looked for avenues or niches to express their genetic proclivities within the boundaries of their own cultural environments.

Gottfredson (2002) further argues that career choice and development could be understood as a process in which a person eliminates certain occupational alternatives from further consideration. This theory is contrary to Super's theory of self-concept in a sense that the circumscription is guided by salient aspects of self-concepts emerging during developmental stages. These salient aspects originate from public (e.g. gender, social class) and have more influence than private aspects of self-concept (e.g. skills and interests).

Another career development process is compromise. In response to the external realities and constraints, individuals have to accommodate their occupational preferences so that their eventual choices are achievable in the real world. According to Leung (2016, p 125), "compromise is a complex process in which compatibility with one's interest is often compromised first so as to maintain a greater degree of correspondence with one's preference for prestige and sex type". This often happens when young people want to be associated with prestige occupations and would want to be recognised as successful individuals.

### **2.2.5 Social cognitive career theory (SCCT)**

The Social Cognitive Career Theory (SCCT) is anchored in the Bandura's self-efficacy theory, which postulated a mutually influencing relationship between people and the environment (Leung, 2016). This theory offers three segmental models of career development that it seeks to explain, i.e. the development of academic and vocational interests; how individuals make educational and career choices; and educational and career performance and stability. These segmental models emphasise around three core variables which are self-efficacy, outcomes expectations and personal goals.

According to Lent, Brown, and Hackett (2002, p 107), "self-efficacy is defined as a belief in one's capabilities to organise and execute the courses of action required to produce given attainments". Lent, Brown and Hackett (2000, p 37), further defines self-efficacy as "a dynamic set of beliefs that are linked to particular performance domains and activities". Self-efficacy expectations influence the initiation of specific behaviour and the maintenance of behaviour in response to barriers and difficulties. Four primary information sources or learning experiences shape a person's self-efficacy expectations. These experiences are personal performance accomplishment, vicarious learning, social persuasion, physiological and affective states and verbal persuasion. Personal performance accomplishments have the most powerful influence on the state of self-efficacy.

Outcomes expectation is defined as a personal belief of the consequences or outcomes of performing particular behaviour. It includes beliefs about extrinsic rewards associated with performing the target behaviour, self-directed consequences and outcomes derived from task performance (Lent *et al.*, 2002). Personal goals refer to one's intention to engage in certain activity or to generate a particular outcome. Through setting personal goals, individuals could persist in tasks and sustain their behaviour for a long time in the absence of tangible external rewards or reinforcement. Leung (2016) contends that the

three above-mentioned factors serve as core variables in the interest, choice and performance models of SCCT.

The interest model specifies that individuals would likely develop interest in activities that they feel efficacious and they anticipate that there would be positive outcomes associated with the activities. The dynamic interaction among interest, self-efficacy and outcome expectations would lead to the formation of goals and intentions that serve to sustain behaviour over time, leading to the formation of a stable pattern of interest in adolescence or early adulthood. The SCCT choice model views the development of career goals and choices as functions of the interaction among self-efficacy, outcome expectations and interest over time. Career choice is an unfolding process in which the people and their environment mutually influence each other. It involves the specification of primary career choice or goal, actions aiming to achieve one's goal, and performance experience providing feedback to the individual on the suitability of goal. SCCT posited that compromises in personal interests might be required in the career choice process due to contextual factors immediate to the person. These contextual factors could be cultural beliefs, social barriers and lack of support (Leung, 2016). The theory will enable the teachers to understand their influence with regards to learners' career choices. Teachers must help learners to set their career goal through motivation and engaging learners to discover their personal interests.

In the performance model of SCCT an ability factor is defined as one's achievement, aptitude and past performance. Ability serves as feedback from reality to inform one's self-efficacy and outcome expectation, which in turn would influence performance goals and levels. Incongruence between efficacy and objective ability would likely lead to undesirable performance (Leung, 2016). SCCT offers a comprehensive framework to understand the development of career interest, career choice, and performance that is

grounded in self-efficacy theory. This framework will seek to assist teachers in helping learners to develop career choice self-efficacy.

Lent, Brown, and Hackett (2000) conclude that the big-five theories offer career guidance professionals worldwide a set of principles and concepts that they could use to communicate about practice and research. Locating the universals of career guidance and development across culture is indeed important, yet career guidance practitioners and researchers should critically evaluate the cross-cultural limitations of these theories and to identify points of divergence, including the cultural relevance of theoretical constructs, assessment methods, and the content and design of career interventions based on these theoretical perspectives.

Using SCCT will help in guiding the researcher to establish how the teachers support and prepare learners for PSE. This theory put its emphasis around three core variables, which are self-efficacy, outcome expectations, and personal goals. Social support as anchored in self-efficacy core variable of SCCT plays a major role in developing skills of choosing careers wisely and to prepare learners for school-to-work transition. Teachers are to encourage learners to have career goals by ensuring that they expose learners to various sources of career development information. Learners will develop career self-efficacy provided that there is a constant mutual interaction between them and their LO teachers within the school settings. Therefore this study will employ social support tool in trying to establish how teachers prepare learners for post-schooling education.

### **2.3 The importance of career guidance in the growth of the economy**

The international Organization for Economic Cooperation and Development (OECD) like any other organisation is concerned with economic development of countries and it believes that career guidance has an important role in promoting the development of a country's human resources (Conger, 1999). Many conferences have been held by

United Nations Educational, Scientific and Cultural Organization (UNESCO) in various countries to discuss the development of CG services internationally. Countries' reports given to UNESCO reveal that most of the time young people struggle to when they exit the school phase to the world-of work. Even though they could have been looking forward to leaving school they find themselves not prepared and uncertain to face the realities of the transition. In addition, they sometimes realise that the subjects they chose in the FET phase do not match the requirements of the occupation they wish to follow (UNESCO, 2002).

This situation is worrisome and shows that CG and counselling has to be intensified in schools to ensure that learners are properly guided when choosing subjects and prospect careers. CG and counselling is defined by DHET (2014, p 23) as a “concept covering services intended to assist individuals, of any age and any point throughout their lives, to make educational, training and occupational choices and to manage their careers”. This process involves counselling of individuals or a small group of people on different career issues. It is offered to assist clients to gain self-awareness, understanding of learning and work opportunities and being able to manage learning, and work (UNESCO, 2002). Oye, Obi, Mohd and Bernice (2012) contend that career counselling is basis to the success and meaningful living of the learners. It is all learners' desire to be related with good occupation. Therefore, schools should have career guidance programmes driven by specifically career guidance teachers who will assist learners in choosing careers. CG involves giving information to learners about different career options that are available after finishing high school. Information is formally given to learners as a lesson in school. These lessons are conducted by teachers who guide learners on how to choose career opportunities that are suited to their abilities and interests (Mphahlele, 2011).



CG has to be offered throughout the learners' schooling phases if they have to make right and meaningful career choices. The report presented by Section of Technical and Vocational Section supports this as it states that "Vocational guidance should be accompanied by counselling which is made available to all pupils throughout their schooling and forms a carefully planned programme of career orientation..." (UNESCO, 2002:9). The main purpose of guidance and counselling in career orientation programmes is to bridge the gap between school and the world-of-work. Career guidance is very important as it helps youth to plan for the future; young people can organise finances for education expenditure and it brings clear sight of one's goal. It also helps to clear confusion faced by youth in today's time of globalisation where there are hundreds of careers available to them. Providing CG assists youth to beat the competition. They will be in a position to take well informed career decisions after having received proper guidance.

According to Mwenje (2015), CG and counselling help individuals to gain expertise, skills and knowledge required to explore and discover different alternatives to succeed in life. CG programmes enables individuals to better prepare for an ever changing 21st century work place by: educating about labour market changes and difficulty of the workplace; increasing skills, knowledge and abilities; advancing decision making skills; building self-esteem and enhancing motivation; promoting career opportunities; promoting job opportunities and employment marketability; encouraging work placement and reinforcing of employer relations

## **2.4 State of career guidance internationally**

Many countries are faced with rapid technological developments which in turn lead to drastic changes in the world of work. These radical changes imply that educational human development must be abreast with changes in the society to enable people to be productive and to live satisfying lives. Unemployment, career indecision and difficulties

in transiting from school-to-work are the common challenges faced by most countries due to the massive globalisation of the world's economy and internationalisation. For the youth to overcome these challenges, education systems have to provide curriculum which will address issues of economic globalisation. The globalisation of labour market also requires countries to have specialised education and training. Such a move will increase workers with specialised skills who are able to move across the globe (UNESCO, 2002). The current international studies reveal different challenges faced by schools, i.e. teachers and learners with regards to career guidance. The following section will look at findings by various researchers regarding learners' career choices:

#### **2.4.1 Lack of enough information about post schooling studies**

Satisfactory accessibility to quality career information and guidance at school level enables learners to acquire necessary tools needed to make sound career decisions on their own. Many studies conducted show that there is not enough information received by learners to prepare themselves well for post schooling options (Cinkir, 2015; Dietshe, 2013; Orengo, 2011; Talib, Salleh, Amat, Ghavifekr & Ariff, 2015; Yang & You, 2010).

Dietshe (2013) conducted a study with Ontario Grade 10 learners, teachers and guidance counsellors. Some of the aims of the study were to identify learners' attitudes towards their future career; identify career information and delivery informants needed by learners and to describe the availability of such information, the usefulness and helpfulness of career information, activities and resources typically available to Ontario high school learners. In this study three major areas were examined to the causes of lack of information and to brainstorm possible solutions towards the challenges experienced. These areas were types of career planning information or activities perceived to be most useful to learners; the relative usefulness of various formats in which career information might be delivered; the relative influence of various groups and individuals on their career planning and the availability and helpfulness of career

planning resources. The findings were that over one third of Ontario secondary school learners lacked enough information about post-secondary studies. One fifth of learners did not pursue post-secondary education, because they could not decide what to do due to the lack of information received. Another study conducted by Cinkir (2015) in Turkey revealed that one of the difficulties experienced by learners evolved around lack of readiness due to lack of knowledge. There seems to be a lack of proper career guidance in schools which limits the sufficient knowledge about post schooling options. In the study conducted by Orenge (2011), it revealed that there are few career programmes in schools which equip learners with necessary information needed for career decision- making. About one third of learners applying for university admission fail to get placement, because of unsuitable subject combinations and poor career choices. In Malaysia activities to disseminate CG information have been strengthened to include counselling and career guidance and schools have career counsellors which have been trained in school guidance. However, career programmes implemented in schools varied across schools and this has resulted in learners receiving limited exposure to career activities. The learners' career-related knowledge is limited and their information seeking with respect to their careers is restricted (Talib *et al.*, 2015; Yang & You, 2010).

In England, a survey was conducted by Career Development Institute (CDI) in partnership with Careers England between March and April 2015. The aim of the survey was to establish how career education, information, advice and guidance (CEIAG) is provided in schools in England, and how schools form links with employers to contribute to their provision of CEIAG. Currently in England, career education is no longer compulsory. Education institutions such as schools and colleges have been given latitude to secure access to various forms of CG for their learners. Schools and colleges are expected to fund the provision of career guidance from their delegated budgets, but are free to commission services from any provider of their choice. The findings of the

survey reveal that since career education is no longer compulsory, up to a third of schools have dropped it from the curriculum, and a larger proportion have no career education in the early years of secondary education. The proportion of schools that include work-related learning in the curriculum is not higher than a half in all years (Career Development Institute & Careers England, 2015). Such a situation restricts learners to access a wide range of career-related information. It further limits learners' knowledge of about understanding of how to get career information needed to prepare for their future careers. Learners' ability is again limited with regards to associating school experiences with their careers (Nazli, 2014).

#### **2.4.2 Uncertainty about career choices**

Various studies conducted show that too often when student exit high school level they find themselves uncertain about their career choices. This uncertainty contributes to a high rate of teenage school drop outs which ultimately increase high rate of unemployment. A study which aimed at determining the effectiveness of career and orientation module offered at schools was conducted in Turkey by Cinkir (2015). The Turkish government has made it compulsory that guidance and orientation course should be started in Grade 9 since global labour market demand is high. However, the situation with learners was that many are uncertain about decisions to make when transiting from school to work. The same situation is found in China in the study that has been recently conducted by Wang and Fu (2015). The study indicates that there is a high number learners graduating from Chinese colleges and this has resulted in fierce competition in the job market. However, most of these graduates were neither properly prepared for career changes nor skilled in career planning or job hunting. In the study conducted in Nigeria by Oye, Obi, Mohd and Bernice (2015), it revealed that learners find it difficult to choose careers, because of the variety of their interests and abilities. Another difficulty was that Nigerian youth get to certain occupations not on the basis of proper choice but on the basis of being desperate to get employment (Oye *et al.*, 2015).

There are various causative factors which contribute towards learners' uncertainty with regards to career choices. Studies conducted by Galliot, Graham and Sweller (2015) and Galliot and Graham (2015) reveal that learners from low socio-economic status background have low career aspiration as compared to learners from better family backgrounds. Furthermore, learners from disadvantaged schools with poor quality education do not have career aspirations; hence they become uncertain about post schooling options when they finish basic school

### **2.4.3 Low level of career decision-making self-efficacy**

The ability of learners to make their own career choices plays a major role in preparation for post schooling education. If learners cannot decide well about their future career it delays their future prospects. Chiesa, Massei and Guglielmi (2016) conducted a study in Italy. The study aimed at investigating how structured-group career intervention could improve learners' capacity to respond to the vocational tasks associated with the transition from secondary school to university or work. It constituted two hundred and eighty secondary school learners who were from fifteen different regions of Northern Italy. One of the findings revealed that learners with higher level of career decision-making self-efficacy experienced less career choice anxiety as compared to learners with low level of career decision-making self-efficacy. Another study conducted in Italy by Gineva, Nota and Ferrari (2013) revealed that some learners have low self-efficacy beliefs regarding career choices and that learner's parents have to be taught how to increase their children's self-efficacy. This is further supported by Galliot, Graham and Sweller (2015) in the study that they conducted in Australia. Their study showed that high school learners from low socio-economic backgrounds were uncertain about their future careers as compared to those from high socio-economic background that have high occupational expectations. Parental support has a great influence on the level of learners' level of career decision-making self-efficacy.

#### **2.4.4 Lack of professionally-trained career counsellors and teachers**

Effective career guidance and counselling can only be observed if schools have professionally-trained teachers and counsellors. Various studies show that lack of trained career counsellors and teachers have a great negative impact with regards to assisting learners in preparation for post schooling education. A study conducted in Nairobi by Orenge (2011) confirmed this. This study was based on form three and forms five learners as well as sixty five career guidance and counselling teachers and school principals. Some of the findings showed that there is a shortage of specialised training on career guidance and counselling and teachers lack in-service, specialised career guidance training. In Italy, a study conducted by Chesa *et al.* (2016) revealed that Italian teachers responsible for providing vocational development activities have little or no training to provide such services. The above-mentioned findings also concur with the recently released England survey report which states that “at least half of all schools do not have a middle leader responsible for career education and guidance and nearly two-thirds have neither a middle leader nor a senior leader responsible for employer links...” (Career Development Institute & Careers England, 2015:2).

#### **2.4.5 Insufficient time and lack of resources to teach career guidance**

Many countries have taken career guidance and counselling seriously and have tried to include it in schools' curriculum. In addition, time allocated to this programme is still a challenge. There is a lot that CG teachers and counsellors have to teach learners yet time allocated to career guidance is very limited. Studies conducted in Africa commonly reveal that lack of time and other resources have a negative impact in the implementation of CG programmes in schools. In Nigeria, Oye *et al.* (2012) found a number of implementation problems such as school time tables which do not make provision for guidance and counselling activities and facilities needed for conducive

career counselling services e.g. offices, psychological and non-psychological tests. In Nairobi the findings revealed that there was inadequate availability of career guidance and counselling facilities, most CG and counselling centres are not well equipped (Oye *et al.*, 2012). These factors hinder effective implementation of CG programmes in schools and discourage learners from visiting centres and utilising what is available to them.

## **2.5 State of career guidance in South Africa**

In South African schools, CG is not offered as a standalone subject; this is similar with other countries. CG has been infused in LO as one of the mandatory subjects in the National Curriculum Statement (NSC). As discussed in Chapter 1, LO seeks to address various critical issues which young people need in life in order to be responsible citizens. With regards to CG and counselling the aim of LO is to provide learners with skills, knowledge, and values to make informed decisions about subjects and careers choices, higher education opportunities and the employment opportunities in the world of work (DoE, 2011)

### **2.5.1.1 Suitable qualified LO teachers and time allocated to teach LO**

The above-mentioned aim clearly shows that career guidance and counselling is and has to be offered by every LO teachers in South African schools. There are no teachers who are specifically hired to offer career guidance and counselling in public schools; LO teachers have to teach all the stipulated six topics in the NSC Curriculum and Assessment Policy Statement (CAPS). It should also be noted that LO is only allocated two hours in a week. The six topics to be taught at FET are allocated different times according to grades as weighted by the CAPS policy document. Furthermore, teachers have been provided with teaching plans which guide them regarding which aspects of each topic to teach and by when those aspects should be dealt with. Given the above-

mentioned facts, it is apparent that LO teachers should possess certain characteristics to teach this subject with great impact. Pillay (2012) supports this statement by stating that LO teachers need to have positive attitudes and sufficient knowledge, skills, values to make positive contributions in their schools with regards to the effective teaching of LO.

#### **2.5.1.2 CG and employment opportunities**

As indicated in section 1.2 in the previous chapter that in South Africa, career guidance is regarded as a national imperative CG has been indicated as link to human rights issues and social justice as contained in the South African Constitution of 1996. Career guidance and development contribute to human resource-development strategy that is designed to harness technological and economic change that enable the country to compete efficiently and effectively in global markets. However, the current career development research agenda by the Department of Higher Education (DHET, 2015) stipulates that South Africa is experiencing huge challenges in relation to education, appropriate labour market skills and employment, all areas concerned with career development and South Africa has a high unemployment rate, which is currently standing at 25.4%. Of this figure, unemployment is higher among youth and women. In the third quarter of 2014, the unemployment rate among women was 27,8% and 4,4% higher than among men. The youth unemployment rate was about 20% higher than that of adults (36,1% compared with 16,3%). In June 2014, there were over three million youth between the ages of 15-24 who were not in education, employment or training. Such high levels of unemployment suggest that there is a strong need for Career Development Services (CDS) interventions to be implemented to young people before they become discouraged work seekers (DHET, 2015).



### **2.5.1.3 Career Development Service (CDS) policy framework**

Furthermore, it transpired in chapter one that when the South African government realised this alarming high rate of unemployment, the Minister of Higher Education and Training was then tasked to design a flexible Policy Framework that was to guide all public and private sectors offering CDS offer standardised career guidance services. The DHET assisted by SAQA then formulated Framework for Cooperation in the provision CDS. The framework emphasises that CDS are to be managed by professional practitioners with different levels of knowledge and skills to a broad range of clients in the diverse institutions such as schools, tertiary institutions, government services and community organisations (DHET, 2014). The aims of this policy framework were to provide the foundation for the development and implementation of a national career development policy for the country; highlight what government should do in ensuring that all citizens are assured access to comprehensive career guidance development services to make informed career decisions; offers suggestions for the strengthening the CDS leadership in South Africa; promotes collaboration at all levels of public and private sectors to ensure access and transparency to meet the needs of a diverse range of citizens; emphasises stakeholder responsibilities and roles to different areas and aspects of career development services in the country; Illustrates processes that promote review and systemic planning of career services; recommends various aspects of the provision of CDS for the country; and make available the advanced plan to promote the development of CDS.

It is also interesting to note that this very same framework proposed by DHET and SAQA endorsed the following roles and responsibilities to the Department of Basic Education (DBE) as well as to the Provincial Education Departments. The roles embrace to: employ its specific responsibilities of career information, advice and guidance for all learners across all grades from the Foundation phase upwards through

LO; guarantee that learners across all grades receive significant career information and guidance throughout their school enrolment provide quality of learning and teaching support resources (incl. textbooks) and ensure that CG content is relevant to the curriculum; ensure the accessibility of career guidance materials to all schools in all grades; organise CG programmes which are intended to expose learners to career information such as CG festivals and exhibitions; ensure that all Grade 9 learners are guided and supported with regards to career choices and subjects choices for the FET phase band. Furthermore, it has to make certain that every FET phase learner, and out-of-school youth, receives relevant information regarding post-school education options; devotes time and effort in capacitating teachers and subject experts to make them competent in providing career guidance; ensuring that career guidance material from stakeholders, government departments and entities is easily accessible to all the schools and CG teachers.

The above-mentioned information shows that South Africa, particularly the DHET is seriously concerned about ensuring that career development services are offered in a coordinated manner. Such a step will also assist the Department of Basic Education (DBE) to deliver the curriculum that is continuously assessed and the curriculum which provides relevant information for transition into post school education.

### **2.5.2 CG studies conducted in South Africa**

It should be noted that there are few studies which have been conducted for CG and counselling as one of the governmental imperatives. However, there are a number of studies which have been conducted around LO as a subject which reveals certain challenges in the implementation of this subject. Some of these studies were analysed to find the causative factors which may prevent the effective teaching of CG in schools by LO teachers.

A study conducted by Jonck (2015) in the Free State province aimed at creating a platform where one community of learners, could voice their views and provide suggestions on improving the subject LO with specific reference to the career guidance they are currently receiving in secondary school. The findings of this study are not different from the findings of the above discussed international studies. With regards to societal systems of influence, the study has revealed that not enough career choices information is received from LO; there is a great need for career counselling. There should be an increase in one-on-one interactions. Teachers are to behave professionally and improve their knowledge related to careers and subject choices. Suggestions with regards to environmental societal system are that there should be a provision of pamphlets on career choices to all the grades not only to the Grade 12 learners; there should be career days for learners to decide which subjects to take and teachers to arrange for extramural visits to institutions of higher learning for learners to gain more information needed for PSE options. Jonck's (2015) findings concur with those of Pillay (2012) in the study that was conducted in the Gauteng province. Findings of Pillay's study were that LO teachers are not well knowledgeable career resources. Teachers lack training in basic counselling skills; more training is needed to equip LO teachers with a variety of skills to support and guide learners and to support learners with career guidance. Lack of information by teachers was congruent with Jacob's study conducted with North-West learners which aimed at determining what the perceptions of learners were regarding their experience of LO. The general finding was that most learners felt that LO was not teaching them a lot, since the time reserved for LO was spent on doing homework as it becomes a free period. If it happens that when they are taught, the focus is mainly on health promotion and personal development, such as AIDS and related topics (Jacobs, 2011). This proves that teachers are lacking enough knowledge of what to teach learners during LO lessons.

A study was conducted in the Eastern Cape Province by Davis, Dodge and Welderufael (2014). The aim of the study was to establish learners' perceptions of career choices, barriers hindering learners from engaging in a career choice and their general hopefulness. The study targeted Grade 9 learners from the two township secondary schools. The environment where the schools are situated was analysed and certain barriers were identified to be the causative factors which prevent South African youth in choosing careers. The identified barriers were HIV/AIDS epidemic; poverty and poor quality education. These factors impacted negatively on career development of youth in the sense that some learners are delayed to start their schooling due to being orphans. They lack role models which have a significant impact on student's self-efficacy in career development. Poverty contributes to the limitation of resources needed by children to be successful in school thus creating occupational deprivation. Youth find difficulties in financing the education needed for high status occupations. The high school curriculum for the learning areas of work and world was found to be not adequately introducing careers to Black South African youth (Walton, *et al.*, in Davis, Dodge & Welderufael, 2014). The findings of this study revealed that there was a lack of resources, poor quality education, lack of parental support and also lack of community members' support. Poor access to information is another factor which hinders learners to choose careers. Learners do not have sufficient knowledge to certain careers and this leads them to have incorrect perspectives about careers. A second study conducted by Smith and Heinecken (2014) with Cape Town high school learners confirms what is being eluded. One of the findings was that most learners preferred careers that were associated with both a good income and job satisfaction. When learners were asked whether they had ever considered a career in the military, most indicated that they did not consider the military as a possible career choice mainly because they knew very little about it (Smith & Heinecken, 2014:109). Other studies by various researchers like Rule, Kahonde and Lorenzo (2015) and Davis *et al.* (2014) support the above-mentioned factors.

According to Chinyamurindi (2016), other factors which influence career choices for youth are academic performance, personal circumstances, environmental forces, influence of others and influence of career interventions. This is supported by the study conducted in Gauteng schools by van Niekerk and Saayman (2013) which revealed that introducing tourism as a subject in schools has created tourism awareness among learners.

As stated in chapter one, The KZN Department of Education developed a document of provincial curriculum management strategy which emanated from various factors of concern that were observed by the former MEC of Education, Mr Senzo Mchunu when he visited some schools in various districts in the province (KwaZulu-Natal Department of Education, 2012). The MEC's concerns were poor learner performance, lack of monitoring in schools, poor supervision by School Management Teams, lack of cohesion in curriculum management and policy implementation, lack of content knowledge among teachers and poor teacher quality and qualifications. The document suggests that there are twelve key factors for effective teaching and learning, one of these factors is proper guidance on subject choices. It says that:

“Our education system should prepare the learners from Grade 8-12 to choose appropriate career paths. In order to achieve this, all schools should dedicate time to career guidance as indicated in Life Orientation learning area and even go beyond the curriculum specifications” (KZN DoE, 2012, p 24).

The following are the suggested actions to be taken to ensure that proper guidance is given to learners:

- Schools with Grade 9 must organise a parent/learner guidance session to guide learners in subjects that are offered in the FET phase;

- Career guidance district teams should implement annual Career Guidance exhibitions and workshops in collaboration with HEIs to expose learners in different careers;
- Design subject packages and combinations that will promote learner career mobility;
- LO teachers must provide career guidance to all learners in schools
- School to have CG programmes such career guidance week which exposes learners to career information;
- Subject packages designed by each school should cater for all streams;
- All teacher development Centres (TDC) must provide career information services; and
- Head Office CG team must design CG programmes which will support district programmes.

Although guidelines have been put in place to ensure that learners are properly guided with regards to subjects and career choices, however a recently published article by Davie (2016) in the “The Times” newspaper has revealed that South Africa’s schooling system is not preparing learners for the job market. Davie in Nsele (2016:2) says: “young people are held in bondage while they could be spending the time learning about things that really interest them...” This statement shows that our education system is limited and the curriculum is not providing sufficient information which allows a variety of career options for learners. The shortcomings of LO is that it is mostly taught by any teacher and it is regarded as a subject that demands less effort and dedication, since there is no examination and the subject is taken as not so serious.

## **2.6 SUMMARY**

In this chapter the researcher reviewed literature on the theories that guide the implementation of career guidance. Furthermore, the studies pertaining to the challenges on implementation of career guidance from an international and local perspective were reviewed. From the discussion of career guidance theories, the researcher adopted SCCT as theory which guided the study. It was also evident from the discussion that there are many challenges regarding the implementation of career guidance in different countries world-wide. Commonly experienced challenges embrace the lack of career guidance information, and the uncertainty of learners in choosing careers. In the next chapter the research methodology will be discussed.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

In the previous Chapter, a detailed literature review on what career guidance and counselling are about, as well as benefits of providing career guidance to the youth was provided. Furthermore, the challenges of implementing CG and counselling in the international countries and in South Africa were discussed. This chapter looks into the research methodology which Babbie, Mouton, Voster and Prozesky (2012) explained as the tools and procedures that were followed in conducting research. The chapter further provides the justification for the use of certain research tools and the limitations involved in such methodological decisions. Further, this chapter elaborates on the discussions of the processes and procedures that were followed in the collection and analysis of the data. Lastly, it describes the processes and procedures that were followed to make this study credible.

#### **3.2 Research paradigm**

It is a fact that all research projects take place within certain specific paradigm, whether it is explicitly stated or not. Barker (2003, p 312) explains a paradigm as a “model or pattern containing a set of legitimated assumptions and a design for collecting and interpreting data”. Babbie (2010, p 36) elucidates that a paradigm serves as a frame of reference used to organise observation and reasoning. It shapes both what we see and how we understand it. Mouton and Marais (1990, p 150) further elaborate that a paradigm has a major impact on the philosophy and methodology of the social sciences. A research paradigm comprises thus basic beliefs that lead action, dealing with first principles, ‘ultimates’ or the researcher’s worldviews (Groenewald, 2004). The researcher has been guided by her set of beliefs which assisted her to reflect on how she views the environment and her belief in the creation of knowledge. This is in accordance to McKerchar’s (2008) definition of paradigm which is explained as a



reflection of how the researchers view the world (ontology) and how they believe that knowledge is created (epistemology).

Kuhn (1970) in Hatch (2002) contends that four research paradigms may be acknowledged, based on the argument that schools of scientific thought reach paradigm status when they have generated answers to the following questions:

- What are the basic operations forming the universe?
- How do these entities relate to each other and make senses?
- What are the genuine questions to ask about such entities and what skills are used in finding solutions

**Table 3.1 An illustration of different research paradigms**

	<b>The nature of reality</b>	<b>What can be discovered</b>	<b>How to obtain knowledge</b>	<b>Forms of produced knowledge</b>
<b>Positivist</b>	Reality to be studied is available, captured and understood	How is the world structured, knower is distinct from the known.	Experiments, quasi- experiments, surveys, correlation studies	Laws, theories, prediction and facts,
<b>Post-positivist</b>	Reality exist but is never understood	Estimation of Reality, researcher is data collection.	Low level of statistics, Thoroughly defined qualitative methods frequency counts	Grounded theory, generalisations, patterns descriptions
<b>Constructivist</b>	Several realities are constructed	Researcher and participant construct understandings, Knowledge as a human construction,	Naturalistic qualitative methods	Case studies, narratives, interpretations, reconstructions

Critical /feminist	The Understanding of world makes a material difference in terms of race, class and gender	Knowledge as Political and subjective. Researchers' values frame of enquiry.	Transformative inquiry	Value mediated critiques that challenge existing power structures and Promote resistance.
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This study was a mixed-methods study and it is expected to use a variety of research paradigms. However De Vos *et al.* (2011) contend that the researcher can decide on a particular paradigm that is more appropriate to that particular study. Therefore, this study was best suited for the constructivist approach. In this approach the assumption is that individuals want to understand the world in which they live and work. According to Donald, Lazarus and Lolwana (2006) and De Vos *et al.* (2011), constructivism is a view that does not see knowledge as given, but as actively and continuously constructed by individuals, groups and society. Reality or knowledge is socially and personally constructed and the subject should be actively involved. This view point corresponds with this study, because the researcher will actively engage LO teachers. She believes that they know what is expected of them to do with regards to providing career knowledge to their learners and will be able to share their experiences, views, meanings and actions through the focus group interviews.

### 3.3 Research design

According to Babbie and Mouton (2004), research design provides a guide to be followed when the research is executed. Flick (2007) further explains that research design is a plan used by researchers to collect and analyse evidence that will make it possible for the researchers to answer whatever questions they have posed. Pilot and Hungler (1999) argue that, it is an outline or a blueprint used for conducting the study in a way that maximum control will be exercised to prevent factors that could interfere with

the validity of the research results. McMillan and Schumacher (2010) elucidate that research design within the social sciences is either conducted from a quantitative, qualitative paradigm or combination of the two called a mixed-methods. This study therefore, used mixed methods of both a qualitative and quantitative research designs which was phenomenological, explorative and interactive in nature.

### **3.3.1 Mixed-methods design**

A mixed-methods design occurs when a researcher examines a problem or topic through a series of phases in one study (Cresswell, 2014). According to Osborne (2008), mixed-methods research combines the deductive and inductive inquiries of the scientific research methods as well as uses a variety of data collection and analysis methods. McMillan and Schumacher (2010) postulate that there are three types of mixed-method designs. They are briefly explained next.

#### **3.3.1.1 Explanatory**

In this type of a design quantitative method is first implemented and then followed by the qualitative method. The purpose of the design is to use qualitative data to elucidate quantitative findings.

#### **3.3.1.2 Exploratory**

This design uses a qualitative method and was then followed by a quantitative method. The qualitative data are used to find categories to be compared. Quantitative data are used to discover relations found in qualitative data.

#### **3.3.1.3 Triangulation**

In this design the researcher used qualitative and quantitative methods concurrently. The purpose of using both methods was to provide a clear and complete picture of data

by combining data analysis methods and balancing and neutralising strengths and weaknesses of each method.

In this study, a triangulation mixed methods design was considered for better understanding of a phenomenon under investigation. The purpose of this form of research is to have a better understanding of a research problem by combining both methods instead of using one approach. (Creswell, 2008). Furthermore, Bergman (2008) and De Vos *et al.* (2011) contend that this method provides complementariness, completeness and corroboration of the research findings. In this study both qualitative and quantitative research approaches were simultaneously used to address research questions.

The use of mixed methods enabled the researcher to get a complete picture that is credible and well complemented regarding the role that LO teachers play in supporting and preparing FET learners for PSE in the Bhekuzulu Circuit Management Centre (CMC). More than just triangulation, the quantitative portion of this study will be used to confirm, determine and expand qualitative findings. The two research methods were concurrently used during data collection. The researcher distributed the questionnaires to the participants whilst the interviews were conducted with other participants. Following below is a detailed description of each design used in this study.

### **3.3.2.1      *Qualitative research approach***

According to Litchman (2010), the qualitative research approach is an inductive approach which focuses on the specific context by observing and the describing a phenomenon, opinions, events, behaviour, opinions and events that exist to generate

new research hypotheses and theories. Azwi and Hamza (2015) further elucidate that researchers use this approach to understand people's experiences and to express their views. The goals of the approach are to provide a detailed and holistic interpretation of the phenomenon as it occurs in its natural settings (Litchman, 2010).

Within the qualitative methodology, a number of theoretical frameworks exist including ethnography, case study, narrative, phenomenology and grounded theory (MacKerchar 2008). For the purpose of this study a case study research design was adopted. Creswell (2010) describes a case study as a means in which the researcher explores in-depth a programme, event, activity or one or more individuals. De Vos et al (2005) argue that the aim of a case study is to gain a detailed understanding of a practice or issues to facilitate informed decision-making as it examines a "bounded" (single) entity or phenomenon, over a specific time. A case study was used to establish how LO teachers prepare and support learners for post-schooling education. The study only focused in the Bhekuzulu CMC and the data was collected over a period of three weeks. The LO teachers from this CMC were immensely involved in this study in the answering of the questionnaire and some of them were involved in the interviews.

A purposeful sampling was used to select Bhekuzulu CMC because it is the circuit management centre with at least 45 secondary schools. The big number of the secondary schools enabled the researcher to collect a rich data through the questionnaires. Focus group interviews involved Filidi circuit secondary schools teachers. Filidi circuit is one of the five circuits forming Bhekuzulu CMC. Filidi circuit was selected because of its geographical setting and accessibility for the researcher to collect the data. The researcher was able to reach these schools as she is the departmental employee.

### **3.3.2.2 Quantitative research approach**

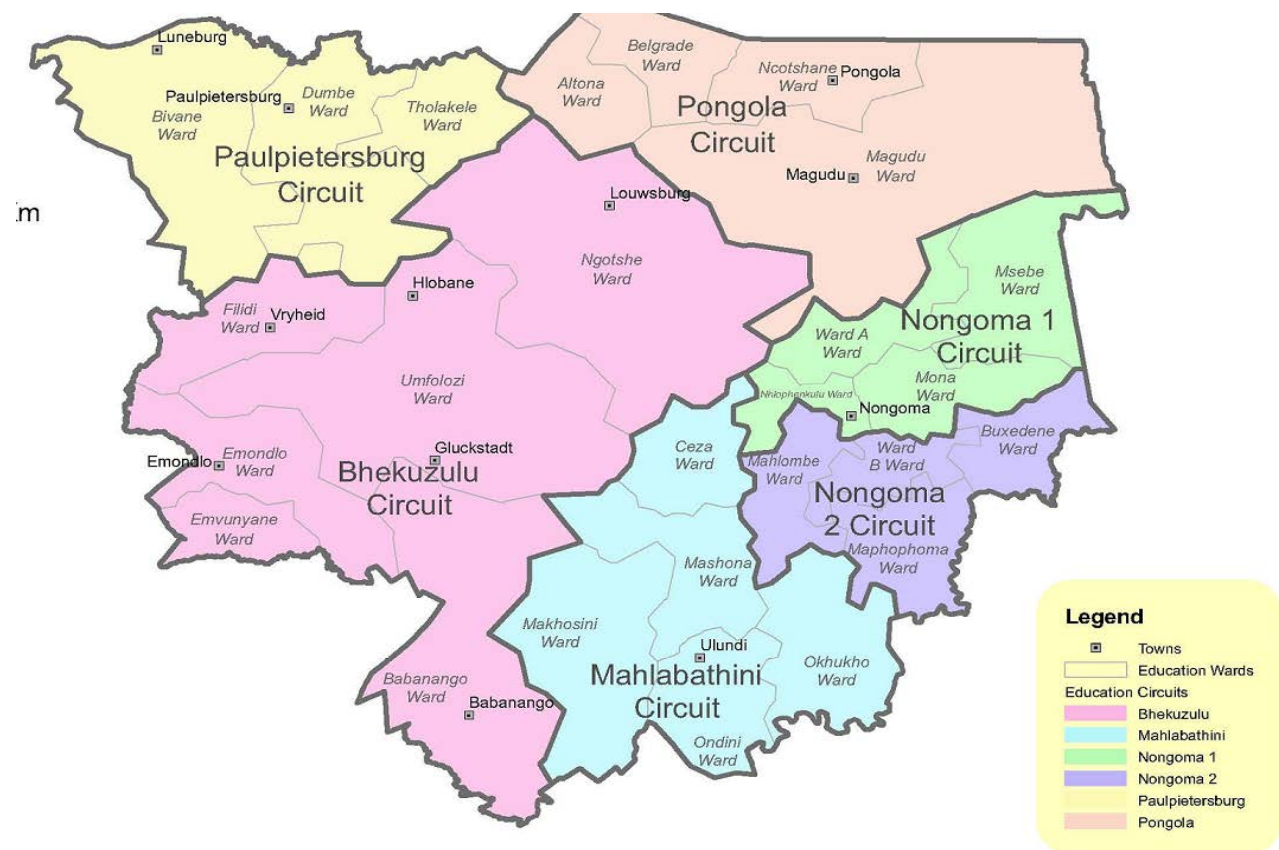
According to Muijs (2004), a quantitative research design is a research approach that explains phenomena by collecting numerical data that are analysed using mathematically based methods. Bless and Higson-Smith (2004) explain quantitative research design as a deductive theory-based research process that focuses primarily on testing theories and specific research hypotheses that consider finding differences and relationships using numeric data and statistical methods to make specific conclusions about the phenomena. The quantitative approach was used to answer research question two as outlined in 1.4 in chapter 1. Furthermore, a quantitative research was used mainly for its quantification of phenomenon. This is in line with Antwi and Hamza's (2015) explanation of the purpose for using quantitative methodology. The questionnaires were taken to all the secondary and combined schools with FET (grades 10-12) classes. Teachers had to answer all the questions during their own spare time and they were given a period of two weeks to work on it. Schools principals and teachers were requested to deliver questionnaires in the Bhhekuzulu CMC after completion of the questionnaires. The researcher collected all the questionnaires from the CMC and from the schools where she conducted focus group interviews.

## **3.4 Setting of research**

Research setting refers to the place where data are collected (Burns & Grove 2005). This study was conducted in Kwazulu-Natal Department of Education (KZN DoE) in the Zululand District. The District is 14 799km<sup>2</sup> with a population of 802 757 people (Republic of South Africa, 2017). KZN DoE consists of twelve districts of which Zululand District is one. Zululand district has five Circuit Management Centres (CMC's) which are Bhekuzulu, Paulpietersburg, Phongolo, Nongoma and Mahlabathini. The participating secondary and combined schools were chosen from Bhekuzulu Circuit of the Zululand District. This district is predominantly a rural district. Most schools are ranked between

quintile one to three schools. Quintile is the indication of the socio-economic status of the school. Schools are ranked according to poverty of the school community. Quintile 1 schools are the poorest and quintile 5 schools are the least poor (DoE, 2015). This therefore implies that learners are entirely dependent on their schools for all the necessary resources needed for teaching and learning. The Bhhekuzulu CMC has an enrolment of 35 046 and 2 104 of learners and teachers, respectively. In the FET band, there are 14627 learners enrolled in 2017 (KZN DBE, 2017).

**Fig 3.1 Maps of Zululand District CMCs**



(Source: Downloaded from [Schoolmaps.co.za](http://Schoolmaps.co.za))

### **3.5 Population and sampling**

Johnson and Christensen (2011) define a population as a large group of people to which a researcher wants to generalise the sample results, whereas a sample is a set of elements taken from a large population. De Vos *et al.* (2011) further elaborate that a sample can be viewed as a subset of measurements drawn from a population of interest. It is a small portion of the population that a researcher is studying in a particular site or setting (Burns & Grove, 2005). The population in this study consisted of 70 teachers who were teaching LO from Grades 10 -12 in the 47 combined and secondary schools in the Bhekuzulu CMC. The sample in this study consisted of teachers who were teaching LO in secondary and or combined schools and these teachers had an experience of two years or more in the teaching of LO. The identified teachers were chosen as the researcher thought they would be the best informants regarding the key role they were playing in preparing learners for PSE. These teachers were able to share their experiences and challenges they often encounter in supporting learners regarding the provision of career information.

Purposive sampling was used to select the participants of this research study. Macmillan and Schumacher (2010) explain that in purposeful sampling, the researcher chooses particular elements from the population that will be knowledgeable about the topic of interest. This is further supported by Best and Kahn (2006) when they argue that purposeful sampling is a technique used to select certain persons, settings or events on the ground that they can provide the information desired. Therefore, in this study the participants were chosen on the basis that they are teaching LO at FET phase and that CG is part of this subject. Furthermore, the researcher believed that the chosen participants will be able to answer the research questions since their schools actively participate in all the district CG programmes.



Burns and Grove (2010) contend that a purposive sampling method is used when there are a limited number of people that has expertise in the area being researched. This study involved teachers who have two years or more experience in teaching LO. These teachers will be able to share their experiences in teaching LO and career guidance in particular. Not many teachers teach LO in these schools. In most cases you find one or two LO teachers teaching in the FET phase. Fifteen teachers who participated in the focus group interview were selected on the basis that sampling depends on the researcher's judgement on who can provide information (Mahlo, 2011)

### **3.6 Pilot study**

A pilot study is defined by Barker (2003) as a procedure for testing and validating an instrument by administering it to a small group of participants from the intended test population. Piloting a study is important for both qualitative and quantitative studies (De Vos *et al.*, 2011). Royse (1995) in De Vos (2005) postulates that an informal pilot interview should be conducted before the real interviews can be conducted, the purpose being to determine whether the relevant data can be obtained from the respondents. Few respondents possessing the same characteristics as those of the main investigation can be involved in the study, merely to ascertain certain trends. A pilot study was conducted with four LO teachers from different schools who attended a workshop that the researcher was part of. These teachers were purposefully selected, because they possessed the same characteristics as those involved in the main study. Piloting the study helped the researcher to make some modifications to enhance the quality of interviewing during the main investigation. The researcher had to change the seating arrangement to improving the quality of voices capturing and a cell phone recorder had to be substituted with a digital voice recorder.

De Vos *et al.* (2011) identify the following aspects of a pilot study:

- *Reviewing the literature* – which involves making decisions on the place and role of a literature review. To ensure this, literature was reviewed from international

countries, national countries as well as in South Africa on the implementation of career guidance services in schools;

- *A discussion with experts* – involvement of experts to identify possible themes for further investigation in order to do a valid literature review and verify the findings. Discussions were held with a career guidance coordinator and a colleague who is holding a doctoral degree in order to identify possible themes for further investigation;
- *Feasibility of the study* – this aspect stresses the importance of the careful examination of the place where the research will be conducted. The researcher has to check the accessibility and the safety of the place. During this phase the researcher engaged respondents trying to establish their willingness to cooperate and the number that is likely to participate in the study until saturation of data is achieved. Five FET teachers were willing to be interviewed and to share their experiences on how they support learners with regards to preparing learners for post schooling education.
- *Testing the measuring instruments* – it involves the testing of the measuring instrument(s) that is to be utilised during the study. This is done to check whether the instruments will be relevant for the purpose for which they are aimed. The researcher distributed the questionnaire to the participants a week before the interviews were held. The researcher interviewed teachers and analysed documents. This helped her to test whether these instruments would assist in acquiring the relevant data.

Piloting the study assisted the researcher in identifying questions that posed difficulties in the respondents when answering the questions during the interview. Some questions were taken out and some were to be rephrased. Furthermore there was an addition made to the questionnaire which did not cater for qualifications below diploma. See the attached Annexure E and F.

### **3.7 Data collection**

According to Burns and Grove (2005), data collection in research entails a precise and systematic way of gathering of information relevant to the research purpose or the specific objectives, questions or hypotheses of a study. In this study two methods of data collection which are, questionnaires and focus group interviews recorded using electronic voice recorder were adopted as appropriate methods for data collection. Following below is the procedure followed in developing, piloting and administration each of the instrument used in this research.

#### **3.7.1 Questionnaire**

Babbie in de Vos *et al.* (2011) define a questionnaire as a document containing questions and or other types of items designed to elicit information appropriate for analysis. According to McMillan and Schumacher (2006), questionnaires are useful for collecting data over a large geographical area and to study particular groups to facilitate comparison of the responses. De Vos *et al.* (2011) contend that there are various types of questionnaires that could be used such as mailed, telephonic, hand delivered, self/individually administered, group administered and electronic questionnaires.

The researcher designed a self-administered questionnaire which consists of a series of closed questions which produced data that could be analysed quantitatively for patterns and trends. When properly constructed and responsibly administered, structured questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations (Babbie, 2010). The use of these self-administered questionnaires enabled the researcher to collect data with ease without having to move from one site to another in order to explain how to answer the questionnaire. This saved the researcher time and other costs that might have been incurred.

The literature reviewed indicated that many teachers do not provide sufficient career knowledge and support, because they lacked career information and training and there is limited time available in the school curriculum to offer career guidance and counselling. Therefore by designing this questionnaire, the researcher was able to determine the level of support given to LO teachers in helping FET learners to prepare for PSE. The questionnaire was compiled and discussed with two researchers' supervisors, a colleague and a statistician working for STATS SA in the district office. The questionnaire was written in English, since it involved teachers who use English as a language of teaching and learning. The questionnaire consisted of the following five sections:

Section A     Background information

Section B     Level of career guidance programmes

Section C     Professional support of career guidance and counselling teachers

Section D     Availability of career guidance and counselling resources

Section E     Challenges hindering effective implementation of career guidance and counselling

The questionnaire was designed in such a way that the participants were able to answer it on their own. The researcher and two school counsellors who were research assistants distributed questionnaires to the teachers. In some schools the questionnaires were delivered to the responsible head of department and were briefed how the questionnaires were to be answered. Where the researcher was given a chance to meet participants, the participants were guided on how to answer the questionnaire. However the questionnaire was self-explanatory, no challenges were experienced. Participants answered the questionnaires in their own time and were collected after few days.

### **3.7.2 Focus group interviews**

Krueger and Casey (2000) define the focus group as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. Focus group interviews in this study were facilitated by a focus group interview schedule which appears in Annexure C and an electronic voice recorder that was used to record the discussions. The use of focus group interviews in this study was considered for its notable advantages in data collection. Focus group interviews have been found to be relatively easy to assemble, inexpensive and flexible in terms of format, types of questions and desired outcomes (Barbour, 2009). The researcher was able to save a lot of travelling costs by meeting participants in three central venues rather than moving from one school to another.

When the focus group interview schedule was drawn, the researcher drew a list of questions that she thought would be able to elucidate responses and discussions that will address research objective number 1 and 3 as stated in 1.4. The researcher then requested her colleagues specified in 3.6.1 to evaluate the questions formulated based on the purpose of the study. The initial interview schedule had ten questions. Each question was critically evaluated up until the final draft with eight questions was compiled as it appears in annexure E.

All the interviews were conducted in three different schools in different days. Each interview was conducted in a quiet room that was prepared prior by the researcher and the school administrator in a very relaxed atmosphere. The seating arrangements were done in such a way that it was easier for each participant to get hold of the voice recorder that had to be circulated to each respondent. The participants sat in a semi-circle around the table and the researcher was seated at the far end of the semi-circle in

order to maintain eye contact with all the interviewees. The researcher had informal discussions with the interviewees prior to the commencement of the formal interviews. These informal sessions made participants to feel unthreatened, free to talk and comfortable to contribute and exchange ideas on the topic of interest.

The researcher who is an interviewer started the sessions by welcoming the interviewees and was introduced to the young lady who was with the researcher to assist in the scribing of the discussions. The researcher reminded them of the purpose of the focus group interview session and also their rights as they were outlined on the consent forms that each one of them had already signed. After that the interviewer then started asking questions along with the necessary follow-up probes, whilst recording the discussions. An interview took less than an hour and ended with a vote of thanks from the researcher. All the interviews were audio-taped and then afterwards transcribed by the researcher with the permission of the participants.

### **3.8 Data analysis**

Data analysis in mixed methods consists of analysing the quantitative data using quantitative methods, and qualitative data using qualitative methods and procedures (De Vos *et al.*, 2011). John and Onwuegbuzie (2004) explain that when data are analysed in a mixed research methods the following step should be followed:

- Data reduction which involves reducing the dimensionality of the qualitative data via exploratory, thematic analysis and memoing and quantitative data via descriptive statistics, exploratory factor analysis and cluster analysis;
- Data display which involves describing pictorially the qualitative data, such as matrices, charts, graphs, networks, lists and rubrics and quantitative data by using tables and graphs;

- Data transformation, where quantitative data are converted into narrative data can be analysed qualitatively and qualitative and converted into numerical codes that can be represented statistically;
- Data correlation which involves the quantitative data being data integration correlated with qualitatified data, or the qualitative data being correlated with the quantified data;
- Data consolidation, wherein both quantitative and qualitative data are combined to create new or consolidated variables or data sets;
- Data comparison, which involves comparing data from the qualitative data and quantitative data sources; and
- Data integration, whereby both quantitative and qualitative data are integrated into either a coherent whole or two separate sets (i.e. qualitative and quantitative) of coherent wholes (Creswell, 2014).

The researcher collected data through the questionnaire, interviews question which were later converted into numerical codes and thematic codes respectively. Furthermore, the collected data were presented and displayed in the form of graphs and charts. Lastly, quantitative and qualitative data were compared and integrated to form separate wholes.

### **3.9 Trustworthiness**

Trustworthiness is about convincing the audiences and the self that the findings of an enquiry are worthy when paying off results (Kumar, 2005). Merriam (2002) argues that research findings are trustworthy to the extent that there has been some accounting for their validity and reliability, that is, the extent to which they can be replicated in another study. This is problematic in social science research as human beings' behaviour is not static. This factor was however, overcome by ensuring that the study was conducted in

an ethical manner and data triangulation was used. Furthermore, a voice recorder was used to enable crosschecking against transcripts. Trustworthiness of data addresses issues of credibility, transferability, dependability, conformability and authenticity, which in quantitative research design are the equivalent to internal validity, external validity, reliability and objectivity respectively (Guba & Lincoln, 1985).

### **3.9.1 Credibility**

Credibility deals with question “how congruent are the findings with reality” (Merriam in Shenton, 2004). Babbie and Mouton (2002) further argue that if a study is to be credible, one should be able to check whether there is compatibility between the constructed realities that exist in the minds of the respondents and those that are attributed to them? Lincoln and Guba (1984) contend that ensuring credibility is one of the most influential factors in establishing trustworthiness. The following provisions as discussed by Sheton (2004) were made by the researcher to promote confidence that she has accurately recorded the phenomena under scrutiny:

- Adoption of interviews and observations research methods which are well established both in qualitative investigation in general and in information science in particular;
- The researcher visited all the participating schools prior in order to develop an early familiarity with the culture of these participating schools before the data collection takes place and to build rapport with participants;
- Triangulation – Multi methods strategies were implemented during data collection which forms the basis of mixed research studies.
- The researcher used tactics to help ensure honesty in informants when contributing data. The researcher being assisted by school counsellors, visited all the participating schools and met all the participants to explain the purpose of the study that was about to be conducted. Thereafter, all the



- willing participants were given letter to read at their own time and give consent for their willingness to participate in the study;
- An interview schedule as well as the questionnaire was given to the colleagues who have expertise in research and statistics for peer scrutiny of the research project;
  - A request letter to conduct a research study was forwarded to KZN DoBE provincial office and approval was received from the Head of Department office.
  - Detailed descriptions of the CMC chosen for the study was given in order convey the actual situations that have been investigated and, to an extent, the contexts that surround them. This promoted the credibility of this study; and
  - Examination of previous research findings to assess the degree to which the project's results are congruent with those of past studies. A literature review on the challenges experienced by other countries in the implementation of career guidance was done. The researcher did this review with the intention to compare her findings with those of the previous studies by other researchers. The congruent of the findings will promote the credibility of this study.

### **3.9.2 Transferability**

Transferability is concerned with the extent to which the findings of one study can be applied to other situations or with other respondents (Lincoln & Guba, 1985; Babbie & Mouton, 2002). This could only be achieved if the researcher provides the reader with information such as the number of organisations taking part in the study and where they are based; any restrictions in the type of people who contributed data; the number of participants involved in the fieldwork; the data collection methods that were employed; the number and length of the data collection sessions; and the time period over which the data was collected. However, Merriam (2004) contends that the findings of a

qualitative project are specific to a small number of particular environments and individuals, and it is therefore, impossible to demonstrate that the findings and conclusions are applicable to other situations and populations. Nonetheless, the researcher ensured that transferability was obtained by providing data which was supported by sufficient evidence. Furthermore, the researcher addressed this issue by outlining the theoretical parameters of the research so that further studies can be conducted in the same theoretical manner.

### **3.9.3 Dependability**

According to Creswell (2003), dependability refers to an extent to which the same findings could be repeated if the same research instruments were simulated with similar respondents under similar conditions. Dependability of the study can be outlined by accounting for any changing conditions in the phenomenon and also, accounts for changes in the initial research design, due to an increased understanding of the setting during the research itself, hence then a detailed description of all data collection and analysis was given and any changes in the initial research design plan were accounted for. Such details will enable a future researcher to repeat the work, if not necessarily to gain the same results (Sheton, 2004). The researcher used FGIs as well as a questionnaire to establish the role played by teachers in preparing FET learners for PSE to establish challenges which hinder teachers in supporting these learners.

### **3.9.4 Confirmability**

According to Babbie and Mouton (2002), confirmability refers to the degree to which the findings are the product of the focus of the enquiry and not the biases of the researcher. Sheton (2004) elucidates that confirmability relates to objectivity whereby in any science study it is concerned with the use of instruments that are not dependent on human skills and perceptions. However, it is somehow difficult to ensure real objectivity, since tests and questionnaires are designed by humans, and the intrusion of the researcher's

biases is inevitable. To avoid such discrepancies, the researcher ensured that various data collection methods were used, i.e. questionnaire, document analysis as well as interviews (triangulation). A questionnaire was distributed to teachers in their respective schools and they had to answer it in their own time in the absence of the researcher. There was no interference that occurred as a result. When interviews were conducted, open-ended questions were asked and the participants were at ease to share their experiences without being interrupted.

### **3.10 Ethical consideration**

According to McMillan and Schumacher (2010), the researcher should ensure that the following research ethics are observed and adhered to.

#### **3.10.1 Permission to conduct research**

Permission to conduct the study was sought from and granted by KZN DoE (see Annexure C). Furthermore, the researcher did give the principals request letter to be allowed in collected data

#### **3.10.2 Confidentiality and anonymity**

The settings and participants should not be identifiable in print. Researchers have the responsibility to protect the individuals' confidence from other persons in the setting and to protect the informants from the general reading public. All the means to protect participants' identification were employed. The researcher explained to the participants about the importance of adhering to these two principles. Participants were cautioned not to write their names as well as school names on the questionnaire and not to call each other by names during the interviews.

#### **3.10.3 Informed consent**

De Vos *et al.* (2011) state that informed consent relates to the communication of all possible or adequate information on the goal of the investigation, the procedure, possible advantages and dangers which the respondents might be exposed to. To ensure this, participants were fully informed of the purpose of the study in advance. Each participant gave his or her permission to be tested and interviewed. Furthermore, participants were given the option to discontinue participation at any time during the process.

#### **3.10.4 Privacy and empowerment**

Deception violates informed consent and privacy. The researcher discussed with the participants the aims of the study and ensured that the participants understand the power that they would have in the research process. This helped the participants to understand that at any given time they may withdraw from the study if they feel a sense of betrayal by the researcher.

#### **3.10.5 Caring and fairness**

Prior open discussions and negotiations with the participants about the study were conducted to promote fairness towards the participants and to the study itself. The researcher ensured that a sense of caring and fairness prevailed in all the activities that were conducted during the study.

### **3.11 SUMMARY**

In this chapter an appropriate research method, data collection strategies helped to ensure that quality and relevant data were collected for the study. Furthermore, issues of trustworthiness of the study and ethical considerations were discussed. In the next chapter, the results of the current study are given and discussed.

## **CHAPTER 4**

### **DATA ANALYSIS AND PRESENTATION OF FINDINGS**

#### **4.1 INTRODUCTION**

In Chapter 3 the research design and methods used in this study were outlined. In this chapter the results are presented and also discussed. The chapter is divided into three sections. The first section will be focusing on analysing and discussing qualitative data findings. The second section will be focusing on analysing and discussing quantitative data. The last section will be comparing the findings from both research methods used. Revisiting the research questions and the aim and objectives of this study will serve as a point of departure for this chapter and has assisted the researcher in identifying themes and categories of the findings.

#### **Research questions**

- What role do LO teachers play in preparing FET phase learners for post schooling education in Bhekuzulu circuit?
- What support programmes are available to enable LO teachers to support to their learners in preparation for post schooling education?
- What challenges are faced by LO teachers which hinder them to support and prepare FET learners for post schooling education?

#### **Research aim**

To determine the role that LO teachers play in preparing Further Education and Training phase learners for post schooling education in Bhekuzulu circuit, Zululand District.

## **Research objectives**

- To establish the role that LO teachers play in preparing FET phase learners for post schooling education in Bhekuzulu circuit;
- To find out whether there are support programmes available to enable LO teachers support their learners for their post schooling education; and
- To establish the type of challenges that LO teachers face which hinder them from supporting and preparing FET learners for post schooling education.

### **. 4.2 Data analysis**

Data analysis is a method of categorising, ordering, manipulating and summarising data to attain answers to a specific research questions (De Vos *et al.*, 2011:335). According to Glesne (2011), data analysis involves organising what the researcher has seen, heard and read, so that he or she can determine what one has learned and experienced. In the mixed method research quantitative and qualitative data analysis strategies are combined, connected or integrated in the research study (De Vos *et al.*, 2011:447).

The data were collected using focus group interviews (FGIs) and a questionnaire. Both these instruments were used concurrently and the aim was to validate and triangulate the findings of the study.

#### **4.2.1 Focus group interviews (FGIs)**

There were three focus group interviews (FGIs) that were conducted. Two of these interviews were conducted at the two selected secondary schools in the Filidi Circuit of the Bhekuzulu circuit management centre (CMC). The third focus group interview was conducted during the training of the LO teachers who were selected to undergo three

days' training to become career guidance practitioners. Five teachers in this third group were from the Bhekuzulu CMC since the focus of the study was on this CMC. The total number of teachers who participated in these focus group interviews was fifteen. All the participants in the three sites were Black Africans and were Zulu speaking.

**Table 4.1: Profiles of the teachers who participated in the FGIs**

<b>FGI</b>	<b>Participants gender</b>	<b>Qualification</b>	<b>Work profile</b>
Site 1	P1: Male	Bachelor of Education (BEd) Subjects specialization: Geography & Business Studies	Grades taught: 8, 10 & 11 Subjects taught: Geography & LO Teaching experience: 1 year Post level:1
	P2: Female	Bachelor of Sciences (BSc) in Hospitality and Tourism PGCE Subjects specialization: Hospitality Studies & Tourism	Grades taught: 11& 12 Subjects taught: LO & Tourism Teaching experience: 6 years Post level: 1
	P3: Male	Bachelor of Education (BEd) Subjects specialization: Life Sciences & Natural Sciences	Grades taught: 8 & 10 Subjects taught: LO, Life Sciences & NS Teaching experience: 2 years Post level:1
	P4: Female	Bachelor of Education (B.Ed) Subjects specialization: Isizulu & Lif Orientation	Grades taught: 8 & 10 Subjects taught: LO & Isizulu Teaching experience: 3 years Post level: 1
	P5: Female	Bachelor of Education (BEd) Subjects specialization: History, Social Sciences &	Grades taught: 8,9 & 10 Subjects taught: LO & Social sciences

		LO	Teaching experience: 2 years Post level: 1
Site 2	P1 Male	Bachelor of Education (Bed) Subjects specialization: English & Tourism	Grades taught: 8, 9, 10 and 11 Subjects taught: English, Isizulu, Travel and Tourism, Dramatic Arts & LO Teaching experience: 10 years Post level: 1
	P2 Female	National Professional Diploma in Education (NPDE) Subjects specialization: LO, Technology & EMS	Grades taught: 8, 9 & 10 Subjects taught: EMS & LO Teaching experience: 9 years Post level: PL1
	P3 Female	Bachelor of Education (BEd) Subjects specialization: Maths & Life Sciences	Grades taught: 10 & 12 Subjects taught: LO & Life Sciences Teaching experience: 2 years Post level: 1
	P4 Male	Bachelor of Education (BEd) Subjects specialization: Maths & Life Sciences	Grades taught: 10 & 11 Subjects taught: Life Sciences & LO Teaching experience: 2 years Post level: 1
	P5 Female	Diploma in Education for Secondary Phase (DESP) & Advanced Certificate in Education (ACE) Subjects specialization: Maths & Physical Sciences	Grades taught: 8, 9 & 10 Subjects taught: Natural sciences & LO Teaching experience: 15 years Post level: 1
Site 3	P1	Bachelor of Education Subjects specialization: Economics and Languages	Grades taught: 10-12 Subjects taught: LO & Economics Teaching experience: 11 years Post level: PL1



	P2	Bachelor of Education (BEd) Subjects specialization: Economics & Business studies	Grades taught: 8-12 Subjects taught: EMS, LO, Business Studies Teaching experience: 2 years Post level: 1
	P3	Secondary Teachers Diploma Subjects specialization: English and LO	Grades taught: 8 & 12 Subjects taught: English & LO Teaching experience: 17 Post level: 1
	P4: Female	Senior Primary Teachers Diploma (SPTD) Subjects specialization: Geography & History	Grades taught: 9-12 Subjects taught: LO Teaching experience: 15 years Post level: 1
	P5: Female	Bachelor of Arts (BA) in Education Subjects specialization: Geography & Afrikaans	Grades taught: 11 & 12 Subjects taught: Geography & LO Teaching experience: 6 years Post level: 1

When looking at the teachers' qualifications, they were all qualified and were trained in various subjects to specialise in. Eight out of fifteen participants had more than five years of teaching experience. However, what is noticeable is that out of fifteen teachers, only four of them had a specialised training in LO. With so many years of teaching experience, these teachers could have been given an intense in-service training in career guidance and counselling. (Refer to table 4.1) above.

#### **4.2.1.1 Focus group interviews (FGIs) results**

Eight questions were formulated with the aim to address the research questions as stipulated in 4.1 above. Questions 1 and 2 aimed at addressing research objectives one and two which are to establish the role played by teachers in preparing learners for PSE and to determine whether there are support programmes which enable teachers to support learners.; questions 3, and 4 addressed research objective two and questions 6

and 8 addressed research objective three which is to establish the challenges faced by teachers which hinder them from supporting and preparing learners for PSE. Questions 7 and 8 will enable the researcher to draw conclusions and make recommendations about the findings. The researcher started by transcribing the data through making a text from taped interviews and documents and then typed them as word processing documents.

As it was indicated in chapter one, thematic content analysis was used to analyse data from the FGIs, by grouping similar themes. For better understanding of the results, it is important to take note of the following:

- Respondents is used to refer to teachers who participated in FGIs;
- Three FGI's will be referred as S1, S2 and S3; and
- In each of the FGIs, respondents were assigned a number which was used to identify each one of them as to comply with ethical measures. The assigned numbers ranged from P1 to P5.

#### **4.2.1.1.1 Discussion of themes emerging from the FGIs**

When analysing the transcribed data, the following themes and sub-themes emerged:

**Table 4.2: FGIs themes and sub-themes**

<b>Themes</b>	<b>Sub-themes</b>
1. Understanding of CG & counselling and teachers' roles in supporting learners.	<ul style="list-style-type: none"> <li>• Self-knowledge in relation to careers</li> <li>• Subjects and career choices</li> <li>• Career guidance material</li> <li>• Learner support and motivation</li> </ul>
2. Support programmes	<ul style="list-style-type: none"> <li>• Career expositions</li> <li>• Career days</li> </ul>

	<ul style="list-style-type: none"> <li>• Exposition to the world of work</li> </ul>
3. Factors hindering implementation of career guidance in schools	<ul style="list-style-type: none"> <li>• Lack of trained teachers</li> <li>• Insufficient time</li> <li>• Negative attitudes</li> <li>• Insufficient career resources</li> <li>• Insufficient support programmes</li> <li>• Lack of parental support</li> <li>• Insufficient career guidance in the GET phase</li> </ul>

#### **a. Understanding of CG and counselling and teachers' roles in supporting learners**

The researcher asked participants question one, because she believed that for LO teachers to be able to provide career guidance effectively, they need to have an understanding of what career guidance and counselling is. Career guidance and counselling was described in detail in Chapter 2. The recent gazette competency framework for career practitioners (2016) recommends that all the services and activities intended to assist all individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers be termed as career development services (CDS). Career Development Services (CDS) are described as 'the 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'. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including helplines and web-based services). Activities include career information provision (in print, Information Communication Technology [ICT] based and other forms), assessment and self-assessment tools, counselling interviews,

career education programmes (to help individuals develop their self-awareness, opportunity awareness and career management skills), taster programmes (to sample options before choosing them), and work search programmes and transition services (DHET, 2016). However for the purpose of this study, the term career guidance and counselling will still be used. CG services can raise the aspirations of disadvantaged groups and support them in getting access to opportunities that might otherwise have been denied to them (SAQA, 2009). According to Dabula and Makura (2013) career guidance has a positive effect on one's desire to enter HE and this has implications for Department of Education in terms of its support for career guidance and development activities in high schools. During the discussions the following sub-themes emerged which concur with the above mentioned facts:

- Self-knowledge in relation to careers

Most respondents revealed that when learners have to choose subjects and careers they first have to understand themselves so that they choose careers that best match with their abilities interests, values, personalities etc. Respondent S2 P4 said:

*I think it is about helping them to discover who they are because that helps them to choose careers that match with their personalities.*

These findings concur with what Ogilvy (2018) and DHET (2017) who attest that a wise realistic choice of a career is only possible after careful self-analysis and a thorough knowledge of occupations. This clear picture of a person's unique talents, interests, values and skills will be the base of a learner's career planning journey.

- Subjects and career choices

The dominating sub-theme that emerged during the group discussions was the assistance provided to the learners with regards to the choosing of subjects that best match with their career aspirations and goals. Respondent S1 P4 said:

*And also the selection of subjects a learner must know for a particular career to study at varsity should be explained so not just to take any subject but the subject must help the learner in the long run.*

This finding concurs with Jonck's (2015) suggestion that a clearer link should be established between subject choice and careers. Furthermore learners are guided to choose subjects as per the supply and demand of the labour market. Jonck (2015) elucidates that it is not sufficient to aid learners in searching for paid employment, but what should be realised is that the onset of the knowledge-based economy and globalisation has brought on a myriad of divergent skill-orientated jobs integrating various stakeholders, and increased the need for knowledge about international market trends. This literature concurs with what the respondent S2 P5 said:

*Another thing that is important is career guidance is crucial because it is where you make learners to be aware for instance if may be you are living in South Africa you need to know what are the skills that are in demand so that they won't end up spending a lot of money and time in universities studying something that will never help them when they have finished studying.*

- Career guidance material

While participants were explaining their roles that they play in preparing learners for PSE the dominating point was that they help learners when they apply to the institutions of higher learning. Teachers assist learners with paper-based application forms and are assisted to do online application even though schools do not have internet connection. Furthermore teachers provide learners with information they need to choose career programmes in the institutions of higher learning as well as information on bursaries. S3 R4 said:

*As an LO educator I've created a career corner. In my school. I've found an empty class that I use. I collect the information about careers and put it in order there and then when they want to do research assist them there.*

Respondent S3 P2 indicated his support in providing learners with bursary information by saying:

*I also use my modem to connect to the internet and search bursaries for my learners.*

Oye, Obi, Mohd and Bernice (2012) emphasise the importance of ICT when providing career guidance nowadays. They explain that the role of ICT in guidance can be seen in three ways: as a tool, as an alternative, or as an agent of change. The growth of websites and help lines as forms of technically mediated service delivery means that the potential of ICT as a change agent is now greater than ever before. The telephone, websites and e-mail, alongside face-to-face facilities, could be alternative services; or they could be portals into a wide, flexible and well-harmonized network of services.

- Learner support and motivation

This role also emerged from the participants' responses that more than the provision of career information they go beyond to motivate them to do well in their studies and they assist them with application processes. Some participants revealed that for the learners to succeed in achieving their career goals they need to work hard and be focused in their school work. Respondent S3 P3 said:

*We also make sure that we follow them. We make sure that they do well in their studies so that they are able at the end to do what they want.*

Pillay (2012) and Miles (2015) argue that LO teachers should motivate learners to work towards positive aspirations in life and that motivation plays a significant role in learners' academic engagement and achievement. Furthermore, learners need to manage time

to be able to balance their social life and education. This emerged when respondent S1 P4 said:

*We also teach them that they have to depend on themselves instead of their friends. Because once you get to varsity your friends will not be there. So you have to start depending on yourself and stop to depend on others. Not for your education like, but depending on yourself to know when it's time for study or when it's time for fun.*

This skill of being able to be independent and be able to balance life is further emphasised by Mapfumo and Nkoma (2013) when they contend that transition from high school to university marks a distinct step in a student's academic and personal life. Learners move from a dependent to an independent learner, from studying in a carefully monitored environment with a highly regulated timetable to learners learning to manage their own time and to individuals who make decisions in a more adult and responsible manner. While participants were explaining their roles that they play in preparing learners for PSE, the dominating point was that they help learners when they apply to the institutions of higher learning. Teachers assist learners with paper-based application forms and also to do online application even though schools do not have internet connection.

#### **b. Support programmes**

The availability of supportive adults is linked to greater readiness for the school-to-work transition. Social support or encouragement is seen by children as an important resource for career learning and overcoming barriers to learning. As children and adolescents spent a great deal of their time in school, teachers have the potential to be a key source of support. Adolescents rank the influence of teachers on their career choices behind that of family or peers (Metheny, McWhirter & O'Neil, 2008). In trying to establish the support programmes that teachers have which enable them to assist and support learners to prepare for their PSE, the following sub-themes emerged.

- Career expositions

Only one support programme emerged from the three group discussions which are career expositions for grade 12 learners. Respondent S3 P3 attested to this by saying:

*We receive the programmes at a district level where the officials that are concerned with career guidance will organise a career expo for us where they will invite different institutions, NGO's and other departments and colleges and those people will come and present to learners of different schools within the district or circuit. They will give the information they will give advice so we do receive this programme and it is very helpful to learners, because it's where they will get information on different careers and that's where they are able to ask questions as to be guided on which programme or career to choose. The programme is very helpful.*

However there was a dominating concern from the respondents that these programmes do not cater for all the learners' needs. With regards to the usefulness of the career expositions the findings concur with Miles (2015)'s argument that during these expositions private educational institutions or tertiary institutions get opportunities to market their courses and institutions to high school learners. This programme forms a valuable component of the career decision-making process.

- Career days

During the discussions it transpired that some schools have career days which enable teachers to support learners in preparing for the future. Respondent S3 P2 said:

*In our school we have career awareness or we have career day where we invite various professionals to speak with our FET learners.*

Furthermore respondent S3 P3 said:



*We have a career guidance and counselling committee which decides about programmes that are aimed at assisting learners to choose careers wisely.*

- Exposition to the world-of-work

At school level, respondents in sites one and two seemed to have no programme designed to assist learners in preparing for PSE. This was evident when respondents S1 P3 said:

*In our school we sometimes organise an educational trip, whereby we take learners to the city. When we get there we will take them to different institutions for example when we go to Jo'burg we will take them to the stock exchange so that they understand what is happening there and so forth.*

This programme is not a standing arrangement as the respondent indicated that it does not happen every year. Respondents in site three had some few programmes that they did in their schools which assist learners to make informed decisions about their future careers. Respondents' utterances alluded to this, for example S3 P1 said:

*We have programmes like that one of job shadowing where we take some learners to the nearest organisation, but with use we use to take them to Transnet which is the nearest company. When go there, it's where they will observe various work done like engineering not only on that department, because they work on different aspects. They will be there the entire day observing what is done from 8 o'clock to 4 o'clock and they will come back and share the information to other learners. This programme is assisting us a lot, because some learners have wrong information that if you want to work at Transnet you should have done engineering only not knowing that there are other careers that are relevant.*

The other programme which exposes learners to the world of work is "Take a child-to-work". This programme simulates a "Take a girl child-to-work" which was started by Cell

C in Gauteng to most deserving girl learners in grade 12. It is organised by the Zululand district office where Grade 10 learners who have interests in health related careers regardless of the gender are taken to the local clinics to get an understanding of the work done there. The aim is to provide Grade 10 learners with opportunity to experience their careers choices so that they can be able to change some subjects while it is early if need be.

Orenge (2011) contends that exposing learners to the world of work helps learners to make some tentative choices about particular interests and investigate those choices more thoroughly before making commitments. These activities motivate learners to become more accustomed to working realities and provide a firmer basis for career decisions. Furthermore, Miles (2016) explains that for job-shadowing to be of value to career education and development, it should be planned and organised with opportunity to reflect on the experience and not be merely a field trip.

### **c. Factors hindering implementation of career guidance in schools**

In trying to determine the challenges faced by LO teachers which hinder them to support and prepare learners for PSE the following sub-themes emerged:

- Lack of trained teachers

During the discussions it transpired that LO is mainly taught by teachers who do not have specialized training in Life Orientation. This subject is often used as a subject to add to the duty loads of the teachers in schools. Respondent S3 P1 said:

*I think there is a big problem when it comes to human resources. Most LO educators don't have relevant qualifications for teaching LO so the problem starts with us so teachers don't like LO. They don't want to teach it and it happens that they give the subject to one teacher and the teachers accept the post to teach. They will take it as a filler subject just to fit in the duty load otherwise they lack the love of the subject which results in the poor performance in classes. They take it as filler but they don't*

*have that passion and the love to the subject which then kill the whole vision for the subject.*

This was supported by respondents S2 P1 by saying:

*I think we have our own major subjects you know, and then we are given our duty loads and then afterwards you will be given additional subjects if your duty load is not sufficient and you find that it is for the first time that that I teach LO this year and then next year I will not be teaching it because I have enough duty load and then LO is removed from my duty list. And you know...we do not get enough training for LO. LO is not taken seriously.*

Respondent S2 P1 said: *"We are not qualified to teaching LO."*

These findings concur with SAQA (2009), (Van Deventer, 2009), and DHET (2015) reports that in schools, LO teachers are often untrained, overwhelmed by other aspects of the curriculum and learners' personal needs, and have little knowledge of, or connection to, the world of work. . Furthermore, a study conducted in Kenya by Mudilia, Ayiro and Kipsoi (2017), reveals that teacher's assigned career guidance responsibilities were either indifferent or unwilling to conduct this duty. The reasons for this included lack of training and in-servicing, negative attitude and lack of remuneration for the extra responsibility. This subject is assigned to teachers with the least workload. Furthermore, the literature suggests that more time and effort be invested in the training of teachers and subject advisors to ensure that LO or Career Development teachers are competent to provide career guidance (DHET, 2016), and that these trainings can be in the form of an Advanced Certificate in Education (ACE) running over a period of one or two years or they can be in the form of short courses structured over a specific period of time depending on the nature of the content to be covered (Van Deventer, 2009).

- Insufficient time

Most respondents feel that LO is not allocated enough time yet it has lots of topics to be covered. Respondents S3 P3 and S1 P4 alluded to this factor, respondent S3 P3 said:

*The other problem is that we only have 2 hours in a week so it makes it difficult to do everything that you are expected to do.*

This finding concurs with Smith, Wood and Neethling (2015)'s literature which states that due to the limited time allocated to LO, teachers tend to stick strictly to curriculum content and might not always recognise and consider the barriers that arise from the context in which teaching and learning take place. Furthermore with this limited time available to the teachers it also transpired that overcrowding in class also creates a challenge to assist learners and giving them individual career guidance and counselling. These findings concur with the literature whereby Nwenze and Okolie (2014) contend that guidance and counselling in secondary schools are riddled with a number of problems which are attitudinal, structural, human and cultural. There have been a lack of trained school counsellors in secondary schools and colleges, and a lack of sufficient time, facilities and orientation materials for use by counsellors.

- Negative attitudes

School management teams as well as other teachers do not take LO seriously and they have developed negative attitudes towards this subject. This leads to other teachers who have a passion in teaching the subject to be demotivated. The same sentiments were supported by the Respondent S3 P1 when she said:

*The challenge we are faced with at schools is the "attitude" from the side of the management of the school. You find that you are stuck with them. Sometime they don't take LO seriously and by so doing to you who is guiding or who is teaching LO you just become so helpless where maybe you can go to the principal and ask if they*

*had computers, they could use them for CAT periods, but when you go there and ask the principal to buy data so that the learners can access, they will skirt the issue and the teachers end up being discouraged.*

Respondent S3 P5 supported the factor of teachers' negative attitude towards LO by saying:

*Some teachers don't take it seriously, when you teach them those CV's and application letters. They just do it for fun and when you tell them that you do it like this it should be current so that the learners can learn.*

Respondent S1 P3 indicated that learners do not take this subject serious by saying:

*Something that I have noticed is that LO is when you teach learners LO there are topics that you are covering in class. They will think it's something that you are just teaching and following your own interest. LO is taken for granted.*

These comments concur with the literature by van Deventer (2009) and DHET (2015) whereby it is stated that LO is given to anyone who fits in on the timetable and that most teachers teaching this subject are not subject specialists. Regarding teachers' negative attitude towards LO, Miles (2015) and Hartell, Mosia and Steyn (2013) contend that the LO curriculum is not taken seriously as a school subject, because of the uncertainty about the content of this subject. There is a trend to utilise teachers who are not trained in guidance and career counselling to teach LO lessons which often result in the lessons being conducted by people with negative attitudes who view the subject as superfluous and a waste of time.

- Insufficient career resources

The next important factor was inadequate career guidance resources. Participants indicated that they mainly use LO textbooks that have insufficient career guidance information. Respondent S2 P2 said:

*We still need more textbooks. Textbooks that we use are not providing enough career information.*

Smith, Wood and Neethling (2015) contend that in under-resourced schools, learners receive little opportunity to explore critical and creative thinking about overcoming the financial and social barriers that might limit their career choices. Secondly, there was a suggestion that resources provided should not just in a print format but visual resources should be supplied to make career guidance meaningful to the learners. Respondent S1 P3 said:

*I think we need more than just books to make sure that learners get enough information about their career choices. I still remember when last year in 2015 when I was doing my practicals in the Free State I told learners I was doing business studies and I told them about careers that they can take. I showed them on paper some ideas and I brought my laptop and showed some videos. They were so impressed.*

The above-mentioned fact of the provision of visual resources concurs with the findings in the study conducted by Zulu (2016) where the participants felt that for LO to be effective the presentation style adopted should involve technology and showing learners videos. Using videos will enable learners to have a clear understanding of the topic and the concepts related to that topic.

- Insufficient support programmes

Most participants revealed their concerns about the district support programmes that they receive, more especially Grade 12 career exhibitions. They feel that this programme does not cater for all the learners. It focuses mainly on learners doing science stream and that the time given to their learners is not sufficient. Respondent S2 P1 echoed her sentiment when she said:

*Although during career expos you will find that we are limited. You know in Grade 12 this year we only took 60 but we've got more than 60.*

The same feeling was shared by respondent S1 P1 who opined:

*. We need the district to take one or two schools rather than to take many schools as we usually go to the career expos. Many learners who are in classes with large numbers, like my class, do not receive individual attention, so some of them just come back and didn't understand a thing.*

Dabula and Makura (2013) state that career guidance programmes ought to be designed and implemented to meet the needs of the learners and society. It appears that the department cannot be in a state of providing sufficient programmes where learners can access information that they need to prepare for PSE. To mitigate this challenge, the literature suggests that SAQA runs the Career Advice Services project (branded KHETHA) on behalf of the DHET. The project offers multi-channel career advice services via radio, print media, telephonic helpline, exhibitions, face-to-face contact, website and social media (DHET, 2012).

- Lack of parental support

Kodad and Kazi (2014) explain that the student counsellor may provide counselling to the parents on the following issues: the necessity to accept the child as he is with his strengths and weaknesses, the interests and aptitude of the child and his suitability and choice of career as well as learning disabilities of the child, if any and the coping strategies. It is the responsibility of all schools to organise a parent/learner guidance session to guide learners in subjects that are offered in Grades 10-12 (KZN DoE, 2017). However, it seems that most LO teachers struggle to establish good working relations with learners' parents; they do not want to attend when they are called for their children's academic progress. Some of the participants echoed the lack of support and cooperation from the learners' parents, for an example, respondent S2 P3 commented by saying:

*We end up fighting with their parents because for example if you call a parent to discuss that your child has difficulty in learning it can become problematic as parents tend to react in different ways. Some are offended. I think parents need to be made aware that it is part of life that some children struggle academically and that is normal so that they accept their children's barriers.*

This situation poses a huge challenge due to the fact that the final decision in choosing relevant subjects that are matching their career choices is dependent on learners being supported by their parents.

- Insufficient career guidance at GET phase

When respondents were asked whether there was anything that was not asked which they think could help the researcher, respondent S1 P3 said that he felt it is important that subject selection programmes should be intensified in Grade 8 and 9 so that learners are able to choose relevant subjects packages in the FET phase. This finding concurs with literature that states that some learners enter university not sure what courses they want to study but there is no clear direction on how subject choice in Grade 9 is influenced and directed, and the extent to which this subject selection is linked to future career trajectories and life aspirations (DHET, 2015).

#### **4.2.2.1 Summary of the FGIs findings**

It can be concluded from the above-mentioned discussions that LO teachers have a passion for the subject and are prepared to go an extra mile in guiding and supporting learners provided they are given necessary support to acquire necessary skills to make career guidance meaningful in schools. Teachers make their efforts to guide learners to choose subjects wisely so that learners can be able to pursue their career aspirations. Some teachers expose learners to various career fields by implementing programmes



such as 'taking a child-to-work' and job-shadowing. Furthermore, teachers are able to supply learners with information they need for applying to institutions of higher learning. The major challenges faced by teachers are that they do not get CG trainings; hence they do not have all the necessary skills needed to support learners. There is a lack of CG resources material and insufficient time to teach LO which results in learners not being fully guided and supported in preparation of PSE.

#### **4.2.2 Self-administered questionnaire**

This section represents the results from the respondents of the questionnaire. This instrument was intended to mainly answer research questions 1 and 2. Seventy questionnaires were distributed by the researcher with the assistance of two school counsellors as it was indicated in Chapter 3. Out of the number dispatched only 55 questionnaires were retrieved and of this number five questionnaires were spoiled and the researcher worked with 50 questionnaires. The questionnaire was divided into five sections. Section A was for biographic information of the participants, section B was on the level of support that the teachers provide to the learners, section C was on professional support of the teachers, section D was checking the availability of CG resources used by teachers, section E was on the factors affecting the implementation of CG in schools. It should be noted that there were some respondents who were not answering some questions in each section; therefore those respondents were grouped as unclassified. Each section was analysed quantitatively to address the research questions stated above.

#### **Section A: Background information of the participants**

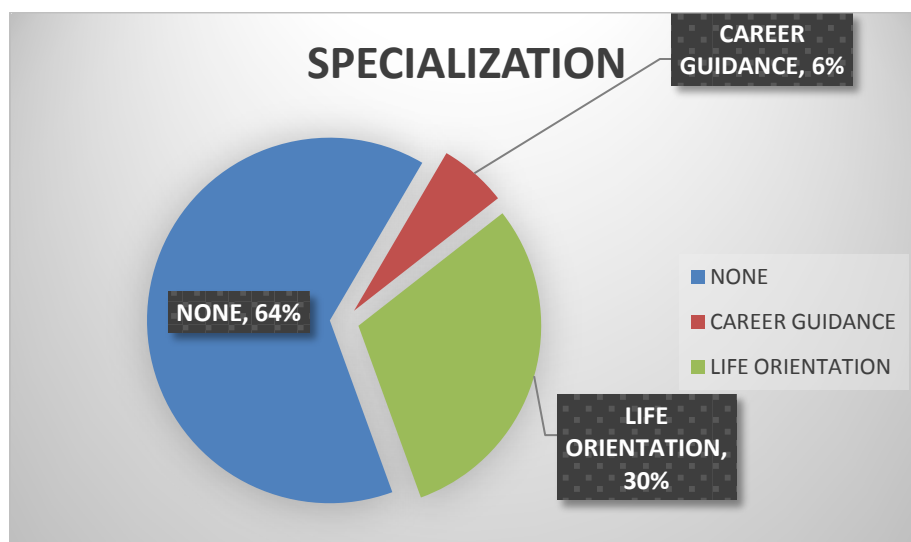
In terms of gender participation, the number of male participants was (42%) (n=21) and female participants number was (58%) (n=29). As it was indicated in Chapter 3 the district is predominantly rural, and 96% of the participants were blacks and were Zulu speaking, however 4% participants were Indian and Coloured.

### *Teaching qualifications*

Participants had to indicate the teaching qualifications they hold, (34%) (n=17) have diplomas (60%) (n=30) have bachelor's degrees, (2%) (n=1) have a Master's degree and (4%) (n=2) did not indicate their qualifications.

### *Career guidance teaching experience of the participants*

It was observed that most participants have reasonable years of teaching experience. The years of teaching experience for the participants were grouped into three categories. (71%) of the participants have teaching experience which ranges between 6 to 10, (23%) have teaching experience ranging between 11 to 15 and (6%) have teaching experience which is more than 16 years (See fig 4.1 below). However when looking at career guidance specialisation most participants do not have specialisation either from LO or career guidance. When looking at Fig 4.2 below, the percentages of participants who have no specialisation either in career guidance or LO is 68% (n=32), 30% (n=15) have LO specialisation and 6% (n=3) indicated to have career guidance specialisation.

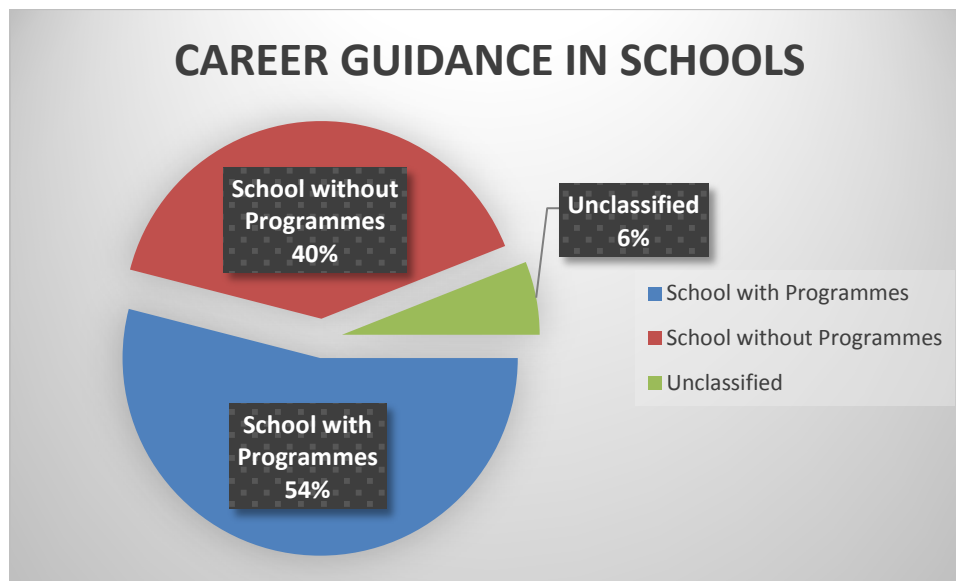


**Figure 4.1: Career guidance or Life Orientation specialization (N=50)**

### **Section B: Level of career guidance programmes**

Section B intended to determine whether teachers have support programmes in schools and how effective are these programme to their learners. Furthermore, the researcher wanted to determine whether these programmes are supported by the district office. Figure 4.2 shows the breakdown of schools with and without CG programmes. Figure 4.3 shows the level of effectiveness of the CG programmes and Figure 4.4 shows how much these programmes are supported by the district office.

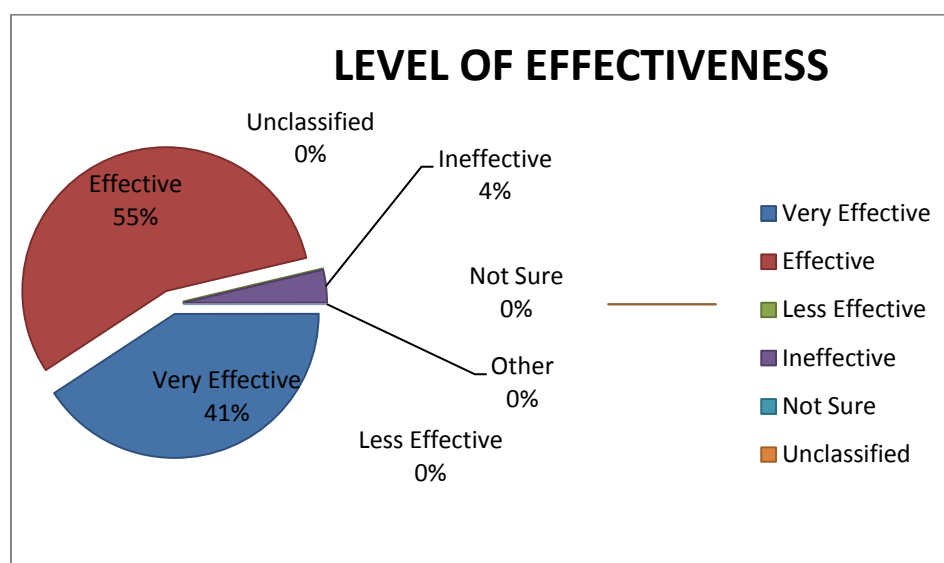
*Availability of CG programmes in schools and the their effectiveness*



**Figure 4.2: Schools with CG programmes (N=50)**

Participants had to indicate whether or not they have CG programmes aimed at assisting them to prepare learners for PSE. Responses show that 54% (n=27) schools

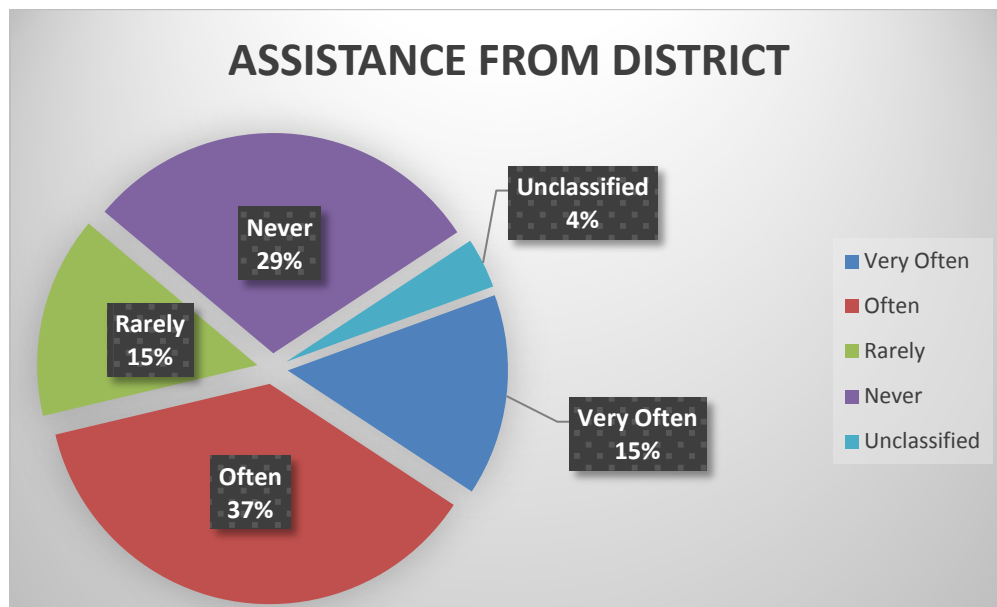
have these programmes, 40% (n=20) schools do not have programmes and 6% (n=3) could not be classified as there were no responses given. These responses could be an indication that there are some schools with support programmes although they may not be reflected in school calendars or year plans and are not supported by the district office.



**Figure 4.3: Level of effectiveness of CG programmes**

Participants who indicated to have CG programmes were asked to rate the level of effectiveness of these programmes in their schools. They had to tick whether the programme is very effective, effective, less effective, or not sure. Forty-one percent (41%) (n=11) said the programmes are very effective, 55% (n=15) said programmes are effective, none said were less effective, 4% (n=1) said the programmes were ineffective and no participants were unsure of the programmes. Such indicators are giving hope as the aim of CG is to reduce unemployment, facilitating the match between supply and demand factors in the labour market and addressing social exclusion (Jonck, 2015).

*Support of the programmes by the District office*



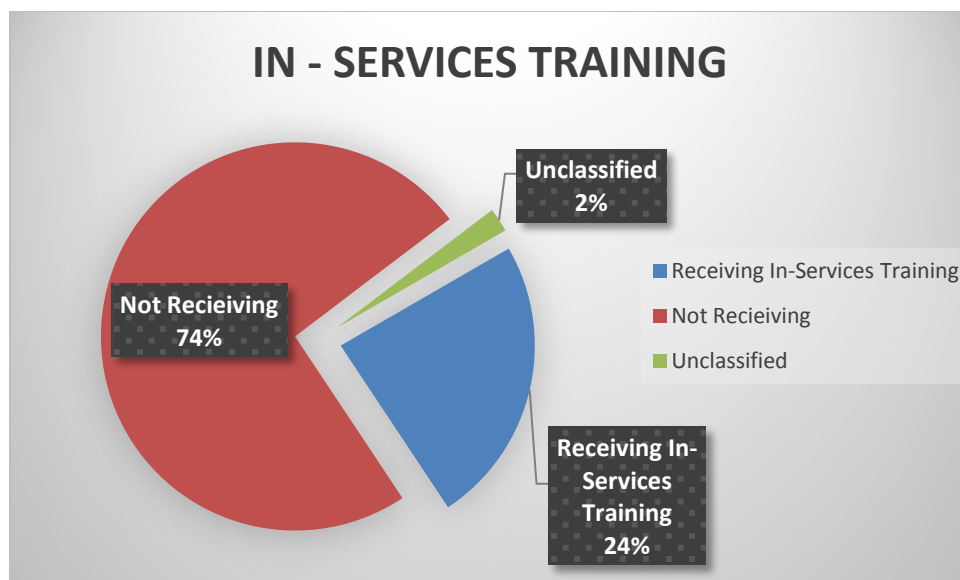
**Figure 4.4: Support of CG programmes by district office (N=50)**

Participants were asked to indicate whether their programmes seek assistance from the career guidance of office at the District office. Number of the participants who responded very often is 15% (n=4), 37% (n=10) responded that their programme often seek assistance from the district office, 15% (n= 4) responded rarely, 29% (n=8) responded never and 4% could not be classified, since they did not respond. The responses are indicating that some schools do not receive the necessary support from the district office. This lack of support is bad practice by the district CG office as the guidelines in the KZN curriculum delivery guide state that there must be effective monitoring and support of the curriculum by the district and provincial officials to ensure that teacher deliver curriculum effectively in schools (KZN DoE, 2012).

## **Section C: Professional support of the teachers**

This part of the questionnaire intended to establish whether teachers receive professional support to be able to implement career guidance in their schools. Participants had to indicate whether they have ever received in-service trainings in the last two years of their teaching of career guidance. Refer to Figure 4.5 below for the distribution of the responses. The majority of the participants have not received in-service training, 74% (n=37) indicated they did not receive training, and 24% (n=12) said they have received it and 2% (n=1) could not be classified. This high number of the teachers who have not received professional training on CG is worrisome and could be a causative factor towards learners who leave schools not thoroughly prepared for PSE. The Department of Higher Education in its framework development services (2014) suggests that the Department of Basic Education (DBE) shall invest time and effort in the training of teachers and subject advisors to ensure that Life Orientation or Career Development teachers are competent to provide career guidance. The competency framework for Career Development Practitioners in South Africa (2016) proposes that each career practitioner at all levels must possess certain competencies in order to provide career development services in South Africa.

*In-service training received by teachers*



**Figure 4.5: in-service training to support teachers (N=50)**

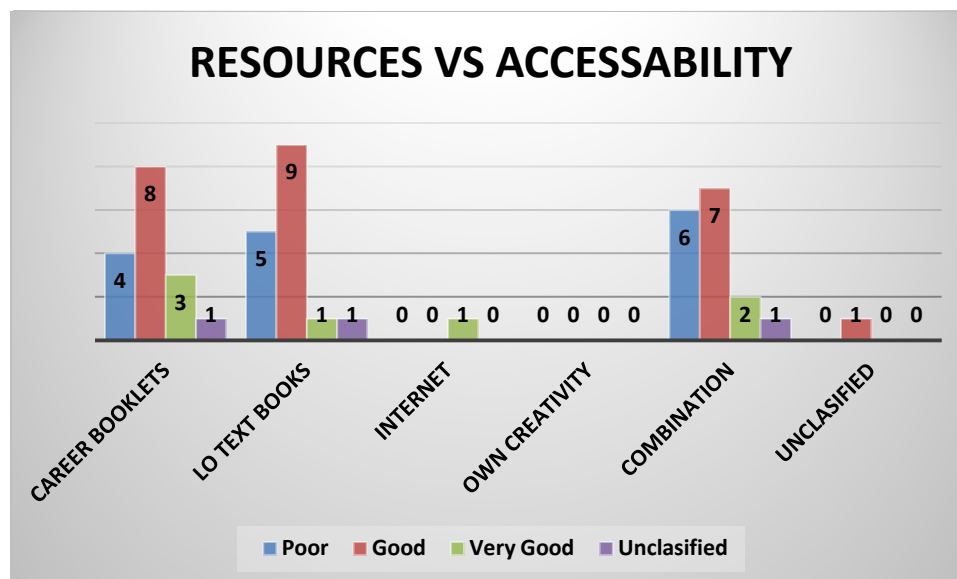
Furthermore, the question wanted to check the frequency at which these teachers receive their in-service trainings. A majority of the respondents said they receive these training less frequently the percentage was 42% (n=5), bi-annually it was 33% (n=4), annually was 17% (n=2), quarterly was 8% (n=1). These responses show that most LO teachers who participated were not professionally supported to enable them to understand and master the skills of teaching CG in schools. Prinsloo (2007) argues that Presentation of the LO programmes require expert skills from teachers. They should receive intensive training over a period of time in a number of problem areas.

#### **Section D: Availability and the use of CG and counselling resources**

In this section participants were asked whether they have resources used for career guidance and counselling and were also expected to indicate the level of use in the schools. Furthermore, participants had to indicate the type(s) of resources they use which guide them in the implementation of career guidance. Participants had to indicate in the questionnaire whether they make use of career books/booklets, LO textbooks,

internet or own creativity. Thirty-two percent (32%) (n=16) of the participants indicated career books/booklets, 32% (n=16) indicated LO textbooks, 2% (n=1) indicated internet, 32% (n=16) indicated a combination of these resources, 0% indicated own creativity and 2% (n=1) did not indicate any resource. In rating the level of the availability of accessibility for these resources in terms of print, non-print and electronic resources 30% (n=15) indicated poor, 50% (n=25) indicated good, 14% (n=7) indicated very good and 6% (n=3) could not be classified because they did not indicate anything. The figure below indicate which resources they use and how the level of these accessibility in their schools. What is observable is that schools do not have enough CG books, teachers rely more on LO books which do not have sufficient CG information. Some teachers use a combination of LO textbooks and career booklets that they receive from career expos.

These findings of the shortage of CG resources are in contrary to what is suggested by the DHET (2012) that the DBE shall assure quality of learning and teaching support materials (incl. textbooks) and ensure that the content of career guidance in the curriculum and teaching material is relevant. Regarding the accessibility of the CG material it is suggested that the DoBE shall ensure that all schools have sufficient access to career guidance materials for all grades (DHET, 2012)



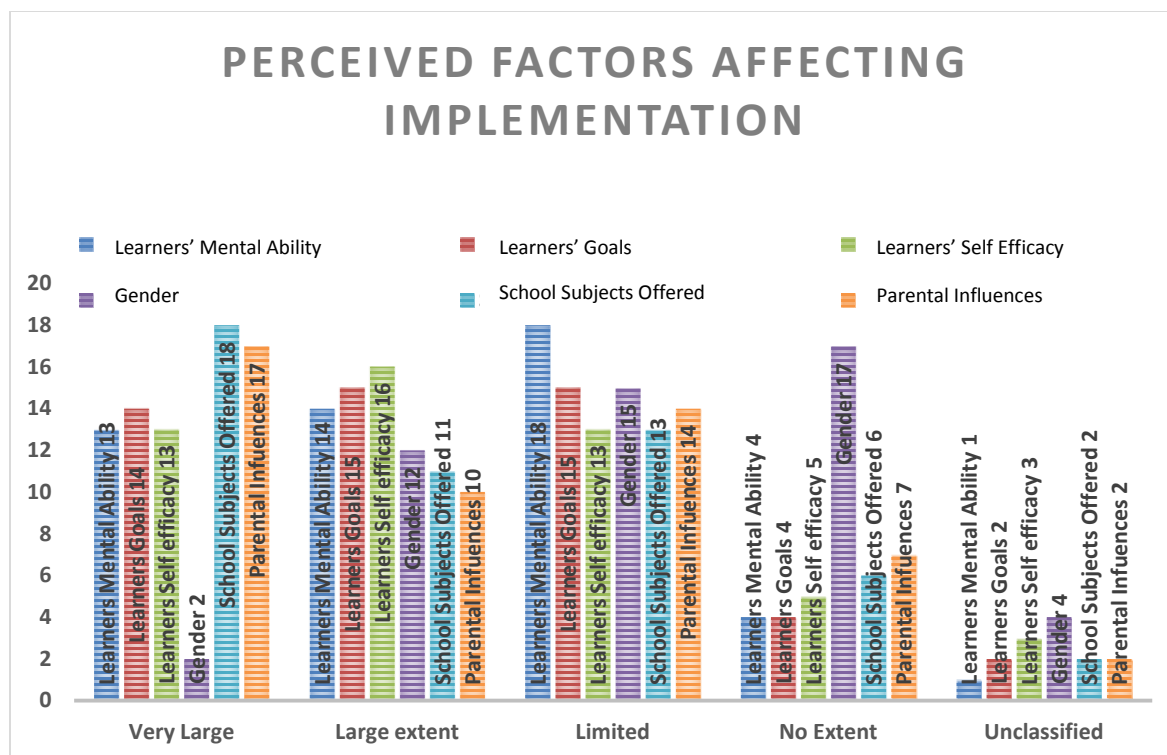


**Fig 4.6: Types of resources used and the level of accessibility (N=50)**

### **Section E: Challenges facing effectiveness of CG and counselling**

Section E of the questionnaire wanted to establish how teachers perceived the specified factors which have an impact on the implementation of career guidance in their schools. Participants had to indicate their level of agreement with each specified factor using to a very large extent, large extent, limited and no extent. The figure below shows that participants had various opinions about the factors mentioned. Regarding learners' mental abilities, 26% (n=13) believed that mental abilities have a great influence, 28% (n=14) believe it has a large extent, 36% (n=18) believe this factor has a limited extent, 8% (n=4). The last category of unclassified is for the participants who did not respond to all the factors specified, 2% (n=1) did not indicate anything on this factor. What is noticeable is that the level of agreement for each factor varied in each category this could be that schools environments are not the same. Lent, Brown and Hackett (2000) in the SCCT argue that each individual is affected by influences from the environment that are perceived to be significant in the pursuit of goals

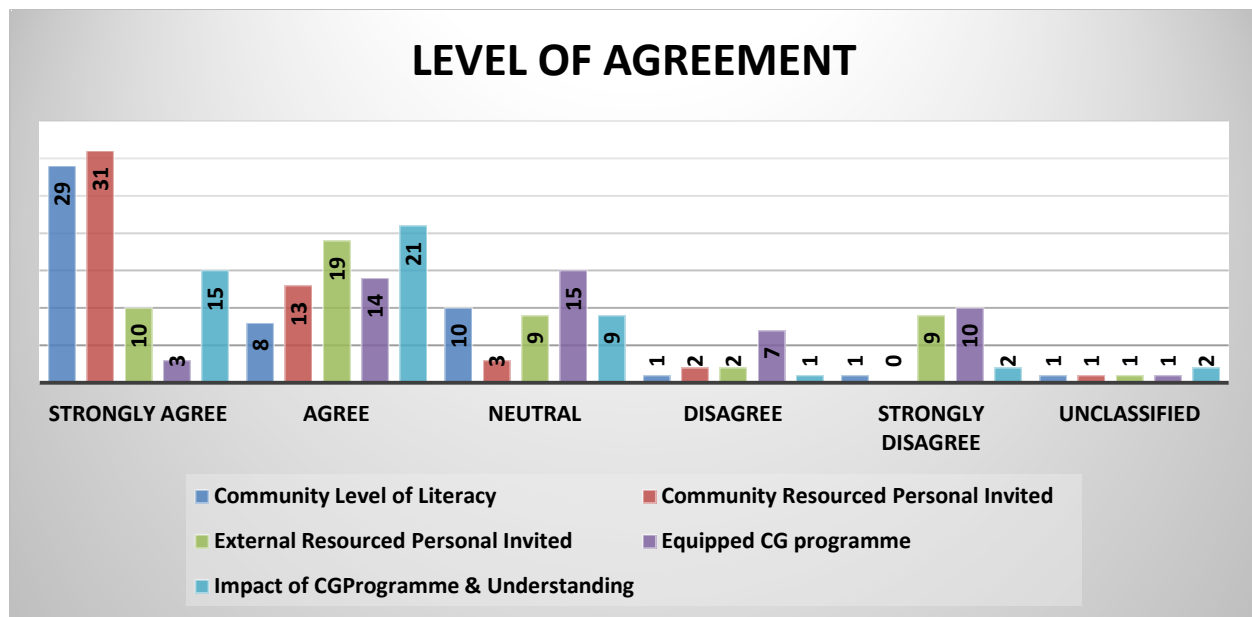
*Factors affecting the implementation of CG in schools*



**Fig 4.7: Perceived factors affecting the implementation of CG in schools (N=50)**

The last part of section E required participants to indicate the level of agreement with the statements mentioned using a rating of strongly agrees, agree, neutral, disagree, and strongly disagree.

*Teachers' views about the state of CG programmes in schools and how they could be improved*



**Fig 4.8: Level of agreement with the provided statements (N=50)**

What is noticeable in the above Figure 4.8 is that the majority of the respondents 58% felt that community level of literacy and/or socio-economic status in the local community has a major impact in the implementation of CG in schools. Secondly, 62% of the respondents strongly believe that external resourced person should be invited to offer assistance to the learners and 38%, the majority, agreed to the fact their school programmes allow external persons to come and give career talks. Thirdly, regarding the impact of CG services in schools 38% agree that the services offered in schools help learners to understand themselves and the world of work. Lastly, the graph above shows that with regards to the CG materials respondents are not satisfied hence we see 30% of the responses to be neutral and 20% respondents strongly disagreeing with the statement that their schools are properly equipped with relevant CG materials. This inadequate supply of CG material will have a negative impact on the implementation of CG by LO teachers. In order to ensure the availability of career development services (CG) in schools, the DBE has to ensure that schools receive relevant career guidance material from stakeholders, government departments and entities (DHET, 2012).

There were three questions in the questionnaire which required the participants to share their experience and views. In section B, the participants were requested to indicate whether the school has CG programme that is supported by the district office. Very few participants, seven out of fifty agreed that they have such programmes. They were further requested to indicate the suggestions that were made when their programmes were supported by the district office. Suggestions from the district office were that more learners should be involved in programmes like take a child-to-work programme, to invite professional people to address learners on various careers, to involve parents of career guidance programmes for support, teachers to provide more career materials to the learners and create career guidance corner in the classroom for the learners to easily access the information and to establish CG committee to enable the smooth coordination of CG programmes in schools. Exposing learners to a wide variety of CG programmes and enabling learners to access CG information assist learners to make informed career decisions, which according to Ogilvy (2018), choosing of a suitable career has to begin by collecting information which will help a learner to choose occupations which are suitable for him or her.

In Section D, participants were asked to indicate whether they have CG resource material and if they do not have they had to state the reasons for not having the resources. The reasons that were provided were that schools do not have funds to buy CG books and that no one was providing schools with these CG resources. One participant did not know the reason why the school does not have the necessary CG resources. Furthermore, participants who agreed to have resources in their school had to comment on the effectiveness of the resources. Ten teachers who use only LO textbooks said these textbooks have insufficient CG information. Thirty teachers who used either a career books/booklets, internet or a combination of the resources said the resources are very effective in providing all the information needed by the learners. This therefore, implies that teachers need not to rely on the prescribed LO textbook for the

teaching of CG. The findings of the study that were conducted by Jonck (2014) suggest that schools should embark on further increasing the services rendered by teachers including provision of pamphlets and ensuring access to internet at school.

The last question in Section D required participants to comment whether they think they have a clear understanding of the role they play in guiding learners for PSE. The question was aimed at answering research question 1. Forty-one participants raised their feelings about the role they are playing. Thirty-three participants agreed that they understand of the role they have to partake in preparing learners for PSE; eight participants said they did not have a clear understanding of the role they need to play. Below are the main themes that emerged from the participants' responses:

- Assisting learners with subjects and career choices

Most of the participants' responses indicated that teachers are able to assist and guide learners when choosing subjects that will be relevant to their career goals.

- Assisting with application processes

Participants feel that they are doing all the best to assist learners when applying to further their studies. One participant commented by saying:

*I have been successful in helping learners preparing for PSE including my own daughter.*

- Providing career information

Participants feel that they are able to provide learners with all the necessary information that learners need to choose careers that will make them employable. Furthermore, learners are exposed to different career fields; they are taught about admission requirements needed by institutions of higher learning and learners are taught about various funding options available. One participant said:

*I provide learners with information regarding careers, institutions, world of work, career fields and funding.*

- Lack of training workshops

Few of the respondents indicated that they feel that they do not have enough competencies to assist and guide learners for PSE. Eighteen percent (18%) (n=7) of 40 respondents showed that they did not have a clear understanding of the roles they have to play in assisting learners with CG services. One of the responses said:

*No training is given to educators.* However, one of the participants said “*Have a clear understanding of my role in terms of providing career guidance because of the intense in-service training I have received on career guidance.*”

This might be an indication that, although it seems that most teachers have not been trained, there are very few teachers who have received trainings on CG. This means that even though the department might have started training of the few LO teachers, the number of teachers to be trained has to be increased. Training of LO teachers will increase capacity to provide support to the learners (SAQA, 2012).

#### **4.3 Summary of the comparative findings from both research designs and schematic representation of the findings**

As indicated in Chapter 3 that both research designs were used concurrently when the data were collected and the findings for each design are used to validate and triangulate the findings of the other design. According to Creswell (2014), the report in the mixed method can integrate qualitative and quantitative forms with the aim to converge the two databases. This last part of the chapter covered the congruency of the findings and the results.

#### 4.3.1 Findings Research Question 1

In answering research question 1, it is evident that respondents in the two research designs have a clear understanding of their roles they have in assisting learners to prepare for PSE. Common themes that have emerged from the designs were assisting learners when choosing subjects and careers; guiding learners when engaged with application processes; providing learners with necessary CG information so that they make informed and responsible career decisions.

#### 4.3.2 Findings Research Question 2

Research question 2 was answered by both designs and the findings were common. Regarding support programmes, it was established during the FGIs that some schools have CG programmes which enable teachers to support and guide learners for PSE. However the programmes mentioned were minimal such as career days, job shadowing, career fairs, taking a child-to-work and career expo organised by the district office. This was transpired from all the three sites where the interviews were conducted. Participants S1 P4 said:

*Some of these programmes restricted only the top learners. What about learners in your general stream? Because now, your top learners are only regarded as the learners from physics.*

S2 P2 said:

*Yes the district supports us with career expos career expos although you will find that we are limited. You know in grade 12 this year we only took 60 but we've got more than 60.*

What is noticeable is that schools mainly rely on the career expos organised by the district offices. Furthermore the programmes were not the standing programmes and could not be identified on the schools calendar when scrutinising schools' documents.

These findings concur with the responses in the questionnaire that 40% of schools are without CG programmes.

#### 4.3.3 Findings Research Question 3

Research question 3 was answered by both designs. During FGIs all the participants cited the lack of CG trainings as the challenge which hinders them to support and guide learners for PSE. In the questionnaire, (74%) of the responded said they have not received in-service trainings and have never been invited to such trainings. The common reason provided by the respondents was that they have never been invited for the trainings. The second common challenge was the lack of resources, during the FGIs discussion participants voiced it out that they do not have CG books and that they only rely on LO textbooks that do not have sufficient information. This finding was similar to those of the responses from the questionnaire. Thirty-two percent (32%) of the respondents indicated that they use LO textbook and career booklets and when rating the level of the accessibility of these resources, 50% of the responded said these materials are poorly accessed.

The third challenge which appeared to be common in both design is school subject packages offered in schools. This challenge concurs with what has been said by Davie (in The Witness newspaper, 2016:2) in chapter two that “South Africa’s schooling system is not preparing learners for the job market. The country’s schooling system narrows choices rather than expanding them”. During the FGIs it transpired that subjects offered in schools limit learners’ career choices, for example participant S2 P3 said:

*To spread the streams for example we add more subjects like other schools are doing. They have eight subjects and it helps them to widen up their scope.*

Furthermore, when ticking the level of impact of the factors affecting the implementation of CG, 36% of the participants indicated that subjects offered in schools have a very

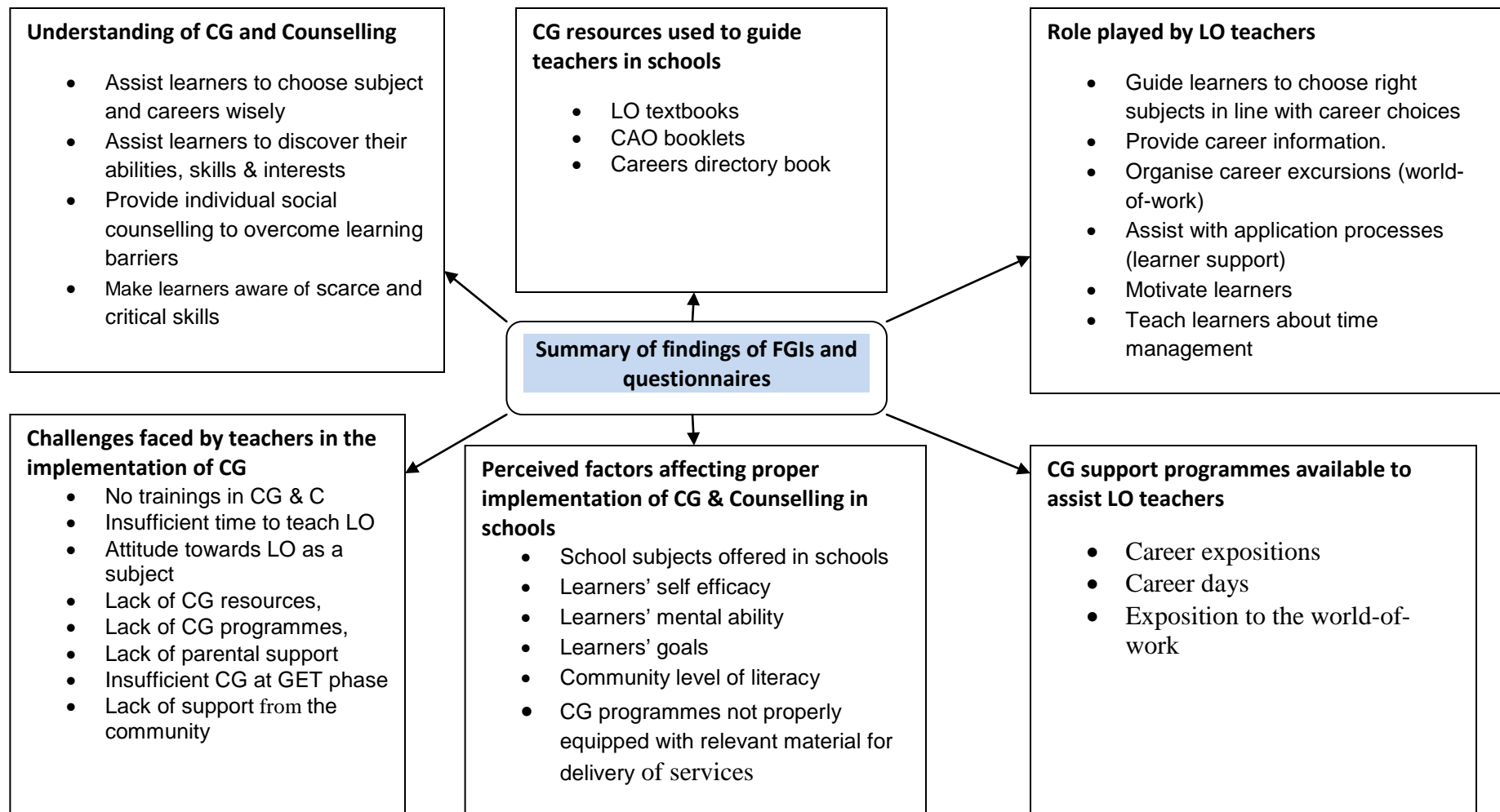


large effect on the proper implementation of CG. This means that learners' career choices are limited by what is offered in schools which they are attending.

The fourth common challenge is the lack of support from the community. According to Leung (2016) in the social cognitive career theory (SCCT), career choice is an unfolding process in which the persons and their environment mutually influence each other. Furthermore SCCT posited that compromises in personal interests might be required in the career choice process due to contextual immediate to the person (e.g., cultural beliefs, social barriers, lack of support). Therefore, if the parents are not well informed about careers it is likely that learners will consider those careers known by the people they are closely related to. More to this, if schools do not expose learners to a variety of career field or choices through CG programmes learners will be limited to choose from a limited number of careers they are exposed to. Participant S1 P4 confirmed this by saying that:

*The community is still aged in the traditional careers. They still have preferred careers like being a teacher, being a nurse, being a police officer, being a doctor.*

This concurs with 34% respondents who agree to a very large extent that parents have a huge impact in their children's choice of careers. These findings relate to what Sawitri, Creed and Zimmer-Gembeck (2014) contend that parental career expectations, values and support are significant factors in the developing of career aspirations, interests, and values of the adolescents. The below diagram represent the findings from both qualitative and quantitative data collection methods.



**Fig 4.9: Summary of FGIs and questionnaire findings**

#### **4.4 Summary**

In this chapter the researcher has discussed the findings gathered in both qualitative and quantitative inquiries in line with the purpose of the study. The data collected were then classified into themes. Sub-themes were also identified, which were interrelated with the main themes. The sub-themes emerged from analysis are self-knowledge in relation to careers, subjects and career choices, career guidance material, learner support and motivation, career expositions, career days, exposition to the world of work, lack of trained teachers, insufficient time, negative attitudes, insufficient career resources, insufficient support programmes, lack of parental support, insufficient career guidance at GET phase, school subjects offered, learners' self-efficacy, mental ability and goals, and poor CG programmes.

The FGIs, document analysis and questionnaires reveal that teachers do not have sufficient support programmes which enable them to guide and support learners for PSE. Teachers indicated that they need more of CG programmes and perhaps funds to be devolved to schools to support school based CG programmes.

In the next chapter the researcher will depicts conclusions, list limitations of the study and make recommendations arising from the study.

## **CHAPTER 5**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

In Chapter 4 the analysis and discussion of both qualitative and quantitative research findings were done. This chapter therefore, closes the research report by highlighting the main points of the findings and making recommendations to improve each of the identified main points. Secondly, suggestions for further studies will be discussed focusing on the improvement of similar research in future with some recommendations on specific areas of focus. Lastly, limitations of the study will be identified and discussed. The discussions of the main points will be done by comparing the findings of the study to the research questions. There were three research questions that were formulated during the initial stage of the research process, refer to 4.1 of the previous Chapter.

#### **5.2 SUMMARY OF FINDINGS OF THE RESEARCH QUESTIONS**

The summary of findings from the literature review, research methodology, focus group interviews (FGIs) and a questionnaire is addressed in this section according to the themes and sub-themes that emerged. In Chapter two, a detailed literature review was done with regards to the understanding of CG and counselling, and impact it has in countries. It was established that OECD as an organisation is very much concerned about countries' state of economy and it believes that each country's economy can be lifted by intensifying CG in youth. CG was defined as all the services provided to an individual of any age with an intention to help one to make educational, training and occupational choices and to manage their careers. When CG has been provided individuals are able to achieve greater self-awareness, develop a life/work direction, increase their understanding of learning and work opportunities and become more self-directed in managing learning, work and transitions. Therefore, we can conclude that the main function of CG is to form a bridge between the school and the world of work. However, this bridge seems not to exist in many of the youth given the fact that too

often, young people find the period of transition from school to work a crisis. Most of the youth are unprepared to face the realities of the transitions.

Secondly, the SCTT was discussed as theoretical framework which guided this study. This theory postulated that there is a mutual relationship between people and the environments they find themselves in. Teachers, parents and school environments therefore, have great impact in the learners' choice of careers. In some instances a person might compromise his or her career choices due to contextual factors such as social barriers, cultures and lack of support. Thirdly, the literature from previous studies was reviewed and the following findings were revealed: there was a lack of information about PSE, learners had uncertainties about career choices, learners showed low levels in the abilities to make career decisions, lack of professional trained CG teachers and counsellors and insufficient time and lack of resources to teach CG. In South Africa, the literature reviewed indicated that CG was found as a means of lifelong learning and sustainable employability that is controlled by individuals themselves. However, Statistics South Africa's report indicated that the country is experiencing a high rate of unemployment of 25, 4%. The situation compelled the government to come up with CDS strategies to curb this problem, hence the DHET drew up a framework of cooperation to ensure that all the government sectors provide CG to all people regardless of their ages, and that such services should be provided by trained practitioners with necessary skills and knowledge. This policy framework provides guidelines on how CDS should be implemented.

In Chapter 3, the research methodology was discussed in depth. The study adopted a mixed research methodology which assisted the researcher to collect the rich and detailed data. Furthermore, the use of a mixed method helped the researcher to obtain corroboration of the results from both the FGIs and the questionnaire. This assisted the researcher to have a better understanding regarding the state of CG and CG support programmes in schools in the Bhekuzulu CMC. To answer the research questions stipulated in 5.1, the following themes were used: understanding of CG and teachers' roles in supporting learners; support programmes and factors hindering the implementation of CG in schools.

### **5.2.1 Research question one: What roles do LO teachers play in preparing FET phase learners for post schooling education in Bhekuzulu circuit?**

In chapter 2 under 2.1 section, career guidance and counselling were defined as concept covering services given to assist individuals, of any age and any point throughout their lives to enable them to make educational, training and occupational choices and to manage their careers. These services are offered to the individuals or in small groups focusing on the specific career issues of particular individual. The purpose of offering these services is assist individuals to achieve self-awareness, work direction and skills needed to transit from school to the world-of-work (Egypt Ministries, 2014 & UNESCO, 2002). During the FGIs, teachers were asked whether they could understand what CG and counselling are all about. Teachers were able to mention that it includes helping learners in achieving self-discovery with regards to skills, abilities, knowledge and personalities etc. Furthermore, they mentioned that learners were assisted to be exposed to different careers and job opportunities.

With regards to the roles that the teachers play in preparing learners for PSE, it emerged from the teachers' responses that learners were mainly guided and supported to be aware of various career options. Learners were cautioned to consider careers which are scarce and critical skills and learners are supported to choose subjects relating to their career aspirations. Furthermore, learners are assisted to apply for admission to the institutions of higher learning and they motivate learners to do well in their studies so that they can be able to achieve their future career goals. However, from the teachers' responses, it became evident that teachers do not offer individual career counselling and the reasons for this is that teachers have not been trained and they lack skills of how to offer CG in their learners in a meaningful way that will meet each learner's career needs. Insufficient time available to the teacher in teaching LO makes it impossible for them to have individual career counselling.

### **5.2.2 Research question two: What support programmes are available to enable LO teachers to support to their learners in preparation for post schooling education?**

Research findings showed that schools received minimal career guidance programmes and these programmes target mainly the science learners. The main support programme received by the schools was career expositions staged for the certain number of grade 12 learners. Furthermore, the district had few programmes that targeted top achieving learners who were from science stream. However, certain schools had different programmes that they had designed such as job-shadowing and career days and the programmes are not consistent as participants did not confirm that these programmes are in their school calendars. It seemed as if schools do them whenever they get time to do them and also when the district invited their schools to participate in some of these programmes. The lack of CG programmes could be influenced by the fact that teachers do not have enough information on what could be done at school level to support learners. Teachers just follow the Life Orientation curriculum as it is stipulated in the CAPS policy document; they lack innovative ways of teaching CG in schools. The district office is also not supporting the schools enough, and this is due to the financial limitations that the DoE is experiencing regarding the hiring of enough LO subjects advisors and CG counsellors.

### **5.2.3 Research question three: What challenges are faced by LO teachers which hinder them to support and prepare FET learners for post schooling education?**

Findings revealed that there were a number of challenges which impacted negatively on the successful implementation of career guidance and counselling in schools, namely lack of trained teachers, insufficient time, negative attitudes, insufficient career resources, insufficient support programmes, lack of parental support, lack of ambitions among teachers, lack of library with reference that can exposed learners to career opportunities, insufficient career guidance at GET phase.

### **5.2.3.1      *Training of LO teachers***

Findings revealed that most LO teachers have not been trained to teach this subject. The use of untrained teachers in teaching LO will compromise the teaching of CG in schools and the country will continue to face the challenge of high rate of youth unemployment. This finding confirmed the findings from the literature studied in Chapter 2 in section 2.3.4. Factors contributing towards this challenge are that LO is the subject that could be taught by anyone irrespective of the subject specialisation. Furthermore, LO is not failed in most instances and the examination that the Grade 12 learners write at the end of the year is marked internally by the teachers in schools. These teachers will always be lenient to their learners when marking. To address this challenge, teachers will have to be trained to acquire relevant competencies needed to provide career guidance and counselling. The Department of Higher Education (2016) calls for all officials who offer career guidance to be trained as career practitioners in order reach a particular level of competency. Teacher quality is the single most important factor that makes a difference in effective curriculum management and delivery (KZN DoE, 2012).

### **5.2.3.2      *Limited time allocated to LO as subject***

The second major challenge faced by LO teachers is that LO is not allocated enough time. Two hours per week allocated to teaching the topic “careers and career choices are eleven and eight in Grade 10 to 12 respectively (DBE, 2011). The schools also do not have time to invite experts (accountants, lawyers’ architectures, and town planner) quests to expose learners to their careers. The focus is only on completing the curriculum (syllabus) rather than providing learners with skills for better choice of career and also choosing best combination of subject to meet their career choices. This has resulted in the insufficient sharing of career information with the learners and teachers find themselves having to complete the prescribed curriculum content instead of attending to the learners’ career needs. The insufficient time allocated to this subject contradict with the guidelines provided framework for cooperation as stipulated in Chapter 2, under section 2.4 that sufficient time should be allocated into the curriculum to ensure that all learners receive meaningful career information and guidance throughout their school enrolment.



### **5.2.3.3      *Poor attitude towards LO as a subject***

A positive attitude should be created about LO as a subject so that it can earn the recognition it deserves. This could be achieved if the SMT's in schools take this subject seriously by ensuring that relevant teachers are assigned to teach this subject. However, this was found not to be prevailing in most of the schools as respondent S3 P1 said:

*The other challenge that we are faced with at schools is the “attitude” from the side of the management of the school.*

This poor attitude by other teachers and learners is due to the fact that they do not attach value to this subject as it is considered by the Institutions of Higher Learning when they calculate APSs for their prospective learners. It is also not an external examinable subject; teachers are not hired to mark it and get paid as it happens with other subjects.

### **5.2.3.4      *Poor career guidance and counselling resources***

Findings have shown that schools lack CG resources and the teachers are mainly relying on LO textbooks which have limited information pertaining to careers and career choices. Career guidance books have not been made available to the schools to order when LTSMs are purchased for the learners. The PACE careers directory books that were purchased by the district office is not sufficient since each school received one copy. This makes it difficult for all the LO teachers to access this book whenever they need it. Lack of career guidance and counselling resources hamper proper implementation of career guidance in schools. When teachers have limited knowledge of career information they encourage learners to pursue with traditional careers. However the Department of Higher Education and Training (DHET 2012) suggests that the Department of Basic Education (DBE) has to ensure that schools receive relevant career guidance material from stakeholders, government departments and entities and post such material on the Life Orientation learning space of the Thutong educational portal, as well as the DBE website.

#### **5.2.3.5      *Limited career guidance programmes***

Learners have to be exposed to a variety of career guidance programmes to expand their scope of career choices. The findings revealed that schools do not have enough of career guidance support programmes to prepare learners for PSE. LO teachers lack innovative ways of ensuring that learners receive sufficient information throughout the FET phase. They mainly rely on the district support programmes which are also not sufficient. However the DHET (2014) suggests that every learner from Grade 10 to 12, and every school leaver, receives specific information and guidance in terms of post-school education options and/or in accessing work opportunities. All schools have to organise career guidance festivals, exhibitions and career related activities for learners. The KwaZulu Natal Department of Education (2012) contends that each school must have a career guidance week to enable learners from grade 8 to 12 to choose appropriate career paths.

#### **5.2.3.6      *Lack of parental support***

Findings have shown that parents are not supporting their children. Most teachers felt that they do not get support from the parents whenever they needed to discuss their children's career needs. Respondent S2 P3 said:

*You know when we are calling these parents to the meetings to come and check their children's work, you find very few parents coming and those that will be coming are the ones with children that are doing well.*

Education is a social issue. The involvement of the parents and community has a significant role in the learners' academic success. When parents have an understanding of what is happening in schools, they are eager to be involved in school affairs and to receive regular reports about how well their children perform against clear standards that are shared by all schools (KZN DoE, 2012. & DBE, 2015). Such parental commitments and involvements promote good academic achievements of the children in schools.

Enhanced parental involvement leads to better academic performance, better school attendance and improved behaviour of children at home and in school (Maluleke, 2014).

It should be acknowledged that most parents influence their children in one way or the other to pursue with certain careers. Therefore, it is important that LO teachers and the schools should establish good working relations with the parents of their learners. Parents' non-involvement in the education of their children is result of the parents' mentality that teachers are the ones who have the capacity to guide and support their children as professionals and themselves do not have skills to do so.

#### **5.2.3.7        *Insufficient career guidance in the GET phase***

The literature reveals that a well structured and coordinated CG is provided at critical stages where senior phase learners prepare to enter into the new FET phase and have to choose the subjects for specialisation (DHET, 2012). Subject choices for the FET phase are made at the end of Grade 9 (Jonck, 2015). Proper subject choices enable learners to achieve their future career goals. However, the findings suggest that not enough career guidance is provided to the Grade 9 learners with regards to subjects and career choices. The cause of this is that teachers in the GET phase also lack training with regards to career guidance and counselling. Schools do not invite external resourced people to come and address learners about the importance of choosing subjects wisely. This therefore, results in learners getting to the FET band uncertain about the relevant subjects to choose in order to be able to pursue with their envisaged careers after completing grade 12. Nong (2016) posits that career guidance plays a major role in assisting education systems and labour market work to meet their targets and goals. Ogilvy (2014) assert that South Africa desperately needs plumbers, electricians, and mechanics and there is lots of money to be made in these fields of expertise. So we need to train the youth in these disciplines as qualified technicians are in great demand.

### **5.3        SUMMARY        OF        THE        FINDINGS        OF        THE        SELF-ADMINISTERED QUESTIONNAIRE**

The purpose of this self-administered questionnaire was to establish the level of career guidance services in schools with regards to the level of competency of LO teachers,

availability and effectiveness of CG programmes in schools and whether the programmes are supported by the District career guidance office, availability and accessibility of CG and counselling resources and the challenges facing the effectiveness of CG and counselling in schools. The findings of this instrument matched with the findings obtained in the FGIs. With regards to teachers qualifications, findings indicated that most teachers (64%) offering LO in schools were not trained in this subject or in offering CG as such. An average number of schools (54%) have CG programmes; however there are a number of schools (40%) which do not have CG programmes. A high number of LO teachers (74%) do not receive in-service training as a means of a professional support to most teachers who do not possess LO and/or CG qualifications. Regarding the availability of CG resources and their level of accessibility, most teachers rely on LO textbooks and CG booklets that they receive from career expos (mainly CAO booklets). Schools do not have sufficient CG books and no connections to the internet to be able to help learners with more recent CG information. Schools have one CG book (PACE careers directory) which makes it difficult to be accessed by all LO teachers whenever they need information.

Regarding the challenges facing effectiveness of CG and counselling, the following factors such as school subjects offered in schools, parental influences, learners' goals, learners' mental ability and learners' self-efficacy were found to be the main causes contributing to the challenges. Subject packages offered in schools have a great impact on learners' choice of careers. It is therefore, important to ensure that career guidance, occurring inside and outside the subject life orientation enables learners to select appropriate subject combinations as they enter Grade 10 (DBE, 2015). These subjects' packages should in fact assist learners to have a variety of career choices. In Chapter 2, under section 2.2.5, the Social Cognitive Career Theory (SCCT) anchored in the Bandura's self-efficacy theory was discussed in depth. This theory postulates a mutually influencing relationship between people and the environment. For youth to be successful in their career life they need to have an adult to influence and support them. Lent, Brown, and Hackett (1994, 2000) contend that in SCCT, a lack of adequate support in people's environment (external factor) may inhibit their ability to translate

career interests into goals and actions by lowering career-related self-efficacy and outcome expectations (internal factors).

It is therefore, apparent that learners' self-efficacy is greatly influenced by external factors such as parents and teachers' support. Learners can successfully achieve their career goals provided that they get all the necessary support from immediate people they interact with. Social support is seen by young adults as a critical factor in implementing their career choices successfully and in overcoming obstacles in this process (Lent *et al.*, 2002). Teachers need to play a major role in providing comprehensive CG support programmes which will assist learners to develop an ability to choose their careers wisely (learners' career decision self-efficacy) and to be aspired to further their studies. Career decision self-efficacy is anchored in the SCCT which is theoretical framework guiding this study.

The other findings suggest that teachers are of the view that resourced people from the community should be invited to offer assistance. Furthermore, they believe that the level of literacy and/or socio-economic status in the local community influences school based career guidance services. Hence the importance of social support to career decision and efficacy is emphasized in the SCCT which underpins this study.

#### **5.4 CONCLUSION OF FINDINGS**

This research study has brought up issues that will need immediate attention by the district career guidance component as well as the provincial career guidance component. The main challenge is lack of training of the teachers who are supposed to provide career guidance to the learners. This challenge compromises lots of programmes that should benefit learners in schools, because most teachers stick to what the curriculum and LO textbooks are prescribing Secondly, there is a great lack of CG support programmes. Schools only benefit from Grade 12 career expositions as well as the Grade 9 seminars. During these expos and seminars, a limited number of learners are invited thus depriving other learners to access to information. Furthermore, the focus is mainly on learners doing science, mathematics and sometimes accounting.

There is a great feeling that the expos should be done for the Grade 11 learners as well. In Grade 12, learners are expected to put their plans into action and therefore, it is already late if they are told about various programmes offered by institutions of higher learning when they are doing the last grade.

The other support programmes offered, such as Career Development and Leadership symposiums and Learner Focus Weeks are only targeting science learners. Chiesa, Massei and Guglielm (2016) and Amoah, Kwofie and and Kwofie (2015) argue that increased in career exploration results in the improvement of career decision-making self-efficacy of the learners. If the learners' exposure to the knowledge about the world of work is inadequate, they cannot relate their capability to their occupational choices (Theresa, 2015). The third challenge is the lack of CG resource materials. Each secondary schools was supplied with PACE careers directory, however the findings showed that most teachers are not aware of these books and did not have access to them as LO teachers. Mudilia, Ayiro and Kipsoi (2017) contend that career counseling becomes a simpler task for both career guidance teachers and learners especially when the resource materials and equipment are available. Enough CG programmes enable learners to make proper career decisions in time. Ogutu, Odera, and Maragia (2017) suggest that career decision making should be enhanced in schools using career guidance and counseling strategies

The lesson learnt in this research project is that LO is not fully supported in schools, the main contributing factor to this is the incorrect positioning of the subject in the curriculum. This subject has only hours in the week to teach the content and one hour for the physical education. Theresa (2015) contends that CG has to form an essential component of the educational system to facilitate learners' decisions in the selection and appropriate combination of subjects or courses that best suit their aptitudes and aspirations for the future world of work. Secondly, most LO teachers lack passion and commitment to design career guidance programmes aimed at exposing learners to various career fields. There is no career guidance programmes in the schools' year plans. Schools are mainly focused in passing the learners and do not mind about the progress of their learners after they pass grade 12. Such practices contribute towards

the high rate of unemployment that our country is currently facing. Amoah, Kwofie and Kwofie (2015) argue that intervention programmes need to be provided to support learners make well informed choices.

Regardless of challenges and limitations encountered in this study, there were a number of advantages that were yielded which have to be taken into cognisance. It was pleasing to find out that there are teachers who go an extra mile by providing support to their learners using their own funds, such as the teachers who assisted learners to apply online even if schools are not connected to the internet. Furthermore, teachers create career guidance corners in their classrooms if schools do not have libraries in order to help learners to access important information they need in preparing for PSE. Some schools organise career days to create career awareness to the learners and prepare them for PSE. Teaching employability skills and career exploration is vital to prevent learners' inability to articulate the proper career pathway for their chosen career.

## **5.5 RECOMMENDATIONS**

Based on the findings from both the FGIs and questionnaire, the researcher proposed the following recommendations in each research objective:

### **5.5.1 Recommendations based on research question 1**

- The Provincial Department of Education should use an accredited service provider to train LO teachers to be Career Practitioners. This will allow teachers to gain necessary skills and knowledge needed to facilitate and implement CG programmes and to offer individual CG and counselling;
- Schools need to be connected to the internet to enable teachers to assist learners to research about various careers not familiar in their communities. Furthermore, to help learners with application processes and for the accessing funding options such as NSFAS;

- It is ideal to create a database of all the professional people in the community and establish working relations with them. This database will assist teachers to have an easy access to the professionals whenever they need to invite them to come and offer career education during career days and any CG activity that they plan in their schools.

### **5.5.2 Recommendations based on research question 2**

- The District office in the career guidance and counselling section to provide schools with basic programmes to be implemented in all the schools, and those programmes should form part of the school activities and should be monitored intensively;
- Life Orientation teachers should be creative and innovative in designing effective CG programmes that will create career awareness to stimulate the learners. Furthermore, schools will need to establish career guidance committees which will comprise of all LO teachers, members of learners' representatives' council (LRC's), learners' alumni and some parents' representatives. These CG committees will help schools to design effective CG programmes that will benefit learners in preparing for PSE;
- Schools should form partnership with institutions of higher learning to be able to understand different programmes offered by these institutions and the selection criteria used in the admission process. By so doing, LO teachers will be able to provide relevant information to the learners and will prepare them well for tertiary education;
- The DoE has to design effective subjects' selection programmes to assist the schools in guiding learners when preparing to choose subjects for FET phase; and
- The DoE must have monitoring, evaluation and support programmes aimed to ensure that subjects selection campaigns are run effectively in all the schools. These monitoring programmes will enforce the implementation of the programmes in schools.



### **5.5.3 Recommendations based on research question 3**

- Provincial Department of Education has to offer study bursary to LO teachers and to establish partnership with one of the local institutions who will train LO teachers on a part-time basis. This will enable all the LO teachers to acquire skills that they need to help learners when they have to make career decisions;
- The District office to provide in-service training of both GET and FET LO teachers. In-service trainings will assist in the professional growth of the teachers throughout the years in teaching LO;
- The school principals to hire teachers who have specialisation in LO and to ensure that these teachers remain teaching LO throughout their teaching school years. This will add value to the subject and learners will be properly supported by teachers with expertise;
- More time to be allocated for LO, particularly for topic 4 which deals with careers and career choices in the CAPS policy document. This will allow teachers to help learners in their decision-making processes and putting their career plans into action. Furthermore, the topic careers and career choices to be allocated its own period in the school's time table to enable teachers to properly guide learners to choose relevant careers. More time is needed whenever support programmes are implemented, for example, increasing career exposition days, to ensure that all the learners benefit from the programmes;
- Assistance with the changing of negative attitudes of teachers towards LO should be a priority. The DoBE has to declare LO an external examinable subject like all other subjects and the institutions of higher learning should include this subject when calculating admission point scores. Furthermore, SMT members are to support LO teachers in every aspect and ensure that career guidance programmes are part of the school calendar and that they are observed accordingly. This will help to change even the attitudes of the learners and see the value of the subject;

- More funds have to be devolved to schools to build career guidance resources centres that will have all the necessary materials and equipment even the visual career guidance resources to help learners to better understand the career choices. Establishing good working relations with local business should be a focal point to increase chances of getting funding to be able to buy career development material resources; and
- Parents support groups should be organised and teachers should train these parents on how to support their children when they have to choose subjects that will lead them to their future careers. The district and circuit offices should support the schools with the organisation of parents' seminars. These initiatives will promote parents' involvement in their children's education. Introducing CG advocacy programmes in the communities to educate them about scarce and critical skills. This will help to gain support needed by learners when choosing careers that are not popular in their communities.

## **5.6 LIMITATIONS OF THE STUDY**

The following are limitations to the conclusions that can be drawn from this research:

- The study was conducted in only one CMC instead of five CMC's in the district. This created the limitation to the study as the research could have been conducted in all the CMC's;
- The research was conducted only in township schools and other few rural schools with big enrolments. This then created an imbalance as the opinions of the former white schools and deep rural schools could not be listened to;
- The researcher is the district official, this might have tempted the teachers to give impressive answers that are not genuine and true to what is happening in schools;
- The use of FGIs might have compromised the yielding of rich information from the participants, because some people do not feel free to express themselves in front of others;

- The questionnaire was given to the participants to answer for themselves and some of the responses were just given without careful consideration of the questions. This created a problem of giving inconsistent answers throughout the questionnaire; and
- The results of this study are limited only to the Bhekuzulu CMC in the Zululand District hence the findings could not be generalized.

## **5.7 SUGGESTIONS FOR FURTHER RESEARCH**

This study showed that teachers are experiencing some challenges with regard to the teaching of career guidance as part of LO curriculum. The current situation has resulted in learners exiting the FET phase not thoroughly prepared for PSE. The study has found that schools do not have clear CG programmes that are continuously implemented to support learners for PSE. Teachers rely mostly on the provided LO textbook to provide CG to learners. The researcher is of the view that more research should be conducted with some institutions of higher learning such as TVET colleges, local universities as well as DHET, particularly Career Development Services (CDS) component on the programmes they have for the in-school youth especially for Grades 9-12. This has been identified as a research gap in the previous research studies that have been conducted. When such a kind of a research study is conducted, it could help with establishment of the standardised CG programmes to be used by all schools. Further investigation could be done on these following areas:

- A comparative study with KZN and other provinces on how CG programmes are implemented in schools;
- A study on the methodologies of teaching career guidance in schools; and
- Investigation on the possibility of making LO as one of the fundamental modules to be done by all tertiary institution learners.

## **5.8 CONCLUSION**

LO is a crucial subject that should be viewed with the necessary seriousness as it can have positively or negatively influence on learners' career aspirations. Choosing a career is the most important decision a learner has to make when in the LO class. The teacher has to accept the responsibility to guide these children to become successful adults engaged in the most appropriate job. All stakeholders should cooperate to make this quantum leap of highlighting the value of the LO class as the most influential subject taught at school.

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### ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2016/338				
Project Title	The role of life orientation teachers in preparing further education and training phase learners for post school education in Bhhekuzulu Circuit				
Principal Researcher/ Investigator	LS Ngobese				
Supervisor and Co-supervisor	Dr MS Mabusela		Prof DR Nzima		
Department	Curriculum and Instructional Studies				
Nature of Project	Honours/4 <sup>th</sup> Year	Master's	x	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above mentioned project proposal and the documents listed on page 2 of this Certificate.

**Special conditions:**

- (1) This certificate is valid for 2 years from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date: 31 October 2017]
- (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

## **ANNEXURE B: ACCESS LETTER TO RESEARCH PARTICIPANTS**

736 Kunene Street

Dundee

3000

The Head of Department

KZN Department of Education

247 Burger Street

Pietermaritzburg

3200

21 November 2016

Dear Dr Nzama

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I am a registered Master's student in the Department of Curriculum and Instructional Studies at the University of Zululand. My supervisor is Dr MS Mabusela and Prof DR Nzima (Co-Supervisor).

The proposed topic of my research is the role of Life Orientation teachers in preparing Further Education and Training (FET) phase learners for post schooling education in Bhhekuzulu Circuit. The objectives of the study are:

- (a) To establish the role that Life Orientation teachers play in preparing FET phase learners for post schooling education.

- (b) To determine support programmes available to enable LO teachers to support their learners in preparation for post schooling education.
- (c) To determine the challenges faced by LO teachers which hinder them to support and prepare learners for post schooling education.

I am hereby seeking your consent to conduct this research study in the Public Bhekuzulu Circuit secondary and/or combined schools. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University
- (b) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Researcher's contact details: 083 544 2239, E-mail address: [ngobeselindiwe@yahoo.com](mailto:ngobeselindiwe@yahoo.com)

Supervisor's contacts: Dr MS Mabusela, 035 902 6220, E-mail address: [MabuselaM@unizulu.ac.za](mailto:MabuselaM@unizulu.ac.za)

Co-Supervisor's contacts: Prof DR Nzima, Email address: [NzimaD@unizulu.ac.za](mailto:NzimaD@unizulu.ac.za)

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely



Lindiwe S Ngobese (Ms)





## education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1112

Ms LS Ngobese  
736 Kunene St.  
Dundee  
3000

Dear Ms Ngobese

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF LIFE ORIENTATION TEACHERS IN PREPARING FURTHER EDUCATION AND TRAINING PHASE LEARNERS FOR POSTS SCHOOLING EDUCATION IN BHEKUZULU CIRCUIT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 21 November 2016 to 25 May 2018.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Zululand District

Dr. EV Nzama  
Head of Department: Education

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



## education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Modise J

Ref:

Date: 04.04.2017

Mrs Ngobese L.S  
736 Kunene Street  
Dundee  
3000

Dear Madam

### SUPPORT FOR REQUEST TO CONDUCT RESEARCH

Your letter received on the 4<sup>th</sup> of April 2017 refers. After consideration of your request to conduct research in the Bhekuzulu Circuit Management Cluster, especially in our Secondary and / or Combined schools, support for your stated assignment is given without any reservation.

We wish you everything of the best as you engage in the undertaking of this very important task.

  
CES BHEKUZULU CMC



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

KWAZULU-NATAL DEPARTMENT OF EDUCATION  
BHEKUZULU CIRCUIT MANAGEMENT CLUSTER  
Postal Address: Private Bag X9318 • Vryheid • 3100 • Republic of South Africa  
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## **ANNEXURE E: INTERVIEW SCHEDULE FOR GUIDING THE FGIS**

1. What is your understanding of career guidance and counselling?
2. What role do you play as LO teachers in assisting learners to prepare for their PSE?
3. What support do you need to guide learners effectively in order to prepare for their PSE?
4. Do you have any career guidance programmes and resources to use in guiding learners when they choose careers?
  - 4.1 If the answer is yes what are those programmes and resources?
5. How do the department and the district offer programmes assist learners to prepare for post schooling education?
  - 5.1 If the answer is yes, what are those programmes?
6. What challenges do you experience with regards to the provision of career guidance in the school?
7. What do you think could be the possible solutions to address these problems?
8. Is there anything that was not asked about career guidance that you think the researcher should know?

## ANNEXURE F: SELF-ADMINISTERED QUESTIONNAIRE

This study is for academic purposes only. It is intended to determine the role of Life Orientation teachers in preparing FET phase learners for post schooling education in Public secondary and/or combined schools in Bhhekuzulu Circuit in the Zululand District. Kindly respond to the questions as sincerely and precisely as possible. Your honesty and co-operation in responding to these questions will be highly appreciated. All information provided will be treated with utmost confidentiality. Do not write your name **anywhere** in this Questionnaire

Please fill in the required information in the spaces provided. Or tick (✓) where necessary.

### SECTION A: BACKGROUND INFORMATION

1. Gender : Male [   ]    Female [   ]
2. Race: Black [   ]    Indian [   ]    Coloured [   ] White [   ]
3. What is your highest academic qualification?  
Matric [   ] Diploma [   ] Bachelor's Degree [   ] Master's Degree [   ] PhD [   ]
4. Do you have any specialised training related to career guidance support programmes: (tick the appropriate box below)  
4.1 Life Orientation: Yes [   ] No [   ]  
4.2 Career Guidance: Yes [   ] No [   ]
5. How long have you been in the teaching profession?  
Less than 2 years [   ], 2-5 yrs [   ], 6-10 yrs [   ], 11-15 yrs [   ], Over 15 years [   ]
6. How long have you served in this school as a career guidance teacher?  
\_\_\_\_\_ (*indicate number of years/months*)

## SECTION B: LEVEL OF CAREER GUIDANCE PROGRAMMES

7. How would you rate yourself as a career guidance teacher?  
Very competent [ ] Competent [ ] Average [ ] below average [ ]
8. At which grade do you start preparing your learners about choosing their careers wisely?  
Throughout FET phase [ ] Grade 10 [ ] grade 11 Fourth Term [ ] Grade 12 First Term [ ]
9. Do you offer individual career counselling?  
Yes [ ] No [ ]
10. How frequently do learners seek career guidance and counselling from you?  
Very often [ ], Occasionally [ ], Rarely [ ], Never [ ]
11. Do you have any career guidance programmes in your school which are aimed at assisting learners with career choices?  
Yes [ ], No [ ] (*if No proceed to no. 14*)
12. How often does your programme seek assistance from the District career guidance office?  
Very often [ ], Often [ ], Rarely [ ], Never [ ]
13. Have the District career guidance office ever assessed career guidance programme(s) in your school?  
Yes [ ] No [ ] (*if No, proceed to no. 14*)  
13.1 If yes, what suggestions did they give about the career guidance programme in your school? Briefly explain-----  
-----  
-----
14. How would you rate the level of effectiveness of career guidance and counselling programmes in your school?

Very effective [ ]    Effective [ ]    Less effective [ ]    Ineffective [ ]  
Not sure [ ]

15. How would you describe career guidance service in your school?

It meets learners' needs [ ]    It needs improvement [ ]    It has been neglected [ ]

### **SECTION C: PROFESSIONAL SUPPORT OF CAREER GUIDANCE AND COUNSELLING TEACHERS**

16. In the past two years, have you received any in-service training related to career guidance and counselling?

Yes [ ]    No [ ]

*(If yes in question 16 above, answer 16.1 and 16.2. Otherwise proceed to no.17)*

16.1 were the course(s) beneficial in any way as far as career guidance and counselling is concerned?

Yes [ ]    No [ ]

16.2 How frequent do you attend these trainings?

Quarterly [ ], bi-Annually [ ], Annually [ ], Less frequently [ ]

17. *(Only answer if No to question 16)* What were your reasons for not attending these trainings?

Lack of time or interest [ ], Lack of funding [ ], Poor communication [ ], Never been invited to trainings [ ]

### **SECTION D: AVAILABILITY AND THE USE OF CAREER GUIDANCE AND COUNSELLING RESOURCES**

18. Are the resources used for career guidance and counselling available in your school?

Yes [ ]      No [ ]

18.1 If no, state the reasons: \_\_\_\_\_

\_\_\_\_\_  
(proceed to no.20)

19. What is the level of use of the available resource in your schools?

Very oftenly used [ ]   Oftenly used [ ]   Rarely used [ ]   Not used at all [ ]

20. What resources do you use to guide you in the implementation of career guidance

Career book(s) or booklets [ ]   LO textbooks [ ]   Internet/computer data [ ]

Own creativity [ ] (please specify)

\_\_\_\_\_  
20.1 Briefly explain the effectiveness of these resources:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. In terms of print, non print and electronic occupational resources; how would you rate the level of accessibility of these resources in your school?

Poor [ ],      Good [ ],      Very good [ ]

22. What guides your roles and activities in career guidance services in your school?

LO textbooks [ ]      Guidance and Counselling handbook [ ]      Careers Booklet [ ]

Own creativity [ ]      Internet/Computer data [ ]      Any other (specify)

\_\_\_\_\_

23. Would you say you have clear understanding of the role you have to play in guiding learners in preparation for post schooling education?

Yes [ ]      No [ ]

23.1 Briefly elaborate on your above response \_\_\_\_\_

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**SECTION: E CHALLENGES FACING EFFECTIVENESS OF CAREER GUIDANCE AND COUNSELING**

24. The following are some of the perceived factors affecting proper implementation of career guidance and counseling in schools. Please indicate the level of effect of each factor.

<b>Factor</b>	<b>Very large extent</b>	<b>Large extent</b>	<b>Limited</b>	<b>No extent</b>
24.1 Learners' mental abilities				
24.2 Learners' goals				
24.3 Learners' self efficacy				
24.4 Gender				
24.5 School subjects offered at school				
24.6 Parental influence				

25. Please indicate the level of agreement with each statement. Numbers 1, 2, 3, 4 and 5 have been used as shown below.

**1: Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
25.1 The level of literacy and/or socio-economic status in the local community					



influences school based career guidance services					
25.2 It is necessary that resourced persons are invited from the community to offer assistance.					
25.3 Career guidance services in our school follow a definite programme on the people to be invited from outside the school to give career talks.					
25.4 The career guidance programme in this school is properly equipped with relevant materials for delivery of services to learners.					
25.5. Career guidance services in this school help learners understand themselves and the world of work.					

**Thank you for your precious time and co-operation!**